



# Chapter 1

Criterion 1

## Mission and Integrity

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### **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 Minnesota State Colleges and Universities 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 Minnesota State system Board of Trustees and MSUM's chief administrative personnel 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.

Our mission documents articulate our commitments. However, the full meaning of our commitments becomes fully apparent as we carry out our mission with self-reflection, integrity and purpose.

**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 and divisional level as well as at the strategic planning level.

Moreover, internal survey data gathered during MSUM's Fall 2005 and Fall 2006 Professional Development Days confirm that the majority of faculty and staff surveyed endorse Core Component 1A—"MSUM's mission documents are clear and articulate publicly the organization's commitments."

Further, during our self-study process from fall 2005 to fall 2006, the percentage of faculty that either "agreed" or "strongly agreed" with Core Component 1A, increased from 57.8 percent to 67.2 percent. Likewise, the percentage of staff that either "agreed" or "strongly agreed" with the statement of Core Component 1A increased from 63.1 percent to 79.6 percent.

The following sets of evidence illustrate Core Component 1A:

- Evidence Statement 1A-1: MSUM's commitments are clearly articulated in our extended mission statement, a condensed mission statement, a set of 12 aims, and seven core values.
- Evidence Statement 1A-2: MSUM's mission documents are readily available to our constituents.
- Evidence Statement 1A-3: MSUM is distinctive in how it fulfills its mission

***Evidence Statement 1A-1:  
MSUM's commitments are clearly articulated in our extended mission statement, a condensed mission statement, a set of 12 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 Budget 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 Board of Directors of the Minnesota State University System, March 30, 1994).**

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 the Board of Directors of the Minnesota State University System, March 30, 1994)**

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.

## Cross-Cutting Theme: The Future-Oriented Organization

### Maintaining Affordability

One of the aims to which MSUM is committed is “To ensure that academic programs are accessible to our diverse constituencies at moderate cost.” The last 10 years have challenged our ability to remain true to this aim. Though state appropriations have not kept up with the financial demands of the university, MSUM remains one of the most affordable higher education options in the state and region. Despite regular tuition increases, MSUM’s tuition rate is the lowest among residential campuses in the MnSCU system. Additionally, students from outside Minnesota are able to attend MSUM and pay in-state tuition rates.

MSUM has remained affordable to area students without sacrificing excellence. For instance, four MSUM programs—art, communication studies, and biotechnology, and the Mathematics Learning Center—have been awarded systemwide curricular awards in the past six years. Dr. Mark Wallert of the Biosciences Department won the CASE Minnesota Teacher of the Year Award in 2005. MSUM faculty have won this award more often than any other school in the region. Additionally, MSUM science students have won five Goldwater scholarships in the past seven years.

Providing academic excellence at an affordable price has been our mission since our beginning and will continue to be our vision in the future.

### **MSUM Core Values (Approved by the University Planning and Budgeting Committee, April 10, 2003)**

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 statement<sup>1</sup>. 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 Minnesota State system mission and vision documents which emphasize that we must “... provide the diverse citizens of

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<sup>1</sup><http://www.mnstate.edu/President/Mission.htm>

Minnesota the benefits of high-quality, accessible, future-oriented higher education; relevant research; and community service.”<sup>2</sup>

Minnesota State system 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.

Minnesota State system 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 Minnesota State system statements emphasize our primary role as educators in the region. Like the MSUM mission statement, the system mission statement emphasizes our commitment to addressing the individual situation and talents of each learner. In conformity with the system 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.”

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 homepage,<sup>3</sup> through the president’s webpage<sup>4</sup> and on the Self-Study webpage.<sup>5</sup> The seven core values appear in Strategic Planning documents.<sup>6</sup> 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-3:  
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 system standards. For example, our outstanding programs and

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2 <http://www.mnscu.edu/about/missionvision.html>

3 <http://www.mnstate.edu>

4 <http://www.mnstate.edu/President/Mission.htm>

5 <http://www.mnstate.edu/ncavisit>

6 <http://www.mnstate.edu/president/StrategicPlanning/StrategicPlanning.htm>

facilities establish MSUM as a valuable asset to our constituents. At the same time, we are able to fulfill important components of both the MSUM and the system missions. Many of these programs will be discussed in greater detail later in this report.

Of special note is the Graduation with Distinction program that is designed to engage students in the goals of MSUM's mission in meaningful ways beyond the requirements of major programs of study and the general education program, Dragon Core. Our mission commits the institution to preparing graduates with "knowledge, talent, and skills for a lifetime of learning, service, and citizenship." Graduation with Distinction can be selected by students in any major as long as they are in good academic standing. It does not require a specific GPA or successful completion of a selected set of courses. Specific requirements can be different in different major programs of study, but the overall framework and goals are shared among all departments that choose to participate. To graduate with distinction, students present a portfolio showcasing their accomplishments in learning, service, and citizenship beyond the requirements of their major and Dragon Core.

MSUM provides many other distinctive educational programs in our service region:

- Professional or accredited programs (nursing, construction management, technology, social work, athletic training, speech-language pathology, counseling and student affairs, school psychology);
- The Corrick Center for General Education<sup>7</sup>, a nationally recognized program that provides a supportive learning community for a selected number of first and second-year students admitted to MSUM;
- Unique majors including film studies, music industry, international studies, Master of Fine Arts in Creative Writing; and
- Tri-College University Consortium (described previously in the Self-Study Introduction).

MSUM provides distinctive cultural activity in our region:

- Theatre arts programs, including MSUM's Straw Hat Players,<sup>8</sup> the preeminent summer theatre program in the region;
- Cheryl Lossett Performing Arts Series,<sup>9</sup> which presents culturally diverse and stylistically expansive programming and showcases some of the best available national and international performers and productions, while operating with the added goal of educating and building audiences by creating outreach projects organized in collaboration with local and regional art and education organizations;
- New Rivers Press,<sup>10</sup> a not-for-profit literary small press founded in 1968 that has published over 300 books and is now part of MSUM with a dual mission to publish enduring literature and provide academic learning opportunities for students;
- Celebration of Nations<sup>11</sup>, an annual event at MSUM in which international students display art, clothing and information about their countries;

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7 <http://www.mnstate.edu/center>

8 <http://www.mnstate.edu/strawhat>

9 <http://www.mnstate.edu/perform/>

10 <http://appserv.mnstate.edu/newriverspress/nrp-2/>

11 <http://www.mnstate.edu/intl/old2004/celebration/CelebrationofNations.htm>

- The MSUM Art Gallery,<sup>12</sup> located in the Roland Dille Center for the Arts, dedicated to exhibiting art created by students, faculty, and other artists of regional and national acclaim;
- The Tom McGrath Writers' Series,<sup>13</sup> which brings to campus some of the finest contemporary writers to read and share their work; and
- The university Symphony Orchestra,<sup>14</sup> composed of university students and community members dedicated to learning string and symphonic music.

MSUM is a distinctive community partner:

- Moorhead Together: A tri-campus/community collaboration to reduce high risk drinking of Moorhead college students<sup>15</sup> by coordinating the alcohol misuse prevention work of MSUM, Minnesota State Community and Technical College-Moorhead, Concordia College, and the Moorhead Police Department;
- Summer College for Kids,<sup>16</sup> held each summer on the campus of MSUM, with classes designed for local children age 8-14;
- MSUM Planetarium<sup>17</sup> with seating for 60, draws thousands of pre-K-12 students to campus each year for night sky simulations featuring the Spitz System 512 planetarium projector;
- The MSUM Regional Science Center<sup>18</sup> located adjacent to Buffalo River State Park annually provides more than 20,000 people, including 9,000 pre-K-12 students, with science and environmental education programs;
- West Central Minnesota Small Business Development Center,<sup>19</sup> where small businesses and those starting a small business can receive assistance in various areas including financial projections and loan packaging, accounting and record keeping, market analysis and research, and strategic marketing;
- Biotechnology industry certificate program; which is being developed with our local biobusiness partners, to offer unique advanced training opportunities for individuals trained for careers in the bioscience, pharmaceutical, and chemistry industries; and
- Annual community Fourth of July Celebration, which, for more than three decades, has drawn tens of thousands of local and regional folks to campus for a day of family-oriented activities and an evening of fireworks.

**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.

The following sets of evidence illustrate Core Component 1B:

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12 <https://www.mnstate.edu/art/gallery.html>

13 <http://www.mnstate.edu/english/mcgrath.htm>

14 <http://www.mnstate.edu/music/orch/Orchindex.html>

15 <http://www.mhdtogether.org>

16 <http://www.mnstate.edu/collegeforkids/default.htm>

17 <http://www.mnstate.edu/regsci/planetarium.html>

18 <http://www.mnstate.edu/regsci/index.html>

19 <http://www.mnstate.edu/sbdc/>



- Evidence Statement 1B-1: MSUM’s mission documents prominently affirm our commitment to diversity.
- Evidence Statement 1B-2: Diversity initiatives have been prominent in MSUM’s planning processes.
- Evidence Statement 1B-3: Both MSUM and Minnesota State system have clear policies and procedures to support our pursuit of diversity in the workforce and among students attending MSUM.
- 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 our commitment to diversity.***

Our extended 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 Minnesota State system vision and mission statements also emphasize our commitment to diversity.

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 12 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”; and
- 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.”

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 1-1). 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.

MSUM’s planning processes and documents specifically address diversity. For example, the MSUM Strategic Plan, MSUM Racial and Ethnic Diversity Plan, Training Our Campuses Against Racism (to be discussed below), and the Affirmative Action Plan, all ensure that our university and community provide an open and welcoming environment. Further, as documented in the MSUM Extended Mission Statement, 12 Aims, and Seven Core Values,

<b>Table 1-1: MSUM Continuing Studies Trends, 2000-2004</b>					
	2000	2001	2002	2003	2004
% students (# students) traditional (under age 25)*	83.5 (5,883)	84.3 (5,938)	84.7 (6,153)	85.5 (6,224)	84.6 (6,098)
% students (# students) non-traditional (over age 25)*	16.5 (1,161)	15.7 (1,110)	15.3 (1,112)	14.5 (1,058)	15.4 (1,113)
packaged course total enrollments**	150	188	147	212	360
<i>Data from MSUM Institutional Research website</i> <i>*Student data from (first two rows): <a href="http://www.mnstate.edu/institut/fact_book_home_page/msum_fact_book.htm">http://www.mnstate.edu/institut/fact_book_home_page/msum_fact_book.htm</a></i> <i>**Packaged course data from (third row): <a href="http://www.mnstate.edu/institut/college_dept/continuing_studies/Continuing%20St%20Trends_nov05.pdf">http://www.mnstate.edu/institut/college_dept/continuing_studies/Continuing%20St%20Trends_nov05.pdf</a></i>					

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.**

MSUM's planning processes support diversity initiatives. For example, through our Work Plan Initiative process which ultimately funds university projects that address particular aspects of a division's annual work plan, diversity is regularly funded. The Work Plan Initiatives are fully described in Chapter 2. The university's Work Plan Initiative process has provided funding to establish a base budget for Training Our Campuses Against Racism (fully described in Evidence Statement 1B-4), to support an internship position the Multicultural Affairs Office, and to assist faculty with infusing multicultural and anti-racism into existing or new courses.

MSUM's Racial and Ethnic Diversity Plan<sup>20</sup> 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 Feb. 27, 2006, this will "lead to a stronger effort and a higher profile for initiatives that

<sup>20</sup> <http://www.mnstate.edu/president/StrategicPlanning/StrategicPlanning.htm>

## Cross-Cutting Theme: The Distinctive Organization

### MSUM's Corrick Center Promotes Diversity of Learning

The Corrick Center for General Education is a unique academic department at MSUM that provides an alternative entry to students who do not meet the regular admissions standards. After completing two to four semesters in the Corrick Center, students transfer to any other department on campus. Nearly 250 students with ACT scores of 17-20 and in the 35th-50th percentile of class rank are admitted to the program each year.

The Corrick Center is designed to address the diverse needs of our incoming students. The Center provides students with additional academic support, more individualized advising, and greater opportunity for mentoring. Because the Center includes faculty that represent the liberal arts disciplines, the department is able to offer a full range of classes that meet the university's general education requirements. The pass/variable credit mastery grading system helps students achieve success early in their college career. Students transition to their major when they have demonstrated an ability to be successful in their Corrick Center courses and in a course in the student's new major.

Students in the Corrick Center form a strong learning community that works closely with the faculty. Since 1972, the program has seen thousands of students succeed, including two current MSUM professors. Through its attention to individual students, unique policies, and general curriculum, the Corrick Center allows MSUM to meet the diverse needs of our students.

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 Work Plan Initiatives to implement the Racial and Ethnic Diversity Plan during the University Planning and Budget Committee's (UPBC) planning activities leading to the overall university annual work plan.

#### **Evidence Statement 1B-3:**

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

The following examples of Minnesota State system and MSUM policies and procedures clearly demonstrate the university's dedication and commitment to all types of diversity. All will be made available in the Resource Room:

- Minnesota State system policy on Nondiscrimination in Employment and Education Opportunity;
- Minnesota State system policy on Affirmative Action in Employment;
- Minnesota State system Report/Complaint of Discrimination/Harassment Investigation and Resolution;
- Minnesota State system and MSUM policies on Reasonable Accommodations in Employment;
- Minnesota State system policy on System Organization and Administration Equal Education and Employment Opportunity Access for Individuals with Disabilities;

- MSUM Sexual Violence Policy & Procedure; and
- 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. The Resource Room contains a copy of this letter.

**Evidence Statement 1B-4:**

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

**The Dragon Core**

As was addressed in the Introduction and Appendix F, MSUM's Dragon Core curriculum includes a critical and multicultural thinking requirement, with specified student learning outcomes. These are further developed in the Dragon Core Middle Cluster, which includes a required course in human 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.

**Training Our Campuses Against Racism (TOCAR)**

Training Our Campuses Against Racism (TOCAR) evolved out of the community-wide study circle process that took place in the spring of 2001 in response to the U.S. Commission on Civil Rights Report, "The Status of Equal Opportunity for Minorities in Moorhead, Minnesota" (see the Resource Room). From the study circle process emerged Citizen Action Teams, one of which focused on Higher Education.<sup>21</sup> The Higher Education Team decided that its focus would be the development of a multi-campus anti-racism initiative and one of its student members named this initiative TOCAR.

The team, now the TOCAR Collaborative, consists of faculty, student, and staff representatives from Minnesota State University Moorhead, Concordia College, North Dakota State University and Minnesota State Community & Technical College Moorhead (formerly Northwest Technical College). The TOCAR initiative is supported by two generous grants from the Otto Bremer Foundation and matching contributions from each of the educational institutions. For the past two years, Work Plan Initiatives have provided base funding to the TOCAR project. TOCAR conducts regular training sessions for faculty, staff, and students and has conducted summer workshops for faculty.

TOCAR's mission states that 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." TOCAR will be discussed in further detail in Chapter 5/Criterion 5.

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21 [http://www.mnstate.edu/mhdroights/Final\\_Report.htm](http://www.mnstate.edu/mhdroights/Final_Report.htm)

### **Campus Activities and Events Celebrating Diversity**

With the theme “Catch Your Dream,” the Office of 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 university activities and events supporting 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, Black Student Alliance, and Triota Women’s Studies Honor Society.

### **Academic Departments and Diversity Programming**

MSUM’s academic departments have developed various programming and student experiences emphasizing diversity. Of particular interest are the diversity efforts in social work and education:

- Social work internship that consists of 480 hours in a field placement which frequently involves working with diverse individuals, families, and groups;
- Social work service learning project in which each student engages in a minimum of 20 hours/semester of community-based macro problem-solving activities, most frequently under the auspices of community organizations who serve under-represented groups;
- Student teaching experiences in Aldine, Texas, with diverse population. Since the spring 2005 semester, the first semester of the program, 10 students have been sent to Texas for student teaching. So far, every student teacher has been offered a position in the school district. All but two chose to stay and accept the position; and
- Secondary practicum students from MSUM are providing tutoring for struggling 9th grade students at Moorhead High School. During the time MSUM students spend with 9th graders, classroom teachers use the opportunity to meet for curriculum planning and collaboration. Moorhead High School has a significant Hispanic population.

### **Core Component 1C: Understanding of and support for the mission pervade the organization.**

As a member institution of the Minnesota State 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 Professional 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, life-long learning, and service.

These key elements reflect the expanded version of the 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 (see Appendix H).

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 are included in planning processes.
- Evidence Statement 1C-5: Student organizations at MSUM have purpose statements congruent with the university 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 university's Strategic Goals and followed through by each division, department and unit. The first strategic goal of the President's FY2006 Master Work Plan, 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."<sup>22</sup> 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 Appendix G), 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. The University Planning and Budget Committee, in the context of the university mission and the 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 one percent 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 Plan.<sup>23</sup>

***Evidence Statement 1C-2:  
The goals of the administrative and academic subunits of MSUM are congruent with the university's mission.***

The 12 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:

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<sup>22</sup> <http://www.mnstate.edu/president/StrategicPlanning/FY2006SP/FY2006.htm>

<sup>23</sup> <http://www.mnstate.edu/president/StrategicPlanning/StrategicPlanning.htm>

## Cross-Cutting Theme: The Distinctive Organization

### Student Learning through the New Rivers Press

Central aims in MSUM mission documents include “excellence in teaching and learning” and serving as the “center of cultural activity for the region.” We also strive to provide hands-on learning opportunities for students, engaging them fully in the learning process. An excellent example of an entity on campus that fulfills these aims is the New Rivers Press.

The New Rivers Press is a not-for-profit literary small press founded in 1968 that has published over 300 books. Since 2003, the press has been located at MSUM. Its dual mission is to publish enduring literature and provide academic learning opportunities for students.

New Rivers Press is a teaching press. Students work with professional faculty and staff. Classroom activities are part of the press as we teach the art and business of publishing. Students take classes, serve as interns and as fellows under the supervision of faculty and staff members. A certificate program in publishing is available for students who wish to receive formal credentials in publishing.

The press, and its accompanying array of readings and festivals, plays an important role in the cultural life of the region. By combining service with scholarship, the New Rivers Press serves as an example of how MSUM distinctively lives its mission.

- Comstock Memorial Union:<sup>24</sup> “...deliver valuable services and programs that enhance the campus life and inspire University involvement and commitment;”
- Counseling Center:<sup>25</sup> “...promote the development of psychologically healthy, academically successful, and self-responsible students;”
- Housing and Residential Life:<sup>26</sup> “...promotes residents’ academic success, holistic development and their commitment to the MSUM community;”
- International Programs:<sup>27</sup> “...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 Office:<sup>28</sup> “...promotes student learning, success and achievement by meeting the financial needs of students.”

The 2005-2010 Academic Affairs Master Work Plan Goals<sup>29</sup> not only reflect the university mission but each goal is tied to the Minnesota State system Priorities:

<sup>24</sup> <http://www.mnstate.edu/cmu/>

<sup>25</sup> <http://www.mnstate.edu/counsel/>

<sup>26</sup> <http://www.mnstate.edu/housing/>

<sup>27</sup> <http://www.mnstate.edu/intl/>

<sup>28</sup> <http://www.mnstate.edu/finaid/office.cfm>

<sup>29</sup> <http://www.mnstate.edu/president/StrategicPlanning/FY2006SP/FY2006.htm>



- Goal 1 under system 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 system 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 system 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 system 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 system 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 Industry:<sup>30</sup>

- “To prepare students for fulfilling and productive careers;”
- “To encourage and support faculty development in teaching, advising, service, scholarship, and creative activity;”
- “To provide service and educational outreach to the region;” and
- “To embrace diversity and base relationships on tolerance, civility, and affirmation.”

The College of Arts and Humanities:<sup>31</sup>

- “We value teaching and learning from creative, critical, historical and multicultural perspectives;”
- “We pursue knowledge through reflective and active engagement with ideas;” and
- “We cultivate ethical and civic responsibility in the individual and community;”

The College of Education and Human Services:<sup>32</sup>

- “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;” and
- “To provide service and educational outreach to the community and region;”

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30 <http://www.mnstate.edu/cbi/>

31 <http://www.mnstate.edu/cah/mission.cfm>

32 <http://www.mnstate.edu/edhuman/>



<b>Table 1-2: MSUM Mission and Learning Outcomes</b>	
<b>Words and phrases from the MSUM mission</b>	<b>Number of outcomes cited (out of 77)</b>
Knowledge/content	60
Lifelong learning	36
Talents	31
Multiculturalism/diversity	26
Global understanding	25
Service	14
Citizenship	12

The College of Social and Natural Sciences:<sup>33</sup>

- “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;” and
- “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 homepage<sup>34</sup> 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)<sup>35</sup> asked departments/programs to identify which parts of the MSUM mission were addressed in their student learning outcomes. Table 1-2 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. Updated information is available in the Resource Room.

<sup>33</sup> [http://www.mnstate.edu/csns/csns\\_mission.cfm](http://www.mnstate.edu/csns/csns_mission.cfm)

<sup>34</sup> <http://www.mnstate.edu/graduate>

<sup>35</sup> <http://www.mnstate.edu/assess/>

**Evidence Statement 1C-3:  
The faculty and staff at MSUM understand and support the university's mission.**

The 2004-2005 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 table top discussions at the 2005 Professional Development Day in which 210 faculty were registered, and at the 2005 Staff Open Forum, indicated that faculty and staff members understand and support the mission. For example, when participants were asked to summarize the MSUM mission (without looking at it), several themes emerged:

- MSUM fosters excellence in teaching and learning;
- MSUM provides a supportive educational environment for life-long learning;
- MSUM embraces diversity;
- Students are involved and productive members of the campus community; and
- Both faculty and staff feel they are directly involved in the student's education and beyond the classroom.

The level of faculty and staff awareness of the mission statement has increased during the course of the self-study process, as demonstrated by internal campus surveys of participants in the fall 2005 and fall 2006 campus development days. For example, the fall 2005 data show that the majority know the mission statement (66.5 percent of faculty; 61 percent of staff). However, by the fall 2006, these figures markedly rose to 80 percent of faculty and 93 percent of staff reporting that they knew the mission statement. Further, faculty and staff readily recalled many keywords from the mission documents, including life-long learning, "learning, service, citizenship," "student centered," and "excellence in teaching," and identified the many locations across campus to find mission documents.

The faculty and staff were also asked how the mission of the university applied to their daily activities. The following examples of their survey responses confirm their support for, and knowledge of, 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;" and
- "Don't incorporate it explicitly, but implicitly."

Finally, the concluding remarks made by the American Association of State Colleges and Universities (AASCU) team visit on student success (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.<sup>36</sup>

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<sup>36</sup> [http://www.mnstate.edu/success/aascu\\_report.pdf](http://www.mnstate.edu/success/aascu_report.pdf)

**Evidence Statement 1C-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. Three students currently serve on the University Planning and Budget Committee. Further, all four of the university's colleges have student advisory boards that regularly meet with each respective college dean. This provides students with an opportunity to share concerns, questions, or comments about the courses or programs in their Colleges.<sup>37</sup> Student representatives are also routinely appointed to university task forces.

**Evidence Statement 1C-5:  
Student organizations at MSUM have purpose statements congruent with the University mission statement.**

Student organizations on campus serve a variety of purposes. Those formed for purely social reasons tend to be loosely organized around a group of members who share the same attraction for a specific activity (such as watching old movies together). These organizations do not generally follow the mission in their purpose statement. On the other hand, many of the units with a stronger purpose have developed purpose statements based on the university mission statement. Below is a sample of the purpose statements written by MSUM student organizations that reflect 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 life-long commitment to serving;”
- *Volunteer Visions*: “To increase social awareness, promote personal and educational benefits of participation, and encourage students to develop a life-long commitment to community involvement;” and
- *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 25 two-year technical and community colleges. The system operates under a 15-member Board of Trustees appointed by the state legislature and

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<sup>37</sup> For example, see: <http://www.mnstate.edu/cah/sab.cfm>, <http://www.mnstate.edu/cbi/studentadvisoryboard.cfm>, and [http://www.mnstate.edu/csns/student\\_advisory.cfm](http://www.mnstate.edu/csns/student_advisory.cfm).

administered under the authority of a chancellor, Dr. James H. McCormick. The Board of Trustees makes policy decisions for the Minnesota State system.

Local administrative authority is led by MSUM President Roland Barden (see Introduction and Appendices C and D)

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

***Evidence Statement 1D-1:  
Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic programs.***

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 website<sup>38</sup> and at the Minnesota Department of Employee Relations website.<sup>39</sup> Other details can be found at the Minnesota State system Human Resources website.<sup>40</sup>

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 Minnesota State system/IFO Agreement. The 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. 1<sup>41</sup>). 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.

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38 <http://www.mnstate.edu/humanres/links/>

39 <http://www.doer.state.mn.us/lab-rel/Contracts.htm>

40 <http://www.hr.mnscu.edu/LR/index.html>

41 <http://www.ifo.org/Agree05/contract03-05.htm#ART6>

Under the agreement, 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 20<sup>42</sup> of the 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 for 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, makes recommendations regarding academic policies and practices. Agendas and minutes for APAC are posted at the Academic Affairs website.<sup>43</sup> 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

42 <http://www.ifo.org/Agree05/contract03-05.htm#ART20>

43 <http://www.mnstate.edu/acadaff/APAC/index.htm>

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

### **President's Cabinet**

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**

Administrative Council is another composite of administration that meets the first week of every month (see Appendix D 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 Minnesota State system reviews are common agenda items with some time devoted to general information sharing.

### **Office of Academic Affairs**

Academic Affairs is responsible for academic life on campus. It includes the College of Arts and Humanities, the College of Business and Industry, 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 Science Center, Early Education Center, graduate studies, New Rivers Press, Performing Arts Series and Straw Hat Players, MSUM 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.

### **Office of Student Affairs**

Student Affairs is responsible for student development and life on the university campus. Specific departments that report to the vice president for student affairs include Admissions, Bookstore, Counseling and Personal Growth, Financial Aid and Scholarships, Housing and Residential Life, Career Planning and Placement Services, International Programs, Security, Student Support Services, Hendrix Health Center, the Dragon Wellness Center, Comstock Memorial Student Union, and Food Service. The vice president also has programmatic responsibility for New Student Orientation, Multicultural Student Affairs, Disability Services, Campus Judicial Affairs, International Student Programs, Student Activities and

Organizations, and the Women's Center. The vice president for student affairs serves as the advisor to the Student Senate.

### **Office of Administrative Affairs**

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 issuing and card access, physical plant (which includes building services and parking), the business office, human resources, and payroll.

As of July 1, 2004, the vice president for administrative affairs is also serving as dean of the College of Business and Industry. Therefore, temporary reporting lines are in place: the Bookstore 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 Athletics, Physical Plant, the Business Office, Human Resources, and Payroll.

### **MSUM President's Regional Advisory Board**

A group that provides insight for governance of the institution is the MSUM President's Regional 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.

### **Committee Structures**

Governance is also shared on campus through the committee structure. At MSUM, there are three types of committees, university, student affairs, and programmatic, which have specific functions.

University committees are appointed to consider areas and activities that have the potential to affect the academic community as a whole.

Student affairs committees consider areas and activities of primary importance to students and makes recommendations to the president or his/her designee concerning the same.

Programmatic committees are 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.

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 the Resource Room for the complete list of MSUM's committees, charges, and membership). and membership changes from term to term. Each student appointment is for an academic year. Faculty appointments to committees are for two-year terms.

Committee appointments are made by the president, collective bargaining units, and student government. Some committee positions are designated by position. This model ensures some overlap will occur and continuity achieved from year to year.

### **Task Forces**

University task forces are another vehicle of governance employed in certain circumstances and occasionally preferred over committees (See the Resource Room for additional information regarding 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 programmatic committees; bargaining units appoint members to university committees, with approval of the president under collective bargaining agreements. Students are appointed to committees 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.

Board Policy 2.3 addresses student involvement in decision-making and 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 Minnesota State system, students are represented by the Minnesota State University 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 and 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. Student Senate has additional opportunities to participate in the process of governance through interactions on committees and direct access to the administration.

Two key committees with notable student decision-making power are the Student Activities Budget Committee (SABC) and the Student Technology Fee Committee.

- SABC distributes and monitors student activity fee dollars to recognized student organizations on MSUM's campus. This student committee works with an annual budget of more than \$600,000;
- The Student Technology Fee Committee is made up of 20 students, faculty and staff members, with the majority of voting seats designated for students. This group oversees the expenditures of the \$948,000 of annual student technology fee funds and makes recommendations to the president regarding future expenditures.

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, such as the 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.***

MSUM regularly engages in a progression of self reflective events that have brought about thoughtful and meaningful change. For nearly each of the past six years, the president has involved the university community in a summer retreat or professional development day focusing on a subject of paramount significance. Hundreds of our faculty, staff, administrators, and our student government leaders have come together to self reflect on subjects such as recruitment and retention, campus and community diversity, the role of technology in the university, liberal studies, and alcohol misuse of college students. Most of these events led to the appointment of Presidential Task Forces which made recommendations back to the president and the university community. In several cases, this process has led to significant institutional changes at the university. For example, the liberal studies professional development day led to a Liberal Studies Task Force, whose work ultimately led to the newly revised liberal studies curriculum, now called the Dragon Core. The focus on student misuse of alcohol arose following the alcohol-related death of a former MSUM student in an MSUM fraternity house in 2004 and the alcohol-related death of a current student in 2005. The President's Task Force on Student Misuse of Alcohol was formed to address these issues. Its work led to a revised university policy on student alcohol and other drugs, and the award of a \$320,000 federal grant over two years.

MSUM has also evaluated and strengthened its own mission statement. 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.

As our general education program evolves from Liberal Arts (1981-1992), to Liberal Studies (1992-2006), and onward to the Dragon Core as of fall 2006, we will continue regular evaluation of our mission (see Criterion 4B).

### **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 stated 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 the Board of Trustees of the Minnesota State system, appointed by the governor of the state of Minnesota.
- Evidence Statement 1E-2: The state of Minnesota establishes open government policies that provide institutional transparency.
- Evidence Statement 1E-3: The activities of the organization are congruent with its mission.
- Evidence Statement 1 E-4: The institution maintains knowledge of and provides proper delegation of authority to deal with, all relevant federal, state and Board laws and policies.
- Evidence Statement 1E-5: We maintain integrity in publicizing and enforcing established policies and we have appropriate procedures for dealing with complaints, grievances, and similar issues. External and internal procedures ensure fair treatment of our constituents.

#### ***Evidence Statement 1E-1: Integrity is directed by external oversight provided by the Board of Trustees of the Minnesota State system, appointed by the governor of the State of Minnesota.***

The Board of Trustees has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. The Board Policies<sup>44</sup> form the governing rules of the Minnesota State system and include sections on organization, students, educational policy, human resources, administration, facilities management, general financial policy, and college and university relations.

The Board has set out specific policies that seek to assure the fiscal integrity of the system's central office and of the individual member campuses. Board 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 (refer to the Resource Room).

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<sup>44</sup> [www.mnscu.edu/board/policy/index.html](http://www.mnscu.edu/board/policy/index.html)

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.”

Board Policy 1D.1 describes the mission, vision, values and services of the Minnesota State system 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 FY2004 and FY2005 by Larson Allen, 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 Minnesota State system Excellence in Financial Management Award.

In addition the Board has established policies to assure fair and equitable treatment of our constituents.

Board policy outlines procedures for student involvement in decision making including requirements that students shall be given the opportunity to serve as members of appropriate system, college or university committees through the entire process of that work group. The chancellor meets regularly with the statewide student association leadership. The Board includes student members.

The Board and the chancellor oversee the collective bargaining process and the chancellor holds meet and confer sessions with various employee representative groups.

For example, the IFO and the Minnesota State system have been working together for a number of years on issues related to faculty salary. The Salary Review Committee, a statewide joint committee of administrators and IFO representatives, has overseen a major equity study in 2001-2002 and is currently selecting external consultants to conduct a study in 2007. Based upon the study, and recommendations of the committee, individuals have received salary adjustments. The study also established that compression and gender discrimination in pay were not present at Minnesota State University Moorhead. Finally, the work has led to a salary calculator, to fairly place new hires and each year the committee reviews salaries of individuals receiving terminal degrees and new hires to help ensure equity (Reports will be available in the Resource Room).

***Evidence Statement 1E-2:  
The state of Minnesota establishes open government policies that provide institutional transparency.***

As a unit of the state of Minnesota, the university is subject to a number of laws directed toward the public right to know, and delineation of that right. In addition to the federal regulations, Minnesota State University Moorhead is also subject to the Minnesota Government Data Practices Act which creates a presumption that state and local government records are accessible to the public, unless a statute or rule provides otherwise. This act provides for procedures to be followed in collecting and keeping records, and procedures and protections for individuals. Thus information, such as policies, actions of

university bodies or the president, salaries of faculty or administrators is public and open to scrutiny. (Consult the Resource Room for Minnesota open records law).

**Evidence Statement 1E-3:**

***The activities of the organization are congruent with its mission.***

The entire document provides substantiation for this statement. There is evidence throughout the document that we live our mission and we are true to our purposes. We are a student-centered organization as we assert.

**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 Manual.<sup>45</sup> Consistency and fulfillment of student learning outcomes are verified and improved through the Student Learning Outcomes Assessment Committee (SLOAC).<sup>46</sup> Student learning outcomes are listed in the MSUM Bulletin for each department.<sup>47</sup> 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 website.<sup>48</sup> Review processes are in place for faculty, as well as other staff development, as outlined in various collective bargaining agreements.

**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. These reviews by external consultants are described further in elsewhere in this self-study.

**Evidence Statement 1 E-4:**

***The institution maintains knowledge of and provides proper delegation of authority to deal with, all relevant federal, state and Board laws and policies.***

Areas where we both maintain and promulgate information include:

- Providing information to faculty, students and parents regarding the Family Education and Right to Privacy Act (FERPA);<sup>49</sup>

45 <http://www.mnstate.edu/acadaff/APAC/index.htm>

46 <http://www.mnstate.edu/assess/>

47 <http://www.mnstate.edu/home/bulletin/index.htm>

48 [www.mnstate.edu/graduate/appointment.htm](http://www.mnstate.edu/graduate/appointment.htm)

49 [http://www.mnstate.edu/records/ferpa\\_info/](http://www.mnstate.edu/records/ferpa_info/)

- Following standards and guidelines established by Governmental Accounting Standards Board (GASB) and National Association of College and University Business Officers (NACUBO). See “Fiscal and Managerial Integrity;”
- Adhering to policies and regulations established by the Minnesota State Colleges and Universities system;<sup>50</sup>
- Following state regulations, such as the Minnesota Data Practices Act;<sup>51</sup>
- Providing information to students and others on certification and compliance with National Collegiate Athletic Association (NCAA) and Department of Education rules and regulations. Some examples are: Institutional Self-Study (ISSG) required to be done every five 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) website<sup>52</sup>). 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 regulations;<sup>53</sup>
- Providing information to university faculty, staff and students relating to affirmative action and nondiscrimination;<sup>54</sup>
- Providing information to prospective international students regarding immigration laws and work permits;<sup>55</sup> and
- Biennial Review demonstrates compliance with the Campus Safe and Drug Free Schools Act.<sup>56</sup>

In all areas, university officers are responsible for compliance and accept this responsibility. At times officers are aided by consultation with counterparts at the Minnesota State system for advice and assistance.

#### Campus Offices Comply With Appropriate Regulations.

- The Affirmative Action/Title IX coordinator and the human resources director coordinate 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 employment.<sup>57</sup> The Affirmative Action/Title IX officer is under the direction of human resources and the human resources director 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 capacity<sup>58</sup> (see Criterion 3C for detailed description);

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50 <http://www.mnscu.edu/board/policy>

51 <http://www.revisor.leg.state.mn.us/stats/13/03.html>

52 <http://ope.ed.gov/athletics/index.asp>

53 <http://www.mnstate.edu/humanres/links/>

54 <http://www.mnstate.edu/affirm/>

55 <http://www.mnstate.edu/intl/>

56 <http://www.mnstate.edu/aod>

57 <http://www.mnstate.edu/affirm/> and <http://www.mnstate.edu/humanres/>

58 <http://www.mnstate.edu/disability>

- The Office of Scholarships and Financial Aid 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 handbook, the MSUM Bulletin and the financial aid web site;<sup>59</sup>
- The department of athletics complies with the rules of the NCAA;<sup>60</sup>
- 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; and
- MSUM follows the Statewide Policy on the Appropriate Use of Electronic Communication and Technology<sup>61</sup> and the policies of the Minnesota State system Information Security Office. MSUM policies are available from the Office of Information Technology.<sup>62</sup>

**Evidence Statement 1E-5:**

***We maintain integrity in publicizing and enforcing established policies and we have appropriate procedures for dealing with complaints, grievances, and similar issues. External and internal procedures ensure fair treatment of our constituents.***

In addition to external policies indicated above, we provide information on policies in a number of ways on campus. First, all members of collective bargaining agreements receive copies of those agreements. Our website provides extensive information. The Faculty Guide is an extensive compilation of information; the student handbook has recently been revised and is available to all.

The university provides a number of appeal processes for students and maintains separate committees for academic appeals, tuition refund appeals, financial aid appeals and the deans are responsible for the grade appeal process. A negative finding on the part of any appeal committee may be appealed in person to the administrator of that area.

Under Minnesota State system Board of Trustees policies, both employees and students have a process for filing complaints dealing with sexual harassment, in particular, and other concerns. The system has provided both a process and training for investigations and for decision-makers involved in such processes. In addition to these, each collective bargaining group has an established grievance policy where grievances may be filed locally, with opportunities for informal or formal settlement, but also may be taken to the system level and eventually subject to arbitration.

## **Chapter 1/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; and

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59 <http://www.mnstate.edu/finaid>

60 <http://www.ncaa.org/wps/portal>

61 <http://www.doer.state.mn.us/pdf/electroniccomm.pdf>

62 <http://www.mnstate.edu/it/policy/index.htm>

- 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 the Minnesota State system; and
- 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.