

Chapter Two Criterion 1: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

MSUM's mission pervades the entire campus community, drives strategic planning, directs goals for student learning and effective teaching, promotes the value of lifelong learning and discovery, and serves our constituents in a global society. MSUM's mission is consistent with the MnSCU system's vision and mission for higher education in the state of Minnesota. This chapter demonstrates that MSUM is a distinctive institution, offering unique and valuable experiences within our community of learners.

This chapter also demonstrates the ways in which our institution operates to fulfill our mission. While the MnSCU Board of Trustees and MSUM's chief administrative personnel to exercise effective leadership, we engage faculty, staff, and students at all levels of institutional life. MSUM maintains, upholds and protects its integrity through policies, procedures, and actions that promote our mission and that comply with federal state and local government standards for operation and accountability.

While mission documents articulate MSUM's commitments, their full meaning only becomes apparent in the integrity we display in carrying out that mission by engaging in self-reflective planning that sets us apart within the MnSCU system, our community, and our region.

Core Component 1A

Mission documents are clear and articulate publicly the organization's commitments.

MSUM's mission documents clearly and publicly articulate our commitments. The documents have evolved to emphasize a set of specific aims and values, and to become integrated into campus life at the departmental/divisional level as well as at the strategic planning level.

The following sets of evidence illustrate Core Component 1A:

- Evidence Statement 1A-1: MSUM's commitments are clearly articulated in our full mission statement, a condensed mission statement, a set of twelve aims, and seven core values.
- Evidence Statement 1A-2: MSUM's mission documents are readily available to our constituents.
- Evidence Statement 1A-3: MSUM's mission documents reflect the integration of the mission into university life.
- Evidence Statement 1A-4: MSUM is distinctive in how it fulfills its mission

Evidence Statement 1A-1

MSUM's commitments are clearly articulated in our full mission statement, a condensed mission statement, a set of twelve aims, and seven core values.

MSUM's mission documents include:

- MSUM Mission Statement (condensed version)
- MSUM Mission Statement (extended version)
- MSUM Aims
- MSUM Core Values

MSUM Mission Statement (Condensed version; Approved by the University Planning and Budgeting Committee, April 2003).

We develop knowledge, talent, and skills for a lifetime of learning, service, and citizenship.

MSUM Mission Statement (Extended version; Approved by the MnSCU Board of Trustees, **Date**).

The mission of Minnesota State University Moorhead is to foster excellence in teaching and learning. The University strives to provide an educational environment that supports intellectual development, that welcomes diversity, and that develops the skills and talents of women and men so that they have the capacity to live usefully, act responsibly, and be learners all their lives. The academic programs at the University are founded upon a common liberal studies experience and emphasize developing the unique talents of each person. The University provides baccalaureate-level programs in the liberal arts, natural and social sciences, teacher education, business and technology, the fine arts, and professional areas. It provides selected graduate programs in response to regional needs.

The University encourages scholarly and creative endeavors that promote a commitment by faculty and students to their disciplines, to continuing professional development, and to excellence in learning.

The University enhances the quality of life in the region with the professional, cultural, and recreational services offered by its students, faculty, and staff.

Minnesota State University Moorhead is one of seven comprehensive Minnesota state universities established to provide the citizens of Minnesota access to quality educational programs at moderate cost. Minnesota State University Moorhead's primary responsibility is to provide baccalaureate programs to residents of northwest and west central Minnesota. Through tuition reciprocity agreements, the University also provides educational services to residents of several regional states and one province.

MSUM Aims (**Approved by whom, when**).

1. To give the highest priority to continuous improvement in learning and teaching.
2. To provide instruction at all levels that stimulates and promotes commitment to life-long learning and to open inquiry, that promotes development of higher order thinking skills and of multicultural, global and international perspectives. Further, to provide instruction that encourages and empowers students to contribute as educated, compassionate, and responsible citizens within their communities, states, nations and the world.
3. To provide a strong liberal studies foundation for all undergraduate programs.
4. To incorporate instruction in all majors that provides breadth and depth in the discipline as well as recognition of the ethical bases of that discipline.
5. To provide instruction in graduate level programs that promotes increased depth in disciplinary or interdisciplinary studies and professional specialization.
6. To ensure that academic programs are accessible to our diverse constituencies at moderate cost.
7. To ensure a campus climate that embraces diversity and bases relationships on civility and tolerance and that acknowledges the perspectives of women, minorities and non-western cultures.
8. To provide higher education opportunities with appropriate support and encouragement for all students including international, nontraditional and traditionally under-represented groups.
9. To provide support and encouragement for faculty development including scholarship, creative activity, research and public service that enriches the individual and the institution, and that promotes the educational and economic development of the service region.
10. To provide support personnel, facilities, and resources that enhance and complement the academic experience.
11. To provide students a range of co-curricular and extra-curricular activities as well as opportunities related to community service and leadership as a means of developing social awareness and enhancing the quality of their lives and developing their potential to thrive in a changing world.
12. To provide service to the region in the form of professional, academic and recreational activities, and, especially, to be a center of cultural activity for the region.

MSUM Core Values (**Approved by whom, when**)

We Value:

1. An environment focused on the student.
2. Effective teaching and learning.
3. A diverse university community of mutual appreciation and respect for each individual.
4. Good citizenship and life-long learning.
5. The communities we serve.
6. Creativity and innovation.
7. An environment that encourages global understanding.

The University's mission statement addresses three basic areas: Teaching/learning, service, and citizenship. First, the mission of MSUM is to foster excellence in teaching and learning. This is our most important and widely espoused goal and is the first part of our full mission statement¹. Our commitment to student learning is further developed in our mission statement through the promotion of scholarly and creative activity in our faculty, which leads to "... a commitment by faculty and students to their disciplines, to continuing professional development, and to excellence in learning".

Our mission documents are also closely aligned with the MnSCU mission and vision documents which emphasize that we must "... provide the diverse citizens of Minnesota the benefits of high-quality, accessible, future-oriented higher education; relevant research; and community service"².

MnSCU Vision: The Minnesota State Colleges and Universities will enable the people of Minnesota to succeed by providing the most accessible, highest value education in the nation.

MnSCU Mission: The Minnesota State Colleges and Universities system of distinct and collaborative institutions offers higher education that meets the personal and career goals of a wide range of individual learners, enhances the quality of life for all Minnesotans and sustains vibrant economies throughout the state.

Like the MSUM mission statement, both MnSCU statements emphasize our primary role as educators in the region. Like the MSUM mission statement, the MnSCU mission statement emphasizes our commitment to addressing the individual situation and talents of each learner. In conformity with the MnSCU mission, MSUM emphasizes the centrality of developing academic programs that address students' economic and career goals: "The University provides baccalaureate-level programs in the liberal arts, natural and social sciences, teacher education, business and technology, the fine arts, and professional areas. It provides selected graduate programs in response to regional needs."

In addition to the full mission statement, the university has also adopted twelve aims³ that link the general commitments of our mission statement to a set of specific outcomes. These elaborate on the MnSCU mission and vision. For example:

- "To provide a common liberal studies experience for all undergraduate programs" (Aim 3). A common program promotes the MnSCU vision of accessible education by easing transfer of undergraduate credits.
- "To provide instruction in graduate level programs that promotes increased depth in disciplinary or interdisciplinary studies and professional specialization" (Aim 5). This aim advances the MnSCU mission statement goal of addressing the career goals of Minnesotans.
- "To ensure that academic programs are accessible to our diverse constituencies at moderate cost" (Aim 6). This aim closely parallels the MnSCU vision statement.

- “To ensure a campus climate that embraces diversity and bases relationships on civility and tolerance and that acknowledges the perspectives of women, minorities and non-western cultures” (Aim 7). This aim advances the MnSCU vision of accessibility and the mission statement pledge to meet the goals of a wide range of individual learners. It also enhances the quality of life for all Minnesotans.
- “To provide higher education opportunities with appropriate support and encouragement for all students including international, nontraditional and traditionally under-represented groups” (Aim 8). Once again, MSUM builds on the goals of access and of addressing the personal and career goals of a wide range of learners.
- “To provide support and encouragement for faculty development including scholarship, creative activity, research and public service that enriches the individual and the institution, and that promotes the educational and economic development of the service region (Aim 9). By their teaching, their research, and their public service, MSUM faculty are an important resource for promoting a vibrant state economy.
- “To provide students a range of co-curricular and extra-curricular activities as well as opportunities related to community service and leadership as a means of developing social awareness and enhancing the quality of their lives and developing their potential to thrive in a changing world” (Aim 11). The MnSCU mission statement endorses the aim of meeting students’ personal and career goal, and MSUM is committed to providing appropriate co-curricular activities to meet the needs of the broadest possible array of individuals.
- “To provide service to the region in the form of professional, academic and recreational activities, and, especially, to be a center of cultural activity for the region” (Aim 12). In keeping with the MnSCU mission statement, MSUM is committed to activities that enhance the quality of life in our region and which stimulate the economy.

Later chapters of this self-study will demonstrate that MSUM fulfills these public commitments.

Evidence Statement 1A-2:

MSUM’s mission documents are readily available to our constituents.

MSUM’s mission documents, including the full mission statement, the condensed statement, and the twelve aims are available to our constituents both on- and off-campus online on the main university homepage⁴, through the President’s webpage⁵ and on the Self Study webpage⁶. The seven core values appear in Strategic Planning documents⁷. In addition, the mission statement is routinely published in highly visible communications pieces such as the University Bulletin (i.e. the undergraduate catalogue), the Graduate Bulletin, the President’s Report, and course schedule brochures. The recently condensed version has been added to course schedule brochures and on student lab computer screensavers. The condensed version appears in all recruiting materials sent to prospective students by the Admissions Office. Additionally, framed copies of the full

mission statement are posted throughout campus facilities. Many departments and units also display their individual mission statements, both in their buildings and on their websites, making clear that their purpose is aligned with MSUM's directive for excellence in teaching and learning.

Evidence Statement 1A-4:

MSUM is distinctive in how it fulfills its mission

Our mission allows us to simultaneously maintain a distinct university identity in the region while accommodating the MnSCU system standards. For example, our outstanding programs and facilities establish MSUM as a valuable asset to our constituents. At the same time, we are able fulfill important components of both the MSUM and MnSCU missions. Many of these programs will be discussed in greater detail later in this report.

MSUM provides many distinctive educational programs in our service region:

- Professional, accredited programs (Nursing, CSIS, CM, TECH, Mass Communications, Social Work, Speech-Language Pathology, Counseling and Student Affairs, School Psychology);
- The Corrick Center for General Education⁸;
- Unique majors including Film Studies, Music Industry, International Studies; and,
- Tri College University Consortium.

MSUM provides distinctive cultural activity in our region:

- Theatre Arts programs, including the Straw Hat Players⁹;
- Cheryl Lossett Performing Arts Series¹⁰;
- New Rivers Press;
- Annual Celebration of Nations; and,
- Art Gallery.

MSUM is a distinctive community partner

- Moorhead Together: A tri-campus/community collaboration to reduce high risk drinking of Moorhead College Students
- Summer College for Kids Program;
- Planetarium;
- Regional Science Center;
- West Central Minnesota Small Business Development Center;
- Annual community 4th of July Celebration.

Core Component 1B

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Our university mission allows us to conscientiously and proactively focus on the diversity of the constituencies we serve. We are aware of the changing demographics within the

state of Minnesota and are dedicated to meeting the needs of all communities of race, creed and orientations.

The following sets of evidence illustrate Core Component 1B:

- Evidence Statement 1B-1: MSUM’s mission documents illustrate commitment to diversity.
- Evidence Statement 1B-2: MSUM’s commitment to diversity is embodied in the university planning process
- Evidence Statement 1B-3: MSUM and MnSCU policies and procedures support diversity.
- Evidence Statement 1B-4: MSUM has developed programs to recognize and support diversity in keeping with the university mission.

Evidence Statement 1B-1:

MSUM’s mission documents prominently affirm commitment to diversity.

Our full mission statement states that MSUM “strives to provide an educational environment that supports intellectual development, that welcomes diversity and that develops the skills and talents of women and men so that they have the capacity to live usefully, act responsibly and be learners all their lives.”

The expanded versions of the MnSCU vision and mission statements also emphasize our commitment to diversity. **Go into the MnSCU statement on diversity... what does it do for our diversity work?**

Our dual commitment to accessibility and to developing the skills and unique talents of learners, affirms the intrinsic worth of every individual. Diversity is more than racial and ethnic diversity. At the same time, MSUM is located in a relatively homogeneous region and many of our students have limited direct experience of the complex impact of American and global diversity. It falls on us to take the lead in promoting reflection on diversity issues that will increasingly influence participation in the greater society. Consequently, three of the twelve aims specifically address diversity:

- Aim 2 “promotes development of higher order thinking skills and of multicultural, global and international perspectives”;
- Aim 7 “To ensure a campus climate that embraces diversity and bases relationships on civility and tolerance and that acknowledges the perspectives of women, minorities and non-western cultures”;
- Aim 12 “to be a center of cultural activity for the region.”

These commitments are strongly reflected in the attitudes of the faculty and administrative leadership on our campus. For example, the 1999 HERI survey indicated that 61 percent of faculty and 91 percent of administrators believed that a goal for undergraduates was to “enhance appreciation of race or ethnic groups.”

Table 1 below shows the state and local racial/ethnic demographic profile for the MSUM service area. While the area is largely racially homogeneous, the area does have a greater proportion of Hispanic and Native Americans than the state of Minnesota at large.

**Table 1:
State and Local Demographic Profile – Table 1**

Race/Ethnicity	Minnesota*	Moorhead, Minnesota*	Fargo, North Dakota*
White	91.2	95.7	97.0
Hispanic	1.9	4.5	1.3
African American	3.1	0.8	1.0
Asian American or Pacific Islander	2.7	1.3	1.6
Native American or Alaskan Native	1.2	1.9	1.2

*Office of Social and Economic Trend Analysis

Table 2 illustrates the racial and gender distribution of MSUM students, faculty, and staff compared to U.S. degree granting institutions as a whole. While the MSUM student population closely compares to state of Minnesota racial/ethnic distribution, it is not as racially diverse as the national average. We do, however, compare favorably to the national average for gender distribution. Of note is an emerging trend of refugee immigrants in Minnesota. For example, Minnesota is the primary destination for Somalis with nearly 37 percent coming to the state in 2004, according to the State of Minnesota, Dept. of Admin., Office of Geographic and Demographic Analysis.

**Table 2:
Degree Granting Institutions Demographic Profile**

Race	U.S. Degree Granting Institutions*	MSUM Students	MSUM Instructional Faculty	MSUM Staff
White	67.1%	79.1	86.5	94.5
Hispanic	10.0	0.8		
African American	11.9	1.3		
Asian American or Pacific Islander	6.5	1.2		
Native American or Alaskan Native	1.0	1.2		
American Minorities****			5.6	4.0
International		3.0	7.6	1.5
Unreported		13.5	0.3	0.0
Gender				
Male	42.8	40.6	56.4	37.7
Female	57.2	59.4	43.6	62.3

*U.S. Department of Education

**www.mnstate.edu/ir (Fall Semester 2005)

Another trend in our local student population is the changing way that students use continuing studies course offerings. Although the percentage of traditional vs. non-traditional students appears to have remained stable from 2000-2004, packaged courses

and enrollments have increased (see table 3). This suggests that traditional students may be looking for more flexible course offerings, a trend that may represent a future challenge for our faculty and staff.

**Table 3:
MSUM Continuing Studies Trends, 2000-2004**

	2000	2001	2002	2003	2004
% students traditional (under age 25)	83.5	84.3	84.7	85.5	84.6
% students non-traditional (over age 25)	16.5	15.7	15.3	14.5	15.4
packaged course total enrollments	150	188	147	212	360

Data from MSUM Institutional Research website [\(add the URL\)](#)

MSUM values diversity. There are many goals and plans in place including the MSUM Strategic Plan, MSUM Racial and Ethnic Diversity Plan, TOCAR, and Affirmative Action Plan, all ensuring that our University and community are providing an open and welcoming environment. As documented in the MSUM Full Mission Statement, Twelve Aims, and Seven Core Values, the University strives to promote knowledge about and acceptance of different cultures and perspectives.

Evidence Statement 1B-2:

Diversity initiatives have been prominent in MSUM's planning processes.

[Need a paragraph about work plans and how they've impacted diversity.]

MSUM's Racial and Ethnic Diversity Plan supports all groups in their pursuit of higher education, regardless of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law. MSUM is an equal opportunity educator and employer. In an effort to focus our attention and resources so that we can have the greatest impact, the Racial and Ethnic Diversity Plan document establishes a strategic plan by which MSUM will enlarge the campus community's population of racially and ethnically diverse students, faculty, staff and administration. This plan focuses on the undergraduate mission and its relationship to five racial and cultural groups: African American, American Indian, Asian American, Hispanic/Latino, and New Americans (those who have permanent residency status).

To successfully implement this plan, the President appointed the Director of Human Resources, as the Chief Diversity Officer. According to the President's letter to campus leaders on February 27, 2006, this will "lead to a stronger effort and a higher profile for initiatives that address MSUM's goal of achieving diversity like that in many elementary schools in the area." The President also charged the Cultural Diversity/Affirmative Action Committee with (a) responsibility to monitor, and report annually on, the

implementation of MSUM's Racial and Ethnic Diversity Plan, and (b) responsibility to recommend the annual work plan to implement the Racial and Ethnic Diversity Plan during the UPBC's planning activities leading to the overall university annual work plan.

Evidence Statement 1B-3:

Both MSUM and MnSCU have clear policies and procedures to support our pursuit of diversity in the workforce and among students attending MSUM.

[Need to add evidence about MnSCU]

The following examples of university policies and procedures clearly demonstrate MSUM's dedication and commitment to all types of diversity:

- Nondiscrimination in Employment and Education Opportunity;
- Affirmative Action in Employment;
- Report/Complaint of Discrimination/Harassment Investigation and Resolution;
- Reasonable Accommodations in Employment;
- System Organization and Administration Equal Education and Employment Opportunity Access for Individuals with Disabilities;
- Nepotism Policy;
- MSUM Sexual Violence Policy & Procedure;
- MSUM Affirmative Action Plan.

In addition to these policies and procedures, every year, the President distributes his letter to the campus community reaffirming the university commitment to civility. The communication piece outlines the expected behavior of all university employees so that we will achieve a campus free of discrimination, harassment, and violence, preserving the mutual respect and dignity of all.

Evidence Statement 1B-4

MSUM has developed programs to recognize and support diversity in keeping with the university mission.

MSUM's Dragon Core curriculum includes a multicultural critical thinking requirement, with specified student learning outcomes. These are further developed in the Dragon Core Middle Cluster, which includes a required course in global diversity, and in the Dragon Core Outer Cluster, which includes a course dealing with a global perspective and a course on ethical and civic responsibility. All three of these courses have distinct student learning outcomes that address our responsibility to prepare our students for the increasingly diverse world in which they operate as workers and citizens.

[need to introduce TOCAR]

Training our Campuses Against Racism (TOCAR) will be further described in 5c. In the mission statement TOCAR "seeks to enhance campus climate and promote equal opportunity by "advancing multicultural understanding and competence" and "confronting ethnic/racial prejudice and discrimination and institutional racism". Its goal

is "to dismantle institutional racism and make our colleges and universities multicultural/anti-racist organizations through an intentional process of personal and institutional reflection and actions."

- The MSUM Anti-racism plan contains diverse racial/ethnic representation on each team, and one co-chair of each team is a person of color;
- Minnesota Collaborative Anti-Racism Initiative (MCARI);
- Tri-Council Coordinating Commission (TCC) provides substantial anti-racism consultation and training for non-profit institutions, business and community organizations, and institutions of higher education;
- Foundations of Education. As a program they work closely with other teacher education units, including outreach efforts at White Earth Indian Reservation, and Field Experience on classroom management issues;
- SEED - Seeking Educational Equity and Diversity;
- HEART - Higher Education Anti-Racism Team.

With the theme "Catch Your Dream", Multicultural Affairs embraces the many facets of the cultures present on campus. Opportunities and events are offered such as Latino Radio Programs, American Indian Week, Asian American Lecture Series, Black History Month, Martin Luther King Day, PowWow, and the Unity Conference. Other activities/events that support diversity include Model UN, Ten Percent Society, Women's Center, Chinese Club, Organizacion Latina Americana, Pakistan Student Association, International Students Club, Muslim Student Association, Non Traditional Student Association, Slavic culture Club, Support International, Stop The Hate, Black Student Alliance, and the Women's Studies Student Association.

[Should we add the Corrick Center and its role in promoting diversity?]

[Add something about social work and education majors and diversity?—get something from Dean Parsons]

Core Component 1C

Understanding of and support for the mission pervade the organization.

As a member institution of the MnSCU system, MSUM's mission documents are synchronized with the system mission. In turn, the system mission and values empower MSUM.

In Fall 2005, the faculty discussed the reaccreditation criteria at the 4th Annual MSUM Faculty Development Day and the staff discussed the same issues at the Staff Reaccreditation 2007 Open Forum. Table-top discussions at both events indicated awareness of the key elements of the MSUM mission: community, excellence in teaching and learning, lifelong learning, and service.

These key elements reflect the expanded version of the MnSCU mission statement, which states, "Collectively, and in partnership, the system offers learning opportunities for a technologically sophisticated world that result in: contributing and empowered

citizens; active participants in a democratic society; educated, skilled, and adaptable workers; innovative lifelong learners; practical research and development; strong communities.”

All strategic planning documents at MSUM begin with the mission statement. Division, College, Department or Program mission statements reflect the university mission. Please refer to the planning flowchart at the end of this chapter.

The following sets of evidence illustrate Core Component 1C:

- Evidence Statement 1C-1: MSUM’s strategic planning and budgeting priorities flow from and support the mission.
- Evidence Statement 1C-2: The goals of the administrative and academic subunits of MSUM are congruent with the university’s mission.
- Evidence Statement 1C-3: The faculty and staff at MSUM understand and support the university’s mission.
- Evidence Statement 1C-4: Students at MSUM understand and support the mission.
 - Statement of Evidence 1C-4a: Students at MSUM are included in planning process.
 - Statement of Evidence 1C-4b: Student organizations at MSUM have mission statements congruent with the university mission statement.
 - Statement of Evidence 1C-4c: Students understand and are aware of the MSUM mission statement.

Evidence Statement 1C-1:

MSUM’s strategic planning and budgeting priorities flow from and support the mission.

Mission driven planning is evident at MSUM starting with the President’s Strategic Goals and followed through by each division, department and unit. The first strategic goal of the President, **announced what date in what document**, is to “lead the university’s activities to not only fulfill our Mission, but also to build our resources and enhance our ability and capacity to perform our Mission.” Reflection on the university mission can be found within the work plan goals of each division.

The mission guides all levels of institutional planning (see Chart 1), including the Strategic Plan, the Annual Work Plan, the Racial and Ethnic Diversity Plan, the Academic Affairs Master Plan, and the Technology and Facilities Plan (see Criterion 2). The University Planning and Budget Committee, in the context of the university mission and the MnSCU system priority directives for the year, discusses the relative merits of the priorities, acting as informed representatives of the constituencies from which they come. The President’s Administrative Team prepares their annual goals in the context of the unit’s Master Work Plan, taking into consideration the discussion described above. Some units might decide to incorporate other goals as well. Having heard and considered the presentations, the collected university feedback, and the University Planning and Budget Committee discussions, the President sets aside 1% of the budget and the work

plan is submitted to the Chancellor. The work plan is then published to the academic community who propose initiatives to be funded under the work plan¹¹.

Evidence Statement 1C-2:

The goals of the administrative and academic subunits of MSUM are congruent with the university's mission.

The twelve units in the Student Affairs Division have developed mission statements that are aligned with the MSUM mission statement. These statements were a result of numerous meetings and a Director's Retreat. The Student Affairs mission "to improve the quality of life for those who live, work and learn at MSUM", is reinforced by the following goals and objectives of the units:

- Comstock Memorial Union¹²: "...that enhance the campus life and inspire University involvement and commitment".
- Counseling Center¹³: "...to promote the development of psychologically healthy, academically successful, and self-responsible students".
- Housing and Residential Life¹⁴: "...promotes residents' academic success, holistic development and their commitment to the MSUM community".
- International Programs¹⁵: "...to create access to and appreciation for international and cross-cultural experiences, perspectives, initiatives, and advocacy with a view to preparing individuals to interact in the global community".
- Scholarship and Financial Aid Office¹⁶: "...promotes student learning, success and achievement by meeting the financial needs of students".

The 2005-2010 Academic Affairs Master Work Plan Goals¹⁷ not only reflects the university mission but each goal is tied to the MnSCU Priorities.

- Goal 1 under MnSCU Priority 1-Increase Access and Opportunity: "Academic Affairs will develop and support a learning community that embraces diversity and bases relationships on respect, civility, and affirmation";
- Goal 1 under MnSCU Priority 2-Increase Support: "Academic Affairs will work to increase support for recruitment and retention efforts, teaching and learning, advising, research and creative activity, and programmatic outreach;"
- Goal 1 under MnSCU Priority 3-Expand High Quality learning Programs and Services: "Academic Affairs will prepare both undergraduate and graduate students for fulfilling and productive careers in the 21st century;"
- Goal 1 under MnSCU Priority 4-Strengthen Community Development and Economic Vitality: "Academic Affairs will provide service and educational outreach to regional schools, businesses, agencies and communities, thereby contributing to community development, cultural enrichment, and economic vitality;" and
- Goal 1 under MnSCU Priority 5-Fully Integrate the system: "Academic Affairs will work with Minnesota State Colleges and Universities partners to develop, provide, and sustain enhanced educational experiences to students."

The four colleges have developed mission statements and college goals based on the university mission. The list below is meant as a sample to show the care that was taken

in each college to use the university mission as the basis for their planning. Complete mission statements and goals may be found on the individual college websites.

- The College of Business and Industry¹⁸
 - “To prepare students for fulfilling and productive careers;”
 - “To encourage and support faculty development in teaching, advising, service, scholarship, and create activity;”
 - “To provide service and educational outreach to the region;”
 - “To embrace diversity and base relationships on tolerance, civility, and affirmation.”
- The College of Arts and Humanities¹⁹
 - “We value teaching and learning from creative, critical, historical and multicultural perspectives.”
 - “We pursue knowledge through reflective and active engagement with ideas.”
 - “We cultivate ethical and civic responsibility in the individual and community.”
- The College of Education and Human Services²⁰
 - “To develop and support a learning community that embraces diversity and bases relationships on tolerance, civility, and affirmation.”
 - “To provide encouragement and support for faculty development in teaching, advising, scholarship and creative activity.”
 - “To provide service and educational outreach to the community and region.”
- The College of Social and Natural Sciences²¹
 - “To prepare students at both the undergraduate and graduate levels for fulfilling and productive careers in the 21st century.”
 - “To develop a university community that embraces diversity and bases relationships in tolerance, civility and affirmation.”
 - “To provide encouragement and support for faculty development in teaching, advising, scholarship and creative activity.”
 - “To provide service and educational outreach to the region.”

In 2005, Graduate Studies began work on a mission statement for graduate education at MSUM that would explicitly link to the full mission statement as well as Aim 5: “To provide instruction in graduate level programs that promotes increased depth in disciplinary or interdisciplinary studies and professional specialization”. The graduate mission statement was approved on Feb. 13, 2006, by the Graduate Studies Committee and reads: “The mission of Graduate Studies at Minnesota State University Moorhead is to promote excellence in research, advanced career preparation and development, as well as personal and creative expression. Graduate Study at MSUM introduces students to a community of scholars and learners who foster innovative efforts in the areas of discovery, creativity, scholarship and artistic expression. MSUM Graduate Studies is committed to excellence in all graduate degree and certificate programs”. The new graduate mission statement is proudly displayed on the graduate homepage²² and in the new graduate bulletin.

Academic departments and programs have goals for student assessment that are mission based. The Student Learning Outcomes Assessment Committee (SLOAC)²³ asked departments/programs to identify which parts of the MSUM mission were addressed in their student learning outcomes. Table 4 indicates how many of the possible 77 Student Learning Outcomes are explicitly named in the MSUM mission documents. These results indicate that the mission pervades assessment at the department/program level.

Table 4:
MSUM Mission and Learning Outcomes

Words and phrases from the MSUM mission	Number of outcomes cited (out of 77)
Knowledge/content	60
Lifelong learning	36
Talents	31
Multiculturalism/diversity	26
Global understanding	25
Service	14
Citizenship	12

Evidence Statement 1C-3:

The faculty and staff at MSUM understand and support the university's mission.

The 2004 HERI Faculty Survey indicated that over 65 percent of the MSUM faculty strongly agreed and agreed that the mission of the university is appropriate. The results from the pre-survey on mission awareness show that the majority of both faculty and staff knew the mission, could summarize it and find it.

Data collected in Fall 2005 and Spring 2006 as part of the registration for Faculty Development Day confirm that the majority of both faculty and staff know the university's mission (66 percent of faculty and 63 percent of staff) and where to find mission documents (more than 80 percent of both faculty and staff). Moreover, both faculty and staff readily recalled many keywords from the mission documents, including "lifelong learning", "learning, service, citizenship", "student centered", and "excellence in teaching". The majority of faculty and staff surveyed also endorsed the 1a core component "MSUM's mission documents are clear and articulate publicly the organization's commitments", with more than half responding that they "agree" or "strongly agree" with that statement.

The table top discussions at the 2005 Faculty Development Day and the 2006 Staff Open Forum showed understanding and support for the mission. This is evidenced by several major themes that emerged when participants were asked to summarize the MSUM mission without looking at it:

- Foster excellence in teaching and learning;

- Provide a supportive educational environment for live-long learning;
- Embrace diversity;
- Students are seen as being involved and productive members of the campus community;
- Both faculty and staff feel they are directly involved in the student's education and beyond the classroom. [we may need to link to the raw data. Footnote?]

The faculty and staff were asked how the mission of the university applied to their daily activities. The responses vividly show their support for the mission:

- “MSUM embraces diversity;”
- “Primary focus is on teaching;”
- “The five components of the faculty Professional Development Plan (PDP) process are mission driven;”
- “Aim 1 is realized every day in the classroom and campus community;”
- “We’re carrying out the mission without thinking about it;”
- “Don’t incorporate it explicitly, but implicitly.”

Finally, the concluding remarks made by the AASCU team visit on recruitment and retention (March 2006) point to how faculty and staff support the mission. The team noted the “deep institutional commitment to student success and the consistent willingness of faculty and staff to articulate the centrality of student learning at MSUM.” Students left no doubt in the minds of the Team that MSUM faculty are “there for them.” MSUM is a place where “faculty members care about teaching and about how and what their students learn.” Moreover the team observed that MSUM’s mission was pervasive, “the attention to student needs and student learning consistently guides the efforts of functional units.” The AASCU team did however, challenge MSUM to create a “compelling definition of the distinctive mission and vision” as a way to increase recruitment and retention.²⁴

Statement of Evidence IC-4:

Students at MSUM are included in planning processes.

At MSUM, we include students in our mission-driven planning process. Each year the MSUM Student Senate, (our student government), appoints students to serve on all University Committees. Students are active voting members on these committees. They also report back to the Student Senate, whose role is to represent the student body to the university administration.

Statement of Evidence IC-5:

Student organizations at MSUM have purpose statements congruent with the University mission statement.

Many units under the Student Affairs division have developed work plans, mission statements and purpose statements. The university mission statement was used as a basis for these unit statements. Below is a sampling of the purpose statements that were written by MSUM student organizations that are reflective of the MSUM mission statement.

- Campus Activities Board: To enhance the college experience through leadership, student development, and innovative programming that reflects and supports the diversity of MSUM and the surrounding community.
- International Students Organization: To provide a supportive environment for incoming students and to students who are already at MSUM and to promote cultural diversity and interaction among international students, the American students, and the Fargo/Moorhead community.
- Circle K: Circle K strives to develop college and university students into responsible citizens and leaders with a lifelong commitment to service the children of the world.
- Volunteer Visions: To increase social awareness, promote personal and educational benefits of participation, and encourage students to develop a lifelong commitment to community involvement.
- Alpha Lambda Delta: To encourage superior academic achievement among students in their first and second year in institutions of higher education, to promote thinking and a continued high standard of learning, and to assist everyone in recognizing and developing meaningful goals for their roles in society.

Core Component 1D

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

MSUM is part of the Minnesota State Colleges and Universities system, which includes seven four-year state universities and twenty-five two-year technical and community colleges. The system operates under a fifteen-member Board of Trustees appointed by the state legislature and administered under the authority of a chancellor, Dr. James McCormick. The Board of Trustees makes policy decisions for the MnSCU system.

Local administrative authority is lead by the president of MSUM, Dr. Roland Barden, units that report directly to the President, and Vice Presidents who head three divisions: Academic Affairs, Vice President Bette Midgarden; Administrative Affairs, Vice President David Crockett; Student Affairs, Vice President Warren Wiese.

(See Organizational charts, **Appendix ___**)

The Board enables MSUM's chief administrative personnel to exercise effective leadership. MSUM's structure supports multiple opportunities for input into University governance. The voices of governance are inclusive and diverse.

The following sets of evidence illustrate Core Component 1D:

- Evidence Statement 1D-1: Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic programs.
- Evidence Statement 1D-2: MSUM's administrative structure is designed to delegate authority in a manner that ensures pursuit of the mission.

- Evidence Statement 1D-3: At MSUM, the distribution of responsibilities is implemented through delegated authority.
- Evidence Statement 1D-4: MSUM evaluates its structures and processes regularly and strengthens them as needed.
- Evidence Statement 1D-5: Effective communication facilitates MSUM's governance processes and activities.

Evidence Statement 1D-1:

Faculty and Administrators share responsibility for the coherence of the curriculum and the integrity of academic programs.

Shared Governance and Collective Bargaining

Constituencies throughout the university have the opportunity for input and participation in institutional planning and activities. Except for administrators, virtually all faculty and staff at MSUM are represented by one of several collective bargaining units. Details on these unions are discussed in the introduction and links to their contracts are available at the MSUM Human Resources website²⁵ and at the Minnesota Department of Employee Relations website²⁶. Other details can be found at the MnSCU Human Resources²⁷ website.

Each of the local branches of these bargaining units at MSUM has a procedure to “meet and confer” with administration on various issues relating to contracts and issues that affect that particular group of employees. Representatives from each group are also included on a number of campus-wide committees, work groups, councils and task forces.

Shared Governance: IFO

Administration and faculty at the seven state universities operate under the collective bargaining terms of the Master Agreement between the state Inter Faculty Organization (IFO) and the Minnesota State Colleges and Universities system. The Master Agreement calls for faculty and administration at both the state system level and the local campus level to “meet and confer” on various issues of importance, including “budget planning and allocations, programs and program development, long-range planning, and development of campus facilities” (See Article 6, Section 1, Subd. 1²⁸). At the statewide Meet and Confer, faculty are represented by the IFO Board of Directors, which includes the individual campus Faculty Association presidents and at-large faculty representatives from each campus, apportioned according to the size of the faculty at the campus.

Under the contract, Department Chairs are regarded as faculty members, not administrators. Although Chairs perform some administrative functions, such as overseeing department budgets, their role is described by the contract as “coordinating” department activities, rather than supervising them. Consequently, some tasks that would fall upon Department Chairs in other institutions have become the administrative responsibility of the Deans. For details see Article 20²⁹ of the Master Agreement.

MSUM's local Meet and Confer process provides input prior to the President's decision on a number of issues. The main Meet and Confer sessions take place monthly at specific times scheduled by mutual agreement between the University President and the President of the local campus branch of the IFO. MSUM's Meet and Confer provides the formal campus process for faculty and administration to exchange information, raise and discuss issues of concern, refer issues to appropriate offices and committees for action, and report on the results of those actions. Administration and faculty share responsibility for setting meeting agendas and chairing the meeting.

Shared Governance: MSUAASF

The MSUAASF Master Agreement defines the Meet and Confer process: "Meet and Confer" means the exchange of views and concerns between the Employer and the Association. Article 7, Section B, defines the role of meet and confer at both the state and university level. The campus association: shall have the right to make policy recommendations including, but not limited to...curriculum, evaluation of students, graduation requirements, admissions policies, budget planning and allocations, programs and program development, anticipated annual staffing plans, long-range planning, campus or System reorganization which directly affects the terms and conditions of employment of any ASF member(s), development of campus facilities, and procedures for the selection of personnel...Policy decisions subject to meet and confer shall not be implemented prior to being brought to meet and confer."

Shared Governance: AFSCME

By agreement between MSUM's Administration and the AFSCME Bargaining Unit, a Meet and Confer can be scheduled approximately once a semester to discuss issues of mutual interest. The Administration is represented by the Vice President of Administrative Affairs and the Director of Human Resources; AFSCME is represented by the Executive Council. However, a meeting has not been requested this past academic year.

The other bargaining units do not call for a Meet and Confer process as described above.

Academic Policy Advisory Council (APAC), a university committee, advised the President regarding academic policies and practices. Agendas and minutes for APAC are posted at the Academic Affairs website.³⁰ APAC recommendations are subject to Meet and Confer processes prior to implementation.

Evidence Statement 1D-2:

MSUM's administrative structure is designed to delegate authority in a manner that ensures pursuit of the mission.

Collaborative governance is evident at all levels of the institution. There are numerous structures that exist to facilitate discussion and decision-making vertically and

horizontally throughout the organization. Administrators, faculty, staff and students are involved in a variety of ways that foster inclusion, communication, and consultation.

[need to add something about MnSCU and how their policies guide us. How do their planning processes help us keep on track with the mission?]

The President's Cabinet is the highest level of collaborative governance on campus. This group is comprised of the President, Vice President for Academic Affairs, Associate Vice President for Academic Affairs, Vice President for Administrative Affairs, Vice President for Student Affairs, University Budget Officer, Executive Director of University Advancement, Assistant to the President, and the Executive Vice President of the Alumni Foundation. Cabinet meets weekly to discuss policy, recommendations, review of past and upcoming events and activities, and advises the President. It is within this body that short and long range planning activities are reported, appointments are made and policy recommendations are made to the President. The President takes these recommendations under advisement for final decisions. Minutes are standard operating procedure and become documentation for actions taken.

Administrative Council is another composite of administration that meets the first week of every month. (See Appendix ___ for membership.) The purpose of this group is similar to that of the President's Cabinet, however, the expanded composition of the group ensures more entities of the institution are directly represented for reporting and enriching the process. Policy, budget, legislative and MnSCU reviews are common agenda items with some time devoted to general information sharing.

Academic Affairs is responsible for academic life on campus. It includes the College of Arts and Humanities, the College of Business and Applied Programs, the College of Education and Human Services, the College of Social and Natural Sciences, Information Technology, and Instructional Resources which includes the library, instructional technology, and instructional media. In addition, departments that report to the vice president or associate vice president include the Records Office, Institutional Research, Academic Support, the Advising Support Center, Continuing Studies, Assessment of Student Learning, and the Corrick Center for General Education. Within the colleges, special units reporting to the deans include the Regional Service Center, Early Education Center, Graduate Studies, New Rivers Press, Performing Arts Series and Straw Hat Players, Art Gallery, Peer Advisors, and the Small Business Development Center. The Vice President for Academic Affairs chairs the Academic Policy and Advisory Council (APAC), which provides recommendations on all academic policy, curriculum and other issues related to academic processes in the university.

Student Affairs is responsible for student development and life on the University campus. Specific departments that report to the Vice President include Admissions, Bookstore, Counseling and Personal Growth, Financial Aid and Scholarships, Housing & Residential Life, Career Planning & Placement Services, International Programs, Security, Student Support Services, Health and Wellness Centers, Student Union, and Food Service. The Vice President also has programmatic responsibility for New Student Orientation,

Minority Student Affairs, Disability Services, Campus Judicial Affairs, International Student Programs, Student Activities/Organizations, and the Women's Center. The Vice President for Student Affairs serves as the advisor to the Student Senate.

Administrative Affairs provides support personnel, facilities, and resources that enhance and complement the University experience, by utilizing sound business practices and customer-friendly processes. The Division of Administrative Affairs covers a broad area, including: the office of Key Issues and Card Access, the Bookstore, Physical Plant (which includes Building Services and Parking), the Business Office, Human Resources, Information Technology, and Payroll. As of July 1, 2004, the Vice President of Administrative Affairs is also serving as Dean of Business and Industry. Therefore, temporary assignments are in place: Bookstore Director is supervised by the Vice President for Student Affairs; Information Technology is supervised by the Vice President for Academic Affairs.

The President of the University supervises Physical Plant, the Business Office, Human Resources, and Payroll.

A group that provides insight for governance of the institution is the MSUM Advisory Board. Comprised of a cross section of constituencies and members from demographically diverse communities served by the University throughout the region, the Board includes alumnae, business people, faculty/staff retirees, and educators. The Advisory Board expresses a “community-at-large” view on the effectiveness of the programs and practices of the University, and on probable effect of strategic directions considered by MSUM. The Advisory Board assists the President by offering informed advice and strong advocacy for the University, promotes visibility and builds the public image of MSUM.

Governance is also shared on campus through the committee structure. There are three types of committees, University, Student Affairs and Programmatic, which have specific functions. The University Committees are appointed to consider areas and activities that have the potential to affect the academic community as a whole. Student Affairs Committees are committees that consider areas and activities of primary importance to students and makes recommendations to the President or his/her designee concerning the same. A Programmatic Committee is a committee that is appointed to consider curricular issues of programs that are approved through the established institutional process and for which two or more departments are responsible for offering the requisite coursework, or a committee that is created and operates under federal guidelines to ensure compliance with federal law. The President, sometimes via the Deans, appoints programmatic committees. Committees provide a shared governance function due to the complex nature of their makeup, including students, collective bargaining representatives, administrators and in some cases, non-campus individuals. Their role and purpose is defined (see Appendix __) and membership changes. Each student appointment is for an academic year. Faculty appointment to committees is for a two-year term. Collective bargaining units also make appointments. Each committee has an administrative connection as a responsible party to report to, convene or chair meetings. Some membership is constant, designated by

position. This model ensures some overlap will occur and continuity achieved from year to year.

Task Forces are another vehicle of governance employed in certain circumstances and occasionally preferred over committees. (See appendix __ for current FY06 Task Forces.) Task Forces are groups appointed by the President to accomplish a specific task after which they disband. Task Forces differ from committees in that their membership is not generally as stipulated as committees and that they have a specific task to accomplish within a certain timeframe. Generally, Task Forces are chaired by an administrative team member appointed by the President.

The President appoints task forces and program committees; unions appoint members to University committees, with approval of the President under collective bargaining agreements. Students are appointed by the Student Senate.

Both committees (all types) and task forces are recommending in nature. The committee description identifies to whom the committee reports. Some committee recommendations are implemented at the divisional level, while other recommendations are referred to the President.

Shared Governance: The Student Role

We are proud of our long history of including students in the university and system governance structure. At both the system level and university level, we recognize that our students are our primary constituent group, and that promotion of learning requires students have a voice in administrative decisions that may affect them.

MnSCU Board Policy 2.3: Student involvement in decision-making states that students “shall have the opportunity for representation in system and college or university committees involving or affecting student interests.” Students are represented on nearly all committees. System Procedure 2.3.1 details types of student involvement, including participation in search committees, policy development, strategic planning, food services, review of statute changes, fees and charges, campus budget information, remodeling and construction projects, and changes in programs and curriculum presented to the Board; and consultation on tuition, fees, and proposals to the Board that might have a significant impact on students.

In the MnSCU system, students are represented by the Minnesota State Student Association (MSUSA), an elected body that includes a student President, Vice President, and representatives from each of the colleges and residence halls, as well as representatives for off campus students. Here at MSUM, our students are appointed to University committees, working groups, task forces, and councils. Students also serve on committees within individual colleges and programs.

Student Senate is officially the decision-making body and “voice” of the students by Board of Trustee policy. Student Senate is an elected body of approximately 25 students

that make recommendations to the administration. They are also the appointing authority through Council on Committees (COC) for all students that are placed on institutional committees. The Vice President for Student Affairs acts as their advisor and attends nearly all meetings, which occur most every week of the academic term. There are also several “Meet & Discuss” meetings when the University President and other members of Cabinet attend to seek consultation and guidance on issues such as tuition, fees, and changes in university policies. Senate has additional opportunities to participate in the process of governance through interactions on committees and direct access to the administration.

Other examples of student governance include the Residence Hall Association (RHA) and the Dining Services Committee. These two groups also have broad student representation, guided by a staff advisor, that work on policy, governing, evaluative reviews and recommendations for very specific areas, i.e., residence halls and the residential dining service.

Well over 100 students serve on the institution’s committees, which provide participation with the process of governance at many levels. Each college dean also has a student advisory board.

Evidence Statement 1D-3:

MSUM evaluates its structures and processes regularly and strengthens them as needed.

Following a series of meetings and discussion in 2002-2003, the Strategic Planning Task Force created a condensed version of the full mission statement. It reads “We develop knowledge, talent, and skills for a lifetime of learning, service, and citizenship” and is the version most recognizable to our campus community. They also added the set of seven “core values” (see box 1). As we evolve our general education program from liberal arts (1981-1992) to liberal studies (1992-2006) onward to the Dragon Core as of Fall of 2006, we will continue regular evaluations of our mission. (see Criterion 4B).

[This evidence statement will need to discuss how the presidents’ summer retreats have been used to evaluate structures and processes...and how the retreats many times, led to task forces...and how the task forces made recommendations and how those recommendations led to any change. Specific examples are:
Liberal Studies faculty development day...leading to the Liberal Studies Task Force...leading to Dragon Core
Technology faculty development day...leading to technology task force...leading to change.
Alcohol summer retreat...leading to alcohol task force...leading to multiple changes.]

Core Component 1E

The organization upholds and protects its integrity.

Integrity is a multifaceted concept. At its core is the idea that one’s actions match one’s representations of one’s values and goals. A public institution has integrity when its

actions consistently align with its statement mission, in all its complexity. However, integrity also involves the legitimate expectations that various constituencies bring to institutions entrusted with the educational processes that develop the talents and skills of productive citizens. To have integrity, an institution of higher learning must be the place that it claims to be. Integrity does not come about through good intentions. It requires policies and procedures to maintain its institutional direction, as charted by the mission and planning documents, and to do so is to face the vicissitudes of economic, demographic, and political change.

The following sets of evidence illustrate Core Component 1E:

- Evidence Statement 1E-1: Integrity is directed by external oversight provided by MnSCU and other agencies.
- Evidence Statement 1E-2: The State of Minnesota open government policies provide institutional transparency.
- Evidence Statement 1E-3: We maintain knowledge of, and have proper delegation of authority to deal with, all relevant laws and policies.
- Evidence Statement 1E-4: We maintain integrity in publicizing and enforcing established policies and we have appropriate procedures for dealing with complaints, grievances, and concerns.

Evidence Statement 1E-1

Integrity is directed by external oversight provided by MnSCU and other agencies.

Evidence Statement 1E-2

The State of Minnesota open government policies provide institutional transparency.

Evidence Statement 1E-3

We maintain knowledge of, and have proper delegation of authority to deal with, all relevant laws and policies.

Evidence Statement 1E-4

We maintain integrity in publicizing and enforcing established policies and we have appropriate procedures for dealing with complaints, grievances, and concerns.

[Note from Susanne: The rest of this content will need to be reworked into the revised evidence statements listed above (1E1 through 1E4. Judy Strong is addressing this at the moment.)]

The university's legal representation is provided by the Minnesota Attorney General. Some examples of legal compliance include the following:

- Providing information to faculty, students and parents regarding the Family Education and Right to Privacy Act (FERPA)³¹;
- Following standards and guidelines established by GASB (Governmental Accounting Standards Board) and NACUBO (National Association of College and University Business Officers. See “Fiscal and Managerial Integrity;”
- Adhering to policies and regulations established by the Minnesota State Colleges and Universities system³²;
- Following state regulations, such as the Minnesota Data Practices Act³³;
- Providing information to students and others on certification and compliance with NCAA and Department of Education rules and regulations. Some examples are: Institutional Self Study (ISSG) required to be done every 5 years by the NCAA (kept on file in Department of Athletics); Equity in Athletic Disclosure Act (EADA), submitted every October to the Department of Education (available on Office of Postsecondary Education (OPE) website³⁴). Certification of Compliance for Institution and Athletic Staff members are signed each year and kept on file in the Department of Athletics per NCAA rules;
- Providing information to university personnel relating to collective bargaining agreements and other rules and regulations³⁵;
- Providing information to university faculty, staff and students relating to affirmative action and nondiscrimination³⁶;
- Providing information to prospective international students regarding immigration laws and work permits³⁷.
- Biennial Review for compliance with the Campus Safe and Drug Free Schools Act.

Academic Curriculum and Pedagogy

At MSUM, we ensure that curriculum and pedagogy are consistent with our mission through the approval processes for curriculum changes as outlined in the APAC Policy Manual³⁸. Consistency and fulfillment of student learning outcomes are verified and improved through the Student Learning Outcomes Assessment Committee (SLOAC)³⁹. Student learning outcomes are listed in the MSUM Bulletin for each department⁴⁰. The IFO Contract, Article 22 Professional Development Report Process, includes continuing improvement in teaching as a professional growth area.

Faculty Credentials

The integrity of faculty credentials for teaching particular subjects in undergraduate and graduate courses is verified through a variety of means. Candidates for faculty positions must submit official undergraduate and graduate transcripts, along with other documentation that establishes their credentials. Guidelines for review and approval of graduate faculty are posted on the graduate website⁴¹. Review processes are in place for faculty professional development, tenure and promotion applications as outlined in the IFO contract⁴².

Degree Programs

Academic integrity in degree programs is upheld through campus policies and procedures for program review and assessment. The primary purpose of academic program reviews is to serve MSUM's need for planning and decision-making. Each department/program at the graduate or undergraduate level submits a report every two years to the Dean of the appropriate college. The report is then forwarded to and reviewed by the Vice President for Academic Affairs for comment and action. The response of the administration is conveyed to the members of the academic program in a timely fashion, including decisions for resource and personnel allocation and the rationale for those decisions. A six-year program review plan is also developed in conjunction with the Dean, including (1) a self-study, (2) evaluation by an external consultant and (3) post-review analysis and planning.

Evidence Statement 1E-1c:

MSUM exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal integrity.

MnSCU Board of Trustees

The Board of Trustees of the Minnesota State Colleges and Universities has set out specific policies that seek to assure the fiscal integrity of the system's central office and of the individual member campuses. Policy 1A.2.1 deals with the process for approving and reviewing the system office budget. Policies that deal directly with financial integrity for the system and member campuses are found in policy chapter 7 of the Board of Trustees policies. Policy 7.1 details the specific fiscal authority of the Board, the Chancellor, and the campus presidents. Board policies and procedures for financial administration are detailed in Policy 7.3. In particular, that policy requires that "The system's Annual Budget Accounting Guidelines will be based on the standards and guidelines of the Governmental Accounting Standards Board (GASB), the National Association of College and University Business Officers (NACUBO), Minnesota Statutes, Board policies and system procedures." Chapter 7.4 stipulates, "It is the policy of the Board of Trustees to provide financial statement information that is accurate, timely, reliable and consistent. Information provided to the state as part of the statewide financial audit will be of high quality and consistent with standards of excellence. The chancellor and presidents will be dedicated to continuous improvement of financial reporting."

Internal Auditor

Policy 1D.1 describes the mission, vision, values and services of the MNSCU Office of Internal Auditing. In particular, the policy notes the system's responsibility under state and federal law to provide accountability and public information about its operations. An internal audit report for MSUM was completed in FY 2004 and 2005 by LarsonAllen, CPA, which resulted in an "unqualified opinion (no findings or recommendations) on the

university's financial statements. Further, MSUM's comptroller/business manager and the university budget officer were both recognized in 2005 with a MnSCU Excellence in Financial Management Award.

MSUM Policies/Procedures

Budget and planning information is available from the President's website⁴³.

Statement of Evidence 1E-1d:

MSUM consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.

Campus Offices Comply With Appropriate Regulations.

The Affirmative Action/Title IX Coordinator and the Human Resources Director coordinate and/or facilitate training to insure compliance with laws and regulations concerning affirmative action in employment and education, non-discrimination in employment, access and accommodation for individuals with disabilities and reasonable accommodation in employment⁴⁴. The Affirmative Action/Title IX Officer is under the direction of Human Resources and the Affirmative Action Officer reports directly to the President.

The Office of Disability Services offers assistance to students with disabilities and works closely with faculty and staff in an advisory capacity⁴⁵ (see Criteria 3C for detailed description).

The Office of Financial Aid and Scholarships provides complete information to students, parents, faculty, and staff on federal, state and university regulations concerning the availability of, the awarding of, and the distribution of financial aid through the student handbooks, the MSUM Bulletin and the financial aid web site⁴⁶.

The Department of Athletics complies with the rules of the NCAA, National Collegiate Athletic Association⁴⁷.

Campus Security works with the campus community to provide education on crime prevention, timely reports of questionable activity, security to persons, buildings and property of the university and to give assistance in the protection of individual rights for anyone on our campus. MSUM is unique in that we have a city police substation located on our campus.

MSUM follows the Statewide Policy on the Appropriate Use of Electronic Communication and Technology⁴⁸ and the policies of the MnSCU Information Security Office. MSUM policies are available from the office of Information Technology⁴⁹.

Policies concerning faculty and staff rights and responsibilities, conduct and grievance procedures are clearly stated and easily accessed through the Office of Human Resources, their publications, web site and links to the various bargaining units.

Faculty

Faculty guidelines on intellectual property are available in the Faculty Guide to Resources and Policies⁵⁰. This is also addressed in the IFO/MnSCU Agreement, Article 27, Section C, Subd. 4⁵¹ and from MnSCU under Intellectual Property and Copyright⁵². Unclassified staff who are faculty have been assigned to the IFO bargaining unit⁵³. See 1d for detailed information.

MSUM is committed to integrity in research or scholarly activity by faculty and staff and will deal promptly and fairly with any allegation of misconduct in research pursuant to the following procedures administered by the Vice President of Academic Affairs, President of the MSUM Faculty Association, or chief representative of any appropriate bargaining unit of the involved individuals and appropriate Dean or Vice President⁵⁴.

The Institutional Research Board (IRB)⁵⁵ is charged to ensure compliance with federal regulations established to protect human subjects' participation in research activities. An investigator of any kind of research activity, including departmental surveys, undergraduate projects, or similar activities, that involve the use of human subjects must obtain approval of the IRB⁵⁶. The IRB website provides detailed information for researchers, including access to a two-hour tutorial designed to satisfy the NIH human subjects training requirement for obtaining federal funds.

The Biosciences and the Psychology Departments provide education through animal studies. This requires a federally mandated committee to oversee the use of and research on animals and to follow the protocol and procedures directed by USDA/APHIS. The Institutional Animal Care and Use Committee (IACUC) was created to meet this requirement⁵⁷. The Radiation Safety Committee oversees the Radiation Safety Program which protects personnel from unnecessary radiation exposure and insures that state and Federal regulations are met⁵⁸.

Classified Staff

Classified civil service employees at MSUM who do not occupy confidential positions are assigned to bargaining units by the bureau of mediation services: The American Federation of State, County and Municipal Employees (AFSCME)⁵⁹; Middle Management Association (MMA)⁶⁰; Minnesota Association of Professional Employees (MAPE)⁶¹; Minnesota Nurses Association (MNA)⁶².

Meet and Confer

Meet and Confer is the exchange of views and concerns between employers and their respective employees at meetings scheduled for this purpose in accordance with the

IFO/MnSCU Agreement, Article 6, Section B⁶³ and MSUAASF/MnSCU Agreement, Article 7, Section B⁶⁴ and the applicable provision of P.E.L.R.A.

Students

Students can access information concerning their rights, responsibilities, conduct codes and requirements for academic honesty through the Student Handbook⁶⁵, the Student Judicial Services web site⁶⁶, and through the Division of Student Affairs⁶⁷. Students have the opportunity to appeal admission to the university, grades, academic requirements, financial aid, satisfactory progress as well as tuition charges and conduct violations⁶⁸.

The Student Senate is the officially recognized voice of the student body at MSUM. It strives to be a democratic forum, generating opinions in the form of motions that represent the will of the student body. It advocates to the administration of the university, MnSCU, local, state, and federal governments. Student Senate also implements projects that will help further the sense of community and involvement on campus, helping make things run better for the students on our campus⁶⁹.

Co-Curricular Activities

The Cultural Diversity/Affirmative Action Committee monitors existing cultural diversity efforts and the status of the University with regard to cultural diversity objectives as well as advising the president on affirmative action and equal opportunity including Title IX and Gender Equity. This committee also reviews compliance matters, makes recommendations, and assists with preparing required reports.

Chapter Two/Criterion 1 Chapter Evaluation and Summary

Our Strengths:

- Mission documents clearly articulate our commitment to teaching and learning;
- Our programs are mission-driven and welcome diversity.
- University planning is mission based.
- The voices of governance are multiple and diverse.
- MSUM's fiscal integrity has been recognized and rewarded.

Our Challenges:

- We should develop and promote our image and identity more within our region and MnSCU.
- We could do a better job with making students aware of the university mission and increasing their knowledge of the mission.

MSUM's mission emphasizes and publicly articulates our most important commitments to learning, service, and citizenship. In our mission, MSUM recognizes and values racial, cultural, and intellectual diversity among our constituents. The commitments and values

articulated in our mission pervade the university and are the driving force behind strategic planning. MSUM's governance supports these commitments and allows us to uphold the integrity of our mission. We recognize that the university must work hard to raise awareness of the mission and how it has been integrated into campus life. We must strive to maintain a clear and unique identity for MSUM that demonstrates our commitments to our mission.

Endnotes

- ¹<http://www.mnstate.edu/President/Mission.htm>
- ²<http://www.mnscu.edu/about/missionvision.html>
- ³<http://www.mnstate.edu/President/Mission.htm>
- ⁴<http://www.mnstate.edu>
- ⁵<http://www.mnstate.edu/President/Mission.htm>
- ⁶<http://www.mnstate.edu/ncavisit>
- ⁷<http://www.mnstate.edu/president/Strategic%20Planning/MSUMStrategicPlanWeb.htm>
- ⁸<http://www.mnstate.edu/center>
- ⁹<http://www.mnstate.edu/strawhat>
- ¹⁰<http://www.mnstate.edu/perform/>
- ¹¹<http://www.mnstate.edu/president/Strategic%20Planning/StrategicPlanning.htm>
- ¹²<http://www.mnstate.edu/cmu/>
- ¹³<http://www.mnstate.edu/counsel/>
- ¹⁴<http://www.mnstate.edu/housing/>
- ¹⁵<http://www.mnstate.edu/intl/>
- ¹⁶<http://www.mnstate.edu/finaid/office.cfm>
- ¹⁷<http://www.mnstate.edu/president/StrategicPlanning/FY2006SP/FY2006.htm>
- ¹⁸<http://www.mnstate.edu/cbi/goals.htm>
- ¹⁹<http://www.mnstate.edu/cah/mission.cfm>
- ²⁰<http://www.mnstate.edu/edhuman/>
- ²¹http://www.mnstate.edu/csns/csns_mission.cfm
- ²²<http://www.mnstate.edu/graduate>
- ²³<http://www.mnstate.edu/assess/>
- ²⁴http://www.mnstate.edu/success/aascu_report.pdf
- ²⁵<http://www.mnsu.edu/humanres/unions.html>
- ²⁶<http://www.doer.state.mn.us/lab-rel/Contracts.htm>
- ²⁷<http://www.hr.mnscu.edu/LR/index.html>
- ²⁸<http://www.ifo.org/Agree05/contract03-05.htm#ART6>
- ²⁹<http://www.ifo.org/Agree05/contract03-05.htm#ART20>
- ³⁰<http://www.mnstate.edu/acadaff/APAC/2005-2006APAC/APACAgendasMinutes.htm>
- ³¹http://www.mnstate.edu/records/ferpa_info/
- ³²<http://www.mnscu.edu/board/policy>
- ³³<http://www.revisor.leg.state.mn.us/stats/13/03.html>
- ³⁴<http://ope.ed.gov/athletics/index.asp>
- ³⁵<http://www.mnstate.edu/humanres/links/>
- ³⁶<http://www.mnstate.edu/affirm/>
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- ³⁸<http://www.mnstate.edu/acadaff/APAC/index.htm>
- ³⁹<http://www.mnstate.edu/assess/>
- ⁴⁰<http://www.mnstate.edu/home/bulletin/index.htm>
- ⁴¹<http://www.mnstate.edu/graduate/appointment.htm>
- ⁴²<http://ifo.org/Agree05/contract03-05.htm#ART22> <http://ifo.org/Agree05/contract03-05.htm#ART25>.
- ⁴³http://www.mnstate.edu/president/Resources/budget_information.htm;
<http://www.finance.state.mn.us>
- ⁴⁴<http://www.mnstate.edu/affirm/>
- ⁴⁵<http://www.mnstate.edu/disability>
- ⁴⁶<http://www.mnstate.edu/finaid>
- ⁴⁷<http://www.ncaa.org/wps/portal>
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- ⁵⁰<http://www.mnstate.edu/facguide/AdjAcadPP.htm>
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