

Criterion 3: Teaching and Learning: Quality, Resources, and Support

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

CORE COMPONENTS

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

3. A. 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.
3. B. The institution has the faculty and staff needed for effective, high-quality programs and student services.
3. C. The institution provides support for student learning and effective teaching.
3. D. The institution fulfills the claims it makes for an enriched educational environment.

Degree expectations and student learning outcomes are outlined in the MSU Undergraduate and Graduate Catalogs. Program quality is ensured through annual program assessment, external program review, and discipline specific accreditation. Discipline specific accreditation is held by 49% of undergraduate programs and 100% of graduate programs.

The current General Education Curriculum was developed by the Faculty Senate General Education ad hoc committee (GEAHC) between fall 2008 and spring 2012. The current General Education Curriculum replaced the previous version as a graduation requirement beginning in the fall of 2014.

MSU's General Education Curriculum meets the NDUS General Education Requirement Transfer Agreement (GERTA), and it does so while embedding the curriculum in a framework that emphasizes a common rationale and set of expectations for the MSU graduate. MSU faculty have incorporated the new Developmental Content within their current courses, thereby providing students many opportunities to meet the requirements without taking additional courses.

The General Education Curriculum aligns well with Empowering Generations because it strives to prepare students and the institution for the evolving social and technological challenges of the world, and empowers graduates with a distinctive combination of professional expertise and broad-based education to support varied careers and productive lives.

Exposure to and appreciation of diversity is enhanced through the work of a variety of entities on campus including the Curricular Diversity and Campus Climate Committee, the University Diversity Committee, the Office of International Programs, the Native American Culture Center, and the POWER Center. MSU's General Education incorporates diversity in Personal Social Responsibility (PSR) and Interconnecting Perspectives (IP) within the Developmental Content requirements. Various activities are held annually to promote diversity.

Empowering Generations articulates MSU's dedication to scholarship and creative activity by students and faculty. Undergraduate academic programs typically culminate in a capstone experience, clinical experience, or internship. Graduate degree programs engage students in collecting, analyzing, and communicating information, and in mastering modes of inquiry through course work as well as a required capstone course, internship, project, or thesis. The annual faculty evaluation process, tenure criteria, and promotion criteria recognize faculty members have a continuing responsibility to do scholarly and/or creative work in their specialty.

Based on total students and faculty (faculty determined as full-time plus 1/3 part-time), the 2016-17 student-to-faculty ratio was 12 to 1. Faculty have a range of years of service that provides an effective mixture of new ideas and institutional memory for carrying out classroom and non-classroom roles.

All MSU faculty are held to the same expectations for teaching. MSU policy requires all faculty to have, at a minimum, 18 graduate credit hours in the discipline in which they teach. Appropriate qualifications are ensured by the procedures that govern faculty searches, which apply to all types of positions.

Faculty members are evaluated based on performance in the areas of teaching, scholarship, and service. The evaluation process begins with faculty member's submission of a self-evaluation document that summarizes activities for the year and outlines goals for the future.

All faculty are involved in oversight of the curriculum and setting expectations for and assessing student learning. Curricular change proposals begin with faculty members at the program or department level, and proceed through a rigorous "checks and balances" process of vetting by multiple committees.

MSU supports the professional development of its faculty members to help them to stay current in their disciplines and adept in their teaching and advising roles. Internal opportunities for faculty development are offered by CETL and CEL, while faculty may seek additional support through Advanced Study Grants, Faculty Small Research Grants, and Sabbaticals.

Staff are classified based on the NDUS Broadband system, and each specific job classification has a description of the scope of work, examples of duties, and minimum qualifica-

tions. As outlined in the MSU Student Handbook, MSU provides a variety of student support services. New Student Orientation and Welcome Week activities introduce students to MSU. Support services provided include Peer Mentoring and Tutoring, Academic Advising, Academic Success Plans, and First-Year Experience. Students may seek assistance through the dedicated Title IX officer, Student Health, Counseling Services, IT Central, Office of Instructional Technology, and Residential Life and Housing. Additionally, the Writing Center, POWER Center, Office of International Programs, Native American Culture Center, Disability Services, and the Graduate School provide services for specific populations.

MSU's co-curricular programs compliment and extend formal learning experiences. For example, MSU students can enhance their discipline skills through a variety of opportunities for peer tutoring and mentoring through POWER, CETL, the Writing Center, ASTEP, and FYE.

Major annual events such as Darwin Day and NOTSTOCK provide opportunities for students to engage in their disciplines outside the classroom. MSU is dedicated to quality in education and scholarship through active learning environments such as those available in the Communication Disorders Clinic, and through the Severson Entrepreneurship Academy.

TEAM THREE

Chair John Webster, Associate Professor of Geoscience

Members Bethany Andreasen, Professor of History
Connie Geyer, Instructor of Nursing
Shan Haarsager, Administrative Assistant, Mathematics and Computer Science
Jolina Miller, Coordinator of Online Programs in Center for Extended Learning
Jean-Francois Mondon, Associate Professor of Foreign Language
Beth Odahlen, Director of the Center for Engaged Teaching and Learning

