ADD Cedar appts, linden, res halls in general (support)

Shaping Potential/Shaping Worlds
Story here...

Criterion Four: Acquisition, Discovery, and Application of Knowledge
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

- Core Component 4a The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- Core Component 4b The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- Core Component 4c The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
- Core Component 4d The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Organization of Chapter Four
Introduction
1. University Commitment (4a, 4c, 4d)
2. Faculty and staff (4a, 4c)
3. Student Development and Enrollment (4b, 4c, 4d)
4. Liberal Education (4b, 4c, 4d)
5. Undergraduate Study (4a, 4b, 4c)
6. Graduate Study (4b, 4c)
7. External Communities of Interest (4b)
8. Priorities for Improvement
Summary of Evidence

Graphic Banner Here (narrow, to distinguish between single column above and double column below) – repeat at end/beginning of double columns.

Introduction
Bemidji State University is unequivocal in its commitment to the acquisition, discovery and application of knowledge. This commitment is evident in its primary and foundational mission documents and in its actions, which are mission-motivated. The university promotes lifelong learning for all of its constituents, internal and external; promotes and models the values of an educated life; and supports, through its actions, an informed and active citizenry.

Primary Mission Document, The
1. University Commitment (4a, 4c, 4d)
The university demonstrates and models its commitment
University Plan
- Vision
- Mission
- Signature themes (values)
- SCOT analysis
- Strategies

Foundational Mission Documents
- Master Plans
- College and Department Plans
- Administrative and University Services
- Department Plans
  - Core Component 4a
    The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
  - Core Component 4c
    The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
  - Core Component 4d
    The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

to higher education in its mission documents, its policies and procedures and its budget, and by attending to the societal currency and relevancy of its programs.

Mission Documents: As noted in Chapter One, the University Plan promotes and supports excellence in higher education. That excellence is defined, in part, by the university’s vision and mission, by its signature themes and by the Strategies for 2008-2013. By way of example:

<table>
<thead>
<tr>
<th>Strategy A: Engage Students for Success in Careers, Communities and Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

Also as noted in Chapter One, the spirit and letter of the primary mission documents permeates the foundational documents, including master plans and college plans. By way of example:

Master Academic Plan (MAP):
- [The] Master Academic Plan coordinates and further develops those portions of the University Plan that are uniquely academic.
- The Master Academic Plan provides a flexible overall framework for the development of specific college and department plans and for academic initiatives that reflect those plans. In this way, the MAP guides academic development at the university and connects current planning efforts to those that have gone before....

Effective 2008-2009, the Bemidji State reorganized its colleges. The new college visions and missions clearly embrace the university’s vision and mission as well as reflect the personality of each college and its departments:

<table>
<thead>
<tr>
<th>College of Arts and Sciences (CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vision: As a college that values intellectual curiosity, creativity, and diversity, we foster the transformation of lives and societies through the power of an engaged, integrative education.</td>
</tr>
<tr>
<td>• Mission: We shape passion for knowledge,</td>
</tr>
</tbody>
</table>
meaning, and creativity.

College of Health Sciences and Human Ecology (HSHE)
- Vision: The College of Health Sciences and Human Ecology embraces a deep respect for the individual, a holistic approach to education, dedication to science and service, and a commitment to the betterment of communities.
- Mission: To excel in education, research, and service.

College of Business, Technology and Communication (CBTC)
- Vision: Student-centered preparation for professional leadership in a dynamic, interconnected world.
- Mission: Engaging students for the professional world.

As noted in Chapter One, the MAP informs the Facilities Master Plan, Technology Master Plan and Student Enrollment and Development Master Plan, thus carrying forward the university’s mission. By way of example:

J-Plan: The Learning Journey, Student Development and Enrollment, 2008-2013

Mission: We’re here for the journey, investing in our students’ success through excellent programs and services focused on learning and development.

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.

Policies and Procedures Handbooks
Student Handbook~
Faculty Handbook~
Adjunct Faculty Handbook~
??Staff Handbook~

Policies and Procedures: In its policies and procedures, the university both promotes and models values and behaviors that address integrity in behavior and actions, including research, teaching and learning. By way of example:

Integrity Policies
Other handbooks

- Intellectual Property Rights: The university subscribes to MnSCU system Intellectual Property Rights policies and procedures. [http://intellectualproperty.mnscu.edu/]
- Privacy Rights: Bemidji State values and protects privacy rights through MnSCU system policies [http://www.mnscu.edu/board/policy/523.html] and its own policies, including the following:
  - Online: [http://www.bemidjistate.edu/about/privacy/]
  - Registration: [http://www.bemidjistate.edu/offices/records_registration/policies_procedures/]
  - Academic: [http://www.bemidjistate.edu/students/handbook/policies/]
  - Student Code of Conduct: [http://www.bemidjistate.edu/students/handbook/conduct/]
  - Right to Know: [http://www.bemidjistate.edu/students/handbook/right_to_know/]
  - Responsible Men Responsible Women: [http://www.bemidjistate.edu/students/rmrw/]
  - ????OTHERS??

Budget: Through its budget alignments and allocations, Bemidji State supports the acquisition, discovery and application of knowledge. Priorities for the budget are set in the University Plan:

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.

D.2 Manage revenues in support of educational programs and services. Support student success through stewardship of revenue streams including tuition and fees, scholarships, state allocation, and external fundraising.
D.3 Create institutional capacity through improvement in efficiencies. Support student success through efficiencies and improved utilization of internal financial resources.

D.4 Through intentional analysis, utilize data to inform decision-making in support of the university’s vision and mission. Improve generation and allocation of resources through a process of discovery, identification, collection and interpretation of data.

D.5 Maintain financial strength through priority program growth and development. Expand capacity for existing programs with high regional or national demand while identifying new programs and markets that have the potential to strengthen enrollment.

In the spirit of that commitment, and utilizing data sources such as IPEDS, the university has moved from one-year, budget plans that addressed the situation of the moment to forward-thinking, longer-term planning. As noted in Chapter Two, a three-year, 2007-2010 budget responded primarily to internal pressures and increased the percent of the budget dedicated to direct instructional costs. The current four-year, 2010-2014 budget responds primarily to external economic pressures. It was constructed prior to the fall 2008 state and national financial crisis. As a result of that planning, the university has been in a good position to weather the economic storm that included an additional state of Minnesota unallocation in 2009. For example, the university has not had to resort to faculty retrenchment.

Part of the success of the budgets can be attributed to transparency in the budget process, including frequent budget forums open to the campus, and budget statements by the president of the university. By way of example:

• Office of the President
  http://www.bemidjistate.edu/offices/president/budget/

• Budget Forums PowerPoints

• 3- and 4-year budget documents

As noted in Chapter Three, the university also supports learning through reassigned time for the Directors of Liberal Education, Honors, the Center for Professional Development, People and the Environment, and other positions related to curriculum, learning and teaching.
((Other examples here of allocation of resources for the acquisition of knowledge, etc.??))

External Guidance and Confirmation: Bemidji State recognizes that today’s academy does not function in isolation from the larger world. This understanding is especially confirmed in its vision statement: “Shaping Potential, Shaping Worlds,” and in its Strategies for 2008-2013:

<table>
<thead>
<tr>
<th>Strategy B: Promote Vital Communities through Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strategic Imperative: Support and promote community vitality through Bemidji State’s commitments within our local, regional, national and world spheres. <strong>Bemidji State values the supportive relationships between the university and its communities.</strong></td>
</tr>
</tbody>
</table>

Bemidji State further recognizes that its relationship with external communities is mutual: that influence, support and benefits flow in both directions.

To assure that its mission-motivated actions are responsive to the realities of the larger world, the university solicits, accepts and acts on commentary and feedback in multiple forms. By way of example:

- Five-year academic program reviews include visits and recommendations by external consultants. [http://www.bemidjistate.edu/academics/affairs/program_review.cfm](http://www.bemidjistate.edu/academics/affairs/program_review.cfm)
- Five-year Student/University Services reviews recommend external consult reviews. [http://www.bemidjistate.edu/academics/affairs/program_review.cfm](http://www.bemidjistate.edu/academics/affairs/program_review.cfm)
- As noted in Chapter One, seven departments hold outside accreditation for their programs.
- Five-year academic reviews include alumni surveys, standardized national exams, internship evaluations and employer surveys. ([to Laurie’s document “Assessment Plans Spreadsheet.pdf”](#))
- The following departments have program advisory boards: [List + Links](#)
- As noted in Chapter Five, the American Indian Resource Center has feedback relationships with American Indian Reservations.
- Also as noted in Chapter Five, Bemidji State has [List + Links](#)
feedback relationships with its communities of interest.

2. Faculty and staff (4a, 4c)
Through professional development activities, faculty and staff at Bemidji State engage in, embrace and model lifelong learning. As noted in Chapter three, support for individual activities includes the following:
- Professional Development Funds
- Professional Improvement Grants
- Sabbatical leaves ((Link to reports))

The university also supports professional development through programs such as the following:
- Center for Professional Development
- Honors Program (faculty lecture series)
- EuroSpring and other international travel (faculty directors)
  - http://www.bemidjistate.edu/students/international/
- ((Others here that support faculty professional activities))

Professional development activities include research, creative work, study, publishing and travel. These activities are developed and reported in Professional Development Plans and Reports. By way of example, faculty and staff report the following professional development activities:
- Faculty
  - Sabbatical Reports FY 2001-2007
  - Professional Improvement Grant Recipient Topics
  - Publications, presentations at conferences, related activities, as reported in faculty vitae
- Staff
  - Examples here ((We're working on it!))

3. The Learning Journey: Student Development and Enrollment (4b, 4c, 4d)
One of the most significant changes for Bemidji State since the 2000 Self-study is the opening of the Office of Student Development and Enrollment which is led by a vice president. While most of its constituent offices and programs had been operational for many years, the office brought a new focus to their purpose and new energy to their commitment.

Through Student Development and Enrollment, Bemidji
• Core Component 4b
  The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

• Core Component 4c
  The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

• Core Component 4d
  The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

State promotes students’ academic journeys and provides opportunities for co-curricular experiences and development. As noted in the Student Development and Enrollment Master Plan (the Learning Journey Plan, or J-Plan):

From the Preface:
With its 2008 mission statement, Bemidji State University turns its attention toward “a future that can only be imagined” and the recognition that a primary responsibility of higher education today is to prepare students not only for immediate careers, rich personal lives and citizenship, but for the entire arc of their life journeys. The Student Development & Enrollment Master Plan acknowledges the breadth and depth of that challenge, and guides programs, services and staff in their efforts to meet the challenges of a thousand unpredictable tomorrows.

See the Learning Journey (J-Plan) Feature Story~ for further information on the evolution of the Office of Student Development and Enrollment.

Planning Document Support for the Learning Journey: As noted above, the J-Plan is based on a commitment to learning and development. That commitment is carried out especially through the first four Strategies to Achieve the Mission:

1. Support and promote students’ learning.
2. Support and promote students’ personal well-being.
3. Challenge and support students as they navigate their journey.
4. Ensure ease of access to the university and to campus services and programs.

Support for the Academic Journey: Support for students’ academic journeys include advising, first-year programs, and tutoring and related services.

Level C
Advising Success Center (ASC)~: In consultation with faculty advisors, the Advising Success Center provides comprehensive information to students regarding their academic programs. See the Learning Journey Feature Story for information on the development of ASC and the university’s support for the office.

Level C
First-year Programs: The university supports two
programs taught by faculty that especially promote academic and personal success for first-year students:

- First-year Experience (FYE) Seminars—
  http://www.bemidjistate.edu/students/services/advising/new_students/fye/
  introduces students to services that help them with the transition to college learning and life.
- First-year Residence Experience (FYRE)—
  helps students who live in the residence halls transition into college life, both academic and residential.

Student Life
Opportunities Support the Academic Journey—
http://www.bemidjistate.edu/students/

- Athletics
- Campus Dining
- Campus Security
- First-year Experience
- Hobson Union
- Intramural Athletics
- Northern Student Newspaper
- Outdoor Programming Center
- Recreation Center
- Residential Life/Housing
- Student Organizations
- Student Senate

Support for Co-curricular Experiences and Development—
http://www.bemidjistate.edu/students/

Bemidji State recognizes that students who come to the university have diverse backgrounds and needs. Student services range from advising, as noted above, to specialized services such as on-campus childcare—, counseling—, veterans services— and disabilities services—. Opportunities include participation in student programs and organizations.

Student Services Offices—
http://www.bemidjistate.edu/students/

Students are assisted in their personal and academic journeys by campus offices such as the Advising Success Center.

2. Support and promote students’ personal well-being. Personal wellness has many facets, including physical competence, emotional intelligence, a sense of geographic place, spirituality, life-style balance, and a positive sense of self and well-being.

3. Challenge and support, i.e., empower, students as they navigate their journey. The constant for the future is change. In addition to being prepared for careers and graduate study, students who are ready for the future will have knowledge and skills that prepare them to be effective in team work, to think critically and to discern values.

4. Ensure ease of access to the university and to campus services and programs. By leading, initiating, intervening, following through, reaching out and networking, Student Development & Enrollment advocates - makes things happen - for students.

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**Level C Student Opportunities**

http://www.bemidjistate.edu/students/: Student participation in campus organizations contributes to their personal and academic growth and to the development of lifelong learning skills. By way of example:

- Student Senate: http://www.bemidjistate.edu/students/senate/
- Student Organizations: http://www.bemidjistate.edu/students/organizations/

((This is also somewhere else – link to it? Include specific examples....))

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**Core Component 4b**
The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

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**4. Liberal Education (General Education) (4b, 4c, 4d)**

As noted in Chapter Two, Bemidji State recently reorganized its colleges and revised its Liberal Education program. These efforts evolved cooperatively, both contributing to the redefinition of Bemidji State from a comprehensive university to an arts and sciences university with select professional programs.~ ((In chapter two, link to this phrase: “Reorganization, the identity...”))
As noted in the Liberal Education Feature Story, the changes in the Liberal Education curriculum were informed by extensive assessment and in collaboration with faculty, staff and administration. The Liberal Education Feature Story also relates the university’s allocation of resources in support of the revision, development, and implementation processes.

As does the current Liberal Education program, the new one features breadth of experience across the arts and sciences. In addition, the new program, which will be phased in beginning fall semester 2010, more intentionally directs students to critical thinking experiences. This is accomplished in part through a University Inquiry course requirement. In this course students will be expected to do the following:

1. Demonstrate critical thinking.
2. Understand the various methods of disciplinary inquiry.
3. Demonstrate the various methods of communication.
4. Demonstrate responsibility for one’s own learning.
5. Understand the nature and purpose of liberal education, the baccalaureate degree, and lifelong learning.

All elements of the new program are commensurate with the program’s new mission and goals:

**Mission:** Liberal education, a central component of university life, provides an opportunity to reflect on what we value in arts, sciences, and social relations. The unifying mission of the Liberal Education Program at Bemidji State University is to promote a spirit of free inquiry and to foster critical thinking skills needed to make sound choices; it serves to enhance quality of life by helping each person reach full potential. Liberal Education develops effective citizens who appreciate learning as a life-long search for understanding and who are willing to engage and evaluate new ideas and diverse perspectives.

**New Program Goals:** Upon completion of the Liberal Education program students will have gained:

- intellectual and practical skills in thinking critically and reasoning logically, communicating both orally and in writing, and accessing and generating new knowledge;
- foundational knowledge in the natural and social
• Core Component 4a
  The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

• Core Component 4b
  The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

• Core Component 4c
  The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- sciences, arts, humanities, and mathematics; and
- an appreciation of arts, knowledge and learning, intellectual virtues, and personal, ethical, and civic responsibilities.

The new program includes an assessment component, developed concurrently with the curriculum and based on goals, objectives and outcomes. A regular schedule for assessment and review is being developed and will be monitored by the Liberal Education Director in consultation with an Assessment Coordinator. Both positions carry reassigned time.

5. Undergraduate Study (4a, 4b, 4c)

As noted in Chapter Three, undergraduate study is Bemidji State’s raison d’etre. The university encourages and supports undergraduate students by recognizing their successes and by offering programming that reaches beyond the classroom.

Recognition for Undergraduate Student Learning: Bemidji State recognizes and supports undergraduate student scholarship and creative accomplishments. By way of example:

- Student Scholarship and Creative Achievement Conference—
  http://www.bemidjistate.edu/conferences/scholarship_achievement/mainpages/posters.html
- Memorial art work for Katrina and 9/11
- Journal of Student Research—
- Creative Arts Performance, Publication and Exhibits
  - Music
  - Theatre
  - Visual Arts
  - Writing: Rivers Meeting, Writing & Art by Bemidji State Students—
    http://www.bemidjistate.edu/academics/publications/rivers_meeting/
- Scholarships—
  http://www.bemidjistate.edu/students/financial_aid/types/scholarships/

Acquiring Knowledge Outside the Undergraduate Classroom: The university encourages students to explore learning, creativity, innovation and knowledge beyond their majors and related programs. By way of example:

- Collaborations with faculty on research, etc.
- International Program Center—
http://www.bemidjistate.edu/students/international/
- Outdoor Program Center
- Internships
  http://www.bemidjistate.edu/students/services/career/interndatabase.html
- Student Organizations
  http://www.bemidjistate.edu/students/organizations/
- American Indian Resource Center
  http://www.bemidjistate.edu/airc/

6. Graduate Study (4b 4,c) (ADD4a??))
As noted in Chapter Three, graduate study at Bemidji State offers opportunities for students to specialize in a field and obtain professional level knowledge and credentials. The university supports graduate students by recognizing their successes and by offering opportunities that reach beyond the classroom.

Recognition for Graduate Student Learning: Bemidji State recognizes and supports the academic success of its graduate students. By way of example:

- Thesis award
- Grants for conferences, etc.
- Graduate Assistantships
  http://www.bemidjistate.edu/academics/graduate_studies/gradAssist/gaGuidlinesAcad.php
- Scholarships
  http://www.bemidjistate.edu/academics/graduate_studies/jkcFoundation.php

Acquiring Knowledge Outside the Graduate Classroom: The university promotes and supports opportunities for graduate students outside the classroom. By way of example:

- Collaborations with faculty on research, etc.
- (More here)

7. External Communities of Interest (4b)
ADD TEXT HERE AND ALSO Refer to Chapter Five

((On CRI, Custom College, etc. Cooperation with tribal colleges, cc’s, tc’s. etc.))
8. Priorities for Improvement

Criterion Four: Acquisition, Discovery, and Application of Knowledge

Summary of Evidence

Core Component 4a The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

•

Core Component 4b The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

•

Core Component 4c The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

•

Core Component 4d The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

•