Context and Nature of Review

Visit Date

1/22/2018

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

There is no institutional context.

Interactions with Constituencies

There are no interactions.

Additional Documents

There are no additional documents reviewed.
1 - Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

1.A - Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

UND is a state, public institution. As part of the North Dakota University system, UND’s mission statement was approved by its State Board. A review of the Board’s statement on missions approved March 30, 2001, indicates, “Mission statements are expected to reflect North Central Association requirements and, as appropriate, the strategic plan of the North Dakota University System.” Furthermore, “Such statements must be submitted to the Chancellor's Office for review and forwarding to the Board upon Board's request. If a campus wishes to revise its mission, the Board will consider such a request.” The mission statement is located on UND’s “Discover” website. The current mission statement was adopted in 1992. Evidence throughout the Argument affirms that the mission is well understood by the university’s on- and off- campus constituencies. The current HLC review is based on the 1992 mission statement.

UND is in the process of updating its mission statement. As indicated in a September 25, 2017, email and the November 2, 2017, minutes from the University Senate meeting, the UND President initially tasked four people with writing the first mission draft. Based on the proposed UND Mission statement handout, the process calls for inclusivity of students, staff, and faculty. It is apparent from the December 14, 2017, UND Today, representatives from various constituencies on the campus were involved with the creation of the new mission statement.
As outlined in the *UND Undergraduate and Graduate Academic Catalog* as well as on UND college and departmental websites, UND offers a variety of academic programs that support its original mission. The Catalog also provides information on its special missions with degree options in nursing, aerospace, and energy, to name a few. In support of its state-related mission, UND initiated its Grand Challenges effort with a $3 million investment that will aid technology infrastructure (NexusND) and the workforce. Furthermore, it will “serve as rallying points for all faculty researchers, scholars and creative artists.” This endeavor will contribute to the public well-being as it will, among other things, help rural communities and address basic health challenges.

To support its students, several units have websites indicating how they can aid students. For example, UND’s Writing Center provides writing consultants and formatting guides. Student Academic Services provides career services, disability services, a student success center, five TRIO programs, and a counseling center. The office of “American Indian Student Services provides culturally appropriate student support services designed to enhance the academic and personal success of American Indian students.” The Multicultural Center’s services include academic support, tuition waiver management, and connecting students with scholarship resources.” The 2016-2017 UND Student Body Profile website and the US Census data on North Dakota supports UND’s claim that, “student enrollment profiles mirror the state and region that UND serves, with the same gender ratio and slightly greater racial diversity than in the state.”

UND has processes in place to ensure that budget requests and allocations align with the mission. Enacted July 1, 2017, the new budget model, Model for Incentive-based Resource Allocation (MIRA), outlined on the website and the video, provides inclusivity as numerous committees are involved, including the Executive Budget, Service Unit Allocation Committee, and the Space Management Committees. It also allows deans to make allocation decisions. The funds flow chart demonstrates how monies are allocated directly to primary units. For example, Gifts and endowment income flow directly to the unit in compliance with the donor’s intent. For undergraduate tuition credits, the tuition dollars are allocated to the college of instruction (60%) and the college of record (40%), so both colleges involved share in the revenue. The evidence presented clearly supports that UND’s mission is broadly understood and is supported by the academic programs and services it provides.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

UND’s mission statement is publicly available on its website. The office of Academic Affairs’ mission statement supports the overall UND mission. Colleges and schools at UND, such as the John D. Odegard School of Aerospace Sciences and the School of Law have mission statements on their websites. The Law School has mission statements in three areas - general, curricular, and diversity. Other colleges, including the College of Business and Public Administration, provide even more information on their websites, such as vision and core value statements.

The UND Strategic Plan 2017-2022 document lists several goals that support its mission. For example, with goal 1, provide a strong undergraduate liberal arts foundation, UND has begun to use the AAC&U VALUE Institute this year. It has used the CLA+ as part of its assessment cycle in the past to test critical thinking, analytic reasoning, problems solving, and written communication skills, all aspects associated with liberal arts.

The evidence presented clearly indicates that UND in general, and colleges and units specifically, publicly display mission and vision statements.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

To enhance its relationship between its mission and our diverse society, UND hired an Associate Vice President for Diversity and Inclusion in 2014, who recently left. This individual had responsibility for the “development and implementation of a strategic vision and operational plan for advancing diversity.” In addition, the President established a Diversity Advisory Council, which, on December 15, 2016, made recommendations in the area of Campus and Community Climate; Teaching, Learning, and Scholarship; and Student Development and Involvement. Although the Council did not meet in 2017, UND has strategic plan goals to (5) “foster a welcoming, safe, and inclusive campus climate,” and (6) “meet educational needs of active-duty military personnel, veterans, and their families.” To support military personnel and veterans, UND has an office of Veteran and Non-traditional Student Services.

Due to its large Native American population, UND offers special programs to support these students including the Indians into Medicine (INMED), Recruitment-Retention of American Indians into Nursing (RAIN), and Indians into Psychology Doctoral Education (INPSYDE). According to the Essential Studies website, students must complete three credit hours in US diversity and three credit hours in Global diversity (for a total of six credit hours in diversity). Courses include English 365, Black American Writers; Counseling 250, Dialogue on US Diversity; and Religion 380, Buddhism.

Other diversity-supported activities include the Feast of Nations, which has been held for almost 60 years. UND also hosts several Culture Nights. International Student Services offers a variety of support to students including driver’s license, health insurance, and assistance with replacing I-20/DS-2019 forms. The Go Global Academy offers a certificate and enables students to learn about other countries.
UND’s evidence demonstrates its understanding of the relationship between its mission and our diverse society with the plethora of student and community programs and required courses it offers and by the establishment of the President’s Diversity Advisory Council.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
1.D - Core Component 1.D

The institution’s mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

UND has the only law and medical schools in the state. In demonstrating its commitment to the public good, “80% percent of ND judges are graduates of the UND School of Law, and 75% of the practicing attorneys in the ND Bar Association are UND School of Law alums.”

UND offers a variety of activities for the public including an annual writer’s conference and a summer concert series, which includes artists from across the nation. UND houses the North Dakota Small Business Development. The Center “provides one-on-one consulting services to small businesses across the state” and most recently “served over 1200 clients, providing over 7,500 hours of assistance.”

A review of the evidence provided indicates that UND, through its graduates, Center, and community programs, has a commitment to the public good.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Evidence

UND is a public, non-profit institution. It reports to the UND System and the State Board. It is unique in that it has the only law and medical schools in the state. The mission is publically available on its website. Other academic units share their mission statements as well. The academic programs as outlined on websites and the Undergraduate and Graduate Catalog, support the initial liberal arts mission as well as the specialized mission of UND. There are a plethora of programs to support underrepresented students. As part of its current strategic goal, UND plans to foster a welcoming, safe and inclusive campus climate.
2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

There is a significant amount of information and documentation to ensure that the institution operates with integrity. This is clear in all areas examined; including financial, academic, personnel, and other areas of functioning. The institution’s policies and regulations covering fair and ethical actions are supplemented by an overall expectation of integrity embedded in the culture of this scholarly institution. The institution has established policies related to integrity for all constituent groups: students, staff, faculty members and administration. Further, the North Dakota University System (NDUS) and the State Board of Higher Education (SBHE) for North Dakota also require compliance with their policies to ensure integrity and to which the institution has demonstrated they follow.

The argument includes links to policies on Finance and Operations, Human Resources, and codes of conduct for all constituent groups. For example, ethical behavior is explicitly mentioned in the Faculty Handbook and Code of Student Life; as well as explicit policies on Conflict of Interest, Ethical Conduct of Scholarship, Discrimination, and Nepotism. The institution's web pages include many other examples of ethical policies for smaller units with specific needs related to their functioning; e.g., the School of Medicine and Health Sciences.

There are a number of policies and regular practices employed to ensure community understanding of ethical practices. For example, benefited employees are required to complete fraud awareness training every year. The institution's platform for mandatory training is linked with SafeColleges. New employees are notified of the yearly requirements. In the first half of FY17, 4788 employees were required to complete the training, and 91% of them did so.

The Conflict of Interest policy identifies the need to separate employees’ institutional roles from outside professional activities. It provides guidelines to manage potential conflicts. There is an electronic filing form to disclose potential conflicts within 30 days following initial appointment and annually thereafter. In 2016, 91% of employees required to complete the conflict of interest forms did so.

The SBHE has established many policies to guide the state's public colleges and universities as well
as the employees involved in governance of the system. For example, there is a SBHE Officer and Employees Code of Conduct. These policies include the SBHE financial affairs, and there are additional policies for suppliers doing business with the SBHE and the institution. These include policies for auxiliary campus functions and policies for preference to North Dakota bidders, sellers, and contractors, as mandated by state law. There is also a system-wide policy for emergency purchasing.

There are an established number of policies and guidelines dealing with complaints and concerns raised by faculty members, staff members, and students. Grievance policies are identified in the Faculty Handbook Section 2, Human Resources web pages, SBHE Policy on Hearings and Appeals, SBHE Policy on Faculty Grievances, and other constituent guidelines. Many individual colleges or other units have their own grievance policies and procedures which fit within the larger university processes. For example, the School of Law has an Honor Code that governs student behavior.

The institution has processes in place to ensure that it does not discriminate on the basis of race, color, national origin, religion, sexual orientation, gender identity, genetic information, sex, age, creed, marital status, veteran's status, political belief or affiliation, and disability. The Vice President for Academic Affairs Office provides training on these expectations to all search committees. The Affirmative Action Office keeps a repository for records related to discrimination and harassment complaints. These include complaints involving all constituents: faculty, staff, students, contractors, suppliers, vendors, and members of the public.

The institution has many policies, procedures, and guidelines related to security and ethical usage for digital information and communication. In addition to reacting to issues that may arise, the institution provides guidance and links to tools for protection of digital assets; e.g., security breaches or virus protection. UND maintains an active cycle of policy development and review to ensure that policies are updated and communicated on a regular basis.

Based on this evidence, the institution has clearly demonstrated that it has met this Core Component.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

The institution's web pages are the primary instruments for providing information to all constituent groups. Tools are available for direct navigation through the linked page structure, as well as on some pages that include linked listings of units or resources (e.g., the Discover UND page), and an internal search tool. Although the present website is functioning well and includes all necessary and expected information, the institution is in the process of a comprehensive reorganization and updating of the website. The new design is intended to improve navigation and clarity of access.

There is an online Academic Catalog on the Registrar's web page. It is an authoritative source of information in the same way as a traditional printed catalog. The Academic Catalog is also undergoing a reorganization intended to improve navigation among courses and academic requirements for students and advisers. The main admissions webpage of the Academic Catalog has separate links to aid specific subsets of prospective students; e.g., first-year students, transfer students, graduate students, international students, and online students. Transfer equivalencies are provided, and there is access to the Transferology system to assist prospective students with questions about transfer course equivalencies.

The appropriate information about student costs, residency requirements and eligibility, and refund policies is available on the website. This includes a comprehensive explanation of tuition charges across all of the factors that may influence tuition and mandatory fees and special program costs. There are a significant number of options that may influence the specific charges to an individual student and the web pages attempt to explain these variables. For example, resident fees are charged to all online students, including those who are out of state, (except for Distance Engineering and Space Studies). However, online course tuition is not capped at 12 credits per semester. There are a broad number of these differences across programs so that the comprehensive nature of the explanations available on the web are both necessary and appropriate. The SBHE has begun a new system to consolidate and simplify tuition charges that will begin in the fall semester of 2019 and it is expected that the new system will further aid in student and parent understanding of what charges to expect.

As with tuition and costs, there is a comprehensive listing of policies regulating financial aid available on the institutional website. The institution does a good job of explaining financial aid options and programs, eligibility, application procedures, and deadlines. There has been an additional effort to facilitate understanding by listing frequently asked questions, a glossary of financial aid terminology, and an online tool for calculating financial aid. There are separate sections for different student groups: new first-year, returning, graduate and professional, online, aviation, and veteran.
financial aid forms are available on the website.

Academic policies are provided in the Academic Policy and Procedures manual. This is a useful resource for faculty members, advisers, and other academic staff. It is available on the Registrar's web pages, so that students and the public also have access. The university catalog also has related information on academic policies and requirements, and many academic policies are available through both the Catalog and the Code of Student Life.

The "Accreditation" page of institutional websites includes a list of majors and programs with specialized accreditation and recognition. It contains an explanation and a link to the Higher Learning Commission as well.

Based on this evidence, the institution has clearly demonstrated that it has met this Core Component.

**Interim Monitoring (if applicable)**

_No Interim Monitoring Recommended._
2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

As a public university, the institution is part of the NDUS and is governed by the SBHE. The SBHE has oversight in many areas. For example, it coordinates the institution's mission with that of the other state colleges and universities. It is also responsible for approving major changes in the functioning and role of the institution, such as approval of new academic programs or adjustments in tuition and student fees.

Like most other governing boards, the SBHE operates through a council structure made up of both system staff members and campus administrators. These councils make recommendations to the Chancellor and campus presidents concerning issues affecting the state; thus ensuring that the institution's external and internal constituencies are served by its actions.

The constitution of the State of North Dakota separates the executive branch of state government, including the State Board of Administration, from the SBHE. This was done to protect the state institutions and their employees from political influence. There continues to be support for this structure, as evidenced by a soundly rejected recent state ballot measure that would have eliminated SBHE and the Chancellor's office and replaced it by three staff members appointed by the Governor.

Nonprofit companies affiliated with state institutions, including Foundation offices, are separate and independent from state institutions. This is ensured by requiring documented operating agreements that make it clear that nonprofit affiliates do not function in conflict with the interests or mission of the institution or SBHE.

The state constitution is explicit in laying out that the SBHE must delegate day-to-day operations to the state institutions. As such, SBHE Policy 100.6 Item 3 states: "... each institution properly retains substantial responsibility for its own affairs ..." The institution's President has direct responsibility for day-to-day operation within overall policies and directives from SBHE. The institution's constitution affirms that the President is to charge faculty, staff, students, and other stakeholders with
participation in the decision-making process. As such, the institution has a system of councils and administrative structures for faculty and administrative deliberation in regard to admission standards, degree requirements, curricula, and other academic matters.

Based on this evidence, the institution has clearly demonstrated that it has met this Core Component.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

The institution has a long history of commitment to academic freedom in all of its actions including both teaching and scholarship. This is made explicit in both SBHE policy (401.1 Academic Freedom) and institutional policy. It characterizes itself as "a forum of ideas." Tenure, faculty rights, and academic freedom, as well as an institutional culture of open exchange and analysis, are integral to the institution’s functioning as a forum for ideas and critical analysis of even the most contentious topics. Academic freedom is articulated in the Faculty Handbook Section I-6. Such assurances extend beyond the faculty to students, staff members, and guest speakers. See, for example, the Code of Student Life Appendix B: Academic Concerns/Information/Freedom.

A recent incident demonstrates the institution's concern for the centrality of freedom of expression. Racially charged photographs were circulated by students. The campus discussion to follow emphasized the need to balance free speech with actions in opposition to expressions of racism and other offensive actions. In addition, there is a 2017 update of an institutional policy providing explicit guidelines defending free expression of viewpoints in events, demonstrations, and other functions.

The University Senate Special Review Committee addresses faculty concerns over academic freedom. The Senate Committee on Faculty Rights oversees issues related to faculty employment. The Student Academic Standards Committee is a recourse for grievances that are not resolved at an academic level. The student newspaper is clear in its commitment to include articles and editorials determined by the paper's student staff without coercion or influence from faculty, staff, or administrative oversight.

Based on this evidence, the institution has clearly demonstrated that it has met this Core Component.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.E - Core Component 2.E

The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

The institution has the required federal committees to provide oversight and guidance in the use of: human subjects in research (Institutional Review Board), animal care and use, unmanned aircraft systems, fire safety, biological safety, and radiation safety. These areas have both related training programs and oversight bodies. The oversight bodies consist of faculty and staff members and university offices to ensure that the institution complies with federal regulations and traditions of integrity of research and scholarly practice.

The Division of Research and Economic Development encourages research and scholarship. Faculty initiatives are often competitive for financial support from funding agencies of the federal government, state government, private foundations, and the business sector. The Office of Sponsored Programs provides support for grant applications, including budget preparation, proposal review, award negotiations, project administration, and financial administration. The Associate Vice President for Research and Economic Development reviews all grant proposals and attests to compliance with funding regulations. This office helps to negotiate terms related to intellectual property, copyright, patents, and dissemination of research findings.

Student research is conducted with guidance articulated by the Code of Student Life, Appendix B: Academic Concerns/Information/Freedom. This appendix covers academic dishonesty as well as processes for filing and addressing grievances. In addition, information literacy is one of six learning goals of the Essential Studies Program. This goal introduces students to the importance of discovering information and using it to advance learning, thus guiding ethical scholarship. The first year composition courses also introduce students in location, evaluation, and proper citation of scholarly evidence. Library resources are available to guide students including special presentations to students and RefWorks bibliographic software.

The Code of Conduct and the Code of Student Life are the formal instruments for guiding students in academic honesty and integrity. For example, the Code of Student Life, Appendix B: Academic Concerns/Information/Freedom, specifically addresses ethical use of information and provision of appropriate credit and proper citation forms. It also specifies rules, including guidance and resources, for dealing with incidents of academic dishonesty; including cheating, plagiarism and collusion. In
addition, some institutional units have separate student handbooks that specify rules and regulations regarding academic grievances for students in their units for instances specific to any discipline (such as issues related practices in nursing or education).

Based on this evidence, the institution has clearly demonstrated that it has met this Core Component.

**Interim Monitoring (if applicable)**

_No Interim Monitoring Recommended._
2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

As reviewed above, the institution has many policy and procedural documents and administrative practices designed to ensure that all activities are conducted with integrity and in an ethical and responsible manner. Processes are in place to disseminate this information to appropriate constituent groups.

Based on this evidence, the institution has clearly demonstrated that it has met Criterion 2.
3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

The institution’s degree programs are appropriate to higher education. Efforts to keep the courses and degree programs current are evident in the university’s curriculum revision process and the program review process. The institution’s program reviews are required to speak directly to program quality, improvement, and productivity. The process for making changes to courses or programs is initiated at the department level and involves review by college committees, deans, a university-level curriculum committee, and the University Senate. The University Curriculum Committee acted on 569 separate requests for curricular changes during the 2016-17 academic year, which included 93 program changes and 265 course changes.

Based on university policy, the institution relies on four standing committees of the University Senate which, in whole or in part, help ensure distance program quality is maintained at a level consistent with on-campus offerings. Distance-delivered programs are housed in the academic units that offer the on-campus programs. If there is no on-campus equivalent, the distance course must have a documented expectation regarding the level of student effort, student/faculty interactions, learning objectives, and a corresponding assessment plan; all of which is reviewed during the curriculum approval process. The December 2016 Higher Learning Commission's multi-location visit peer review report concluded the institution is operating adequately. It provides evidence for program consistency and quality at the distance sites in Bismarck, Fargo, and Minot, and in Casper, Wyoming.
Rigor, appropriateness of programs and courses to higher education, and consistency in quality between on campus and distance offerings are also ensured through support and faculty development. The institution has recently created a Teaching Transformation & Development Academy (TTaDA) as an umbrella unit consolidating a number of existing support functions, including the Office of Extended Learning and the Center for Instructional & Learning Technologies.

Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Rating

Met

Evidence

The institution's general education program, referred to as Essential Studies (ES), is learning-goal focused, and the learning goals map to those in the University mission. The ES curriculum includes three types of requirements. The Breadth of Knowledge requirement involves 9 credit hours of work in each of four broad disciplinary areas: Communication; Arts & Humanities; Social Sciences; and Math, Science, & Technology. Special Emphasis courses in areas identified as having particular significance for a UND education include advanced communication, United States diversity, global diversity, and quantitative reasoning. Students must complete 3 credit hours in each of these areas. The third piece is the ES capstone. ES learning goals are at the forefront in all ES courses, with each addressing at least one of the goals. All undergraduate degrees require an ES capstone, and approximately 90 percent of undergraduate programs incorporate the ES capstone into the major. Undergraduate research and scholarly or creative activity also occur across campus. For example, the ES capstone requirement creates a mechanism for broad-based undergraduate research activity. Many students in capstone courses complete projects that involve scholarly activity which is presented as part of the campus-wide UNDergraduate Showcase.

The current version of the structure and learning goals of Essential Studies arose out of a campus-wide process of general education reform approximately 10 years ago, following HLC concerns in 2003. Impressively, in 2014, the institution conducted a comprehensive program review of ES to re-
engage the campus in discussions about the program's structure and focus. The result has been refinements in the learning goals and requirements, allowing ES to adapt to changes in the campus' shared understanding of the core knowledge and intellectual skills that the institution believes every college-educated graduate should achieve.

The institution is engaged in a comprehensive process to address assessment findings (NSSE and UND’s 2016 Assessment Week efforts) related to diversity awareness, knowledge, and application. The institution intends to implement changes to United States and global diversity requirements in 2020, such as requiring courses that provide an introduction to cultures and intercultural knowledge and skills. The institution should be commended for engaging in continual improvement efforts. They corrected the apparent shortage of information literacy classes, via a course recertification process change allowing more than a single learning goal to be identified for an ES course, thus creating a more accurate picture of where ES outcomes are taught.

Through disciplinarily relevant approaches and modes of inquiry, students in graduate programs are required to collect, analyze, and communicate information and develop skills that will serve them in changing environments. All masters students do this either through the writing of a thesis or a capstone experience consisting of a large project in their particular discipline. All doctoral students must demonstrate these skills through the writing of a dissertation or an extensive hands-on clinical internship, depending on the student's discipline and field. Theses, dissertations, independent studies, and scholarly projects all require that students demonstrate their ability to be self-directed learners, which will set the foundation for their ability to adapt to the environments they may encounter after graduation. The institution granted 134 doctoral degrees in the 2015-16 academic year, along with 740 masters' degrees.

The institution is a Carnegie Doctoral Research Institution with a “Higher Activity” classification, receiving over $118 million from external awards in fiscal year 2016. Productivity, as exemplified by the College of Arts and Sciences, demonstrates the institution’s commitment to scholarship, creative work, and discovery. In 2014, 2015, and 2016, the college's faculty published 36 books, 110 book chapters, and 587 peer-reviewed publications; accounted for 677 artistic and professional performances and exhibits; and gave 1440 conference presentations/papers. With the One UND strategic plan's focus on research and a particular emphasis on the "Grand Challenges," as well as the strategic plan's goal to be classified as “Highest Research Activity” institution, research activity promises to increase beyond the levels detailed here.

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs, at the undergraduate and graduate level.

**Interim Monitoring (if applicable)**

No Interim Monitoring Recommended.
3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

The institution's faculty consists of tenured, tenure-track, and non-tenure eligible faculty in sufficient numbers to carry out all the specific roles required of faculty, including oversight of curriculum, expectations of students, and assessment of student learning. The university-level curriculum and assessment committees, made of up of faculty members, play a very specific role in the creation, evaluation, and improvement of curriculum through the University's processes. The number of faculty at the institution is adequate for roles both in and out of the classroom. As of 2016, the institution employed 839 faculty; more than half (54.3%) were full-time benefited faculty, and 45.6% were part time instructors. The student to faculty ratio changed from 20:1 in 2010-2011 to 16:1 in 2015-16.

As mandated by the State Board of Higher Education, all full-time instructional faculty are evaluated annually for merit and contract renewal. Individual faculty use results from the SELFI (Student Evaluation of Learning and Feedback for Instructors) survey to improve their teaching, and chairs and deans use the results to evaluate faculty and course effectiveness. The institution supports broad faculty professional development and support for teaching and learning across modalities and locations through the newly formed Teaching Transformation and Development Academy (TTaDA).
The institution has policies to ensure that students have access to faculty to aid them in their intellectual pursuits. Through published office hours and mandated contact information in each syllabus students know when or how they can contact their faculty. Faculty report high amounts of student interaction, with 89% describing teaching as their primary activity. 98% of faculty indicate that teaching is “very important” or “essential”.

The institution has student support staff members who are well qualified and have the opportunity to participate in professional development on a regular basis. Training for support staff has been available through several venues, but, currently, TTaDA centralizes these services, providing training for staff as well as faculty. This includes a mentoring program to support new staff hires; the Learning and Development Program that provides classes in the four development areas of conceptual learning, human relations, personal growth, and technical competence; and Human Resources, which provides mandatory training for all employees, including Title IX training and other associated topics.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

The institution provides a broad variety of student support services; including health, counseling, housing, career, technology, and writing support services. To address the finding from the Beginning College Survey of Student Engagement that entering students report a perception that they are less prepared for college academically, the institution offers a number of services to support the transition of these students to a university setting. The institution provides specialized coursework to aid in the transition to university life, such as the courses that are reserved for at-risk students and international students, and the First Year Experience Program courses available for most students.

Orientation allows students to meet with advisors to make academic plans and register for courses. Orientation sessions are tailored to the needs of students registered for a particular session, with different days focused on specific majors. Tailored orientation programming is provided for international and transfer students. Online students have access to support through the Office of Extended Learning, which refers them to academic advisors.

Academic units provide advising for specific programs, which are coordinated by an overarching advising policy. The institution uses both full-time professional advisors and faculty advisors. Each college has differing numbers of professional advisors, depending on student needs. Both professional and faculty advisors receive professional development and policy updates through programming from the Academic Advising Committee. This committee recently sponsored the First Annual Academic Advising Symposium, which included advisor training and discussion of the role of advising in student retention. According to the last Advisement Satisfaction Survey, 63% of students reported that
discussing academic issues with their advisors was “very much/some[what]” useful for their progress, with 76% indicating that their advisor had “excellent/good” knowledge of graduation requirements. The implementation of Starfish is expected to address students’ frustration that advisors do not respond to e-mail messages.

Following their Campus Master Plan for building renovation, removal from service, and removal from campus, the institution continues to maintain and update its infrastructure and facilities to encourage innovative teaching and learning. For example, the Math Active Learning Lab allows students to work at their own pace with interactive instructional software and the SCALE-UP (Student Centered Active Learning Environment for Undergraduate Programs) classroom promotes interactive, team-based activities that revolve around inquiry and creative problem solving. Large, lecture-based courses are transformed into small, discussion-based experiences with students at the center of instruction and learning.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

The institution provides students a broad variety of opportunities to enhance their education through co-curricular programming. Similar to other institutions of their size, students have the choice of nearly 300 different student organizations, that can be categorized as: culture & language, governance, Greek, honorary, leisure learning, military, performing & visual arts, religious, residence hall, service, special interest, sports & recreation, and student government. The organizations align with the institutional mission through association to academic disciplines or through the way they relate to "encouragement of creative endeavor," commitment to "service to others," and responsibility "for their own communities and for the world." Formal recognition as a student organization requires the creation of a governance structure, thereby creating multiple opportunities for leadership and organizational experience for those students who serve in formally-recognized leadership roles.

The institution attempts to demonstrate that the institution fulfills its’ claims through assessment of the Essential Studies Program, as well as individual degree programs. Evidence supports their claim of facilitating informed choices, communicating effectively, and being intellectually curious and creative. There is less evidence that the enriched educational environment has impacted lifelong learning, service to others, and responsibility to local and global communities. Specific action steps were articulated in the recently completed strategic plan. A focus on high-impact practices (Goal 1) such as diversity/global learning, service learning, and a first-year experience, as well as the plan's Goal 5 to "Foster a welcoming, safe and inclusive campus climate" will hopefully improve students’ perceptions as assessed in the NSSE items: “Encouraging contact among students from different backgrounds,” “Providing opportunities to be involved socially,” and “Attending events that address important social, economic, or political issues.”

While under revisions, the website nevertheless highlights additional claims related to the educational environment, such as the diverse student body; a reputation for research in health sciences, energy and the environment, aerospace, and entrepreneurship; the availability of accredited programs in law and
medicine; and a broad-based co-curricular environment with opportunities related to service learning, internships, and leadership.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

UND provides high quality education throughout its spectrum of program offerings and geographical locations. The institution has a well-organized and well-rounded general education program, providing students a solid foundation for their intellectual growth.
4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

UND has a thorough and effective review process in place to ensure the quality of its academic programs. What began as its Strategic Optimization and Alignment Review (SOAR) process in 2014-15 has evolved into its current program. This program functions on a seven-year review cycle, as mandated by the State Board of Higher Education in conjunction with the North Dakota University System. The University’s review process follows six steps; departments must: 1) provide an overview of programmatic data (i.e., SCH, student/faculty ratio, etc.), 2) detail program goals and curricula, 3) articulate efforts at continuous improvement in teaching and learning, 4) review the success of students in retention and time to graduation, 5) summarize current program resources, and 6) propose opportunities for program development and improvement. The Provost’s Office is careful to close the
loop on the review progress. Reviews for the programs in Theatre, Geography and Geographic Information Science, and Psychology, for instance, all show a thorough understanding of the economy of programs as well as tangible action items for implementation.

The University demonstrates that it exercises control over the delivery of instruction. It does so by having policies that ensure quality and integrity in both awarding credit and confirming that those who offer instruction are properly credentialed. UND reviews all transcripts, awarding credit both by transfer and by examination. Within the state, it participates in GERTA, which standardizes transfer credits across North Dakota. Outside of the state and Canada, UND uses 3rd party evaluators such as World Education Services to evaluate transfer credit from overseas. It uses the American Council on Education’s guide to award credit for military courses. It accepts both AP and IB credits for incoming students as appropriate. UND’s policy on faculty credentials is consistent with HLC policy both in terms of credentials (i.e., instructors must have a degree one level beyond those that they instruct) or demonstrated professional experience (i.e., licensure or certification). Examples from Aviation, Clinical Psychology, General and Experimental Psychology, the College of Business and Public Administration, Communication Sciences and Disorders, and the Forensics programs show how the policy is enacted by individual departments within the context of their programs. (Note: While UND does not offer dual credits, it does accept dual credits earned through other NDUS institutions. As it relates to dual credit courses, NDUS was granted an extension by the HLC until 2022 to bring the credentials of those faculty who offer dual credit in line with HLC policy.)

UND does an excellent job of preparing its students for success after graduation. Of its more than 200 programs, more than 50 are accredited academic and pre-professional programs. This includes programs in the College of Engineering and Mines (ABET), the College of Business and Public Administration (AACSB and NASPAA), the teaching-oriented programs in the College of Education and Human Development (CAEP), the School of Law (ABA), and the programs in the School of Medicine and Health Sciences (ACGME). In addition, many departments hold specialized accreditation for their programs including Occupational Therapy (ACOTE), Chemistry (ACS), Counseling Psychology (APA), and Music (NASM). The quality of the University’s programs is evidenced by the fact that for programs that track outcomes based on standardized or licensure examinations, the performance of UND graduates regularly exceeds national means and pass rates from 2013-14. This includes but is not limited to the performance of students in Accounting (72% vs. 56%), Chemical Engineering (92% v. 82%), Physical Therapy (100% vs. 93%), and the Master of Social Work exam (92% v. 71%). Relatedly, students in Education performed well on their PRAXIS II exams, with high pass rates in Composite Sciences (100%), Math (75%), English (100%), and Social Studies (82%). It also should be noted that the number of UND medical school graduates who pursue a family medicine residency is 22.5%, which exceeds the national rate of 10.9%. According to the 2014-15 Outcomes Survey, 96% of its graduates were employed in the military, had chosen to volunteer, or attended graduate school. Of those, fully 85% were in positions related to their majors. Importantly, 84% of students were satisfied with their post-graduate position. The response rate for the current survey is 21%, however; as such, steps should be taken to improve alumni participation.

Interim Monitoring (if applicable)
No Interim Monitoring Recommended.

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Evidence

The University is committed to the assessment of student learning, having developed a university-wide assessment plan that governs the conduct of assessment. Overseen by the University Assessment Committee, assessment is performed at the Essential Studies level, the department level and at a co-curricular level (i.e., the Division of Student Affairs has recently created an assessment committee). Departmental assessment outcomes typically are reviewed on a three-year loop. The University has created a culture of assessment in its academic departments, providing faculty with a number of tools, templates and opportunities to participate in the assessment process. Fully 79% of undergraduate programs along with 67% of graduate programs have active assessment plans. Relatedly, the importance of assessment extends to co-curricular contexts, in that 92% of support units, student success units, and other divisional areas reported assessing student learning outcomes.

Overall, the university demonstrates a serious commitment to “closing the loop” with regard to assessment. However, as with most institutions, the evidence suggests that progress in this area is done in pockets. The University reports that “Over the past few years, there has been significant progress in closing the loop activities, with 79% of undergraduate programs, 59% of graduate programs, and 77% of Student Support Office taking actions based on assessment data in the 2015-16 academic year.” While actions were taken as a result of the assessment process, the University reports more modest numbers when the question is raised as to whether actions were based on “assessment results” (54% undergraduate, 28% graduate, and 31% for student support) or actions were “linked to student learning goals” (56% undergraduate, 36% graduate, and 0% for student support).

The University has an effective program of assessment with regard to its Essential Studies program. Essential Studies is assessed in three ways: 1) embedded measures in departmental programs (such as Chemistry); 2) through its Capstone Showcase; and 3) through the use measures such as the
Collegiate Learning Assessment (CLA+) exam formerly and the AAC&U VALUE Institute assessment currently, and NSSE results. Data from departmental capstone courses and their relationship to the 6 learning outcomes as presented shows excellent results for Oral Communication learning outcomes (close to 70%), solid results for Quantitative Reasoning (approximately 50%), and the need for continued efforts in Written Communication (30%) and Intercultural Knowledge and Skills (15%) (Results from Critical Inquiry and Analysis and Information Literacy learning outcomes are expected to be available at the end of the 2017-18 academic year). The University Showcase displays projects by which students integrate their knowledge from different areas in the undergraduate program into a capstone project. Faculty and Staff then apply an oral communication rubric to assess student achievement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

The University has a clearly defined and laudatory graduation rate goal. In its One UND Strategic Plan (2017-2022), Goal 2 articulates the objective of increasing its 4-year graduation rate for undergraduate students from 24% to 34% (which would be 2% greater than its Comparison Flagship University peers). Relatedly, UND also has a goal of increasing retention 2% for the 2017-18 class, which will aid the University in reaching its graduation rate goal.

UND collects a wide variety of information on retention, persistence and graduation. Its 2016-17 fall-to-fall retention rate was 81%—a rate that has remained consistent in the range of 80-81% since 2013. Since 2008, the University’s fall to spring retention rates have typically ranged from 91-93%. As such, the fall to spring increase from 91% in 2015-16 to 94% in 2016-17 is particularly noteworthy. With regard to persistence, UND has shown steady improvement. Its Fall 2011 cohort showed 65% of undergraduates to persist to the third year; its 2012 cohort evidenced 66% persisting to the third year; and its 2013 cohort had 72% of its student continue to the third year—an impressive increase. This has enabled the institution to improve its 4-year graduation rate by 2% between its 2009 and 2011 cohort. While these improvements have demonstrated a positive trend, the 6-year graduation rate has continued to hold steady, alternating between 54% and 55%.

The University uses retention, persistence and graduation data to improve programs. Based upon goals and trend data, UND purchased Starfish in 2014 to use predictive analytics in order to identify
and intervene with students who are at risk of not persisting. UND also has used Starfish as an Early Alert tool to track students who are struggling, with a goal of having 70% of faculty using Starfish by the end of the 2017-18 academic year. Relatedly, the University revised its Probation/Suspension/Dismissal policy, effective with the 2017-18 academic year, in order to make it easier for students to return to the University and work toward a degree. To improve persistence, the University created a Major Declaration Policy which requires students to declare a major by the time they complete 60 credits. In order to improve graduation outcomes, the University reduced the minimum credits required for graduation from 125 to 120.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

The University of North Dakota has demonstrated its commitment to high quality educational programs that prepare students for success after graduation through its well-conceived program review process and clear policies that validate the quality of instruction. Within this context, the university shows a commitment to the assessment of student learning and the requisite use of assessment data to improve its programs. This ongoing effort to improve its programs using a data-driven approach shows a genuine commitment to improving retention and graduation rates.
5 - Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.
4. The institution’s staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

Fiscally, the University of North Dakota is in a strong position. State appropriations cover nearly 23% of its budget and university enrollment has remained relatively stable, despite decreases in the number of students graduating from North Dakota high schools. The stable enrollment can be attributed to increases in retention and a targeted recruitment program. A variety of financial ratios attest to the financial health of the institution, including the composite financial index (CFI), which was 3.95 in FY17.

The university has carefully husbanded its human resources and ensured that they are sufficient to support its current educational programs. One approach it has used is the suspension and termination of low-enrollment programs, such as a Ph.D. program in Communication Sciences and Disorders and an M.A. program in Theatre Arts, and the reallocation of resources freed by these suspensions and terminations to support large and growing programs. Moreover, the university has strategically reduced its workforce through a voluntary separation program. The effectiveness of human resources has also been preserved by identifying offices that duplicate services and bringing them together as a new unit. For example, four offices were combined to form the Teaching Transformation and
Development Academy. Even as reductions have occurred in some areas, the university has recognized and supported the need for growth in others by creating new positions, such as Coordinator of the Pride Center and Chief Information Officer.

The University of North Dakota has maintained a high-quality infrastructure by making new construction and building upgrades a priority, and by taking older buildings offline and demolishing them. In fall of 2016, the university opened its new $123 million School of Medicine and Health Sciences and its newly renovated School of Law. The buildings scheduled to be removed from service are Chandler Hall, Corwin-Larimore Hall, Robertson-Sayre Hall and the Strinden Center.

The technological infrastructure of the university is seen as a priority and is sufficient to support the university’s operation and the delivery of its programs. The university is a founding member of the Midwest Big Data Hub; it is partnering with Verizon to improve wireless coverage across the state and on the campus of UND; it is implementing Starfish, a predictive analytics system designed to support student success; and, it is upgrading its web pages. All of these efforts are indicative of a university that understands the importance of continuous improvement in the area of technological infrastructure.

UND has adopted a new resource allocation model, MIRA (Model for Incentive-based Resource Allocation) that ensures that resources generated by educational units flow back to those units rather than being allocated elsewhere. Under this model, academic units are given greater control over the revenues they generate, which leads to more informed and transparent decision making, encourages decisions that lead to revenue growth, and ensures that resources generated by growing programs are available to support those programs. Funding for non-revenue-generating programs, such as Student Affairs, is generated through a support-unit fee. Strategic investments at the university level are funded by a participation fee. As a public institution of higher education, the university does not share resources with a superordinate entity.

UND has demonstrated its commitment to being realistic with regard to its overarching mission and the mission of its sub-units, by implementing a budget model that requires each unit of the university to be accountable for its budget and for developing a budget consistent with the mission of the university and the unit. Further, the university carefully monitors whether it is accomplishing its mission and goals by utilizing iDashboards, which track data relevant to the educational and research mission of the university.

UND is clearly committed to ensuring that all of its staff are appropriately qualified and trained. It has well established hiring processes for all staff positions and it recruits widely to ensure diverse and highly qualified applicant pools. It has adopted HLC standards with regard to the credentials of instructional faculty, and it has a well-defined policy with regard to using tested experience as a substitute for credentials. Workplace training occurs through SafeColleges and continued professional development is nurtured through the Teaching Transformation and Development Academy.
university’s commitment to attracting and retaining a highly qualified staff is further demonstrated by its efforts to provide nationally competitive salaries through active monitoring of salary data.

The budgeting process at UND is well-developed as is expense monitoring. The State Board of Higher Education plays a central role in this process by setting annual budget guidelines for the state system of higher education and by approving the annual budget of UND. The annual budget for UND is prepared by the University Budget Office, but each primary and support unit within the university develops and manages its annual budget as part of the MIRA resource allocation model. Departments monitor actual financial activity in relation to budgets through the PeopleSoft finance module. Over 300 users at UND have access to this module. Departments are further supported in their monitoring efforts by the Business Service Center of the University, which serves over 30 departments.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
5.B - Core Component 5.B

The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

The governing Board for UND is the State Board of Higher Education. The State Board of Higher Education, which is appointed by the governor, becomes knowledgeable and remains knowledgeable about UND through monthly meetings that include at least one representative from UND. Moreover, the Board meets at least once a year at UND, which provides the board with opportunities to meet with administrators, faculty, staff, and students of UND.

UND is part of the North Dakota University System (NDUS), which is headed by a Chancellor. The Chancellor makes more frequent visits to the campus and has even greater contact with administrators, faculty, staff, and students.

The Board provides oversight of UND’s budget by providing budget guidelines, allocating state funds, monitoring reports, and approving the annual budget of the university.

Shared governance is clearly a reality at UND. Both staff and students have independent senates, and there is a University Senate, which includes representatives from these groups, as well as representatives of the faculty and the administration. The University Senate plays a prominent role in the governance of the university through its committees and its direct interactions with the university administration. The expectation of faculty involvement in governance is clearly delineated in the Faculty Handbook, and the faculty controls the curriculum through an academic change process that begins at the level of the department.
The Strategic Plan of UND provides a good example of the various constituencies of the university working together to plan for the future of the university. The committee that created the plan included students, faculty, staff, alumni, community members and members of the board. Moreover, implementation of the plan is in the hands of teams that include a variety of institutional constituencies.

UND actively involves relevant constituencies in setting academic requirements, policies, and processes by placing these requirements, policies, and processes under the control of the University Senate. The University Senate, in turn, involves faculty, students, staff, and administrators in the decision-making process by including them on committees. Among the committees that play an important role in governing academic requirements, policies, and processes are the: Academic Policies and Admissions Committee; the Administrative Procedures Committee; the Student Academic Standards Committee; and, the Essential Studies Committee.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

The MIRA budgeting process of UND ensures that the institution allocates its resources in alignment with its mission and priorities. Each support unit and each revenue generating unit of the university must develop annual budgets that are submitted for review and approval to one of two committees, the MIRA Support Unit Allocation Committee or the Executive Budget Committee. These committees review these budgets to ensure that they are in alignment with the university’s mission, goals, and strategic plan. The MIRA process is an incentive-based model that allocates resources based on strategic priorities, revenue generation, and need, rather than on past allocations.

At UND, there is clear linkage of processes for assessment of student learning, evaluation of operations, planning, and budgeting. For example, the Math Active Learning Lab was established in response to assessment of student learning in lower division math classes. Moreover, assessment of student learning, evaluation of operations, and planning all play a role in the development of budgets for academic units and support units through the MIRA budgeting process. Support units recognize the important role they play in student success, and operations of these units are linked to student success indicators. For example, support units have put a great deal of thought into effective communications with students and have shared their insights at a national and regional conference.

UND is clearly committed to broad involvement of a variety of constituents in its planning processes. The university’s strategic plan was created by individuals from inside and outside the university, and the implementation of the plan involves similarly inclusive groups. Multiple colleges at the university have external advisory boards that play a role in setting directions for the colleges. Whenever possible, the university seeks external accreditation for its programs, which ensures that units are
UND has a sound understanding of its current capacity and plans effectively for fluctuations in sources of revenue. The best evidence for this is that it has been able to absorb significant reductions in state funding without deficit spending. At the same time, it has supported operational and curricular advances. It has accomplished this through a budgeting process that allows all units on campus to transparently assess their revenue streams and respond appropriately, and by enhancing other revenue streams, such as tuition.

UND engages in planning that looks to the future. Evidence for this forward thinking can be found in the five “Grand Challenges” it has identified and in its response to the aging rural population in the state. The Grand Challenges represent problems that UND is well-situated to address such as energy security and environmental sustainability. UND is responding to the aging rural population by emphasizing rural health in its School of Medicine and Health Sciences.

The importance of globalization to the university is evident in its efforts to promote study abroad for students and overseas experiences for faculty. At the same time, the university is actively recruiting internationally to enhance the diversity of its students and faculty.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

UND documents evidence of its performance in a number of ways. First of all, it has an Office of Institutional Research (OIR) that collects, stores, and disseminates data about the institution. Among the mechanisms used by this office to make information publicly accessible are iDashboards, the Common Data Set, and an economic impact statement. OIR also conducts internal surveys such as the National Survey of Student Engagement and the Faculty and Information Technology Survey.

More recently, the Provost established an Office of Institutional Effectiveness that has been charged with translating data into strategies for improved performance. Eventually, this office will be merged with the Office of Institutional Research.

Other performance reports of the university include the NDUS Financial Review, the NDUS annual audited financial report, and annual assessment reports. The assessment reports are used to inform instructional changes.

UND has made a number of important decisions over the past several years that demonstrate it learns from its operational experience and uses what it has learned to improve its effectiveness. First of all, UND recognized that it could not afford the deferred maintenance on some of its buildings and in response developed a master space plan that resulted in the mothballing of several buildings. This freed up resources that could be used for renovation and new construction.

On the budget front, concerns about proper allocation of resources led to the development of the MIRA budget model, which allocates resources on the basis of growth, performance, and opportunity.
On the instructional front, assessment of student learning data indicated that diversity issues were not well understood, and led to curriculum changes designed to improve training in this area.

Overall, UND has demonstrated a willingness to learn from its experiences and make changes it sees as necessary to meet the challenges and opportunities that confront institutions of higher education.

Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*
5.S - Criterion 5 - Summary

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

An evaluation of the evidence presented in the Assurance Argument of the University of North Dakota strongly supports the assertion that the university plans for the future and that its resources, structures and processes position it well to succeed now and well into the future.
### Review Dashboard

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Review Summary

Conclusion

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Not Applicable to This Review

No Interim Monitoring Recommended.