

**DRAFT—Chapter One, Criterion One
Bemidji State University-HLC 2010 Reaccreditation Self-Study Report**

Below is a draft of Criterion One of Bemidji State’s 2010 HLC self-study document. The self-study writing team invites you to comment freely on the content and to provide information regarding notes that are shaded in gray.

The writing team thanks the five criterion committees for their ongoing work. They are providing content and evidence for the document and are commenting on drafts. To view their work, visit the self-study web site <<http://www.bemidjistate.edu/hlc/>> and click on Committees in the left column. Other information about our self-study process is also available on this site.

Please send your comments to Marty Wolf (mwolf, # 23, 2825). We would like them by November 6 so that we may consider them as we complete the document. Questions may also be addressed to Marty.

Self-Study Deadlines

Due Dates	Actions
10/16/09	Draft to campus.
11/06/09	Comments due to writing team.
12/01/09	Completed copy to Production Office.
01/22/10	Self-study due at HLC offices.
02/15/10	Mock visit.
03/22-24/10	HLC team campus visit.

READING & COMMENTING ON THE 10/16/2009 DRAFT

On weird things in the text:

- Gray highlighting indicates that the text is in progress. Comments and suggestions are especially welcome regarding these passages.
- A tilde (~) indicates a link, even if it is not yet active. Please feel free to provide URLs.
- In Chapter One, double letters (MM, etc.) indicate placement for sidebar pieces.

Regarding your comments:

- Notes written on hard copy are preferred.
- If you provide your comments in an email, please point to the relevant text by including four or five words from the beginning of the nearest paragraph, so the writing team can easily locate the section you are critiquing.
- Send comments to Marty Wolf, mwolf, # 23, 2825.
- Questions may also be addressed to Marty.

Regarding previous Criterion Committee comments:

- Some Criterion Committee comments delivered to the HLC co-chairs are not yet incorporated into this draft. To the committees: please assured that we have your comments, that we will address them in subsequent iterations of the document, and that you will have a chance to review the edits.

Regarding the Core Components

- The criterion chapters are not organized by core components. Rather, the core components are embedded in an organization suited to our story. Core components will be identified throughout the finished document and in the summary at the end of the document.

HLC Writing Team

Elizabeth Dunn, HLC Co-chair (Interim Dean, College of Arts & Sciences)
Marty Wolf, HLC Faculty Co-chair (Math & Computer Science Department)
Susan Hauser, Writer (English Department)

Shaping Potential/Shaping Worlds

Story here...

Criterion One: 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.

- Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.
- Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- Core Component 1c: Understanding of and support for the mission pervade the organization.
- 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.
- Core Component 1e: The organization upholds and protects its integrity.

Organization of Criterion One

Introduction

1. Primary Mission Documents (1a, 1b)
2. Foundational Mission Documents (1a, 1c)
3. Mission Integrity (1b, 1c, 1d, 1e)
4. Priorities for Improvement

Summary of Evidence

Higher education "is an enterprise in which qualified professionals first determine what students should know and be able to do as a result of their education and then create processes to determine that students actually know and can do these things. It also seeks to equip people to be self-motivated and self-sustaining learners throughout their lives. It is to fulfill this very critical set of goals that colleges and universities create structures to enable their achievement."

Higher Learning Commission-
The Handbook of Accreditation
(3.2, Core Component 1d)

Introduction

In its mission documents, Bemidji State University clearly and consistently articulates its mission, including core values, goals, and commitments to internal and external constituents. The documents identify processes for accomplishing the mission in fair and balanced ways; embrace complex and broad notions of diversity; provide for academic quality and continuous improvement; accommodate innovative response to unanticipated change; and encourage collaborative decision-making. Further, the university's mission is evident in strategic documents at all levels, including master, college and department plans and administrative and student services plans. It is also manifest in the actions of the university from its academic programs to its physical plant. Mission documents are readily available to the public.

Foundational Mission Documents

Values and actions of Bemidji State University originate in academic departments. These values and actions are

coordinated and framed by college plans which, in turn, inform the Master Academic Plan (MAP). The MAP informs other master plans.

Primary Mission Document

The University Plan is coordinated and framed by its Foundational Mission Documents.

Academic Programs

|

Colleges

|

Master Academic Plan

| |-->Other Master Plans

University Plan

Availability of Primary Mission Documents

- The University Plan 2008-2013 is readily available on the university’s web site under About BSU, Strategic Directions, the usual placement of such documents on higher education sites.
- The university’s vision, mission and signature themes, which are included in the University Plan, are additionally highlighted under Strategic Directions.
- The documents are also available through links on the Administration, Office of the President and Office of Academic Affairs pages.
- A University Plan booklet is available from the Office of the President.

Foundational Mission Documents & Availability

These documents are available online.

- [Master Plans](#)
- [Academic Facilities](#)
- [Student Development & Enrollment](#)

1. Primary Mission Document: The University Plan
(Core Components 1a, 1b)

The 2008-2013 University Plan defines Bemidji State’s mission and provides guidance for decision-making. Reflecting the complexity of the university’s overall mission, the University Plan has five congruent components:

- Vision
- Mission
- Signature themes (values)
- SCOT analysis
- Strategies

The evolution of the current University Plan and its elements are discussed and documented in Chapter Two.

Vision

Shaping Potential, Shaping Worlds: Bemidji State University is a catalyst for shaping the potential of those it serves, who in turn, shape the worlds in which they live and work.

The vision statement articulates the university’s understanding that it operates in a vast arena, from the personal and imaginative world of individuals to the greater world in a global sense. The statement also articulates the understanding that university study changes the lives of individuals and, in turn, they change the worlds they live in. The term “world” is intentional in the statement: it is manifold in meaning and application, as is the potential of the university educated citizen and of human endeavor.

Vision, Mission or Mission, Vision?
Traditionally, Bemidji State has placed its vision statement first in its documents, followed by its mission statement. The

- Technology
- College Vision and Mission Statements
- [Arts & Sciences](#)
- [Business, Technology & Communication](#)
- [Health Sciences & Human Ecology](#)

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Bemidji State Internal Constituents Include:

- Current students
- Faculty and staff
- Departments and units within the university

Bemidji State External Constituents Include:

- Potential students
- Alumni
- Businesses
- Organizations
- University Foundation
- Other MnSCU schools
- P-12 area schools
- Governmental units
- Minnesota State Legislature
- Accrediting bodies
- Granting agencies
- Local, regional and state governments and communities
- American Indian governments, communities and schools

Evaluation and Revision Schedule for Primary and Foundational Mission Documents

practice is continued in this document. At Bemidji State, the vision is taken as a larger perspective that encircles the mission, thus preceding it.

Mission

Engage. Embrace. Educate.

As northern Minnesota's university, we engage in new worlds of thought, embrace responsible citizenship, and educate for a future that can only be imagined.

The university's mission statement identifies the actions that carry out values expressed in the vision. It explains the ways in which the university shapes individuals and thus shapes worlds: we engage students in thinking and creativity; we embrace notions of responsible citizenship, from the personal world to the global world; and we educate students for thinking toward the future—a collective act of the imagination. The use of verbs in the mission statement is intentional: we are a university of action.

Signature Themes

Students, through the sum of their educational experience at Bemidji State, will have multiple opportunities to learn about, experience, and reflect on the university's Signature Themes. The themes represent core values that guide curriculum and services. Not tightly defined, they invite interpretation and discovery.

- *International/multicultural understanding*
- *Civic engagement*
- *Environmental stewardship*

The Signature Themes articulate values that focus the vision and mission. Bemidji State values the fathoming of diversity; it values actions by individuals who shape the worlds they inhabit and for which they are responsible; it values the Earth we live on and accepts responsibility for its health and well-being.

These values fire the imagination and lead to action that can be measured. They are the passion that fuels change, that shapes potential and worlds.

SCOT Analysis: Internal Strengths, Internal Challenges; External Opportunities, External Threats

In the context of its vision and mission, the SCOT analysis scans the internal and external environments in which Bemidji State operates. Some items are oxymoronic: both favorable and unfavorable, blessing and curse. For example, "University Planning" appears under Internal Strengths and Internal Challenges, as does "Information and Support Technology." "Service to Student Populations" appears under External Opportunities; "The Changing Societal Landscape of Northern Minnesota," i.e., student demographics, appears under External Threats.

- 2008-2013 Annual Work Plans for University Plan
- 2008-2013 Ongoing Development of Master Plans
- 2010 HLC Self-study
- 2014: University Plan
- 2020 HLC Self-study

University planning, both a strength and a challenge, is, as it should be, a work in progress, as is information and support technology. The changing societal landscape of Northern Minnesota, which includes the movement of our student base away from the region, is ameliorated by the potential of a broadened, worldwide student base made available to Bemidji State as students here and abroad come to see the world as their home.

Goals & Institutional Priorities: Strategies for 2008-2013

The Strategies for 2008-2013 complete the University Plan. The evolution of the strategies, as well as the other components of the plan, is discussed in Chapter Two Preparing for the Future, 3. Planning Documents.

The plan has four strategies. Each is followed by a Strategic Imperative that gives direction to the strategy and a value statement (in italic) that identifies the values that inform the strategy.

Strategy A: Engage Students for Success in Careers, Communities and Life

- Strategic Imperative: Create opportunities for student success through high quality programs and services. *Bemidji State recognizes the value of higher education as a public good, provides student-centered access to learning, meets the needs of our diverse, rural and nontraditional students, and promotes lifelong learning.*

Strategy B: Promote Vital Communities through Involvement

- Strategic Imperative: Support and promote community vitality through Bemidji State's commitments within our local, regional, national and world spheres. *Bemidji State values the supportive relationships between the university and its communities.*

Strategy C: Innovate for a Changing World

- Strategic Imperative: Accommodate change through an organizational culture of creativity, innovation and planning. *Bemidji State values flexibility and adaptability as means to change.*

Strategy D: Optimize Resources to Achieve the University's Vision and Mission

- Strategic Imperative: Effectively manage and increase enrollment and resources in support of the university's vision and mission. *Bemidji State recognizes and honors the role of the university in the stewardship of its resources and the importance of accountability.*

Each strategy also contains a Goals and Measurements component. As noted in the plan, "Goals and Measurements evaluate achievement of the University Plan and of related items in MnSCU's Strategic Plan. They are numbered

consecutively throughout the Plan.”

The strategies are implemented through initiatives. As noted in the plan, the initiatives “are accounted for in [Annual Work Plans and Work Plan Reports](#).”

Evidence of the mission documents permeating university structures and actions follows in 3. Mission Integrity.

2. Foundational Mission Documents

(Core Components 1a,1c)

The five components of the University Plan comprise the primary mission documents of Bemidji State. Those documents are supported through the foundational mission plans:

- Master Plans
- College and Department Plans
- Administrative and Student Services Department Plans

The relationship of these documents to the University Plan, and especially to the Strategies for 2008-2013, is discussed and documented in Chapter Two. That discussion provides evidence that the foundational master, college and department plans give shape and meaning to the University Plan.

Mission evolves at the foundational level. Mission integrity is promoted when the stated mission is congruent with foundational actions.

3. Mission Integrity

(Core Components 1b, 1c, 1d, 1e)

As noted above, mission permeates planning at Bemidji State: it is consistently articulated and referenced in its primary and foundational mission documents. Proof that mission permeates the organization lies in the application of the mission to everyday operations.

The following examples are offered as evidence that mission permeates both the letter and the spirit of Bemidji State’s actions. The proofs are organized according to the three promises of the mission statement: Engage, Embrace, Educate. These sections additionally recognize two major constituencies, internal (current students, faculty and staff, departments and units with the university) and external (potential students, Bemidji State University Foundation, other schools, businesses, government and other agencies). Within those sections, attention is especially drawn to the university’s signature themes and to ways in which the university honors broad concepts of diversity.

E1 Engage in new worlds of thought

(Core Components 1b, 1c)

“New worlds of thought” is a relative concept. For traditional

Core Component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.

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Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

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Core Component 1e: The organization upholds and

protects its integrity.

Recruitment Plan

“Bemidji State University and its affiliate, Northwest Technical College, seek highly qualified applicants for vacancies and new positions through effective advertising accessible to all Job Groups.”

[Chapter 11 2008-2010 Affirmative Action Plan University and College](#)

Bargaining Units at Bemidji State

IFO: [Inter Faculty Organization](#); BSUFA: [Bemidji State University Faculty Association](#), IFO Local.

AFSCME: American Federation of State, County & Municipal Employees Council 6, Local 1949

Classified Managerial, Minnesota Department of Employee Relations

MAPE: Minnesota Association of Professional Employees

MNA: Minnesota Nurses Association

Commissioner’s Plan: Non-managerial Unrepresented Employees, Minnesota Department of Employee Relations

MMA: Middle Management Association, Minnesota Department of Employee Relations

MSUAASF: Minnesota State University Association of Administrative & Service Faculty

freshmen, it might mean an introduction to the philosophy of Plato. For a graduate student it might mean the integration of learning into a focused, innovative thesis. For a faculty member it might mean new knowledge generated through scientific research or the creation of a work of art. For the university it might mean diversity in academic programming. For a business in Bemidji it might mean ongoing education for employees.

LEVEL C Internal Constituents

Bemidji State’s promise to “engage in new worlds of thought” is evidenced in faculty, staff and administration credentials and professional development, and in curriculum, program and assessment planning and processes.

LEVEL D Qualified Faculty, Staff, and Administration:

Bemidji State assures that its faculty, staff and administration have preparation and credentials relevant to its mission. This is accomplished primarily through two processes: hiring and professional development.

LEVEL E Hiring Processes: Hiring processes at Bemidji State

reflect the university’s mission, including diversity interests. Appropriate credentials are required for all positions. A protocol for writing and advertising job descriptions and for search committees is utilized. The protocol requires that position descriptions include the university’s mission statement and signature themes and an affirmative action statement. Search committee membership is subject to affirmative action policy.

Career Opportunities at Bemidji State University are advertised on the university’s web site and as noted in the 2008-2010 Affirmative Action Plan University and College, Chapter 11 Recruitment Plan. The university participates in the Upper Midwest Higher Education Recruitment Consortium (HERC).

Affirmative action documents, including nondiscrimination and reasonable accommodation policies, and a complaint procedures flowchart are available online.

LEVEL E Professional Development: Professional development processes are in place for faculty, staff and administration.

For faculty, the process is defined in and regulated by the Inter Faculty Organization/MnSCU Master Agreement. It requires regular professional development plans and reports based on five criteria:

- I. Demonstrated ability to teach effectively or perform effectively in other current assignments.
- II. Scholarly or creative achievement or research
- III. Evidence of continuing preparation and study
- IV. Contribution to Student Growth and Development

V. Service to the University and Community

Dimensions of Student Learning

Dimension 1: Intellectual Development

Outcomes:

- Higher Order Thinking
- Knowledge, Values, and Abilities Related to the Arts, Humanities, Sciences, and Specialized Fields of Study

Dimension 2: Understanding of Self and Relating to Others

Outcomes:

- Values
- Communication
- Human Diversity
- Self Development

Dimension 3: Participation in an Emerging Global Society

Outcomes:

- Readiness for Careers
- Responsible Citizenship

The plans and reports are commented on by department faculty and chairs and are commented on and used by deans and the academic vice president to advise faculty members on appropriate professional development. The documents also contribute to decisions on faculty promotion and tenure. The IFO/MnSCU Master Agreement addresses professional development evaluation in [Appendix G](#).

Directors and staff of the Office of Student Development and Enrollment are also evaluated on a regular basis as noted in the [Student and University Services Program Planning and Review Resource Manual](#).

Complementing annual staff review, the strategic plan for the Office of Student Development and Enrollment, the J-Plan, provides for professional staff development:

J-Plan Strategies to Achieve the Mission

6. Promote and support staff professional development.

Hallmarks of a strong, unified and successful staff include collaboration and collegiality; scholarship, participation in conferences and knowledge of professional literature; the framing of work in a common language of learning; and the modeling of learning and growth.

The Human Resources Office contributes to professional development by offering seminars for Student Development and Enrollment staff, such as the following:

- 2000 We Are the Key: Keys to success in personal life as well as professional.
- 2002 Catch and Release the Energy: Feel good about your job, yourself. Personal wellness, stress management, pride in doing a good job.
- 2004 A Winning Balance: Diversity.
- 2006 Surviving and Thriving: Change.
- 2009 Performance Management: Focus on Development, March 2009, for Supervisors
- 2009 Engaging Conversations, for Supervisors

Deans develop annual plans and goals, submit annual reports, attend professional seminars, and are evaluated by faculty through a formal process. Faculty evaluations are shared with other deans and contribute to further goal development.

Vice Presidents and the President of the university are evaluated annually according to processes established by Human Resources, Office of the Chancellor, MnSCU System . In addition, the vice presidents and deans establish mission-relevant goals for their offices for the academic year and report annually on progress made. Vice presidents and deans also meet annually with their supervisors and are evaluated annually by the faculty. The evaluations are reviewed in the

Deans' Council.

LEVEL D Curriculum Integrity and Vitality: The university's curriculum processes and documents support Bemidji State's mission to "Engage in new worlds of thought." Assessment systems are also in place to further assure the integrity of the mission. These are discussed in Chapter Two.

The Dimensions of Student Learning, instituted in the 1995 University Assessment Plan, state learning outcomes that students are expected to attain by graduation. They are listed in the MAP (Master Academic Plan) and the J-Plan (The Learning Journey, Student Development and Enrollment Master Plan) and are referenced in the Master Facility Plan. Academic Department five-year assessment plans are based on the Dimensions of Student Learning. The dimensions, including further description and examples of objectives, are included in [Guidelines: Five-Year Academic Program Planning and Review Cycle](#), April 2008.

The dimensions roughly approximate the three points of the university's mission and signature themes and thus contribute to mission continuity:

Dimension 1 Intellectual Development

- Mission: Engage in new worlds of thought
- Signature Theme: International/multicultural understanding

Dimension 2 Understanding of Self and Relating to Others

- Mission: Embrace responsible citizenship
- Signature Theme: Educate for a future that can only be imagined

Dimension 3 Participation in an Emerging Global Society

- Mission: Civic engagement
- Signature Theme: Environmental stewardship

Integrity of mission is further supported by the university's internal curriculum development and approval process. (New programs are also approved at the state level.) The process provides evidence that curriculum is developed in a cooperative atmosphere, a sharing of leadership and authority that promotes and models the university's mission. As designated in the [Curriculum Proposal Approval Process](#) proposals move through the following stages:

- Faculty member (originator) and/or department chair/program coordinator (originator) (in consultation with Curriculum Liaison, as appropriate)
- Department, for approval
- Dean, for approval, in consultation with Academic Affairs Vice President
- Academic Affairs, for tracking
- Curriculum Coordinator, for tracking
- Curriculum Committee, and Teacher Education, Graduate and Liberal Education Committees, as appropriate, for

- approval
- Faculty Senate, for approval
- Vice President for Academic Affairs, for approval

Curriculum proposals are logged into a [web-based document](#) so their progress through the process can be readily ascertained. This feature is new since the 2000 self-study and was developed in response to concerns about fair notice to the campus regarding proposals and about faculty and department ability to track proposals.

LEVEL D Program Diversity, Vitality, Accreditation: In addition to its programs in the arts and sciences, Bemidji State offers select professional programs that support the university’s mission by providing students with vibrant study and career options. By way of example:

- [Bachelor of Applied Science in Applied Engineering](#): An on-campus, “2 + 2” degree program in engineering, designed to build on an individual’s certificate, diploma or 2-year technical degree.
- [Bachelor of Applied Science in Technology Management](#): An on-campus, “2 + 2” degree program in technology management designed to build on an individual’s certificate, diploma or 2-year technical degree.
- [Bachelor of Fine Arts in Creative and Professional Writing](#): On-campus, offers students the opportunity to “write for the love of it, write for a living,” to follow their passion and shape it into a career.
- [Bachelor of Science in Nursing](#): Responds to a societal and regional need for more health care professionals. Blended format, on-campus and online.
- [Bachelor of Science in Business Administration](#): This program, offered on-campus and online, prepares students in entrepreneurship, small business management, finance, international business, management, marketing and general business administration.
- [Bachelor of Science, Associate of Science in Criminal Justice](#): an on-campus or online generalist program that prepares students for careers in law enforcement and corrections, and with public and private agencies concerned with the prevention and investigation of crime.
- [Bachelor of Science in Teacher Education \(DLiTE\)](#): The [Distributed Learning in Teacher Education](#) program is a blend program (online and campus) in K-8 Elementary Education for rural and urban students who cannot attend a campus-based teacher education program.
- [Portfolio Teaching Certification](#): The Professional Education Department offers courses online that assist in alternative teacher certification (portfolio) through the State of Minnesota.

Mission integrity is also evidenced in Bemidji's program accreditations:

- Undergraduate Programs: [Higher Learning Commission of the North Central Association of Colleges and Schools](#)
- Graduate Programs: [Higher Learning Commission of the North Central Association of Colleges and Schools](#)
- Accounting and Business Programs: [International Assembly for Collegiate Business Education](#)
- Chemistry Program: [American Chemical Society](#)
- Industrial Technology Programs: [The Association of Technology, Management, and Applied Engineering](#) (formerly National Association of Industrial Technology Board of Accreditation)
- Music Program: [National Association of Schools of Music](#)
- Nursing Program: [Commission on Collegiate Nursing Education](#)
- Social Work Program: [Council of Social Work Education](#)
- Teacher Education Programs: [Minnesota Board of Teaching](#)

LEVEL D Signature Theme—International/multicultural understanding: While the three [signature themes](#) cut across the three mission elements, International/multicultural understanding is as an especially natural fit for “Engage in new worlds of thought.” Numerous programs at Bemidji State engage students in awareness of diverse cultures, opinions, fields of study, career opportunities and other worlds that might be utterly new to them or that they might have deemed to be out of their own reach. The following programs especially address international / multicultural understanding and are evidence that Bemidji State broadly acknowledges the concept of diversity, understands that it extends beyond race and gender, and embraces varied interpretations of human experiences and values.

LEVEL E Academic Programs: While most programs at Bemidji State teach and model diversity in their curricula, some programs are especially designed to broaden students' awareness and understanding of diversity. These include the following:

- [International Studies](#)
- [Indian Studies](#)
- [Languages and Ethnic Studies](#)
- [Professional Education, Special Education](#)
- [Women's Studies](#)

LEVEL E Student Support Services: The university also recognizes the diverse needs of its student body and addresses those needs through student services, including the following:

- [American Indian Resource Center](#) (AIRC)

- [Campus Childcare](#)
- [Counseling Center](#)
- [Disabilities Office](#)
- [Math Help Room](#)
- [Outdoor Program Center](#) (OPC)
- [PIER 9: Prevention Intervention Education Referral](#)
- [Responsible Men Responsible Women](#)
- [TRIO Student Support Services](#)
- [Upward Bound](#)
- [Veterans Services](#)
- [Women's Center](#)
- [Writing Resource Center](#)

LEVEL E [Student Organizations](#): In general, student organizations reflect the diverse interests of the university's student body. In addition, some serve specific student groups, promote certain cultures or address diversity issues. These include the following organizations:

- American Indian Science and Engineering Society
- Council of Indian Students
- German Club
- Habitat for Humanity
- International Student Organization
- Lifestyle Educators
- Phoenix of BSU
- Social Work Club
- Spanish Club
- Students for the Environment
- Students Today Leaders Forever
- Women's Club Hockey
- Women's Rugby

LEVEL C [External Constituents](#)

Bemidji State fully appreciates its role as an institution of higher learning in its local, regional, national and international communities. These relationships are discussed in Chapter Five.

LEVEL D [University Plan](#): In its strategic plan, one of four strategies is wholly devoted to these relationships: Strategy B, Promote Vital Communities through Involvement. Initiatives within the plan address those that support the mission component "Engage in new worlds of thought," including the following:

- B.1 Support and promote educational vitality.
- B.3 Support and promote cultural and recreational vitality.

LEVEL D [Offerings](#): Examples of university offerings that especially accommodate the promise to "engage in new worlds of thought" include the following:

- [360 Degrees](#): Manufacturing and Applied Engineering Center of Excellence [Corporate and Custom Training](#)
- Post-secondary Education Options
 - Concurrent high school enrollment

- Campus enrollment
- Art exhibits
- Music performances
- Theatrical performances
- Literary publications
 - [Dust & Fire: Writing and Art by Women](#)
 - [New Voices: Fiction & Poetry by Minnesota High School Students](#)

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Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Core Component 1c: Understanding of and support for the mission pervade the organization.

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.

Core Component 1e: The organization upholds and protects its integrity.

E2 Embrace Responsible Citizenship
(Core Components 1b, 1c, 1d, 1e)

The notion of responsible citizenship is bred into Bemidji State. The university was formed in 1919 as Bemidji Normal School when the citizens of the region implored the state to help them provide licensed teachers for their ever-growing student population. Today the notion of civic responsibility is more complex and far-reaching than it was early in the last century and even early in this century. Bemidji State models responsible citizenship, guides students and faculty in civic engagement opportunities, serves diverse populations and cultures and maintains significant relationships with external constituencies.

LEVEL C Internal Constituents

Bemidji State’s promise to “embrace responsible citizenship” is evidenced in its collaborative decision-making, policies and practices, its recognition of and service to diverse populations and cultures, and in its “Civic Engagement” signature theme.

LEVEL D Collaboration, Consultation, Communication:

Bemidji State benefits from and models decision-making informed by campus collaborations and consultations, and by open communication strategies. This approach was recommended as a “robust strategy” in the final report of the 2007 Scenario Planning Committee: “Focus on improved campus culture: communications, empowerment, civility.” The recommendation is included in the 2008-2013 University Plan:

Strategy C: Innovate for a Changing World
C.1 Increase organizational capacity for a successful, compelling and collegial campus culture. *Improve the success of the university through increased communication, and support for collaboration.*

MnSCU Policies and Practices include the following:

- Policy 1B.1
Nondiscrimination in
Employment and Education
Opportunity
- Policy 1B.1.1
Report/Complaint of
Discrimination/Harassment
Investigation Resolution
- Policy 1B.2 Affirmative
Action in Employment
- Policy 1B.3.1 Sexual
Violence Policy
- Policy 1B.4 Access for
Individuals with Disabilities
- Procedure 1C.0.1 Employee
Code of Conduct
- Procedure 5.22.1 Acceptable
Use of Computers and
Information Technology

In addition to the 2005-2007 Scenario Planning Committee, recent ad hoc collaborations include the 2007 Reorganization Work Group and the Liberal Education Task Force. Ongoing consultation occurs at Academic Forums for Vice Presidents, Deans and Department Chairs.

Ongoing communication strategies include regular Meet and Confer sessions with bargaining units; frequent [Budget Forums](#); topical campus conversations; [regular newsletters](#)

- Policy 3.6 Student Conduct
- Procedure 3.6.1 Student Conduct

Bemidji State University Student Handbook

Policies & Procedures

- Academic Policies
- Academic Integrity Policies
- Campus Policies
- Discrimination, Harassment and Sexual Violence Policies
- Financial Aid Policies
- Other Policies

Student Code of Conduct

- Section I: Preamble
- Section II: Code of Conduct
- Section III: Sanctions for Violations
- Section IV: Conduct System
- Off Campus Conduct
- Health Review

Right to Know

- Alcohol and Other Drugs
- Annual Security Report
- Privacy of Education Records
- Student Right to Know Act of 1999
- Victims Bill of Rights

SPA Committee Charge:

Code of Conduct Training: MnSCU employees participated in online training FY 2009.

Bemidji State Demographics

- American Indian
- International
- Local/regional/state
- Women

[Request to Use Facilities](#)

and online news postings; and administrative meetings and retreats with vice presidents and directors.

These collaborations, consultations and communication help inform university planning and action. By way of example, the outcomes of collaboration, consultation and communication strategies for the 2008-2103 University Plan are discussed in Chapter Two, Criterion Two. ((LINK TO 1. Planning Documents, Level I Documents, University Plan, Strategies for 2008-2103.))

LEVEL D Policies and Practices: Bemidji State, in compliance with federal, state and MnSCU regulations, conveys the rights and responsibilities of its constituents, including codes for conduct and acceptable behavior. In its consistent administration of these policies, the university models responsible citizenship, assuring that constituents are treated equally and fairly.

The university Code of Student Conduct provides an example of Bemidji State's interest in honor, dignity, integrity and responsible behavior. From the introduction to the code:

The BSU Student Code of Conduct and Student Conduct System are an integral part of Bemidji State University's mission. The student conduct system contributes to the teaching of appropriate individual and group behavior and establishes behavioral expectations to foster a campus community free from disruption and harm. Students are expected to be familiar with the Student Code of Conduct, and the Student Conduct System. The rights and responsibilities of students and the expectations of the University are described in this handbook along with grievance and other procedures. Behavior that is threatening to the safety or welfare of one's self or others, or that is harassing or discriminatory in nature, will be reviewed promptly by the University, and appropriate action will be taken.

The code follows MnSCU practices and provides for appeals. For example, the Student Program and Admission (SPA) Committee reviews and acts on academic appeals by students.

Bemidji State demonstrates responsible citizenship through other means, as well, including the following:

- Bargaining unit agreements that address conduct and responsibility concerns such as equal opportunity, non-discrimination, affirmative action, and mediation of disputes.
- Responsible Men, Responsible Women, a training session on discrimination and harassment required

Student Organizations especially committed to civic engagement:

- Association of Accounting Professionals/Accounting Club
- Council of Indian Students
- Habitat for Humanity
- Hobson Union Programming Board
- Lifestyle Educators
- Oak Hall Council
- Phoenix of Bemidji State University
- Relay for Life
- Spanish Club
- Student Nurses Association
- Students Today Leaders Forever (STLF) (Pay it Forward)
- Veterans Club

MnSCU Procedure 5.11.1
Tuition and Fees, Part 2:
Before any increase is made in the fee maximums, the Office of the Chancellor shall consult with the statewide student associations.

for employees and students.

- Compliance with local, state and federal policies, procedures and laws.
- Delegation of authority through established internal systems, such as the curriculum review process described above.

Cooperative decision making across the levels of the university is described in Criterion Two, 4. Planning Processes.

Opportunities and services at Bemidji State are made available to external constituents based on established policies and processes, including the use of contracts and competitive bidding. Logs and records are kept and procedures are in place for appeals. These helps assure fair and equal treatment for internal and external constituents and contribute to the integrity of the university's mission

LEVEL D Service to Diverse Populations and Cultures: The university also models civic engagement through its attention to diverse populations and cultures. In addition to academic and service programs noted above in E1 Engage, Signature Theme—International/multicultural understanding, the university encourages and supports diversity through its international studies programs, disability services, relationships with regional tribal, community and technical colleges and affirmative action hiring processes.

LEVEL C Signature Theme—Civic Engagement: Bemidji State's commitment to civic engagement is demonstrated in student opportunities to participate in university practices and student organizations. Opportunities are supported in three general areas: university governance, student organizations and academic classes.

LEVEL D Governance: Student participation and representation is sought at all levels of university decision-making. The president and vice presidents meet regularly with student leadership and the Student Senate Cabinet meets with the President's Cabinet. The president of the student body gives a monthly report to the faculty senate.

The Student Senate provides representation for established committees, councils and related groups, such as the following:

- President's Commission
- Honors Council
- College of Business, Technology and Communication Student Advisory Council
- OTHERS HERE

Student representatives also serve on ad hoc committees and task forces, such as the following:

- Liberal Education Task Force
- HLC Self-study Criterion Committees
- Administrative Positions Search Committees

The university's Student Senate gives regular reports to the university president and the Faculty Association Senate and is a member of the [Minnesota State University Student Association](#).

LEVEL D Student Organizations: These dynamic groups are good evidence that civic engagement is valued by Bemidji State students. The organizations are initiated and maintained by the students themselves with minimal direction from faculty and student services. There are currently [seventy student organizations](#) on campus.

LEVEL D Academic Classes: Bemidji State has a history of encouraging civic engagement in its curriculum and in the community. Three recent surveys studied the kinds and levels of civic engagement at Bemidji State:

- 2001: Telling Our Stories: Outreach and Partnership Efforts at Bemidji State University, Committee for Outreach and Partnership.
- 2005: Inventory of Civic Engagement, Dr. Elizabeth Dunn, History Department; Dr. Colleen Greer, Sociology Department
- 2008: Campus Compact, Dr. Liza Erwin, Vice President for Student Development & Enrollment

The 2005 Inventory of Civic Engagement report recommends that Bemidji State undertake a systematic inventory of civic engagement activities at the university. The 2008 Campus Compact report recommends that the university pursue the opening of a service learning and civic engagement center.

Based on the results of the 2005 and 2008 reports, Bemidji State has identified civic engagement as one of its three major Priorities for Improvement. Civic engagement is discussed further in Chapter Five.

LEVEL C External Constituents
Bemidji State's promise to "embrace responsible citizenship" is evidenced in its actions and practices with external constituents, especially at the local, regional and state levels, including those identified below. For discussions of services, collaborative projects, and needs and expectations shared by the university and its external constituents, see Chapter Five.

Core Component 1c:
Understanding of and support for the mission pervade the organization.

Core Component 1d: The organization's governance and

E3 Educate for a Future that Can Only Be Imagined
(Core Components 1c, 1d, 1e)

Bemidji State has educated for the future since its inception as a teacher training college. The "future" of today, however, is utterly different than the future anticipated at the beginning of the last century: the speed at which life changes

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

Core Component 1e: The organization upholds and protects its integrity.

HMU is "powered" by wind energy. Thanks to the student fee-funded purchase of 616,000 kilowatt- hours of wind energy per month- approximate usage of the Hobson Memorial Union. Bemidji State University is now the largest Ottertail Power Company wind energy customer in its tri state region. The Environment Even though the electricity we use in the Union- for lights, computers, etc.- is not coming directly from Ottertail's turbine, through our purchase we are supporting efforts to reduce pollution caused by conventional sources of energy.

It's just one way BSU is striving to be a better environmental steward.

Excerpts from Master Facility Plan, Top Ten Capital Improvement Projects:

- promote sustainability by creating dedicated space for organic gardens for the campus food service
- allow vacant landscaped areas to naturalize,

has increased wildly. Information—and misinformation—is available at the click of a computer mouse. Education today must be a blend of knowledge acquisition, critical thinking skills, a cultivated aptitude for change and the ability to make sound decisions based on reason and on past experience. This future includes not only human affairs, but the well-being and even the fate of Earth itself.

LEVEL C Internal Constituents

In preparation for learning throughout their lives, students today benefit from knowing how to adapt adapting to and learning from new situations. Bemidji State teaches these skills through dynamic programming, responsive planning and implementation processes, and modeling a commitment to environmental stewardship.

LEVEL D Lifelong Learning: Bemidji State's diversified student population, relevant academic programs and civic engagement opportunities give students real-life experiences in living with change and expands their horizons even while they are still on campus. The university is intentional in presenting these experiential opportunities. See Chapter Four, Criterion Four and Priorities for Improvement: Civic Engagement for detailed discussions of civic engagement. Bemidji State also educates students for lives and careers in the immediate future by offering new and revised academic programs, such those noted above in E1 Engage in New Worlds of Thought. By attending to the vitality of its offerings, the university models the value of responding and adapting to change in its social and cultural environment.

LEVEL D Active Planning Processes: In addition to providing students with a dynamic learning environment, Bemidji State, recognizing the unpredictable nature of societal and economic trends, models through its own planning processes the values of change and adaptation. For example, since the 2000 self-study, three significant changes have been implemented in administrative structures:

- The office of Vice President for Student Development and Enrollment has been opened. (See Feature Story "The Learning Journey.")
- The university's college structure has been reorganized. (See Feature Story "Reorg.")
- The Information Technology Services was reorganized and is led by a Chief Information Officer.

LEVEL D Signature Theme—Environmental Stewardship: Bemidji State recognizes that the future of human endeavor is tied to the future of Earth and that the tending of earthly gardens begins at home. In its academic programs and institutional planning, the university models appropriate stewardship of the physical environment in which it resides.

LEVEL E Academic Programs: In 1998, Bemidji State

- dedicate one residence hall as "green," providing priority parking for high mileage-low emission vehicles and "green free" remote parking lots
- commit to adopting "clean and green" maintenance procedures
- consider aligning with Talloires Declaration consortium of colleges and universities across the world dedicated to environmental and sustainable development. (Note: Bemidji State is in the process of aligning with the [Talloires Declaration](#).)

Sustainability Project

[Native plant bed installed on campus](#): BEMIDJI, Minn. — In place of colorful, labor and chemical intensive annual flowers, visitors to Bemidji State University will find a bed of beautiful native perennials residing in the raised beds between the A.C. Clark Library, the upper Hobson Memorial Union and Sanford Hall.

introduced People and the Environment, Category 10, into its Liberal Education curriculum. The goals for the requirement are defined by the Minnesota Transfer Curriculum:

To improve students' understanding of today's complex environmental challenges. Students will examine the interrelatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

The university enhanced the model by creating a course structure with discipline-based breakout sections and interdisciplinary large group panel discussions, providing students with a common learning experience.

Bemidji State offers Bachelor of Science and Master of Science degrees in Environmental Studies. Other related programs include the following:

- Bachelor of Arts in Biology, including Ecology, Ethology, and Evolution; Wildlife Management
- Bachelor of Science in Aquatic Biology, including Aquatic Systems; Fisheries Biology; Wetlands Ecology
- Bachelor of Science in Geography, including Regional, Park, Recreational and Land Use Planning
- Bachelor of Science in Wilderness Management and Outdoor Recreation Planning
- Minor in Earth Science
- Earth and Space Science Specialty, Science Education Teacher Licensure

Courses related to environmental stewardship are offered in other programs, as well, most notably in [Liberal Education Category 10, People and the Environment](#).

Two student organizations are directly committed to environmental concerns:

- Society of Geology and Environmental Geo-Science (SGEGS)
- Students for the Environment

LEVEL E University Planning: The university models environmental stewardship in its planning documents and its actions. For example, in addition to the environmental stewardship signature theme, the 2008-2013 strategies include the following:

Strategy B: Promote Vital Communities through Involvement
B.4 Promote environmental vitality.
Work with partners to assure the environmental stewardship of our shared communities.

Strategy D: Optimize Resources to Achieve the University's Vision and Mission
D.6 Provide stewardship of the campus physical

environment.
Explore means and methods to model responsibility toward the land and other natural resources.

Following from the University Plan, the Master Academic and Master Facilities Plans address environmental stewardship concerns:

Master Academic Plan (MAP)

2 Hire and Support Excellent Faculty
Decision Parameter: Encourages people who are hired to continue to build on the existing scholarship agendas and interests that support international, environmental, American Indian, natural resource, assessment, and civic engagement topics.

Master Facilities Plan

Goals: 14. Improve the campus environmental quality: Environmental stewardship is one of the three core values of Bemidji State University. This plan promotes sustainability primarily through site development, and alignment with the mandated B3 Guidelines for sustainable development.

Differences from the previous Master Facilities Plan:
6. Recommendations for environmentally sustainable site and building development.

Suggested improvements from Student, Faculty, Staff and Community Surveys: k. Encourage a campus wide environmental ethic.

In the top ten capital improvement projects for the next ten years: Improve the campus environmental quality.

As further evidence that a commitment to environmental stewardship pervades the campus culture, the Student Senate initiated and passed a bill requiring students to pay a five dollar “green fee” each semester. This fee contributes to the salary of a Sustainability Coordinator, [matched by university funding](#). The position is operational.

LEVEL C External Constituents

As part of its mission “to educate for the future,” Bemidji State supports educational opportunities for its external constituents. These outreach programs serve a broad range of constituents, from other educational institutions such as high schools and two-year colleges to Marvin Windows, a significant employer in northern Minnesota.

As noted above in E2 Embrace Responsible Citizenship, External Constituents, relationships with external constituents are discussed Chapter Five, Criterion Five.

Priorities for Improvement

For the past several years, Bemidji State has engaged in the consideration and study of civic engagement on its campus and in its local community. The results of the studies and the discussions indicate that more can be done to (1) assure civic engagement opportunities for all students and (2) to assist faculty and staff in the development of such opportunities.

To that end, the university has opened (

Criterion One: Mission and Integrity

Summary of Evidence

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

- Bemidji State's primary mission document, the University Plan, clearly state its vision, mission, signature themes, SCOT analysis and Strategies for 2008-2013.
- The plan supports the MnSCU system mission and is readily available to the public.
- Foundational mission documents (master, college and department plans) inform and support the University Plan.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The university's vision and mission acknowledge its role in a world-wide society.
- The University Plan's Strategy B: Promote Vital Communities through Involvement is dedicated to external and diverse communities of interest
- The diversity of the university's learners is especially recognized in one of the signature themes: "International/Multicultural Understanding."

Core Component 1c: Understanding of and support for the mission pervade the organization.

- ((Through plans, etc.)

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.

- Planning processes, communication, forums, etc.; professional development.
-

Core Component 1e: The organization upholds and protects its integrity.

- Has systems in place, etc.