

# MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION  
SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

2041

2001 SENATE EDUCATION

SB 2041

2001 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2041

Senate Education Committee

☐ Conference Committee

Hearing Date 01-16-01

Tape Number	Side A	Side B	Meter #
1	x		0 - 34.2
2 (1-23-01)	x		17.4 - 27.5
Committee Clerk Signature <i>Jandra Johnson</i>			

Minutes:

CHAIRMAN FREBORG called the committee to order.

Roll call was taken with 7 members present.

CHAIRMAN FREBORG called the hearing on SB2041 relating to the North Dakota university system and to the higher education system strategic plan.

**Testimony in Support of SB 2041:**

Roxanne Hubza, Legislative Council Fiscal Staff, gave an account of what led to this bill and explained each section of the bill. (see attached excerpt from the final report of the higher education committee).

Richard Kunkel, State Board of Higher Education, presented testimony in support of the bill. (see attached). SENATOR O'CONNELL asked if meaning of the term "roundtable" has been established by policy so the meaning can be clearly understood before the term goes into ND Century Code.

Larry Isaac, Chancellor of the University System, responded. The report itself was adopted by the roundtable and then adopted by the interim legislative committee, so there is a record there. The report that Ms. Hobza presented from the Legislative Council also embodies all these things and all of the membership of the roundtable is included in the report. He feels there is a track record there that people would understand. He supports this bill and feels it continues to encourage the university system to follow the direction the legislature has given them, it defines the expectations and accountability measures that have now been defined. SENATOR CHRISTENSON asked how much input from faculty of universities was given, and were the faculty included in the roundtable. He answered the faculty had been represented at the roundtable. On one or two occasions, a draft was sent to all university presidents that was to be circulated to their faculty members. SENATOR CHRISTENSON asked if there had been any protest on the part of the liberal arts people as to the wording in this report. Mr. Isaac stated that after the report came out there was comment there should have been more emphasis on liberal arts. SENATOR CHRISTENSON asked how much control over university classroom management this report will have. He feels the Board is streamlining some of its policies. He is happy with the report. Streamlining puts back local control. SENATOR CHRISTENSON feels some of the content of this report is clearly an assault on academic freedom. Mr. Isaac feels much of what is in the report is already happening. He feels working with students and employers of students to offer a curriculum that will meet all of their needs. Mr. Isaac discussed duplication of programs. He believes ND needs to provide broad access to programs at the universities. He feels there are collaborative efforts underway now that adhere to this. Technology has made these opportunities available. SENATOR O'CONNELL wondered if



there should be more definitive language in the report. Mr. Isaac sated this report is a recommendation to the legislature.

Dale Anderson, Greater North Dakota Assn. (GNDA), offers the support of the business community of ND. He feels the roundtable was a great opportunity for business people and university personnel to meet. The five words he would use to describe the report are:

1. Flexibility, 2. Entrepreneurial (creative), 3. Market responsive, 4. Accountability, 5. Performance standards.

There being no opposing testimony, the hearing on SB 2041 was closed.

1-23-01 Tape 2, Side A, 17.4 - 27.5

SENATOR O'CONNELL moved a DO PASS. Seconded by SEN FLAKOLL.

Discussion. SENATOR CHRISTENSON is not comfortable putting the term "roundtable" in code. SENATOR KELSH wondered how DPI is to report to the Legislative Assembly. The roundtable report will not go into code, code will just reference it.

Roll Call Vote: 6 Yes. 1 No. 0 Absent. Motion carried.

Carrier: Senator Flakoll

Date: 1-23-01  
Roll Call Vote #: /

**2001 SENATE STANDING COMMITTEE ROLL CALL VOTES**  
**BILL/RESOLUTION NO. 2041**

Senate	Education	Committee
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☐ Subcommittee on \_\_\_\_\_  
or \_\_\_\_\_

☐ Conference Committee

**Legislative Council Amendment Number** \_\_\_\_\_

Action Taken *Do Pass*

Motion Made By Sen. O'Connell Seconded By Sen. Flaherty

[illegible]

Total (Yes) 6 No 1

**Absent** 0

Floor Assignment Mr. Takoll

**If the vote is on an amendment, briefly indicate intent:**

**REPORT OF STANDING COMMITTEE (410)**  
January 24, 2001 7:56 a.m.

**Module No: SR-12-1488**  
**Carrier: Flakoll**  
**Insert LC: . Title: .**

**REPORT OF STANDING COMMITTEE**

**SB 2041: Education Committee (Sen. Freborg, Chairman) recommends DO PASS**  
**(6 YEAS, 1 NAY, 0 ABSENT AND NOT VOTING). SB 2041 was placed on the**  
**Eleventh order on the calendar.**

2001 HOUSE EDUCATION

SB 2041

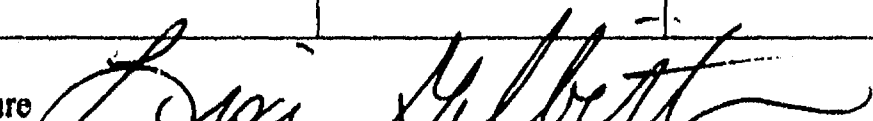
## 2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2041

House Education Committee

☐ Conference Committee

Hearing Date 03/12/01

Tape Number	Side A	Side B	Meter #
#1	X		53 to 1955
#1	X		4470 to 4700
Committee Clerk Signature 			

Minutes:

Chairman R. Kelsch, Vice-Chair T. Brusegaard, Rep. Bellew, Rep. Grumbo, Rep. Haas, Rep. Hanson, Rep. Hawken, Rep. Hunskor, Rep. Johnson, Rep. Meier, Rep. Mueller, Rep. Nelson, Rep. Nottestad, Rep. Solberg, Rep. Thoreson

Chairman Kelsch: We will open the hearing on SB2041.

Roxanne Hubbs: (Legislative Council) \*Explained the bill, please refer to handout\*

Dick Kunkel: (Board of Higher Education) \*Please refer to written testimony\*

Larry Isaak: (Chancellor of the ND University Systems) We support this bill.

Rep. Nottestad: The one thing that came up when it was explained in Grand Forks, the only opposition came from the liberal arts portion of the college, what has been done to alleviate their fears?

Isaak: I think part of it is just getting out more information.

Dale Anderson: (President of the Greater ND Association) We support this bill.

Page 2

House Education Committee

Bill/Resolution Number SB2041

Hearing Date 03/12/01

Chairman Kelsch: We will now close the hearing on SB2041.

Chairman Kelsch: We will now take up SB2041.

Rep. Haas: I move a DO PASS.

Rep. Mueller: Second.

Chairman Kelsch: Committee discussion.

The motion of DO PASS passes with 14 YAY 0 NAY 1 ABSENT.

Floor assignment: Rep. Haas

Date: 3/12/01  
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. SB 2041

House House Education Committee

☐ Subcommittee on \_\_\_\_\_  
or  
☐ Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken Do Pass

Motion Made By Rep. Haas Seconded By Rep. Mueller

Representatives	Yes	No	Representatives	Yes	No
Chairman-RaeAnn G. Kelsch	✓		Rep. Howard Grumbo	✓	
V. Chairman-Thomas T. Brusegaard			Rep. Lyle Hanson	✓	
Rep. Larry Bellew	✓		Rep. Bob Hunsakor	✓	
Rep. C.B. Haas	✓		Rep. Phillip Mueller	✓	
Rep. Kathy Hawken	✓		Rep. Dorvan Solberg	✓	
Rep. Dennis E. Johnson	✓				
Rep. Lisa Meier	✓				
Rep. Jon O. Nelson	✓				
Rep. Darrell D. Nottestad	✓				
Rep. Laurel Thoreson	✓				

Total (Yes) 14 No 0

Absent 1

Floor Assignment Rep. Haas

If the vote is on an amendment, briefly indicate intent:

**REPORT OF STANDING COMMITTEE (410)**  
March 12, 2001 12:34 p.m.

Module No: HR-42-5336  
Carrier: Hass  
Insert LC: . Title: .

**REPORT OF STANDING COMMITTEE**

**SB 2041: Education Committee (Rep. R. Kelsch, Chairman) recommends DO PASS**  
**(14 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). SB 2041 was placed on the**  
**Fourteenth order on the calendar.**



2001 HOUSE APPROPRIATIONS

SB 2041

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2041

House Appropriations Committee

☐ Conference Committee

Hearing Date April 6, 2001

Tape Number	Side A	Side B	Meter #
04-06-01 tape #1		1720 - 2155	
Committee Clerk Signature <i>Kathie Hall</i>			

Minutes:

The committee was called to order, and opened committee work on SB 2041.

Rep. Wentz: Moves DO PASS. Seconded by Rep. Warner.

Rep. Skarphol: To him this is endorsing the whole idea of the higher education roundtable and he is not supporting this.

Chairman Timm: We brought these two bills down to the committee to make them coincide with the budget bill.

Rep. Wentz: The subcommittee didn't consider these bills, except to hold them to make sure they didn't need to be amended because of action taken on SB 2003. We have no comments or recommendations.

Rep. Martinson: Can the subcommittee have some time to look at the bills and give a recommendation.

Rep. Wentz withdraws her motion, and Rep. Warner withdrew his second.

## 2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2041 & SB2042

House Appropriations Committee  
Education and Environment Division

☐ Conference Committee

Hearing Date April 06, 2001

Tape Number	Side A	Side B	Meter #
2 of 2	x		2,110
Committee Clerk Signature <i>Judith Schack</i>			

Minutes:

Representatives Aarsvold, Gulleason, Martinson, Monson, Wald, Wentz.

Representative Wentz: We do not have to amend this to conform to SB2003. The full committee wants us to look at it. It does not conflict with SB2003. These bills had their hearing in the house education committee. They were simply held back because we want to be sure they were consistent with what we did with SB2003.

Some of the committee feels they needed time to read over and time to study this. If there isn't time, Rep Martinson feels, when in doubt don't vote for the bill.

Pat Seaworth: Council for ND University System. (225- 1045) Goes through repeals and why. Some are outdated, and goes through those.

The committee, Mr. Seaworth, and Laura Glatt have a question and answer period. (1060-1450)

Rep Martinson made a motion for a do pass, seconded by Rep Monson. Chairman Wentz offers discussion. Vote was taken 6 yes, 0 no and 1 absent.

Page 2

Education and Environment Division

Bill/Resolution Number SB2041 & SB2042

Hearing Date April 06, 2001

Rep Wald wants to further amend. A vote needed to be taken to reconsider our actions. A motion was taken to reconsider our actions by Rep Martinson, seconded by Rep Wald. Pass by verbal vote. Rep Wald makes a motion to further amend on line 21 of page 1 after the word control, put a coma, including System Office personnel, and than continue on and renumber. Seconded by Rep Martinson. Chairman Wentz asks for discussion. Voice vote was taken and passes. Rep Wald makes a motion to do pass as amended. Rep Monson seconds the motion. Seeing no discussion the vote was taken. 6 yes, 0 no, and 1 absent. Rep Wentz will take to the full committee.

Representative Wentz: Lets consider SB2041 now. Rep Wald makes a motion for a do pass.

Seconded by Rep Martinson. Chairman Wentz asks for discussion. Vote was taken with 6 yes, 0 no, and 1 absent. Rep Wentz will present to the full committee. We are adjourned.

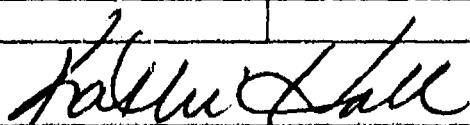
2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2041

House Appropriations Committee

☐ Conference Committee

Hearing Date April 10, 2001

Tape Number	Side A	Side B	Meter #
04-10-01 tape #1	750 - 2597		
Committee Clerk Signature 			

Minutes:

The committee was called to order, and opened committee work on SB 2041.

Rep. Skarphol: On SB 2041, I can't support it as it is. I would support it if we would amend it, to remove language on lines 20 and 21, to remove the language in reference to the higher education round table. Moved to adopt this amendment. Rep. Martinson seconded.

Rep. Aarsvold: Opposes the amendment. There are a lot of good things in the round table recommendations. Not that he like all of them, but there are some that are legitimate. Wants to allow the board to consider those when they put together their strategic plan.

Chairman Timm: Is there anything else that needs to be changed?

Rep. Skarphol: Does not believe so.

Rep. Glassheim: Does not think it's fun to just strike the roundtable from all that has happened in the interim and all that work. Thinks some of the points that the roundtable

proposes are good and valid. Do we not want these good points. Thinks this is an overreaction to some parts that he doesn't like. Thinks that's already been taken care of.

Rep. Monson: Not sure it makes all that much difference if the language is there or not. The bill still provides for strategic planning. It just takes out the reference to the roundtable.

Rep. Delzer: Supports the amendment. They can do the good things out of the roundtable. But the way this reads if we leave this language in there, we are adopting the full roundtable report, including recommendations. That I can't support. I can support the good things, but not all of them. This amendment needs to be part of the bill. To take that reference out of the bill.

Rep. Warner: Has a question on legislative intent. If we delete language that says we should accept, haven't we made legislative intent that we reject this.

Chairman Timm: Guess it's the way each person looks at that.

Rep. Glassheim: The argument could be that if it makes no difference, then leave it in. Either it makes a difference, or it doesn't. The bill doesn't say you adopt all conclusions of the roundtable. It seems to him that many conclusions are useful and good. Why would you not want them to align the values of the state and the values of the legislature.

Rep. Skarphol: He agrees with Rep. Delzer. By taking this out, we do take out the parts that we don't like, but we still allow them to assimilate into their plan the good parts of the roundtable. I also agree that by including the language as it is, that we are implying that they use it all, not just parts.

Rep. Koppelman: Thinks Rep. Skarphol is right. Keys in on the works shall and including - and that all the report must be used. If the amendment is adopted, then they can pick and choose which they want to include.

Rep. Delzer: Confirms his position from before, and explains his understanding of the intent language.

Rep. Aarsvold: Thinks the committee has already made some strong statements in the amendments we passed last week with regard to the board and what they are to achieve. He thinks it is not a good idea to remove this language regarding the roundtable.

Rep. Svedjan: Does not understand what it is in this amendment that distinguishes the good parts from the bad parts. These may be different to each one sitting in this room. That report is out, it is there, and some don't like what is in there. But to adopt this amendment does not mean that they can't go to this document and incorporate all or part of it.

Rep. Delzer: Disagrees. Sees that if we leave the language in, we take all parts. By taking the language out, we give them the option to pick and choose.

Rep. Svedjan: You are giving them the option to incorporate all of what's there now. The language isn't there.

Vote on motion to amend : 11 yes, 9 no, 1 absent and not voting. Motion passes.

Rep. Wald: Wonders if it would be clearer to further amend on line 20, to include the word "the" before higher education. Moves to adopt this amendment. Seconded by Rep. Glassheim.

Rep. Skarphol: Opposes this amendment.

Rep. Carlisle: Do we even need the bill?

Rep. Warner: If this is not amended, he would like to recommend that this reflect legislative intent language from SB 2003.

Rep. Byerly: Those of us that have been here a while have seen the board of higher education have 20 different studies it seems on the direction of the university system. They had a

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House Appropriations Committee

Bill/Resolution Number SB 2041

Hearing Date April 10, 2001

five year plan, a seven year plan, all these different things, and they have been able to incorporate many things into their long range vision. He opposes Rep. Wald's motion.

Voice vote on motion to amend fails. Motion fails.

Rep. Byerly: Moves DO PASS as AMENDED. Seconded by Rep. Kliniski.

Vote on Do Pass as Amended : 16 yes, 4 no, 1 absent and not voting. Motion passes.

Rep. Byerly is assigned to carry this bill to the floor.



Date: April 6, 01  
Roll Call Vote #: 1

**2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES**  
**BILL/RESOLUTION NO. Appropriations Education and Environment Division**

House \_\_\_\_\_ Committee \_\_\_\_\_

☒ Subcommittee on S.B. 2041  
or  
☐ Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken As Pass

Motion Made By Rep Wald Seconded By Rep Martinson

Representatives	Yes	No	Representatives	Yes	No
Rep. Janet Wentz -Chairman	✓				
Rep. James Boehm - Vice Chairman					
Rep. Ole Aarsvold	✓				
Rep. Pam Gulleason	✓				
Rep. Bob Martinson	✓				
Rep. David Monson	✓				
Rep. Francis J. Wald	✓				

Total (Yes) 6 No 0

Absent 1

Floor Assignment Rep Wentz

If the vote is on an amendment, briefly indicate intent:

Date: 4-6-01  
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. SB2041

House APPROPRIATIONS Committee

☐ Subcommittee on \_\_\_\_\_  
or  
☐ Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken DO PASS

Motion Made By Rep. Wentz Seconded By Rep. Warner

Representatives	Yes	No	Representatives	Yes	No
Timm - Chairman					
Wald - Vice Chairman					
Rep - Aarsvold			Rep - Koppelman		
Rep - Boehm			Rep - Martinson		
Rep - Byerly			Rep - Monson		
Rep - Carlisle			Rep - Skarphol		
Rep - Delzer			Rep - Svedjan		
Rep - Glassheim			Rep - Thoreson		
Rep - Gulleason			Rep - Warner		
Rep - Huether			Rep - Wentz		
Rep - Kempenich					
Rep - Kerzman					
Rep - Kliniske					

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent:

Date: 4-10-01  
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. SB 2041

House APPROPRIATIONS

Committee

- ☐ Subcommittee on \_\_\_\_\_  
or  
☐ Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken

motion to amend.

Motion Made By

Rep. Skarphol

Seconded  
By

Rep. Martinson

Representatives	Yes	No	Representatives	Yes	No
Timm - Chairman	✓				
Wald - Vice Chairman	✓				
Rep - Aarsvold		✓	Rep - Koppelman	✓	
Rep - Boehm	✓		Rep - Martinson	✓	
Rep - Byerly	✓		Rep - Monson	✓	
Rep - Carlisle	✓		Rep - Skarphol	✓	
Rep - Delzer	✓		Rep - Svedjan		✓
Rep - Glassheim		✓	Rep - Thoreson	✓	
Rep - Gulleason		✓	Rep - Warner		✓
Rep - Huether		✓	Rep - Wentz		✓
Rep - Kempenich					
Rep - Kerzman		✓			
Rep - Kliniske		✓			

Total (Yes) \_\_\_\_\_

No \_\_\_\_\_

9

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent:

lines 20-21

Date: 4-10-01  
Roll Call Vote #: 2

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. SB 2041

House APPROPRIATIONS Committee

☐ Subcommittee on \_\_\_\_\_  
or  
☐ Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken to further amend.

Motion Made By Rep. Wald Seconded By Rep. Glassheim

Representatives	Yes	No	Representatives	Yes	No
Timm - Chairman					
Wald - Vice Chairman					
Rep - Aarsvold			Rep - Koppelman		
Rep - Boehm			Rep - Martinson		
Rep - Byerly			Rep - Monson		
Rep - Carlisle			Rep - Skarphol		
Rep - Delzer			Rep - Svedjan		
Rep - Glassheim			Rep - Thoreson		
Rep - Gulleason			Rep - Warner		
Rep - Huether			Rep - Wentz		
Rep - Kempenich					
Rep - Kerzman					
Rep - Kliniske					

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent:

line 20

*fails*

Date: 4-10-01  
Roll Call Vote #: 3

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. SB 2041

House APPROPRIATIONS Committee

☐ Subcommittee on \_\_\_\_\_  
or  
☐ Conference Committee

Legislative Council Amendment Number 10160.0101

Action Taken DO PASS As Amended

Motion Made By Rep. Byerly Seconded By Rep. Kliniske

Representatives	Yes	No	Representatives	Yes	No
Timm - Chairman	✓				
Wald - Vice Chairman	✓				
Rep - Aarsvold	✓		Rep - Koppelman	✓	
Rep - Boehm		✓	Rep - Martinson	✓	
Rep - Byerly	✓		Rep - Monson	✓	
Rep - Carlisle		✓	Rep - Skarphol		✓
Rep - Delzer		✓	Rep - Svedjan	✓	
Rep - Glassheim	✓		Rep - Thoreson	✓	
Rep - Gulleeson	✓		Rep - Warner	✓	
Rep - Huether	✓		Rep - Wentz	✓	
Rep - Kempenich					
Rep - Kerzman	✓				
Rep - Kliniske	✓				

Total (Yes) 16 No 4

Absent 1

Floor Assignment Rep. Byerly

If the vote is on an amendment, briefly indicate intent:

**SECTION 3. EMERGENCY.** This Act is declared to be an emergency measure.

Renumber accordingly

Engrossed HB 1416 was placed on the Seventh order of business on the calendar.

#### REPORT OF CONFERENCE COMMITTEE

HB 1455, as engrossed: Your conference committee (Sens. Trebbeath, Traynor, Waine and Reps. DeKey, Devin, Eide) recommends that the SENATE RECEDE from the Senate amendments on HJ pages 1088-1100, adopt further amendments as follows, and place HB 1455 on the Seventh order:

That the Senate recede from its amendments as printed on pages 1088 and 1100 of the House Journal and page 911 of the Senate Journal and that Engrossed House Bill No. 1455 be amended as follows:

Page 1, line 2, remove "subsection 1 of section 28-34-01," and remove the second "section"

Page 1, line 4, remove "and appeals from decisions of local"

Page 1, line 5, remove "governing bodies"

Page 1, line 15, remove "and the provisions of subsection 5 do not apply"

Page 4, line 12, remove "notice of appeal may include a request for de novo review by the district court, if"

Page 4, line 13, remove "there is no request for de novo review, a"

Page 4, after line 27, insert:

"7. The findings of fact made by the agency do not sufficiently address the evidence presented to the agency by the applicant."

8. The conclusions of law and order of the agency do not sufficiently explain the agency's rationale for not adopting any contrary recommendations by a hearing officer or an administrative law judge."

Page 4, remove lines 30 and 31

Page 5, remove lines 1 through 5

Page 5, line 31, overstrike "An agency may request"

Page 6, overstrike lines 1 and 2

Page 6, remove lines 3 through 18

Page 6, line 19, replace "f" with "i"

Page 6, line 22, replace "i" with "f"

Page 7, line 1, replace "i" with "i"

Page 7, line 5, replace "i" with "i"

Renumber accordingly

Engrossed HB 1455 was placed on the Seventh order of business on the calendar.

#### REPORT OF STANDING COMMITTEE

SB 2041, as engrossed: Appropriations Committee (Rep. Tamm, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (16 YEARS, 4 DAYS, 1 ABSENT AND NOT VOTING). Engrossed SB 2041 was placed on the Sixth order on the calendar.

Page 1, line 20, remove "including recommendations known as higher education"

63rd DAY

TUESDAY, APRIL 10, 2001

1431

Page 1, line 21, remove "roundtable recommendations recorded by the legislative council in 2000"

Renumber accordingly

#### STATEMENT OF PURPOSE OF AMENDMENT:

HOUSE - This amendment refines the language regarding the higher education strategic planning and strategic plan by removing the reference to the higher education roundtable.

#### REPORT OF STANDING COMMITTEE

SB 2354, as engrossed: Appropriations Committee (Rep. Tamm, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (18 YEARS, 3 DAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2354 was placed on the Sixth order on the calendar.

In lieu of the amendments as printed on pages 1309 and 1310 of the House Journal, Engrossed Senate Bill No. 2354 is amended as follows:

Page 1, line 1, after "A BILL," replace the remainder of the bill with "for an Act to provide for a legislative council study of an alternatives-to-abortion services program."

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

#### SECTION 1. LEGISLATIVE COUNCIL STUDY

ALTERNATIVES-TO-ABORTION SERVICES PROGRAM. During the 2001-02 interim, the legislative council shall consider studying the feasibility and desirability of an alternatives-to-abortion services program that would provide information, counseling, and support services to assist women to choose childbirth and to make informed decisions regarding the choice of adoption or parenting. The study must include a review of how federal funds received under title X of the Public Health Service Act of 1970 are spent in the state and a review of the continuum of care and access to services across the state. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly."

Renumber accordingly

#### REPORT OF CONFERENCE COMMITTEE

SB 2427: Your conference committee (Sens. Friberg, Fischer, Every and Reps. Drowdel, Nelson, Winick) recommends that the SENATE ACCEDE to the House amendments on SJ page 1034 and place SB 2427 on the Seventh order.

SB 2427 was placed on the Seventh order of business on the calendar.

#### REPORT OF CONFERENCE COMMITTEE

SB 2455, as reengrossed: Your conference committee (Sens. Wardner, Christmann, Kroepin and Reps. Carlson, Rennerfeldt, S. Kelsch) recommends that the HOUSE RECEDE from the House amendments on SJ page 971, adopt amendments as follows, and place SB 2455 on the Seventh order:

That the House recede from its amendments as printed on page 971 of the Senate Journal and page 1013 of the House Journal and that Reengrossed Senate Bill No. 2455 be amended as follows:

Page 1, line 20, replace "up" with "two members of the house of representatives and two members of the senate"

Page 1, line 21, remove "to four members of the legislative assembly"

Page 1, line 22, after the period insert "The tax commissioner shall designate a member of the tax commissioner's staff to accompany and advise the members appointed under this section with regard to reviewing or amending the agreement."

Renumber accordingly

Reengrossed SB 2455 was placed on the Seventh order of business on the calendar.

2001 SENATE EDUCATION

CONFERENCE COMMITTEE

SB 2041

2001 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2041

Senate Education Committee

☒ Conference Committee

Hearing Date 04-18-01

Tape Number	Side A	Side B	Meter #
1	X		7.2 - 14.9
Committee Clerk Signature <i>Andrea Johnson</i>			

Minutes: CONFERENCE COMMITTEE minutes on SB 2041.

MEMBERS: SENATOR FLAKOLL

REPRESENTATIVE KELSCH

SENATOR WANZEK

REPRESENTATIVE SKARPHOL

SENATOR CHRISTENSON

REPRESENTATIVE GRUMBO

SENATOR FLAKOLL called the conference committee on SB 2041. Roll Call was taken with all (6) members present.

REPRESENTATIVE SKARPHOL stated the House essentially removed the roundtable recommendations from the Board's strategic plan. They felt they were not needed. The university system can utilize whatever provisions in whatever studies have been done to bring parts into the plan. The strategic plan and the ongoing process is important.

SENATOR FLAKOLL stated the Board of Higher Ed has already adopted the roundtable recommendations and are working on them with a "move forward" attitude. Discussion.



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Senate Education Committee

Bill/Resolution Number SB 2041

Hearing Date 04-18-01

SENATOR WANZEK moved the SENATE ACCEDE TO THE HOUSE AMENDMENT.

Seconded by REPRESENTATIVE SKARPHOL. Roll Call Vote: 6 YES. 0 NO. 0 Absent.

Motion Carried.

Carrier: SENATOR FLAKOLL/REPRESENTATIVE R. KELSCH

**Roll Call Vote #: /**

**2001 SENATE STANDING COMMITTEE ROLL CALL VOTES**  
**BILL/RESOLUTION NO. 2041**

Senate	Committee

☐ Subcommittee on \_\_\_\_\_

or

☐ **Conference Committee**

Legislative Council Amendment Number \_\_\_\_\_

**Action Taken** *Senate accede to House Amend.*

Motion Made By Sen. Wamzik Seconded By Rep. Shapshol

[illegible]

Total (Yes) 6 No 0

**Absent** 0

Floor Assignment Flapell / R. Ketch

**If the vote is on an amendment, briefly indicate intent:**

**REPORT OF CONFERENCE COMMITTEE (420)**  
**April 18, 2001 10:48 a.m.**

**Module No: SR-69-8778**

**Insert LC: .**

**REPORT OF CONFERENCE COMMITTEE**

**SB 2041:** Your conference committee (Sens. Flakoll, Wanzek, Christenson and Reps. R. Kelsch, Skarphol, Grumbo) recommends that the **SENATE ACCEDE** to the House amendments on SJ page 1325 and place SB 2041 on the Seventh order.

SB 2041 was placed on the Seventh order of business on the calendar.

2001 TESTIMONY

SB 2041

January 8, 2001

2041

## EXCERPT FROM THE FINAL REPORT OF THE HIGHER EDUCATION COMMITTEE Higher Education Funding Study

Section 19 of 1999 House Bill No. 1003 directed a study of higher education funding. The study was to solicit input from the Governor, State Board of Higher Education, executive branch, University System campuses, and representatives of business and industry and address:

- The expectations of the University System in meeting the state's needs in the 21st century;
- The funding methodology needed to meet these expectations and needs; and
- The appropriate accountability and reporting system for the University System.

In addition, pursuant to NDCC Section 15-10-14.2, the committee was assigned the responsibility to receive reports from the State Board of Higher Education with respect to the status of the University System, including progress in meeting goals and objectives.

### Higher Education Roundtable

A Higher Education Roundtable consisting of the 21 members of the Higher Education Committee and 40 representatives from the State Board of Higher Education, business and industry, higher education institutions including tribal colleges and private colleges, and the executive branch was formed to address the expectations and needs of the University System in meeting the state's needs in the 21st century. The University System contracted with Mr. Dennis Jones, President, National Center for Higher Education Management Systems, Boulder, Colorado, and Dr. Charles Schwahn, Schwahn Leadership Associates, Custer, South Dakota, for consulting services and to facilitate roundtable discussion and recommendations.

The University System received financial support for the Higher Education Roundtable from the Western Interstate Commission for Higher Education and the Western Policy Exchange, supported by funding from the Kellogg and Ford Foundations.

The Higher Education Roundtable with assistance from the facilitators conducted meetings in Jamestown, Carrington, and Rugby and completed the following:

1. Discussed shifts, trends, and future conditions that impact the state of North Dakota and the University System.
2. Discussed realities relating to the state of North Dakota and the University System.

3. Developed a vision and expectations for the University System.
4. Developed recommendations concerning higher education in North Dakota.
5. Developed accountability measures and success indicators that correspond with the expectations for the University System.

### Shifts, Trends, and Future Conditions

The Higher Education Roundtable received information from the facilitators regarding the following shifts, trends, and future conditions that are redefining life, opportunities, challenges, organizations, and careers and impacting the state of North Dakota and the University System:

- Change is our only constant.
- Quality is an entrance requirement.
- Lifelong learning is required of everyone.
- Customers demand value.
- Quality and success are transitory.
- Competence must be considered as capital, knowledge as power.
- The anywhere, anytime workplace is here.

### North Dakota Realities

The Higher Education Roundtable received information from the facilitators regarding the following realities facing the state of North Dakota and the University System:

- North Dakota's population is static in size, getting older, and becoming more concentrated in Fargo, Grand Forks, Bismarck, and Minot.
- North Dakota has higher college participation rates than all the surrounding states except Minnesota and Iowa.
- The number of North Dakota high school graduates is projected to decline by more than 1,000 over the next 12 years.
- The proportion of the state's tax revenue allocated to higher education is well above the national average while the overall level of total support provided on a per student basis, which includes tuition and state appropriations, is well below the national average.
- The share of the cost being borne by students has increased considerably in recent years, although tuition relative to family income is not above the national average.

### **North Dakota University System Expectations**

The Higher Education Roundtable, based on its discussions of the shifts, trends, future conditions, and realities facing the state of North Dakota, by consensus, identified that the University System should:

1. Serve an expanded client base, including nontraditional students, lifelong learners, communities, businesses and industries, and should provide rewards and incentives for doing so.
2. Be accessible to clients, considering alternative methods of delivery.
3. Be affordable based upon the client's ability to pay.
4. Be customer-centered and have procedures to "connect" to its customers.
5. Be a high-quality system that emphasizes learner outcomes, high-quality faculty and staff, and current technology.
6. Function as a system where the resources of the system are used to respond to customer needs and the funding mechanism encourages this behavior.
7. Strive to eliminate borders, including the recruitment of out-of-state students, distance education development, and global thinking.
8. Be flexible, responsive, entrepreneurial, and accountable.

### **North Dakota University System Goal**

The Higher Education Roundtable by consensus identified the goal of the University System to be "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."

### **Task Force Process**

To assist the University System in meeting the established goal, six task forces composed of Higher Education Roundtable members were formed to study the following key areas or "cornerstones" that emerged from Higher Education Roundtable discussions:

- **Economic Development Connection** - Direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.
- **Education Excellence** - High-quality education and skills development opportunities that prepare students to be personally and professionally successful, readily able to advance and change careers, be lifelong learners, good citizens, leaders, and knowledgeable contributing members of an increasingly global and multicultural society.

- **Flexible and Responsive System** - A University System environment responsive to the prioritized needs of its clients and that serves as a model of a flexible, empowering, competitive entrepreneurial, and rewarding organization for a new economy in a rural state.
- **Accessible System** - A University System that 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, work force training opportunities, and technology access and transfer.
- **Funding and Rewards** - 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.
- **Sustaining the Vision** - A structure and process that assures the University System for the 21st century remains connected, understood, relevant, and accountable to the present and future research, education, and public services needs of the state and its citizens.

The task forces, chaired by legislative committee members, met in early 2000 and with the assistance of the facilitators developed, by consensus, the following recommendations:

### **Economic Development Connection**

1. High-potential primary sector business alliances and partnerships should be actively pursued.
2. Planning and working relationships with local and state development organizations should be strengthened.
3. Program offerings and delivery capabilities should be developed to close the gap between the demand for individuals with technical educational knowledge and skills and the number of such graduates available within the state and nation.
4. Educational programs on the topic of entrepreneurship should be offered at every institution within the University System.
5. Institutions should utilize partnering entities to ensure that state-of-the-art technology is being used.
6. Partnerships with the tribal college should be established to deliver training to the reservations.
7. Opportunities should be developed which take advantage of the underemployed and unemployed work force on the reservations.

8. The development and operation of the state-wide technology infrastructure should be viewed as a public utility.
9. Support for the work force training delivery system that was enacted by the 1999 Legislative Assembly should be continued.
10. Entrepreneurial behavior should be encouraged at each level of the University System.
11. The budget process, appropriation process, and audit function should be modified to be consistent with the direction of the roundtable.
12. Accountability measures must be agreed upon.
13. Technology must be viewed as a key component of the new economy and added to the "four-part economy" proposed in the Vision 2000 report.
14. High-potential research and development opportunities should be identified.
15. Campuses should be encouraged to maximize the potential of the "global" marketplace to the institution, the students, and North Dakota.

#### **Education Excellence**

##### **Students and learning:**

1. Institutions must be assertive in attracting, recruiting, registering, and retaining quality students.
2. There should be a clear tie between learner outcomes, workplace needs, and the values and attitudes required for living a full and rewarding life.
3. Students should experience the workplace as part of their quality education.
4. Colleges and universities should clearly identify course and program learner outcomes; instructors should teach those outcomes; and students should be required to demonstrate the outcomes.
5. Students should exit programs with the skills and attitudes to be lifelong learners.
6. Colleges and universities should partner with kindergarten through grade 12 in the development and implementation of education standards.

##### **Faculty and teaching:**

1. The University System should make teaching in the University System attractive so campuses can employ and retain a faculty of highest quality.
2. Faculty should regularly involve employers in determining learner outcomes.
3. Skills, attitudes, and strategies of the entrepreneur should be infused into courses and programs.

4. There should be indicators of quality and excellence for all learning experiences.
5. Faculty members and institutions should move from an accountability system focused on process and input to one focused on ends or outcomes.
6. Faculty members should continue to update their knowledge, skills, and teaching strategies.
7. Institutions and their faculties should be provided with state-of-the-art equipment and technology.
8. Colleges and universities should create a culture of continuous improvement.
9. Continuous improvement strategies should not be limited to instructional programs but include all aspects of university operations.
10. Courses and degree programs should focus on the economic and social needs of North Dakota as well as individual needs.
11. Colleges and universities should utilize information technology to provide easy access for rural populations, nontraditional students, out-of-state learners, and lifelong learners.
12. The University System and its campuses should maximize technology opportunities to improve instruction.

##### **Research function:**

1. The University System and its faculties should accept the charge to be a critical force in the economic well-being of North Dakota.
2. Research should be allowed to create business opportunities for researchers and entrepreneurs.
3. Research grants should be focused on the economic, social, and educational needs of North Dakota.
4. Faculty should be strongly encouraged, supported, and rewarded in their pursuit of research grants.
5. Students should gain practical research skills.
6. College and university faculty should serve as lifelong learning role models.

##### **Service obligation:**

1. Faculty and institutions should apply their knowledge and expertise to meet the real-world economic and social needs of North Dakota and its people.
2. Institutions should continue to provide high-quality cultural activities to the community.
3. The University System should be attractive and available to nontraditional students, and learner outcomes should be based on practical employment needs of the student.
4. The University System and campuses should take responsibility to keep academic

- programs current and to discontinue programs that are no longer meeting a need.
5. The citizens of North Dakota should be able to view tangible forms of faculty and institution services provided to communities and to the state.
  6. Institutions should serve the state by expanding their work force training services to business and industry.

### **Flexible and Responsive System**

Concerning the culture, policies, and practices of the University System:

1. The State Board of Higher Education, the executive branch, the legislative branch, the business community, and campuses should make conscious efforts to build trusting relationships.
2. The University System and individual campuses should create policies, practices, and a culture that encourages and rewards entrepreneurial thinking.
3. Campus leaders should be given more control over and responsibility for their budgets.
4. Campuses should move from a seat time-based credentialing system to a results-based system of credentialing.
5. The University System should provide training necessary to improve the staff's ability to deliver up-to-date learning.
6. The formula for budget allocation should be changed to a system that encourages and rewards the meeting of the needs of nontraditional students, businesses, and industries.
7. The University System should not lose its focus on the traditional college student.
8. The University System should ensure that any movement toward flexibility and responsiveness be met with an equally strong commitment to quality.

Concerning customer/client/learner focus:

1. The University System through the use of technology should allow individuals to "learn anything, from anywhere, in any way, at any time."
2. The University System should create a "seamless" organization from the perspective of the student.
3. On-campus programs should be customer/learner focused, flexible, and responsive.

Concerning the University System's relationship to the business community:

1. Colleges and universities should identify their customers, customer needs, and delivery systems available to meet the needs.

2. Faculty and staff of the University System should continually update their knowledge, skills, and strategies to meet the needs of their customers/clients.

### **Accessible System**

1. The State Board of Higher Education should designate or establish learner centers throughout the state to provide educational access to underserved areas.
2. Campuses must develop alternative delivery opportunities that are responsive to the needs of all students.
3. The University System must develop and offer programs that are responsive to the needs of the state and are consistent with market trends of the future.
4. Tribal and private colleges should be partners with the University System in meeting educational access needs of the state.
5. Communities and the private sector should partner with the University System to meet local training and educational needs.
6. State government should be responsible for ensuring that affordable broadband high-speed Internet access is available to all citizens throughout North Dakota.
7. The University System should partner with kindergarten through grade 12 to ensure that students leave school systems with the knowledge and skills necessary to function effectively as college students.
8. The funding practices should be modified to encourage multicampus collaboration, to recognize the constituents served, to encourage new delivery methods, and to balance funding so student costs remain affordable to North Dakota citizens.
9. The State Board of Higher Education should review and modify tuition rates to remain competitive in the global marketplace and expand the client base.
10. The University System should modify its administrative information systems and fiscal practices to support the expanding client base and alternative education delivery methods.
11. The State Board of Higher Education and the campuses should modify their procedures to support the values of the roundtable.
12. The State Board of Higher Education should recommend a fiscal accountability report that is consistent with the new funding model and the values of the roundtable.
13. The University System should take a leadership role in creating an easily accessible



directory of education, research, and other higher education services.

### **Funding and Rewards**

1. The State Board of Higher Education and the chancellor should develop and recommend to the Legislative Assembly a financing plan to address the gap between current funding levels and resources needed to implement the recommendations of the roundtable, a resource allocation model, and mechanisms to demonstrate both performance and fiscal accountability. The funding plan should reflect a shared funding responsibility among all payers and make allowance for the need for institutions to fund plant asset depreciation.
2. The resource allocation model should be comprised of a base-funding component, an incentive/performance component, and an asset-funding component.
3. The Legislative Assembly should work with the University System to reach agreement on the proposed funding mechanism.
4. The Office of Management and Budget and the Legislative Assembly should revise the budget request process.
5. The executive and legislative branches should modify the budget and appropriation process.
6. The State Board of Higher Education should establish revenue structures and rates so that affordability of access to the University System is maintained, the campuses' abilities to serve students are enhanced, and the utilization of the state's investment is maximized.
7. The Legislative Assembly should provide lump sum base and strategic appropriations to the State Board of Higher Education and the institutions.
8. The executive and legislative branches should remove all income that is in addition to the state general fund appropriation from the specific appropriation process and modify processes to provide campuses budgetary flexibility.
9. The State Board of Higher Education should adopt the recommendations outlined in the "Sustaining the Vision" cornerstone.
10. The State Board of Higher Education should develop a consistent set of limited financial reporting measurements that will be used to measure the financial accountability of the campuses.
11. The Legislative Assembly and the State Auditor's office should revise the audit process.

12. The State Board of Higher Education should develop procedures that grant flexibility in the use of resources as long as an institution meets or exceeds expectations established by the board.
13. The State Board of Higher Education and campuses should revise board and institution policies and procedures to reflect the vision of the roundtable.
14. Campuses should allocate funds for maintenance of physical assets based on priorities established by individual campuses.

### **Sustaining the Vision**

1. There should be a mechanism established for sustaining the work of the roundtable through an annual roundtable meeting.
2. The University System should take the initiative in arranging roundtable meetings with state agencies and other organizations.
3. The University System should develop or modify communication feedback systems to obtain essential information for monitoring and measuring progress on accountability measures.
4. The State Board of Higher Education should review the University System's current strategic plan (six-year plan) and redefine as necessary to incorporate the recommendations of the roundtable.
5. The University System should provide an annual performance and accountability report.
6. The State Board of Higher Education should provide a status report on higher education in the state to the Legislative Assembly.
7. The State Board of Higher Education and the chancellor's office should develop and implement a plan for communicating the results and recommendations of the roundtable.

The Higher Education Roundtable accepted the task force reports at its April 2000 meeting in Rugby and forwarded the recommendations to the Higher Education Committee for its consideration.

### **Higher Education Roundtable Recommendations Requiring Legislative Action**

The committee reviewed the recommendations in the Higher Education Roundtable report which may require legislative action. The recommendations were in six areas—funding issues, information technology infrastructure, reporting and audit issues, research, sustaining the vision, and work force training. Following are summaries of the recommendations:

### **Funding Issues**

- Modify and simplify the budget request and appropriation process to provide campus budgetary flexibility.
- Modify funding practices to encourage and reward multicampus collaboration and the meeting of the needs for students, businesses, and industries.
- Assist in making teaching in the University System attractive so campuses can employ and retain high-quality faculty, including providing state-of-the-art equipment and technology.
- Remove strong oversight and move from a means accountability system to an ends accountability system.
- Provide lump sum base and strategic appropriations to the State Board of Higher Education and institutions.
- Remove all income that is in addition to the state general fund from the appropriation process.
- Continue to approve the construction of new facilities and the major renovation of existing facilities.

### **Information Technology Infrastructure**

- View the development and operation of the technology infrastructure as a public utility thereby ensuring affordable broadband, high-speed Internet access is available to all citizens in North Dakota.

### **Reporting and Audit Issues**

- Reach agreement on financial and performance accountability measures.
- Revise the audit process.

### **Research**

- Maximize research and development funding opportunities such as Experimental Program to Stimulate Competitive Research (EPSCoR) whereby funds are available to assist in research projects in North Dakota.

### **Sustaining the Vision**

- Make a conscious effort to build trusting relationships.
- Provide the legislative changes to allow for the conversion from a "long-range plan" to a "strategic plan."
- Assist the State Board of Higher Education in scheduling a joint session of the Legislative Assembly during each legislative session at which the board can provide a status report on higher education in North Dakota.

### **Work Force Training**

- Provide support for the work force training delivery system.

### **Constitutional Issues Related to Higher Education Roundtable Recommendations**

The committee received information regarding constitutional issues relating to its study of higher education funding and the history of changes in the appropriation of special funds. The committee learned Section 6 of Article VIII of the Constitution of North Dakota provides that the State Board of Higher Education has "full authority over the institutions under its control with the right, among its other powers, to prescribe, limit, or modify the courses offered at the several institutions." Section 6 of Article VIII further provides that the "said state board of higher education shall have the control of the expenditure of the funds belonging to, and allocated to such institutions and also those appropriated by the legislature, for the institutions of higher education in this state; provided, however, that funds appropriated by the legislature and specifically designated for any one or more of such institutions, shall not be used for any other institution."

There have been no judicial decisions concerning the proposal to provide a lump sum or block grant appropriation to the State Board of Higher Education rather than individual institution appropriations. However, legislation passed in 1965 which attempted to authorize the construction of buildings on college campuses and leave it to the discretion of the State Board of Higher Education to determine which facilities and at which locations the buildings were to be constructed was challenged and taken to the Supreme Court. The Supreme Court decision stated the State Board of Higher Education is not vested with legislative powers, and the Legislative Assembly may not delegate legislative powers to the State Board of Higher Education. Supreme Court decisions indicate the Legislative Assembly may delegate certain responsibilities to other governmental entities if there are reasonably clear guidelines that provide adequate standards and procedural safeguards. The Supreme Court has also held that the Legislative Assembly cannot refuse to fund a constitutionally mandated function. Therefore, delegating to the State Board of Higher Education the authority to determine which institutions are to receive appropriated funds cannot be used in a manner that results in not funding one of the constitutionally created institutions.

In regard to continuing appropriations and changes in the appropriation of special funds, the committee learned Section 12 of Article X of the Constitution requires all public moneys to be deposited with the State Treasurer and disbursed only pursuant to a legislative appropriation. As a general rule, continuing

appropriations have not been favored. A recent court decision upheld a continuing appropriation and determined that continuing appropriations do not violate Article X, Section 12 or unconstitutionally bind future legislatures.

The Legislative Assembly does, however, have a history of legislative review and appropriation of special funds. Special fund appropriations have been added for various agencies and institutions to provide legislative control and oversight and to provide for a more all-inclusive statement of agency costs and of total state appropriations. Federal funds were first appropriated for the Department of Transportation and the University of North Dakota Medical Center for the 1967-69 biennium. Federal funds received by the Social Service Board and the Department of Public Instruction were first appropriated for the 1975-77 biennium. The funds from the state tuition fund were first appropriated for the 1979-81 biennium. The agricultural commodity groups were removed from the appropriation process in the 1993-95 biennium, and for the 1997-99 biennium, higher education local funds were appropriated for the first time. The 1999 Legislative Assembly provided an appropriation for three "funding pools" to the North Dakota University System which were to be allocated based on guidelines established by the Legislative Assembly as contained in 1999 House Bill No. 1003.

#### **Financial Accountability Measurements**

To assist in the development of financial accountability measurements for the University System, a subcommittee of the committee, the Financial Accountability Measurements Subcommittee, was formed that included some committee members, the chairmen of the Legislative Audit and Fiscal Review Committee and the Information Technology Committee, and private sector, higher education, and executive branch representatives. The development of acceptable financial accountability measurements was determined to be the key to allowing the University System the flexibility recommended in the Higher Education Roundtable report.

The Financial Accountability Measurements Subcommittee reviewed information regarding higher education measurement practices in other states and learned many states tie higher education accountability measurements to higher education goals, and many accountability measurements are related to student successes, access, and program reviews. The subcommittee developed financial accountability measurements, or annual performance indicators, for the University System in the areas of financing and financial management, faculty and staff excellence, research and development, and financial and statutory compliance. The performance indicators were linked to the expectations or performance standards for the

University System included in the Higher Education Roundtable report. The committee accepted the recommended measurements that are discussed in the recommendation section of this report.

#### **North Dakota University System Testimony Regarding the Higher Education Roundtable Report**

The committee received testimony from a representative of the University System identifying the following State Board of Higher Education policy changes, statutory changes, campus changes, and changes to the higher education funding methodology to implement the roundtable recommendations:

##### **State Board of Higher Education policy changes:**

- Review institution missions to add special emphasis on technical education and work force development, entrepreneurship programs, and partnerships with tribes and opportunities for American Indians.
- Revise salary policies to encourage salary increases and other incentives based on outcomes.
- Update purchasing policies to permit greater flexibility.
- Review patent and copyright policies to encourage high-potential research.
- Review policies to streamline the program approval, termination, evaluation, and student proficiency processes, eliminate unnecessary reporting, provide institutions with greater flexibility to meet changing demands, and shift the focus to a results-based or outcomes-based accountability system.
- Review tuition policies to enhance ways to attract students.

##### **Statutory changes:**

- Recognize the University System as a unified system of higher education.
- Amend statutes relating to the powers of the State Board of Higher Education and institution missions to support a responsive, flexible, entrepreneurial, and accountable University System.
- Amend statutes relating to budget requests to eliminate excessive detail relating to the University System.
- Provide for lump sum appropriations to the State Board of Higher Education or to University System institutions, or both. Amend statutes to provide that tuition and other institution revenue are not specifically appropriated but are subject to a continuing appropriation and may be spent as approved by the State Board of Higher Education and to permit institutions to carry over funds from one biennium to the next.

- Amend statutes relating to the higher education system review and the six-year plan to provide for annual roundtable meetings, strategic planning, and a review involving both public and private sector leaders.
- Amend statutes relating to "fiscal irregularities" and appropriation measures to remove additional reporting requirements and restrictions on performance-based compensation or other incentives.
- Amend statutes relating to patents and copyrights to encourage more high-potential research.
- Amend statutes relating to buildings and capital improvements financed with private funds to clarify when the State Board of Higher Education may authorize improvements or renovations without Budget Section approval.

The committee learned the college and university presidents who were members of the roundtable provided suggestions to the University System on steps to be taken at the campus level to implement the roundtable recommendations. The State Board of Higher Education endorsed the Higher Education Roundtable report and has set nine objectives for its implementation. One of the objectives is to combine the University System's strategic plan and the Higher Education Roundtable report. The University System included in its 2001-03 biennium needs-based budget request two special funding pools--a public agenda and collaborative initiatives pool and an institutional innovation pool. The public agenda and collaborative initiatives pool would be allocated to fund initiatives and reward collaboration that reflects the theme of the roundtable report. The institutional innovation pool would be allocated to campuses to provide seed money for the implementation of the roundtable recommendations.

The committee learned the current higher education funding formula model was developed by the University System in collaboration with the Office of Management and Budget and the Legislative Council in the 1960s and was refined through a legislative study during the 1983-84 interim. The funding model is in large part driven by the number of traditional students enrolled and does not account for nontraditional enrollments such as on-line students or for the high-fixed cost of operations at some of the campuses. During recent bienniums, funding has been on an incremental basis with the formula calculations made but not used in determining budget requests.

The committee learned a new funding model could be developed consisting of three components--base funding, initiative funding, and asset funding. The base funding would be funding used to sustain the academic mission of an institution and could be

provided as a lump sum appropriation to the campuses or the State Board of Higher Education. The level of funding would be based on external benchmark comparisons. Benchmark comparisons would replace the current per student cost comparisons made within the system as those comparisons tend to compare institutions with different missions and costs. The initiative funding would be funds allocated by either the Legislative Assembly or the State Board of Higher Education to support the priorities of the Higher Education Roundtable. The asset funding would be funding for the renewal and replacement of physical plant assets.

### **Statewide Information Technology Network**

The committee received information from a representative of the Information Technology Department regarding the status of the statewide information technology network. The committee learned the Information Technology Department issued a request for proposals (RFP) for the statewide information technology network in March 2000. The RFP was comprised of four parts--transport and local access, customer premises equipment, Internet access, and video bridging and scheduling. The department will award contracts for each portion of the RFP. The implementation of the transport and local access portion that involves connecting 194 cities and 552 physical locations across the state was separated into two phases. The first phase of the implementation expected to be completed by December 2000 involves 64 cities and 218 physical locations and is anticipated to cost approximately \$3 million. The Information Technology Department has financed \$2 million of the anticipated cost with a three-year loan that will be repaid during the 2001-03 and 2003-05 bienniums using funds received from agency billings, and the remaining \$1 million will be paid by using funds collected from 1999-2001 biennium agency billings. The second phase of the implementation which connects the remaining locations will be completed during the 2001-03 biennium. The 2001-03 biennium statewide information technology budget request, which includes implementation and reoccurring transport and local access costs, is approximately \$21 million and is primarily funded from the general fund with a possibility of receiving an e-rate credit of \$3.5 million. The budget may be recommended in various agency budgets including the Information Technology Department, the University System, and the Department of Public Instruction.

### **University System's Strategic Plan 1998-2004**

The University System completed a strategic plan for the six-year period 1998-2004 in accordance with

NDCC Section 15-10-14.2. The purpose of the plan was to continue the process of developing a public agenda for higher education in North Dakota and articulate the proposed vision, mission, goals, and funding needs for the University System to the year 2004. The plan detailed the following seven goals of the University System:

1. Education excellence - To strive for excellence and improve quality learning for students which ensures knowledge and competency in their chosen discipline and emphasizes strong communications skills, analytical thinking, use of technology, and interpersonal skills.
2. Technology and access - To emphasize enhanced use of technology to improve access to programs and services and as a regular component for instructional services and research.
3. Relevant programs - To align programs and services with student interests and with current and future needs of business, communities, and the state, including cultural, social, and citizenry components.
4. Leadership in research - To provide leadership in addressing the high-priority research and development needs and opportunities of the state.
5. Learning environment - To provide an up-to-date and innovative environment for students, employees, and the public and an environment that supports learning, research, and public service.
6. Documented performance - To document the performance and effectiveness of the University System.
7. Collaboration - To improve educational opportunities and services among the campuses, kindergarten through grade 12, and other entities through cooperation and collaboration.

Pursuant to NDCC Section 15-10-14.2, the committee met with the Governor to receive a report from a representative of the State Board of Higher Education regarding the progress toward meeting the goals and objectives in the University System's strategic plan. The report provided information regarding University System and individual campus successes toward the implementation of the goals specifically identified in the University System's strategic plan. The committee learned the seven initial goals identified in the University System's strategic plan were expanded into 23 University System and 313 individual campus strategies which were reviewed and approved by the State Board of Higher Education and include specific measurements, indicators, and timelines.

### Committee Recommendations

The committee accepted the Higher Education Roundtable May 2000 report and the recommendations of the Financial Accountability Measurements Subcommittee, and recommends the following bills:

- Senate Bill No. 2037 to provide a continuing appropriation for all funds in higher education institutions' special revenue funds including tuition and to allow institutions to carry over at the end of the biennium unspent general fund appropriations.
- Senate Bill No. 2038 relating to the requirements of the University System's budget request and appropriation. The budget request for the University System would include budget estimates for block grants for a base-funding component and for an initiative-funding component for specific strategies or initiatives and a budget estimate for an asset-funding component for renewal and replacement of physical plant assets at the institutions of higher education. The appropriation for the University System would include block grants to the State Board of Higher Education for a base-funding appropriation and for an initiative-funding appropriation for specific strategies or initiatives and an appropriation for asset funding for renewal and replacement of physical plant assets.
- Senate Bill No. 2039 to allow the State Board of Higher Education to authorize campus improvements and building maintenance projects that are financed by donations, gifts, grants, and bequests if the cost of the improvement or maintenance is not more than \$500,000. Buildings financed by donations, gifts, grants, and bequests would continue to require Budget Section approval.
- Senate Bill No. 2040 to allow the University System to provide bonuses, cash incentive awards, and temporary salary adjustments without reporting the activity to the Office of Management and Budget as a fiscal irregularity.
- Senate Bill No. 2041 to recognize the institutions under the control of the State Board of Higher Education as the North Dakota University System, and to require the University System to develop a strategic plan which defines University System goals and objectives and to provide an annual performance and accountability report regarding performance and progress toward the goals and objectives.
- Senate Bill No. 2042 to amend and repeal statutes relating to the powers of the State Board of Higher Education and the duties and responsibilities of institutions under the control of the

State Board of Higher Education which are no longer appropriate.

The committee recommends the financial and nonfinancial accountability measurements be reported annually at the University System level, the State Board of Higher Education be responsible for expanding and refining the measurements to evaluate the individual institutions of higher education, that

trend information be presented for a 6- to 10-year period depending on the nature of the performance indicator and the information presented, and that the areas be audited as deemed necessary by the Legislative Assembly.

Higher education financial accountability measurements:

Expectations (Performance Standards)	Annual Performance Indicators
<p><b>Financing and Financial Management</b></p> <p>The University System develop a long-term plan for financing the higher education system that addresses any funding gap between current resources and needs, reflects a shared funding responsibility among the state, students, private sector, donors, local governments, communities, and campuses and allows for the funding of plant asset depreciation.</p> <p>The University System ensure:</p> <ul style="list-style-type: none"> <li>• Base funding provided to individual institutions is adequate and provides stable funding consistent with the mission of the campus and is responsive to changing priorities.</li> <li>• Incentive funding pools meet the guidelines established by the Legislative Assembly, the Higher Education Roundtable recommendations, and State Board of Higher Education priorities.</li> <li>• Asset funding provided to individual institutions is used in conjunction with other funds for capital renewal and addressing deferred maintenance.</li> </ul> <ul style="list-style-type: none"> <li>• Funds appropriated by the Legislative Assembly for the construction of new facilities and the major renovation of existing facilities are used in a cost-effective manner and within statutory building authority lease payment limitations.</li> <li>• Institutions are funded on an equitable basis.</li> </ul> <p>The University System identify and maximize all financial resources available to support the University System, including:</p> <ul style="list-style-type: none"> <li>• Internally generated revenue.</li> </ul> <ul style="list-style-type: none"> <li>• Externally generated revenue.</li> </ul>	<p>A status report on higher education financing as compared to the long-term financing plan.</p> <p>Base funding levels and uses including trends in base funding.</p> <p>Incentive funding information, including:</p> <ul style="list-style-type: none"> <li>• Allocation, use of, and results of incentive funding.</li> <li>• Incentive funding as a percentage of the higher education budget.</li> </ul> <p>Value of institutional buildings, funds spent on renewal or updates as compared to depreciation, and the status of deferred maintenance including a comparison of the funds appropriated for deferred maintenance to actual funds spent on deferred maintenance.</p> <p>Deferred maintenance ratio measures the size of the University System's outstanding maintenance as compared to its expendable net assets:</p> <p style="text-align: center;"><u>Deferred Maintenance</u> Expendable Net Assets</p> <p>Report on new construction and major renovation capital projects for which specific appropriations are made, including budget to actual comparison, use of third-party funding, and related debt.</p> <p>Funding levels of institutions or other selected indicators as compared to peer institutions.</p> <p>The amount and trends of funding from all financial sources.</p> <p>Operating income ratio measures how inflows from fees for services provided contribute to the University System's overall funding:</p> <p style="text-align: center;"><u>Operating Income</u> Educational and General Expenses</p> <p>Contributed income ratio measures how externally generated resources other than debt contribute to the University System's overall funding:</p> <p style="text-align: center;"><u>Contributed Income</u> Educational and General Expenses</p>



Expectations (Performance Standards)	Annual Performance Indicators
<ul style="list-style-type: none"> <li>• Revenue generated from the state.</li> <li>• Debt issued to support University System operations.</li> <li>• Tuition and fees.</li> </ul> <p>The University System use moneys appropriated from the general fund and other income, including tuition in a cost-effective manner in meeting the recommendations identified in the Higher Education Roundtable report including the following areas:</p> <ul style="list-style-type: none"> <li>• Funding for core education services.</li> <li>• Funding for educational support services.</li> <li>• Funding for general support services.</li> <li>• Investment in equipment and technology.</li> </ul> <p>The University System be financially sound and viable.</p>	<p>State general fund appropriation levels and trends as compared to changes in the state's economy and total state general fund appropriations.</p> <p>Trend report on per capita and per student appropriations for higher education.</p> <p>The amount of debt incurred and supported in relation to limitation requirements.</p> <p>Debt coverage ratio demonstrates the portion of net income available to meet the debt burden should economic conditions change:</p> <p style="text-align: center;"><u>Adjusted Change in Net Assets</u> Debt Service</p> <p>Affordability index detailing:</p> <ul style="list-style-type: none"> <li>• Tuition and fees on a per student basis and total cost of attendance compared to peer institutions.</li> <li>• Tuition and fees as a percentage of median North Dakota household income.</li> <li>• Student affordability considering financial aid.</li> </ul> <p>Trend reports on the distribution of expenditures by function.</p> <p>Educational core services ratio provides information regarding the portion of total funds being used for instruction, research, and public service:</p> <p style="text-align: center;"><u>Educational Core Services Expenses</u> Educational and General Income (all funding excluding capital and debt service amounts)</p> <p>Educational support services ratio provides information regarding the portion of total funds being used for academic support and student services:</p> <p style="text-align: center;"><u>Educational Support Expenses</u> Educational and General Income (all funding excluding capital and debt service amounts)</p> <p>General support ratio provides information regarding the portion of total funds being used for institutional support, operations, and maintenance of physical plant:</p> <p style="text-align: center;"><u>General Support</u> Educational and General Income (all funding excluding capital and debt service amounts)</p> <p>Equipment expenditure ratio provides information regarding the portion of equipment inventory replaced:</p> <p style="text-align: center;"><u>Annual Expenditures for Equipment Replacement</u> Equipment Inventory Value</p>
<p>The University System be financially sound and viable.</p>	<p>Financial ratios and other financial information which would indicate:</p> <ul style="list-style-type: none"> <li>• Viability ratio measures the ability of expendable net assets to cover debt.</li> <li>• Primary reserve ratio measures the ability to continue to operate without additional net assets.</li> <li>• Return on net assets ratio measures the changes in net assets.</li> <li>• Net income ratio measures surpluses or deficiencies.</li> <li>• Debt, assets, and end-of-year fund balances.</li> </ul>

Expectations (Performance Standards)	Annual Performance Indicators
<p><b>Faculty and Staff Excellence</b> The University System should strive for a quality-focused, productive, and rewarded faculty and staff.</p> <p><b>Research and Development</b> The University System should focus research and development on the economic and social needs of North Dakota, increase public-private North Dakota research and development partnerships, and reward faculty for research and development efforts.</p> <p><b>Financial and Statutory Compliance</b> The University System comply with related state laws and generally accepted accounting principles.</p> <p>The State Auditor's office use performance audit standards reported in biennial audits that:</p> <ul style="list-style-type: none"> <li>• Represent a balanced approach identifying appropriate financial noteworthy accomplishments and successes.</li> <li>• Address University System compliance with legislative intent.</li> <li>• Concentrate on high-risk areas of institutional operations.</li> </ul>	<p>Faculty and staff trend information, including:</p> <ul style="list-style-type: none"> <li>• Ratio of faculty and staff to students.</li> <li>• Faculty and staff turnover rates and major reasons.</li> <li>• Faculty and staff salary levels, including annual average salary increases and comparisons with peer institutions.</li> </ul> <p>Research and development efforts trend information, including:</p> <ul style="list-style-type: none"> <li>• Total funding received for research, including federal, state, local, and private sources.</li> <li>• Revenue generated or additional funding earned by research and development projects.</li> </ul> <p>Research expenditure ratio measures the amount of research expenditures per faculty FTE:  <u>Research Expenditures</u>  Faculty FTE</p> <p>Annual audit report, with an unqualified opinion, that identifies suggested material areas of improvement to the University System's financial operations.</p> <p>Biennial audit report reflecting:</p> <ul style="list-style-type: none"> <li>• Budget to actual appropriation statements.</li> <li>• Appropriate financial noteworthy accomplishments and successes.</li> <li>• A reduction in material areas of statutory noncompliance.</li> <li>• University System compliance with suggested significant areas of improvement.</li> </ul>

Higher education nonfinancial accountability measurements:

Expectations (Performance Standards)	Annual Performance Indicators
<p><b>Economic Development Connection</b> The University System:</p> <ul style="list-style-type: none"> <li>• Respond to the current work force needs of employers.</li> <li>• Encourage entrepreneurship.</li> <li>• Use the colleges and universities as a direct source of economic development in all areas of the state.</li> </ul>	<p>Trends in the number and percent of businesses and employees in the region receiving training. (Duplicate: see also Accessible System)</p> <p>Levels of satisfaction with training events as reflected in information systematically gathered from employers and employees receiving training.</p> <p>Levels and trends in enrollment in entrepreneurship courses and the number of graduates of entrepreneurship programs.</p> <p>Level and trends in percentage of University System graduates obtaining employment appropriate to their education in state and out of state.</p> <p>Levels and trends in partnerships and joint ventures between University System institutions and the following entities:</p> <ul style="list-style-type: none"> <li>• Business and industry.</li> <li>• Tribal colleges.</li> <li>• Private sector training providers.</li> <li>• Other University System institutions.</li> </ul>



Expectations (Performance Standards)	Annual Performance Indicators
<p><b>Education Excellence</b> The University System:</p> <ul style="list-style-type: none"> <li>• Ensure students receive a quality education which prepares them to be readily employable, technically skilled, and personally successful.</li> <li>• Ensure faculty are respected practitioners and students of the future who establish ties between learner outcomes and workplace needs.</li> <li>• Encourage institutions and faculty to constantly seek a high-level of program excellence.</li> </ul>	<p>Levels and trends in performance of students on nationally recognized exams in their major fields in comparison with national averages.</p> <p>Levels and trends in licensure pass rates in comparison to other states.</p> <p>Levels and trends in alumni-reported satisfaction with preparation in:</p> <ul style="list-style-type: none"> <li>• Major.</li> <li>• The acquisition of specific basic and higher-order skills.</li> <li>• Level, currency, and relevance of computer technology knowledge and abilities in relation to expectations in the marketplace.</li> </ul> <p>Levels and trends in employer-reported satisfaction with preparation of recently hired college graduates.</p> <p>Maintenance of accreditation of programs and institutions by national and regional accrediting bodies and acquisition of additional accreditation where appropriate.</p> <p>Levels and trends in peer review process results for:</p> <ul style="list-style-type: none"> <li>• Grants.</li> <li>• Publications.</li> </ul> <p>Levels and trends in proportion of students achieving goals - Institution meeting the defined needs/goals as expressed by students.</p>
<p><b>Flexible and Responsive System</b> The University System:</p> <ul style="list-style-type: none"> <li>• Encourage, support, and reward risk-taking, innovation, and change.</li> <li>• Employ a customer or client focus, study and react to present and future needs of learners and business and industry, and tailor learning experiences to the needs of the learner.</li> </ul>	<p>Proportion of University System decisionmakers (deans and higher levels) indicating whether "they can operate more flexibly now than in the past."</p> <p>Total number and trends in full-time, part-time, degree-seeking, and non-degree-seeking students being served.</p> <p>Number and trends regarding individuals, organizations, and agencies served through noncredit activities.</p> <p>Levels of satisfaction with responsiveness as reflected through responses to evaluations and surveys of clients:</p> <ul style="list-style-type: none"> <li>• Graduates and program completers.</li> <li>• Employers.</li> <li>• Business/program advisory councils.</li> <li>• Companies and employees receiving training.</li> <li>• Work force training boards.</li> <li>• Campus presidents' advisory councils.</li> <li>• Public school superintendents.</li> <li>• Economic development professionals.</li> <li>• Other client groups served.</li> </ul> <p>Levels of satisfaction and reasons for noncompletion as reflected in a noncompleters survey.</p>
<p><b>Accessible System</b> The University System:</p> <ul style="list-style-type: none"> <li>• Identify and deliver education and research services throughout the state in numerous ways from a variety of providers.</li> </ul>	<p>Levels and trends in the proportion of residents of the state who are within a 45-minute drive of a location at which they can receive educational programs from a provider, including providers from outside the immediate region (and would also have access to academic and student support services at the site).</p>

Expectations (Performance Standards)	Annual Performance Indicators
<ul style="list-style-type: none"> <li>• Support an expanded client base which includes students, business and industry, and all citizens of the state.</li> </ul> <p><b>Sustaining the Vision</b> The University System establish a mechanism for sustaining the work and implementing the recommendations from the Higher Education Roundtable report.</p>	<p>Levels and trends in the number of enrollments in distance learning courses by in-state and out-of-state residents.</p> <p>Levels and trends in the number and proportion of enrollments in courses offered in nontraditional ways (i.e., place, time, and format).</p> <p>Levels and trends in rates of participation of:</p> <ul style="list-style-type: none"> <li>• Recent high school graduates; nontraditional students (typically part time and older than average).</li> <li>• Individuals pursuing graduate degrees.</li> </ul> <p>Trends in the number and percentage of businesses and employees in the region/state receiving training. (Duplicate: see also Economic Development Connection)</p> <p>The extent to which the recommendations of the 2000 roundtable are implemented and the performance as reflected in the accountability measurements is improved:</p> <ul style="list-style-type: none"> <li>• An annual performance and accountability report directly linked to the expectations developed by the roundtable is developed and widely distributed.</li> <li>• An annual Higher Education Roundtable meeting(s) is held and accomplishes the purposes indicated in No. 1 of Sustaining the Vision recommendation.</li> <li>• A status report on the state of the University System is presented to the Legislative Assembly during each legislative session.</li> <li>• The University System reports on communications regarding the various recommendations of the roundtable--audiences reached, media used, presenters involved, etc.</li> <li>• A checklist is maintained of action steps required and progress attained in meeting the expectations and accountability measurements agreed upon.</li> </ul>

The committee anticipates the 2001 Legislative Assembly Appropriations Committees will address the state's support for the implementation of the statewide

information technology network, research and development funding opportunities such as EPSCoR, and the work force training delivery system.

## **SB 2041 TESTIMONY**

### **SENATE EDUCATION COMMITTEE**

**Presented by Dr. Richard Kunkel, Member  
State Board of Higher Education  
January 16, 2001**

Good morning Mr. Chairman and members of the Senate Education Committee. For the record, I am Richard Kunkel, member of the State Board of Higher Education. I am here today on behalf of the Board to provide support for SB 2041.

There are two sections to the bill. Section 1 would place into statute the intent of the Legislature regarding the North Dakota University System. It would state the intent is to have a "unified system approach" by the colleges and universities within the North Dakota University System in meeting the educational, research, and service needs of the state and its citizens.

Prior to 1990, the colleges and universities functioned largely as separate and autonomous institutions with limited collaboration in the development and use of administrative and academic delivery systems. There was also limited collaboration among institutions regarding joint academic program offerings as well as efforts to assure smooth transfer of students from one institution to another.

In a state with considerable geography but limited resources, the potential for unnecessary duplication of programs and services became a concern of citizens and of legislators. I served in the legislature at that time and know first hand the concern for greater cooperation and efficiency within higher education. As a result, there was a growing desire among legislators to help create an environment which would encourage the colleges and universities to move to a more collaborative and unified system of higher education. The result was the action by the Board of Higher Education in 1990 which created the North Dakota University System. The Board action provided for a chancellor as the chief operating officer of the system. It also replaced the former commissioner (advisory) form of governance with a State Board of Higher Education which has policy-making authority and responsibility for the public higher education institutions in the state. Subsequent Legislatures passed resolutions encouraging the board to continue moving in this direction.

Favorable action on the legislation you have before you would be beneficial to the State Board of Higher Education. In addition to formally establishing public policy, the legislation would publicly express legislative intent; to continue the transition to a true unified system of higher education in North Dakota. This expectation is also expressed in the Executive Summary of the Higher Education Roundtable which states: "Their broad expectation is the NDUS (as a system, not as a collection of campuses) become the prototype land-grant institution of the twenty-first century." The expectation expressed by the members of the roundtable is fully in line with the 1990 action and subsequent resolutions passed by the Legislature encouraging the board to move in this direction.

Section 2 of this bill would implement two key recommendations of the Higher Education Roundtable and which the Board of Higher Education also fully supports. The two recommendations are:

1. "The SBHE review the University System's current strategic plan (six-year plan) and refine as necessary to incorporate the recommendations contained in this report. It is also recommended the necessary legislative changes be made to allow and encourage a conversion from a "long-range plan" (six-year plan) to a "strategic plan," with an on-going strategic planning process, so as to be consistent with the recommendations in this report: i.e., flexible, responsive, entrepreneurial, etc."

2. "The University System provide an annual performance and accountability report regarding overall performance and progress toward the goals outlined in the system's strategic plan and the accountability measures resulting from the roundtable meetings. The report would also include progress by other agencies and organizations identified as having overlapping agendas and in relation to agreements reached on outcomes and time lines."

The Board of Higher Education fully support both of these recommendations and the provisions in SB2041 to implement them. The board is already well underway in converting these recommendations into action. For example, the board requested and the University System Office has already completed, a report which compares the current six-year plan goals and recommendations with the cornerstones and recommendations of the Higher Education Roundtable. A copy of that report is attached to my testimony. This report provides an outline for making the transition from a "long-range" planning model to a "strategic planning" process and model. The strategic planning approach will allow the board and the entire University System to be more responsive and proactive in meeting the rapidly changing needs and opportunities facing North Dakota and the University System.

Another example of the board moving forward in implementing the recommendations in this area is evidenced by the fact the board adopted the five Summary Recommendations for the State Board of Higher Education (which were developed by the Roundtable and presented on Page 63 of the Roundtable Report) as the Board Objectives for Fiscal Year-2001. A copy of the board objectives is attached to my testimony. Also attached is a copy of the action plans the board has developed and adopted to implement each of the objectives. The action plans provide details, including time lines, for the accomplishment of each board objective.

The individual colleges and universities have also been asked to align their campus strategic plans with the six cornerstones developed by the roundtable and, in turn, with the strategic plan of the University System. A copy of the campus plans which have been submitted to date are attached to my testimony.

Section 2 of this bill would also enact an important set of recommendations included in the Roundtable Report regarding accountability. The roundtable identified specific financial and non-financial accountability measures for the University System. A subcommittee of the Interim Higher Education Committee was formed to further refine the financial accountability measures. A copy of the financial and the non-financial accountability measures are included with my testimony. The roundtable (paragraph two on Page 61 of the report) stated, "It is the intent these accountability measures, as agreed upon, replace the accountability factors and expectations being developed independently by various entities."

As a board member trying to satisfy the many, varied, and the often conflicting, expectations of the University System, I can tell you having one set of accountability measures which have been agreed upon by the major stakeholders of higher education, will be "of great benefit." Placing these expectations in statute (with the full understanding they will need to be updated to keep abreast of changing needs and priorities) brings these expectations into clear focus. It also establishes public policy along with an awareness of the agreed-upon expectations by the key stakeholders of higher education in North Dakota.

As recommended by the roundtable and in SB2041, the University System would welcome the opportunity to provide an annual performance and accountability report regarding progress toward the goals outlined in the University System's strategic plan including a report on the accountability measures

I believe the actions to date of the board and the entire University System clearly demonstrate our support for the recommendations of the roundtable and the intent of SB2041. I want to publicly express the

appreciation of the board to the Interim Committee on Higher Education and the 61 members of the roundtable. Those involved dedicated a major portion of their time and talent over these past two years to bring forth a very thoughtful plan for developing a University System in North Dakota for the 21<sup>st</sup> century. Their effort is greatly appreciated.

That completes my testimony. I appreciate having the opportunity to appear before you and to encourage your favorable consideration of SB2041. I would be pleased to respond to your questions. Chancellor Isaak and his staff are also here to provide additional information or to respond to questions you might have.

# **NORTH DAKOTA**

**University System**

## **Roundtable Rec. & Board Objectives**

**December 2000**

### **Accountability Measures**

The Interim Higher Education Committee at their August 2000 meeting approved the expectations, along with the financial and non-financial accountability measures (performance indicators) for the North Dakota University System.

The accountability measures would be reported annually by the North Dakota University System office. The State Board of Higher Education is responsible for expanding and refining the accountability measures when appropriate to evaluate individual institutions of higher education.

#### **I. Financial Accountability Measures (performance indicators):**

1. A status report on higher education financing as compared to the long-term financing plan.
2. Base funding:
  - a. Levels
  - b. Uses including trends in base funding.
3. Incentive funding information including:
  - a. Allocation
  - b. Use of
  - c. Results of incentive funding
  - d. Incentive funding as a percentage of the higher education budget.
4. Institutional capital assets:
  - a. Value of institutional buildings and infrastructure
  - b. Funds spent on renewal or updates
  - c. Depreciation
  - d. Status of deferred maintenance, including a comparison of the funds appropriated for deferred maintenance to actual funds spent on deferred maintenance.
5. Deferred maintenance ratio measures the size of the University System's outstanding maintenance as compared to its expendable net assets:  
$$\frac{\text{Deferred Maintenance}}{\text{Expendable Net Assets}}$$
6. Report on new construction and major renovation capital projects for which specific appropriations are made, including:
  - a. Budget to actual comparison
  - b. Use of third-party funding
  - c. Related Debt.

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# Accountability Measures Cont.

7. **Funding Levels Compared to Peer Institutions:**
  - a. Of Institutions
  - b. Other selected indicators.
8. **The amount and trends of funding from all financial sources.**
9. **Operating income ratio measures how inflows from fees for services provided contribute to the University System's overall funding:**

Operating Income  
Educational and General Expenses
10. **Contributed income ratio measures how externally generated resources other than debt contribute to the University System's overall funding:**

Contributed Income  
Educational and General Expenses
11. **State general fund:**
  - a. Appropriation levels and trends
  - b. Changes in the State's economy
  - c. Total state general fund appropriations.
12. **Trend report on appropriation for higher education:**
  - a. Per capita
  - b. Per student.
13. **The amount of debt:**
  - a. Incurred
  - b. Supported in relation to limitation requirements.
14. **Debt coverage ratio demonstrates the portion of net income available to meet the debt burden should economic conditions change:**

Adjusted Change in Net Assets  
Debt Service
15. **Affordability index detailing:**
  - a. Tuition and fees on a per student basis
  - b. Total cost of attendance compared to peer institutions
  - c. Tuition and fees as a percentage of median North Dakota household income
  - d. Student affordability considering financial aid.
16. **Trend reports on the distribution of expenditures by function.**
17. **Educational core services ratio provides information regarding the portion of total funds being used for instruction, research, and public service:**

Educational Core Services Expenses  
Educational and General Income (all funding excluding capital and debt service amounts)

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## Accountability Measures Cont.

18. **Educational support services ratio** provides information regarding the portion of total funds being used for academic support and student services:

Educational Support Expenses

Educational and General Income (all funding excluding capital and debt service amounts)

19. **General support ratio** provides information regarding the portion of total funds being used for institutional support, operations, and maintenance of physical plant:

General Support

Educational and General Income (all funding excluding capital and debt service amounts)

20. **Equipment expenditure ratio** provides information regarding the portion of equipment inventory replaced:

Annual Expenditures for Equipment Replacement  
Equipment Inventory Value

21. **Viability ratio** measures the ability of expendable net assets to cover debt:

Expendable Net Assets  
Long-Term Debt

22. **Primary reserve ratio** measures the ability to continue to operate without additional net assets:

Expendable Net Assets  
Total Expenses

23. **Return on net assets ratio** measures the changes in net assets:

Change in Net Assets  
Total Net Assets

24. **Net income ratio** measures surpluses or deficiencies:

Change in Unrestricted Net Assets  
Total Unrestricted Income

25. **Other financial information** including:

- a. Debt
- b. Assets
- c. End-of-Year fund balances.

26. **Faculty and staff trend information**, including:

- a. Ratio of faculty and staff to students
- b. Faculty and staff turnover rates and major reasons
- c. Faculty and staff salary levels, annual average salary increases, and comparisons with peer institutions.

27. **Research and development efforts trend information**, including:

- a. Total funding received for research, including federal, state, local, and private sources
- b. Revenue generated or additional funding earned by research and development projects.

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# Accountability Measures Cont.

28. **Research expenditure ratio** measures the amount of research expenditures per faculty FTE:  
$$\frac{\text{Research Expenditures}}{\text{Faculty FTE}}$$

29. Annual audit report, with an **unqualified opinion**, that identifies suggested material areas of improvement to the University System's financial operations.

30. Biennial audit report reflecting:

- a. **Budget to actual** appropriation statements.
- b. Appropriate financial **noteworthy accomplishments** and successes.
- c. A reduction in **material areas of statutory noncompliance**.
- d. University System compliance with suggested significant areas of improvement.

## II. Non-Financial Accountability Measures (Performance Indicators):

1. Trends in the number and percent of businesses and employees in the region receiving training.  
(Duplicate: see also Accessible System)
2. Levels of satisfaction with training events as reflected in information systematically gathered from employees receiving training.
3. Levels and trends in enrollment in entrepreneurship courses and the number of graduates of entrepreneurship programs.
4. Levels and trends in percentage of University System graduates obtaining employment appropriate to their education in state and out of state.
5. Levels and trends in partnerships and joint ventures between University System Institutions and the following entities:
  - a. Business and Industry
  - b. Tribal Colleges
  - c. Private sector training providers
  - d. Other University System Institutions.
6. Levels and trends in performance of students on nationally recognized exams in their major fields in comparison with national averages.
7. Levels and trends in licensure pass rates in comparison to other states.
8. Levels and trends in alumni-reported satisfaction with preparation in:
  - a. Major
  - b. The acquisition of specific basic and higher-order skills
  - c. Level, currency, and relevance of computer technology knowledge and abilities in relation to expectations in the marketplace.
9. Levels and trends in employer-reported satisfaction with preparation of recently hired college graduates.

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# Accountability Measures Cont.

10. Maintenance of accreditation of programs and institutions by national and regional accrediting bodies and acquisition of additional accreditation where appropriate.
11. Levels and trends in peer review process results for:
  - a. Grants
  - b. Publications.
12. Levels and trends in proportion of students achieving goals-institution meeting the defined needs/goals as expressed by students.
13. Proportion of University System decisionmakers (deans and higher levels) Indication whether "they can operate more flexibly now than in the past."
14. Total number and trends in full-time, part-time, degree-seeking, and non-degree seeking students being served.
15. Number and trends regarding individuals, organizations, and agencies served through noncredit activities.
16. Levels of satisfaction with responsiveness as reflected through responses to evaluations and surveys of clients:
  - a. Graduates and program completers
  - b. Employers
  - c. Business/program advisory councils
  - d. Companies and employees receiving training
  - e. Work force training boards
  - f. Campus presidents' advisory councils
  - g. Public school superintendents
  - h. Economic development professionals
  - i. Other client groups served.
17. Levels of satisfaction and reasons for noncompletion as reflected in a noncompleters survey.
18. Levels and trends in the proportion of residents of the state who are within a 45-minute drive of a location at which they can receive educational programs from a provider, including providers from outside the immediate region (and would also have access to academic and student support services at the site).
19. Levels and trends in the number of enrollments in distance learning courses by in-state and out-of-state residents.
20. Levels and trends in the number and proportion of enrollments in courses offered in nontraditional ways (i.e., place, time, and format).
21. Levels and trends in rates of participation of:
  - a. Recent high school graduates: nontraditional students (typically part time and older than average)
  - b. Individuals pursuing graduate degrees.

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FOR MORE INFORMATION CONTACT:

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## Accountability Measures Cont.

22. Trends in the number and percentage of businesses and employees in the region/state receiving training. (Duplicate: see also Economic Development Connection)
23. The extent to which the recommendations of the 2000 roundtable are implemented and the performance as reflected in the accountability measurements is improved:
  - a. An annual performance and accountability report directly linked to the expectations developed by the roundtable is developed and widely distributed.
  - b. An annual Higher Education Roundtable meeting(s) is held and accomplishes the purposes indicated in No. 1. of Sustaining the Vision recommendation.
  - c. A status report on the state of the University System is presented to the Legislative Assembly during each legislative session.
  - d. The University System reports on communications regarding the various recommendations of the roundtable-audiences reached, media used, presenter involved, etc.
  - e. A checklist is maintained of action steps required and progress attained in meeting the expectations and accountability measurements agreed upon.

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# **State Board of Higher Education Objectives**

**July 19, 2000 – June 30, 2001**

*From SBHE Retreat, July 19, 2000*

1. Propose and gain consensus with the legislative and executive branches on University System level fiscal and performance accountability mechanisms which will allow the North Dakota University System to implement the full recommendations of the Roundtable; and to develop financial and performance accountability measures and mechanisms for campus reporting to the Board of Higher Education.
2. Review and change policies and procedures that are barriers to empowering campus Presidents providing them with flexibility and accountability allowing them to implement the full recommendations of the Roundtable report.
3. Develop and recommend to the executive and legislative branches a proposed long-term financing plan for the North Dakota University System.
4. Develop and recommend to the executive and legislative branches a proposed resource allocation mechanism.
5. Develop a University System which has intellectual capacity and programs aligned with the needs of the State. Convene, with ED&F, a 2-day Research and Development summit by the end of 2000 which (1) showcases the research being done in the North Dakota University System, (2) reinforces the value research and development to economic growth, and (3) encourages entrepreneurial behavior and the use of the principles of entrepreneurship to create new businesses in the State.
6. Develop a report on the current status of North Dakota University System distance education capabilities and develop a plan for increasing access to educational opportunities throughout the State through distance education, collaboration, and relationships with the private and tribal colleges, to better serve students and others.
7. Develop a plan to: implement the recommendations of the Higher Education Roundtable on sustaining the vision; reconvene the Roundtable on an annual basis to gain new input from stakeholders and to report on progress; and communicate successes and achievements.
8. Work towards attainment of the 2001-03 needs based budget and legislative agenda for the North Dakota University System.
9. Conduct a self-assessment of Board performance on meeting the objectives stated above before July 20, 2001.

SB 2041

**Action Plan for Board Objective #1-a:  
University System Level  
Financial Accountability Mechanisms  
September 22, 2000**

**Board Objective:** Propose and gain consensus with the legislative and executive branches on University System level fiscal and performance accountability mechanisms which will allow the NDUS to implement the full recommendations of the Roundtable; and to develop financial and performance accountability measures and mechanisms for campus reporting to the Board of Higher Education.

**Liaison:** State Board of Higher Education

**Proposed Steps:**

1. Subcommittee of the Roundtable (chaired by Senator Nething) meets to develop draft financial accountability measures. Continue to provide updates to the subcommittee as they meet.
2. Interim Higher Education meets to refine and adopt measures developed by subcommittee.
3. Review proposed action plan with Cabinet. Revise as necessary.
4. Form a small working group composed of the following functional areas: budget and grants and contracts (Sharon Berning-MiSU), controller (Gary Wawers-NDSU), HECN (Mick Pytlik-NDUS), VP for Finance (Bob Gallagher-UND) and NDUS Office staff (Laura Glatt/Cathy McDonald), and representatives from OMB and Legislative Council for project oversight.
5. Review proposed action plan with Board President and Vice President. Revise as necessary.
6. Review proposed action plan with Board. Revise as necessary.
7. Evaluate current information systems and other data sources to determine what information is currently available and ensure consistency of data. Determine what additional information needs to be gathered to meet reporting requirements. *(Review with Administrative Affairs Council)*
8. Establish benchmarks, reporting mechanisms and timelines for measures where data is currently available, and ensure reliability and validity of data. Develop format and written instructions for collection of data. *(Review with Administrative Affairs Council and Cabinet)*
9. Develop definitions, guidelines and systems for gathering additional data. Establish timelines for implementation of remaining measures. *(Review with Administrative Affairs Council and Cabinet with status report presented to the Board)*

10. Determine if similar financial accountability benchmark data is wanted from peer comparator institutions and if so, develop data gathering processes for pertinent information for internal use. *(Review with Administrative Affairs Council and Cabinet)*
11. Continue to work with Interim Higher Education Committee or Legislative Assembly on determining which measures will require an audit process. Work with the State Auditor's Office on the audit process.
12. Simultaneously seek approval to eliminate other current standardized reports from the Legislative Council, Budget Section or other committee or agency (e.g. Capital Improvement and Local Fund reports).
13. Develop and distribute an annual written report, including narrative explanations, on each measure according to implementation timelines. The report would be distributed on intervals as defined by the Legislative Assembly to:
  - Members, Legislative Assembly
  - Members, State Board of Higher Education
  - Governor's Office
  - Office of Management and Budget
  - State Auditor's Office
  - Campuses-Presidents and VP for Finance

#### **Proposed Timelines:**

	<b>Target Date</b>
1. Roundtable subcommittee meets to draft measures .....	July 11, 2000
2. Interim HE Committee considers draft measures .....	August 10, 2000
3. Review proposed action plan with Cabinet. Revise as necessary .....	August 1, 2000
4. Create working group .....	August 2000
5. Review proposed action plan with Board Pres and VP. Revise as necessary ...	August 15, 2000
6. Review proposed action plan with SBHE .....	September 22, 2000
7. Evaluate current information systems .....	October 2000
8. Establish benchmarks/format and written instructions .....	December 2000
9. Define Additional Information needs .....	February 2001
10. Define peer benchmark data .....	Summer 2001
11. Define audit process .....	Summer 2001
12. Eliminate current reporting .....	simultaneously
13. Distribute first annual report .....	By December 31, 2001

#### **Resource Issues:**

Determine resources needed, if any, for additional staffing, data collection and consulting time.  
Present plan to Board for approval

**Action Plan Board Objective 1-b:**  
**Performance Accountability Measures**  
**and Performance Accountability Mechanisms**

September 22, 2000

**Board Objective:** Propose and gain consensus with the legislative and executive branches on University level fiscal and performance accountability mechanisms which will allow the North Dakota University System to implement the full recommendations of the Roundtable; and to develop financial and performance accountability measures and mechanisms for campus reporting to the Board of Higher Education.

**Liaison:** State Board of Higher Education

This draft action plan focuses on non-financial accountability and does so at two levels - campus level and Board level:

**Campus level accountability to the Board -- which will require:**

1. Non-financial accountability measures for each campus for reporting to the Board; and
2. Mechanisms for obtaining non-financial accountability data for each campus for reporting to the Board.

**Board (System) level accountability to the executive and legislative branches -- which will require:** Mechanisms for obtaining the non-financial accountability data. (The University System level accountability measures have been identified and are outlined on Pages 67-70 in the Roundtable Report).

**Proposed Steps:**

1. Explore having the Data Warehouse Committee serve as the workgroup on non-financial accountability and supplement as necessary to address the accountability measures called for in the Roundtable Report and the mechanisms available and necessary to obtain the accountability data.
2. *Campus level.* Chancellor's Cabinet review system level accountability measures identified in the Roundtable Report and determine if additional accountability measures are needed in reporting to the Board. Distinguish between accountability measures common to all campuses from those unique to individual campuses.
3. Board reviews, revises, and approves action plan.
4. *Campus level.* Identify, develop, and/or recommend mechanisms for obtaining non-financial accountability data for each campus for reporting to the Board.
5. *System level.* Identify, develop, and/or recommend mechanisms for obtaining the non-financial accountability data specified in the Roundtable Report (Pages 67-70), for University

System level accountability measures and for reporting to the Executive and Legislative branches.

6. *Both levels.* Identify and recommend reports and processes which can be eliminated as a result of the adoption of the new accountability measures and mechanisms.
7. Potential Resources and Information Sources include:
  - Data Warehouse
  - HECN (Higher Education Computer Network)
  - FINDET (Follow-up Information on North Dakota Education and Training)
  - SPARC (Student Progress and Achievement Research Cooperative)
  - Campus institutional research offices
  - WFTR System accountability measures

Proposed Timelines:	Target Date
1. Review proposed action plan with Cabinet. Revise as necessary .....	August 1, 2000
2. Meet with OMB to link action plan to North Dakota Delivers Report .....	August 11, 2000
3. Explore having Data Warehouse Committee serve as the workgroup for the non-financial accountability measures and mechanisms .....	August 14, 2000
4. Review success indicators in North Dakota Delivers Report with Data Warehouse Committee to determine the availability of historical data on success indicators to be provided to OMB. ....	August 14, 2000
5. Review proposed action plan with Board Pres. and VP. Revise as necessary .....	August 15, 2000
6. Consult with Dennis Jones on proposed action plan .....	August 17, 2000
7. If Data Warehouse Committee is not able to take on the task, form a work group comprised of the appropriate functional areas to do so .....	September 7, 2000
8. Review progress with OMB regarding success indicators desired .....	September 20, 2000
9. Board reviews, revises, and approves action plan .....	September 22, 2000
10. Finalize and forward historical data on success indicators to OMB .....	September 30, 2000
11. Create timelines for implementation of plan for years 1, 2, etc. ....	To be determined
12. Identification of bench marking data to be used and data sources .....	To be determined
13. Progress report to Cabinet and Board .....	To be determined
14. Complete recommendations for establishing mechanisms for systematically obtaining accountability measures and related data .....	To be determined
15. Obtain Board approval of System and campus accountability measures .....	To be determined
16. Publish phase one of accountability report .....	By December 31, 2001

**Resource Issues:**

May require additional staff support.



## **Action Plan for Board Objective #2:**

### **Removing Barriers**

September 22, 2000

**Board Objective:** Review and change policies and procedures that are barriers to empowering campus presidents providing them with flexibility and accountability allowing them to implement the full recommendations of the Roundtable report.

**Liaison:** State Board of Higher Education

#### **Proposed Steps:**

1. Review action plan with cabinet. Revise as necessary.
2. Review action plan with Board president and vice president. Revise as necessary.
3. Review action plan with Board. Revise as necessary.
4. Form a small working group including one or two presidents, one or two vice presidents and NDUS staff (*Pat Seaworth*).
5. Review policies and procedures and solicit recommendations from institution employees to identify existing barriers that limit institution flexibility in implementing Roundtable recommendations.
6. Draft proposed policy and procedures amendments to eliminate barriers and delegate to institutions necessary and appropriate authority permitting flexibility with accountability to implement Roundtable recommendations.
7. Review draft amendments with cabinet. Revise as necessary.
8. Prepare final policy drafts and present to Board for Board action.
9. Prepare final NDUS procedures manual drafts and forward to chancellor.

**Proposed Timelines:****Target Date**

- |  |                    |
|--|--------------------|
| 1. Review proposed action plan with cabinet.....                           | August 1, 2000     |
| 2. Review proposed action plan with SBHE officers .....                    | August 10, 2000    |
| 3. Review proposed action plan with Board Pres and VP. Revise as necessary | August 15, 2000    |
| 4. Form a small working group .....  | August 20, 2000    |
| 5. Report action plan to SBHE .....  | September 22, 2000 |
| 6. Review policies and procedures .....                                    | November 15, 2000  |
| 7. Draft proposed amendments .....   | December 31, 2000  |
| 8. Review amendments with cabinet .....                                    | Spring 2001        |
| 9. Present policy drafts to SBHE .....                                     | Spring 2001        |
| 10. Forward procedures drafts to chancellor .....                          | Summer 2001        |

**Resource Issues:**

None

**Action Plan for Board Objective #3:  
Developing Long-Term  
Financing Plan for NDUS**  
September 22, 2000

**Board Objective:** Develop and recommend to the executive and legislative branches a proposed long-term financing plan for the NDUS.

**Liaison:** Board Member Korsmo

**Proposed Steps:**

1. Review proposed action plan with Cabinet. Revise as necessary.
2. Review proposed action plan with Board Member Korsmo. Revise as necessary.
3. Review proposed action plan with SBHE. Revise as necessary.
4. Survey and collect financing plans from other states.
5. Consult with Dennis Jones on plan components.
6. Outline plan components, develop list of needed data and identify data sources. *(Review with Administrative Affairs Council and Cabinet)*
7. Collect comparative data and compile results for: state support measures, tuition and fee, other fund source support including private donations, private sector contributions and community support and other data as identified in #6. *(Review with Administrative Affairs Council)*
8. Present data results to the Cabinet and Board. SBHE provide guidance on plan objectives or expectations regarding state, student, campus and private support.
9. Based on Board direction, develop a draft plan with recommendations to address the gap between current funding levels and the resources needed to fully meet the expectations expressed in the Roundtable report and of the State. The plan will reflect shared funding responsibility between: students, the state, the private sector, donors, local governments, communities and the campuses. The plan will also make allowance for the need for institutions to regularly fund plant asset depreciation from operating budgets. *(Review with Administrative Affairs Council and Cabinet)*
10. Present draft plan to the SBHE for their consideration. Make necessary revisions.
11. Board meet with interim legislative committee to discuss draft plan.

12. Revise plan based on discussion with Roundtable Subcommittee.
13. SBHE meet with interim legislative committee to finalize plan.
14. SBHE distribute final plan to the following:
  - Legislative Assembly
  - Governor's Office
  - Office of Management and Budget
  - Campuses-President and Administrative Affairs Council
15. SBHE schedule a biennial meeting to review the financing plan with a broad-based group including representatives from the legislative and executive branches, private sector, and campuses.

Proposed Timelines:	Target Date
1. Review proposed action plan with Cabinet. Revise as necessary .....	August 1, 2000
2. Review proposed action plan with Board Member Korsmo .....	August 2000
3. Survey other states .....	August 2000
4. Consult with Dennis Jones.....	August 2000
5. Review proposed action plan with Board Pres and VP. Revise as necessary ..	August 15, 2000
6. Review proposed action plan with SBHE .....	September 22, 2000
7. Outline plan and identify data sources .....	September 2000
8. Collect and Compile Data.....	December 2000
9. Present data to SBHE and Cabinet .....	January 25, 2001
10. Develop draft plan .....	June 2001
11. Present draft plan to SBHE.....	June 21, 2001
12. SBHE meet with interim legislative committee to finalize plan .....	Summer 2001
13. Revise plan.....	Summer 2001
14. SBHE meet with interim legislative committee to finalize plan .....	Fall 2001
15. SBHE distribute final plan.....	By December 31, 2001
16. Schedule biennial review of plan.....	October-even numbered years

#### **Resource Issue:**

Determine resources needed, if any, for additional staffing, data collection and consulting time.  
Present plan to Board for approval.

**Action Plan for Board Objective #4:  
Developing A Resource Allocation Mechanism  
September 22, 2000**

**Board Objective:** Develop and recommend to the executive and legislative branches a proposed resource allocation mechanism.

**Liaison:** Board Budget and Finance Committee

**Proposed Steps:**

1. Review proposed action plan with the Cabinet. Revise as necessary.
2. Review proposed action plan with Board President and Vice President. Revise as necessary.
3. Review proposed action plan with SBHE for developing a draft resource allocation mechanism which includes three funding components: base, asset, and incentive, as specified in the Roundtable report. Revise as necessary.
4. Document draft peer selection criteria developed to date by internal Administrative Affairs Council working committee (Alice Brekke-UND, Dave Clark-BSC, Larry Eide-MiSU, Cathy McDonald-NDUS, Celeste Kubasta-OMB and Laura Glatt-NDUS).
5. Review draft peer selection criteria with Dennis Jones and revise as necessary.
6. Broadly circulate draft and meet with Academic Affairs and Administrative Affairs Councils to discuss. Revise draft as necessary and circulate revised draft for comment.
7. Present final draft selection criteria to the Cabinet for their review and approval. Revise as necessary and circulate revised draft for comment.
8. Present peer comparator selection criteria to the BHE for their approval. (Will require a special Board Meeting)
9. Work with Dennis Jones on generating list of peer comparators for each NDUS institution that meet the pre-established criteria.
10. In consultation with the Councils and Cabinet, refine the list of peer comparators identified by Dennis Jones for each campus.
11. Circulate list of peer institutions to the campuses for their further review and input (every campus will receive copies of the other campuses' peer lists). Provide an organized process for the campuses to petition the Board to change their identified draft peer comparator institutions.

12. SBHE finalize list of peer institutions.
13. Administrative Affairs Council Subcommittee develop draft resource allocation mechanism which includes three funding components: base, asset and incentive.
14. Review draft resource allocation mechanism with Dennis Jones. Revise as necessary.
15. Review draft resource allocation mechanism with Administrative Affairs Council. Revise as necessary and circulate revised draft.
16. Finalize draft resource allocation mechanism proposal and present to Cabinet for their review. Revise as necessary and circulate revised draft.
17. Present draft resource allocation mechanism to the Board. Revise based on Board input.
18. Finalize Board draft resource allocation mechanism.
19. SBHE meet with interim legislative committee to review the proposed resource allocation mechanism and list of selected peer institutions.
20. Revise mechanism based on comments of the Roundtable Subcommittee.
21. SBHE meet with interim legislative committee to finalize the proposed resource allocation mechanism.

#### **Proposed Timelines:**

	<b>Target Date</b>
1. Review proposed action plan with Cabinet .....	August 1, 2000
2. Review proposed action plan with SBHE .....	September 22, 2000
3. Document peer selection criteria .....	August 2000
4. Review criteria with Dennis Jones .....	August 2000
5. Review proposed action plan with Board Pres and VP. Revise as necessary .....	August 15, 2000
6. Circulate draft criteria for review to Councils .....	September 2000
7. Present draft criteria to Cabinet .....	September 22, 2000
8. Present draft criteria to SBHE .....	October 2000
9. Generate list of peer comparators .....	October 2000
10. Refine list of peer comparators .....	October 2000
11. Circulate list of draft peer comparators to campuses .....	November 2000
12. SBHE finalize list of peer comparators .....	December 2000
13. Develop draft resource allocation mechanism .....	September 2000
14. Review draft mechanism with Dennis Jones .....	September 2000
15. Review draft mechanism with Administrative Affairs Council .....	October 2000
16. Present draft mechanism to Cabinet .....	October 2000
17. Present draft mechanism to SBHE .....	December 2000

- |  |                    |
|--|--------------------|
| 18. Finalize draft mechanism.....                      | January-March 2001 |
| 19. SBHE meet with interim legislative committee ..... | April 2001         |
| 20. Revise mechanism .....                             | May 2001           |
| 21. Finalize and distribute .....                      | June 2001          |

**Resource Issue:**

Determine resources needed, if any, for additional staffing, data collection and consulting time.  
Present plan to the Board for approval.

**Action Plan for Board Objective #5:  
Align the University System  
with the Needs of the State  
September 22, 2000**

**Board Objective:** Develop a University System which has intellectual capacity and programs aligned with the needs of the State. Convene, with ED&F, a 2-day Research and Development summit by the end of 2000 which: (1) showcases the research being done in the North Dakota University System, (2) reinforces the value of research and development to economic growth, and (3) encourages entrepreneurial behavior and the use of the principles of entrepreneurship to create new businesses in the State.

**Liaison:** Bill Isaacson.

**Proposed Steps:**

1. The Board of Higher Education along with the Department of Economic Development and Finance, select a date and develop an agenda for holding a two-day research and development summit by the end of 2000.
2. Request campuses to develop plans, consistent with the respective campus missions, for implementing the six Summary Recommendations assigned to the campuses by the Roundtable and listed on Page 65 of the Roundtable Report.
3. Campuses report to the Chancellor and the Board on progress toward implementing the recommendations included in their respective plans.
4. Develop a time schedule for offering educational courses on the topic of entrepreneurship at every institution within the University System.
5. Commission an analysis of equipment and technology on the campuses in relation to that being used in business and industry. Upon completion, develop a plan for ensuring colleges/universities and faculty are provided with current and relevant equipment and technology so students are able to make a smooth transition from the university experience to the workplace.



**Proposed Timelines:****Target Date**

1. Review proposed action plan with Cabinet. Revise as necessary .....August 1, 2000
2. Review proposed action plan with Board Pres and VP. Revise as necessary ..August 15, 2000
3. Consult with Dennis Jones on plan components.....August 16, 2000
4. Develop agenda, participants, and audience for research summit ..... September 14, 2000
5. Review proposed action plan with the Board..... September 22, 2000
6. Request campuses to develop plans for implementing Summary  
Recommendations assigned to campuses (request, not due)..... September 29, 2000
7. Develop time schedule for providing courses on entrepreneurship by  
all campuses ..... June 2001
8. Campuses provide progress report to Cabinet and Board ..... June 2001
9. Commission and analysis of equipment and technology ..... July 2001
10. Develop a plan for assuring the use of current and relevant  
equipment and technology ..... January 2002

**Resource Issues:**

May require additional staff support.

**Action Plan for Board Objective #6:  
Increasing Access to Educational Opportunities  
Throughout the State**

September 22, 2000

**Board Objective:** Develop a report on the current status of North Dakota University system distance education capabilities and develop a plan for increasing access to educational opportunities throughout the State through distance education, collaboration, and relationships with the private and tribal colleges, to better serve students and others.

**Liason:** State Board of Higher Education

**Proposed Steps:**

1. Review proposed action plan with Cabinet. Revise as necessary.
2. Review proposed action plan with Board of Higher Education. Revise as necessary.
3. Contract for distance education coordinator provided by Board funded access initiative.
4. Inventory existing and planned distance education courses/programs.
5. Conduct a quick gap analysis to identify geographic and programmatic need areas in the state.
6. Make arrangements for necessary courses to be in place for a statewide AA degree by Fall, 2001.
7. Organize faculty development activities.
8. Negotiate hardware/software arrangements, if appropriate.
9. Work with private and tribal colleges in North Dakota.
10. Identify existing off campus delivery locations with some support services in place.
11. Develop a plan for 45-mile access to services.
12. Support and help coordinate training and services related to implementation of the new state network.
13. Use the Academic Affairs Council as the major advisory group for distance education plan development but also work directly with:
  - A distance education contact on each campus.
  - The distance education demo project.
  - The Enrollment Reporting Committee.

- Administrative Affairs Council.
- Admission, Registrars and Financial Aid offices on each campus.
- Statewide Associate Degree planning group.
- Four Year business and information systems degree planning group.
- IVN.
- State IT officials.
- Student Affairs Council and Public Affairs Council.

14. Develop further specifications for AIS system changes to make multi-campus enrollments student friendly.
15. Help campuses coordinate system and program developments with NCA.
16. Present draft plans to Cabinet and Board for consideration. Make necessary revisions.
17. Meet with interim legislative committee to discuss statewide access plan draft.
18. Revise plan based on Roundtable recommendations.
19. Obtain SBHE plan approval.
20. Develop and implement a process to update the plan.

#### **Proposed Timelines**

#### **Target Date**

- |   |                    |
|---|--------------------|
| 1. Review proposed action plan with Cabinet. Revise as necessary .....            | August 1, 2000     |
| 2. Finalize distance education course inventory and course development plan ..... | August 15, 2000    |
| 3. Review proposed action plan with Board Pres & VP. Revise as necessary ....     | August 15, 2000    |
| 4. Review proposed action plan with SBHE.....                                     | September 22, 2000 |
| 5. Identify campus distance education contacts.....                               | November 1, 2000   |
| 6. Provide results of geographic and programmatic gap analysis .....              | December 1, 2000   |
| 7. Conduct major statewide access planning meeting .....                          | December 15, 2000  |
| 8. Propose plan for statewide AA degree start-up by .....                         | December 31, 2000  |
| August 2001   |                    |
| 9. Announce statewide AA degree effective August 2001 .....                       | December 31, 2000  |
| 10. Develop plan for coordination and resolution of NCA issues.....               | December 31, 2000  |
| 11. Identify existing off campus delivery locations with .....                    | December 31, 2000  |
| some support services in place.   |                    |
| 12. Complete major faculty development activities .....                           | June 15, 2001      |
| 13. Complete statewide 45-minute access to services plan .....                    | June 30, 2001      |
| 14. Complete plans for statewide 4-year degrees in business .....                 | June 30, 2001      |
| and information systems   |                    |

#### **Resources Issue:**

Determine resources needed, if any, for additional staffing, data collection, and consulting time.

**Action Plan for Board Objective #7:  
Sustaining the Vision  
September 22, 2000**

**Board Objective:** Develop a plan to: implement the recommendations of the Higher Education Roundtable on sustaining the vision; reconvene the Roundtable on an annual basis to gain new input from stakeholders and to report on progress; and communicate successes and achievements.

**Liaison:**

John Korsmo - Strategic plan component

Craig Caspers - Communications plan and annual roundtable meeting components

**Strategic Plan Component - Proposed Steps:**

1. Do a comparison of the current University System Strategic Plan with the 27 Summary Recommendations and 92 specific recommendations presented in the Roundtable Report. *(Completed as of July 10, 2000).*
2. Take formal action to adopt the Roundtable Report as the basis of the strategic plan for the SBHE and move aggressively for implementation. *(Completed by Board action on July 19, 2000).*
3. Adopt the six Summary Recommendations of the Roundtable assigned to the SBHE as goals of the Board for 2000-2001. *(Completed by Board action on July 19, 2000).*
4. Develop proposed annual action plan for implementing each of the goals.
5. Review proposed annual action plan with Cabinet
6. Review proposed annual action plan (this specific action plan) with Dennis Jones.
7. Review proposed action plans with Board President and Vice President. Revise as necessary.
8. Review proposed annual action plan with John Korsmo.
9. Draft and recommend legislative changes to replace the requirement of a six-year plan with a strategic plan. *(Being considered by interim committee.)*
10. Review proposed action plan with the Board.
11. Revise as necessary and proceed in developing the strategic plan and obtaining data for implementing the strategic plan

12. Request each institution to review its mission and strategic initiatives and take steps to align these with the vision and expectations agreed upon by the Roundtable participants.

13. Report on progress in implementing the Strategic plan at annual Roundtable meeting.

**Proposed Timelines:**

**Target Date**

- |   |                    |
|---|--------------------|
| 1. Compare current Strategic Plan with Roundtable Report .....  | July 10, 2000      |
| 2. SBHE adopts the Roundtable Report as the basis of the strategic plan for the SBHE .....  | July 19, 2000      |
| 3. SBHE adopts the six Summary Recommendations of the Roundtable as goals of the Board for 2000-2001 .....                              | July 19, 2000      |
| 4. Develop proposed annual action plan for implementing each of the goals as adopted by the Board .....                                 | July 30, 2000      |
| 5. Review proposed annual action plan with Cabinet .....  | August 1, 2000     |
| 6. Review proposed annual action plan with Dennis Jones .....   | August 10, 2000    |
| 7. Review proposed action plan with Board Pres and VP. Revise as necessary .....  | August 15, 2000    |
| 8. Review proposed annual action plan with John Korsmo .....  | September 15, 2000 |
| 9. Draft and recommend legislative changes to replace the requirement of a six-year plan with a strategic plan .....                    | September 21, 2000 |
| 10. Review proposed action plan with the Board .....  | November 16, 2000  |
| 11. Revise as necessary and proceed in developing the strategic plan and obtaining data for implementing the strategic plan .....       | November 20, 2000  |
| 12. Request each institution to review its mission and initiatives and align these with the vision and expectations of Roundtable ..... | April 2001         |
| 13. Report on progress in implementing the Strategic plan at annual Roundtable meeting .....  | by end of 2001     |

**Resource Issues:**

Will require assistance from campuses and may require additional staff support.

### **Communications Plan Component - Proposed Steps:**

1. Request the Public Affairs Council (PAC) develop a proposed communications plan for consideration by the Board for: communicating the results and recommendations of the Roundtable; keeping the legislature, executive branch, and other stakeholder groups informed on a timely basis regarding progress toward achieving the high priority expectations agreed upon by the Roundtable; and, informing stakeholders and the public of the major accomplishments of the University System.
2. Work with Public Affairs Council in preparing presentation materials highlighting the conclusions, major themes, expectations, and recommendations of the Roundtable.
3. Review proposed communications plan with Craig Caspers.
4. Implement the various components of the communications plan as outlined in the time schedule provided by the Public Affairs Council.
5. Coordinate with legislative leadership in presenting a state-of-the-University System report to the full legislature.

### **Proposed Timelines:**

	<b>Target Date</b>
1. Review proposed action plan with Cabinet. Revise as necessary .....	August 1, 2000
2. Consult with Dennis Jones on plan components .....	August 10, 2000
3. Review proposed action plan with Board Pres and VP. Revise as necessary ...	August 15, 2000
4. Prepare presentation material with assistance from PAC .....	August 18, 2000
5. Request the Public Affairs Council develop proposed communications plan .....	September 14, 2000
6. Review proposed communications plan with Craig Caspers .....	September 21, 2000
7. Review proposed action plan with Board .....	September 21, 2000
8. Initiate implementation of communication plan .....	September 23, 2000
9. Coordinate with legislative leadership in presenting state-of-the-University report to the full legislature .....	January 2001

### **Resource Issues:**

Will require assistance from Public Affairs Council members and may require additional staff support.

### **Annual Roundtable Meetings Component - Proposed Steps:**

1. Arrange an annual roundtable meeting for purposes of: (1) broadening and sustaining the engagement of leaders from the private sector as well as from education and state government in addressing key issues facing North Dakota and its higher education system; (2) reviewing progress on the overall state of implementation of the recommendations presented in the Roundtable Report and subsequent roundtable meetings; (3) helping ensure all participants assume their share of the responsibility for implementing recommendations arising out of the Roundtable; (4) providing an venue for coordination among those parties responsible for the ongoing implementation of the intent and recommendations of the Roundtable; (5) providing an on-going opportunity for the SBHE to gather information from its various client groups about the priority needs of North Dakota and the expectations of these groups for the North Dakota University System; (6) revise accountability measures as necessary and as agreed upon; and, (7) keeping alive and passing on to newcomers the philosophy and commitment engendered at the Roundtable to making North Dakota a state with a stronger economy and an improved quality of life.
2. Schedule the roundtable meeting in consultation with key stakeholders to be involved.
3. Consult with stakeholders in developing and designing the agenda to assure the appropriate information is available and the key purposes of the event are met.
4. Hold the roundtable meeting.
5. Make changes and develop new initiatives in line with input and recommendations of roundtable participants.

### **Proposed Timelines:**

	<b>Target Date</b>
1. Review proposed action plan with Cabinet. Revise as necessary .....	August 1, 2000
2. Consult with Dennis Jones on plan components .....	August 10, 2000
3. Review proposed action plan with Board Pres and VP. Revise as necessary ...	August 15, 2000
4. Select date for roundtable meeting .....	October 1, 2000
5. Consult with stakeholders in developing agenda .....	October 20, 2000
6. Hold roundtable meeting before year-end of 2001 .....	December 31, 2001
7. Initiate changes resulting from input and recommendations from Roundtable meeting .....	January 2002

### **Resource Issues:**

Additional Public affairs support may be needed and continued assistance of Dennis Jones for The 2001 Roundtable meeting.

**Action Plan for Board Objective #8:  
2001-03 Needs Based Budget  
September 22, 2000**

**Board Objective:** Work towards attainment of the 2001-03 needs based budget request and legislative agenda for the North Dakota University System.

**Liaison:** State Board of Higher Education

**Proposed Steps:**

1. Review proposed action plan with Cabinet and Board. Revise as necessary
2. Board review proposed legislation and introduce bills. Also, Board reviews legislation recommended by Interim Higher Education Committee.
3. Prepare summary of needs-based budget for use in presentations by Board, Chancellor and Cabinet members.
4. Campuses hold legislative briefings in fall 2000. Board president assigns Board members to attend these briefings. Short comments are made by a Board member and the Chancellor on the system-wide budget priorities. Campus president makes presentation on campus budget requests.
5. Campuses host Legislative Council budget tours in fall 2000. Board members and Chancellor's office attend.
6. Chancellor and cabinet members participate in OMB budget hearings. Board president and vice-president or designees participate in overview session with OMB.
7. Prepare System Resource Guide for legislative session
8. Board president and vice-president or designees, Chancellor and Cabinet members meet collectively with Governor to discuss needs-based budget and other legislation from the Roundtable. Also meet with governor candidates.
9. Continue work with Interim Higher Education Committee to develop legislation to implement Roundtable recommendations.
10. During January Board meeting, review legislation being introduced in 2001 legislative session and take Board positions.
11. Board and campuses receive weekly status report on legislation.



12. Board president makes overview presentation on needs-based budget to appropriations committees.

13. Board members and presidents attend weekend briefings by legislators to discuss legislator's actions on higher education legislation and appropriations.

**Proposed Timelines:**

**Target Date**

- |  |                        |
|--|------------------------|
| 1. Review proposed action plan with Cabinet. Revise as necessary .....           | August 1, 2000         |
| 2. Review proposed action plan with SBHE officers .....                          | August 10, 2000        |
| 3. Review proposed action plan with Board Pres and VP. Revise as necessary ..... | August 15, 2000        |
| 4. Review proposed action plan with Board .....                                  | September 22, 2000     |
| 5. Prepare summary documents for presentations .....                             | August 20, 2000        |
| 6. Campus legislative briefings .....  | August/October 2000    |
| 7. Legislative Council budget tours .....  | August/October 2000    |
| 8. OMB budget hearings .....   | September/October 2000 |
| 9. Meet with Governor and governor candidates .....                              | October 1, 2000        |
| 10. Board decides on legislation it wants to introduce .....                     | November 16, 2000      |
| 11. Board reviews legislation introduced in 2001 session .....                   | January 18, 2001       |
| 12. Presentations to appropriations committees .....                             | January/March 2001     |
| 13. Weekly status reports on legislation .....                                   | January/April 2001     |
| 14. Attend weekend legislative briefings .....                                   | January/April 2001     |
| 15. Final report on legislation passed .....                                     | April 26, 2001         |

**Resource Issues:**

May require additional secretarial support and public information support staff.

**Action Plan for Board Objective #9:  
Board Self-Assessment  
September 22, 2000**

**Board Objective:** Conduct a self-assessment of Board performance on meeting the objectives state above before July 20, 2001.

**Proposed Steps:**

1. SBHE president and vice president, with assistance of university system staff, prepare draft action plan, including self assessment or review of SBHE progress in achieving SBHE goals and objectives and compliance with policies as part of each meeting agenda.
2. Review draft action plan with SBHE and solicit advice from NCHEMS consultant. Revise as necessary.
3. Include self-assessment and review of progress in achieving SBHE goals in regular SBHE meeting agendas.
4. Contract with NCHEMS or other consultant to assist in assessment of SBHE performance and facilitate end of year discussion and review.
5. End of year review and discussion on success in achieving goals and objectives and compliance with SBHE policies.

**Proposed Timelines**

**Target Date**

- |   |                            |
|---|----------------------------|
| 1. Draft action plan.....                           | August 10, 2000            |
| 2. Review action plan with SBHE.....                | September 22, 2000         |
| 3. Include self assessment in meeting agendas ..... | (start September 22, 2000) |
| 4. Contract with consultant.....                    | Spring 2001                |
| 5. End of year review and discussion.....           | July 2001                  |

**Resource Issues:**

Consultant costs.



North Dakota University System

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**A Comparison of the  
Recommendations of the  
Roundtable with the  
NDUS Strategic Plan  
(1998-2004)**

**Prepared for the  
State Board of Higher Education**

**July 10, 2000**

## **A Comparison of the Recommendations of the Roundtable With the NDUS Strategic Plan (1998-2004)**

### **Executive Summary:**

There is a close match between the six cornerstones developed by the Roundtable and the seven goals of the NDUS Strategic Plan. Specifically, all of the major components which comprise the seven goals of the Strategic Plan are covered within one or more of the six cornerstones of the Roundtable report. (See Tables 1 and 2 for a comparison description).

In addition to comparing the cornerstones developed by the Roundtable with the goals of the NDUS Strategic Plan, a comparison was also made of the 92 specific recommendations developed by the Roundtable in relation to the strategies (at the University System level and campus level) included in the NDUS Strategic Plan. A summary of that comparison is presented on the following page. A detailed comparison is presented in Table 3.

Of the 39 system-level strategies in the Strategic Plan, only three (3) are not covered at all by one or more specific recommendations included in the Roundtable report. These three are identified by the term, "None" under the column titled "Matches with," in Table 3. An additional eight system-level strategies are not addressed specifically but are related to (and could be incorporated into) one or more of the Roundtable recommendations as identified. These eight are listed under the column titled, "No Match But Related to," in Table 3. The abbreviations for the specific recommendations presented in Table 3 are the same as those used in the report titled, "Recommendations by Proposed Responsibility -- Supplement to the Report of the Roundtable." For example, "ED-1" refers to the Economic Development Connection Cornerstone, Recommendation Number One, etc.

Of the 34 campus-level strategies in the Strategic Plan, seven (7) are not covered at all by one or more specific recommendations included in the Roundtable report. These seven are identified by the term, "None" under the column titled "Matches with," in Table 3. An additional 15 campus-level strategies are not addressed specifically but are related to (and could be incorporated into) one or more of the Roundtable recommendations as identified. These 15 are listed under the column titled, "No Match But Related to," in Table 3.

### SYSTEM LEVEL STRATEGIES

Strategic Plan Goals	Matches With # of Strategies	No Match But Related To	No Match
Goal 1	8	0	0
Goal 2	9	0	1
Goal 3	16	0	0
Goal 4	6	0	0
Goal 5	1	4	1
Goal 6	8	1	0
Goal 7	11	3	1
<b>TOTALS</b>	<b>59</b>	<b>8</b>	<b>3</b>

### CAMPUS LEVEL STRATEGIES

Strategic Plan Goals	Matches With # of Strategies	No Match But Related To	No Match
Goal 1	9	1	2
Goal 2	8	5	1
Goal 3	7	3	0
Goal 4	4	1	1
Goal 5	0	0	2
Goal 6	3	0	0
Goal 7	6	5	1
<b>TOTALS</b>	<b>37</b>	<b>15</b>	<b>7</b>

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## **Results of Comparison:**

1. There is a high level of overlap -- a close match -- of the goals and strategies of the current Strategic Plan compared to the cornerstones and recommendations of the Roundtable.
2. If the State Board of Higher Education wanted to consider adopting the six cornerstones developed by the Roundtable as the goals for a new strategic plan, the conversion of the cornerstones into goal statements would be relatively simple. (See Table 4 for a draft description of the cornerstones expressed as goals).
3. The theme of "flexibility with accountability" recommended to the executive and legislative branches, and throughout the University System, is more evident and pronounced in the Roundtable recommendations in comparison to the Strategic Plan.
4. There is greater emphasis on the role of the University System in connecting with and enhancing the economy of North Dakota in the Roundtable report compared to the Strategic Plan. The increased emphasis is expressed in the fundamental planning assumptions upon which the cornerstones and recommendations were developed. The message to the University System is clear: There is an expectation that the University System will apply its considerable resources and talent to helping reverse the downward trajectory of economic and demographic trends and forecasts and not accept a fatalistic future for the state.
5. The role and importance of entrepreneurship is included in the Roundtable cornerstones and recommendations but not in the current Strategic Plan. The emphasis on entrepreneurship is suggested in three areas:
  - a. instilling entrepreneurship into the curriculum and providing opportunities for students,
  - b. fostering and assisting new business entrepreneurs, and
  - c. allowing and encouraging campuses to be more entrepreneurial.
6. In relation to the Strategic Plan, the Roundtable recommendations propose a new relationship and higher level of involvement and cooperation with the University System among various entities. Those entities include the executive and legislative branches, economic development organizations, private and public colleges, K-12, and business and industry. This new relationship and higher level of involvement is reflected in all of the cornerstones.
7. The recommendations of the Roundtable under the Education Excellence Cornerstone (as well as other cornerstones) reaffirms the importance of providing high quality education including life-long learning knowledge and thinking skills associated with the liberal arts component of a postsecondary degree.

8. The emphasis on "access to higher education" is strong in the Strategic Plan. It is even stronger and more specific in the recommendations of the Roundtable.
9. An information management system for individual campuses and the University System came through as a priority item in the Strategic Plan. An information system (except for limited reference to providing feed-back loops) is not emphasized in the recommendations of the Roundtable.
10. The most significant difference between the Strategic Plan and the recommendations of the Roundtable is the importance placed upon accountability. Accountability was included as a major strategy in the Strategic Plan. However, the Roundtable increased the importance of this item to a much higher level including identifying specific accountability measures and related data for each cornerstone. The most prevalent theme which emerged from the work of the Roundtable was, "flexibility with accountability." It is apparent that accountability is being considered by the legislators who served on the Roundtable as a "precondition" for flexibility. Therefore, developing the data-collecting mechanisms and committing the resources needed to meet the expectations for accountability will be critical.
11. Even though there is considerable overlap of the current Strategic Plan compared to the Roundtable Report, there are also important fundamental differences, as described above, which need to be taken into consideration. To appropriately capture and reflect those important differences, a new Strategic Plan would likely need to be built around the Roundtable Report assumptions about the future, cornerstones, and expectations as opposed to making revisions to the current Strategic Plan.



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## **TABLE 1. GOALS OF NDUS STRATEGIC PLAN IN RELATION TO CORNERSTONES DEVELOPED BY ROUNDTABLE**

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### **GOALS OF THE NDUS STRATEGIC PLAN:**

#### **GOAL 1. EDUCATION EXCELLENCE**

To strive for excellence and improve quality learning for students which ensures knowledge and competency in their chosen discipline and emphasizes strong communication skills, analytical thinking, use of technology, and interpersonal skills.

*Complete match with Cornerstone 2 (Education Excellence). See description of cornerstone in Table 2 in relation to the description of this strategic plan goal.*

#### **GOAL 2. TECHNOLOGY AND ACCESS**

To emphasize enhanced use of technology to improve access to programs and services and as a regular component for instructional services and research.

*Close match with Cornerstone 4 (Accessible System). See description of cornerstone in Table 2 in relation to the description of this strategic plan goal.*

#### **GOAL 3. RELEVANT PROGRAMS**

To align programs and services with student interests and with current and future needs of business, communities, and the state, including cultural, social, and citizenry components.

*The components of this goal are covered within Cornerstones 1, 2, and 3 (Economic Development Connection, Education Excellence, and Flexible and Responsive System). See description of cornerstones in Table 2 in relation to the description of this strategic plan goal.*

#### **GOAL 4. LEADERSHIP IN RESEARCH**

To provide leadership in addressing the high priority research and development needs and opportunities of the state.

*The components of this goal are covered within Cornerstones 1 and 3 (Economic Development Connection and Flexible and Responsive System). See description of cornerstones in Table 2 in relation to the description of this strategic plan goal.*

#### **GOAL 5. LEARNING ENVIRONMENT**

To provide an up-to-date and innovative environment for students, employees, and the public; and an environment that supports learning, research, and public service.

*The components of this goal are covered within Cornerstones 2 and 3 (Education Excellence and Flexible and Responsive System). See description of cornerstones in Table 2 in relation to the description of this strategic plan goal.*

**GOAL 6. DOCUMENTED PERFORMANCE**

To document the performance and effectiveness of the North Dakota University System.

*The components of this goal are covered through the specific accountability measures (and related data) identified for all six cornerstones.*

**GOAL 7. COLLABORATION**

To improve educational opportunities and services among the campuses, K-12, and other entities through cooperation and collaboration.

*The components of this goal are covered within Cornerstone 4 (Accessible System) and in the incentives for collaboration recommendations of Cornerstone 5 (Funding and Rewards). See Table 2 and also Table 3 in relation to the description of this strategic plan goal.*

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**TABLE 2. CORNERSTONES DEVELOPED BY ROUNDTABLE**

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- Cornerstone 1: Economic Development Connection** – Direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.
- Cornerstone 2: Education Excellence** – 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.
- Cornerstone 3: Flexible and Responsive System** – A University System environment which is responsive to the needs of its various clients and is flexible, empowering, competitive, entrepreneurial, and rewarding.
- Cornerstone 4: Accessible System** – A University System that 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" Cornerstone.
- Cornerstone 5: Funding and Rewards** – 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.
- Cornerstone 6: Sustaining the Vision** – A structure and process which assures the University System for the 21st century, as described by these cornerstones, 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.

**TABLE 3. COMPARISON OF THE SPECIFIC RECOMMENDATIONS DEVELOPED BY THE ROUNDTABLE WITH THE STRATEGIES INCLUDED IN THE NDUS STRATEGIC PLAN**

**GOAL 1. EDUCATION EXCELLENCE**

**To strive for excellence and improve quality learning for students which ensures knowledge and competency in their chosen discipline and emphasizes strong communications skills, analytical thinking, use of technology, and interpersonal skills.**

		Matches with	No Match but Related to
<b>A. System Strategies</b>			
1.	Develop and implement by 2000 a student progress and achievement research capability for the entire University System for the purpose of improving student success and System accountability.	EE-b4 EE-b8	
2.	Assure that students within the University System receive high quality instruction by initiating a special effort to retain and attract excellent faculty by providing competitive salaries, benefits, and professional development opportunities. By 2004, faculty and staff salaries will increase a total of 5% from internal reallocation on every campus, provided that the legislature continues to fund higher education at a reasonable level. In addition, the Board will seek legislative appropriations during the 1999-2001, 2001-2003, and 2003-2005 biennia from state general fund and tuition income to fund cost-of-living salary increases plus additional increases for performance and equity purposes.	EE-b1 FL-a5 FR-2 FR-6 FR-7	
3.	Require requests from campuses for establishing programs, centers, or institutes to include specific measurable outcomes, the specific proposed accomplishment of actions, and a process for later review and approval by the Board.	AS-1	
<b>B. Campus Strategies (at a minimum)</b>			
1.	Provide provisions for maintaining excellence in instruction.	EE-b1 EE-b4	
2.	Plan for achieving institutional and specialized accreditation in all areas consistent with the institutional missions.	None	
3.	Provide for student proficiencies regarding communication skills, analytical thinking, use of technology, and interpersonal skills, and abilities.	EE-a5 EE-c5	
4.	Provide students with career outlook, placement statistics, and other information and guidance needed to make well-informed career choices.	None	

		Matches with	No Match but Related to
5.	Provide provisions for professional development opportunities for faculty and staff.	EE-b6 EE-c6 FL-a5	
6.	Incorporate an international perspective in curriculums and campus environment as appropriate.		ED-15
7.	Provide opportunities for experiential education such as internships, cooperative education, or service learning.	EE-a3 AS-5	

## **GOAL 2. TECHNOLOGY AND ACCESS**

To emphasize enhanced use of technology to improve access to programs and services and as a regular component for instructional services and research.

		Matches with	No Match but Related to
<b>A.</b>	<b>System Strategies</b>		
1.	Convene a special task force in 1998 to study the delivery of instructional services and make specific recommendations to the Board on alternative methods of meeting the current and future needs of North Dakota citizens and to achieve greater operational efficiencies.	AS-1 AS-2	
2.	Conduct an analysis in 1999 to determine the effect that increasing or decreasing student loan and grant programs would have on enrollment.	AS-9	
3.	Continue to develop the technology infrastructure to enable under-served regions of the state to obtain needed higher education programs and services and to insure that University System services are available in all regions of the state.	ED-8 ED-13	
4.	Develop mechanisms to permit campuses to update equipment and technology to provide education and training that is current with business, industry, and research standards. The Board will seek legislative funding so that equipment appropriations by 2007-2009 fully fund a realistic replacement schedule.	ED-5 EE-b7 EE-b11	
5.	Institute a new student records and administrative systems that is fully operational, providing on-line services for admission, registration, transfer, advising, library services, financial aid, bill paying, and all other related student services. The Board will request funding for implementation of these systems from the 1999 and subsequent legislative sessions.	AS-10	

		Matches with	No Match but Related to
6.	Consider seeking funding from the 1999 Legislature to join the Midwest Higher Education Compact as another means of sharing services and resources with other states. However, the Board will first maintain its Western Interstate Higher Education compact (WICHE) membership that it has had since 1984.	None	
<b>B. Campus Strategies (at a minimum)</b>			
1.	Improve technological delivery of courses, including faculty training.	EE-b11 EE-b12 FL-b1 AS-1	
2.	Plan for marketing of programs to other regions of the state, country, and world using technological delivery as a significant component of such strategies.	EE-b11	
3.	Develop undergraduate and graduate instruction to students and business using non-traditional arrangements including sites, times, and delivery methods consistent with the expressed needs and preferences of the markets being served.	FL-b1 FL-c1	
4.	Develop undergraduate degree programs that can be completed in less than the traditional four years.		EE-d3 FL-c1 AS-3
5.	Eliminate on-campus residency as a requirement to complete graduate degrees, where appropriate and not required by accreditation.	None	
6.	Develop undergraduate programs that will allow several years for completion by part-time students.		EE-d3
7.	Assure education and service opportunities to part-time students.	EE-d3	
8.	Enhance Native American transfers and successes.		AS-4

**GOAL 3. RELEVANT PROGRAMS**

To align programs and services with student interests and with current and future needs of business, communities, and the state, including cultural, social, and citizenry components.

		Matches with	No Match but Related to
<b>A.</b>	<b>System Strategies</b>		
1.	Arrange beginning in 1998 an annual meeting of business and industry leaders focused on the educational needs of business and industry.	EE-c3	
2.	Work with the State Department of Economic Development and Finance, state and local chambers of commerce, economic development organizations, and the Workforce Development Council beginning in 1997, to support the recommendations of the Enhancing Growing North Dakota project. In doing so, the University System will intensify its efforts to more effectively connect the University System with the economic development and workforce training needs of the state.	FL-a1 FL-c1	
3.	Develop strategies beginning in 1997 to assist education leaders and key stakeholders to rethink "career education" to ensure that students obtain the general education, liberal arts education, technical skills, and competencies they need for a lifetime of careers and advancement -- and not just for first time employment.	EE-a5 EE-b10	
4.	Encourage the Governor and Legislature to develop a workforce training and re-training policy for the state aimed at developing a highly educated, skilled, and globally competitive workforce for business and industry in the state.	ED-9 EE-d6	
5.	Collaborate with the State Board for Vocational Technical Education in developing a plan and requesting funds from the legislature for the Customized Training Network and continuing education training by 1999.	ED-9 EE-d6	
6.	Conduct in 1998, through the College Technical Education Council (CTEC) of the University System (in cooperation with the State Occupational Information Coordinating Committee, Workforce Development Council, State Board for Vocational Technical Education, and Job Service North Dakota) an assessment of current and projected technical training needs in North Dakota and recommend strategies to meet those needs.	ED-3	

		Matches with	No Match but Related to
7.	Review in 1999 Board policies on prohibiting or limiting the offering of associate degrees on four-year campuses, graduate degrees on baccalaureate campuses, and baccalaureate degrees on two-year campuses. In doing the review, the Board will refer to the Strategic Academic Plan adopted in 1995. (See attached matrix of summary of SBHE approved program areas and new program delivery decision process Appendix A.)	AS-3 AS-8	
8.	Continue to have the College Technical Education Council (CTEC) implement the goals and strategies for workforce training outlined in the "North Dakota University System Plan for Identifying and Responding to Workforce Training Needs."	ED-1 ED-9 ED-14	
9.	Develop strategies for increasing technical training education to address the issue of meeting unmet technical training needs in the state. By 2000, the College Technical Education Council will develop a plan to increase certificate and vocational education offerings in North Dakota, as recommended in the Bush Panel report.	ED-3	
<b>B.</b>	<b>Campus Strategies (at a minimum)</b>		
1.	Keep abreast and adjust to current and emerging employment and career opportunities for students.		EE-a5 EE-b10
2.	Identify and respond to the needs of businesses, including providing training for specific companies.	ED-9 EE-d6 FL-c1 EE-c3	
3.	Provide experiential learning, including internships, cooperative education, or service learning.	ED-1 EE-a3	
4.	Expand use of technological delivery, including increased delivery via Internet.	EE-b11	
5.	Incorporate an international perspective in the curriculums as appropriate.		ED-15



**GOAL 4. LEADERSHIP IN RESEARCH**

To provide leadership in addressing the high priority research and development needs and opportunities of the state.

		Matches with	No Match but Related to
<b>A.</b>	<b>System Strategies</b>		
1.	Convene a forum in 1998 of campus research leaders, boards of directors of research and development entities, leaders of information technology and telecommunications, and agricultural and manufacturing groups (including State Board for Agricultural Research), to make recommendations to the Board on how the University System can continue and to improve its role as a research and development engine for the State of North Dakota.	ED-1 ED-14 ED-15 EE-c2 EE-c3 EE-c4	
<b>B.</b>	<b>Campus Strategies (at a minimum)</b>		
1.	Define the nature and balance of basic and applied research, including research aimed at improving teaching, learning, advising and student academic success.	None	
2.	Define faculty scholarship related to research.		EE-c4
3.	Provide for technology transfer and service activities related to business, community, and economic development.	ED-1 ED-14 EE-c2 EE-c3	

**GOAL 5. LEARNING ENVIRONMENT**

To provide an up-to-date and innovative environment for students, faculty, employees, the public, and an environment that supports learning, research, and public service.

		Matches with	No Match but Related to
<b>A.</b>	<b>System Strategies</b>		
1.	Maintain the current campus facility master planning process to provide an on-going guide for physical development of the campuses, including environmental and disabled access concerns.	None	
2.	Designate major repair and renovation projects as the highest priority for state capital projects funding requests. Requests for new facilities will also be considered if matched by at least 50% from non-state sources. The Board will seek legislative funding so that appropriations for general plant repairs by 2007-2009 equal 1.5% of plant value.		FR-2

		Matches with	No Match but Related to
3.	Ensure that new student records and administrative systems are fully operational and funding will be requested from the legislature to implement these systems.		AS-10
4.	Conduct a Board study in 2001-2002 to address consolidation of administrative functions across campuses to improve communications, increase data availability, and improve efficiency.		FR-2
5.	Review biennially the administrative costs of all institutions and use national averages as benchmarks to assure administrative costs are kept below the national average for similar types of institutions.		FR-2
6.	Assess all duplicate degree programs during 1998-2003. Joint course offerings or program eliminations will be implemented based on enrollments and the need for access.	AS-3	
<b>B.</b>	<b>Campus Strategies (at a minimum)</b>		
1.	Report and make recommendations to enhance the relationship at MiSU and UND with their branch campuses to more fully integrate programs, administrative services, and outreach opportunities to and from the branches.	None	
2.	Develop strategies regarding a systematic plan for preventative maintenance of facilities and building demolition; compliance with all state and federal regulations governing student and employee safety; and annual assessment of ADA, workers compensation, and workplace safety.	None	

#### **GOAL 6. DOCUMENTED PERFORMANCE**

To document the performance and effectiveness of the North Dakota University System.

		Matches with	No Match but Related to
<b>A.</b>	<b>System Strategies</b>		
1.	Request Legislative Council approval prior to 1999 of a format for a system-level performance report related to the goals and strategies in this plan.	ED-12 FR-1 FR-10	
2.	Develop systems to document and demonstrate the University System's effectiveness in meeting the instruction, training, research, and service needs of North Dakota.	SV-3	

		Matches with	No Match but Related to
3.	Allocate funds to establish a system-wide planning and accountability function within the System Office to continue implementation of the Bush recommendations and to more closely link planning and accountability with the needs and interests of the campuses, legislature, Governor, and citizens.		FR-1
4.	Develop a six-year marketing plan by 1998, communicating the goals and accomplishments as well as the programs and services provided by the University System.	SV-5	
5.	Request consistently the Governor and Legislature to provide maximum flexibility to allocate resources; increase the focus on results; and to be relieved of regulatory, approval, and reporting provisions which incur added administrative costs and inhibit responsive actions of the Board and campuses.	FR-5 FR-8 FR-11	
<b>B. Campus Strategies (at a minimum)</b>			
1.	Develop systems to document and demonstrate the campus effectiveness in meeting the instruction, training, research, and service needs of North Dakota.	FR-1 SV-3	
2.	Prepare an annual accountability report to be presented beginning September 15, 1998, to the Chancellor and State Board of Higher Education describing progress on each of the action items in each campus action plan.	SV-5	

#### **GOAL 7. COLLABORATION**

To improve educational opportunities and services among the campuses, K-12, and other entities through cooperation and collaboration.

		Matches with	No Match but Related to
<b>A. System Strategies</b>			
1.	Improve the ties with the State's elementary and secondary schools by implementing the Teacher Education Report adopted by the Board in May 1997. A University System Teacher Education Council has been created to implement the recommendations in the report.	AS-7 EE-a6	
2.	Provide North Dakota secondary schools with academic assessment and performance data by 2000 on graduates who enter public colleges.		AS-7

		Matches with	No Match but Related to
3.	Continue to work in cooperation with the K-12 system to increase the already comparatively high percentage of high school graduates from North Dakota schools who pursue education and training beyond the secondary levels and to provide a smooth transition into their chosen careers.	AS-7	
4.	Complete common course numbering for 100-200 level courses throughout the University System by 1998.		FL-b2
5.	Develop a plan, coordinated with the Department of Human Services, to provide education and training to welfare recipients to assist them in their transition from welfare to self-sufficiency.		ED-6
6.	Continue to cooperate with the North Dakota National Guard in implementing the National Guard Tuition Waiver Program to improve the education level of its members and thereby benefit the state as a whole.	None	
7.	Cooperate with the Department of Economic Development and Finance in implementing the recommendations of the Enhancing Growing North Dakota project (described under Goal Three).	ED-1 ED-9 ED-14	
8.	Cooperate with the State Board for Vocational Technical Education in developing a plan for funding the Customized Training Network and continuing education training (described under Goal Three).	ED-9 EE-d6	
9.	Cooperate with other agencies and entities in implementing workforce-training activities (described under Goal Three)	ED-7 ED-9 EE-d6	
<b>B. Campus Strategies (at a minimum)</b>			
1.	Cooperate with other campuses, agencies, or entities in bringing education and training programs to the local area.	EE-b11 AS-3	
2.	Cooperate with other campuses, agencies, or entities in delivering education and training programs to other areas of the state, nation, or other nations.	AS-1 AS-5	
3.	Cooperate in making graduate degree programs available in areas without a four-year campus; alternatively, cooperation in making short-term training, certificate and associate degree programs available in areas without a community-technical college.		AS-1 AS-3 AS-8
4.	Assure the smooth transfer of students among campuses within the University System.	FL-b2	
5.	Share appropriate non-confidential student performance information among campuses for the purposes of program improvement and increased student success rates.	None	

		Matches with	No Match but Related to
6.	Cooperate with high schools in support of system-wide strategies 1 through 3 described in the University System Strategies above and in regard to articulation agreements, dual credit, and the Interactive Television Network.		AS-7 EE-a6
7.	Develop or strengthen the cooperative relationships with the local chambers of commerce, business and industry, and economic development organizations.	ED-2	

**TABLE 4. DESCRIPTION OF CORNERSTONES EXPRESSED AS GOALS**

**The Goals of the North Dakota University System are:**

- Goal 1: Economic Development Connection** – Increase the direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.
- Goal 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.
- Goal 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.
- Goal 4: Accessible System** – Create a University System that 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.
- 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.
- Goal 6: Sustaining the Vision** – Develop a structure and process which assures the University System for the 21<sup>st</sup> 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.

# **Campus Strategic Plans**

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# **NDUS Cornerstones Strategic Plan**

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**BSC Campus  
2000-2001  
Campus Plan**

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**Bismarck State College  
Campus Plan  
2000-2001**

**Cornerstone 1: Economic Development Connection**

Direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.

<b>Objective 1: BSC will market, broker, and coordinate workforce training initiatives for the Southwest region of the state to meet the employee training needs of the businesses and industries in the 18 counties designated BSC's responsibility in House Bill 1443.</b>		
<b>Start Date</b>	<b>Benchmark Dates</b>	<b>Completion Date</b>
2000	annual assessment	ongoing
		<b>Accountability Measures</b>
		Trends in the number and percent of businesses and employers in the region receiving training.
		Levels of satisfaction with training events as reflected in information systematically gathered from employers and employees receiving training.
		Level and trends in the revenue generated from training fees.

<b>Objective 2: As a member of the College Technical Education Council (CTEC), BSC will develop a plan to increase certificate and vocational education offerings.</b>		
<b>Start Date</b>	<b>Benchmark Dates</b>	<b>Completion Date</b>
2000	annual assessment	ongoing
		<b>Accountability Measures</b>
		Level and trends in satisfaction of students, and in satisfaction of business and industry accords.

<b>Objective 3: To fund special projects beyond the scope of the college's operating budget, the BSC Foundation will pursue external funding sources in concert with the mission and identified needs of BSC.</b>		
<b>Start Date</b>	<b>Benchmark Dates</b>	<b>Completion Date</b>
2000	2001 - completion of music addition 2003 - funding acquired for a Career & Technology Center	ongoing
		<b>Accountability Measures</b>
		Level and trends in annual revenues derived from external funding sources.

Objective 4: Create needs based alternatives for lifelong learning opportunities to meet the growing demand of individuals and organized groups for continued educational non-credit and credit programs.			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	2001 - new courses offered	Ongoing	Level and trends in enrollment in credit and non-credit programs.
2000	2001 - ETST program; energy-related courses. Energy Education Tech. Center grant completed	Courses ongoing- 2003 - Energy Ctr. in development stage	Development of additional training opportunities in the energy industry.

Objective 5: On an annual basis, BSC will cooperate and collaborate with other NDUS campuses.			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	annual agreements with various entities	Ongoing	Level and trends in partnerships and joint ventures between the University System institutions and other university system institutions.

Objective 6: On an annual basis, BSC will cooperate and collaborate with other entities.			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	annual agreements with various entities	Ongoing	Level and trends in partnerships and joint ventures between the University System institutions, business and industry, and tribal colleges.

### Cornerstone 2: Education Excellence

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.

Objective 1: BSC will maintain institutional accreditations and achieve specialized accreditation where appropriate.			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	July, 2001 - NCA report completed	Oct. 2001 - NCA focused visit	Maintenance of accreditation of programs and institutions by national and regional accrediting bodies and acquisition of additional accreditation where appropriate.
	Specialized licensures and accreditations on schedule.	Other accreditations ongoing	Level and trends in licensure pass rates in comparison to other states.

Objective 2: BSC will provide support services designed to ensure that students achieve their academic goals.			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	2000 - assessment process in place	ongoing	Level and trends in proportion of students achieving goal - initiation meeting the defined needs/goals as expressed by students.

Objective 3: All BSC students who complete a program of study (A.A., A.S., A.A.S., diploma, certificate) will have demonstrated: (1) written and oral communication skills, (2) problem solving skills, (3) interpersonal skills, (4) technology competence, and (5) marketable skills appropriate to their level of academic preparation.			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	2001 - Student survey. Employer survey.	ongoing	Level and trends in proportion of students achieving goal - initiation meeting the defined needs/goals as expressed by students.
	2000 - assessment in place		Level and trends in employer reported satisfaction with preparation of recently hired college graduates.

Objective 4: BSC will provide and maintain a safe, modern environment that supports the teaching/learning process.			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	2001 - additional smart classrooms	2002	Campus allocates renewal and replacement resources for the maintenance of the physical assets based on priorities as established by the campus.

### Cornerstone 3: Flexible and Responsive System

A University System environment which is responsive to the needs of its various clients and is flexible, empowering, competitive, entrepreneurial, and rewarding.

Objective 1: BSC will maximize its services by operating in an effective and efficient manner			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	2001 - student surveys 2002 - additional surveys developed	2003	Levels of satisfaction to responsiveness of services.

Objective 2: As a member of the College Technical Education Council (CTEC), BSC will develop a plan to increase certificate and vocational education offerings.			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	2001 - identification of barriers that limit flexibility	ongoing	Development of plan to increase certificate and vocational offerings.
			Programs added/eliminated in response to market needs and interests and turnaround time to develop new programs.

Objective 3: BSC will provide support services designed to ensure that students achieve their academic goals.			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	2001 - development of courses	2002	Level and trends in proportion of students achieving goals.  Number of shorter-length classes offered to students.

#### Cornerstone 4: Accessible System

A University System that 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" Cornerstone.

Objective 1: Provide convenient access to programs and courses offered by BSC for both full-time and part-time students through the use of distance education, flexible scheduling, and focused programming for unique student populations.			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	2001 - tribal college partnership 2001 - open entry, exit 2002 - increased enrollment of Native American students	ongoing	Levels and trends in the number of enrollments in distance learning courses by in-state and out-of-state residents.  Levels and trends in the number and proportion of enrollments in courses offered in non-traditional ways (i.e. place, time, format).  Level of campus diversity.

Objective 2: On an annual basis, BSC will cooperate and collaborate with other NDUS campuses.			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	annual agreements with various entities	2001	Number of processes and methods that support student transferability.

Objective 3: On an annual basis, BSC will cooperate and collaborate with the public schools.			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	Fall 2000 - agreements in place	2001	Number of agreements initiated and maintained with the public schools for dual credit and other initiatives.

<b>Objective 4: RSC will market, broker, and coordinate workforce training initiatives for the Southwest region of the state to meet the employee training needs of the businesses and industries in the 18 counties designated RSC's responsibility in House Bill 1443.</b>			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	Spring 2001 – completion of business plan	ongoing	Trends in the number and percent of businesses and employers in the region/state receiving training.

<b>Objective 5: Create needs based alternatives for lifelong learning opportunities to meet the growing demand of individuals and organized groups for continued educational non-credit and credit programs.</b>			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	2001 – assessment plan; marketing plan	2003	Level and trends of enrollment in non-credit and credit programs.

<b>Objective 6: RSC will support the North Dakota University System in providing North Dakota secondary schools with data on graduates who enter public schools.</b>			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	ACT information shared annually	ongoing	Amount of assistance to secondary schools.
	Development of student tracking system		

### Cornerstone 5: Funding and Rewards

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.

<b>Objective 1: RSC will provide and maintain a safe, modern environment that supports the teaching/learning process.</b>			
Start Date	Benchmark Dates	Completion Date	Accountability Measures
2000	2001 – Schafer Hall funding secured 2001 – music addition completed	2002	Campus allocates renewal and replacement resources for the maintenance of the physical assets based on priorities as established by the campus.  Completion of campus renovation and building projects.

Objective 2: BSC will maximize its services by operating in an effective and efficient manner.			Accountability Measures
Start Date	Benchmark Dates	Completion Date	
2000	2001 - legislative session	2003	Preparation of annual consolidated financial statements for the NIDUS consistent with applicable generally accepted accounting principles and an annual unqualified financial statement opinion consistent with reasonable interpretations of Governmental Auditing Standards.  Additional financial reporting measurements as jointly defined by SBHE, executive and legislative branches.  Achievement of equitable funding formulas.

#### Cornerstone 6: Sustaining the Vision

A structure and process which assures the University System for the 21<sup>st</sup> century, as described by these cornerstones, 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.

Objective 1: As part of BSC's strategic planning process, environmental scanning and forecasting will be conducted.			Accountability Measures
Start Date	Benchmark Dates	Completion Date	
Feb., 2001	2002-readings completed 2003-analysis of data	2003-2004	Amount of congruence with the Learning First strategic plan.  Number and kinds of changes made as a result of scanning process.

Objective 2: BSC will increase public confidence in the college as documented by an increased level of support by both the public and the private sector.			Accountability Measures
Start Date	Benchmark Dates	Completion Date	
2000	Summer, 2001-surveys prepared & completed	Fall, 2001	Level and trends of support and satisfaction expressed by the public and private sectors.

**DICKINSON STATE UNIVERSITY**  
**LEGISLATIVE ROUND TABLE CORNERSTONE GOALS**  
**IMPLEMENTED THROUGH AN INSTITUTIONAL STRATEGIC PLAN**  
**FOR THE 2001-2003 AND 2003-2005 BIENNIA**

<b>Economic Development</b> <b>A. Economic Development Initiative</b> 1. Provide the skilled work force needed for industry and business.	F-2000	S-2003 F-2001 S-2002	1. Integrate use of informational technology into all majors. 2. Develop 16 hr. core of info-tech courses required of all graduates as a certificate program. 3. Develop a B.S. degree in Management Information Systems.	1. Info-tech is an identifiable component of all majors. 2. Students graduating in Spring 2002 will have info-tech certificate. 3. Ten students will graduate with BS in M.I.S. by Spring 2003.
	F-2001	S-2002 On-going On-going On-going S-2002	1. Develop an International Studies Program as a major and minor attached to a business degree. 2. Foster study-abroad opportunities for students. 3. Encourage DSU professors to participate in international exchange programs. 4. Host professors from foreign universities on DSU campus as part of exchange program. 5. Bolster international emphasis in business and administration degrees.	1. Ten students will graduate with International Studies major by Spring 2004. 2. Have students annually participate in study-abroad programs by 2003. 3. Have two faculty annually participate in foreign exchange program by 2003. 4. Have two faculty annually from universities abroad on campus by 2003.
	S-2000	F-2000 S-2002 F-2000	1. Develop new course in entrepreneurship in business array. 2. Integrate entrepreneurship within business and management core courses. 3. Develop new course in e-commerce within business array.	1. Have 20 students enrolled in course by Fall 2001. 2. Have entrepreneurship integrated into core for inclusion in 2002 catalog. 3. Have 20 students enrolled in course by Fall 2001.
3. Develop a tourism/recreation program in cooperation with Medora Foundation.	S-2000	S-2001 S-2002 S-2005	1. Develop Program by Spring 2001. 2. Enroll ten majors by Fall 2001. 3. Graduate five majors by Spring 2005.	1. Develop program by Spring 2001. 2. Enroll 10 majors by Fall 2001. 3. Graduate five majors by 2005. 4. Place all five majors by Fall 2005.
4. Develop new concentration in Manufacturing Technology within Business Degrees.	S-2000	S-2000 S-2000 F-2000 S-2001 S-2002	1. Develop courses within concentration. 2. Gain approval through Curriculum Council and inclusion in catalog. 3. Enroll students in concentration. 4. Revise curriculum. 5. Graduate students with concentration.	1. 1. and 4. have two levels (4 courses) of CAD/CAM and AUTOCAD in 2002 catalog. 2. Enroll ten students initially in Fall 2000. 3. Graduate 20 students annually with MT concentration by Spring 2002.
5. Share expertise and staff with local business, industry, and school districts.	S-2000	On-going	1. Starting in the Spring 2000 and on-going.	1. Have two positive experiences of sharing every semester by 2002 and increase opportunities accordingly.

<p><b>C. Participate in Marketing New Businesses &amp; Industries</b></p> <p>1. Promote DSU as an active partner in economic development.</p>	<p>S- 2000</p>	<p>On-going</p> <p>1. Develop a DSU economic impact brochure.</p> <p>2. Participate in Dickinson Manufacturers Roundtable.</p> <p>3. Participate in Rural Economic Advancement Program.</p> <p>4. Participate in Chamber of Commerce, Stark County, and Custer Region planning endeavors.</p>	<p>1. Have a well developed brochure that can be used by the Chamber to help attract new businesses and demonstrate economic importance of the University.</p> <p>2, 3, 4. When DSU is involved as a real player on a regular basis.</p>
<p><b>D. Provide Leadership and Advocate Policies which will Reverse West River Outward Migration Trends</b></p> <p>1. Host Depopulation Symposium.</p>	<p>S-2000</p>	<p>F- 2001</p> <p>1. Secure funding by March 2000.</p> <p>2. Hire coordinator by April 2000.</p> <p>3. Develop working format of symposium with other states involved by September 2000.</p> <p>4. Solicit papers and presentations from scholars by January 2001.</p> <p>5. Coordinate paper presentations, speakers, etc., through Spring 2001.</p> <p>6. Host symposium in Fall 2001.</p>	<p>1. Received \$450,000 grant from Federal Gov't to fund symposium.</p> <p>2. Coordinator hired as of June 1, 2000.</p> <p>3. Format determined by December 2000.</p> <p>4. Ten presentations by noted scholars/authors submitted.</p> <p>5. Will be on-going until event.</p> <p>6. 1,000 people will attend the symposium.</p> <p>7. Knowledge/information generated will be used to meet out-migration challenge and aid economic development.</p>
<p><b>E. Develop Partnerships which Provide Students with Well Structured Internships, Part-time &amp; Full-time Employment, and Access to Entrepreneurial Mentors</b></p> <p>1. Partner with agencies mentioned in "C".</p> <p>2. Partner with Modora Foundation.</p>	<p>S- 2000</p>	<p>On-going</p> <p>1. Have representative from University on board and attend meetings on a regular basis by Fall 2000.</p> <p>2. Try to develop an academic program that will complement the Foundation's enterprise (see tourism program above).</p> <p>3. Create internships in the area of business management, placing two by the spring of 2001 and increasing to four by Spring 2002.</p>	<p>1. Develop on-going working relationship with Foundation.</p> <p>2. Create tourism major/minor that uses western North Dakota and Modora as a working laboratory.</p> <p>3. Have successful internships which yield potential employees.</p> <p>4. Significant number of students hired by host agencies.</p>
<p><b>F. Partner with Federal Agencies in Dickinson and area: U.S. Forest Service, National Park Service, and Bureau of Land Management.</b></p>	<p>S- 2000</p>	<p>On-going</p> <p>1. Have representative from the University act as on-going liaison with agencies.</p> <p>2. Develop academic programming that would provide potential employees for agencies by 2002.</p> <p>3. Create internships with federal agencies placing two by 2003 and four by 2004.</p>	<p>1. Create an on-going working relationship with agencies.</p> <p>2. Create a program in conservation/ecology that will provide potential employees.</p> <p>3. Have successful internships which yield potential employees.</p> <p>4. Significant number of students hired by host agencies.</p>







1. Infuse technology into the teaching/learning process on an on-going basis.	No Date	On-going	1. Have 50% of classrooms available for multi-media presentations. 2. Infuse computer technology into all facts of instruction through a core certificate program. 3. Provide training for faculty and staff.	1. Should have this done by Spring 2004. 2. Evidenced by a technology certificate required of all students by Fall 2002. 3. Have at least 50% of faculty trained to deliver courses in this format by Fall 2002. 4. All faculty will develop proficiency in educational technology and utilize it in some format by Fall 2004.
2. Student Application Of Knowledge 1. Define and implement capstone courses for all majors.	S- 1999	S- 2002	1. Half of majors by Spring 2001. 2. Remainder of majors by 2002 catalog.	1. All majors by Fall 2002 will have an identifiable capstone course which requires demonstration of knowledge gained by completing the program.
2. Establish internships in appropriate programs.	1999	On-going	1. All appropriate business and management majors will have required internships by the Spring of 2002. 2. Internships for all programs in the College of Education, Business, and Applied Sciences by Spring 2003. 3. Internships established in appropriate liberal arts areas, e.g., Natural Sciences by Spring 2003.	1. Students graduating with internship experiences will be more marketable. 2. Students with internships will provide a pool of skilled employees for local businesses and industries.
3. Continue to create departmental and programmatic advisory committees.	F- 1999	On-going	1. All programs within College of Education, Business, & Applied Sciences to have advisory committees by the Fall 2002. 2. All other appropriate programs to have advisory committees by Fall 2004.	1. More involvement of regional business/industry in developing program curriculum that is more responsive to needs. 2. Provide interface between University and other organizations to help maximize resources for economic and social development. 3. When advisory committees provide support for DSU and NDSU as a whole.

#### Overall Accountability Measures:

Student need employers will be able to implement/develop through learning outcomes and proficiency standards through assessment techniques for continuous improvement. Theoretical knowledge will be bolstered by practical application of knowledge through increased internships and capstone courses. The infusion of technology and input from industry will ensure that curriculum and instructional strategies standards will be relevant and student marketability will be enhanced. The implementation of completed student performance standards and nationally standard assessment techniques will ensure that the program is meeting the needs of the industry and the community.

# **THE PLANET AND RESPONSIVE**

## **A. Regional Advisory Council**

### **1. Reconstitute Council.**

F- 1999	On-going	<ol style="list-style-type: none"> <li>1. Establish regular meetings on a quarterly basis by Fall 2000.</li> <li>2. Establish committees within council that are job-specific by Spring 2001.</li> <li>3. Establish council as a source of support for DSU and the System by 2002.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meetings established.</li> <li>2. Committees are established that provide insight and input regarding how the University can better serve the region.</li> <li>3. When Advisory Council can muster support for legislation and policy issues at the state level that enhance the University and the System.</li> </ol>
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## **B. Southwest Region Rural Economic Assistance Program (REAP)**

### **1. Become an active partner in this agency which provides federal grant dollars for rural economic assistance and development projects.**

F- 2000	On-going	<ol style="list-style-type: none"> <li>1. Hire a cooperatively funded coordinator by Fall 2000.</li> <li>2. Determine post-secondary needs of region by Fall 2000.</li> <li>3. Begin to offer courses in region communities that address need by Spring 2001.</li> <li>4. Begin to offer programs in region communities by Fall 2002.</li> <li>5. Submit application for REAP Grant funds for educational programs by Spring 2001.</li> <li>6. Expand course and program offering through 2003-05.</li> <li>7. Explore possibility of establishing a communications link between region high schools and the University to enhance educational opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Coordinator hired in Fall 2000.</li> <li>2. Need survey taken in several communities Fall 2000.</li> <li>3. Courses offered in several communities Fall 2000.</li> <li>4. Two-year nursing program being organized for delivery to region communities.</li> <li>5. Grant submitted and funds awarded Summer 2001.</li> <li>6. Have ten evening adult courses in five communities by Fall 2001 &amp; two programs (nursing &amp; associate degree) by Fall 2003.</li> <li>7. Have blueprint for implementation by Fall 2001 &amp; funding awarded in 2002.</li> </ol>
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## **C. Teacher Education Advisory Council**

### **1. Through existing advisory council, sponsor partnership projects with regional K-12 districts.**

F- 2000	On-going	<ol style="list-style-type: none"> <li>1. Sponsor a major guest speaker for K-12 in-service and pre-service teachers that would provide innovative/ cutting-edge information in Teacher Education. Start in Fall 2001 and continue with a series of one per year.</li> <li>2. Sponsor on-going research projects with K-12 districts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be able to attract a nationally known expert in K-12 education as a speaker every year and have good attendance from K-12 teachers.</li> <li>2. Have one research project per year developed in conjunction with a K-12 district that needs information researched to help them improve quality of education.</li> </ol>
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I. Work with Community, County, and Regional Agencies to Help Determine University's Role in Providing Educational and Other Services.

I. Continue to work with Dickinson Manufacturing Roundtable and Stark County Development in workforce and business development projects. (See I Economic Development, and II Academic Excellence for specific projects.)

1. Create an on-going working relationship with agencies.
2. Have successful internships at agencies.
3. Place an increasing number of students as employees with agencies.
4. Increasingly share resources for economic development.

#### Overall Accountability Measures:

Greater input and cooperative partnerships with local, state, county and regional organizations will increase the benefit both the student and the community and help the economic development of the region. More projects will be served by programs that are directly more numerous and more flexible. Goals for delivery of such projects with close in partnership to business and community.

<p><b>4. Extended Programs Initiative</b></p> <p>1. Continue degree completion program in Bismarck and move toward accelerated format whenever possible.</p>	S-2000	On-going	<p>1. Enroll 20 students during Fall 2000.</p> <p>2. Graduate students by Spring 2001.</p> <p>3. Increase enrollment to 100+ students by Fall 2002.</p> <p>4. Explore delivery of other degree options, e.g., secondary education.</p>	<p>1. Already have exceeded goal.</p> <p>2. Will graduate two students during Spring 2001.</p> <p>3. Enrollment numbers.</p> <p>4. Establishing professional sequence in Secondary Ed with discipline majors.</p>
<p>2. Start and expand degree completion program working adults in Dickinson as part of state/community workforce development.</p>	F-2000	S-2003	<p>1. Have 20 students enrolled during Fall 2000-exceeded goal.</p> <p>2. Have four graduates by Spring 2003.</p> <p>3. Integrate manufacturing technology, e-commerce, and management information systems applications into the curriculum on a regular basis by Spring 2002.</p>	<p>1. Over 50 students are enrolled in program every semester by Fall 2001.</p> <p>2. Graduates with both AA and Baccalaureate degrees from program on a regular basis after 2003.</p> <p>3. The Bachelor of University Studies program can be replaced by specific majors mentioned perhaps by 2005.</p>
<p>3. Develop the delivery of the two-year Nursing Program to Hettinger/Bowman area served by the Rural Western Plains Health Consortium.</p>	F-2000	S-2003	<p>1. Conduct needed survey by January 2001.</p> <p>2. Develop Curriculum and Proposal, Spring 2001.</p> <p>3. Request program delivery approval from Chancellor, Summer 2001.</p> <p>4. Offer first nursing course in Fall 2002 with first cohort of 15 students enrolled.</p> <p>5. Graduate 12 students in 2003-04 academic year from program.</p> <p>6. Begin another six semester cycle for 2003-05.</p>	<p>1. Survey completed on time.</p> <p>2. Proposal completed by May 2001.</p> <p>3. Approval gained in June 2001.</p> <p>4. Nursing course is offered and cohort is enrolled.</p> <p>5. Graduates are produced during the 2003-04 academic year.</p> <p>6. Success is great enough to secure funding for another program cycle.</p>
<p>4. Work to develop similar degree completion program at Williston State College such as that developed with Bismarck State College for the delivery of the Bachelor of University Studies degree plus selected majors program.</p>	F-2000	Fall-2001	<p>1. Develop and administer need survey; December 2000</p> <p>2. Develop program curriculum and approval proposal by May 2001.</p> <p>3. Gain approval from the Chancellor in June 2001.</p> <p>4. Submit proposal to North Central Association for approval in June 2001.</p> <p>5. Begin course in Fall 2001.</p> <p>6. Graduate students from program during 2003-04 academic year.</p>	<p>1. Have a large number of positive responses on survey.</p> <p>2. Get curriculum and services organized and submitted in proposal form by May 2001.</p> <p>3. Chancellor grants approval during Summer 2001.</p> <p>4. Proposal is submitted to NCA in September 2001.</p> <p>5. Courses are begun with strong enrollment.</p> <p>6. At least four students are graduated from program by 2004.</p>

3. Continue to expand array of on-line courses that support the degree completion program and the System ACCESS two-year degree program.	1998	On-going	1. Have five on-line courses by Fall 2001. 2. Have ten on-line courses by Fall 2002. 3. Rotate courses within term schedules on a regular basis by Spring 2003.	1. Courses will be offered with at least 20 students enrolled by dates indicated. 2. Students are primarily off-campus, non-traditional students. 3. On-line courses become a permanent fixture of each term schedule.
6. Continue to work with Essex State College in cooperating with workforce training projects sponsored by BSC.	1998	On-going	1. To integrate workforce training and development more closely to meet local employer needs.	1. Help BSC increase workforce training events from 20 to over 40 per semester by Spring 2005. 2. Help BSC spread workforce training to surrounding communities in region by Spring 2003.
7. Continue to work and communicate with area and state legislators to ensure that the University is meeting their expectations in the delivery of educational services.				

#### Overall Accountability Measures:

More non-traditional students will be served through extended campus accelerated delivery modes than previously. More non-traditional students within regional business and industries will be provided post-secondary educational opportunities through DSU after the implementation of the program. Employer satisfaction and support for the NIDUS as a whole will increase.

# **Lake Region State College**

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## **Philosophy Statement**

The College believes that both the student and society benefit from development of the students' aesthetic, social, and physical abilities. College life at Lake Region State College provides a student-centered environment in which students can establish and attain personal and career goals in a fast-changing world economy by supplying opportunities for creative thinking, hands-on experience, and acquisition of knowledge and competencies, along with activities which foster personal development. Lake Region State College responds to the educational and economic development needs of the regional service area, the state of North Dakota, and the global community.

## **Institutional Mission Statement**

Lake Region State College is a student-centered, open-access, comprehensive community college within the North Dakota University System. The College provides quality academic education, vocational/technical training, workforce training, educational outreach opportunities, and life-long learning.

## **Purposes**

### **◆ Academic Education**

Provides academic courses and programs that lead to an associate of arts degree, meet North Dakota University System General Education requirements, and allow for seamless transfer to baccalaureate-granting institutions

### **◆ Vocational/Technical Training**

Provides courses and programs in vocational and technical career training that lead to a certificate of completion, a diploma, or an associate of applied science degree preparing students for an immediate career, advancement in specific occupations, or transfer to an articulated technical baccalaureate program

### **◆ Workforce Training**

Develops linkages with businesses, industry, and organizations to encourage economic development

### **◆ Educational Outreach Opportunities**

Provides educational outreach opportunities for individuals who are time- and/or place-bound

### **◆ Life-long Learning**

Provides opportunities for continuing and life-long learning in the form of cultural, educational, occupational, social, athletic, and vocational programs, courses, workshops, and institutes

Lake Region is committed to being a responsive, diverse institution which prepares students for successful living and responsible citizenship in a rapidly changing local, national, and world community.



**Lake Region State College  
Roundtable Strategic Plan**

2001

Concurrent and Objectives	Units Responsible	Complete	Accountability Measures
<b>Goal 1: Economic Development Connection</b> — Increase the direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.			
1. Increase the number of business served in the Northeast Quadrant through Workforce Training	Workforce Training Manager	Ongoing	Number of business served Training hours completed Repeat businesses
2. Develop a Workforce Training Center in Grand Forks in collaboration with UND and Grand Forks Economic Development	President VP Instructional Services Workforce Training Manager	Spring 2001	Initial Training laboratory established
3. Establish a Business Assistance Center in Devils Lake in cooperation with FORWARD Devils Lake and the Mayor's Business Committee	President VP Instructional Services Workforce Training Manager	Fall 2001	Feasibility Study completed
4. Support entrepreneurship in community and Lake Region State College curriculum	VP Instructional Services Business Division Department Chair Faculty	Fall 2001	Entrepreneurship program established, class offered

Cornerstone and Objectives	Units Responsible	Complete	Accountability Measures
<b>Goal 2: Educational Excellence</b> — 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 and knowledgeable contributing members of an increasingly global and multi-cultural society.			
1. Increase student achievement in general education and program offerings at the classroom, department and institutional level	VP Instructional Services Division Chairs Assessment Coordinator Faculty	Ongoing	Collect and analyze data from multi faceted assessment plan to improve instruction and student learning.
2. Evaluate current program offerings	VP Instructional Services Division Chairs Faculty	Spring 2001	Program review to determine if programs should be maintained, changed or eliminated.
3. Increase Faculty Development through Grant activity	VP Instructional Services		Participate in Bush Grant activities. Increase faculty development participation in WEB course design, student learning styles.
4. Increase diverse student enrollment and retention	VP Student Services Counselor		Increase diversity enrollment and retention by 10% from 2000 to 2001

Cornerstone and Objectives	Units Responsible	Complete	Accountability Measures
<b>Goal 3: Flexible and Responsive System</b> — Create a University System environment which is responsive to the needs of its various clients and is flexible, empowering, competitive, entrepreneurial and rewarding.			
1. Evaluate Lake Region State College current and potential program offerings related to regional and state needs	President VP Instructional Services Faculty	Spring 2002	Develop Program Planning document.
2. Offer Practical Nursing in collaboration with Williston State College and Bismarck State College	VP Instructional Services Continuing Ed Coordinator Nursing Faculty	Fall 2001	Practical Nursing will be offered at a minimum of three sites.
3. Expand outreach offerings in Dual Credit, IVN, Internet, Grand Forks Air Force Base, and Off-Site Delivery	VP Instructional Services Continuing Ed Coordinator Division Chairs Faculty	Ongoing	Increase Dual Credit enrollment 10% Increase IVN offerings in Nursing, Legal Assistant Increase GF AFB enrollment 5% Increase off-site delivery in Child Care, Simulator Maintenance Technician
4. Expand partnership with regional school districts	VP Instructional Services Tech Prep School-to-Work Coordinator	Spring 2002	Lead quadrant in Tech Prep Develop plan to continue School-to-Work after Federal Funding is discontinued.

Cornerstone and Objectives	Units Responsible	Complete	Accountability Measures
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**Goal 4: Accessible System** — Create a University System that 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 described in the “Flexible and Responsive System” Goal.

1. Develop market-based pricing strategies for tuition and fees.	VP Student Services VP Administrative Services	Fall 2003	Institute new tuition model for full-time, part-time, and out-of-state students.
2. Expand outreach offerings in Dual Credit, IVN, Internet, Grand Forks Air Force Base, and Off-Site Delivery.	VP Instructional Services Continuing Ed Coordinator Division Chairs Faculty	Ongoing	Increase Dual Credit enrollment 10% Increase IVN offerings in Nursing, Legal Assistant Increase GFAFB enrollment 5% Increase off-site delivery in Child Care, Simulator Maintenance Technician
3. Install a dynamic WEB site for student information, application, and enrollment.	VP Student Services VP Instructional Services Computer Service Director	Spring 2001	WEB site installed and functioning.
4. Develop and implement Enrollment and Marketing Plan to reach region, state and out-of-state students.	VP Student Services Public Information Specialist	Fall 2002	Enrollment Plan in place Marketing Plan in place
5. Provide technology to support outreach instruction.	VP Instructional Services Computer Services Director	Spring 2001	Install new computer system core Contract with WEB program/course developer Purchase PolyCom unit for off-site course delivery.

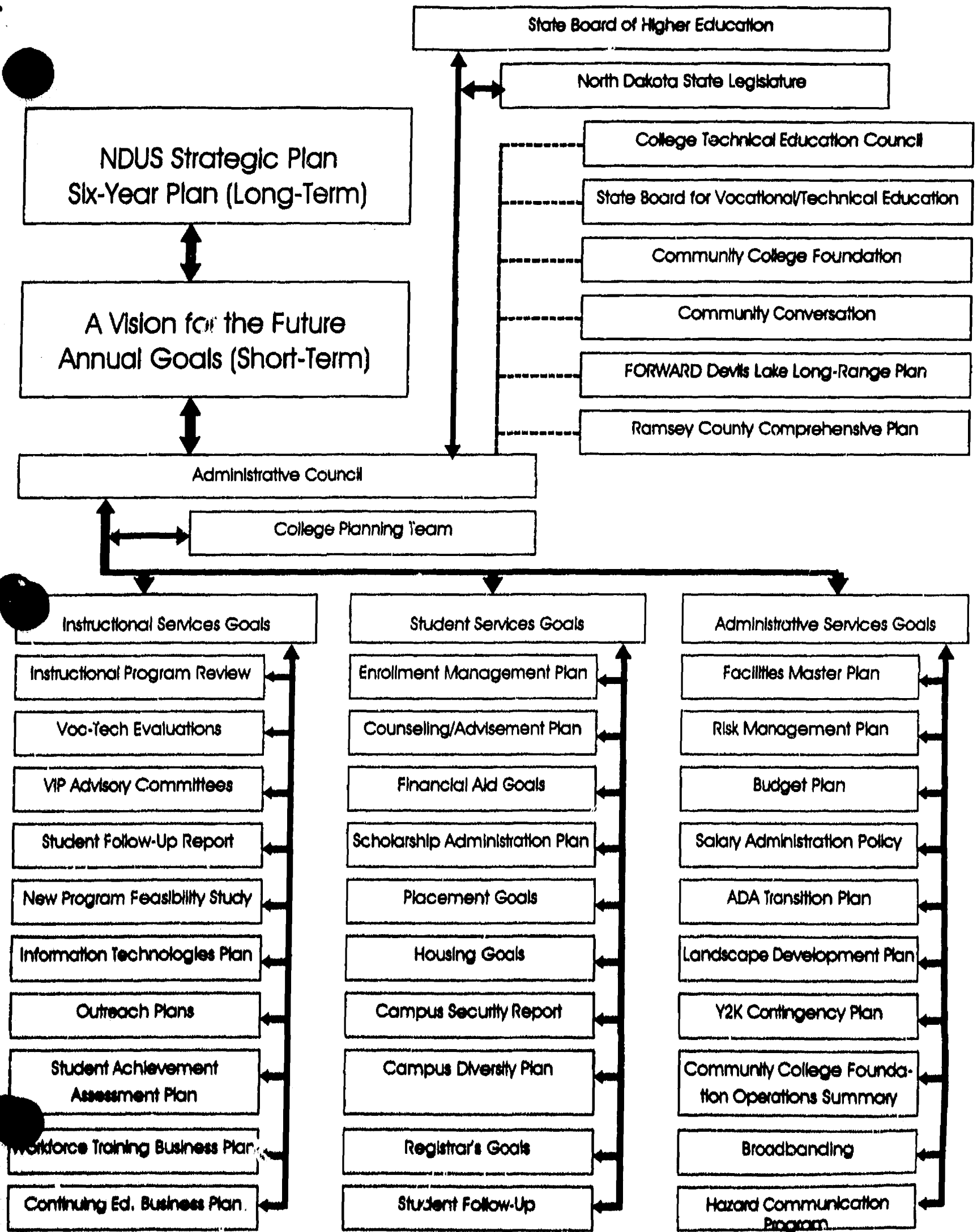
Cornerstone and Objectives	Units Responsible	Complete	Accountability Measures
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**Goal 5: Funding and Rewards** — Develop a system of funding, resource allocation, and rewards which assures quality and is linked to the expressed high priority needs and expectations of the University System — assures achievements of the expectations envisioned.

1. Improve Employee Compensation by evaluating equity new faculty and staff assignment and compensation. Revise and update Faculty Load Policy. Develop Broadbanding procedures.	President VP Instructional Services VP Administrative Services Broadbanding Committee	Spring 2001	Faculty Load Policy implemented Broadbanding Procedure in place
2. Expand opportunities for faculty and staff development. Work with NDCCC to obtain Bush Grant. Seek funding for on-line course development.	President VP Instructional Services	2001	Obtain Bush Grant Obtain grant funds for on-line course development
3. Expand Foundation Resources and provide good stewardship of gifts.	Development Office	2001	Endowments increased by 10% (6) Annual Fund Drive - \$200,000 Capital Campaign - Front Entrance (\$288,000) Expand records of alumni base Bring the new record keeping system (Donor Perfect fully on-line
4. Increase Grant Funds	President VP Instructional Services	2000-2001	Hire half-time grant writer to increase grant funds sufficient to fund position.

Cornerstone and Objectives	Units Responsible	Complete	Accountability Measures
<b>Goal 6: Sustaining the Vision</b> — Develop a structure and process which assures the University System for the 21 <sup>st</sup> 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.			
1. Create an awareness, understanding, and support of the Roundtable goals and initiatives.	President College Planning Team Administrative Council	2001-2002	Strategic Plan developed and implemented which links Lake Region State College plans and priorities with the Roundtable goals and initiatives.
2. Improve the coordination of strategic planning program review and budget process	Administrative Council	2001-2002 ongoing	North Dakota University System accountability measure.
3. Improve the College planning cycle, communication process	Administrative Council	2002 ongoing	Summarize progress annually at campus-wide meeting (Fall) Hold bi-annual Community Conversations to report progress to community and receive input.

# Lake Region State College Planning Process



## Institutional Planning Flow Chart

The President and Administrative Council develop the College's Six-Year Plan (long-term) and Annual Goals (short-term) which guide College development. These goals are formulated with the advisement of the College Planning Team, which is guided by Instructional, Student, and Administrative Service Area goals as well as numerous internal planning documents. The State Board of Higher Education and the North Dakota Legislature as well as the College Technical Education Council, State Board for Vocational and Technical Education, and Community College Foundation provide direction and support. Input is also obtained from external constituencies, including the FORWARD Devils Lake Plan, the Ramsey County Long-Range Plan, and the Community Conversation process.

The Lake Region State College Planning Team provides direction consistent with current staff, program, and College needs as well as projected and perceived community needs. College Planning Team meetings are open to any interested persons. Meetings are planned for the beginning of each semester to review progress since the last meeting and to update plans for the future.

College plans are published in two documents—Lake Region State College's *A Vision for the Future*/Annual Goals (short-term) and the *NDUS Strategic Plan/Six-Year Plan* (long-term). In the spring of 2000, the College undertook a comprehensive review of the future direction for the institution. Two Conversations were held, one including community, student, and business representatives and one for faculty and staff. Regional and state demographic information regarding population trends, public school enrollments, and tax revenues were reviewed. Treasures of the College, major accomplishments, risks to the College, and future direction were discussed in large and small groups. A summary was made of the discussions and published for campus review. Utilizing these summaries, the Administrative Council developed *A Vision for the Future*.

The North Dakota Legislature has mandated a planning process for the North Dakota University System resulting in the *Strategic Plan/Six-Year Plan* to be updated annually. Campuses provide strategies to meet seven specific State Board of Higher Education goals which are updated and/or revised annually. The *Vision for the Future* document, based upon the Community and Faculty/Staff conversation summaries, provided a template for updating the *Strategic Plan/Six-Year Plan* and Annual Goals.



### **The Core Values of Lake Region State College**

- ◆ **We value learning**, continuous, life-long learning for the enrichment and advancement of human beings.
- ◆ **We value excellence** in teaching, learning, scholarship, professionalism, leadership, and service.
- ◆ **We value integrity** in all institutional, personal, academic, legal, and ethical practices.
- ◆ **We value service**, responsive, personal, and accessible for all.
- ◆ **We value cooperation**, respectful, supportive collaboration with all constituencies for the strengthening of all.
- ◆ **We value diversity**, respecting the differences between groups and individuals that enrich and strengthen all.



December 27, 2000

Larry Isaak, Chancellor  
North Dakota University System  
600 East Boulevard Ave.  
Bismarck, ND 58505

Dear Chancellor Isaak:

I have enclosed the Roundtable Plan and the Strategic Plan Progress Report for Mayville State University.

The Roundtable Plan came primarily from the Institutional Improvement and Assessment Committee, chaired by Dr. Ray Gerszewski. The committee's membership includes faculty members from every division, students, staff, and community people. During fall semester, the committee members frequently engaged their constituencies in reviewing drafts and providing input on the plan. In addition, the Executive Team has been part of that process to ensure that we have appropriate leadership for all goals.

Sincerely yours,

Ellen-Earle Chaffee  
President

## Mayville State University Roundtable Plan

December 2000

### Mission

The mission of Mayville State University is to educate and guide students, as individuals, so that they may realize their full career potential and enhance their lives. We do this in an environment that reflects our tradition of personal service, commitment to innovative technology-enriched education, and dynamic learning relationships with community, employers, and society. As a member of the North Dakota University System, Mayville State University offers undergraduate degrees.

### Vision

To be known for continuing academic excellence in a cooperative, enjoyable learning environment that anticipates and responds to individual needs.

### Core Values

The university is learner-centered. Learners are the first priority. The university exists to meet students' needs. Students are involved in many university decisions and in their own learning.

The university believes in teamwork. Mutual trust and respect are essential. Caring, enthusiastic faculty and staff work together to meet the needs of students.

The university is involved in the local community. The university and region are essential assets to one another for learning opportunities and other resources. Partnerships will expand to encompass schools, businesses, local, and global communities.

The university pursues continuous improvement. The university can and will improve everything we do.

The university focuses on results. Students and taxpayers are entitled to clear statements of results. Accountability gives university personnel the satisfaction of identifying and improving those results.

### Cornerstone Goals

1. **Economic Development:** Direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.
2. **Education Excellence:** high quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be lifelong learners, good citizens, leaders, and knowledgeable contributing member of an increasingly global and multicultural society.
3. **Flexible and Responsive System:** 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:** A University System that 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" Cornerstone.
5. **Funding and Rewards:** 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:** A structure and process which assures the University System for the 21<sup>st</sup> century, as described by these cornerstones, 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.

Note: All objectives are either in progress or are to start immediately. Accountability measures with an asterisk (\*) are from the Roundtable Report.

Cornerstone and Objectives	Complete	Personnel/units responsible	Accountability Measures	Roundtable Recommendations
<b>1. Economic Development: Direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.</b>				
<b>Objective ED1:</b> To require all MSU BAFS graduates to earn an Information Technology certificate appropriate to their major.	901	Curriculum Committee	*Levels and trends in percentage of NDUS graduates obtaining employment appropriate to their education: in-state, out of state	RR-ED9: Provide continued support for the workforce training delivery system which was enacted by the 1999 legislature
<b>Objective ED2:</b> To offer services, materials, and other features that will help the EDCs attract new technology businesses to the Trail County Technology Center.	2003	CIO and Director of Tech. Center	*Level and trends in partnerships and joint ventures between the University System institutions and: business and industry, tribal colleges, private sector training providers, other University System institutions	RR-ED1: Actively pursue strategic alliances and partnerships with primary sector businesses and industries which have the strongest potential for expanding the economy of the region and the state.
<b>Objective ED3:</b> To collaborate with at least one new business in the Trail County Technology Center for education and training services.	As requested			
<b>Objective ED4:</b> To develop materials and strategies that will increase enrollment, with emphasis upon CIS, e-business, project management, ed. tech minor, and the IT track, as well as Secondary Education. (E)	2001	Curriculum Committee, VPAA	*Level and trends in enrollment in entrepreneurship courses and the number of graduates of any future entrepreneurship programs	RR-ED4: Offer educational programs on the topic of entrepreneurship at every institution within the university system. RR-ED14: Identify research and development opportunities which have strong potential for positive economic impacts on the region.
<b>Objective ED6:</b> To support experiential opportunities of faculty and staff who are able to offer consultation and other services to regional businesses, industry and educational entities	2001			
<b>Objective ED8:</b> To develop more experiential opportunities for students to gain leadership and management skills.	2002	Director of Co-op Education; Academic Divisions		

Cornerstone and Objectives	Complete	Persons/units responsible	Accountability Measures	Roundtable Recommendations
<b>2. Education Excellence: high quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be lifelong learners, good citizens, leaders, and knowledgeable contributing members of an increasingly global and multicultural society</b>				
Objective EE1: To establish a cohort group approach, including residence life and student activities components, among freshmen that will increase retention to sophomore year. (E)	2001	VP&A, Residence life staff.	*Levels and trends in proportion of students achieving goal - institution meeting the defined needs/goals as expressed by students	RR-EE-e1: Colleges and universities be assertive in attracting, recruiting, registering, and retaining quality students.
Objective EE2: To complete the specification of required outcomes for students, their integration into the curriculum, and assessment processes for general education and 22 programs.	2002	IIAC, Assessment Team, All divisions, Curriculum Committee	*Level and trends in alumni reported satisfaction with preparation in: major; acquisition of specific basic and higher order skills; level, currency, and relevance of computer technology knowledge and abilities in relation to expectations in the marketplace Completion of portfolios	RR-EE-e4: Colleges and universities clearly identify rigorous course and program learner outcomes; instructors teach to those outcomes, and students be required to demonstrate those learning outcomes.
Objective EE3: To develop an assessment system, including portfolios for all education majors, that will document students' competencies	2002	Education Division, Curriculum Committee		RR-EE-b4: There be indicators of quality/excellence for all learning experiences, quality indicators be about application as well as knowledge, and indicators of quality be measured and reports to learners, and to the University system.
Objective EE4: To increase funding for faculty development, subject to the availability of funds.	2001-2003	VP&A	Change in funding for faculty development	RR-EE-b6: Faculty members continue to update their knowledge, skills, and teaching strategies, and remain being held in high regard by their students, their colleagues and their profession.
Objective EE5: To conduct annual surveys of graduates and their employers regarding their satisfaction with career and educational preparation.	Annual	All academic divisions	*Level and trends in employer reported satisfaction with preparation of recently hired college graduates	RR-EE-d4: The University system, and each of its campuses, takes responsibility to keep each academic program current, and to discontinue those programs no longer meeting a justifiable need.
Objective EE6: To promote the liberal arts as fundamental to the development of those traits necessary for students to become desirable and well rounded employees.	Annual	All academic divisions		RR-EE-e6: Students/learners exit courses and degree programs with the skills and attitudes to be lifelong learners prepared to change jobs and careers in a rapidly changing environment and workplace.

Cornerstone and Objectives	Complete	Persons/units responsible	Accountability Measures	Roundtable Recommendations
<b>Objective EE7:</b> To maintain full accreditation from NCATE and North Central.	NCATE 2001 NCA 2005	Curriculum Committee, VPAA	*Maintenance of accreditation of programs and institutions by national and regional accrediting bodies and, acquisition of additional accreditation where appropriate	RR-EE-b8: All colleges and universities create a culture of continuous improvement, and they, along with business, industry, and the professions, create the measures and feedback loops required to implement continuous improvement strategies.
<b>Objective EE8:</b> To ensure that all students experience multi-cultural opportunities, including a plan to recruit faculty of diverse backgrounds.	2002	Curriculum Committee, Cultural Diversity Task Force	increase multicultural activities both within and outside classes. Increase faculty diversity.	
<b>Objective EE9:</b> To offer courses that prepare students for industry certification in information technology, and if financially feasible to serve as a testing site. (E)	2002	Business/CIS Division	Additional courses for industry certification in IT	RR-EE-d6: Colleges and universities serve the state by expanding their workforce training services to business and industry.

**3. Flexible and Responsive System: A University System environment which is responsive to the needs of its various clients and is flexible, empowering, competitive, entrepreneurial and rewarding.**

<b>Objective FL1:</b> To offer one complete BA/BS major at Lake Region State. (E) <b>Objective FL2:</b> To offer one complete program at the Grand Forks Air Force Base. (E) <b>Objective FL3:</b> To offer courses and programs at Williston State and ND State College of Science, dependent upon need and availability of funding. (E) <b>Objective FL4:</b> To gain authority to offer a Bachelor of Applied Science degree. (E)	2001  2002  2002  2002	Business/CIS  Curriculum Committee   Curriculum Committee	*Total number and trends, in full-time, part-time, degree-seeking, and non-degree-seeking students being served	<b>RR-AS-3:</b> The NDUS must proactively develop and offer programs responsive to the needs of the state and are consistent with the market trends of the future. Programs should be offered in those areas where demand is sufficient. <b>RR-FL-c1</b> The colleges and universities of the NDUS systematically identify their customers, study and identify customer/learner needs, and identify the alternative delivery systems available to meet those needs
<b>Objective FL5:</b> To improve services provided by the university through increased access via outreach, distance delivery, and on line community workshops. (E)	2002	Outreach Services, Curriculum Committee	*Levels of satisfaction with responsiveness as reflected through responses to evaluations and surveys of clients: ...	<b>RR-FL-b2</b> The NDUS create a "seamless" organization from the perspective of the student. ...

Cornerstone and Objectives	Complete	Persons/units responsible	Accountability Measures	Roundtable Recommendations
<b>Objective FL6:</b> To complete articulation agreements & partnerships with public schools that offer IT courses related to MSU programs. (E)	2002	Curriculum Committee	Additional articulation agreements	RR-FL-a4 The colleges and universities of the NDUS move from a seat time-based credentialing system ...
<b>4. Accessible System:</b> A University System that 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" Cornerstone.				
<b>Objective AS1:</b> To develop alternative methods of delivering courses that best meet the needs of learners. (E)	On-going	Curriculum Committee	*Levels and trends in the number of enrollments in distance learning courses by in-state and out of state residents	RR-AS-2: Campuses must develop alternative delivery opportunities responsive to the needs of all students-in time, place and format.
<b>Objective AS2:</b> To partner with Minot State University to provide courses as part of a Masters degree program, as long as appropriate credit can be arranged. (E)	2001	Education division	*Levels and trends in the number and proportion of enrollments in courses offered in non-traditional ways (i.e. place, time, format) and in relation to accountability measure #2 above	RR-AS-11: The SBHE modify its policies and the campuses modify their procedures to support the expanded client base and the values expressed in this report.
<b>Objective AS3:</b> To complete and publicize among advisors and students articulation agreements with every two-year college and technical school in North Dakota and targeted institutions in the region. (E)	2003	Curriculum Committee, VPAA, Enrollment Services.	*Levels and trends in proportion of students achieving goal – institution meeting the defined needs/goals as expressed by students	RR-AS-3: The NDUS must proactively develop and offer programs responsive to the needs of the state and are consistent with the market trends of the future.
<b>Objective AS4:</b> To develop and implement an aggressive campaign to recruit and retain students from out of state and internationally.	2001	Executive Team, Enrollment Services	*Total number and trends, in full-time, part-time, degree-seeking, and non-degree-seeking students being served	RR-EE-a1 Colleges and universities be assertive in attracting, recruiting, registering, and retaining quality students.
<b>5. Funding and Rewards:</b> 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.				
<b>Objective FR1:</b> To raise private funds for major improvements in the Field House. (E)	2002	MSU Foundation	*Levels and trends in annual revenues derived from: state appropriations, student tuition and fees; room, board and other auxiliary operations; research by sector – competitive and	RR-FR-14: Campuses allocate renewal and replacement resources for the maintenance of the physical assets based on priorities as established by the campus.
<b>Objective FR2:</b> To sustain external funding through grants and contracts.	2002	Executive Team		

Cornerstone and Objectives	Complete	Persons/units responsible	Accountability Measures	Roundtable Recommendations
including support for continuation of the Technology Center.			non-competitive; and other sources ...	
Objective FR3: To recognize, honor, and reward excellence in teaching and instructional innovation.	2001	Executive Team, Tenure and Promotions committee	Recognition for excellent teaching and instructional innovation.	RR-FR-13: SBHE and campuses revise internal policies, procedures and salary administration practices so they are consistent with funding structure and promote the success characteristics identified by the Roundtable and the state.
Objective FR4: To increase faculty salaries to levels compatible with the region and nation, subject to availability of funds.	2003	Executive Team		
<b>6. Sustaining the Vision: A structure and process which assures the University System for the 21st century, as described by these cornerstones, 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.</b>				
Objective SV1: To make positive contributions to the goals of the Roundtable and the SBHE by developing, updating, and pursuing an appropriate strategic plan. Objective SV2: To develop a Comprehensive Development Plan that incorporates this Roundtable Plan and serves as the foundation for a major grant proposal. (E) Objective SV3: To develop and submit a major grant proposal that will help support initiatives to improve the university's self-sufficiency. (E) Objective SV4: To revise and produce the university's annual Report to Investors so that it serves as an annual accountability report for the Roundtable and the SBHE. Objective SV5: To coordinate the MSU planning processes with Trail County strategic planning.	Ongoing  2001  2002  2002  2002	Executive Team	The extent to which the recommendations contained in this report are implemented and performance as reflected in the accountability measures is improved: an annual performance and accountability report directly linked to the expectations presented in this report is developed and widely distributed; an annual higher education roundtable meeting(s) is held and accomplishes the purposes indicated in recommendation one above; a status report on the state of the NDUS is presented to the full legislature during each legislative session; the NDUS reports on communications regarding the various recommendations in this report – ...	





Vice President for Academic Affairs

To: Larry Isaak, Chancellor  
From: Nancy Hall, Vice President for Academic Affairs  
Date: December 6, 2000  
RE: Roundtable Plans for Minot State University

I am responding to the request for campus planning in relation to the six cornerstones in the Roundtable Report. Minot State University combined this request with our own strategic planning in relation to our mission, core values, beliefs and vision. While the cornerstone document has a greater emphasis on economic development, the MSU and Roundtable planning documents are similar in many fundamental ways.

We held a planning session with approximately 50 representatives from faculty senate, staff senate, student senate, the various offices on campus, and the dean's council. We organized into work groups around the cornerstone themes to prepare draft objectives, activities, timelines, and corresponding resources for each cornerstone. The draft document was presented at an open forum and feedback was sought from all employee groups. Work group facilitators considered the feedback and appropriate changes were made to include the views of others.

The timeframe for our objectives is a 12 to 18 month period. We plan to meet annually to report progress, set new objectives, and revise and refocus continuing objectives. It is important to note that the objectives related to cornerstone #1 and the research function under cornerstone #2 are dependent upon new funding.

Please feel free to contact me if you have questions concerning our plans. We will begin implementation in January 2001.

RECEIVED

DEC 12 2000

North Dakota University System

Minot State University

# MINOT STATE UNIVERSITY PLANNING NOVEMBER 2000

**Goal: Component #1 - Economic Development Connection:** Direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.

**Objective 1: Establish an economic development center at Minot State University**

## Activity/Action Steps

Activity/Action Steps	Persons Involved	Beginning Date	Completion Date
1. Work with the departments in the business college to offer degree programs on-line.	Dean, College of Business, Director, Continuing Education Coordinator, Economics Dept.	July 2001	June 2003
2. Provide an access point for rural communities to economic development resources, including education, training & research.	Director, Continuing Education, Faculty, College of Business, College Deans	Upon Funding	
3. Provide education and training opportunities for community businesses on entrepreneurship and business startup strategies.	Director, Continuing Education, Dean, College of Business	Upon Funding	

**Resources:** 1. New Funding and resource support to carry out the economic development activities.  
2. Program funding including faculty support, staff support and in-kind match.

**Success Indicators:** Number of off-campus students taking online business courses; number of businesses who access the center for information, research, or educational offerings; number of seminars, workshops, or courses offered by faculty; and the number of participants who enroll in seminars, workshops, or courses.

**Objective 2: Provide a business incubation service at Minot State University to support start-up businesses emerging from the commercialization of faculty research or the application of new or existing technologies.**

Activity/Action Steps	Persons Involved	Beginning Date	Completion Date
1. Provide an access point for the training and services necessary to initialize a business venture.	College of Business	July 2001	June 2003
2. Provide education and training opportunities for MSU faculty, staff, students and community participants on entrepreneurship and business startup strategies.	College of Business Department of Economics	Upon Funding	
3. Provide a physical and business management support structure that increases the probability of start-up success for research or technology based business.	College of Business		
4. Provide assistance to MSU and community entrepreneurs in accessing economic development funds, startup capital, and information about developing business and marketing plans.	College of Business Department of Economics		
5. Develop links with all the local, state, national, and international entities that could complement the incubation of a business venture.	College of Business (i.e. ED & F, MADC, SBRPC, BIC), Department of Economics		

**Resources:** 1. Funding and resource support to carry out the economic development activities 2. Physical facility 3. Faculty/Staff support 4. Administrative staff to support incubation service.

**Success Indicators:** Number of MSU faculty, staff, students, and community members who access the services of this business development activity; number of start-up ventures that commercialize their start-up and begin business operations; the economic impact of the new ventures (new wealth and jobs created); the potential for shared ownership of incubated ventures on the financial health of MSU; number of companies that leave the incubation facility as a successful start-up business.

**Goal: Cornerstone #2 - Education Excellence:** 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 multicultural society.

## **FACULTY AND TEACHING**

**Objective 1:** Restructure the reward system to emphasize excellence in teaching.

### **Activity/Action Steps**

1. Establish the criteria for excellence in teaching.

Persons Involved	Beginning Date	Completion Date
VPAA, Faculty Senate, Chairs, Deans, Promotion Committee	January 2001	Spring 2001
Tenure Committee, Human Resource Director, Students		

**Resources:** Professional literature, information on other models

**Success Indicators:** Established excellence in teaching annual evaluation, promotion, tenure, & merit pay criteria.

**Objective 2:** Faculty will participate in faculty development efforts that focus on instructional skills and curriculum design

1. Faculty needs will be identified by survey, focus groups, etc
2. Assessment Day activities will be offered in areas driven by faculty need.
3. Faculty will share what they've learned with their colleagues and chairs.

VPAA, Faculty, Chairs, Deans, Assessment Committee

June 2001 Ongoing

**Resources:** Sufficient amounts of faculty development funds need to be allocated.

**Success Indicators:** Increasing numbers of faculty will participate in faculty development events focused on instructional skills and curriculum design.

## **SERVICE**

**Objective 1:** So that the University expands its reach into the life of the work force each academic unit will be encouraged to develop into their curriculum a student practicum experience supervised by faculty.

1. Academic chairs review curricula with the faculty and department chairs and determine areas in commonality where students learn and the community benefits from their service.

Department Chairs  
Faculty, Chamber of  
Commerce Visioning Task Force

January 2001 January 2002

**Resources:** Additional travel funds to support supervision; funding to support faculty supervision load

**Success Indicators:** An increasing number of academic disciplines will include an internship, practicum or independent study experience required in their curriculum.

## **RESEARCH FUNCTION**

**Objective 1:** In order to align NDUS research with the economic, social and educational development of the state, we propose the creation of an office of research that would assist faculty in the pursuit of external funding for basic and applied research in all areas of academics. The activities of the office will include, but not be limited to, facilitating partnerships between NDUS researchers and existing business industries within the state.

1. Establish an MSU Office of Research

VPAA

Fall 2001  
Upon Funding

On-going

Resources: Physical space, director, staff person, funding. Resources should be reallocated to support this office and not be reallocated from existing programs.

Success Indicators: Track submissions & awards funded; report level and extent of expertise sought, services delivered and applications of funded research.

## STUDENTS IN LEARNING

Objective 1: Be sensitive in attracting, recruiting, registering, and retaining quality students.

- | Activity  | Persons Involved                                      | Beginning Date | Completion Date |
|---|---|----------------|-----------------|
| 1. Expand the learning communities pilot project with our students (a cohort type experience) so they feel support from fellow students and faculty as they go through their years at Minot State University. | All faculty who advise Learning Communities Committee | December 2000  | December 2001   |

Resources: Book Grant; University of Mary personnel responsible for their Freshmen Experience; additional funding to support orientation experiences for freshmen and continue similar experience as sophomores; Student Activities Office; and Financial Aid Office

Success Indicators: Improved student retention  
Increased levels of student satisfaction with campus life as indicated on the annual satisfaction survey

Goal: Cornerstone #3 - Flexible and Responsive System: A University System environment which is responsive to the prioritized needs of its clients is flexible, empowering, competitive, entrepreneurial, and rewarding.

Objective 1: Strengthen and expand the continuing education function as a liaison between the community and the University.

Activity/Action Steps	Persons Involved	Beginning Date	Completion Date
1. Identify current continuing education liaison functions.	Continuing Education Committee	December 2000	January 2001
2. Review and broaden continuing education liaison functions.	Continuing Education Campus representatives Student Representatives	January 2001	February 2001
3. Review campus liaison functions with community stakeholders.	Continuing Education Committee Minot Education Task Force members Community representatives	February 2001	March 2001
4. Establish a new structure for continuing education.	Continuing Education Committee Vice President for Academic Affairs Deans' Council	March 2001	May 2001

Resources: We have the talent pool available to attain this objective, but we will need to allocate funds for staffing. These funds must not be taken from existing programs and personnel.

Success Indicators: Existence of a newly defined entity to serve as liaison between the community and the University.

**Goal: Cornerstone #4 - Accessible System:** 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 library services - and does so with the same performance characteristics as described in the "Flexible and Responsive" cornerstone.

**Objective 1:** MSU will broker seamless education and training programs for our constituents.  
**Activity/Action Steps**

Persons Involved	Beginning Date	Completion Date
1. Examine compatibility and user capabilities of our delivery systems, library services and resources.	IVN group, Director of Distance Education, Technology Committee, MSU HECN Coordinators	December 1, 2000
2. Develop and extend partnerships with schools, businesses, community personnel and library services.	Joint MSU/Minot Public Schools, CE, Technology Committee, College of Business, Library Director	On-going
3. Develop a single method of educational access at MSU.	Director of Records, Records Staff, Financial Aid, CE, Graduate School, Business Office	December 1, 2000

**Resources:** 1 - Software & equipment, line charges/offers, IT Council funds  
 2 - Campus expertise, facilities, personnel, equipment/lab  
 3 - New administrative/academic records system, state funds  
 4 - Library services and resources

**Success Indicators:** - Satisfied customers

- Accountability measures

1. Levels and trends in rates of participation of:
  - Recent high school graduates.
  - Non-traditional students (typically part-time and older-than-average.)
  - Individuals pursuing graduate degrees.
2. Levels and trends in the proportion of residents of the state who are within a 45-minute drive of a location at which they can receive educational programs from a provider, including providers from outside the immediate region (and would also have access to academic and student support services at the site).
3. Levels and trends in the number of enrollments in distance learning courses by in-state and out-of-state residents.
4. Levels and trends in the number and proportion of enrollments in courses offered in non-traditional ways (i.e. place, time, format) and in relation to accountability measures #2 above.
5. Trends in the number and percent of businesses and employees in the region/state receiving training.

**Goal: Cornerstone #5 -Funding and Rewards:** A system of funding, resource allocation, and rewards that assures quality and is linked to the expressed high priority needs and expectations of the University System. A system of funding that promotes Minot State University's values, beliefs, and vision for the future.

**Objective 1:** *Revise salary administration practices so they are consistent with the new funding structure and promote MSU's vision and the success characteristics identified by the Roundtable.*

Activity/Action Steps	Persons Involved	Beginning Date	Completion Date
1. Develop clear performance expectations for faculty, staff, and administration	Evaluation Committee, Human Resource Director, Faculty Senate, Chairs, Deans, Promotion Committee, Tenure Committee	January 2001	January 2002
2. Develop a new campus funding process structured around base funding and incentive funding	Vice Presidents Deans Senate Presidents	December 2000	December 2001
3. Develop a process for allocating earned money from entrepreneurial activity	Vice Presidents Grants and Contracts NDCCPD	July 2001	December 2001

**Resources:** To be determined after the 2001 Legislative Session.

**Success Indicators:** Accountability measure #1 Levels and trends in the proportions of annual revenues derived from state appropriations, tuition, auxiliary operations, research, entrepreneurial activity. Related accountability measure #1: Salary funding levels benchmarked against funding levels at other institutions of similar size and mission.

**Goal: Cornerstone #6 - Sustaining the Vision:** A structure and process which assures the University System for the 21<sup>st</sup> century, as described by these cornerstones, 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.

**Objective 1: Develop an on-going communication system to report goals and progress related to the Roundtable Cornerstones and MSU's Mission, Vision and Core Values.**

Activity/Action Steps	Persons Involved	Beginning	Completion Date
1. Summarize progress annually at convocation.	Entire Campus	August 2001	On-going
2. Conduct an annual campus-wide planning work session to review progress on goals and establish new goals.	Campus, Board of Regents and Alumni Board Representatives	November 2001	On-going
3. Attend Board of Regents meeting to communicate RT/MSU initiatives.	Board of Regents	September 1, 2001	On-going
4. Attend Alumni Board meeting to communicate RT/MSU initiatives.	Alumni Board	October 2001	On-going
5. Attend Student Association meeting to communicate RT/MSU initiatives.	Student Association	September 2001	On-going
6. Continue planning by Cornerstone #6 group.	Cornerstone #6 Group	January 2001	December 2001

**Resources:** Incentives to attend, evaluation survey (mascot, email, hardcopy), attractive setting for meetings.

**Success Indicators:** 80% faculty and staff attend; 3% of students attend; and the Board of Regents become involved in the planning process. Adequate feedback is available to continuously improve the planning process and develop relevant and attainable objectives.

**Minot State University – Bottineau Campus**

**Strategic Planning**

**2000-2002**

***“Strategic planning positions the campus to make important changes in its course in a timely fashion.”***

**Assembled by the Administrative Council  
Adopted by the Campus**

**Fall 2000**



## Introduction

This document is the product of more than two years of study, analysis and synthesis. The thinking that has influenced its making reflects the observations and aspirations of faculty, staff, students and members of the greater Bottineau community, all of whom have a vested interest in the future growth and development of the this campus. The following documents are reflected in this one.

Forward thinking evidenced by the North Dakota University System (NDUS) in its **Six-Year Plan** in many ways inspired the beginning of NDSU-Bottineau's commitment to systematic planning. This Plan was authored by the State Board of Higher Education (SBHE) and is updated annually. The release in August, 2000 of the **SBHE Progress Report** attests to the fact that the Bottineau Campus has been an important contributor to the advancement of that plan.

As the affiliation of the campus shifted in 1996 from North Dakota State University to Minot State University, the Bottineau Campus began its preparation for a ten-year reaccreditation visit from the North Central Association of Colleges and Schools (NCA), its regional accrediting association in Chicago, Illinois. The preliminary work to be accomplished in anticipation of such a visit is the preparation of an **institutional Self-Study**, an intense and lengthy process resulting in a document that analyzes in-depth the strengths and weaknesses of the organization. Consequent to their visit, the campus was presented with an **NCA Team Report** acknowledging strengths and challenges to be addressed. The results of the Self-Study and the "challenges" as noted by the team have been addressed in this strategic plan.

In the last several years the campus has developed **Assessment Plans** for the disciplines and service areas of the campus. Data are gathered and routinely analyzed to determine degree of effectiveness for a given program or area. Results of these analyses have been incorporated into this planning document.

In January, 2000, the **MSU-BC Campus Master Plan** for facilities management was completed and presented to the SBHE. That planning process brought to light important elements that are reflected in the current document. It was an important preliminary step to assure that the facilities of this campus will be positioned to quickly address future programming needs as they become identified.

In the spring of 2000, Governor Schaefer articulated a series of twenty-one goals for the State in a document entitled **North Dakota Delivers**. Many of these goals deal directly with higher education. The Bottineau Campus made sure to consider these carefully in assembling its plan. A special committee authorized by the State Legislature did the same but took the work to the next level releasing what has come to be known as **The Roundtable Report** in May, 2000. From that detailed report were consolidated "**Six Cornerstones**" to be used as guiding principles for Higher Education.

The chancellor's Testimony to the Interim Higher Education Committee in May, 2000 reinforced the work of the Roundtable and promised that the SBHE would "add special emphasis on technical education and workforce development." The thinking of the Roundtable and the SBHE was further consolidated and reflected in the State Board of Higher Education Objectives adopted in July, 2000. In this document the SBHE affirms its commitment to Roundtable objectives. In fact, all of these documents became central to the development of the Bottineau Campus strategic planning process.

The parent campus recently completed a planning process, too. Minot State University's Strategic Plan took shape in the fall, 1999, and followed a proposed planning model released by NCA several months later. The Mission Project of NCA's Quest for Quality 2000 was broadly and publicly shared in March, 2000. The format mirrored the Minot State plan and was embraced by the Bottineau Campus as it began to put its own plans on paper.

Simultaneously, the local Economic Development Corporation (EDC) of Bottineau County was preparing its strategic plan. The campus was asked to participate in the planning process. As a result, the EDC Strategic Plan objectives have also been factored into the campus plan.

The document presented herein contains two parts. The first part consists of two pages containing the *campus mission statement*, its *core values*, its *vision statement* and its *strategic priorities*. Each priority supports one aspect of the vision. The remaining pages constitute the second part where each priority has been translated into *strategic action statements* and *benchmarks* against which progress can be measured. A *time frame* for completion and a *responsible party or group* has been assigned to each benchmark to assure follow up on each campus strategy. The document looks three years into the future and is designed to be revisited and updated annually. At its heart is the concept that to be strategic the plan must be flexible and changeable.

In the words of Dennis Jones, consultant to the SBHE in its own planning process, is encapsulated the intent of MSU-Bottineau's strategy as reflected in the following document. We thank him for putting it so succinctly:

***"It's not how well planned you are [that matters]  
but how responsive you can be to trends."***

Strategic Plan -- Fall 2000  
Minot State University -- Bottineau Campus

**Mission Statement**

*Minot State University -- Bottineau Campus' focus is to fulfill its historic mandate by providing programs in environmental/natural resource studies and business, as well as course work for programs that will provide for the educational needs of our constituents.*

**Core Values**

*Minot State University-Bottineau is a college that subscribes to the following philosophy.*

***Students First:** People who place students first think about the interests and needs of students and make every effort to respond to those needs.*

***Pursuit of Excellence:** In the pursuit of excellence, people take pride in doing quality work, reflecting on the results of their work, and applying new learning.*

***Learning Community:** In learning communities people discuss, explore, and learn together. All feel a special connection as valued members of the community.*

***Respect:** Respectful people have confidence in their own beliefs and values, and they acknowledge, understand, and support the rights of others to express their beliefs.*

***Responsibility:** Responsible people know, understand, consider, and accept the impact and consequences of personal actions and decisions.*

**Vision**

*We will regard ourselves as an Academic Village by encouraging a culture of lifelong learning and will reach out to a broad audience comprised of traditional and nontraditional students alike.*

*We will celebrate our size and market ourselves as a campus that provides an opportunity to experience **A Quality Education in a Caring Environment.***

*We will be known for our **Responsiveness.** Because our campus is small, it is fleet-footed and able to adapt quickly to the changing educational needs of our students and the workforce.*

*We will redefine our territory and reach out to a broader community through **Distance Education.***

## Strategic Priorities

- (1) To facilitate an environment conducive to lifelong learning. (*Academic Village*)

### Strategic Actions:

- A. Use assessment data to evolve programming
- B. Address emerging trends
- C. Emphasize faculty/staff development
- D. Integrate technological innovations
- E. Increase grant and contract revenue

- (2) To aggressively implement the Campus Master Plan, an outgrowth of academic programming objectives. (*Quality Education/Caring Community*)

### Strategic Actions:

- F. Use demographic and research data more deliberately in decision making
- G. More effectively integrate planning and budgeting activities
- H. Organize capital campaign
- I. Make facilities ADA compliant

- (3) To be a partner in area economic development by responding to the educational and training needs of constituents and by staying on the cutting edge of every program and service we offer. (*Responsiveness*)

### Strategic Actions:

- J. Sustain workforce training initiative
- K. Further continuing education operations
- L. Collaborate with Economic Development Corporation

- (4) To grow our enrollment and diversify our organization. (*Distance Education*)

### Strategic Actions:

- M. Sharpen marketing/recruitment plan
- N. Pursue distance education delivery
- O. Market facilities for year-round use

**STRATEGIC ACTIONS****BENCHMARKS****TARGET DATE****RESPONSIBLE PARTY**

A. Use assessment data to evolve programming.

-Review assessment plans of academic disciplines/programs annually.

2000

Outcomes Assessment Task Force

-Review assessment plans on noninstructional programs/services annually.

2001

Outcomes Assessment Task Force

B. Address emerging trends.

-Create list of workforce training projects to develop within the county.

2001

Kalli Swanson

-Pilot 2 new evening/weekend courses per semester

2001

Ken Grosz

C. Emphasize faculty/staff development.

-Offer 5 sessions addressing new faculty teaching issues.

2000

Ann Siegle Drege

-Establish 2 years' worth of baseline data of PD events that faculty/staff availed selves of.

2000

Linda Berube

-Establish baseline of PD dollars spent to target realistic increases.

2000

Anne Bergeron/Linda Berube

-Establish baseline of statewide committees employees serve on.

2000

Terri Hauge

D. Integrate technological innovations

-Establish baseline of classroom technology applications.

2001

Technology Committee

-Identify and acquire needed software support sources and follow up on written recommendations from the Tech Comt.

2000

Technology Committee

E. Increase grant and contract revenue	-Track the amount of grant dollars brought to campus in last five years.	2000	Anne Bergeron/Linda Barabe
F. Use demographic and research data more deliberately in decision making.	-Identify and prioritize data needs.	2001	Ken Grosz
	-Identify researchers who can manipulate and analyze data for the campus.	2001	Dean's Council/Larry Brooks
G. More effectively integrate planning and budgeting activities.	-Analyze and prioritize assessment recommendations supporting monetary investment.	2001	Task Force
	-Track the extent to which these recommendations result in budget decisions that support assessment activities.	2001	Task Force
H. Organize a capital campaign.	-Establish a target increase over a 5-year period.	2002	Dean's Council
	-Document need in Campus Master Plan.	2000	Administrative Council
	-Make presentations to SBHE and OMB	2000	Dean's Council
	-Involve Bottineau Community to obtain project "buy in" and solicit ideas for space utilization.	2001	Jim Borkowski

L. Make facilities ADA compliant.	-Prioritize projects for Campus Master Plan.	2000	Administrative Council
	-Persuade SBHE/OMB to support these projects.	2000	Dean's Council
	-Update costs associated with ADA Plan.	2002	Jim Borkowski
J. Sustain workforce training initiative.	-Host career development activities on and off campus.	2001	Nancy Wainmayer
	-Identify high-skill employment opportunities and design and implement training to match.	2001	Kalli Swanson, Jan Nahienark
K. Further continuing education operations.	-Establish baseline data of CE revenue.	2001	Ken Grosz
	-Project changes in discretionary usage effective 7/1/01.	2001	Jim Borkowski
	-Plan for alternative activities and/or fees.	2001	Administrative Council
L. Collaborate with Economic Development Corporation.	-Operationalize a business and technology center in Bottineau with student staffing.	2001	Campus Dean, Dean's Council
	-Continue CONAC representation for grant acquisition.	2001	Campus Dean
	-Offer entrepreneurial course work to community and region.	2001	Ken Grosz

M. Sharpen marketing/ recruitment plan.	-Begin mass media marketing campaign (TV/Billboards).	2001	Dean's Council
	-Reexamine scholarship awarding practices.	2001	Diane Christenson, Ken Grosz
	-Explore use of Internet to attract students nationally to natural resources programs.	2001	Website Protocol Committee
N. Pursue distance education delivery.	-Put one class per year online.	2000	Ann Siegle Drege/Paula Berg
	-Put first program online.	2002	Ann Siegle Drege/Paula Berg
	-Develop faculty member to assume Distance Education Coordinator responsibilities	2002	Campus Dean, Paula Berg
O. Market facilities for year- round use.	-Expand Elder Hostel program.	2001	Ken Grosz
	-Pilot test three new "camps" for summer enrollment.	2001	Administrative Council
	-Offer one continuing education, graduate level course for teachers.	2001	Ann Siegle Drege





North Dakota State College of Science

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# **Campus Plan**

## **Priority Initiatives**

2000-2001

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## Introduction

North Dakota State College of Science is extremely pleased to address, through its strategic planning process, the six cornerstones, as identified in A North Dakota University System for the 21<sup>st</sup> Century- The Report of the Roundtable for the North Dakota Legislative Council on Higher Education.

With a dedicated and talented faculty and staff, the College of Science willingly contributes its talents and expertise to address these cornerstones, which includes: Economic Development Connections, Educational Excellence, Flexible and Responsive System, Accessible System, Funding and Rewards and Sustaining the Vision.

Indeed the Roundtable Report is future oriented. It addresses the expectations of the North Dakota University System, and especially this college, in meeting the state's needs in this century. In looking at the future of this state, many problems and challenges were identified. If left unaddressed, these could seriously jeopardize the future of North Dakota and its citizens.

It is our opinion that North Dakota State College of Science will rise as a leader in addressing the challenges in the Roundtable--and this will be as a result of our most precious resource--our human resources--that we will find and develop the spirit to:

- Create unique, high quality institutional strengths--capacities that serve to make the NDUS, as a System, a stronger enterprise and one that is aligned with the needs of the State and its citizens;
- Collaborate with others in utilizing these strengths in ways that serve the identified needs of clients throughout the State. Minimize the barriers to accessing these assets;
- Develop internal values, policies and behaviors that encourage and reward entrepreneurship and responsiveness to the needs of clients;
- Strengthen ties to clients, engaging them in meaningful relationships and developing mutually rewarding partnerships. Become engaged campuses;
- Develop academic programs that help students understand the application of their knowledge at places of employment and in the larger society; and
- Put in place those mechanisms to ensure that their end of the "flexibility for accountability" bargain is upheld.

As a result, the following priority initiatives have been developed for North Dakota State College of Science for the year 2000-2001. Faculty and staff have worked together for over four months to develop a shared response for how North Dakota State College of Science, through its strategic initiatives, can continue to focus on the priorities of this state. A more detailed document, further defining these campus initiatives at the micro-level, are available at the college.

Our success as an institution will be based on our ability to accomplish these goals.

## **Goal 1: Economic Development Connection**

**Increase the direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.**

- 1. Expand the numbers and percentages of businesses and employees in the SE Region receiving workforce training.**
  - Increase the number of businesses receiving training by 20% and the number of employees by 10% over 1999-2000.  
*Responsibility — Outreach & Customized Training | Timeline — 2001.*
  - Determine workforce training needs in at least two new program/subject areas.  
*Responsibility — Outreach & Customized Training | Timeline — 2001.*
- 2. Focus course and degree programs on the economic, social and educational needs of North Dakota.**
  - Determine the need for/feasibility of new occupational programs as previously submitted to SBHE.  
*Responsibility — V.P. for Instruction | Timeline — 2001.*
  - Conduct a review of all programs at NDSCS to assess their current health and viability.  
*Responsibility — V.P. for Instruction, Deans | Timeline — 2001.*
- 3. Increase strategic alliances and partnerships with business and industry.**
  - Develop at least three new major partnership programs with business/industry.  
*Responsibility — President, V.P. for Instruction Services, Deans | Timeline — 2001.*
- 4. Expose students to workforce opportunities within North Dakota.**
  - Promote cooperative education opportunities by piloting an on-line database of all ND cooperative education jobs.  
*Responsibility — Placement Office | Timeline — 2001.*
  - Increase awareness of ND job opportunities by piloting an on-line database of all ND jobs reported to the Placement Office.  
*Responsibility — Placement Office | Timeline — 2001.*
- 5. Increase entrepreneurial skills/competencies of all students.**
  - Note: No goal set for 2000-2001.
- 6. Increase relationships and opportunities with the Economic Development community.**
  - Contact all Economic Development Officials in the Southeast Region to determine workforce training needs as well as availability of training.  
*Responsibility — Outreach & Customized Training | Timeline — 2001.*
- 7. Engage the college in the global environment.**
  - Establish an International Development Office.  
*Responsibility — President, V.P.'s | Timeline — 2001.*
  - Explore the development of courses or course enhancements to help students better understand the context of the world in which they live.  
*Responsibility — Deans | Timeline — 2001.*

## **Goal 2 — Educational 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.**

- 1. Provide students with the knowledge, attitudes and skills to be successful in their professional and personal life upon program completion.**
  - **Redefine the college's philosophy on general education and establish procedures to assure that the general education component is integrated appropriately across all programs.**  
*Responsibility — V.P. for Instruction, Deans | Timeline — 2001.*
  - **Implement a program guarantee in all of the occupational programs offered at the college.**  
*Responsibility — V.P. for Instruction, Deans | Timeline — 2001.*
- 2. Provide a working environment to attract, employ and retain faculty and staff of the highest quality.**
  - **Conduct a market study on faculty and staff salaries and develop a salary administration plan that will assure appropriate employee compensation.**  
*Responsibility — Human Resource Director | Timeline — 2001.*
- 3. Develop and implement an integrated, college-wide enrollment plan.**
  - **Develop short-term strategies to fill openings in selected programs in 2000-2001.**  
*Responsibility — V.P. for Instruction | Timeline — 2001.*
- 4. Insure state-of-the-art technology across the college.**
  - **Retrofit 35 classrooms with high resolution digital projection systems connected to multi-media teaching stations.**  
*Responsibility — Director of Instructional Resources | Timeline — 2001 and ongoing.*
- 5. Develop and implement an accountability system focused on ends, products and outcomes in an environment of continuous improvement.**
  - **Conduct surveys that measure student satisfaction, community needs and institutional priorities and implement processes to address weaknesses.**  
*Responsibility — President, Management Team, V.P. for Instruction | Timeline — 2001.*
- 6. Conduct research to improve teaching, student learning, advising and student academic success.**
  - **Refine assessment plans for each instructional program to measure student learning at the course and program level and provide feedback for continuous improvement.**  
*Responsibility — Director of Assessment and Institutional Research | Timeline — 2001.*
  - **Develop an advising handbook for faculty advisors and conduct advisor training.**  
*Responsibility — Division Academic Counselors | Timeline — 2001.*
  - **Develop an Early-Alert program to identify and counsel at-risk students.**  
*Responsibility — Director of Academic Services Center | Timeline — 2001.*

- 7. Achieve institutional and specialized accreditation where appropriate.**
  - Seek a 10-year regional accreditation from North Central Accreditation and a 7-year accreditation from the Accreditation Council for Occupational Therapy.  
*Responsibility — President, V.P. for Instruction | Timeline — 2001.*
- 8. Encourage faculty to serve as lifelong learning models through study, experience and/or research.**
  - Develop and implement a process to utilize employee growth plans.  
*Responsibility — Instructional Deans | Timeline — Spring 2001.*
- 9. Expand the offering of high-quality cultural activities to the community.**
  - Establish and support a cultural diversity team to develop and coordinate multi-cultural events that benefit students, the campus and the community.  
*Responsibility — Student Life and V.P. for Instruction | Timeline — 2001.*

## **Goal 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.**

- 1. Foster an environment of empowerment and trust to enhance creativity and flexibility at all levels.**
  - The institution will formally assess employees' expectations.  
*Responsibility — V.P. for Instruction | Timeline — 2000.*
  - The institution will develop a plan of action to begin improving those categories with which employees are least satisfied.  
*Responsibility — President, Management Team | Timeline — 2001.*
  - Assess the effectiveness of all college committees and develop an improved operation.  
*Responsibility — President, Management Team | Timeline — 2001.*
  - NDSCS will implement new mechanisms for improving internal communications with all faculty/staff via monthly accomplishments reports and open college forums.  
*Responsibility — President | Timeline — 2001.*
- 2. Quality courses/programs will be customer/learner focused utilizing flexible and responsive deliveries, formats and methodologies.**
  - Faculty will receive professional development, with special emphasis on on-line course development.  
*Responsibility — V.P. for Instruction | Timeline — 2001 and ongoing.*
  - NDSCS will develop a partnership with a major on-line program/course developer.  
*Responsibility — V.P. for Instruction | Timeline — 2000.*
  - NDSCS will explore options to becoming a "notebook campus."  
*Responsibility — President, Management Team | Timeline — 2001.*
- 3. Increase college efforts in building trusting relationships with our many constituencies.**
  - The institution will formally assess students' expectations.  
*Responsibility — V.P. for Instruction | Timeline — 2000.*
  - A plan for improving students' expectations will be developed.  
*Responsibility — V.P. for Instruction | Timeline — 2000.*
  - The institution will formally assess community members' expectations.  
*Responsibility — President | Timeline — 2000.*
  - The college will formally review mission/vision statement.  
*Responsibility — Management Team | Timeline — 2001.*
  - Improve working relationships with external environment, including K-12, colleges/universities, business community, retirees, of the college, Chambers of Commerce, Legislative members, NDSCS Foundation and Alumni Association.  
*Responsibility — President, Outreach and Customized Training, V.P.'s | Timeline — 2001.*
- 4. Develop an entrepreneurial culture and spirit among all employees.**
  - Conduct workshops for faculty/staff on entrepreneurship so a level of understanding across the institution can be developed/fostered.  
*Responsibility — Human Resources | Timeline — 2001.*
  - Develop a rewards and recognition system for employees demonstrating entrepreneurship.  
*Responsibility — President, Human Resources | Timeline — 2001.*

## **Goal 4 — Accessible System**

**Create a University System that 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 described in the "Flexible and Responsive System" Goal.**

- 1. Expand course offerings in other population centers.**
  - Deliver the college's Medical Transcription Program in the Fargo community.  
*Responsibility — V.P. for Instruction | Timeline — 2001.*
  - Deliver the college's Practical Nursing Program in the Fargo community.  
*Responsibility — V.P. for Instruction | Timeline — 2001.*
  - Develop a minimum of 20 courses for delivery over the internet.  
*Responsibility — V.P. for Instruction, Deans | Timeline — 2001.*
- 2. Seek opportunities for collaboration with various educational partners in the delivery of programs, training and services.**
  - Develop articulation agreements in technical programs at high school Vocational-Technical Centers to provide a seamless transition from high school to college.  
*Responsibility — V.P. for Instruction, Deans, Dept. Chairs | Timeline — 2001*
  - Collaborate with NDSU to provide select general education courses for NDSCS programs offered in the Fargo community.  
*Responsibility — V.P. for Instruction | Timeline — 2001.*
  - Collaborate with VCSU to bring Vocational Teacher Education courses to the NDSCS campus.  
*Responsibility — V.P. for Instruction | Timeline — 2001.*
  - Collaborate with LRSC to bring Practical Nursing courses to the Northeast Region of the state.  
*Responsibility — V.P. for Instruction | Timeline — 2001.*
- 3. Develop market-based pricing strategies for tuition and fees consistent with competition.**
  - Review the college's tuition and fee structure and determine the feasibility of converting to a per-credit charge.  
*Responsibility — President, V.P. for Administration, Management Team | Timeline — 2001.*
  - Review pricing structures in Workforce Training and Outreach operations and adjust to be consistent with the competition.  
*Responsibility — Director of Outreach and Customized Training | Timeline — 2001.*



## **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 achievements of the expectations envisioned.**

**1. Develop salary compensation strategies to meet or exceed market levels.**

- Conduct a market study on faculty and staff salaries and develop a salary administration plan that will assure appropriate employee compensation.

*Responsibility — Human Resource Director | Timeline — Spring 2001.*

**2. Seek alternative funding sources.**

- Expand the sales of steam heat to a minimum of two new clients.

*Responsibility — V.P. for Administration | Timeline — 2001.*

- Increase the total amount of external grant submittals by 10% over 1999-2000 rates.

*Responsibility — V.P. for Instruction, V.P. for Administration | Timeline — 2001.*

- Review the college's tuition and fee structure and determine the feasibility of converting to a per-credit charge.

*Responsibility — President, V.P. for Administration, Management Team | Timeline — 2001.*

- Increase revenues of Outreach and Customized Services by 15% over 1999-2000.

*Responsibility — Outreach and Customized Training | Timeline — 2001.*

- Work with the NDSCS Foundation to develop a plan to increase by 10% the Foundation's financial support to the institution from what was received in 1999-2000.

*Responsibility — President | Timeline — 2001.*

- Develop new college partnerships with business and industry with a goal of obtaining at least one million dollars of new resources for the college.

*Responsibility — President, Vice Presidents | Timeline — 2001.*

**3. Develop institutional priorities to assist in allocating new and existing resources.**

- Implement a new structure for the prioritization of all college faculty/staff positions.

*Responsibility — President, V.P. for Administration, Management Team | Timeline — 2001.*

- Conduct a strategic marketing analysis of the institution with appropriate recommendations for resources.

*Responsibility — President | Timeline — 2000.*

**4. Develop a process for recognizing and rewarding entrepreneurial activity and innovation.**

- Develop a rewards and recognition system for employees demonstrating entrepreneurship.

*Responsibility — President, Human Resources | Timeline — 2001.*

**5. Identify cost saving strategies for the effective management of the institution.**

- Explore the utilization of wind generated power.

*Responsibility — Viced President for Administration | Timeline — 2001.*

- Increase the percentage of the utilization of part-time faculty by 5% over 1999-2000.

*Responsibility — Vice President for Instruction | Timeline — 2001.*

## **Goal 6 — Sustaining the Vision**

**Develop a structure and process which assures the University System for the 21<sup>st</sup> 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.**

- 1. Create an awareness, understanding, and support of the Roundtable goals and initiatives.**
  - Communicate Roundtable Goals/Initiatives to the college through informational sessions, written communications, and the development of priority initiatives focusing on the Roundtable goals.  
*Responsibility — President, Management Team | Timeline — 2001.*
- 2. Develop an institutional plan to secure private sector, legislative and SBHE support of Roundtable/NDSCS Initiatives.**
  - Institutional Plan developed.  
*Responsibility — President, Vice Presidents | Timeline — 2000.*
  - Communication with external college environment via individual and small group meetings, legislative tours, written communications.  
*Responsibility — President, Vice Presidents | Timeline — 2001.*
  - Continuous communication with legislature via individual and small group meetings, legislative tours, written communications.  
*Responsibility — President, Vice Presidents | Timeline — 2001.*
  - Communicate progress of Roundtable/NDSCS Strategic Initiatives with State Board of Higher Education.  
*Responsibility — President | Timeline — 2001.*
- 3. Periodically review campus progress towards meeting the NDSCS Strategic Initiatives.**
  - Post NDSCS Strategic Initiatives on college web site.  
*Responsibility — Vice President for Administration | Timeline — 2001.*
  - Staff/Departments to update progress towards meeting NDSCS Strategic Initiatives monthly.  
*Responsibility — President, Vice Presidents | Timeline — 2001.*
  - Communicate progress with all college personnel monthly.  
*Responsibility — President | Timeline — 2001 and ongoing.*
  - Reassess progress and make changes as necessary.  
*Responsibility — Management Team | Timeline — 2001 and ongoing.*
  - Communicate regularly with external environment on progress towards completing initiatives via written correspondence, publications, web, meetings.  
*Responsibility — President | Timeline — 2001 and ongoing.*

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Fargo, ND 58105-5167

**RECEIVED****JAN 03 2001**

North Dakota University System

December 28, 2000

Members of the State Board of Higher Education:

Enclosed is NDSU's summary campus plan, required as part of the Roundtable recommendations and the Board Objectives. Due to the close alignment of the Roundtable Cornerstones with the Goals of the Six-Year Plan, it is NDSU's intent that this plan also be used to satisfy the reporting requirements of the Six-Year Plan, still in effect. For ease in reporting, NDSU has grouped each goal of the Six-Year Plan under only one Cornerstone, as follows:

Six-Year Plan Goal #1 - Education Excellence under Cornerstone #2 - Education Excellence  
Six-Year Plan Goal #2 - Access under Cornerstone #4 - Accessible System  
Six-Year Plan Goal #3 - Relevant Programs under Cornerstone #2 - Education Excellence  
Six-Year Plan Goal #4 - Leadership in Research under Cornerstone #1 - Economic Development  
Six-Year Plan Goal #5 - Learning Environment under Cornerstone #5 - Funding and Rewards  
Six-Year Plan Goal #6 - Public Confidence under Cornerstone #5 - Funding and Rewards  
Six-Year Plan Goal #7 - Cooperation under Cornerstone #2 - Education Excellence

In addition, for your information, I have enclosed the "working draft" document that NDSU prepared in anticipation of writing its summary campus plan. I have done this to show the extent of the effort that NDSU's faculty, staff, and friends made to provide a summary campus plan of this magnitude and to demonstrate why it is impossible for a six-page summary report to do justice to each aspect of our "working draft".

In my September 2000, State of the University Address, I stated that for NDSU to become "a student-oriented, nationally recognized, internationally and regionally engaged doctoral and research-extensive land-grant university where education occurs in an atmosphere of scholarly activity and entrepreneurship", we must work on five areas. I feel that NDSU's major themes are reflective of the Roundtable Cornerstones:

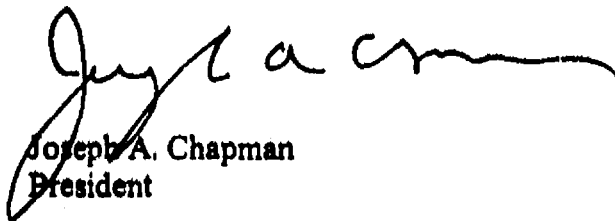
1. It's About People
2. Students are Paramount
3. Leveraging Support
4. Programs
5. Status

Finally, I believe that the following statement, passed by the NDSU University Senate on December 11, 2000, and endorsed by the Staff Senate on December 13, 2000, is indicative of NDSU's commitment to the Roundtable:

"The NDSU faculty and staff acknowledge the Roundtable Report as a part of the on-going process of legislative review of higher education in North Dakota. The Report challenges both the North Dakota University System and the North Dakota business community to work cooperatively in innovative ways to enhance North Dakota's economic, educational, and cultural environment. To this end, the faculty and staff of North Dakota State University wish to join in the spirit of the Roundtable report as a working document. The NDSU faculty and staff would like to maintain active participation in the interpretation, development, and implementation of Report recommendations in a manner consistent with their available resources and their educational mission."

However, given this input from my faculty and staff, I feel that this process must be allowed to continue to evolve as students, faculty, staff, and friends of NDSU become more engaged in this process throughout the 2001 Legislative Session and beyond. It is for this reason that NDSU summary campus report is submitted to you in draft format.

Sincerely,



Joseph A. Chapman  
President

Co: Larry Isaak, Chancellor, NDUS

December 29, 2000

**North Dakota State University's  
Report to the State Board of Higher Education  
"DRAFT" Campus Plan**

**This draft document reflects a combination of reports and surveys reflecting both Progress-to-date and Accountability Measures related to the NDSU Major Goals, NDUS Six-Year Plan Goals, and Legislative Council's Interim Committee on Higher Education's Roundtable Objectives.**

NDSU has always been committed, as evidenced by our Progress-to-date (see *Report of the NDSU President's Cabinet*), to the ideals reflected within the Roundtable Cornerstones and will continue making accountable, measurable progress toward those ideals:

- Economic Development Connection
- Education Excellence
- Flexible and Responsive System
- Accessible System

NDSU is encouraged by the interim committee's foresight reflected within the Roundtable Cornerstones and looks forward to a new level of partnership between Higher Education, the Legislature, and the Executive Branch. While committed to the Accountability Measures, NDSU asks the Legislature, the Executive Branch, the State Board of Higher Education, and the University System to work within this new partnership to develop a single set of reporting requirements or standards for Higher Education:

- Funding and Rewards

NDSU notes that several objectives related to the Roundtable Cornerstones are not currently considered to be a campus responsibility, yet decisions made on those objectives will, in all likelihood, directly impact NDSU. Thus, NDSU asks that it have input on all objectives, which may have a campus impact. In addition, while attracting and retaining faculty (EE-b1) and students (EE-a1) are specific objectives within the Roundtable Report, salary studies indicate that North Dakota also needs to focus on attracting and retaining its Higher Education staff.

- Economic Development Connection (10 of 15 objectives currently reflect campus' responsibility)
- Education Excellence (27 of 30 objectives currently reflect campus' responsibility)
- Flexible and Responsive System (7 of 13 objectives currently reflect campus' responsibility)
- Accessible System (4 of 13 objectives currently reflect campus' responsibility)
- Funding and Rewards (2 of objectives currently reflect campus' responsibility)

NDSU is committed to continuing the discussions initiated by the Roundtable report as evidenced by the following statement, passed by the NDSU University Senate on December 11, 2000, and endorsed by the Staff Senate on December 13, 2000:

"The NDSU faculty and staff acknowledge the Roundtable Report as a part of the on-going process of legislative review of higher education in North Dakota. The Report challenges both the North Dakota University System and the North Dakota business community to work cooperatively in innovative ways to enhance North Dakota's economic, educational, and cultural environment. To this end, the faculty and staff of North Dakota State University wish to join in the spirit of the Roundtable report as a working document. The NDSU faculty and staff would like to maintain active participation in the interpretation, development, and implementation of Report recommendations in a manner consistent with their available resources and their educational mission."

- Sustaining the Vision

Given this input from his faculty and staff, Dr. Joseph A. Chapman, NDSU President, believes that this process must be allowed to continue to evolve as students, faculty, staff, and friends of NDSU become more engaged in this process throughout the 2001 Legislative Session and beyond. It is for this reason that NDSU summary campus report is submitted in draft format.

**Cornerstone #1 – Economic Development (ED) Connection:** Direct connections and contributions of the University System to the economic growth and social vitality of North Dakota (10 campus objectives).

Incorporates Six-Year Plan Goal #4 - Leadership in Research - Provide leadership in addressing the high priority research and development needs and opportunities of the state.

Given the necessary resources, NDSU has developed plans to address each of the campus objectives related to the Economic Development Connection (see *Report of the NDSU President's Cabinet*). NDSU is currently making direct connections and contributions to the economic growth and social vitality of North Dakota through the following:

- Research and Technology Park
- Newly created Office of Research, Creative Activities and Technology Transfer
  - Total research spending during fiscal 1999 reached nearly \$44.7 million
- Development Foundation fundraising for various project which benefit the community
- Community partnerships through Intercollegiate Athletics (ie: Fargodome, Ellig Sport Complex, and Newman Outdoor Field)
- The Career Center is working with local employers to attract NDSU graduates to their firms
- NDSU's Research Extension Centers enhance the productivity, competitiveness, and diversity of agriculture and livestock throughout the state
- NDSU is the site for several state and regional "centers".

**Cornerstone #2 – Education Excellence (EE):** 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, multicultural society (27 campus objectives).

Incorporates Six-Year Plan Goal #1 - Education Excellence - To strive for excellence and improve quality learning for students which ensure knowledge and competency in their chosen discipline and emphasize strong communications skills, analytical thinking, use of technology, and interpersonal skills.

Incorporates Six-Year Plan Goal #3 - Relevant Programs - To align programs and services with student interests and with current and future needs of business, communities, and the state.

Incorporates Six-Year Plan Goal #7 - Cooperation - To improve educational opportunities and services among the campuses, K-12, and other entities through cooperation and collaboration.

Given the necessary resources, NDSU has developed plans to address each of the campus objectives related to the Education Excellence (see *Report of the NDSU President's Cabinet*). NDSU is already developing 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, multicultural society through the following:

In a Fall 1999 Student Satisfaction Survey, students indicated relatively high levels of satisfaction in a variety of areas, including:

- intellectual growth, variety of courses, and commitment to academic excellence
- services and assistance with career selection, opportunities for career-related internships, and course work within a major relevant to career success
- academic advising, campus support, instructional effectiveness, financial aid, service excellence, internships, and assisted career selection.
- library staff, library resources and services, content of courses, intellectual growth, commitment to academic excellence, faculty and instruction, image (of NDSU) with potential employers, and internships
- campus support, recruitment, registration effectiveness, service excellence, student centeredness, instructional effectiveness, campus climate, internships, and assisted career selection.
- instructional effectiveness, internships, faculty, positive image (of NDSU) among potential employers, instructional effectiveness, academic advising, campus climate

- campus climate, instructional effectiveness, internships, coursework relevant to career success, faculty, and student centeredness
- quality of instruction, faculty having a good sense of the job market, intellectual growth, and internships or practical experience
- opportunities for internships and practical experiences, the faculty's sense of what the job market is for their majors, assistance for career selection, the student's confidence they will find a career-related job, and their major's course work relevant to career success

In a recent survey conducted by the NDSU University Senate, "marketing NDSU as a great place in our recruitment of students, faculty, and staff" ranked fifth in priority for both faculty and staff. On a four-point scale, the averages for this component range from 3.73 to 3.75. (*NDSU Goal: Status - University Senate Campus Community Planning Survey, December 2000, Q53*)

**Cornerstone #3 - Flexible (FL) and Responsive System:** A University System environment responsive to the prioritized needs of its clients and serves as a model of a flexible, empowering, competitive, entrepreneurial, and rewarding organization for a new economy in a rural state (seven campus objectives).

Given the necessary resources, NDSU has developed plans to address each of the campus objectives related to the Flexible and Responsive System (see *Report of the NDSU President's Cabinet*). NDSU already serves as a model of a flexible, empowering, competitive, entrepreneurial, and rewarding organization for a new economy in a rural state through the following:

- NDSU's Research Extension Centers enhance the productivity, competitiveness, and diversity of agriculture and livestock throughout the state
- Research and Technology Park
  - planned within the Research and Technology Park is a 15,000 square foot business incubator. Emerging companies will lease space in the facility as faculty and students work with them to prepare new products or methods

In a recent survey conducted by the NDSU University Senate, "encouraging the perception among legislators and the state's executive branch that NDSU is a strong positive force in the state" ranked first in priority for both faculty and staff. On a four-point scale, the averages for this component range from 3.93 to 3.94. (*NDSU Major Goal: Status - University Senate Campus Community Planning Survey, December 2000, Q54*)

**Cornerstone #4 - Accessible System (AS):** 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" cornerstone (four campus objectives).

**Incorporates Six-Year Plan Goal #2 - Access** - To emphasize enhanced use of technology to improve access to programs and services and as a regular component for instructional services and research.

Given the necessary resources, NDSU has developed plans to address each of the campus objectives related to the Accessible System (see *Report of the NDSU President's Cabinet*). NDSU is already proactively working to become accessible to all areas of North Dakota and seeking students and customers from outside the state through the following:

NDSU has named an External Distance Education Advisory consisting of nine to 12 members representing different sectors (i.e.: education, business, and healthcare). This board, which will serve in an advisory capacity to the Vice President of Academic Affairs, is to help NDSU its distance education clientele. The Board will 1) identify specific industry and business needs for certification training, courses, and degrees; 2) determine how NDSU can best meet these needs; and 3) identify and eliminate any barriers to meeting these needs. (*NDSU Goal: Programs - DEWG*)

NDSU has initiated discussions with Prairie Public Broadcasting about the possibility of delivering some distance education courses and content via digital broadcasting. (*NDSU Goal: Leveraging Support - VPAAC*)

NDSU has the funds to hire a Distance Education Coordinator. (*NDSU Goal: Programs - VPAAC*)

**Cornerstone #5 - Funding and Rewards (FR):** A system of funding, resource allocation, and rewards that assures quality and is linked to the expressed high priority needs and expectations of the University System—assures achievement of the expectations envisioned (two campus objectives).

NDSU has incorporated the following Six-Year Plan Goals within this Cornerstone:

Six-Year Plan Goal #5 - Learning Environment - To provide an up-to-date and innovative environment for students, faculty, employees, and the public and

Six-Year Plan Goal #6 - Public Confidence - To document the performance and effectiveness of the North Dakota University System.

NDSU agrees that resources must be allocated for the maintenance of the physical assets of the campus.

While only two of the 14 objectives related to this Cornerstone are currently considered to be a campus responsibility, decisions made on the other 12 objectives may directly impact NDSU; therefore, NDSU asks that it have input on those objectives.

**Cornerstone #6 - Sustaining the Vision (SV):** A structure and process which assures the University System for the 21st century, as described by these cornerstones, 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.

In his September 2000, State of the University Address, Dr. Joseph A. Chapman, President, said that NDSU will become "a student-oriented, nationally recognized, internationally and regionally engaged doctoral and research-extensive land-grant university where education occurs in an atmosphere of scholarly activity and entrepreneurship". At that time, President Chapman outlined NDSU's major goals, which he believes are reflective of the vision captured within the Roundtable Cornerstones.

Each statement contained within the enclosed report has been attributed to one of the following goals:

**NDSU Major Goal: It's About People**

Student learning occurs through 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 to be invested in people include graduate and undergraduate enrollment growth, and growth in research activities.

**Students are Paramount**

Increasing student enrollment to 12,000 students, including increasing graduate student enrollment to 15 percent of total student enrollment.

While North Dakota State University 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**

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

North Dakota State University 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.

Taking advantage of 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 in new academic areas and professional fields.

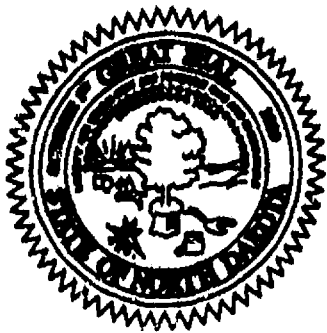


Increasing the University's international focus to enhance North Dakota's competitiveness in the global economy.

Status

NDSU should advance to the level of Doctoral and Research University-Extensive in the Carnegie classification system. The Carnegie classification system is seeing major revisions. Under the new system, NDSU is a Doctoral and Research University-Intensive. To reach the Extensive classification will require the graduation of 50 or more doctorates in at least 15 academic disciplines per year.

Build public support of NDSU and higher education by increasing public awareness of the many services the university provides.



# A North Dakota University System for the 21<sup>st</sup> Century

## UNIVERSITY OF NORTH DAKOTA Campus Plan

December 2000

UNIVERSITY OF NORTH DAKOTA  
CAMPUS PLAN - JANUARY 2001

A NORTH DAKOTA UNIVERSITY SYSTEM FOR THE 21<sup>ST</sup> CENTURY

The University of North Dakota is currently involved in a strategic planning process that was launched by President Charles Kupchella in December 1999. In the last twelve months, the campus planning process has included students, faculty, staff, and citizens of the Grand Forks community, North Dakota, and Northwestern Minnesota. Though the plan is in progress and will not be completed for publication until May 2001, the university is working to coordinate its strategic plan with statewide planning efforts.

Recommendations of the Higher Education Interim Roundtable Report designated for campus action "dovetail" very well with the University of North Dakota's over-arching goal of *excellence and distinction* in all of its programs and services. The university has identified seven priority/action areas which constitute an outline of its mission and support the Six Cornerstones of the North Dakota University System for the 21<sup>st</sup> Century.

- ★ Provide a quality curriculum with a solid liberal arts foundation for each field of study to prepare students for rich, full lives, productive careers, and civic leadership. (Cornerstones 1, 2, 3, and 4.)
- ★ Expand and strengthen the university's commitment to research and creative activity, both as a means of enriching the learning environment and as a driver for economic development. (Cornerstones 1 and 2)
- ★ Serve the people of North Dakota, the region, the nation, and the world more effectively through applied and basic research, culture and arts programming, and economic development programs as well as through a comprehensive array of education and academic programs. (Cornerstones 2, 3, and 4)
- ★ Improve the campus climate for learning and living. (Cornerstones 2, 3, and 5)
- ★ Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the university's mission. (Cornerstones 2 and 3)
- ★ Optimize the use of information technology to improve student learning, research, and the administration of the university. (Cornerstones 1 and 2)
- ★ In support of all of the above, ensure that the university has a well-prepared, enthusiastic faculty and staff, first-rate physical facilities, an adequate financial resource base, and is appropriately and efficiently organized. (Cornerstones 1, 2, and 5)

Comprehensive, working strategic plans for campus planning have been developed in response to each of the priority/action areas identified above and may be found at the university's Web site at [www.und.edu/stratplan](http://www.und.edu/stratplan).

### Cornerstone 1 - Economic Development Connection

*Direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.*

Objectives	Initiation Date	Bench- marks	Completion Date	Success Indicators
<b>PARTNERSHIPS / COLLABORATION / PROGRAMS</b>				
Develop partnerships with Alumni Association and City of Grand Forks to enhance research productivity.	Sept 1999	Sept 2000	2003	Documentation of first "seed" grants awarded.  Receipt of independent funding for 30 percent of the researchers receiving "seed" grants.
Expand partnerships with NDUS institutions and industry for program delivery.	July 2002		June 2004	Record of a greater number of partnerships, degree programs offered, and students served.
Expand collaborative relationships to focus on vulnerable and diverse populations.	August 2000	Annual Review	Aug 2006	Acquire sufficient numbers of clinical agencies.  Successful collaborative grants with the University of Minnesota to recruit minority nurses.
Offer programs to address the need to "grow our own" skilled professionals in the areas of health care, business, engineering, K-12 and higher education.	2000	Program assessment	Ongoing - dependent upon evaluation	Establishment of a plan to develop relevant programs.
<b>ENTREPRENEURSHIP / ECONOMICS</b>				
Develop and coordinate events that focus on economic development, technology, and entrepreneurship for diverse groups.	2000		2000 and ongoing	Host future D2K Economic Development Conferences.  Offer a second annual <i>Buzz on Biz</i> workshop for 6th-8th graders interested in starting their own business.  Host future <i>Tech Savvy Entrepreneurship</i> programs for people interested in starting a technology-focused business (in collaboration with NDSU and Minot State University).
Continue operations of the Small Business Development Center and Center for Innovation and increase client base.	Ongoing	Evaluate numbers and activity.	Ongoing	Increased numbers of clients served.  Expansion of the Tech Incubator to serve more client businesses.
Increase interaction between faculty members and regional entrepreneurial enterprises.	Ongoing		Ongoing	Increased contacts and professional services provided between faculty members and regional enterprises.
Explore delivery of Entrepreneurship IVN program to selected locations. Build enrollments in the program.	2000		Spring 2001 and Ongoing	Off-campus delivery of the program.  Increased student enrollments in the Entrepreneurship major.

Objectives	Initiation Date	Benchmark	Completion Date	Success Indicators
<b>RESEARCH ACTIVITIES / TECHNOLOGY</b>				
<u>Expand and strengthen the university's commitment to research and creative activity, as a means of enriching the learning environment and as a driver for economic development. (UND's priority/action area 2)</u>	2000	Progress reports based on dollar values.	Ongoing	<p>UND research funding increased to \$100 million by 2006.</p> <p>Doctoral/Research University Carnegie classification achieved by 2006.</p> <p>Documented levels and trends in research funding and creative activity.</p> <p>Documented increase in numbers of students participating in research projects.</p>
<u>Optimize and use information technology to improve student learning, research, and the administration of the university. (UND's priority/action area 6)</u>	2000		2001 and ongoing	Partial or full implementation of the recommendations of the Information Technology Planning Task Force.
Create a Market Research & Strategy Center.	2001		2004	An established client base and records.
Develop intellectual property through technology transfer.	2000		Ongoing	Increased number of patents developed, filed, and licensed.
Provide support to promote research efforts and creative activities that will result in external funding, copyrights, and patents (faculty in all divisions need to seek external funding).	January 2000	Evaluate annually	2003 and ongoing	<p>Chester Fritz Library will document user satisfaction and levels of activity.</p> <p>Increased numbers of grant submissions and external funding received (i.e. 20 percent increase for Arts &amp; Sciences by 2003; 20 percent increases annually for Engineering &amp; Mines 2000-2005; 100 percent increase for Nursing from 2000 to 2005).</p> <p>Establishment of an Intellectual Property committee and policies to promote intellectual property development.</p>
Expand ND EPSCoR participation.	Ongoing		Ongoing	Increase in extramural grants from participating federal agencies.
<b>WORKFORCE DEVELOPMENT AND TRAINING</b>				
Increase number of companies served in workforce development.	July 2002		June 2004	Increased and satisfied company involvement.
Expand workforce development beyond ND.	July 2002		June 2004	Increased partnerships beyond ND (i.e. IRS).
Membership/participation in New Media Centers Consortium.	Ongoing		Ongoing	Evidenced by numbers of faculty/staff participating in technology training; number of training requests made by the private sector; and revenue generated.

**Cornerstone 2 - Education Excellence:**

*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, good citizens, leaders, and knowledgeable contributing members of an increasingly global, multicultural society.*

Objectives	Initiation Date	Bench- marks	Completion Date	Success Indicators
<b>STUDENTS AND LEARNING</b>				
<u>Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the university's mission. (UND's priority/action area 5)</u>	1999		2006	Increased enrollment targets of approximately 10 percent.  Data which support enrollment goals.
Recruit and retain high-quality students.	Ongoing		2006 and ongoing	Enrollment trends and data that support student performance.  A reorganized and strengthened advising system for incoming and transfer students.
Optimize opportunities for quality experiential learning with an assessment of existing opportunities and completion of a plan for expansion of opportunities.	2000	Periodic reports, Semester-by-semester activities.	2000 and ongoing	A completed assessment and development of a plan.  Alumni surveys report satisfaction with preparation for jobs and careers.
Globalize the curriculum and increase student exchanges.	Ongoing		Ongoing	Receipt of grants to support multicultural scholars and culture and diversity within the curriculum.  Increased numbers of student exchanges and agreements.
Implement the current plan for assessment of student learning and student outcomes.	1999		Ongoing	Data that support student performance and satisfaction.  UND students' national exam scores compared with national averages.  UND students' licensure and professional license rates pass rates compared with other states (i.e. UND's nurse anesthesia pass rate for Fall 2000 was 100 percent; undergraduate nursing pass rate for 1999 was 90.8 percent; nutrition and dietetics pass rate for 1999 was 100 percent).
<b>FACULTY AND TEACHING</b>				
<u>Provide a quality curriculum with a solid liberal arts foundation for each field of study to prepare students for rich, full lives, productive careers, and civic leadership. (UND's priority/action area 1)</u>	1999	7-year and 10-year program reviews	Ongoing	Documentation of assessment activities and resulting curricular changes by departments/colleges.  Evidence that program evaluations address general education goals.  A completed review of existing programs for ongoing demand, possible restructuring, reallocation, or elimination.

Objectives	Initiation Date	Bench- marks	Completion Date	Success Indicators
Identify new initiatives which will attract new students.	2000	SBHE Approval		An established plan.  Also see objectives under "SERVICE OBLIGATIONS" in Cornerstone Two.
<b>RESEARCH FUNCTION</b>				
Faculty and staff serve as lifelong learning role models by continuously engaging in the search for new knowledge through study, experience, and research.	Ongoing	Monthly Reports	Ongoing	Increased numbers of dollars and awards from outside sources to support research, service, and teaching. (UND received over 600 awards and \$41 Million for FY00.)
Encourage, reward, and support faculty in pursuit of research grants.	2001	Draft Plan	2003	A written draft incentive plan.  A plan adopted.  A plan implemented.
See all objectives under "RESEARCH ACTIVITIES / TECHNOLOGY" in Cornerstone One.				
<b>SERVICE OBLIGATIONS</b>				
Establish a three-year plan to develop new programs at the undergraduate, master's and doctoral levels.	2000		Sept 2001	An established plan.
Also see all objectives under "WORKFORCE DEVELOPMENT AND TRAINING" in Cornerstone One.				

### Cornerstone 3 - Flexible and Responsive System

*A University System environment responsive to the prioritized needs of its clients and serves as a model of a flexible, empowering, competitive, entrepreneurial, and rewarding organization for a new economy in a rural state.*

Objectives	Initiation Date	Bench- marks	Completion Date	Success Indicators
<b>CULTURE, POLICIES &amp; PRACTICES OF THE UNIVERSITY SYSTEM</b>				
<u>Serve the people of North Dakota, the region, the nation, and the world more effectively through applied and basic research, culture and arts programming, and economic development programs as well as through a comprehensive array of education and academic programs. (UND's priority/action area 3)</u>	1999		Ongoing	Success indicators to be determined in campus planning that is in process.
<u>Improve the campus climate for learning and living. (UND's priority/action area 4)</u>				Completed surveys that indicate increased satisfaction with campus services, facilities, morale, professional development and training opportunities, and safety.  Increased attendance and participation in campus events.  An established program that supports and promotes diversity and enhances cultural understanding.  A developed plan and established program that opens lines of communication between students, faculty, staff, and administrators.  Scheduled forums to assess and review the governance structures, and programs, international offerings.
Provide training necessary to improve staffs' ability to deliver up-to-date learning.		Evaluations	Ongoing	Documented training session, workshops, etc.
<b>CUSTOMER / CLIENT / LEARNER FOCUS</b>				
Develop comprehensive course-by-course and program articulation agreements with North Dakota, Minnesota, and other two-year institutions.	1999		2001	Availability of completed agreements and transfer information on UND's Website.
Expanded development of UND's Website for information, data collection, registration, policy manuals, catalogs, and time schedules.	2000	Add't Web pages and links.	2001 and ongoing	Availability of the stated objectives (information, data collection, registration, policy manuals, time tables) on UND's Website.  Availability and publication of a Web-based catalog for the 2003-2005 edition.
<b>NDUS RELATIONSHIP TO BUSINESS COMMUNITY</b>				
See objectives in Cornerstones One and Four.				



#### **Cornerstone 4 - Accessible System**

**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" cornerstone.**

<b>Objectives</b>	<b>Initiation Date</b>	<b>Bench- marks</b>	<b>Completion Date</b>	<b>Success Indicators</b>
Provide access to services and information	1999		2000 and ongoing	Student exit surveys that indicate satisfaction with services.
Provide off-campus programming. Achieve an off-campus/extended degree enrollment of 2,400.	2000		2005	Established satellite centers.  Programs identified for program offerings.  Increased number of graduate programs using distance delivery methods (based on a market analysis).  A 15 percent increase in enrollments in programs using electronic delivery mechanisms.
Also see all objectives under "WORKFORCE DEVELOPMENT AND TRAINING" in Cornerstone One.				

### **Cornerstone 5 - Funding and Rewards**

**A system of funding, resource allocation, and rewards that assures quality and is linked to the expressed high priority needs and expectations of the University System - assures achievement of the expectations envisioned.**

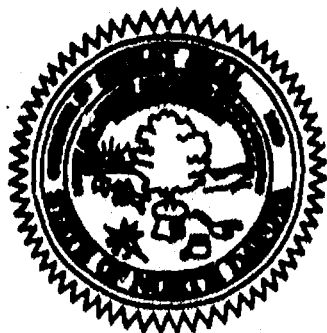
<b>Objectives</b>	<b>Initiation Date</b>	<b>Bench- marks</b>	<b>Completion Date</b>	<b>Success Indicators</b>
<b>Ensure that the university has a well-prepared, enthusiastic faculty and staff, first-rate physical facilities, an adequate financial resource base, and is appropriately and efficiently organized. (UND's priority/action area 7)</b>	<b>1999</b>		<b>2000 and ongoing</b>	<p>Documentation that UND faculty salaries have increased to the 20<sup>th</sup> percentile by 2004 and to the 40<sup>th</sup> percentile by 2010 in comparison with AAUP (American Association of University Professors) scales.</p> <p>Development of a faculty reward structure that recognizes the richness and complexity of teaching as a scholarly activity.</p> <p>Established task forces, programs, and awards that increase rewards and recognition.</p> <p>See also the next objective in this section concerning physical facilities at UND.</p>
<b>Develop a Campus Master Plan for campus facilities to support institutional strategic initiatives, identify needs and priorities for repair and replacement funding, and address program and institutional accreditation requirements.</b>	<b>January 2001</b>	<b>January 2002</b>	<b>July 2003</b>	<p>Completion of space study to establish an inventory of existing space, including utilization, and assessment of space needs.</p> <p>Needs and priorities identified.</p> <p>A completed Campus Master Plan.</p>

### **Cornerstone 6 - Sustaining the Vision**

*A structure and process which assures the University System for the 21<sup>st</sup> century, as described by these cornerstones, 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.*

Objectives	Initiation Date	Bench- marks	Completion Date	Success Indicators
Committed to being an ever-better institution with considerations given to environmental trends, institutional mission, institutional values, institutional strengths and challenges.	1999		2001 and ongoing	A published strategic plan. The process, progress, and working strategic plans are found at <a href="http://www.und.edu/stratplan">www.und.edu/stratplan</a> .  Documentation of continuous strategic planning and budgeting.

Progress Reports/Campus Plan 1-01  
L.Hurst-Torgerson



# **A North Dakota University System for the 21<sup>st</sup> Century**

**UNIVERSITY OF NORTH DAKOTA**

**December 29, 2000**

# UNIVERSITY OF NORTH DAKOTA

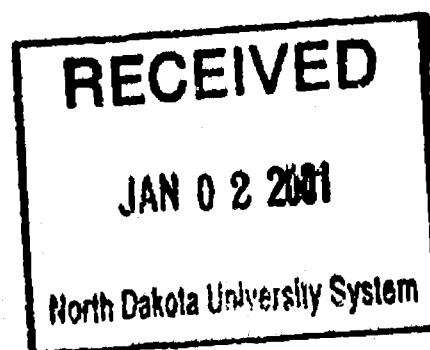
## A NORTH DAKOTA UNIVERSITY SYSTEM FOR THE 21<sup>ST</sup> CENTURY

The University of North Dakota is currently involved in a strategic planning process that was launched by President Charles Kupchella in December 1999. In the last twelve months, the planning process has included students, faculty, staff, and citizens of the Grand Forks community, North Dakota, and Northwestern Minnesota. Though the plan is in progress and will not be completed for publication until May 2001, the university is working to coordinate its strategic plan with statewide planning efforts.

Recommendations of the Higher Education Interim Roundtable Report designated for campus action "dovetail" very well with the University of North Dakota's over-arching goal of *excellence and distinction* in all of its programs and services. The university has identified seven priority/action areas which constitute an outline of its mission and support the Six Cornerstones of the North Dakota University System for the 21<sup>st</sup> Century.

- ★ Provide a quality curriculum with a solid liberal arts foundation for each field of study to prepare students for rich, full lives, productive careers, and civic leadership. (Cornerstones 1, 2, 3, and 4.)
- ★ Expand and strengthen the university's commitment to research and creative activity, both as a means of enriching the learning environment and as a driver for economic development. (Cornerstones 1 and 2)
- ★ Serve the people of North Dakota, the region, the nation, and the world more effectively through applied and basic research, culture and arts programming, and economic development programs as well as through a comprehensive array of education and academic programs. (Cornerstones 2, 3, and 4)
- ★ Improve the campus climate for learning and living. (Cornerstones 2, 3, and 5)
- ★ Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the university's mission. (Cornerstones 2 and 3)
- ★ Optimize the use of information technology to improve student learning, research, and the administration of the university. (Cornerstones 1 and 2)
- ★ In support of all of the above, ensure that the university has a well-prepared, enthusiastic faculty and staff, first-rate physical facilities, an adequate financial resource base, and is appropriately and efficiently organized. (Cornerstones 1, 2, and 5)

The progress report that follows is a synopsis of activities at the University of North Dakota; it is not inclusive. Comprehensive, working strategic plans have been developed in response to each of the priority/action areas identified above and may be found at the university's Web site at [www.und.edu/stratplan](http://www.und.edu/stratplan).



# **Cornerstone 1 - Economic Development Connection**

*Direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.*

Objectives	Initiation Date	Bench- marks	Completion Date	Success Indicators Completed (✓) and Future Indicators (FI)
<b>PARTNERSHIPS / COLLABORATION / PROGRAMS</b>				
Develop partnerships with Alumni Association and City of Grand Forks to enhance research productivity.	Sept 1999	Sept 2000	2003	(FI) Documentation of first "seed" grants awarded. (FI) Receipt of independent funding for 30 percent of the researchers receiving "seed" grants.
Expand collaborative relationships to focus on vulnerable and diverse populations.	August 2000	Annual Review	Aug 2006	✓ Continued funding for the RAIN (Recruitment and Retention of American Indians in Nursing) program which serves the Native American community. ✓ Developed a contract with Grand Forks Health Department to educate community-health students. (FI) Sufficient numbers of clinical agencies. (FI) Successful collaborative grants with the University of Minnesota to recruit minority nurses.
Develop three engineering partnerships with US companies.	July 1999		June 2000	✓ Offered two engineering programs with over 30 companies in the US/Canada.
Develop partnerships with NDUS institutions.	July 1999		June 2000	✓ Developed partnerships for program delivery and workforce training.
Develop partnerships with ND tribal colleges.	July 1999		June 2000	✓ Offered degree programs in education and worked with ND K-12 teachers to offer professional development. ✓ UND, in partnership with Fort Berthold and Turtle Mountain Community Colleges, received The Teacher Quality Enhancement Grant, for the preparation of Native American teachers.
Offer programs to address the need to "grow our own" skilled professionals in the areas of health care, business, engineering, K-12 and higher education.	2000	Program assessment	Ongoing - dependent upon evaluation	✓ Initiated two new certificate programs: Family Nurse Practitioner and Anesthesia Nursing. Applications exceeded program capacity. ✓ Bachelor and master degrees can be completed in five years on a 3/2 plan in Business Administration and Chemical Engineering. ✓ New cohort doctoral programs in Educational Leadership and Teaching and Learning are delivered on and off-campus.
Expand partnerships with NDUS institutions and industry for program delivery.	July 2002		June 2004	(FI) A greater number of partnerships, degree programs offered, and students served.
<b>ENTREPRENEURSHIP / ECONOMICS</b>				
Develop and coordinate events that focus on economic development, technology, and entrepreneurship for diverse groups.	2000		2000 and ongoing	✓ Hosted the D2K Economic Development Conference; expect to host future D2K conferences. ✓ Offered a successful <i>Buzz on Biz</i> workshop for 6th-8th graders interested in starting their own business; grant funding will determine future events. ✓ Offered a <i>Tech Savvy Entrepreneurship</i> program for people interested in starting a technology-focused business (in collaboration with NDSU and Minot State University); expect to host future programs.

Objectives	Initiation Date	Bench- marks	Completion Date	Success Indicators Completed (✓) and Future Indicators (FI)
Continue operations of the Small Business Development Center and Center for Innovation and increase client base.	Ongoing	Evaluate numbers and activity.	Ongoing	(FI) Increased numbers of clients served. (FI) The Tech Incubator is expanded to serve more client businesses.
Increase interaction between faculty members and regional entrepreneurial enterprises.	Ongoing		Ongoing	✓ A spin-off company, Meridian Environmental Technology, Inc., was developed through federal research funding work at UND to develop a system of weather forecasting for ND and the nation. (FI) Increased contacts and professional services provided between faculty members and regional enterprises.
Explore delivery of Entrepreneurship IVN program to selected locations. Build enrollments in the program.	2000		Spring 2001 and Ongoing	(FI) Off-campus delivery of the program. (FI) Increased student enrollments in the Entrepreneurship major.
<b>RESEARCH ACTIVITIES / TECHNOLOGY</b>				
<u>Expand and strengthen the university's commitment to research and creative activity, as a means of enriching the learning environment and as a driver for economic development. (UND's priority/action area 2)</u>	2000	Progress reports based on dollar values.	Ongoing	(FI) UND research funding increased to \$100 million by 2008. (FI) Doctoral/Research University Carnegie classification achieved by 2008. (FI) Documented levels and trends in research funding and creative activity. (FI) Documented increase in numbers of students participating in research projects.
<u>Optimize and use information technology to improve student learning, research, and the administration of the university. (UND's priority/action area 6)</u>	2000		2001 and ongoing	(FI) Partial or full implementation of the recommendations of the Information Technology Planning Task Force.
Create a Market Research & Strategy Center.	2001		2004	(FI) An established client base and records.
Develop intellectual property through technology transfer.	2000		Ongoing	✓ Two new patent applications have been filed. One is being licensed to a small business. The other is being developed as a spin-off company in Grand Forks. ✓ Two more patents are in progress.
Provide support to promote research efforts and creative activities that will result in external funding, copyrights, and patents (faculty in all divisions need to seek external funding).	January 2000	Evaluate annually	2003 and ongoing	✓ The Chester Fritz Library continued to support the only Patent and Trademark Library in the state and provide information to inventors and entrepreneurs. (FI) Chester Fritz Library will document user satisfaction and levels of activity. (FI) Increased numbers of grant submissions and external funding received (i.e. 20 percent increase for Arts & Sciences by 2003; 20 percent increases annually for Engineering & Mines 2000-2005; 100 percent increase for Nursing from 2000 to 2005). (FI) Establishment of an Intellectual Property committee and policies to promote intellectual property development.
Expand ND EPSCoR participation.	Ongoing		Ongoing	(FI) Increase in extramural grants from participating federal agencies.

Objectives	Initiation Date	Bench- marks	Completion Date	Success Indicators Completed (✓) and Future Indicators (FI)
<b>WORKFORCE DEVELOPMENT AND TRAINING</b>				
Offer workforce development and training.	July 1999		2000	✓ Over 40 companies served. ✓ Received Otto Bremer Foundation grant which served 24 adults, 14 youth, and 18 children with vocational developmental training (Project Hope in Education).
Increase number of companies served in workforce development.	July 2002		June 2004	(FI) Increased and satisfied company involvement.
Expand workforce development beyond ND.	July 2002		June 2004	(FI) Increased partnerships beyond ND (i.e. IRS).
Membership/participation in New Media Centers Consortium.	Ongoing		Ongoing	(FI) Evidenced by numbers of faculty/staff participating in technology training; number of training requests made by the private sector; and revenue generated.



**Cornerstone 2 - Education Excellence:**

*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, good citizens, leaders, and knowledgeable contributing members of an increasingly global, multicultural society.*

Objectives	Initiation Date	Bench- marks	Completion Date	Success Indicators Completed (✓) and Future Indicators (FI)
<b>STUDENTS AND LEARNING</b>				
<u>Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the university's mission. (UND's priority/action area 5)</u>	1999		2006	✓ An enrollment management program has been established and is being implemented under the direction of a AVP for Enrollment Management. ✓ Enrollments increased by 6.4 percent since 1998-99: Fall 1998 = 10,368; Fall 1999 = 10,590; Fall 2000 = 11,031. (FI) Increased enrollment targets of approximately 10 percent. (FI) Data which support enrollment goals.
Recruit and retain high-quality students.	Ongoing		2005 and ongoing	✓ Recruitment is conducted at the undergraduate and graduate levels throughout the United States and Canada through an on-going process. ✓ Graduate programs were provided with funding to support recruitment expenses. ✓ Counseling Center provides services and meets with "at-risk" students and/or students experiencing difficulties. ✓ Career counseling is provided with student orientation programming. ✓ UND student/athletes have a combined GPA of 3.0+. (FI) Enrollment trends and data that support student performance. (FI) A reorganized and strengthened advising system for incoming and transfer students.
Optimize opportunities for quality experiential learning with an assessment of existing opportunities and completion of a plan for expansion of opportunities.	2000	Periodic reports.  Semester-by-semester activities.	2000 and ongoing	✓ Met the needs/goals expressed by students. ✓ Student interns celebrated the 25 <sup>th</sup> season for Studio One, aired its 200 <sup>th</sup> live production, and consistently receive regional and national awards. ✓ Nursing faculty and students participated in a service-learning experience in Bolivia. ✓ More than fifty percent of the nursing students receive experience through co-op, service learning, internship opportunities, and on-site practice. ✓ UND participates in EPSCoR's STTAR and AURA programs which place students in science and technology related companies in North Dakota to experience the workplace. During Summer 2000, UND had 15 students participating in STTAR and 10 students participating in AURA. ✓ Business continued support of the Kaufmann Internship Program which places students in regional businesses for the purpose of encouraging entrepreneurship. ✓ UND's Finance and Operations Division expanded its internship activities. (FI) A completed assessment and development of a plan. (FI) Alumni surveys report satisfaction with preparation for jobs and careers.

Objectives	Initiation Date	Bench- marks	Completion Date	Success Indicators Completed (✓) and Future Indicators (FI)
Globalize the curriculum and increase student exchanges.	Ongoing		Ongoing	✓ Funding received and/or grants continued to support multicultural scholars and culture and diversity within the curriculum (Nursing). ✓ Nursing continues to work with its Turkmenistan partnership on primary care. ✓ School of Medicine has established an understanding with Mahidol University, Nakorn Pathom, Thailand, to exchange students, faculty, academic information and research. ✓ Business obtained a signed exchange agreement with the University of Shanghai.
Implement the current plan for assessment of student learning and student outcomes.	1999		Ongoing	(FI) Data that support student performance and satisfaction. (FI) UND students' national exam scores compared with national averages. (FI) UND students' licensure and professional license rates pass rates compared with other states (i.e. UND's nurse anesthesia pass rate for Fall 2000 was 100 percent; undergraduate nursing pass rate for 1999 was 90.8 percent; nutrition and dietetics pass rate for 1999 was 100 percent).

#### FACULTY AND TEACHING

<u>Provide a quality curriculum with a solid liberal arts foundation for each field of study to prepare students for rich, full lives, productive careers, and civic leadership. (UND's priority/action area 1)</u>	1999	7-year and 10-year program reviews	Ongoing	✓ Completed assessment plans. (FI) Documentation of assessment activities and resulting curricular changes by departments/colleges. (FI) Evidence that program evaluations address general education goals. (FI) A completed review of existing programs for ongoing demand, possible restructuring, reallocation, or elimination.
Identify new initiatives which will attract new students.	2000	SBHE Approval		(FI) An established plan. Also see objectives under "SERVICE OBLIGATIONS" in Cornerstone Two.

#### RESEARCH FUNCTION

Faculty and staff serve as lifelong learning role models by continuously engaging in the search for new knowledge through study, experience, and research.	Ongoing	Monthly Reports	Ongoing	✓ UND received over \$41 Million in FY00 from outside sources to support research, service, and teaching. ✓ More than 600 new awards were received by faculty and staff.
Encourage, reward, and support faculty in pursuit of research grants.	2001	Draft Plan	2003	(FI) A written draft incentive plan. (FI) A plan adopted. (FI) A plan implemented.
See all objectives under "RESEARCH ACTIVITIES / TECHNOLOGY" in Cornerstone One.				

#### SERVICE OBLIGATIONS

Establish a three-year plan to develop new programs at the undergraduate, master's and doctoral levels.	2000		Sept 2001	(FI) An established plan.
Also see all objectives under "WORKFORCE DEVELOPMENT AND TRAINING" in Cornerstone One.				

### Cornerstone 3 - Flexible and Responsive System

*A University System environment responsive to the prioritized needs of its clients and serves as a model of a flexible, empowering, competitive, entrepreneurial, and rewarding organization for a new economy in a rural state.*

Objectives	Initiation Date	Bench- marks	Completion Date	Success Indicators Completed (✓) and Future Indicators (FI)
<b>CULTURE, POLICIES &amp; PRACTICES OF THE UNIVERSITY SYSTEM</b>				
<u>Serve the people of North Dakota, the region, the nation, and the world more effectively through applied and basic research, culture and arts programming, and economic development programs as well as through a comprehensive array of education and academic programs. (UND's priority/action area 3)</u>	1999		Ongoing	✓ Over 90 percent of masters and doctoral degree recipients responded to a survey (90% of the 44% that responded) indicated that their UND graduate degree "enhanced" their quality of life, professionally and personally. Eight out of ten indicated they obtained employment in their field with mean annual incomes exceeding \$60,000 per year.
<u>Improve the campus climate for learning and living. (UND's priority/action area 4)</u>				(FI) Completed surveys that indicate increased satisfaction with campus services, facilities, morale, professional development and training opportunities, and safety. (FI) Increased attendance and participation in campus events. (FI) An established program that supports and promotes diversity. (FI) A developed plan and established program that opens lines of communication between students, faculty, staff, and administrators. (FI) Scheduled forums to assess and review the governance structures, and programs, international offerings.
Systematically, provide training necessary to improve staffs' ability to deliver up-to-date learning.		Evaluations	Ongoing	✓ Training is provided to graduate teaching assistants. GTAs are required to attend a three-day training session.
<b>CUSTOMER / CLIENT / LEARNER FOCUS</b>				
Develop comprehensive course-by-course and program articulation agreements with North Dakota, Minnesota, and other two-year institutions.	1999		2001	(FI) Availability of completed agreements and transfer information on UND's Website.
Address educational credit and non-credit needs of off-campus and non-traditional students.	1999		2002 and ongoing	✓ Conference services coordinated 40 events with 3,776 enrollments for FY00. ✓ Two certificate programs offered through noncredit correspondence generated 1,147 enrollments. ✓ Continuing Education offered 1095 events/courses with enrollments of 20,208.
Expanded development of UND's Website for information, data collection, registration, policy manuals, catalogs, and time schedules.	2000	Add't Web pages and links.	2001 and ongoing	(FI) Availability of the stated objectives (information, data collection, registration, policy manuals, time tables) on UND's Website. (FI) Availability and publication of a Web-based catalog for the 2003-2005 edition.
<b>NDUS RELATIONSHIP TO BUSINESS COMMUNITY</b>				
See objectives in Cornerstone Four.				
Offer non-credit professional development.	1999		2000 and ongoing	✓ University Within the University (U2) offered 72 courses with enrollments of 2,350 in FY00.

#### **Cornerstone 4 - Accessible System**

**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" cornerstone.**

<b>Objectives</b>	<b>Initiation Date</b>	<b>Bench- marks</b>	<b>Completion Date</b>	<b>Success Indicators Completed (✓) and Future Indicators (FI)</b>
Provide access to services and information	1999		2000 and ongoing	✓ UND is linked to the NDUS ACCESS Web site at <a href="http://www.access.ndus.edu">www.access.ndus.edu</a> . (FI) Student exit surveys that indicate satisfaction with services.
Provide off-campus programming. Achieve an off-campus/extended degree enrollment of 2,400.	2000		2005	✓ Division of Continuing Education offered 1,095 events/courses with an enrollment of 20,208 in FY00. This compares with 19,343 enrollments in 1999; 16,309 in 1998 and 13,811 in 1997. (FI) Established satellite centers. (FI) Programs identified for program offerings. (FI) Increased number of graduate programs using distance delivery methods (based on a market analysis). (FI) A 15 percent increase in enrollments in programs using electronic delivery mechanisms.
Develop alternative delivery opportunities responsive to the needs of all students - time, place, and format. Utilize technologies to expand offerings via IVN, Internet, and videotape.	Ongoing		Ongoing	✓ Graduate programs in Educational Leadership and Space Studies are using a cohort model and have class meetings on Friday, Saturday, or Monday nights; are also using the Internet/videotaped classes to accommodate student work schedules. ✓ Enrollments for FY00: Non-credit correspondence 1,147 Credit correspondence 1,735 Extended-degree programs 1,821
Also see all objectives under "WORKFORCE DEVELOPMENT AND TRAINING" in Cornerstone One.				

### **Cornerstone 5 - Funding and Rewards**

***A system of funding, resource allocation, and rewards that assures quality and is linked to the expressed high priority needs and expectations of the University System – assures achievement of the expectations envisioned.***

<b>Objectives</b>	<b>Initiation Date</b>	<b>Bench- marks</b>	<b>Completion Date</b>	<b>Success Indicators Completed (✓) and Future Indicators (FI)</b>
<b><u>Ensure that the university has a well-prepared, enthusiastic faculty and staff, first-rate physical facilities, an adequate financial resource base, and is appropriately and efficiently organized. (UND's priority/action area 7)</u></b>	1999		2000 and ongoing	✓ UND has participated in NDUS activities of identifying peer institutions for the purpose of establishing a funding mechanism. (FI) Documentation that UND faculty salaries have increased to the 20 <sup>th</sup> percentile by 2004 and to the 40 <sup>th</sup> percentile by 2010 in comparison with AAUP (American Association of University Professors) scales. (FI) Development of a faculty reward structure that recognizes the richness and complexity of teaching as a scholarly activity. (FI) Established task forces, programs, and awards that increase rewards and recognition.  See also the next objective in this section concerning physical facilities at UND.
<b>Develop a Campus Master Plan for campus facilities to support institutional strategic initiatives, identify needs and priorities for repair and replacement funding, and address program and institutional accreditation requirements.</b>	January 2001	January 2002	July 2003	(FI) Completion of space study to establish an inventory of existing space, including utilization, and assessment of space needs. (FI) Needs and priorities identified. (FI) A completed Campus Master Plan.

### **Cornerstone 6 - Sustaining the Vision**

*A structure and process which assures the University System for the 21<sup>st</sup> century, as described by these cornerstones, 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.*

Objectives	Initiation Date	Bench- marks	Completion Date	Success Indicators Completed (✓) and Future Indicators (FI)
Committed to being an ever-better institution with considerations given to environmental trends, institutional mission, institutional values, institutional strengths and challenges.	1999		2001 and ongoing	✓ Current strategic planning was launched in December 1999. The process, progress, and working strategic plans are found at <a href="http://www.und.edu/stratplan">www.und.edu/stratplan</a> . (FI) A published strategic plan. (FI) Documentation of continuous strategic planning and budgeting.

Progress Reports\SBHE 2000  
L.Hurst-Torgerson

## Valley City State University Roundtable Plan

December 2000

### Mission

Valley City State University is a learner centered community dedicated to continuing improvement in meeting student needs. Preparing individuals to serve in a changing world, the institution provides a quality educational experience in an innovative culture and a technologically enhanced environment. A leader in the effective use of instructional technologies, Valley City State University is a member of the North Dakota University System and offers baccalaureate degrees in education, business, and the liberal arts.

### Vision

Valley City State University is a nationally recognized learner-centered caring community committed to continuous improvement.

### Core Values

The university is learner-centered. Learners are the first priority. The university exists to meet students' needs. Students are involved in many university decisions and in their university decisions and in their own learning.

The university believes in learning. Mutual trust and respect are essential. Caring, enthusiastic faculty and staff work together to meet the needs of students.

The university is involved in the local community. The university and region are essential assets to one another for learning opportunities and other resources.

Partnerships will expand to encompass schools, businesses, local and global communities.

The university pursues continuous improvement. The university can and will improve everything we do.

The university focuses on results. Students and taxpayers are entitled to clear statements of results. Accountability gives university personnel the satisfaction of identifying and improving those results.

### Cornerstone Goals

1. Economic Development: Direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.
2. Education Excellence: high quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be lifelong learners, good citizens, leaders, and knowledgeable contributing member of an increasingly global and multicultural society.
3. Flexible and responsive System: 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: A University System that 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" Cornerstone.
5. Funding and Rewards: 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: A structure and process which assures the University System for the 21st century, as described by these cornerstones, 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.

Note: All objectives are either in progress or to begin immediately; therefore, no start dates are given. Accountability measures with an asterisk (\*) are from the Roundtable Report.

Goals and Objectives	Complete	Persons/Units Responsible	Measurability Measures	Roundtable Recommendations
Objective ED1: To collaborate with at least one new business in the Regional Technology Center for education and training services.	2002	KCCL, BusDiv, Pres, VPAA	"Level and trends in partnerships and joint ventures between the University System institutions and business and industry, tribal colleges, private sector training providers, other University System institutions"	RR-ED1: Actively pursue strategic alliances and partnerships with primary sector businesses and industries which have the strongest potential for expanding the economy of the region and the state.
Objective ED2: To develop and promote training, consulting, and other services; materials; and other features that will help the VCBCDC attract new technology businesses to the Regional Technology Center.	2001	Pres, VPAA, CIO, KCCL Dir	"Trends in the number and percent of businesses and employees in the region receiving training"	RR-ED1: Actively pursue strategic alliances and partnerships with primary sector businesses and industries which have the strongest potential for expanding the economy of the region and the state.
Objective ED3: To promote professional exchanges between VCSU faculty/staff and external entities through innovative work arrangements, policies, and memoranda of agreement, including new internship opportunities for students.	2002	VPAA, Fac Assn, SPAC	"Levels of satisfaction with training events as reflected in information systematically gathered from employers and employees receiving training"	RR-ED1: Actively pursue strategic alliances and partnerships with primary sector businesses and industries which have the strongest potential for expanding the economy of the region and the state.
Objective ED4: To pursue new technological and business development opportunities related to more facets of the music and performing arts industry including museum curatorship in concert with the Barnes County Historical Society.	2002	Fine Arts Div, CASS Div	"Level and trends in the revenue generated from training fees"	RR-ED14: Identify research and development opportunities which have strong potential for positive economic impacts on the region.
Objective ED5: To develop materials and strategies that will increase the number of majors in CIS, business administration, and corporate training; and provide for international experiences.	2001	Bus Div	"Level and trends in enrollment in entrepreneurship courses and the number of graduates of any future entrepreneurship programs"	RR-ED4: Offer educational programs on the topic of entrepreneurship at every institution within the university system.
Objective ED6: To encourage cultural experiences (art, literature, music, theatre, medicine wheel, planetarium, CSA) to make our community more appealing to businesses, new families and tourism. Continue development of Planetarium programs and Medicine Wheel Park as educational tools and tourist attractions.	2001	Fine Arts Div Chair, CSA Dir, Medicine Wheel Dir, Planetarium Dir	Level and trends in attendance/visitation	RR-ED14: Identify research and development opportunities which have strong potential for positive economic impacts on the region.
Objective ED7: To work with NDUS partners to procure more electronic business resources to be housed in the library and to encourage local businesses to use such resources.	2002	Library Dir	Level and trends in current business electronic resources available and cost of acquiring them.	RR-ED1: Actively pursue strategic alliances and partnerships with primary sector businesses and industries which have the strongest potential for expanding the economy of the region and the state.
Objective ED8: To explore and develop joint grant opportunities between VCSU, VCBCDC, Valley City and Barnes County.	2001	Pres, VPAA, Dev Corp	"Levels and trends in percentage of NDUS graduates obtaining employment appropriate to their education: in-state, out of state"	RR-ED14: Identify research and development opportunities which have strong potential for positive economic impacts on the region.



Curriculum Goals and Objectives	Complete	Personnel/Units Responsible	Accountability Measures	Roundtable Recommendations
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Objective EE1: To gain full reaccreditation from NCA.	2002	Pres, VPAA, TC, MD, IIC	"Maintenance of accreditation of programs and institutions by national and regional accrediting bodies and, acquisition of additional accreditation where appropriate.	RR-EE-b8: All colleges and universities create a culture of continuous improvement, and they, along with business, industry, and the professions, create the measures and feedback loops required to implement continuous improvement strategies.
Objective EE2: To gain full reaccreditation from NCATE.	2002	Pres, VPAA, EDUC Div		RR-EE-a1: Colleges and universities be assertive in attracting, recruiting, registering, and retaining quality students.
Objective EE3: To gain full reaccreditation from the National Association of Schools of Music.	2003	Pres, VPAA, Fine Arts Div		RR-EE-e4: Colleges and universities clearly identify rigorous course and program learner outcomes; instructors teach to those outcomes, and students be required to demonstrate those learning outcomes.
Objective EE4: To ensure the success of new students through an enhanced orientation and first-year experience.	2002	VPSS, Bass	"Levels and trends in proportion of students achieving goal - institution meeting the defined needs/goals as expressed by students	RR-EE-b4: There be indicators of quality/excellence for all learning experiences, quality indicators be about application as well as knowledge, and indicators of quality be measured and reports to learners, and to the University system.
Objective EE5: To complete and sustain a cohesive general educational assessment plan using the abilities as an assessment tool. To successfully complete implementation of digital portfolios for all students and faculty.	2002	VPAA, Corwin, Dahlberg, Div Chairs	"Level and trends in alumni reported satisfaction with preparation in: major; acquisition of specific basic and higher order skills; level, currency, and relevance of computer technology knowledge and abilities in relation to expectations in the marketplace. Level and trends in employer reported satisfaction with preparation of recently hired college graduates.	
Objective EE6: To implement a comprehensive assessment plan to assess and link student learning to institutional decision making through program review, faculty workload, deployment of academic resources, improved instructional and institutional research, employer surveys and documentation of student learning through electronic portfolios for all graduates.	2002	VPAA, Div Chairs, Curr Comm	Qualitative and summary data generated from faculty review of student portfolio, levels and trends in workload, enrollment and student satisfaction.	
Objective EE7: To provide space and equipment to enhance the student learning experience in CIS and art.	2002	VPAA	Changes in space and financial allocations	
Objective EE8: If resources are available, to gain NDUS approval of the Viking eLearning Institute to promote faculty, staff and student development as well as developing products and processes of benefit to other colleges, schools and corporate partners.	2002	VPAA, Corwin	"Level and trends in faculty satisfaction	RR-EE-b6: Faculty members continue to update their knowledge, skills, and teaching strategies, and remain being held in high regard by their students, their colleagues and their profession.
Objective EE9: To revise and implement HPER Curriculum	2001	HPER Div	Changes in curriculum	RR-EE-a1: Colleges and universities be assertive in attracting, recruiting, registering, and retaining quality students.

Goals and Objectives		Complete	Personnel/Units Responsible	Measurable Measures	Roundtable Recommendations
Objective FL1: To develop and pursue a highly innovative and effective campaign to increase the number of out-of-state and international students to the extent that funding will allow.	E	2001	Exec, Enroll Svcs	*Total number and trends, in full-time, part-time, degree-seeking, and non-degree-seeking students being served	RR-FL-e2 Colleges, universities, and the NDUS in general, create a culture, policies, and practices which encourage, support, and reward entrepreneurial thinking and the entrepreneurial activities of its leaders and staff.
Objective FL2: To offer one complete major online.	E	2002	Tech Ed Dept	NCA Site approval	
Objective FL3: To offer a complete business administration major at off campus sites.	E	2002	Crabtree	NCA Site Approval	
Objective FL4: To provide a Marketing Education minor in the areas of Business Education and Vocational-Technical Education	E	2001	Bus Div Chair, VoEd Coord	SBHE approval of a marketing education minor	
Objective FL5: To develop a Bachelor of Applied Sciences degree in partnership with MaSU to promote transfer opportunities for AAS students from 2 year campuses.	E	2001	VPAA, Bus Div Chair	SBHE approval of a BAS degree	RR-FL-c1 The colleges and universities of the NDUS systematically identify their customers, study and identify customer/learner needs, and identify the alternative delivery systems available to meet those needs
Objective FL6: To develop a more comprehensive Human Resource Management Major. Conduct program review in 01-02.	E	2002	CASS Chair, Bus Chair, Hoff	Successful program review	
Objective FL7: To promote and sustain KCLL entrepreneurship through internal marketing and partnerships, external marketing and strategic use of services in conjunction with corporate and governmental partnerships.		2001	KCLL Director	*Number and trends regarding individuals, organization, and agencies served through non-credit activities	RR-FL-c1 The colleges and universities of the NDUS systematically identify their customers, study and identify customer/learner needs, and identify the alternative delivery systems available to meet those needs
Objective FL8: To make student services available online in order to accommodate distance learners and to provide convenient customer service for on-campus students, subject to state level limitations and resource availability.	E	2002	VPSS, Corwin, Mogan, CL Coord	*Total number of services available online and progress achieved in student affairs planning process. Implementation of a new NDUS administrative computing system capable of quickly adapting to e-commerce practices.	RR-FL-b2 The NDUS create a "seamless" organization from the perspective of the student. The customer/client/ student should be able to access learning experiences from anywhere in the University System and not find bureaucratic hurdles when accumulating the experiences necessary for certification or graduation.

Cometstone Goals and Objectives	Complete	Persons/Units Responsible	Accountability Measures	Roundtable Recommendations
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Objective AS1: To continue development of hybrid courses.	E	2003	Div Chairs, Corwin	* Levels and trends in the number of enrollments in distance learning courses by in-state and out of state residents.	RR-AS-2 Campuses must develop alternative delivery opportunities responsive to the needs of all students—in time, place and format.
Objective AS2: To address the role of distance learning in VCSU's strategic plan and develop university policies and procedures for distance learning.	E	2002	TAC, CIO	* Levels and trends in the number or proportion of enrollments in courses offered in non-traditional ways (i.e. place, time, format)	
Objective AS3: To increase campus cultural diversity through recruitment efforts and effective use of Cultural Diversity and International Student Waivers.	E	2003	VPSS, DEM	Changes in number of minority and international students	
Objective AS4: To offer the Library and Media Information Resources minor entirely online and examine LMS major.	E	2003	Lib Dir, VPAA	* Levels and trends in the number of proportion of enrollments in courses offered in non-traditional ways (i.e. place, time, format)	RR-AS-2 Campuses must develop alternative delivery opportunities responsive to the needs of all students—in time, place and format.
Objective AS5: To build the information technology infrastructure needed to quickly deploy courses, programs, and services via distance learning, in concert with and subject to implementation of a new NDUS administrative computing system capable of efficient and effective integration with on-line course management software and other e-learning practices.	E	2003	CIO, Comptroller		
Objective AS6: To redesign the VCSU Web home page to emphasize student recruitment and cater to companies seeking programs and services.	E	2001	CIO, Enroll Svcs		
Objective AS7: To develop formal articulation agreements with North Dakota tribal colleges and NDUS two-year colleges.	E	2002	VPAA	Completed articulation agreements	RR-AS-4 The tribal and private colleges should be proactive partners, with the NDUS, in meeting the educational access needs of the State of ND.
Objective AS 8: To increase faculty-staff diversity through improved recruiting strategies.		2003	Exec Team	Changes in faculty/staff diversity	
Objective AS 9: To expand enrollment capacity in Elementary Ed, CIS, Business, and IT related programs and certificates.	E	2002	Exec Team	Additional resources to named programs.	

Concessions Goals and Objectives	Complete	Persons/Units Responsible	Accountability Measures	Roundtable Recommendations
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Objective FR1: To develop a new indirect cost model to reward departments and individuals for grant and gift procurement.	2002	Arment	New indirect cost model in place.	RR-FR-13 SBHE and campuses revise internal policies, procedures and salary administration practices so they are consistent with the funding structure and promote the success characteristics identified by the Roundtable and the State.
Objective FR2: To increase faculty/staff professional development opportunities and salary levels at the greatest rate that resource availability and competing priorities will allow.	2003	Exec	Changes in resource allocation for salaries and professional development	
Objective FR3: To develop a new faculty compensation model for summer session, new course development and continuing education.	2002	Exec	New faculty compensation model	RR-FR-13 SBHE and campuses revise internal policies, procedures and salary administration practices so they are consistent with the funding structure and promote the success characteristics identified by the Roundtable and the State.

Objective SV1: To make positive contributions to the goals of the Roundtable and the SBHE by developing, updating, and pursuing an appropriate plan.	2001	Exec Team, LLC	*The extent to which the recommendations contained in this report are implemented and performed as reflected in the accountability measures is improved....	
Objective SV2: To revise and produce the university's annual Report to Investors so that it serves as an annual accountability report for the Roundtable and the SBHE.	2002	Pres, VPSA	Annual publication and distribution of the Report to Investors	
Objective SV 3: Develop and sustain a schedule of program reviews linked to the university plan.	2001	VPAA	Schedule of program reviews	

# Williston State College Objectives 2001-2002

Objectives by Cornerstones	Date of Completion	Key* Performance Indicators	WSC* Planning Areas
<b>Obj. Number    Economic Development</b>			
<b>1</b> <i>Increase the number of business and industry contacts made on a monthly basis in the less populated portion of the northwest North Dakota quadrant by the Customized Business and Industry Training staff</i>	01/01/02	3, 6, 8	C, E, R
a. Track the number of business and industry training contacts made	06/30/01		
b. Contact all of the northwest quadrant primary sector businesses and industries	11/30/01		
<b>2</b> <i>Foster entrepreneurship in the WSC curriculum and in the Community</i>		8, 3	AP, C, E, R
a. Sponsor entrepreneur workshops	5/15/2001		
b. Review the number of entrepreneurial units in the WSC curriculum	11/30/01		
c. Determine the adequacy of present entrepreneurial units in the WSC curriculum	11/30/01		
d. Increase the number of leadership experiences available in the curriculum and student organizations	02/28/02		

## Williston State College Objectives 2001-2002

Objectives by Cornerstones		Date of Completion	Key* Performance Indicators	WSC* Planning Areas
<b>Educational Excellence</b>				
3	Revise the WSC vision and mission statement WSC mission submitted to board	06/01/01	All	AP, C, E, R
4	Determine through the planning process what elements of the college need to be enhanced in order to make WSC a more comprehensive community college	02/28/02	3, 8, 9	AP, C, E, R
	a. Determine the feasibility of certification or accreditation in each vocational/technical program	04/30/02		
	b. Expand the number of academic certificate opportunities for students (some should be integral parts of AAS degrees)	09/15/01		
	c. Revise the timelines for acquiring NATEF certification for the diesel program	10/01/01		
5	Increase student achievement in holistic awareness, aesthetic awareness and social knowledge			
	a. Expand the number of general education course offerings in the humanities	09/15/01		
	b. Increase the number of international students	02/15/02		

# Williston State College Objectives 2001-2002

Objectives by Cornerstones		Date of Completion	Key* Performance Indicators	WSC* Planning Areas
6	<i>Use the student assessment tracking results to revise academic processes and offerings</i>	08/10/02	1, 3, 4, 6, 7, 8, 9	AP, C, E, R
7	<i>Construct the Health Science and Sports Complex</i>	08/10/02	1, 3, 4, 6, 7, 8, 9	AP, C, E, R
8	<i>Collaborate with other NDUS institutions and with tribal colleges to make the WSC curriculum more comprehensive</i>	10/15/01	3, 8	AP, C, E
	Cooperate with MiSU, UND and DSU to bring a Bachelor of Science in Nursing, Bachelor of Business Administration and Bachelor of University Studies Degree to residents of the greater Williston Area	10/15/01		
<b>Flexible and Responsive System</b>				
9	<i>Expand dual credit opportunities to area school districts</i>		1, 3, 5, 7, 8	AP, C, E, R
	Increase the number of dual credit students by 50%	10/15/01		

## Williston State College Objectives 2001-2002

	<b>Objectives by Cornerstones</b>	<b>Date of Completion</b>	<b>Key* Performance Indicators</b>	<b>WSC* Planning Areas</b>
10	<i>Promote partnerships with K-12 school districts in the WSC service area aimed at partnership building</i>		1, 2, 3, 5, 6, 7, 8	AP, E, R
	a. Make contact with K-12 school districts in the WSC service area	07/31/01		
	b. Increase the number of tech prep agreements with service area school districts	05/15/02		
11	<i>Utilize focus groups of students to improve college operations</i>	11/30/01	2, 7, 8, 9	AP, C, E
	<b>Accessible System</b>			
12	<i>Recommend a fee structure and tuition more equitable for part-time students</i>	02/10/01	1, 3, 6, 8	C, E, R
13	<i>Expand distance education credit offerings</i>		1, 2, 3, 4, 5, 6, 7, 8	
	a. Increase the number of online course offerings to 11 courses	10/10/01		
	b. Increase the number of correspondence and IVN course offerings to 11 courses	10/10/01		



## Winston State College Objectives 2001-2002

### Objectives by Cornerstones

		Date of Completion	Key* Performance Indicators	WSC* Planning Areas
14	<i>Further upgrade the WSC website</i> a. Upgrade the web server and software b. Upgrade information on site c. Use student focus groups to evaluate changes	03/15/01 05/15/01 09/20/01	1, 3, 4, 5, 7, 9	AP, C, E, R
15	<i>Revise the WSC marketing plan</i> a. Establish target markets for each of the occupational and transfer programs b. Track overall student retention c. Increase FTES to 650 d. Shift promotional resources in response to target market plan and/or enrollment level	04/30/01 05/15/02 09/15/01 09/15/01	1, 2, 3, 4, 9	AP, C, E, R
16	<i>Revise college internal signage design and begin the replacement of the existing signage</i>	11/15/01	3, 4, 6, 7, 10	C, R
17	<b>Funding and Rewards</b> <i>Expand opportunities for faculty and staff development</i> Increase the number of professional development activities individual staff and faculty participate in	05/15/02	3, 4, 5, 6, 8	AP, C, E, R

# **Winston State College Objectives** **2001-2002**

## **Objectives by Cornerstones**

*Encourage entrepreneurial activities within the college*

- a. Establish a mechanism for recognition of entrepreneurial activities through stipends
- b. Identify barriers to entrepreneurial activity
- c. Increase grant revenue

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Date of Completion	Key* Performance Indicators	WSC* Planning Areas
10/15/01	4, 6, 7, 8	C, E, R
07/15/01		
06/30/02		

## **Sustaining the Vision**

*Begin the implementation of recommendations assigned to WSC as referenced in the May 2000 Legislative Interim Higher Education Roundtable*

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11/15/01	All	AP, C, E, R
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*Unify the strategic planning, budget process, new program planning, personnel planning, and facilities planning into a continuous process that is in sync with the NDUS budget and legislative cycle*

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03/15/03	4, 5, 6, 7, 8	AP, C, E, R
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The WSC Objectives are keyed to nine key performance indicators and to four planning areas:

\* **Key Performance Indicators**

1. Full-Time Equivalent Student Count
2. Student Programs
3. College External Reputation
4. Internal Work Climate
5. Personnel File
6. Financial Health
7. Facilities Maintenance and Technology Planning
8. Instructional Planning
9. Quality of Student Life Experience

\* **Planning Areas**

AP - Academic Programs

C - Climate

E - Enrollment

R - Resources