Open Forums
Minot State University
Faculty and Staff

April 21, 2011
8:00-9:00 a.m.
12:00-1:00 p.m.
“As you make your bed, so you must lie upon it.”
Agenda

• Legislature Session Updates
• 2010-2011: Objectives and Suggestions
• Vision 2013: Accomplishments
• Assessing Progress
• Long-Term Schedule Beyond 2013
Legislative Session Updates
Legislature

• General assessments of session
• Compensation and Compensation Task Force Plans (Wes)
• Selected Legislative Actions (current status)
Selected Actions by Senate on HB 1003

• **TUITION**: Restored $6.6 million for college affordability (to executive budget level for 2.5% per year increases at four-year campuses and 0% at two year campuses. The SBHE may not request student affordability funding for the 13-15 biennium.

• **EQUITY FUNDING**: Restored $10 million in equity funding (to executive budget level). Did not restore $5 million in performance or outcome based funding.

• **STEM**: Restored $1.0 million in 09-11 base funding for STEM Teacher Ed ($250,000 each at DSU, MaSU, VCSU, and MiSU) Did not restore $250,000 each to UND and NDSU

• **CAPITAL PROJECTS:**
  – Adds $5.0 million state and $8.7 million other funds for MiSU Geothermal project.
Annual Objectives
and Suggestions
2010-2011
August 18, 2010
Objectives from August Convocation

• Enhanced focus on student success and retention
• Celebrating and focusing on our place
• Strong commitment to student success
• Courtesy, helpful, and overt service
• Fulfill defined and required responsibilities for academic advising
• Early alert and proactive efforts to reach out to our students
• Timely responses provided to students
• Continue to reach goals for CTF
• Collectively meeting Vision 2013 goals and strategies
• Special initiatives to support our role as a university of place and engagement
• Appoint steering committee for Centennial
November 2, 2010
Faculty and Staff Forum Suggestions

- Consider four-day work week to cut expenses
- Consider needs of adult learners
- Residence hall engagement, and RA’s as mentors
- Transitioning from industrial thinking to technological focus is fueling cultural changes
- Automate the use of forms and reduce campus “noise”
- Reduce busy work; do an audit of paperwork
- Faculty teaching classes leading to a degree should receive full pay (e.g., inequitable summer pay)
- Retention process of emails was ill timed; should have started later
- Don’t imply that unreasonable people only oppose the admission standards
- Don’t turn serious questions into a joke
- Parking
- Need more classes in the morning
- Food services
- Raise admission standards even higher
- Change our mascot to something capable of competing with a Bison
- Work with every freshman to outline a program to finish in 4-6 years.
- Allow negotiations with deans for reduced loads
- Assign advisors based on load
November 2 comments (continued)

- Establish ad hoc committee to explore what is working with advising and expand those campus wide
- Point out to legislators that our acceptance of at-risk students affects our ability to have better graduation rates
- Look at salaries of competing work pools and not just peer institutions
- Ask departments to complete a human and paper audit to improve standard processes and forms
- Need campus-wide in-service on email etiquette and to handle messages efficiently
- What happened to student engagement funds
- Community grumbling about new admission standards; reach out with information
- Too much administrative work (e.g., emails, work orders, committees, advising)
- Maybe we can’t be all things to all people
- Streamline processes
- Need presence in Fargo area
- Need more flexibility for faculty to distribute teaching loads
- Compensate faculty for mentoring students in research
- Perhaps faculty can share in loads in a department to free faculty for more research
- Examine size of classes and more demands for workload
- Look at offering additional academic programs
- Need more equal distribution of advisees
- Need to focus on those who attended college but didn’t finish
- Revisit Trinity project and see about moving to support a collaboration
- Athletic model for advising students is working
- Recognize service on thesis committees
- Focus on constituencies that attended college but did not finish
Some Themes in Nov 2 Comments

- Adult learners
- Streamline use of forms
- Paper-work audits
- Faculty pay issues (theses, summer, research)
- Admission standards
- Workload issues
- Academic advising
Vision 2013
Assessing our Progress and Accomplishments
Vision 2013 Performance Indicators:
Selected and Current Year

- Retention 71% (71.8% average): Low 57%; Goal 75%
- Grad Rate 39% (49.1% average): Low 27%; Goal 50%
- Alum Giving 5.2% (10.89% average): Low 2%; Goal 10%
- Fac/Stu Ratio 14:1 (18:1 average) Low 14:1; Goal 15:1
- Selectivity: Classified as Selective (Peers: selective)
- FT Fac %: 81.3% (87% average): Low 65%; Goal: 92%
- % Fac w/ term Deg: 61% (75% average): Low 50%; Goal 73%
- ACT: 22 (20.56 average): Low 17; Goal 22.
- Classes <20—65% (41.4% average)
- Classes >50—1.5% (5.5% average)
- Faculty Sal Average: Professor $77,238 ($80,589); Associate $60,752 ($65,238); Assistants $41,266 ($42,195)
2010-2011

- Swain Hall opens
- New Studies in the Community and Environment Program
- New TRIO Offices Open
- Accepted into the Northern Sun NCAA DII
- Severson’s Entrepreneurial Academy
- Passport Program and new Admission Standards
- Wellness Center authorized and construction begins
- First Area of Geothermal System construction begins
- New athletic field installed
- Graduation rate increased by 44% over previous rate of 34%
- Retention rate reaches all time high
- Enrollment increases for each semester for two years
- Enrollment growth in key areas, ND, out of state, and special
- General Education reviews
- Center for Engaged Teaching and Learning initiatives
Assessment of Vision 2013 Goal:
Becoming a Premier University in the
Great Plains

– Campus (state of the art facilities)
– Student Services (Trio, CETL, Veterans, Mentoring)
– Enrollment management (Engaged Scholar; GND)
– Advancement (Capital Campaign)
– Athletics (NCAA Division II)
– Academics (sabbaticals, general education, programs, and others)
Future: Immediate and Long-Term
2011-12

- Arrival of new academic vice president
- Full implementation of Community Research and Service Center
- Veterans’ Office
- Potential start of nursing academy partnership with Trinity
- New Stadium seating
- Studies in the Community and Environment Program and arrival of new director
- Auditing forms and paperwork; streamlining processes and email usage.
- Full implementation of TRIO office
- Supporting strong directions set in our Center for Engaged Teaching and Learning Initiatives and move into third year
- Expansion of International Office and New Recruiter
- Preparation for our new membership in the Northern Sun NCAA Division II conference
- Noel Levitz strategic enrollment management plan
- Renovation of First Floor of Administration Building
- Enrollment management targets
- Addressing housing pressures
2011-2013

• Continuing focus on Vision 2013 goal and strategies, with particular emphasis on academics
• Remaining focused on student success, learning, and service
• Assessing current needs, challenges, and threats; setting objectives
• Maintenance facility relocation
• Continued work with YWCA on Child-Care proposal
• Full geothermal system and potential curriculum
• Exploring proposals for new art complex
• Next phases in landscaping plan
• FIPSE grant proposal
• American Democracy Project
• General education program
• Full admission to NCAA Division II
• Opening 11th Avenue
• Setting new capital campaign goals
Planning and Budget Council’s Perspective

– Commitment to strengthening current initiatives (CETL, Student Success Center);
– Funding higher education
– Addressing housing pressures
– Clarifying and pursuing prioritization
– Support for Compensation Task Force and goals
– Recruitment and international recruitment
– Research and grant writing
– Addressing information gap to demonstrate value of higher education to detractors and cynics.
– Reference to the “College 2020” report.
University Cabinet’s Perspective

January 2011 Retreat

– Assessment of current Vision 2013 strategies
  – Notable achievements on strategies, but work remains.

– Imminent challenges for the university
  – Funding, declines in ND graduates, housing on campus and in the community, salaries, faculty skills, growth of the university

– Most significant threats
  – Political fall out, mission changes of sister ND institutions, how to support diversity on campus; how to deal with underprepared students

– Greatest opportunities
  – Faculty retention/recruitment, serving adult students, working with energy field, childcare needs, and engaging more students.

- Traditional model of college changing
- For profit colleges
- Hybrid class schedules, weekend and evening meetings, and online learning
- More students looking for lower-cost alternatives; three-year degree programs.
- Expectation for more connectivity and creativity from colleges.
- Conversion to more convenience for students
- Pressure to change quickly.
- Need for substantial change in higher education
- Minority students will probably outnumber whites on campuses
- Community colleges and for-profit institutions will thrive
- Students wanting to design their own curricula
- Migration to computers and online may lead to new kind of dispersed university
- Continued question about why they should attend a “bricks-and-mortar” college
- Faculty keeping up with rapid changes; need for significant professional development
- Need to reach out to adult students who have dropped out.
- Strong need to help students who are underprepared.
- Need new ways to repackage student aid
- Inflexibility of administrators and faculty to adjust to new students and demands
- Questioning use of term “liberal arts” and recommends instead skill enhancement
- Redesigning college curricula and infusing technology
- A student indicated that the number of people seeking higher education will double by 2025 to 200 million
- Applications from Chinese students are burgeoning
- Development of certificate programs
- Accelerated course work
- College credit for work and life experiences
- Growing number of students are not interested in dormitories
Considerations for Future

• Develop specific strategies to focus our attention on high academic standards and performance in keeping with our institutional goal
• Working to support high-performance programs and successful existing programs and initiatives
• Continuing work to strengthen programs and services through the prioritizing process
• Professional development
• Academic affairs reorganization and focus
  – New unit of interdisciplinary and global studies
  – Departmental reviews and streamlining; looking at new models
  – Strengthened and restructured CEL and outreach (online, weekend and evening, adult programming, certificate programming, expansion of Bismarck, Fargo, and MAFB)
  – Graduate studies focused on outreach, program development.
  – International experiences for all students.
  – Enhancing and strengthening Grants and contracts
  – Service learning and civic engagement focus
  – American Democracy Project
Premier Academic University in the Great Plains

- Academics: curriculum, learning, teaching, research
  - Distinction as university of “place and engagement”
  - Notable field experiences and internships
  - High faculty retention and effective recruitment
  - Regionally and nationally recognized programs
  - Faculty known as outstanding teachers and scholars
  - Large percentage of faculty possess terminal degrees
  - Devoted to cutting edge classroom instruction and training and field-based learning
  - Measuring and monitoring student learning reveals high level learning
  - Ongoing program analysis and institutional research to monitor success and set high standards
  - Innovative and interdisciplinary learning pervade campus curriculum
  - Concerted Global focus and student international experiences
  - Service learning, civic engagement, focus on democratic principles and values are required of all students
  - Other
Beyond 2013: Long-Term Schedule

• 2011-12  Assessing Vision 2013; environmental scanning and research; identification of preliminary academic Vision 2013 initiatives; capital campaign goals.

• 2012-13  Vision 2013 academic plan and initiatives; legislative session

• 2013-14  Culmination of Vision 2013; Centennial Celebration; continued implementation of academic initiatives

• 2014-15  Initiate HLC self-study processes; legislative session

• 2015-16  HLC self-study in progress; identification of goals and objectives for institutional improvement

• 2016-17  HLC self-study underway and completion of self-study report; legislative session.

• 2017-18  HLC Team Visit
Summary

• Legislative session looking more promising
• Good progress on this year’s objectives and Vision 2013 performance indicators
• Notable achievements in all areas on campus
• Palpable student engagement on campus
• Compelling needs in the future.
• Long-term predictions are of a concern but require our careful attention
• We’re ready for spring!
Thanks for coming and thanks for all your many good contributions and efforts on behalf of our university.

- Please remember to write your comments and suggestions on the green cards and leave them at the door.