

Bemidji State University
2010 Self-Study DRAFT 11/23/2009

Instructions for Reading and Commenting on the Draft

- Everything that can be linked will be linked, although many links are not yet set.
- If you know of a document that we should link to, please send the URL to Marty Wolf (mwolf). Also please indicate where in the document you think it should be placed. A searchable string of words works best for this.
- Three Priorities for Improvement have been identified for the university. Other concerns might be addressed in consultations with the HLC team. Please send your suggestions for such items to Marty Wolf (mwolf).
- Items highlighted in gray are in progress.
- The sidebar copy is not yet well-aligned with the main column copy.
- Please address other questions or concerns to Marty Wolf (mwolf, HS 361, 2825).

Deadline for Comments

- Friday, December 4, 2009

Comments and Suggestions

- Encouraged
- Appreciated

HLC Self-Study Writing Team

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Heading Levels

A = Bold

B = Underlined

C = Red

D = Pink

E = Green

Orange text denotes examples.

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Introduction

Shaping Potential, Shaping Worlds

Bemidji State shapes students who go out to shape the world.

PHOTO Alumnus Jeremy Fogelson, MD

Resident Physician, Rochester Mayo Clinic: Because of a full-tuition scholarship to Bemidji State provided by Joe Lueken of Bemidji, Fogelson says he “was able to focus on my studies and really excel during school.” Fogelson recently performed surgery on Lueken at St. Mary’s Hospital in Rochester. [Horizons Spring/Summer 2008](#) Page 15

In progress.

END OF CHAPTER

<http://www.bemidjistate.edu/bsutoday/videos/>

Feature Stories

- 0 [College Reorganization](#)
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- 0 [Student Development and Enrollment](#)

**Bemidji State University *Engage-Embrace-Educate*
2010 Self-Study Feature: College Reorganization, Department Redefinition**

<p>University Mission <i>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.</i> University Plan 2008-2013</p> <p>Time Line</p> <ul style="list-style-type: none"> • 2005-2007 Scenario Planning Committee • 2007-2008 Reorganization proposals & discussions • 2007-2010 Restructured Budget • 2008-2013 University Plan • 2008 July New college organization implemented • 2008-2009 Department redefinitions implemented <p>College of Arts and Sciences (CAS) <i>Mission:</i> 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. <i>Vision:</i> We shape passion for knowledge, meaning, and creativity.</p> <ul style="list-style-type: none"> • Biology • Chemistry • English • Environmental, Earth & Space Studies, Economics, Sociology • Geography and Political Science • Humanities: History, Art History, Philosophy, Theatre • Integrative Programs • Languages and Ethnic Studies • Mathematics and Computer Science • Music • Physics • Visual Arts 	<p>Academic Affairs, Colleges and Departments: In July 2008 Bemidji State reorganized its college structure to bring focus to its identity as an arts and sciences university with select professional programs and to better support an integrated liberal education, goals and priorities of academic departments, enhanced external fundraising and focused enrollment growth.</p> <p>Motivation for Change: The impetus to review and change the university's college structure was informed by several planning processes underway between 2005 and 2008:</p> <ul style="list-style-type: none"> • A 2005-2007 university Scenario Planning group identified two primary characteristics that could shape the university's future: a culture of innovation and change, and a focused identity. • The 2008-2013 University Plan promoted the Scenario Planning characteristics in Strategy C Innovate for a Changing World, including C.5. Strengthen and sharpen communication of the university's identity. • The 2007-2010 budget realigned resources to improve support for direct instructional costs, included recommendations to combine some small departments with larger ones, and proposed the possibility of restructuring the colleges. <p>Processes for Change: In the spring of 2007, the administration proposed adjustments to the existing college structure. This proposal was supported by the following:</p> <ul style="list-style-type: none"> • Goals of the university as expressed in the 2002-2007 University Plan. • 2007-2010 budget realignments. • Scenario Planning recommendations. • Priorities in the emerging 2008-2013 University Plan. <p>In response to the proposal, the Bemidji State Faculty Association encouraged a comprehensive approach to reorganization: a review of the overall structures of colleges and departments. A committee of faculty and administrators was formed and two models for college reorganization were proposed, along with guidelines for department redefinition.</p> <p>During the 2007-2008 review process, all university constituents provided feedback to the Academic Vice President . Concerns and comments raised in writing and at many public sessions contributed to adjustments to the original proposals. A new structure was chosen and was implemented July 2008 followed by department</p>
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<p>College of Business, Technology & Communication (CBTC) <i>Vision:</i> Student-centered preparation for professional leadership in a dynamic, interconnected world. <i>Mission:</i> Engaging students for the professional world.</p> <ul style="list-style-type: none"> • Accounting • Business Administration • Mass Communication • Technological Studies <p>College of Health Sciences & Human Ecology (HSHE) <i>Vision:</i> 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. <i>Mission:</i> To excel in education, research, and service.</p> <ul style="list-style-type: none"> • Criminal Justice • Nursing • Physical Education, Health & Sport • Professional Education • Psychology • School of Graduate Studies • Social Work 	<p>redefinitions which included the merging of some smaller departments into larger ones.</p> <p>Current Status: The new college structure sharpens and consistently presents Bemidji State’s identity as an arts and sciences university with select professional programs. It honors the university’s heritage as a liberal arts school and supports, through professional programs, regional health services, social services, businesses and industries. Working together, faculty and administration forged this new organization which supports the University's mission to serve students.</p> <p>Relevance to the University Mission: The new structure supports the university’s mission to Engage, Embrace, Educate, and the signature themes, International/Multicultural Understanding, Civic Engagement and Environmental Stewardship. It also significantly reflects the spirit of the University Plan, especially in Strategy C. Innovate for a Changing World, Strategic Imperative: Accommodate change through an organizational culture of creativity, innovation and planning, <i>Value Statement: Bemidji State values flexibility and adaptability as means to change.</i> Within Strategy C, it especially supports Initiative C.4 Support creativity and innovation at all levels of the organization while setting a common direction for the university, <i>Value Statement: Consider ways to mobilize people in a common direction....</i></p>
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Contact: Vice President for Academic Affairs, 218-755-2015
www.bemidjistate.edu/academics/affairs

**Bemidji State University *Engage-Embrace-Educate*
2010 Self-Study Feature: Liberal Education**

Liberal Education Mission

To create an environment where students of diverse backgrounds and abilities can acquire the knowledge, the skills, the values, and the confidence necessary for effective and responsible participation in our changing global society. [Bemidji State University Catalog, 2008-2010](#)

Time Line & Allocation of Resources

- 1990's-2009 *Three-credits per semester reassigned time for [director](#), increased to six credits per semester 2009-2010.*
- 2002-2003 Liberal Education Committee curriculum retreat.
- 2002-2003 Curriculum review.
- 2003-2004 [Focus groups](#); review by MnSCU; AAC&U General Education Institute team.
- 2004-2005 [Task Force](#); AAHE Workshop team; AAC&U Annual Meeting team.
- 2004-2008 *Task Force Coordinator; three credits per semester reassigned time.*
- 2004 to Present Liberal Education Committee Graduate Assistant
- 2005-2006 [Critical Thinking testing; ongoing Task Force work](#); revision of assessment plan.
- 2006-2008 [Ongoing Task Force work](#).
- 2008-2009 [New Liberal](#)

Liberal Education Program: As with most general education programs, Bemidji State's is, necessarily, in flux. As the needs of individuals and society change, the machinery of institutional change keeps up through revision and sometimes through radical reorganization. The process is rarely tidy and is sometimes shaky. At an American Association of Colleges & Universities (AAC&U) Institute in 2004, a team from Bemidji State learned that [most general education overhauls take seven to eight years](#).

Motivation for Change: In October of 2004, five years ago, the [Faculty Association Senate](#) empowered the Liberal Education Committee to *pursue the creation of a university-wide task force charged with proposing and pursuing revisions to the Liberal Education Program*. The decision was based in part on the results of extensive assessment of the program: *It is clear to the Liberal Education Committee, from its study the past two years ... that there are other models for general education that could better meet the needs of our students than does the current model*. The Task Force was empanelled with forty-two members representing every academic department, administrative and staff divisions, and students.

Process for Change: In the spring of 2008, the [Faculty Association Senate and the Student Senate approved a "new Lib Ed"](#) as proposed by the Task Force. However, methods for implementing the program were not always clear, and some were contested, as were some elements of the program itself. Also at issue was the relationship between the new program and the [Minnesota Transfer Curriculum](#) (MnTC). In September 2009, a Faculty Association referendum of the Association's membership overturned the Senate's approval. In October 2009, the Senate imposed a moratorium on consideration of new proposals until August 2010.

Several factors were critical to the faculty's reluctance to move forward with the new program, including the following:

- The relationship between curriculum and budget.
- The influence of transfer students on curriculum.
- The influence of the MnSCU system on general education curricula.
- The implications for curriculum of Bemidji State's 2008 college reorganization.

Benefits of the pause in Liberal Education reform include the following:

- Increased faculty engagement and participation in curriculum issues and processes.
- Increased recognition by administration of faculty

<p>Education curriculum approved by Faculty Association Senate.</p> <ul style="list-style-type: none"> • Summer, Fall 2009 Teaching Critical Thinking Workshops (<i>consultant; stipends for faculty</i>). • Fall 2008 Critical thinking testing of entering class. • September 2009 Faculty referendum withdraws Senate approval of “new Lib Ed”; October 2009 Senate moratorium on consideration of new proposals until August 2010. • Spring 2010 Review and assess Liberal Education course offerings per MnSCU/MnTC. • Spring 2010 <i>retest</i> freshman class of 2008 for critical thinking skills. 	<p>concerns and issues, especially regarding implementation of the new program.</p> <ul style="list-style-type: none"> • Increased understanding and consideration of the Liberal Education curriculum, especially regarding its relationship to majors and budgets. • Increased awareness of national standards and practices, and of MnSCU participation in university curriculum affairs. <p>Current Status: A schedule for review and assessment of the current program is under development and will be implemented by Fall 2010. The Faculty Association Liberal Education Committee (see Article V, Subsection 8) is responsible for review and recommendations regarding the program.</p> <p>Relevance to the University Mission: The Liberal Education program promotes the university’s mission to Engage, Embrace, Educate, and the signature themes, International/Multicultural Understanding, Civic Engagement and Environmental Stewardship.</p>
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Contact: Director of Liberal Education, 218-755-2853.
www.bemidjistate.edu/academics/liberal_education

**Bemidji State University *Engage-Embrace-Educate*
2010 Self-Study Feature: Student Development & Enrollment**

<p>SD&E Mission <i>We're here for the journey, investing in our students' success through excellent programs and services focused on learning and development. J-Plan 2008-2013</i></p> <p>Time Line & Allocation of Resources</p> <ul style="list-style-type: none"> • May 2005: President opens Vice President position, <i>funded from Vice President for External Affairs Position.</i> • Summer, Fall 2005 Committee established for strategic planning for SD&E; search committee appointed. • 2006-2007 Interim Vice President for Student Development and Enrollment. • 2007-2008 Vice President position filled. • Strategic planning retreat for directors. • 2008-2013 The Learning Journey (J-Plan). • 2008-Present Communities of Practice (see below). • Ongoing—Continue to refine organizational structure. • Ongoing—Measure progress through Balanced Scorecard approach. <p>Communities of Practice (Wenger) Carrying out the J-Plan</p>	<p>Student Development & Enrollment (SD&E): In 2006, the SD&E division was opened to provide leadership in planning, developing, executing and evaluating a shared university mission for student development and a focused enrollment management approach. The Vice President serves as the Chief Student Affairs Officer (CSAO) of the University, serves on senior staff along with the Vice President for Academic Affairs and Vice President for Finance and Administration, and is an advocate and voice for the students in policy discussions.</p> <p>Prior to the development of the SD&E division, Bemidji State student development and university services were housed in Academic Affairs or in Finance and Administration. Now under one roof, they have an articulated mission (see left) that informs SD&E's master plan, the J-Plan (Learning Journey, 2008-2013).</p> <p>Motivation for Change: In a May 10, 2005 memo to Bemidji State Bargaining Units and the Student Senate, President Jon Quistgaard addressed the need for an SD&E office: <i>The challenges associated with meeting student development needs and University management goals are becoming increasingly complex. Both student service expectations and the service expectations from within our own campus continue to increase. Central to many of the student and University needs that are brought forward to my attention as well as those identified in my own reading are:</i></p> <ol style="list-style-type: none"> 1. <i>What can we do to more effectively work with students in identifying, clarifying and achieving their overall education goals?</i> 2. <i>How can we continuously improve the quality of on-campus student life?</i> 3. <i>What should be the focus of our student development non-credit bearing educational experiences?</i> 4. <i>How can we best prepare students for success in our interdependent society?</i> 5. <i>How can we improve student access to, and retention in, the University?</i> 6. <i>Finally, how can we best use our resources in meeting student needs and student expectations?</i> <p>Process for Change: Based on the above concerns, President Quistgaard redirected the salary line for the Vice President for External Affairs to one for a Vice President of Student Development and Enrollment. This was followed by the charging of a strategic planning/search committee to develop goals, make recommendations for an SD&E organizational model and conduct a search. An Interim Vice President was appointed early fall semester 2006. A permanent Vice President was appointed summer 2007.</p> <p>Current Status: SD&E is home to more than 30 offices, services and programs managed by fourteen directors. Building</p>
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<p>Strategies (with Identity and Professional Development imbedded):</p> <ul style="list-style-type: none"> • Learning • Well-being • Challenge and Support • Access (action example: survey on barriers to student completion) • Assessment (action example: inventory of current assessment practices) <p>Offices, Services, Programs</p> <ul style="list-style-type: none"> • Policies and Procedures • University Support Services • Student Development Services • Student Life • Academic Resources 	<p>on student development theoretical frameworks, the directors have identified five Communities of Practice (Etienne Wenger, see left) that are utilized to carry out the J-Plan. Progress with implementation of the J-Plan is assessed through a Balanced Scorecard approach.</p> <p>Accomplishments of SD&E include the opening of the Advising Success Center (ASC) in 2007-2008. The ASC team works individually with students helping them find their place at Bemidji State University and make the most of their experiences. ASC coordinates advising and tutoring services, the First-year Experience program, New and Transfer Student Orientation, and a fall convocation for new students.</p> <p>Relevance to the University Mission: SD&E's mission supports and is informed by the university's mission to Engage, Embrace, Educate, and the signature themes, International/Multicultural Understanding, Civic Engagement and Environmental Stewardship. Student development services are addressed specifically in primary mission documents, including University Plan Strategy A, and in foundational mission documents, including the SD&E J-Plan (master plan).</p>
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**DRAFT—Chapter One, Criterion One
Bemidji State University-HLC 2010 Continuing Accreditation Self-Study Report**

Shaping Potential/Shaping Worlds

Bemidji State shapes students who go out to shape the world.

PHOTO Alumnus Benjamin Tsang, Chemistry

Senior Scientist, Ottawa Health Research Institute; Professor in Obstetrics and Gynecology, University of Ottawa: “People like [my professor] got me going on my studies in chemistry.... He engaged us—didn’t look down on us—and tried to develop us as individuals, maximizing our capacity to learn and ultimately our potential.” [Horizons Spring/Summer 2009](#) Page 13

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)

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

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 student development and university 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.

Handbook of Accreditation
(3.2, Core Component 1d)

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

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

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 integrated components:

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

At the time of the 2000 reaccreditation self-study, the university did not have a comprehensive strategic plan. The first one was implemented for 2002-2007, indicating significant progress in developing a culture of planning. The evolution of the current University Plan and its elements are discussed and documented in Chapter Two, Criterion Two Preparing for the Future, especially in 1. [Consistency of Mission, Refinement of Identity](#) and 3. [Planning Documents](#).

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 “worlds” 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 vision is taken as a larger perspective that encircles the mission, thus preceding it.

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 Web pages.

My Bemidji State Moment

An [essay contest](#) for students on the university's mission.

Foundational Mission Documents & Availability

These documents are available online.

- Master Plans
 - [Academic Facilities](#)
 - [Student Development & Enrollment Technology](#)
- College Vision and Mission Statements
 - [Arts & Sciences](#)
 - [Business, Technology & Communication](#)
 - [Health Sciences & Human Ecology](#)

Bemidji State Internal Constituents Include:

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

Bemidji State External Constituents Include:

- Potential students

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.

Recently, Bemidji State has made a renewed effort to think about its mission, to clarify it and to discover how to use it to drive the organization. During the building of the current University Plan, discussions were encouraged among students, faculty and staff that contributed to the development of the new mission. Those discussions continue in lively dialogues about mission statements in general and Bemidji's mission in particular and contribute to connecting ground-level planning to university-wide goals and objectives through a framework of multiple assessment feedback loops.

The new mission has begun to resonate throughout the university. It is reflected in areas as diverse as budget priorities, the curriculum, recruiting materials for faculty, staff and students, and college, academic department and university service missions.

Signature Themes

Bemidji State's signature themes support the university's mission and help focus efforts to move toward a more intentional university culture.

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 university values diversity in myriad forms: 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.

- Alumni
- Businesses
- Organizations
- University Foundation

Donors

- Other MnSCU schools
- P-12 area schools
- Minnesota State

Legislature

- Accrediting bodies
- Granting agencies
- Local, regional and state governments and communities
- American Indian governments, communities and schools

These values fire the imagination and lead to action. 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.

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.

Evaluation and Revision Schedule for Primary and Foundational Mission Documents (See [Chapter Two, Criterion Two](#) for a full discussion of planning processes.)

- 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

Strategies for 2008-2013

The institutional goals and priorities in 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 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. **Value Statement:** 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. **Value**

Bemidji State Ranked # 20* in Midwest by [US News & World Report](#)

*Among schools offering masters-level degrees.

Unified Public Image

*University Plan Strategy C.5
Strengthen and sharpen
communication of the
university's image.*

In response to the University Plan and to [assessment](#), Bemidji State has clarified its public image in its print and web publications.

Statement: 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. Value Statement: 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. Value Statement: 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."

Bemidji State's mission documents are compatible with the [mission documents of the Minnesota State Universities and Colleges](#) as noted in the [Bemidji State-HLC-MnSCU Crosswalk](#). The crosswalk also aligns master and college strategic documents with MnSCU and HLC.

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 developed through and supported by the foundational mission plans:

- Master Plans
- College and Department Plans
- Student Development and University 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, Criterion 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.

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

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 examples that follow 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:

- Engage
- Embrace
- Educate

Attention is also drawn to the university’s signature themes:

- Signature Themes
 - o International/multicultural understanding
 - o Civic engagement
 - o Environmental stewardship

Broad concepts of diversity are discussed throughout.

E1 Engage in new worlds of thought

(Core Components 1b, 1c)

“New worlds of thought” is a relative concept. For a traditional freshman, it might mean 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.

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

Sexual Harassment Prevention Training

Unclassified and classified university employees receive prevention training through an [online video program](#).

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.

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.

Hiring Processes: Hiring processes at Bemidji State reflect the university’s mission, including diversity interests. Appropriate credentials are required for hiring in all positions and protocol is utilized for writing and advertising job descriptions and for search advisory committees. The protocol requires that position descriptions include the university’s mission statement and signature themes and an affirmative action statement. [Affirmative action policy](#) is utilized to determine search advisory committee membership.

Bemidji State utilizes [NeoGov](#), an electronic application management system, for faculty and staff position applications. The system was initiated in September 2009.

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). Bemidji State uses [NeoGov](#) electronic application system for all of its **positions**. This system saves paper and allows search committees to work more conveniently. In the past, application files had to be reviewed in secured offices where they were kept. In addition, NeoGov accommodates pre-screening filters (determined by the committees) that save time in vetting the applications.

Affirmative action documents, including nondiscrimination and reasonable accommodation policies, and a complaint procedures flowchart are [available online](#).

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

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 in all divisions of the university are also evaluated on a regular basis as provided by bargaining unit agreements.

By way of example, MSUAASF employees utilize an [Evaluation Planning Form](#) and an [Evaluation Records and Notes Form](#) in their evaluation process.

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 directors, managers and staff.

By way of example:

- 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](#). Divisional and individual goals in alignment with the university's strategic plan are established each year with outcome measurements. Evaluations are based on six areas:

- Strategic university leadership
- Communication
- Resource management
- Innovation/creativity
- Leadership development
- Personal attributes

Vice presidents and deans also meet annually with their supervisors. The deans, using a common evaluation, are reviewed annually by the faculty. The results are shared and discussed in the Deans' Council and are used to identify priorities for improvement.

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, including statement of learning goals (Dimensions of Student Learning), high academic standards and assessment of achieved learning. These are discussed at length in [Chapter Two, Criterion Two](#).

The Dimensions of Student Learning, instituted in the 1995 University Assessment Plan (updated in 2009), 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](#) (Page 32, April 2008).

The dimensions roughly parallel 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: Civic engagement

Dimension 3 Participation in an Emerging Global Society

- Mission: Educate for a future that can only be imagined
- 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.

Program Diversity, Vitality, Accreditation: Bemidji State's select professional programs support the university's mission by providing students with additional undergraduate study and career options, including online programs.

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, including collaboration with Anoka-Ramsey Community College, Coon Rapids, Minnesota.
- 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 blended 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 (FasTrack): 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](#)

[American Indian Diversity Plan 2006-2010](#)
[Diversity Fund](#)

The Diversity Programs Fund supports diversity initiatives for students across the campus. Eight projects were funded in [2008-2009](#).

Signature Theme Center
[Under development](#) through Hobson Student Union.

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.

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](#)

Student Development and University Support Services: The university also recognizes the diverse needs of its student body and addresses those needs through student development and university services and programs, 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](#)

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

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](#).

University Plan: In its strategic plan, one of four strategies is wholly devoted to external 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.

Offerings: Examples of university offerings that especially accommodate the promise to “engage in new worlds of thought” for external constituents 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](#)
- [Honors Council lectures](#)
- [Art exhibits](#)
 - Regional, national and international artists and lecturers
 - Hands-on workshops and conferences
- [Music performances](#)
- Theatrical performances
- Literary publications
 - [Dust & Fire: Writing and Art by Women](#)
 - [New Voices: Fiction & Poetry by Minnesota High School Students](#)
 - [Rivers Meeting: Writing and Art by Bemidji State University Students](#)

MnSCU Conduct 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

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.

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.

Collaboration, Consultation, Communication: Bemidji State

- Information Technology
- 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

Record of Student Complaints

- [Academic Affairs](#)

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

The Student Programs and Admissions Committee is charged with reviewing and acting upon petitions from students for exceptions to University Academic policy and regulations. This includes the following:

1. To administer and interpret University academic policies on probation, suspension, and readmission of undergraduate students.

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 [2007 final report](#) of the 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.

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](#) and online news postings; and administrative meetings and retreats with vice presidents and directors.

By way of example:

- *October 2009 duty day devoted to the writing of academic department vision and mission statements. A presentation was made by the Dean of the College of Business, Technology and Communication, followed by department work sessions.*

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](#)

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, congruent with the university’s mission. From the introduction to the code:

The BSU Student Code of Conduct and Student

2. To administer and interpret University academic policy on substitutions, overloads, withdrawals as well as other exceptions to University academic regulations and deadlines.

3. To administer and interpret other University academic policies and regulations as directed to the committee.

Bemidji State Student Demographics

- American Indian
161/4893, 04 percent
- International
196/4893, 04 Percent
- Local/regional/state
4340/4893, 86.5 Percent
- Women
2595/4893, 53 Percent

Bemidji State University

utilizes established protocols for [requests to use its facilities](#) and for [requests for proposals](#).

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

Student Organizations

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 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 Chapter Two, 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 utilizing, in part, an Event Management System, and procedures are in place for appeals. These help assure fair and equal treatment for internal and external constituents and contribute to the integrity of the university's mission.

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

- [Profile](#)

Tuition and Fees

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

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.

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.

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 university president and the Faculty Association Senate. The Student Senate is a member of the [Minnesota State University Student Association](#).

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

- [Gaps and Trends Committee](#)
- [Futures Council](#)
- [Environmental Advisory Committee](#)
- Student Activities Fee Allocation Committee (SAFAC)
- Dining Services Committee
- University Conduct Board
- University Parking Committee

Student Senate also recommends representatives to various ad hoc committees and task forces, such as the following:

- [Liberal Education Task Force](#)
- [HLC Self-study Criterion Committees](#)
- Screening Advisory Committees for administrative positions

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

- [President’s Student Commission](#)
- College of Business, Technology and Communication Student Advisory Council

Student Organizations: These dynamic groups are 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 development services. There are currently [seventy student organizations](#) on campus. Students are invited to form [new groups](#) to fulfill needs not already met.

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. Lisa 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](#).

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](#).

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

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

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 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

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 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. 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,
- 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

only human affairs, but the well-being and even the fate of Earth itself.

Internal Constituents: Bemidji State's promise to "educate for a future that can only be imagined" is evidenced in its preparation of students for learning throughout their lives, including preparation for adapting to and learning from new situations. Bemidji State teaches relevant skills through dynamic programming, responsive planning and implementation processes, and modeling a commitment to environmental stewardship.

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.

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 Student Development and Enrollment](#) has been opened. (See Feature Story "[The Learning Journey](#).”)
- The university's college structure has been reorganized. (See Feature Story "[College Reorganization](#).”)
- The Information Technology Services was reorganized and is led by a Chief Information Officer.

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.

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.

- [Annual Report](#)

[Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education](#)

Through current and future planning, Bemidji State is aligning with the Tallories Declaration.

[Bemidji State Wins Energy Challenge](#)

Title captured with 12 percent reduction in energy use.

Academic Programs: In 1998, Bemidji State 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

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.

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.

Criterion One Priorities for Improvement

Bemidji State University has identified three Priorities for Improvement. These are described in Priority for Improvement [features](#). Supporting documents and detailed plans for improvement are provided in hard copy notebooks.

Priority for Improvement → Criterion ↓	Civic Engagement (Leadership Center)	School of Graduate Studies	Professional Education Department
Criterion One: Mission and Integrity	Signature Theme: Develop Leadership Center mission and structures and processes to assure integrity of service learning.	Develop Graduate School mission; improve structures and processes to assure integrity of school's and university's missions.	Develop department mission; improve structures and processes to assure integrity of department's and university's missions.
Criterion Two: Preparing for the Future	Establish ongoing support for Leadership Center and its goals.	Establish and assure policies and practices that support advanced preparation for students, including attention to national standards.	Attain full state and national accreditation for teacher licensure programs, to assure the department's future and student success.
Criterion Three: Student Learning & Effective Teaching	Refine assessments to assure effective teaching and learning.	Refine assessments to assure effective teaching and learning.	Refine assessments to assure effective teaching and learning.
Criterion Four: Acquisition, Discovery & Application of Knowledge	Assure availability of and support for service learning and participation for students, faculty and staff.	Attend to national practices in developing improved policies and practices; assure consistency of practice across the programs.	Model adaptation and change by improving department integrity through assessment and accreditations.
Criterion Five: Engagement & Service	Assure availability of and support for external constituents through support for service learning.	Improve access to graduate studies for external communities of interest; assure program relevance through attention to societal needs.	Serve public education through improved program integrity and improved relationships with regional schools.

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.

- [The 2008-2013 University Plan defines Bemidji State's mission and provides guidance for decision-making.](#)
- [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 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.](#)
- [The institutional goals and priorities in the Strategies for 2008-2013 complete the University Plan. Each of the four strategies is followed by a Strategic Imperative that gives direction to the strategy and a value statement that identifies the values that inform the strategy. \(This contributes to ease of understanding for readers.\)](#)
- Primary mission documents are readily available to internal and external constituents.
- Foundational mission documents are readily available to internal and external constituents.
- [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, including statement of learning goals \(Dimensions of Student Learning\), high academic standards and assessment of achieved learning.](#)
- The university regularly reviews its mission documents and evaluates its processes and progress. (Discussed at length in [Chapter Two, Criterion Two.](#))

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 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.](#)
- The University Plan 2008-2013 provides several strategies for addressing diversity, including the [Mission](#), the [Signature Themes](#), and the [Strategies](#).
- [The university 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.](#)
- [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 university recognizes the diverse needs of its student body and addresses those needs through student development services and programs.](#)
- [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.](#)

- [The university Code of Student Conduct provides an example of Bemidji State’s interest in honor, dignity, integrity and responsible behavior, congruent with the university’s mission.](#)
- [Bemidji State supports educational opportunities for its external constituents.](#)

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

- [Mission permeates planning at Bemidji State: it is consistently articulated and referenced in its primary and foundational mission documents.](#) (The relationship of foundational documents to the University Plan is discussed and documented in [Chapter Two, Criterion Two](#) and provides evidence that the foundational master, college and department plans give shape and meaning to the University Plan.)
- Mission also permeates the everyday operations of the organization.
 - [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.](#)
 - [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.](#)
 - [Bemidji State’s promise to “educate for a future that can only be imagined” is evidenced in its preparation of students for learning throughout their lives, including preparation for adapting to and learning from new situations. Bemidji State teaches relevant skills through dynamic programming, responsive planning and implementation processes, and modeling a commitment to environmental stewardship.](#)

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.

Leadership collaboration is discussed further in [Chapter Two, Criterion Two](#).

- [Professional development processes are in place for faculty, staff and administration.](#)
- [Bemidji State benefits from and models decision-making informed by campus collaborations and consultations, and by open communication strategies.](#)
- [Student participation and representation is sought at all levels of university decision-making.](#)
- [Collaborations, consultations and communication help inform university planning and action.](#)
- [Ongoing consultation occurs at Academic Forums.](#)

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

Bemidji State upholds and protects its integrity from two vantage points:

- Mission Integrity
 - [As noted above in Core Component 1c, mission permeates planning at Bemidji State: it is consistently articulated and referenced in its primary and foundational mission documents.](#)
 - Also as noted in 1c, mission also permeates the everyday operations of the organization.
- Integrity through Processes

- 0 [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.](#)
- 0 [The university also models civic engagement through its attention to diverse populations and cultures.](#)
- 0 [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.](#)
- 0 [The university models environmental stewardship in its planning documents and its actions.](#)

Engage, Embrace, Educate

Seniors to Watch, [Horizons Fall 2009](#), Page 19

Nicole Haugen, Grygla, Minnesota, Mathematics and Biology

Mitch Lattimer, Little Falls, Minnesota, Business Administration

Matt Goinz, Bemidji, Minnesota, Music

**DRAFT—Chapter Two, Criterion Two
Bemidji State University-HLC 2010 Continuing Accreditation Self-Study Report**

Shaping Potential/Shaping Worlds

Bemidji State shapes students who go out to shape the world.

PHOTO **Alumna Michelle “Shelley” Ford, Mathematics**

NASA Vehicle Manager, Space Shuttle Endeavor: “People [at NASA] go above and beyond to get the best work done and make sure it’s the best possible. There’s just so much pride that comes with being in the space program.” [Horizons Spring/Summer 2008](#) Page 13

Criterion Two: Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

- Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.
- Core Component 2b: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- Core Component 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
- Core Component 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Organization of Criterion Two

Introduction

1. Consistent Mission, Refined Identity (Core Components 2a, 2d)
2. Societal and Economic Trends (Core Component 2a)
3. Planning Documents (Core Components 2a, 2d)
4. Planning Processes (Core Components 2a, 2d)
5. Resource Base (Core Components 2b, 2d)
6. Assessment Systems (Core Components 2b, 2c)
7. Funding Follows Planning: Closing the Loop (Core Components 2a, 2d)

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 utilizes integrated planning to guide decision-making, assess outcomes, determine actions, allocate resources and prepare for the future. Guided by its mission, the university continually reviews and adjusts its planning processes in order to assure the quality of its education, its capacity to fulfill its mission, and its ability to respond to anticipated and unanticipated challenges and opportunities.

1. Consistent Mission, Refined Identity

(Core Components 2a, 2d)

Vision: Shaping Potential, Shaping Worlds

Bemidji State University is a

One of the many ways that Bemidji State prepares for the

catalyst for shaping the potential of those it serves who, in turn, shape the worlds in which they live and work.

Mission: E³ 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.

future is by honoring its heritage while adjusting its mission, vision and identity for present realities and impending scenarios.

By way of example, since 1985, the university has had four mission statements. While they vary in form and detail, they are consistent in emphasis:

2008-Present: "Engage in new worlds of thought" builds on these earlier statements:

- 1996-2008: "...new ideas and new skills ... grounded in shared human values...."
- 1988-1996: "...a broad liberal education complementing academic specialization...."
- 1985-1988: "...a sound liberal education...."

2008-Present: "Embrace responsible citizenship" builds on these earlier statements:

- 1996-2008: "enhance student access to leadership roles and encourage responsible citizenship...."
- 1988-1996: "...function responsibly as members of an interdependent, international community...."
- 1985-1988: "...responsible, free citizens in a democratic society...."

2008-Present: "Educate for a future that can only be imagined" builds on these earlier statements:

- 1996-2008: "...lead its students into the twenty-first century...."
- 1988-1996: "...support continuing inquiry...."
- 1985-1988: "...instill in each student the spark of intellectual pursuit...."

The core of Bemidji State's mission is economically expressed in its current statement, 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 currently identifies itself as an "arts and sciences university with select professional programs" ([Press Release, August 8, 2008](#)). As with the university's mission, the primary focus of its identity as a liberal arts and career studies institution has remained constant for many years:

- 1996-2008: Mission—"...has grown into a comprehensive university..."; vision—"...our guideposts are clear: excellence in liberal education and career preparation...."
- 1988-1996: Mission—"...a broad liberal education complementing academic specialization...." (Vision statements were not utilized at this time.)
- 1985-1988: Mission—"...comprehensive university with a balance of professional and vocational programs and

with a strong commitment to the liberal arts....” (Vision statements were not utilized at this time.)

This identity was further clarified in the University Plan: Strategies for 2002-2007, Five-Year Goal Statement:

- To be the Midwest’s premier student-centered university integrating liberal arts with career development to prepare students for life-long learning and leadership in a global society.

In the several years leading up to the 2008-2013 University Plan, Bemidji State continued to reflect on its institutional identity. In colleges and departments, at campus meetings and at other venues, the meanings, values and implications of a “comprehensive” versus “arts and sciences” university were considered. The discussions contributed to a watershed reorganization of the university’s colleges and academic departments. (See Feature Story: [Reorganization.](#))

The relationship of the university’s mission to planning is discussed widely in [Chapter One, Criterion One.](#)

2. Societal and Economic Trends

(Core Component 2a)

The university is keenly aware of societal and economic trends that affect its operations and the educational opportunities of its students. By way of example, in its 2008-2013 University Plan, Bemidji State identified external forces that posed particular challenges for the university:

[University Plan 2008-2013 Strengths, Challenges, Opportunities, Threats \(SCOT\) External Threats](#)
External Threats:

[The Changing Landscape of Education: Higher education in the United States faces a number of issues in a constantly shifting landscape. Funding for higher education is gradually shifting from public to private sources. Students and their families are picking up more of the costs, and state governments are funding less and less. This shift in costs brings with it new concerns for growing levels of student debt as well as concerns for how the university will replace lost resources to continue to meet its commitment to the region.](#)

[In addition, there is a greater call for accountability at all levels. MnSCU is transitioning to performance based measures for student success and learning. Conversations at the federal level have recently centered on student access and affordability, and institutional accountability. Bemidji State University must be able to articulate clearly ways in which students succeed and learn. This means that the university needs to continue to](#)

[Strategic Planning Crosswalk](#)

- Higher Learning Commission
- Bemidji State
- Master Academic Plan
- Colleges
- Minnesota State Colleges & Universities

Bemidji State University is a member of the [Minnesota State Colleges and University System.](#)

[MnSCU Strategic Plan 2008-2012](#)

Strategic Direction 1: Increase access and opportunity

Strategic Direction 2: Promote and measure high-quality learning programs and services

Strategic Direction 3: Provide programs and services that enhance the economic

competitiveness of the state and its regions

Strategic Direction 4: Innovate to meet current and future educational needs

Bemidji State Budget Planning

In the wake of the fall 2008 national economic crisis, Bemidji State’s earlier budget planning helped insulate it from more severe cuts experienced by some of its MnSCU sister institutions.

develop its data gathering and interpretation capabilities.

The Changing Societal Landscape of Northern Minnesota: As the university moved through an 18-month strategic planning process known as scenario planning, it identified external societal drivers that will impact the university’s environment. The first was the changing demographics of our region and the state. As mentioned earlier, the northern Minnesota region will experience a decline in the traditional college-aged student. Second, traditional students coming to the university have a new set of educational expectations, including new expectations related to technology and course delivery. Third, changes in technology will continue to impact university operations in ways we cannot fully imagine. Combined, these represent societal changes in our external environment which the University must address.

The Student Development and Enrollment Strategic Plan 2008-2013, known as the J-Plan (Journey Plan, reflecting the division’s mission), in its SCOT, identified similar demographic challenges:

Student Development & Enrollment Master Plan, Strengths, Challenges, Opportunities, Threats (SCOT) External Threats

Student Development and Enrollment continually works to overcome the exigencies of changing student demographics; of unfunded external regulations and mandates; and of the challenges of obtaining external funding. It does this in the context of a rapidly changing educational landscape that includes shifts in funding (from public to private), a call for greater institutional accountability, and a stressed student population. Many of today’s students struggle to balance study, work and family, and also struggle with health and well-being difficulties. Their determination to attend the university is underwritten by a sense of hope that through their effort they will find a way to a more satisfying and secure life. Bemidji State strives to understand and meet that expectation.

The above SCOT statements were developed prior to the fragile state, national and international economic situation that precipitated out late in 2008 and continues into the present. The devastating effects of that phenomenon are ameliorated at Bemidji State in part because of its extensive overall planning and, specifically, because of a proactive, three-year budget, 2007-2010, developed prior to the economic collapse. This budget plan was written to respond to already tightened resources and to project in the future rather than mostly presenting short-term, stop-gap measures and resulted in a greater percentage of funds dedicated to direct instructional costs. While the three-year plan responded primarily to internal concerns, the current four-year, 2010-2013 budget plan responds

primarily to the external pressures of state and national economies.

The Master Facility Plan also recognizes the significance of economic and demographic trends:

Major Campus Initiatives
(Selected)

- [American Indian Resource Center](#) completed
- Bridgeman Hall remodeled
- Sattgast Hall expanded
- Theatre equipment update; improved safety
- Nursing lab constructed
- Room improvements made in Hagg-Sauer Hall
- [Smart Classrooms](#) added and maintained
- [Linden Suites](#): residence hall renovated into suites
- New campus air conditioner chiller
- Moved to dual-boot computers for faculty laptops
- Completed redesign of campus web site
- [Re-roofing of buildings](#)

Campus Initiatives

There are many projects that need urgent attention to respond to an aging infrastructure, challenging market trends and cultural forces that are changing the way higher education is delivered. These changes are occurring faster than public financing (General Obligation and Revenue Bonding) can respond to, and therefore, must be creatively addressed with college operating funds, as well as private resources. In many cases, these needs will expand into major capital projects as the immediate investment needs identified above are implemented. But until that time, a minimum level of investment must be implemented in order to provide basic support for the facilities and programs.

Demographics and Growth

The demographic trends for the northwest region of the state and particularly for the eleven surrounding counties indicate projected population growth of approximately 28% between 2000 and 2030. However, neither institution will be able to rely on an expanding school age population base as a resource for future students since the overwhelming trend in Minnesota is for a much older population with a stable population predicted for the 25-44 year old category and only a slight increase in the 15-24 year age group. Each institution will need to work hard at attracting students from outside the region, improving the attendance rate of the regional population, and encouraging the movement of students at the certificate and associate degree levels to "ladder" to higher levels of education.

These challenging market and cultural trends along with a difficult financial environment require that the university be flexible in its approaches for renovating facilities as primary uses will change faster than they have in the past.

3. Planning Documents

(Core Components 2a, 2d)

With increasing effectiveness, Bemidji State University utilizes multiple layers of planning to guide its actions and the expenditure of its resources. These layers include mission-related documents and established and ad hoc planning committees, councils, task forces and work groups. Planning is aligned with resources and is conducted in the light of current societal and economic trends as identified in planning documents.

Bemidji State's [planning](#) operates at three levels:
Primary Mission Document:

- [Level I University Plan](#)

Foundational Mission Documents

- [Level II Master Plans](#)
- [Level III College and Department Plans](#)
- [Level III Student Development and University Services Plans](#)

As noted in Chapter One, values and actions of Bemidji State University originate in academic departments. These are coordinated and framed by college plans which, in turn, inform the Master Academic Plan (MAP). The MAP informs other master plans.

The foundational mission documents informed the development of the 2008-2013 University Plan, including the new vision and mission statements.

As noted in Chapter One, Criterion One, Bemidji State's mission documents are compatible with the [mission documents of the Minnesota State Universities and Colleges](#) as noted in the [Bemidji State-HLC-MnSCU Crosswalk](#). The crosswalk also aligns master and college strategic documents with MnSCU and HLC.

Planning Levels

Primary Mission Document:

- [Level I University Plan](#)

Foundational Mission Documents

- [Level II Master Plans](#)
- [Level III College and Department Plans](#)
- [Level III Student Development and University Services Plans](#)

Level I Documents

Previous University Plan, Strategies for 2002-2007: After the 2000 self-study, the university began development of a formalized strategic plan, [Strategies for 2002-2007](#). It was prepared by the Vice President for Academic Affairs in consultation and cooperation with other vice presidents, deans, and bargaining units and was adopted through established institutional processes. It included vision and mission statements, a five-year goal statement, a SCOT analysis (Strengths, Challenges, Opportunities, Threats), and four planning strategies:

- Strategy A: *Maintain, Expand, and Diversify Resources to Enhance Educational Excellence*
- Strategy B: *Support Excellence in Learning Programs and Services*
- Strategy C: *Align Resources with Priorities Identified in Five-Year Goal Statement*
- Strategy D: *Enhance Institutional Decision-Making and Shared Governance*

The strategies included action steps and value statements (in italic). By way of example:

Strategy B: *Support Excellence in Learning Programs and Services, Action Step 1*
Through Liberal Education and Honors, prepare students

for life-long learning and leadership in a global society. Identify and support excellence and innovation in the Liberal Education curriculum....

To operationalize the strategies, a Work Plan was developed that identified directors and interested parties and set forth specific tasks to be addressed.

By way of example, a selection from the Work Plan for Action Step 1, above:

Work Plan 26A

Liberal Education and Honors Curriculum and Assessment
Work Plan Director: Dean of Arts & Letters; Director of Liberal Education

Time Line: 2004-2005 and ongoing

Continue curriculum development and further increase the use of learning outcomes assessment of the liberal arts curriculum delivered through Liberal Education and through the Honors program.

Task 1 [of five tasks]

Continue to develop and implement assessment measures of the Liberal Education and Honors curriculums.

Suggested Participants: Liberal Education Committee, Honors Council, Academic Affairs Committee. 2004-2005

The Work Plan was followed by an annual report on each Work Plan item. By way of example, the report for Work Plan 26A, above:

2003-2004 Status Report Summary

Discussions continued with the Liberal Education Committee, Liberal Education Director, and Dean of CAL on assessment of Liberal Education outcomes. The Liberal Education Director attended a national conference on Liberal Education assessment. A BSU proposal to the AAC&U Institute on General Education in Newport, Rhode Island, was accepted, and a team of five faculty and staff (three faculty members from Liberal Education Committee, the Liberal Education Director, and the Dean of CAL). The BSU proposal focused on Liberal Education assessment and identification of a unifying theme for Liberal Education reform. The outcome of this retreat will become part of the work for next year.

An NEH grant to provide resources for faculty to develop the civic responsibility component of Liberal Education was submitted (by Dr. Colleen Greer and Dr. Elizabeth Dunn); it was unsuccessful but was revised and will be submitted again [to NEH or elsewhere].

The anticipated MnSCU-wide Conference on the Liberal Arts, to be held in conjunction with the MnSCU Center for

Teaching and Learning, was not held. With regard to other MnSCU sponsored faculty workshops, eight Bemidji State faculty members participated in four or more MnSCU Discipline Workshops during 2003-2004. An additional 11 faculty participated in Weekend Seminars or Conferences.

[Work Plans and annual Summary Status Reports](#) are made available campus-wide.

Scenario Planning Campus Presentations on External Drivers

- Dr. Mark Taylor, Arkansas State University-Beebe, Generation NeXt: Today's Postmodern Student: Meeting, Teaching and Serving
- Dr. Alfie Marcus, Carlson School of Management, What If: The Art of Scenario Thinking for Nonprofits
- Tom Gillaspay, Minnesota State Demographer, demographic trends in higher education.
- Laura King, MnSCU Vice Chancellor for Finance, Bridging Troubled Waters: Competition, Cooperation, and the Public Good in Independent and Public Higher Education; Rewriting the Rules of the Game: State Funding, Accountability, and Autonomy in Public Higher Education
- Tom Moberg, North Dakota State University, the future of technology and information management for higher education.

Current University Plan, Strategies for 2008-2013: The four strategies of the 2008-2013 University Plan, roughly parallel to the strategies in the 2002-2007 plan, indicate a refinement of focus toward student success, engagement, innovation and mission:

- Strategy A: Engage Students for Success in Careers, Communities and Life
- Strategy B: Promote Vital Communities through Involvement
- Strategy C: Innovate for a Changing World
- Strategy D: Optimize Resources to Achieve the University's Vision and Mission

The 2002-2007 plan was developed in consultation with the university community; the 2008-2013 plan was developed cooperatively with the university community. Increased participation was encouraged by five years of open campus discussions that encouraged input and feedback. Venues included the following:

- [Work Plan Activities and Reports](#)
- [Scenario Planning](#)
- [Campus Forums](#) (Budget, Faculty, Provost, All-Campus)
- [Academic Forums](#) (Vice Presidents, Deans, Chairs)
- [Faculty Conversation on Curriculum, Enrollment and Workload, October 13, 2006](#)

Master Plan outcomes and University Plan initiatives and goals will be accounted for annually in reports from appropriate vice presidents.

The 2008-2013 University Plan reflects these many voices. By way of example, an excerpt from [Closing the Loop: Campus Conversation](#) with Crosswalk to Strategies for 2008-2013:

- Strategy C: Innovate for a Changing World
- Number of tables discussing issue: 16 (of 22)

- Issue: Recognize unique, individual student needs and have the flexibility to meet students where they are
- Location of Related Item in Strategies for 2008-2013:
 - A.1 Support students' professional and personal development through high quality educational programs and services. Prepare students for careers, citizenship, community service, life-long learning and leadership:
 - through engaged, academic preparation in the Liberal Education and Honors programs and the majors;
 - through student-centered programs and services that assure access and success.

The university's new vision and mission statements were developed concurrently with the 2008-2013 plan and were presented to the university in draft form at [Campus Conversations](#) (September 2007, January 2008) and similar venues. Feedback on the statements was sought and received through established channels, including bargaining units.

The tight foci of the new vision and mission reflect a national trend toward concise statements.

Facilities Master Plan SCOT Excerpt

University buildings, grounds, and other attributes are on a continuing schedule of maintenance, renovation, and innovation as directed by the Master Facilities Plan.

Level II Master Plans

The University Plan's Strategies for 2008-2013 promote integrated master plans as a means to creativity, innovation, and change, as well as a means to align with the university's vision and mission:

Strategy C: Innovate for a Changing World

Goal Seven Decentralize planning and decision-making through use of university master plans that invite interpretation and discovery, and support creativity and innovation.

C.3 Continue integration of plans across all levels and units of the university. [Value Statement:] Support a climate of institutional change through ongoing development, revision and integration of the Level I University Plan: Strategies for 2008-2013, Level II master plans, and Level III college and/or department strategic plans.

The university currently has four master plans:

- [Academic \(MAP\)](#)
- [Facilities](#)
- [Student Development and Enrollment \(J-Plan\)](#)
- [Technology](#)

The following discussions demonstrate the close integration of the master plans to the University Plan.

Decision parameters for a Master Technology Plan include the following:

- Prioritizes technology initiatives.
- Develops multi-year funding and budgeting strategies for replacing and upgrading information technology equipment.
- Examines the strengths and weaknesses of the University's current academic and administrative computing environment.
- Identifies and evaluates new emerging technologies.
- Explores opportunities to better support scholarship of faculty, staff, and students.
- Explores opportunities to better support the internal functions of the Bemidji State website.
- Reviews and develops new technology policies governing use of campus technology resources.
- Develops opportunities for greater communication and collaboration with the campus, local and regional employers, tribal colleges, and other peer institutions.
- Aligns with system technology planning efforts.

Master Academic Plan (MAP): The relationship of the MAP to the University Plan is acknowledged in the introduction to the MAP:

Planning Assumptions: The Master Academic Plan ... incorporates the following assumptions derived from analysis of the university's relative strengths and weaknesses vis-à-vis the university's external and internal environments." [Seven assumptions are listed.]

Desired Outcomes for the Master Academic Plan: As mentioned earlier, this Master Academic Plan coordinates and further develops those portions of the University Plan that are uniquely academic. In particular, it develops Strategy B of the University Plan and begins to answer questions posed in Strategy A. [Six outcomes are listed.]

The relationship of the MAP to college and department planning follows in "Level III College and Department Plans."

Master Facilities Plan: The Master Facilities Plan, which is aligned with facilities planning for [Northwest Technical College](#), takes the Master Academic Plan as its primary reference:

Master Facilities Plan Goals

1. Support the respective institutional master academic plans: It is the primary goal of the Bemidji State University Master Plan aligned with Northwest Technical College master plan to create campus facilities that support the academic mission and goals of the

institutions by providing instructional space that is well-organized and equipped, attractive and readily accessed.

The 2003 Master Facilities and Campus Plan was updated in 2007 and reflects the values and directives expressed in the 2002-2007 University Plan.

By way of example:

SCOT, Strengths: The University Campus

Next to its academic and student-centered reputation, Bemidji State is perhaps best known for its compelling natural setting on the shores of Lake Bemidji. The University takes seriously its role in the stewardship of the land entrusted to it. It also recognizes that the physical environment of a campus contributes to its learning environment.

BBB

Mission Statement (excerpt)

Offer a pleasing and safe campus community enriched by native heritage and world cultures; united by human values centered on civility and mutual respect; and underpinned by facilities necessary for education in the twenty-first century.

The 2007 Master Facilities Plan also complements the University Plan Strategies for 2008-2013.

By way of example:

A.1 ...enhance on-campus housing facilities....

A.3 Encourage facilities' planning that supports learning and community. Provide welcoming spaces on campus that promote an ambiance for learning, and opportunities for interaction and community.

D.6. Continue to integrate all planning efforts.

Master Student Development and Enrollment Plan: (The Learning Journey, J-Plan, 2008-2013) Developed in 2008, the J-Plan acknowledges the 2008-2013 University Plan as a source for its planning assumptions:

The Learning Journey Plan (J-Plan) ... also acknowledges trends and needs identified in the University Plan: Strategies for 2008-2013, including changing student demographics, a shifting financial base, and an increased emphasis on preparing students for uncertain futures, personal, national and global.

The J-Plan also echoes the goals of the University Plan's [Strategy A: Engage Students for Success in Careers, Communities and Life](#).

By way of example:

J-Plan 2008-2013 Mission: We're here for the journey, investing in our students' success through excellent programs and services focused on learning and

development.

Desired Outcomes [Excerpt]:

Support and promote students' personal well-being.
 Challenge and support, i.e., empower, students as they navigate their journey.

Ensure ease of access to the university and to campus services and programs.

The university supports the J-Plan through funding (new in 2006) for the Office of Student Development and Enrollment and the SD&E vice president and through projects such as the [Advising Success Center](#). See also the Feature Story: [Student Development and Enrollment](#).

Technology Support

- Bemidji State's three-year budget, 2007-2010, committed a minimum of \$300,000 per year for technology infrastructure support.

Master Technology Plan: The Master Technology Plan, which is aligned with facilities planning for [Northwest Technical College](#), is predicated on the University Plan: Our strategic plan for technology will create a framework to support the vision, mission, strategies, goals, and signature themes of our institutions. As the needs of our University, technical college, and our respective constituencies evolve, the implementation of technology and technology support structures will also evolve in order to meet the ever changing demands of higher education.

The plan also supports technology needs identified in the Master Academic Plan. By way of example:
 MAP Outcome 2G: Technology Training and Support: As technology advances, the role of the Center for Extended Learning in support of faculty development will be critical. Through the Online Services Office, the Center for Extended Learning provides support for faculty and prepares them to meet the challenges of delivering technology-enhanced learning opportunities.

Level III College and Academic Department Plans

As noted above, college and academic department plans are foundational to the university's mission. The plans are coordinated through the Master Academic Plan (MAP). The 2005 MAP expresses six designated outcomes:

Academic Department Five-Year Plans

- Discussed at length in Chapter Three: Criterion Three. [Academic Department Plans and Reviews](#)
- [Department assessments plans cross-walked to Dimensions of Student Learning](#)

1. High quality programs (Provide high quality educational programs and services that support students' professional, personal, and citizenship development.)
2. Excellent faculty (Hire and support excellent faculty.)
3. Secure future for Northern Minnesota (Help build the future of Northern Minnesota.)
4. Diverse student, staff and programming (Enhance diversity.)
5. Excellent teaching and learning environment (Support the teaching and learning environment.)
6. Financial stability (Secure financial stability through appropriate growth and program development.)

The outcomes have additional sub-categories. By way of

example, the first outcome, High Quality Programs, is divided into A. Core Values and Signature Themes, B. Curricular Philosophies, C. Assessment of Student Progress.

To assist colleges, departments and faculty, each sub-category also has Decision Parameters. As noted in the MAP document, the Decision Parameters may be applied in several ways:

- They provide a basis for the authoring of initiatives by the colleges and departments.
- They provide a basis for college and academic affairs decision-making with regard to initiatives.
- They invite interpretation and discovery. For example, review of the parameters might suggest a different frame or approach to an activity already built into an initiative, and might also provoke consideration of new approaches and activities. (Larry Hirschhorn and Linda May, "The Campaign Approach to Change: Targeting the University's Scarcest Resources," *Change*, June 2000)

By way of example, there are three Decision Parameters for 1A Core Values and Signature Themes:

- As appropriate, intentionally incorporates experiences that reflect the Signature Themes.
- As appropriate, promotes opportunities for students to confront or engage in experiences that reflect the Signature Themes.
- As appropriate, helps ensure that every graduate will have had opportunities to learn about, experience and reflect on the Core Values expressed in the Signature Themes.

As noted previously, the university's colleges and departments were recently reorganized, effective July 1, 2008. The three new colleges engaged in inclusive processes for writing their mission statements.

By way of example, the time line for development of college visions and missions (with particular dates for the College of Arts & Sciences):

- October 3: All-college (faculty and staff) work session on shared values.
- Notes distributed to chairs.
- December 10, 2008: Joint meeting of two colleges, HSHS and CAS, to workshop visions and missions with a facilitator.
- CAS draft to faculty for comment.
- February 18, 2009: CAS meeting with volunteers to refine statements based on feedback.
- New CAS drafts to departments and individual faculty for final comment.

- February 29, 2009: Minor revisions by CAS chairs.
- Final CAS version sent to faculty and staff and taken to Deans' Council.

Level III Student Development and University Services Plans (Student Development and Enrollment)

These plans are guided by the master plans, especially the [J-Plan](#) which, as noted above, coordinates with the University Plan.

The J-Plan was developed by university services directors through a cooperative process, as noted in the plan: "During the 2007-2008 academic year, the division initiated a planning process that included exploration of the unit's identity and values, interviews with students and faculty, and reflection on student learning and success in the co-curriculum" (Development of the Learning Journey).

For further discussion of The J-Plan see [Chapter Four, Criterion Four](#).

4. Planning Processes

(Core Components 2a, 2d)

At the time of the last self-study, in 2000, the [Experimental Planning Process](#), a formalized system was newly in place. It featured three layers of committees, not unlike a three-dimensional chessboard with connections running both horizontally and vertically. An update on the process was required in a [2002 Monitoring Report](#). That report was accepted by the [Higher Learning Commission/North Central Association](#). As noted below and in Change in Plans in the 2002 Monitoring Report Update, the university continues to develop its planning processes.

Change in Process

In theory, the Experimental Planning Process was a good idea. It provided communication and planning opportunities for students, faculty, staff and administration. In practice, however, it was logistically untenable. (See Introduction, Monitoring Report Update.) A moratorium on the process was recommended on December 8, 2003 by the Faculty Association Senate. A consultant, Dan Rice, was brought in to review and evaluate the planning situation at Bemidji State. In his [report](#), he recommended improved communication on campus among major constituents (administration, faculty and staff). This was also a recommendation of the Scenario Planning Committee and is reflected in the University Plan for 2008-2013, especially in [Strategy C: Innovate for a Changing World](#):

Strategy C

- Goal Seven: Decentralize planning and decision-making through use of university master plans that invite interpretation and discovery, and support

Resources Allocation Supports Mission & Identity

For 2008-2009, in response to State of Minnesota budget cuts, the university reduced each of the three college budgets by \$250,000 over two years. The College of Arts & Science (CAS) is twice the size of the other two colleges. The reduction, therefore, preserves resources at the core of the university's identity.

[The Experimental Planning Process](#)

[President's Campus Advisory Groups](#)

[Student Development &](#)

Enrollment Advisory Groups

- creativity and innovation.
- Initiatives:
 - 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.
 - C.2 Continue to develop the university’s planning process. Guide decision-making in support of the vision and mission with an understanding of the nature and impact of uncertain and critical driving forces that affect the future.

During the early reflection stage of this self-study, the planning process was frequently discussed. At first there was concern that a new, formalized planning structure was not in place. But as the means for planning from 2006-2009 were reviewed, it became evident that, in addition to the planning documents, a structure was in place, one that had emerged organically.

Current Planning Structure: Input, Feedback and Accountability Loops

The current, organically-evolved planning structure has benefits not readily available in the previous hierarchical Experimental Planning structure. The new version provides strong feedback loops and clarifies accountability for planning. At each level, specific individuals, committees, and offices are responsible for reporting progress, examining data generated by assessment, surveys, and other data gathering, all of which feeds the subsequent generation of plans. The process also aligns goals across planning Levels I, II and III, and guarantees inclusion from departments and units across the university.

Benefits of the new structure are already evident: written plans now exist at all levels, and departmental-level documents hold the key to how we move forward as an institution. As part of the self-study process, departments identify, understand and act upon their strengths and challenges. The most recent iteration of the [Academic Program Five-Year Review Guidelines](#) clearly ties assessment to departmental planning and the self-study cycle. This improves the viability of assessment feedback loops.

Planning Levels, as noted above:

Primary Mission Document:

- [Level I University Plan](#)

Foundational Mission Documents

- [Level II Master Plans](#)

The planning charts portray the input, feedback and accountability connections of the new structure:

- Chart MAP
- Chart x
- Chart x
- etc.

This more fluid process encourages flexible and responsive planning in service to the university’s mission.

- [Level III College and Department Plans](#)
- [Level III Student Development and University Services Plans](#)

MnSCU Strategic Plan

As noted in Chapter One, Criterion One, planning at Bemidji State is shaped by the [mission documents of the Minnesota State Universities and Colleges](#), as noted in the [Bemidji State-HLC-MnSCU Crosswalk](#). The crosswalk also aligns master and college strategic documents with MnSCU and HLC.

Committees and Councils: After the experimental process was discontinued, and while the new process was being shaped, committees, councils, task forces and work groups were formed as needed. Some were ad hoc, some were intended to be permanent. All were guided by the University Plan and other mission documents.

The groups generally fell into one of two categories:

- Established committees and councils
- Ad hoc committees, task forces and work groups

Established Committees and Councils: Five established (ongoing) groups that evolved through that process are currently in place. Overlap in membership assures cross-communication among university constituencies, including faculty, students, staff and bargaining units.

- Deans' Council
- [Leadership Council](#)
- [Futures Council](#)
- [Cabinet](#)
- [Academic Assessment Committee](#)
- [Gaps and Trends Committee](#)

Ad Hoc Task Forces, Committees and Work Groups: In addition to its planning documents and established committees and councils, the university has increased its utilization of ad hoc groups to address timely projects. Membership is determined by the administration and appropriate bargaining units. By way of example, three such ad hoc groups have played significant roles in the sharpening of the university's vision, mission and identity:

- [Liberal Education Task Force](#)
- [Reorganization Work Group](#)
- [Scenario Planning](#)

Bemidji State Budgets

- [Three-Year 2007-2010](#)
- [Four-Year 2010-2013](#)
- [Budget Forums](#)
- [Budget Statements](#)

5. Resource Base

(Core Components 2b, 2d)

Bemidji State University has clearly identified its resource base, utilizes it in support of maintaining and strengthening its mission, and makes plans to continue support in the future.

The University's Resource Base: Bemidji State's current resource base is described in goals eight, nine and ten for Strategic Direction D: Optimize Resources to Achieve the University's Vision and Mission in the University Plan 2008-2013.

By way of example:

Strategic Imperative: Effectively manage and increase

The MnSCU Allocation Framework

Vision: *A single model which equitably recognizes*

the diversity of Minnesota State College and University students' needs and adequately supports the unique educational goals of each institution. Board of Trustees - August, 1999

enrollment and resources in support of the university's vision and mission.

Goals and Measurements [Italics and bracketed comments added.]

- Goal Eight Improve undergraduate and graduate enrollment, retention, and graduation rates. [i.e., tuition revenue.]
- Goal Nine Improve revenues from external funding, including alumni giving, capital campaigns, and grants.
- Goal Ten Address MnSCU efficiency measures and standards. [i.e., increase state allotments separate from tuition.]

This base reflects changes in funding trends that are now common across the country: as most states have reduced their financing of public higher education from sixty-one percent in 1999-2000 to forty percent in 2009-2010, individual campuses have increased their utilization of endowments, community and alumni-based partnerships and other resources.

By way of example, Bemidji State has developed the following partnerships and collaborations. See [Chapter Five](#) for additional examples and information.

- [Bemidji State University and Northwest Technical College](#)
- [Center for Research and Innovation \(CRI\)](#)
- [Small Business Development Center](#)
- [360 Degrees](#) (Manufacturing and Applied Engineering Center of Excellence): Bemidji State partnership with eight two-year technical and community college partners; one of four plans funded by MnSCU
- [Registered Nurse Baccalaureate Program](#), developed in consultation with regional health care providers
- A "green fee," initiated by students, funds a [Sustainability Coordinator](#)

To assure that its resource base is adequate to meet its needs, the university continually works to align budget and program requirements (see [University Plan 2002-2007, Strategic Direction C, Align Resources with Priorities](#)). To this end, university budgeting has become more transparent and more open to campus input. The administration now holds [Budget Forums](#) several times a year and budget discussions are included in [Academic Forums](#) for vice presidents, deans and department chairs; regular updates are provided Meet and Confer, Student Senate Cabinet and President's Cabinet meetings. This has led to greater understanding across campus of how

2007-2010 and 2010-2013 Budget Plans Protect Faculty

- Because of long-term budget plans implemented as of Spring 2010, Bemidji State has not had to utilize retrenchment of probationary or tenured faculty positions to address budget concerns, including those triggered by the economic crises of the day.

Dedicated Programs Protected from Cuts

New funding for Nursing, Liberal Education and Advising Success Center was included in the 2007-2010 budget plan. It was protected from subsequent state budget cuts triggered by the national economic crisis.

Campus Beautification & Utilization

- [Shoreline Restoration](#): Native plantings help prevent erosion.
- [Historic Fireplace Restored](#): In the summer of 2009, the fireplace was moved to a new central location near the Student Union.
- [Bridgeman Hall Pergola and Sculpture](#) (page 5)
- Bicycle Path
- [Diamond Point Park & Outdoor Program Center](#)

The Resource Base Supports the University's Educational Programs: The university's resource base, as described above, adequately supports its educational programs. In spite of the state, national and international economic climate, Bemidji State remains fiscally steady. It has achieved this impressive status through insightful planning over the last ten years. Partnership endeavors, also described above, have allowed the development of innovative programs such as 360 Degrees and the four-year nursing program. College reorganization and department redefinition also contribute to curriculum revision.

In addition to traditional support of educational programs, such as faculty lines in the budget, the university supports faculty professional development and curriculum development and management by providing reassigned time for faculty directors of various committees, councils and centers, including the following:

- [Curriculum Liaison](#)
- [Liberal Education Director](#)
- [Liberal Education Task Force Director and Graduate Assistant](#)
- [People & the Environment Director](#) (Liberal Education Category Ten)
- [Center for Professional Development Director](#)
- [Honors Director](#)
- [International Studies Director](#)
- [Writing Resource Center Director](#)
- [Assessment Coordinators](#)

The university also supports departments through its [Graduate Assistant program](#): sixty-three students held positions fall semester 2009. Thirty-four taught in academic departments. The remainder served in research or administrative capacities in other areas such as the A.C. Clark Library, Academic Affairs and Graduate Studies. Graduate assistantships promotes enrollment in graduate programs and offer valuable experience to graduate students.

The Student Development and Enrollment division provides commensurate support for student development and university services programs and staff. The inauguration of this office in 2006 brought refreshed coherency and purpose to those offices. [See [SD&E Feature](#).]

The Facilities and Campus Master Plan has assured adequate and innovative support for academic programs through ongoing development of campus facilities.

By way of example, the Facilities Plan has led to the following projects:

- [American Indian Resource Center \(AIRC\): New building, completed 2003.](#)
- [Bridgeman Hall: New addition and complete renovation of the existing facility.](#)
- [Linden Hall Suites: Renovation of old-style residence hall into suite-style, state-of-the-art residence hall \(Revenue Fund Bonding\).](#)
- [Physical Plant: Boiler replacement.](#)
- [Keyless Entry System: Installed on all exterior doors on campus to enhance security.](#)
- [Memorial Hall: Renovation for new nursing program classrooms and state-of-the-art simulation labs.](#)
- [Sattgast Hall: New addition and renovation, completed fall 2009.](#)
- [Roof Replacements: Ongoing, with HEAPR appropriations.](#)

Improvements to the campus grounds include beautification projects, such as the installation of a sculpture near the central campus pergola, the pergola itself, and the relocation of a outdoor stone fireplace from a peripheral location to the waterfront near the student union.

The [Technology Master Plan](#) also provides critical support to academic programming, as articulated in its mission: "...to provide the highest achievable quality of technology services and support to meet the academic and administrative needs of Bemidji State University and Northwest Technical College."

The mission is carried out in Strategy B Enhance the Teaching and Learning Environment: Meeting the technology needs of students and faculty is critical to the success of our respective institutions. Equal access to computer labs, classroom technology, wireless, intranet, Internet, and other resources must be provided in order to support all educational objectives. We are committed to identifying, evaluating, and acquiring, when appropriate, new technology solutions that will meet the vision, mission, strategies, and goals of Bemidji State University and Northwest Technical College. Regular discussions through scheduled meetings with lab managers or other faculty representatives will help guide the direction of computer labs and classroom technology.

The Resource Base Supports Future Quality: A Culture of Assessment

In addition to ongoing planning, improved communication through all-campus participation in budgeting and planning, and professional development for faculty and

staff, Bemidji State assures and maintains the quality of its educational programs through active assessment and evaluation at the three levels of planning: the University Plan, Master Plans, College and Department Plans. The support includes reassigned time for assessment coordinators, established and ad hoc committees, funding for projects, and the use of other resources. These are discussed below.

Since the [2000 Self-Study](#) and the subsequent [2002 Monitoring Report](#), which dealt in part with assessment, consistent and meaningful evaluation has become a part of Bemidji's campus culture. Support for this culture through the university's resource base includes the following:

Support for Assessment to Assure a Quality Future

- Planning Documents
 - [2008-2013 University Plan](#)
 - University Assessment Plan(revised 2009-2010)
 - [Master Plans](#)
 - [Dimensions of Student Learning](#)
- Reassigned Time
 - [Assessment coordinators](#)
 - [Liberal Education director](#)
- Committees
 - Established (ongoing)
 - [Academic Assessment Committee](#)
 - [Gaps and Trends Committee](#)
 - [Liberal Education](#)
 - Ad Hoc
 - [Liberal Education Task Force](#)
 - Data Work Group (department chairs reviewed and made recommendations for annual Data Book)
- Professional Development
 - Funding for faculty, staff and administration travel to conferences and institutes on assessment and related topics (See Feature: [Liberal Education](#) on AAC&U General Education Institute)
 - [Center for Professional Development](#) (classroom assessment instruments, classroom observation, workshops)
- [National tests](#)
 - [Academic Profile](#)
 - [CCTST](#)
 - [Standardized subject area tests](#) used by some academic programs and departments, including Biology, Geography, Mathematics, Political Science

and Psychology.

- [National surveys](#)
 - [NSSE](#) (National Survey on Student Engagement)
 - [Noel-Levitz](#)
 - [Profile of the American Student](#)
- [Academic Forums](#)
 - o Sessions on using data, assessment options, related topics
 - o MnSCU cost study data
 - o [Dashboard](#) and [VSA](#)

6. Assessment Systems

(Core Components 2b, 2c)

Since its 2000 Self-study and HLC site visit, Bemidji State has worked to establish a comprehensive, campus-wide culture of assessment. Progress toward this goal was noted in the [HLC staff analysis](#) of the university's [2002 Monitoring Report](#): "It is evident that a culture of assessment continues to evolve and grow" (page 2).

In 2009, assessment systems are in place at all three levels of university planning. As noted above in The Resource Base Supports Future Quality, the administration supports assessment with funding and other resources. The utilization of assessment to inform improvement follows in 7. [Funding Follows Planning: Closing the Loop](#).

Assessment Systems, Planning Level I, University Plans

- [University-level assessments/testing](#)
- [Gaps and Trends Committee](#)
- [Research and Assessment Office](#)

Assessment Systems, Planning Level II Master Plans

- [Master Academic Plan](#)
- [Master Facility Plan](#)
- [Master Technology Plan](#)
- [Master Student Development and Enrollment Plan](#)

Assessment Systems, Planning Level III College and Department Plans

- Academic
 - o [MAP](#)
 - o [Guidelines: Five-Year Academic Program Planning and Review](#)
 - o [Dimensions of Student Learning](#)
- Student Development and University Services

Assessment Resources at Bemidji State

- University Assessment Plan
- [Master Academic Plan](#)
- [Department Plan Guidelines](#)
- [Gaps & Trends Committee](#)
- [Academic Assessment Committee](#)
- [Assessment Coordinators](#)
- [Research and Assessment Office](#)

- 0 [J-Plan](#)
- 0 [Student Development and University Services Program Planning and Review](#)

Data resources for assessment include the following:

- [Advanced Class Schedule](#)
- [Bemidji State Data Book](#)
- [Course enrollments files](#)
- [IPEDS](#)
- [TaskStream](#) Accountability Management System (Decision has been made to implement as a pilot program.)
- [MnSCU Cost Study](#)
- [MnSCU Dashboard](#)
- [MnSCU Graduate Follow-up Reports](#)
- [NCHEMS](#)
- [Voluntary System of Accountability](#) (alternate “dashboard”)
- Classroom Space Utilization Reports
- Energy Benchmarking
- Facilities Condition Index/Deferred Maintenance Studies

Guidelines: Five-Year Academic Program Planning, Review and Assessment Cycle

Assessment systems are reviewed and updated as appropriate. By way of example, academic program planning and review was updated in 2008:

In 2008, the University’s Guidelines for Academic Program Review and Assessment of Learner Outcomes were again revised. This revision updated and integrated the assessment guidelines with the guidelines for department Five-Year Plans and Self-Studies, creating the document “Guidelines: Five-Year Academic Program Planning, Review and Assessment Cycle.”

A main purpose of these revised guidelines was to further encourage the utilization of assessment data in department planning and program development. These guidelines also made the routing procedures for submitting assessment and planning documents and the procedures for providing administrative feedback to departments more explicit.

Moreover, these guidelines reflect a new oversight structure, including the newly established Academic Assessment Committee composed of University’s Deans

and Assessment Coordinators.

As before, the 2008 guidelines pertain to on-campus and distance programs alike.

Five-Year Reviews: Five-Year academic reviews are discussed in [Chapter Three, Criterion Three](#). Five-Year student development and university services reviews are discussed in [Chapter Four, Criterion Four](#).

Closing the Loop

Examples from the Criterion Committees

7. Funding Follows Planning: Closing the Loop

(Core Components 2a, 2d)

Bemidji State University closes the loop on assessment planning, implementation and evaluation by aligning resources with results in support of the university's mission. Four exemplars of closing the assessment/funding loop are discussed here:

- [Liberal Education](#)
- [Student Development and Enrollment: The Learning Journey](#)
- [Reorganization](#)
- [Distance Learning](#)

These four are also the subjects of feature stories in the self-study. Additional information is provided in those locations.

The exemplars address “access to resources-physical, financial, human- supported through budget allocations” (Core Component 2d, explanation).

Exemplar 1: Liberal Education: For additional information see Feature Story: [Liberal Education](#).

Situation: Commencing in 2002, the Liberal Education Committee conducted significant evaluations of the Liberal Education program. These evaluations resulted in a spring 2009 approval of a proposal for a new Liberal Education curriculum by the Faculty Association Senate. The Senate action was overturned by a Faculty Association referendum, fall 2009. The Liberal Education Committee is continuing its work on the program's curriculum.

Allocation of physical resources: The Liberal Education Committee and the Task Force were assigned office space beginning in 2005.

Allocation of financial resources: Since 2002, funding for Liberal Education has included the following:

- Conference and institute expenses for the Committee and Task Force.
- Committee and Task Force retreats.

- Consultants for the Task Force.
- Consultants for faculty workshops on teaching critical thinking.
- Funding for testing (California Critical Thinking Skills Testing)

Allocation of human resources: Since 1998 (approximately) the following human resources have been provided to Liberal Education:

- Director, originally at three credits per semester, now at six credits per semester.
- Graduate assistant for the Task Force (ended with completion of Task Force work).
- Student worker for the Committee (ongoing).

Exemplar 2: Student Development and Enrollment—The Learning Journey: For additional information see Feature Story: [Student Development and Enrollment](#).

Situation: Responding to internal needs (enrollment, retention, administrative structure) and national trends, Bemidji State opened the division of Student Development and Enrollment.

Allocation of physical resources: An office suite was provided on third floor Deputy, near the office for Academic Affairs and the president's office.

Allocation of financial resources: A salary line was redirected from the Vice President for External Affairs to the Vice President of Student Development and Enrollment.

Funds invested in 2008-2010 budget reorganization to establish the [Advising Success Center](#) to assist with retention efforts.

Allocation of human resources: As noted above, a salary line was redirected from the Vice President for External Affairs to the Vice President of Student Development and Enrollment. In addition, an administrative assistant and student workers were assigned to the office.

Exemplar 3, College Reorganization: For additional information see Feature Story: [College Reorganization](#).

Situation: In response to curriculum considerations and the need to align its budget more closely with direct instructional costs, a reorganization of the colleges went into effect in 2008.

Allocation of physical resources: Offices of the three new colleges were redistributed across the campus.

Allocation of financial resources: A salary line was created

for an Associate Dean of the College of Arts & Sciences for 2008-2009 and was moved to an Associate Vice President for Academic Affairs for 2009-2010. In budget reductions made necessary by unallotments from the State of Minnesota, the College of Arts & Sciences, home of most of the Liberal Education providers, was favored in order to protect the general education offerings.

Allocation of human resources: As noted above, positions of Associate Dean of the College of Arts & Sciences, replaced by an Associate Vice President for Academic Affairs were created in support of reorganization. Support staff were also reassigned as appropriate to the colleges.

Exemplar 4, Center for Extended Learning:

Situation:

Allocation of physical resources:

Allocation of financial resources:

Allocation of human resources:

Additional examples of Closing the Loop: For allocation of resources in response to assessment, see also [Criterion Committee Examples](#) (in sidebar) and Priority for Improvement items:

- [Civic Engagement](#)
- [Graduate Studies](#)
- [Professional Education](#)

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Criterion Two Priorities for Improvement

Bemidji State University has identified three Priorities for Improvement. These are described in Priority for Improvement [features](#). Supporting documents and detailed plans for improvement are provided in hard copy notebooks.

Priority for Improvement →	Civic Engagement (Leadership Center)	School of Graduate Studies	Professional Education Department
Criterion ↓			
Criterion One: Mission and	Signature Theme: Develop Leadership	Develop Graduate School mission;	Develop department mission; improve

Integrity	Center mission and structures and processes to assure integrity of service learning.	improve structures and processes to assure integrity of school's and university's missions.	structures and processes to assure integrity of department's and university's missions.
Criterion Two: Preparing for the Future	Establish ongoing support for Leadership Center and its goals.	Establish and assure policies and practices that support advanced preparation for students, including attention to national standards.	Attain full state and national accreditation for teacher licensure programs, to assure the department's future and student success.
Criterion Three: Student Learning & Effective Teaching	Refine assessments to assure effective teaching and learning.	Refine assessments to assure effective teaching and learning.	Refine assessments to assure effective teaching and learning.
Criterion Four: Acquisition, Discovery & Application of Knowledge	Assure availability of and support for service learning and participation for students, faculty and staff.	Attend to national practices in developing improved policies and practices; assure consistency of practice across the programs.	Model adaptation and change by improving department integrity through assessment and accreditations.
Criterion Five: Engagement & Service	Assure availability of and support for external constituents through support for service learning.	Improve access to graduate studies for external communities of interest; assure program relevance through attention to societal needs.	Serve public education through improved program integrity and improved relationships with regional schools.

Criterion Two Summary of Evidence

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

- [Bemidji State prepares for the future is by honoring its heritage while adjusting its mission, vision and identity for present realities and impending scenarios.](#)
- [The university is keenly aware of societal and economic trends that affect its operations and the educational opportunities of its students \[as evidenced in its Strengths, Challenges, Opportunities and Threats analysis\].](#)
- [The devastating effects of ... \[the 2008 national economic crisis\] are ameliorated at Bemidji State in part because of its extensive overall planning and, specifically, because of a proactive, three-year budget, 2007-2010, developed prior to the economic collapse.](#)
- [The Master Facilities Plan ... recognizes the significance of economic and demographic trends.](#)
- [With increasing effectiveness, Bemidji State University utilizes multiple layers of planning to guide its actions and the expenditure of its resources. These layers](#)

include mission-related documents and established and ad hoc planning committees, councils, task forces and work groups.

- The 2002-2007 plan was developed in consultation with the university community; the 2008-2013 plan was developed cooperatively with the university community. Planning is aligned with resources and is conducted in the light of current societal and economic trends as identified in planning documents.
- Reorganization, the identity statement, the new university plan, the new vision and mission statements and the current budget did not develop in lock-step order. Rather, they grew in what can be called an organic fashion, each one an integral aspect of an interconnected whole, each contributing to and being affected by the development of the whole.
- Bemidji State's planning operates at three levels:
 - Primary Mission Document:
 - Level I University Plan
 - Foundational Mission Documents
 - Level II Master Plans
 - Level III College and Department Plans
 - Level III Student Development and University Services Plans
- The current planning process at Bemidji State evolved organically after its highly structured experimental planning process was discontinued.
- **INTRODUCE NEW FLOW CHARTS HERE**
- Budget transparency and discussions ... led to a fresh partnership between the administration and the faculty in the development of the 2007-2010 budget.
- One result of collaborative planning was reorganization of the colleges.

Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Bemidji State University has clearly identified its resource base, utilizes it in support of maintaining and strengthening its mission, and makes plans to continue support in the future.
- Bemidji State's current resource base is described in goals eight, nine and ten for Strategic Direction D: Optimize Resources to Achieve the University's Vision and Mission in the University Plan 2008-2013.
- The university has increased its utilization of endowments, community and alumni-based partnerships and other resources.
- The university continually works to align budget and program requirements.
- University budgeting has become more transparent and more open to campus input.
- The university's budget planning process is similarly dynamic.
- The university's resource base adequately supports its educational programs.
- The university supports its educational mission through reassigned time for faculty directors of various committees, councils and centers.
- The university supports departments through its Graduate Assistant program.
- The new division of Student Development and Enrollment provides ... support for student development and university services programs and staff.

- [The Facilities and Campus Master Plan has assured adequate and innovative support for academic programs through ongoing development of campus facilities.](#)
- [The Technology Master Plan provides critical support to academic programming, as articulated in its mission.](#)

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- [Bemidji State assures and maintains the quality of its educational programs through active assessment and evaluation at the three levels of planning: the University Plan, Master Plans, College and Department Plans.](#)
- [Meaningful evaluation has become a part of Bemidji's campus culture supported through a wide variety of means.](#)
- [Assessment systems are in place at all three levels of university planning.](#)
- [Assessment systems are reviewed and updated as appropriate.](#)
- [Bemidji State University closes the loop on assessment planning, implementation and evaluation by aligning resources with results in support of the university's mission.](#)
- Closing the Loop: Feature Stories
 - Center for Extended Learning
 - [College Reorganization](#)
 - [Liberal Education](#)
 - [Student Development and Enrollment](#)
- Closing the Loop: Priorities for Improvement
 - [Civic Engagement](#)
 - [Graduate Studies](#)
 - [Professional Education](#)
- Closing the Loop: [Examples from the Criterion Committees](#)
- Assessment is further discussed in [Criterion Three, Chapter Three](#):
 - [Academic Department Plans and Reviews](#)
 - [Student Development and University Services Plans and Reviews](#)
 - [Related University-wide Assessment Planning](#)
 - [University Level Assessments](#)
 - [Assessment of the Liberal Education program](#)
 - [Assessment of the Honors Program](#)
 - [Assessment of undergraduate departments and programs](#)
 - [Assessment of graduate programs](#)
 - [Assessment of external studies programs](#)

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- As noted above in 2a: [The devastating effects of the 2008 national economic crisis are ameliorated at Bemidji State in part because of its extensive overall planning and, specifically, because of a proactive, three-year budget, 2007-2010, developed](#)

- [prior to the economic collapse.](#)
- Budget is further discussed in Chapter Four:
 - The university has moved from one-year budget plans that addressed the situation of the moment to forward-thinking, longer-term planning.
- As noted above in 2a: [The Master Facilities Plan ... recognizes the significance of economic and demographic trends.](#)
- As noted above in 2a: [With increasing effectiveness, Bemidji State University utilizes multiple layers of planning to guide its actions and the expenditure of its resources. These layers include mission-related documents and established and ad hoc planning committees, councils, task forces and work groups.](#)
- As noted above in 2a: [The 2002-2007 plan was developed in consultation with the university community; the 2008-2013 plan was developed cooperatively with the university community. Planning is aligned with resources and is conducted in the light of current societal and economic trends as identified in planning documents.](#)
- Planning coordinated with mission is further discussed in Chapter One, Criterion One:
 - [The 2008-2013 University Plan defines Bemidji State's mission and provides guidance for decision-making.](#)
- Planning is evident in operations, as noted in the following:
 - Feature Stories
 - Center for Extended Learning
 - [College Reorganization](#)
 - [Liberal Education](#)
 - [Student Development and Enrollment](#)
 - Priorities for Improvement
 - [Civic Engagement](#)
 - [Graduate Studies](#)
 - [Professional Education](#)
- The role of external constituents in planning, including feedback loops, is discussed in Chapter Five, Criterion Five, including the following:
 - [The second \(of four\) strategies in the University Plan is dedicated to the university's relationships with external constituents.](#)
 - [Bemidji State models civic engagement through its community relationships.](#)

Engage, Embrace, Educate

Seniors to Watch, *Horizons Fall 2008*, Page 15

Vikki Gislason, Moorhead, Minnesota, International Business
 Nick Stoltman, Pequot Lakes, Minnesota, Mass Communication
 Anna Parthun, Bemidji, Minnesota, Nursing

**DRAFT—Chapter Three, Criterion Three
Bemidji State University-HLC 2010 Continuing Accreditation Self-Study Report**

Shaping Potential, Shaping Worlds

Bemidji State shapes students who go out to shape the world.

PHOTO Will Antel, Professional Education

Minnesota Department of Education, American Indian education policy; Trustee, Minnesota State Colleges & Universities Board; American Indian Education Association: "That's something I've tried to emulate: really caring about people. That was instilled in me from day one at Bemidji." [Horizons Spring 2006](#), Page 11

Criterion Three

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component - 3a The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Core Component - 3b The organization values and supports effective teaching.

Core Component - 3c The organization creates effective learning environments.

Core Component - 3d The organization's learning resources support student learning and effective teaching.

Organization of Criterion Three

Introduction

1. Learning and Teaching: University-level Planning, Support, Excellence (Core Components 3a, 3b, 3d)
 2. Learning & Teaching Environments: Undergraduate (Core Components 3a, 3b, 3c, 3d)
 3. Learning & Teaching Environments: Graduate (Core Components 3a, 3b, 3c, 3d)
 4. Learning & Teaching Environments: External (Core Components 3a, 3b, 3c, 3d)
 5. 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.

<p>Bemidji State creates, for all of its constituents, a learning-rich environment that encourages intellectual curiosity and awakens the imagination.</p>	<p>Introduction In fulfillment of its educational mission, the university clearly enumerates its student learning goals and outcomes, and supports effective teaching and learning environments. This mission is fulfilled in part through professional development for faculty, innovative pedagogy and environments, regular assessment that informs curriculum and teaching, services that stay abreast of evolving needs and technologies, the allocation of resources in support of learning and teaching, and student advising.</p>
	<p>1. Learning and Teaching: Planning, Support, Excellence (Core Components 3a, 3b, 3d) Bemidji State provides traditional and non-traditional learning opportunities for diverse audiences. Programs include</p>

	<p>master’s level and undergraduate degrees, minors, fields of emphasis, certificates and non-degree education. Settings for these offerings include on-campus, online and remote site courses, classrooms and laboratories. The offerings are supported by the university through planning and assessment, and through the allocation of resources that assure faculty, curriculum and facility excellence.</p>
<p>Planning Levels Level I, Primary Mission Document <ul style="list-style-type: none"> • 2008-2013 University Plan Level II, Foundational Mission Documents <ul style="list-style-type: none"> • Master Academic Plan (MAP) • Facilities Master Plan • Student Development and Enrollment Master Plan (J-Plan) • Technology Master Plan Level III, Foundational Mission Documents <ul style="list-style-type: none"> • Colleges, Academic Departments • Administrative Departments </p>	<p><u>Planning for Learning and Teaching:</u> Support for learning and teaching effectiveness is embedded in Bemidji State’s primary (Level I) and foundational (Levels II and III) mission documents and in related plans and processes.</p> <p>Primary Mission Documents: Bemidji State’s primary mission document (Level I) is The University Plan for 2008-2013. It includes the university’s mission statement: Engage, Embrace, Educate. The desired outcomes for the mission are expressed in the University Plan’s vision statement: Shaping Potential, Shaping Worlds.</p> <p>The intent of the vision and mission—to educate and to make a difference—are especially carried out in Strategy A of the University Plan. The Strategic Imperative and Value Statement provide guidance for carrying out the Initiatives which are also followed by value statements.</p> <p>Strategy A: Engage Students for Success in Careers, Communities and Life</p> <p>Strategic Imperative: Create opportunities for student success through high quality programs and services. Value Statement: 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.</p>
	<p>Initiatives</p> <p>A.1 Support students’ professional and personal development through high quality educational programs and services. Prepare students for careers, citizenship, community service, life-long learning and leadership:</p> <ul style="list-style-type: none"> • through engaged, academic preparation in the Liberal Education and Honors programs and the majors; • through student-centered programs and services that assure access and success. <p>A.2 Promote achievement and understanding through active learning opportunities. Foster active learning pedagogies, and opportunities that support volunteerism, student research, internships, and related activities.</p> <p>A.3 Encourage facilities’ planning that supports learning and community. Provide welcoming spaces on campus that promote an ambiance for learning and opportunities for interaction and community.</p>

	<p>A.4 Strengthen measurement of student achievement. Review and revise the University Assessment Plan and the Dimensions of Student Learning, including student learning outcomes, to assure that they support the university's vision and mission.</p> <p>The University Plan further supports learning, teaching and assessment in its Goals and Measurements. As noted in the plan, Goals and Measurements evaluate achievement of the University Plan and of related items in MnSCU's Strategic Plan. These are reported in an Accountability Dashboard that is based on a set of data that all MnSCU institutions are required to collect. Bemidji State is also preparing to participate in the VSA, a voluntary accountability system.</p> <p>By way of example: Strategy A Goals and Measurements Goal One: Improvement in student learning outcomes as stated in master and strategic plans and consistent with the Dimensions of Student Learning, e.g., critical thinking, global awareness.</p> <p>Goal Two: Improvement in engagement and satisfaction as reflected in measures such as NSSE, Noel-Levitz.</p>
	<p>Foundational Mission Documents: Foundational mission documents include Master Plans (Level II), College and Department Plans (Level III), and Student Development and University Services Plans (Level III). These are also discussed in Chapter One, Criterion One and in Chapter Two, Criterion Two.</p> <p>Master Academic Plan (MAP): The MAP arises from and reflects goals and values of the university's academic colleges and departments. It helps inform other master plans and the University Plan. It identifies six outcomes:</p> <ol style="list-style-type: none"> 1. High quality programs (Provide high quality educational programs and services that support students' professional, personal, and citizenship development.) 2. Excellent faculty (Hire and support excellent faculty.) 3. Secure future for Northern Minnesota (Help build the future of Northern Minnesota.) 4. Diverse student, staff and programming (Enhance diversity.) 5. Excellent teaching and learning environment (Support the teaching and learning environment.) 6. Financial stability (Secure financial stability through appropriate growth and program development.) <p>The relationship of the MAP to the University Plan, other master plans, and college and department plans, including five-year academic program reviews, is discussed in Chapter Two, Criterion Two.</p>

<p>Assessment Coordinator Charge</p> <ul style="list-style-type: none"> • Meet with the chair of each department regularly each semester. • Provide assistance at each level of progress in the assessment process. • Consult with visiting evaluator of each department participating in the 5-year review process (during the visit). • Maintain a record/log of departmental progress. Submit report to the Dean each semester. • Attend assessment conferences. • Share conference information/expertise learned with the other assessment coordinators. • Meet regularly with the Academic Assessment Committee. <p><i>Membership</i></p> <ul style="list-style-type: none"> • Deans (chair on rotating basis) • Assessment Coordinators including Liberal Education • VPAA - ex-officio <p>System Policy on Academic Review— MnSCU revised Policy 3.36.1, Part 7. Periodic review of academic programs is the responsibility of the college or university. The review shall encompass all instructional areas and be structured according to discipline, academic program or program cluster, department or</p>	<p>Planning for Student Learning and Teaching (Level III): The university's commitment to utilizing evidence of success for its educational mission is manifest in assessment components of its five-year plans and reviews. These plans and reviews are required of academic departments and programs, and of student development and university services departments.</p> <p>Academic Department Plans and Reviews: Introduced in Chapter Two, Criterion Two, academic program planning and review is presented in Guidelines: Five-Year Academic Program Planning, Review and Assessment Cycle. Program participation is reviewed by the Assessment Committee.</p> <p>The assessment component of the Guidelines is informed by the university's Dimensions of Student Learning:</p> <p>Dimensions of Student Learning Dimension 1: Intellectual Development Outcomes:</p> <ul style="list-style-type: none"> • Higher Order Thinking • Knowledge, Values, and Abilities Related to the Arts, Humanities, Sciences, and Specialized Fields of Study <p>Dimension 2: Understanding of Self and Relating to Others Outcomes:</p> <ul style="list-style-type: none"> • Values • Communication • Human Diversity • Self Development <p>Dimension 3: Participation in an Emerging Global Society Outcomes:</p> <ul style="list-style-type: none"> • Readiness for Careers • Responsible Citizenship <p>The specifics of five-year assessment cycles are discussed below, including assessment of Liberal Education, Honors, undergraduate, graduate and external programs.</p> <p>Five-Year planning at the department level is also discussed in Chapter Two, Criterion Two.</p>
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<p>other academic unit.</p> <p>Subpart A. Review criteria. The review shall address:</p> <ol style="list-style-type: none"> 1. mission and plans of the system college or university, 2. assessment of student learning outcomes, 3. academic program assessment, 4. accreditation, licensure or certification requirements where appropriate, 5. advisory committee or other appropriate industry or professional input as determined by the system college or university through established procedures, 6. labor market information when preparation for an occupation or a profession is a stated purpose of the program, 7. resources, 8. applicable system policy, procedures and guidelines, 9. Minnesota Transfer Curriculum requirements, and 10. articulation agreements, where appropriate, and 11. other factors as appropriate. 	
<p>Academic Assessment Committee Charge</p> <ul style="list-style-type: none"> • Approve assessment plans. • Recommend on assessment funding requests. • Review five-year plans for connections to assessment results and recommend to VPAA. • Provide summary of assessment findings to University Gaps and 	<p>Student and University Services Plans and Reviews (Level III): Bemidji State’s student and university offices also engage in regular planning and review, including assessment. A Resource Manual with Guidelines was approved in 2000 and is currently under review. It calls for annual reports, mid-cycle reports and a five-year review and report. Additionally, the Student Development and Enrollment Master Plan (J-Plan) includes an assessment initiative: Carry out assessment in support of the Student Development & Enrollment mission and the mission of the university. Value Statement: <i>Successful programs are guided, in part, by the analysis and use of intentionally gathered, rich, reliable, and accurate data that affirms or improves current practices; that informs decision-making, including the alignment of resources; that</i></p>

<p>Trends Assessment Committee annually.</p> <ul style="list-style-type: none"> • Provide summary of what is learned from assessment results. • Provide summary of what changes are moving forward. • Summarize major findings and statement about modifications implemented to address deficiencies. • Summarize findings from assessment results of learning outcomes. • <p>Feature: Student Development & Enrollment <i>Mission:</i> We're here for the journey, investing in our students' success through excellent programs and services focused on learning and development. From the Learning Journey Master Plan (J-Plan).</p>	<p><i>builds a culture of assessment; and that supports wise, creative and innovative initiatives.</i></p> <p>By way of example, initiatives might include the following:</p> <ul style="list-style-type: none"> • Developing program assessment plans that fit into the structure of the five-year review process and the assessment needs of the university. • Offering professional development opportunities that provide skill building in creating and implementing assessment plans; in assuring data integrity; and in analysis and utilization of data. <p>As noted in the Student Development and Enrollment Feature, the various SD&E offices, working from theory within their disciplines, have organized themselves into Communities of Practice. A Balanced Scorecard approach is being used for review, evaluation and assessment.</p> <p>The Office of Student Development and Enrollment maintains a Wiki for tracking assessment. SD&E is discussed further in Chapter Four, Criterion Four.</p>
<p>Gaps & Trends Committee Charge</p> <ul style="list-style-type: none"> • Review annual summary assessment reports from across campus and evaluate results (academic assessment committee, student development committee, etc.) • Review NSSE and other institutional survey results (provided by institutional research) • Evaluate results annually. Report key findings and trends to faculty senate, student senate, administration, and assessment committees 	<p>Related University-wide Assessment Planning: In addition to its emphasis on learning and teaching measures in its mission documents, Bemidji State monitors, evaluates and adjusts its academic planning through its University Assessment Plan, the Assessment Committee and the Gaps and Trends Committee.</p> <p>Assessment plan revised: A 2009 revision of the University Assessment Plan has been approved by the Vice Presidents and the Gaps and Trends Committee. It coordinates assessments that are carried out at various levels including university-wide national tests, such as NSSE and Noel-Levitz, the Academic Profile and the CCTST, and assessments conducted through five-year reviews of academic and student development and university services programs.</p> <p>Academic Assessment Committee processes: The Academic Assessment Committee meets regularly to evaluate academic department five-year plans, including assessment plans and processes. It looks for evidence that departments are directly measuring learning and are using data</p>

<ul style="list-style-type: none"> • Revise University Assessment Plan <p><i>Membership</i></p> <ul style="list-style-type: none"> • Associate Vice President for Academic Affairs (Convener) • Vice President for Academic Affairs • Vice President for Student Development and Enrollment • Vice President for Finance and Administration • Deans' Representative • Director of Institutional Research • Liberal Education Representative • Academic Assessment Coordinator Representative • Graduate council Representative • Student Development and Enrollment Representatives (two) • Student Representative 	<p>appropriately to improve curriculum and teaching effectiveness.</p> <p>By way of example:</p> <ul style="list-style-type: none"> • Academic Program Review Schedule (5 year) • Academic Assessment Plans: Progress and Activities <p>Student Development and University Services assessment processes: The division of Student Development and Enrollment engages in regular planning and assessment.</p> <p>By way of example:</p> <ul style="list-style-type: none"> • Student Development and University Services Program Planning and Review: Resource Manual with Guidelines • History of program review tracking • Current program review tracking <p>Gaps and Trends Committee: The Gaps and Trends Committee, initiated in 2009, considers various means to improve assessment at Bemidji State and to assure closure feedback loops (assessment followed by application of new knowledge and allocation of resources).</p> <p>By way of example, Gaps and Trends projects include the following:</p> <ul style="list-style-type: none"> • Assessment of the effectiveness of the content required in academic departmental self-study documents, especially regarding its usefulness to departments. • Software for managing and maintaining university-wide data such as TaskStream Accountability Management System.
<ul style="list-style-type: none"> • NSSE data • Assessment results • University-wide assessment results <p>Reassigned Time for Faculty, 2008-2009</p>	<p>Support for Learning and Teaching: Bemidji State supports learning and teaching at multiple levels, including in its planning documents, as noted above, and by the allocation of resources at planning and operational levels.</p> <p>Support for Curriculum: Curriculum processes at Bemidji State are supported at several levels and include the allocation of resources.</p> <p>By way of example:</p> <ul style="list-style-type: none"> • Curriculum development is assisted by a Curriculum Liaison who receives three credits reassigned time each semester. The liaison offers support to departments and curriculum committees. • The university has four Assessment Coordinators who work with department chairs and program directors in the evaluation of courses and programs. The coordinators

	<p>each receive three credits of reassigned time per semester. In addition to their coordinator duties, they serve on the Academic Assessment Committee, contributing to uniformity in assessment across departments and colleges.</p> <ul style="list-style-type: none"> • Curriculum Liaison to assist with curriculum development and revision. • The Liberal Education Committee is supported by a director and assessment coordinator who receives six credits reassigned time each semester. The director represents the committee on the Gaps and Trends Committee and the Academic Assessment Committee. • The Honors Program director receives three credits of reassigned time each semester. • People and the Environment, a required course in the Liberal Education program, is coordinated by a director who has three credits of reassigned time per semester. • The Center for Professional Development also contributes to curriculum development by providing assistance with assessment and related activities. The CPD director receives three credits of reassigned time each semester. • In support of the Curriculum Committee (Article V Section A subsection 5), a Catalog Editor tracks proposals through the approval process. In addition, a faculty Curriculum Editor receives one credit of reassigned time per semester to vet proposals for accuracy.
<p>Ojibwe Professor Receives Guggenheim Fellowship for Work in Linguistics Dr. Anton Treuer, Languages and Ethnic Studies, received a Guggenheim Fellowship to develop an Ojibwe Language Manual. His work is also supported by grants from the American Philosophical Society and the Bush Leadership Foundation.</p> <p>Fulbright Scholar Dr. Kit Christensen, Philosophy, has been awarded a Fulbright Research Grant for 2009-10 to serve as a guest scholar at the Center of Peace Studies on the</p>	<p>Excellence in Learning and Teaching: Excellence in learning and teaching university-wide is accounted for through assessment, assurance of properly credentialed faculty, program distinctiveness and accreditations, and appropriate facilities. (Assessments at the course, program and department levels are accounted for in five-year planning, discussed below.)</p> <p>University Level Assessments: The university continually assesses for learning and teaching success and for student satisfaction and engagement. Since 2000, approximately fifteen academic and student surveys and studies have been conducted. Of these surveys, the California Critical Thinking Skills Test (CCTST) focuses on student learning outcomes. Starting next year, the Measure of Academic Proficiency and Progress (MAPP) will be implemented as an additional gauge of student learning. The remaining assessments have focused on student, faculty and staff engagement and satisfaction.</p> <p>Direct Assessment, Learning Outcomes</p> <ul style="list-style-type: none"> • 2005, 2008 California Critical Thinking Skills Test (CCTST) • 2010 (scheduled) Measure of Academic Proficiency and

<p>campus of the University of Tromsø, Norway.</p>	<p>Progress (MAPP), in conjunction with the Voluntary System of Accountability (VSA).</p> <p>Indirect Assessment, Engagement and Satisfaction</p> <ul style="list-style-type: none"> ● 2003, 2006, 2008 Noel-Levitz National Student Satisfaction Survey ● 2005, 2006, 2007, 2008 Priorities Survey for On-Line Learners (Noel-Levitz) ● 2005, 2009 National Survey of Student Engagement (NSSE) ● 2006 Educational Participation Survey ● 2008 Civic Engagement Survey (Campus Compact) ● 2008 Profile of the American Student Survey ● 2009 Beginning College Survey of Student Engagement (BCSSE) <p>These assessments have provided a basis for a number of changes in programs. By way of example:</p> <ul style="list-style-type: none"> ● The Priorities Survey for On-Line Learners has led to discussions on the implementation of Quality Matters guidelines for assuring best practices in teaching on-line courses through the University. ● The results of the California Critical Thinking Skills Test have been used to support curricular work in Liberal Education that has focused on the development of a new course that explicitly teaches these skills. ● One of the assessments in the Profile of the American Student focused on understanding of why students are not involved in co-curricular activities. Among the top reasons for a lack of student involvement was a lack of understanding of how to get involved. This led to the addition of a new learning outcome in the First Year Experience course, specifically designed to provide information about how students can get involved in extracurricular activities. ● The results of the Noel Levitz surveys indicated that safety and security were significant concerns for students on campus. This, along with other information, influenced the decision to expand the number of call boxes, security cameras, and other steps to enhance safety on campus. <p>Funding for these surveys generally came from institution-wide budgets, under the authority of the Vice President for Finance and Administration.</p> <p>As with academic department assessments, university-wide assessments are reviewed by the Academic Assessment Committee and the Gaps and Trends Committee to insure quality and integrity in the assessment process, even</p>
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	<p>assessment across the campus, and utilization of results to improve learning and teaching.</p>
<p><u>Center for Professional Development</u></p> <p><i>Handbooks & Guides</i></p> <ul style="list-style-type: none"> • Faculty Handbook • E-Handbook for New Faculty • Guide for Department Chairs • Adjunct Faculty • Adjunct Supervisor Checklist <p><i>Publications</i></p> <ul style="list-style-type: none"> • Metamorphosis Newsletter • White Paper Series <p><i>Evaluating Teaching and Classes</i></p> <ul style="list-style-type: none"> • Course Evaluations • Department Chair Evaluations • Help in Documenting Teaching Effectiveness • Individual Teaching Consultation Service • Peer Observation Form <p><i>Other Resources</i></p> <ul style="list-style-type: none"> • Academic Calendar • CPD Annual Report • CPD Meeting Minutes • Copyright Considerations • Discussion on FTEs • Five-Year Review Guidelines • Template for a Syllabus • Undergraduate Teaching Associate Forms • Curriculum Development at BSU 	<p>Credentialed Faculty: Bemidji State assures the quality of its faculty through various means. As noted in Chapter One, Criterion One, professional development is monitored through Professional Development Plans and Reports as required by the IFO-MnSCU Master Agreement. The Master Agreement also provides annual professional development funds for faculty, allocated through academic departments. Use is regulated by the agreement and includes conference fees and other professional study and travel. The Master Agreement provides further funding through Professional Improvement Grants allocated annually.</p> <p>Sabbatical leaves support faculty professional development by providing focused time for scholarly and creative work. Sabbatical Reports (FY2001-2007) are filed with the Dean, the Vice President for Academic Affairs, and MnSCU.</p> <p>The Center for Professional Development supports faculty excellence through its services. These include provision of mid-term and end-of-term course evaluations, observation of and feedback for instructors, programs, forums, and a library of higher education resources. The Center's web site offerings include white papers, a template for syllabi, instructor evaluation forms, guides for department chairs, and a handbook for adjuncts. As noted above, the university supports the CPD with three credits of reassigned time per semester for the CPD director and with an annual programming budget.</p> <p>Bemidji State participates in faculty professional development opportunities provided by the MnSCU system. The Center for Teaching and Learning regularly offers programming on learning and teaching.</p> <p>Program Distinctiveness and Accreditations: Bemidji State assures learning and teaching excellence through distinctive, excellent programs. As noted in Chapter One, Criterion One, the university's curriculum process is rigorous, as are five-year program reviews and assessments, discussed below.</p> <p>Also as noted in Chapter One, Criterion One, in addition to institutional accreditation with the Higher Learning Commission, seven of Bemidji State's programs are accredited by national agencies:</p> <ul style="list-style-type: none"> • 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)

	<p>Board of Accreditation</p> <ul style="list-style-type: none"> • Music Program: National Association of Schools of Music • Nursing Program: Commission on Collegiate Nursing Education • Social Work Program: Council of Social Work Education <p>Programs that are especially distinctive in nature, previously described in Chapter One, Criterion One, include the following:</p> <ul style="list-style-type: none"> • Bachelor of Applied Science in Applied Engineering • Bachelor of Applied Science in Technology Management • Bachelor of Fine Arts in Creative and Professional Writing • Bachelor of Science in Nursing • Bachelor of Science in Business Administration • Bachelor of Science, Associate of Science in Criminal Justice • Bachelor of Science in Teacher Education (DLiTE), Distributed Learning in Teacher Education • Portfolio Teaching Certification (FasTrack)
<p>A.C. Clark Library</p> <ul style="list-style-type: none"> • Profile • Data Summary <p>Advising Success Center (ASC) <i>Mission:</i> To engage students by helping them shape their potential through the opportunity for academic and social support; to embrace students to help see things in new ways; and to educate students through academic and career planning for lifelong learning.</p> <ul style="list-style-type: none"> • Theory, Rationale, Transition, Advising • Conceptual Framework, Activities • Program and Student Learning Outcomes 	<p>Campus Resources: At Bemidji State, the entire campus is the laboratory in which students learn. Learning and teaching are supported through services and with buildings, equipment, technology and related features.</p> <p>Library Services: The A.C.Clark Library provides access to nearly 400,000 on-campus holdings and an estimated 35,000 electronic periodical titles. In 2009, more than 3,000 items were retrieved for patrons through interlibrary loan, and more than 2,700 of the library’s holdings were loaned out through interlibrary loan.</p> <p>The library also provides on-campus and electronic services for its patrons. Recently, electronic services have been expanded to better serve distance learners and patrons who wish to work away from campus.</p> <p>By way of example:</p> <ul style="list-style-type: none"> • Bemidji State Library Catalog • Online Resources • Interlibrary Loan & Distance Delivery • Guides & Services 0 Using Online Library Resources 0 BSU Yearbooks 1951-1971 and Historical Photographs of the University 0 Library Instruction

<ul style="list-style-type: none"> • Free University Workshop Schedule <p>TRIO Student Support Services Bemidji State is ranked in the top ten percent of TRIO Student Support Services in the country. Retention and GPA success of “at risk” students are impressive and set a standard nationwide.</p> <ul style="list-style-type: none"> • Profile <p>TRIO Upward Bound A U.S. Department of Education program hosted by Bemidji State University.</p> <ul style="list-style-type: none"> • Profile • Motivates participating youth to consider education beyond high school. • Prepares participants to succeed in a program of post-secondary education. <p>American Indian Resource Center (AIRC) “The model of service used at the center is informal. Its intention is to create a model of a family cohort.” Don Day, AIRC Director</p> <ul style="list-style-type: none"> • Services, Retention, GEM Scholar Program, AISES • Work Plan 2006-2010 • History • Catching a Dream Profile, Horizons Fall 2003 Insert • Plans Move Forward Profile, Horizons Winter 2000-2001, Page 3 	<p style="text-align: center;">0 Placing Items on Reserve</p> <p>Use of facilities has also changed with the times: computer labs have been replaced with easy-access computers in the front of the library and reading and carrel areas have been adjusted for preferred student use. (See Library Profile for details.)</p> <p>Advising Success Center (ASC): Opened in February 2008, the Advising Success Center is the result of many years of efforts toward focusing advising services for students, especially for at-risk and undecided students. The goals of ASC are compatible with national research on the needs of such students, and support the university’s mission, Engage, Embrace, Educate.</p> <p>The Advising Success Center team works individually with students to help them find their place at Bemidji State University and make the most of their experiences. In addition to advising them on registration for courses, ASC offers tutoring, workshops, new student orientation, basic skills assessment and related services. It is a department within the division of Student Development and Enrollment and is discussed further in Chapter Four, Criterion Four.</p> <p>TRIO Student Support Services: TRIO/SSS provides comprehensive direct services to 350 eligible students through a student centered learning model. Direct services include developmental courses (College Orientation, Reading and Study Skills, Life Career Planning), counseling and academic advising, a computer and technology basics lab, tutoring, mentoring, and cultural activities. The services are based on a thorough analysis of each student's unmet academic and personal needs.</p> <p>American Indian Resource Center (AIRC): The American Indian Resource Center (AIRC) is a source of great pride for Bemidji State University. It was officially established in 2002 when the building was dedicated. The AIRC, located in a central part of campus, dedicates itself to providing support services to Native American students and their activities and acts as a resource for other Bemidji State students. Services provided include academic, career and personal counseling; advising; financial aid information and help with the forms for financial aid; cultural awareness programming and services honoring the heritage of the Native American people.</p> <p>The center reports (April 2009) that there are 176 Native American students at BSU and of that number 23 percent of them are in their first year. Of these students, 20 percent are at academic risk based on the national indicators of first generation, low socio-economic status, single parent, and academically under-prepared. These students receive high levels of attention from center staff. The center is staffed by the director, a retention counselor, administrative support</p>
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<p>Elearning</p> <ul style="list-style-type: none"> • Profile <p>Academic Technology Center</p> <ul style="list-style-type: none"> • Profile <p>D2L</p> <ul style="list-style-type: none"> • Profile 	<p>personnel and five student workers.</p> <p>E-Learning, Desire2Learn: D2L is a course management system that provides a password-protected environment in which students can interact online with each other and with their instructor. Faculty and students only need a computer, Internet access, and a browser to use the features provided in D2L.</p> <p>Academic Technology Center (ATC): ATC provides technologically advanced tools to enhance the learning experience, including the following:</p> <ul style="list-style-type: none"> • Smart Classroom (most classrooms) <ul style="list-style-type: none"> o LCD/plasma projectors/screens o Speakers, microphones, audio amplifier o DVD and VCR players o Document camera o Network connection or dedicated computer • ITV classrooms • Web page design and support • Satellite downlinks • PowerPoint presentation help • Video production • Video bulletin boards • Brochure design • Large-format inkjet printing • Conference hosting • Equipment setup • Troubleshooting. <p>Computer Laboratories: Open to all students, faculty and staff, new computer lab hardware is rotated in every two to three years; software is updated each semester; security upgrades are performed as needed.</p> <p>Buildings and Grounds: Bemidji State’s buildings and grounds also support learning and teaching excellence. The campus grounds are appealing and are well maintained. Building renovations are scheduled as needed. Recent activities include the following:</p> <ul style="list-style-type: none"> • Sattgast Hall: \$9 million renovation and expansion of science building, • Bridgeman Hall: • Linden Suites: • Recent roofing projects completed: <ul style="list-style-type: none"> o Bangsberg Hall o Cedar Residence Hall
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	<ul style="list-style-type: none"> o Central Maintenance o Deputy Hall o Heating Plant o Lower Student Union o Memorial Hall o Pine Residence Hall o Sanford Hall o Walnut Dining Hall <p>2. Learning and Teaching Environments: Undergraduate (Core Components 3a, 3b, 3c, 3d) Undergraduate study is Bemidji State’s raison d’être. It is how we “engage, embrace and educate” students. Since 1919, when the university was chartered, undergraduate education has been its primary means for “shaping potential and shaping worlds.” Of its approximately 5,000 students, 4,500 (90 percent) study for the bachelor’s degree. As an arts and sciences university with select professional programs, Bemidji State is dedicated to learning and teaching, to inquiry and creativity, to the acquisition of knowledge and critical thinking skills, and to the promotion its signature themes: civic responsibility, environmental stewardship and global citizenship.</p>
	<p><u>Liberal Education and Honors:</u> During the spring 2002 semester, Bemidji State reformulated its Liberal Education offerings to accommodate the Minnesota Transfer Curriculum (MnTC) as mandated by the state legislature and the Minnesota State Colleges and Universities system (MnSCU). The current format includes eleven topical or skill-based categories, the first ten also required in MnTC:</p> <ul style="list-style-type: none"> Communication Critical Thinking Natural Science Mathematics History and the Social and Behavioral Sciences Humanities and the Arts 1. Human Diversity in the United States Global Perspective Ethical and Civic Responsibility People and the Environment Performance and Participation <p>Students may choose from a number of courses in each category, except Communication which requires completion of College Writing I & II, and Critical Thinking which requires completion of the Liberal Education curriculum. Students must take a minimum number of credits in each of the remaining categories and 42 credits overall. With a few exceptions, only freshman and sophomore level courses are included, and the driving logic is to maintain flexibility, allow for student choice, provide grounding in fundamentals, and encourage exposure to a variety of disciplines. The program is administered by a campus-wide Liberal Education Committee (LEC).</p>

	<p>Liberal Education Task Force: In January of 2005, a Liberal Education Task Force was convened. It was “charged with proposing and pursuing revisions to the Liberal Education Program” (BSUFA Senate, October 2004). While the Task Force worked, the Liberal Education Committee continued to function: it acted on course submissions, student petitions, and directives from MnSCU, and carried out assessments in support of the work of the Task Force.</p> <p>In the spring of 2008, the Faculty Association Senate and the Student Senate approved a “new Lib Ed” as proposed by the Task Force. However, methods for implementing the program were not always clear and some were contested by faculty as were some elements of the program itself. Also at issue was the relationship between the new program and the Minnesota Transfer Curriculum (MnTC). In September 2009, a Faculty Association referendum of the Association’s membership overturned the Senate’s approval, with a little over one-third voting to overturn, one-third to uphold, and one-third not voting. In October 2009, the BSUFA Senate imposed a moratorium on consideration of new Liberal Education proposals until August 2010. See the Liberal Education feature for further discussion of issues and concerns related to the Task Force and the actions of the Senate and Faculty Association members.</p>
<p>Liberal Education (General Education)</p> <ul style="list-style-type: none"> • The Program • Minnesota Transfer Curriculum • Resource Site <ul style="list-style-type: none"> o Committee Reports o Task Force Reports o Assessment <p>Dimensions of Student Learning Dimension 1: Intellectual Development Outcomes:</p> <ul style="list-style-type: none"> • Higher Order Thinking • Knowledge, Values, and Abilities Related to the 	<p>Goals of Liberal Education: The mission of Bemidji State’s Liberal Education Program, as stated in the university catalog, is to “create an environment where students of diverse backgrounds and abilities can acquire the knowledge, the skills, the values, and the confidence necessary for effective and responsible participation in our changing global society.” Goals for the program are provided by the Minnesota Transfer Curriculum and include competencies in the eleven areas noted above. Courses are admitted to specific categories of Liberal Education based on their ability to meet the stated goals for those categories.</p> <p>Assessment of the Liberal Education program: Since 2002, the Liberal Education Committee has concentrated its assessment efforts in two areas: the overall value of the Liberal Education program and the success of the program regarding student learning. Focus groups, surveys, and other means were used to look at faculty and student understanding of Liberal Education. Following a recommendation by the Educational Testing Service in its Observations and Considerations regarding Academic Profile testing conducted at Bemidji State in 2001, the California Critical Thinking Skills Test was administered fall 2005 to all freshmen to establish baseline data for direct assessment of student learning.</p>

<p>Arts, Humanities, Sciences, and Specialized Fields of Study</p> <p>Dimension 2: Understanding of Self and Relating to Others Outcomes:</p> <ul style="list-style-type: none"> • Values • Communication • Human Diversity • Self Development <p>Dimension 3: Participation in an Emerging Global Society Outcomes:</p> <ul style="list-style-type: none"> • Readiness for Careers • Responsible Citizenship <p>Liberal Education Mission To create an environment where students of diverse backgrounds and abilities can acquire the knowledge, the skills, the values, and the confidence necessary for effective and responsible participation in our changing global society. Bemidji State University Catalog, 2008-2010</p>	<p>ETS also recommended that, based on the results of the tests, efforts be made to “emphasize critical thinking in courses and learning” across the university.” This concern supports the Liberal Education Committee’s decision to establish baseline critical thinking data for students. It also supports the Academic Vice President’s decision to offer faculty professional development workshops in the teaching of critical thinking, summer and fall 2009.</p> <p>As noted in the Liberal Education Feature, as a result of the assessments a Task Force was formed and a new program was proposed. During that process, direct assessment of the existing program was suspended. It has now been reinstated: a schedule for review and assessment is under development and will be implemented for fall 2010. As with other academic assessment, it will address the university’s Dimensions of Student Learning and will also assess direct learning outcomes based on the Minnesota Transfer Curriculum.</p> <p>Also as noted in the Liberal Education Feature, the university demonstrates its commitment to Liberal Education and assessment thereof through the allocation of resources including reassigned time and funding for testing and for faculty professional development.</p> <p>Support for the University’s Mission and Signature Themes: Through its mission and its course offerings, the Liberal Education program supports Bemidji State’s mission, <i>Engage, Embrace, Educate</i>. It also supports the university’s signature themes, International/Multicultural Understanding, Civic Engagement and Environmental Stewardship.</p> <p>By way of example:</p> <ul style="list-style-type: none"> • International/Multicultural Understanding: Courses in Category Eight, Global Perspective • Civic Engagement: Courses in Category Nine, Ethical and Civic Responsibility • Environmental Stewardship: Courses in Category 10, People and the Environment
<p>Honors Program Classes Spring 2009</p> <ul style="list-style-type: none"> • 1105 Influence, Power and Values: "Self-Interest and the Common Good"; Paul Kivi (Economics), Dann Siems (Biology) 	<p>The Honors Program: Honors is an alternative general education program that may be taken in lieu of the Liberal Education program. Students must meet grade point requirements for admission. The Honors Council advises a director who receives three credits of reassigned time each semester.</p> <p>The Honors Program emphasizes interdisciplinary active learning, service learning, and the “Reacting to the Past”</p>

<ul style="list-style-type: none"> • 2107 Studies in Social Sciences & History: "History & Memory: The Reconstruction of the Past"; Marsha Driscoll (Psychology), Tom Murphy (History) • 4889 Integrative Seminar: "King Arthur Then and Now"; Kathy Meyer (Ethnic Studies) <p>Fall 2009</p> <ul style="list-style-type: none"> • 1104 Unity and Diversity of Knowledge: "Plato and Darwin: Epistemological Revolutions"; Brendan McManus (History), Jeff Ueland (Geography) • 2107 Studies in Social Sciences & History: "Historical Trauma"; Ben Burgess (Indian Studies) & Henry Flocken (Languages & Ethnic Studies) • 3899 Pre-Thesis Seminar - Jeff Ueland (Geography) • 4889 Integrative Seminar: "The Trickster"; Mark Fulton (Biology) 	<p>(page 7) experience. From December 6, 2007 to May 1, 2008, Honors scholars completed and defended 15 theses across nine academic areas involving 14 different faculty advisors.</p> <p>Assessment of the Honors Program is carried out through the Five-Year Program Planning, Review and Assessment Cycle. Its last review was in 2002 Student satisfaction and learning outcomes are assessed regularly through course evaluation.</p> <p>In its 2009 Annual Report, the Honors Program notes the following accomplishments:</p> <ol style="list-style-type: none"> 1. The Honors Council Lecture Series 2. Retreat at Lake Bemidji State Park for all Honors students 3. Laurel House continued as an Honors residence with full capacity 4. Upper Midwest Honors Council Conference participation and presentations 5. Honors First Year Experience class 6. Communication systems continued to improve 7. Reception that recognized Honors Program graduates and their thesis advisors 8. Completion and oral defense of 15 Honors theses 9. Delivery of an outstanding collection of interdisciplinary team-taught courses for 2008-2009 10. Development of an outstanding collection of team-taught courses for 2009-2010 11. Updated website and student manual 12. Participation in each AAR session <p>Undergraduate Degree Programs Six undergraduate degrees are offered through the university's 22 academic departments:</p> <ul style="list-style-type: none"> • Associate in Arts • Associate in Science • Bachelor of Applied Studies • Bachelor of Arts • Bachelor of Fine Arts • Bachelor of Science <p>These include 68 undergraduate majors with minors plus additional minors, specialized licenses, fields of emphasis and certificates, and pre-professional studies.</p>
<p>The Academic Assessment Committee uses a review template to assure consistent reading of five-year reviews. External Consultant Evaluators use a review template in responding to academic department</p>	<p>Assessment of undergraduate departments and programs: Undergraduate departments and programs participate in the Five-Year Program Planning, Review and Assessment Cycle. The cycle has three phases, each requiring a written report:</p> <ul style="list-style-type: none"> • Year One: Five-Year Plan and Assessment Plan • Year Three: Mid-cycle Review • Year Five: Self-study Report, Consultant Visit, Consultant Report. <p>As noted in Chapter One, Criterion One, academic</p>

<p>five-year reviews.</p>	<p>assessments are based on the university's Dimensions of Student Learning. Assessment results are evaluated and contribute to ongoing department planning. The five-year reports are reviewed by the college deans, the Academic Assessment Committee and the Vice President for Academic Affairs. Timeliness of reviews and reports is monitored by the Assessment Coordinators and, as noted above, a schedule is maintained.</p> <p>Department self-studies include review of documents and an on-site visit by an external consultant who makes comments and recommendations that are incorporated into the next five-year cycle.</p>
<p>Faculty Evaluation Faculty are evaluated through Professional Development Plans and Reports, as required by the IFO-MnSCU Master Agreement.</p> <p>Dimensions of Student Learning Dimension 1: Intellectual Development Outcomes:</p> <ul style="list-style-type: none"> • Higher Order Thinking • Knowledge, Values, and Abilities Related to the Arts, Humanities, Sciences, and Specialized Fields of Study <p>Dimension 2: Understanding of Self and Relating to Others Outcomes:</p> <ul style="list-style-type: none"> • Values • Communication • Human Diversity • Self Development <p>Dimension 3: Participation in an Emerging Global Society Outcomes:</p> <ul style="list-style-type: none"> • Readiness for Careers • Responsible Citizenship 	<p>Assessment Exemplar Status of five-year reviews for all academic departments.</p> <p>The following exemplar is for Year One of the five-year cycle for Computer Science. It will present a mid-year report in 2010 and a new self-study in 2012, the beginning of its next five-year cycle.</p> <p>Five-Year Plan (Year One) Assessment Exemplar Computer Science Plan</p> <p>Excerpt from the plan, by way of example:</p> <p>Dimension 1: Intellectual Development; Outcome A: Higher Order Thinking. We will demonstrate that students from a variety of majors have acquired problem-solving strategies and the ability to apply them to new problems, even when the strategies do not necessarily lead to a solution to the problem.</p> <p>Dimension 1: Intellectual Development; Outcome B: Knowledge, Values, and Abilities Related to the Arts, Humanities, Sciences and Specialized Fields of Study. We will demonstrate that our Computer Science graduates have acquired the technical skills needed to organize solutions to complex problems.</p> <p>Dimension 2: Understanding of Self/Relating to Others; Outcome B: Communication and Dimension 3: Participating in an Emerging Global Society; Outcome A: Readiness for Career. Most software is developed in a team setting. This requires that practicing computer scientists relate well with others to be ready for a career. We will demonstrate that our Computer Science graduates have experienced team processes as they pertain to the development of software.</p> <p>Mid-cycle Report (Year Three) Assessment Exemplar College of Arts and Sciences, Chemistry Department, 2008 mid-cycle report:</p> <p>“We have decided that the simple raw score of our ACS standardized exams is really not giving us much information.</p>

	<p>We have decided to convert the test to a Scantron answer sheet so that we can get an item analysis of each question and see if there are correlations. We can then identify areas that the students are weak in and try to modify/enhance our class materials in those areas.”</p> <p>Self-study Report (Year Five), Assessment Exemplar College or Arts and Sciences, English Department Five-Year Self-study, 2008:</p> <p>Report on curriculum changes based on assessment:</p> <ul style="list-style-type: none"> • Results of an assessment of literature students’ abilities with literary criticism that indicate students need more work in critical theory: Literature topics courses have been put in place that incorporate the study of critical approaches to literature. • Growing student interest in careers in writing: An electronic writing minor and undergraduate and graduate certificates have been added to the curriculum.
	<p>Accredited Department Structured Interview (Mid cycle) Programs with national accreditation are reviewed under a separate rubric that uses a structured interview process, thus avoiding the necessity of reproducing their accreditation in the five-year review format. Accredited programs are interviewed in the first year of their accreditation (taking the place of the five-year review) and midway through their accreditation cycle. Templates are utilized for the reviews.</p> <p>Year One: Accredited Department Structured Interview</p> <p>Mid-Cycle: Accredited Department Structured Interview</p>
<p>Concurrent High School Offerings 2005-2009 Enrollment Numbers</p> <p>High Schools</p> <ul style="list-style-type: none"> • Voyageurs Expeditionary High School • Bemidji District # 31 • Park Rapids Area Schools • Clearbrook-Gonvick Schools <p>Courses Offered</p> <ul style="list-style-type: none"> • ENGL 1101 College Writing I • ENGL 1102 College Writing II • ENGL 2355 American 	<p>Opportunities for Undergraduate Students: Bemidji State supports student learning by offering flexible program options, varied teaching pedagogies, and co-curricular education.</p> <p>Flexible program and course options: Bemidji State recognizes the value of flexible education options for today’s students. Courses are delivered in traditional classrooms and through distance learning (remote site, online, blended classroom and online, self-study packets). High school students may take Bemidji State classes on-campus or in their high school classrooms (concurrent enrollment). The university also collaborates with other post-secondary institutions in the offering of courses and programs.</p> <p>Distance Learning Courses and Programs: Bemidji State offers individual courses through Distance Learning. These may be used to fulfill requirements for Liberal Education and for on-campus programs. More than 260 individual courses by twenty-three departments were offered fall 2009. Distance Learning courses are offered online, at remote sites, and in self-study packets. Self-study (hard copy) packets continue to</p>

<p>Literature</p> <ul style="list-style-type: none"> • PHYS 2101 Physics I • MATH 1170 College Algebra • MATH 1107 Introduction to Mathematical Sciences • BUAD 1100 Introduction to Business • CHEM 1111 General Chemistry I 	<p>serve students who do not have ready access to online technology.</p> <p>Bemidji State also offers select online degree programs through Distance Learning, including Professional Education, Psychology, Business Administration, Technological Studies, Criminal Justice and Nursing.</p> <p>Summer School: During the summer term, courses are available on-campus and through Distance Learning. Formats vary from full session schedules to intensified, short-term workshops. Assessment of summer offerings is included in departmental five-year plans.</p>																																												
	<p>Post-secondary Education Options (PSEO): Area high school students who have achieved a certain grade point average or rank in class and wish to begin college before they graduate from high school may take advantage of two programs at Bemidji State. They may attend classes on the Bemidji State campus (managed by the Admissions Office) or they may attend Bemidji State classes at their high school location (concurrent enrollment, managed by the Center for Extended Learning) if their school participates in the program.</p> <p>By way of example: Concurrent Enrollment</p> <table border="1" data-bbox="592 997 1323 1375"> <thead> <tr> <th>Year/Semester</th> <th>Courses</th> <th>Headcount</th> <th>Credits</th> </tr> </thead> <tbody> <tr> <td>2005 Fall</td> <td>1</td> <td>15</td> <td>30</td> </tr> <tr> <td>2006 Spring</td> <td>1</td> <td>13</td> <td>39</td> </tr> <tr> <td>2006 Fall</td> <td>1</td> <td>23</td> <td>115</td> </tr> <tr> <td>2007 Spring</td> <td>2</td> <td>57</td> <td>285</td> </tr> <tr> <td>2007 Fall</td> <td>7</td> <td>122</td> <td>426</td> </tr> <tr> <td>2008 Spring</td> <td>8</td> <td>120</td> <td>459</td> </tr> <tr> <td>2008 Fall</td> <td>9</td> <td>154</td> <td>574</td> </tr> <tr> <td>2009 Spring</td> <td>7</td> <td>127</td> <td>475</td> </tr> <tr> <td>2009 Fall</td> <td>10</td> <td>209</td> <td>788</td> </tr> <tr> <td>Total</td> <td></td> <td>840</td> <td>3191</td> </tr> </tbody> </table> <p>On-Campus Enrollment: Other opportunities for high school students are discussed in Chapter Five, Criterion Five.</p>	Year/Semester	Courses	Headcount	Credits	2005 Fall	1	15	30	2006 Spring	1	13	39	2006 Fall	1	23	115	2007 Spring	2	57	285	2007 Fall	7	122	426	2008 Spring	8	120	459	2008 Fall	9	154	574	2009 Spring	7	127	475	2009 Fall	10	209	788	Total		840	3191
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<p>Professional Education</p>	<p>Collaborations with Institutions</p> <p>Bemidji State collaborates with other Minnesota campuses in offering academic degrees to distance learning students.</p> <p>By way of example:</p> <ul style="list-style-type: none"> • Associate of Arts Degree Collaborative Degree, Alexandria Technical College and Bemidji State University • Bachelor of Science in Nursing, some courses offered on Anoka-Ramsey Community College campus. • M.S. Education or M.Ed. in Educational Technology, 																																												

<p>Degrees:</p> <ul style="list-style-type: none"> • BS Elementary Education • BS Early Childhood Education • BS Secondary Education • Special Education <p>Early Childhood Training Program</p> <ul style="list-style-type: none"> • Profile <p>Continuing Education for High School Teachers</p> <p>Bemidji State professors participate in professional development for high school teachers through Minnesota Humanities Center programs.</p>	<p>BSU/MSUM: An online collaborative program between Bemidji State University and Minnesota State University, Moorhead with advanced studies in Educational/Information Communications and Technology for in-service pre-K-12 and post-secondary teachers.</p> <p>Bemidji State also maintains program articulations with numerous community and technical colleges, assuring seamless transfer for students. A MnSCU template is used for the agreements. Articulations, coupled with the Minnesota Transfer Curriculum, help students at two-year colleges plan for transfers to four-year schools.</p> <p>By way of example:</p> <ul style="list-style-type: none"> • Bemidji State has more than 270 articulations with seventeen Minnesota community and technical colleges. <p>The Professional Education Department, Student Teacher Placement, maintains the following partnerships:</p> <ul style="list-style-type: none"> • Urban Teacher Education Project (UTEP), St. Paul School District. • Minnesota Common Market, available with Southwest Minnesota State University, Minnesota State University Mankato, Winona State University, and Minnesota State University Moorhead. • Aldine, Texas, 15 miles north of Houston. • Student Teaching Abroad, through Winona State University with Global Student Teaching, University of Minnesota Morris and Minnesota State University Moorhead.
<p>Reacting to the Past (RTTP) consists of elaborate games, set in the past, in which students are assigned roles informed by classic texts in the history of ideas. Class sessions are run entirely by students; instructors advise and guide students and grade their oral and written work. It seeks to draw students into the past, promote engagement with big ideas, and improve intellectual and academic skills. Pioneered by Barnard College in 1996, the project is supported by a consortium of colleges and universities.</p>	<p>Classroom Pedagogies: Classroom pedagogies at Bemidji State range from traditional to innovative. Traditional strategies include lecture, discussion, workshop/studio and lab.</p> <p>By way of example:</p> <ul style="list-style-type: none"> • Interdisciplinary teaching in People and the Environment classes using lecture and breakout sections. • Team teaching in Honors courses. • Blended courses using multiple methodologies, including D2L. • Reacting to the Past: An innovative classroom pedagogy (see left), required for Honors students. <p>Innovative pedagogies are described in Metamorphosis, a newsletter of the Center for Professional Development and occasionally in Horizons, the university's alumni magazine.</p> <p>By way of example:</p>

<p>Bemidji State's own Reacting to the Past Game: Darwin, the Copley Medal, and Naturalism, 1862-1864.</p>	<ul style="list-style-type: none"> • The Evolving Curriculum: Collaborative Problem-Solving in an Online World, Metamorphosis 2008, Volume XXIII, Issue I • Darwin article in Horizons (page 7) <p>Faculty-Student Collaborations: These are discussed below under Opportunities for Faculty: Faculty-Student Collaborations.</p>
<p>On-campus Student Employment Opportunities</p> <ul style="list-style-type: none"> • Work Study • Regular Payroll • Handbook • Procedures 	<p>Co-curricular Education: Co-curricular learning opportunities for students include participation in student government and organizations, residential life programs, university committees, student union programming, health service initiatives, recreational programming, on-campus jobs and related activities. Qualified students may also experience the challenges and rewards of college teaching by working with faculty as Teaching Associates.</p> <p>By way of example:</p> <ul style="list-style-type: none"> • Student Senate: Officers and representatives learn leadership skills and experience governance. • FYRE, First Year Residential Experience: a learning and living community for freshmen and a career experience opportunity for upper class students, who return to the program to serve as Resident Assistants. • PAA, Peer Academic Assistant: Provide academic support to residents in the First Year Residential Experience program. • Lifestyle Educators: Student peer educators learn leadership skills and are trained to give accurate and current health information to their peers. • Hobson Union Programming Board (HUPB) organizes social and cultural programs for the campus community. • On-campus employment: Work Study and Regular Payroll positions are available in most areas of the university including academic and administrative departments, the library, grounds and maintenance, food services. • Undergraduate Teaching Associate Program (UTAP) <p>Student life is discussed further in Chapter Four: Criterion Four.</p>
	<p>Opportunities for Faculty Bemidji State supports teaching, research and creative opportunities for faculty. Faculty engagement in such activities contributes to an active learning environment.</p> <p>Curriculum Development: The Center for Professional Development and the Curriculum Liaison provide support for curriculum development. As noted above, the university</p>

	<p>supports both with reassigned time for directors.</p> <p>The MnSCU system also provides support through the Center for Learning and Teaching.</p>
	<p>Honors Lectures: The Honors Council lecture series promotes scholarly discourse among the faculty and cultivates new intellectual interests among students. As noted above, the Honors Program director receives three credits of reassigned time per semester.</p> <p>Committee and Council Service: Faculty are encouraged to serve on university committees and councils, including the following:</p> <ul style="list-style-type: none"> • Examples of Committees (BSU Faculty Association): Curriculum, Liberal Education, Teacher Education, Graduate, Academic Affairs, Student Services, Government Relations, Professional Improvement Grants, Academic Computing. • Examples of Councils and Centers: Honors, Professional Development, International Studies, Women’s Studies. <p>Faculty-Student Collaborations: Faculty at Bemidji State recognize the value of faculty-student collaborations such community activities, research projects, creative work and events. In many majors the curriculum is structured to require these kinds of experiences at the upper levels in the form of seminars, internships, labs, and theses. Students are mentored through the process of conceptualizing, developing and conducting projects, often in the real world of community businesses and organizations. These partnerships allow undergraduate students to have professional level experiences that usually are only found at the master’s degree level. NSSE data rates Bemidji State significantly higher than its Minnesota peer institutions on measures of student-faculty interactions.</p> <p>By way of example:</p> <ul style="list-style-type: none"> • UTAP: Undergraduate Teaching Associate Program: students work with faculty in the classroom. • Student Scholarship and Creative Achievement Conference: Students present their work, mentored by faculty. By way of example, presentations by Political Science majors • Journal of Student Research: Faculty serve as sponsors and editors for student work. • Literary Anthologies: English Department faculty mentor students in editorial and publication processes. • Volunteer Income Tax Assistance (VITA) offers active

	<p>learning for Accounting students and provides a valuable service to the university and the community. The service is especially important to international students.</p> <p>Faculty-student collaborations are also discussed in Chapter Four, Criterion Four and in Chapter Five, Criterion Five.</p>
	<p>Collaborations with Colleagues: Faculty are encouraged to collaborate with each other on learning, teaching and professional development.</p> <p>By way of example:</p> <ul style="list-style-type: none"> • The Office of Academic Affairs sent a Liberal Education Committee team to an AAC&U General Education Institute. See “Liberal Education” feature story. • Faculty from diverse disciplines are invited to teach breakout sections and to participate in large-group discussions in People and the Environment courses (Liberal Education). • Faculty team teach in Honors and other programs. • It is common for faculty to collaborate on grant writing and administration. <p>By way of example, the following grants were awarded to Bemidji State in Fiscal Year 2008 (2007-2008 Data Book):</p> <ol style="list-style-type: none"> 1. Student Support Services 2. Nurse Education Practice and Retention 3. Post-secondary Vocational Education Training 4. Small Business Development Center 5. Title VI-E BWS Child Welfare Training 6. Restoration of Indian Lake 7. NASA Space Grant 8. Data in Mathematics 9. Minnesota Water Resources Climate Change 10. 360 Degrees: Engineering Technology Center <p>Course and Program Delivery Options: Faculty are encouraged to utilize alternative course and program delivery options such as those discussed above, including online, summer, remote site and blended format.</p>
<p>Programs Offering Graduate Degrees</p> <ul style="list-style-type: none"> • Biology • Counseling Psychology • English • Environmental Studies • Mathematics • Professional Education 	<p>3. Learning and Teaching Environments: Graduate (Core Components 3a, 3b, 3c, 3d)</p> <p>Graduate study at Bemidji State offers students advanced preparation in their chosen fields, providing them with professional level knowledge and credentials. Graduate students are prepared to enter careers, to advance in their current careers, and to transition to doctoral and other</p>

<ul style="list-style-type: none"> • Science • Sport Studies • Technological Studies <p>Graduate Degrees through Distance Learning</p> <ul style="list-style-type: none"> • Master of Science in Education • Master of Education • Master of Science-Industrial Technology • Master of Science-Technology/Career and Technical Education <p>Graduate Committee</p> <ul style="list-style-type: none"> • Committee Agendas & Materials 	<p>terminal degree programs.</p> <p>Faculty are admitted to the graduate faculty based on stated criteria, department approval, and approval of the college dean, the graduate dean and the vice president for academic affairs. Terms run for seven years. Admission of associate graduate faculty is also based on stated criteria and approvals. Terms run for three years.</p> <p>A Graduate Committee makes recommendations on curriculum and program proposals and advises the graduate dean. Members of the committee belong to the graduate faculty and are elected for service by graduate programs.</p> <p><u>Graduate Degrees, Licensures and Certificates:</u> Five master’s degrees are offered by nine of Bemidji State’s 22 academic departments:</p> <ol style="list-style-type: none"> 1. Master of Arts 2. Master of Science 3. Master of Education 4. Master of Special Education 5. Master of Science (Education) <p>Specialized licensures (non-degree) are offered in Career and Technical Education, Preprimary Specialty, Reading and Special Education. Certificates (non-degree) are offered in Electronic Writing and Online Teaching.</p> <p>Programs are offered on-campus at Bemidji State and through Distance Learning.</p>
	<p><u>Assessment of graduate programs:</u> Graduate programs are assessed on the five-year cycle of the Five-Year Academic Program, Review and Assessment plan. The five-year plan is described above, in undergraduate program review. As with undergraduate programs, graduate program assessment results are evaluated and inform curriculum revision. Graduate programs are also assessed indirectly with exit evaluations conducted at the thesis oral defense.</p> <p><u>Opportunities for Graduate Students:</u> Bemidji State supports graduate student learning by offering graduate assistantships, mini-grants, thesis awards and flexible program options.</p> <p>Graduate assistantships: The university supports graduate students through fifty-four graduate assistantships offered annually through the three colleges and seven administrative and support offices. Graduate assistants teach, coach, conduct research and assist with administrative duties. They receive annually a stipend of \$8,500.00 and twelve credits of tuition waiver.</p> <p>Mini-grants: These awards may be used to support research related to a thesis or travel to a professional conference in</p>

	<p>the student's field. An average of just fewer than four awards per year at an average of \$365 each has been given in the last seven years.</p> <p>Graduate Creativity Award: An award is given annually in recognition of excellence in scholarship, research, and creativity at the master's level as exhibited in a thesis or research paper.</p> <p>Flexible program options: In addition to traditional offerings, Bemidji State offers graduate programs through Distance Learning.</p> <p>Opportunities for Graduate Faculty: Members of the graduate faculty teach graduate-level courses and chair and serve as members on thesis committees. They may also serve as Graduate Representatives for the Graduate Studies Office at thesis defenses. Graduate faculty frequently mentor students in their applications for continued graduate study at other schools.</p>
<p>Nursing</p> <ul style="list-style-type: none"> • Planning Profile • History 	<p>4. Learning and Teaching Environments: External (Core Components 3a, 3c)</p> <p>Programs: Bemidji State recognizes and has responded to the national trend of increased interest in distance learning and of its value for students and faculty. The university offers a variety of undergraduate and graduate programs in online and blended formats, as well as stand-alone courses, especially in Liberal Education. As noted below, all Distance Learning programs participate in regular assessment through their departments.</p> <p>Undergraduate Distance Programs</p> <ul style="list-style-type: none"> • Bachelor of Science in Teacher Education (DLiTE) (Distributed Learning in Teacher Education) blended technologies, K-8 Elementary Education for rural and urban students who cannot attend a campus-based teacher education program. • FasTrack Secondary Initiative Portfolio process for Minnesota Department of Education certification. • Bachelor of Science - Business Administration - Online in Management, Marketing and Small Business/ Entrepreneurship. • Bachelor of Science/Bachelor of Arts - Psychology (Arrowhead University Consortium-AUC) Focuses on independent research activities and/or applied human service skills development; on Hibbing Community College campus and through guided/self directed study courses. • Bachelor of Applied Science in Technology Management Builds on an individual's past technical education and related work experience. Apply credits toward 2-year A.S., A.A.S. or 4-year degree. Six week courses meet face to face meetings plus independent study via Internet or

	<p>email; completion of program in 2 1/2 years.</p> <ul style="list-style-type: none"> • Bachelor of Applied Science in Applied Engineering A 2 + 2 degree program; builds on individual's previous certificate, diploma or 2-year technical degree. • Bachelor of Science - Criminal Justice - Online Generalist degree; preparation for careers in law enforcement, corrections, and other crime prevention and investigation agencies. • R.N to Baccalaureate - Nursing Block times, blended format, including campus visits plus online work.
	<p>Graduate Distance Programs</p> <ul style="list-style-type: none"> • Master of Science in Education For pre-K-12, post-secondary educators; blended format; individualized emphasis. • Master of Education For practicing Pre-K through post-secondary teachers; improve their teaching skills. meets five program standards from the National Board of Professional Teaching Standards (NBPTS). <ul style="list-style-type: none"> o M.S. Education or M.Ed. - Reading Licensure Online; for P-12 teachers; advanced degree in reading. o M.S. Education or M.Ed. in Educational Technology, BSU / MSUM Online; collaborative, Bemidji State University and Minnesota State University, Moorhead; advanced studies, Educational/Information Communications and Technology; pre-K-12 and post-secondary teachers. o M.S. Education or M.Ed. - *Mathematics Provides advanced studies in math; for elementary, middle school teachers; intense summer face-to-face; addresses the No Child Left Behind requirements. Core education courses are completely online. *Core classes online plus math face to face in summer • Special Education Online Licensure Online courses; leads to Emotional Behavioral Disorders and Specific Learning Disabilities licensure in Minnesota. • Master of Science - Industrial Technology advanced degree in industrial technology, manufacturing, business, and enterprise quality leadership. Courses in the MSIT degree program are offered through a variety of flexible delivery options, including online, self-study and other methods. • Master of Science - Technology/Career and Technical Education For enhancing personal credentials, preparing for leadership in Technology Education and Career & Technical Education.
	<p>Stand-alone Distance Courses: The Liberal Education program at Bemidji State may be completed by taking courses through Distance Learning. Some of these course may also meet requirements in majors and minors. Although the number of courses varies in any given semester, by way of example, in the fall semester of 2009, thirty-seven Liberal</p>

	<p><u>Education</u> courses were offered with at least two in each of ten categories (one category, two, does not have dedicated courses).</p> <ul style="list-style-type: none"> • Credits offered: 109 • Credits generated: 1,583 • Enrollment: 542 • Departments represented: 14
<p><u>Assessment Coordinators</u></p> <p><u>Assessment Summary Report for Distance Learning Programs 2007-2009</u></p> <p><u>Distance Learning Student Survey Report</u> <i>The results of the survey indicate that students are largely satisfied with all aspects of CEL services and courses....</i></p>	<p><u>Assessment of external studies programs:</u> Several initiatives, undertaken by the Center for Extended Learning, help ensure that assessment activities specifically related to distance learning courses and programs are directly incorporated into planning at the department, college, and university levels.</p> <ul style="list-style-type: none"> • The CEL Assessment Coordinator works directly with distance learning program coordinators to help develop assessment plans for distance learning programs and to annually review departmental assessment activities. See left for Assessment Summary Report. • University Guidelines for Academic Program Review and Assessment include the protocols for assessment of learner outcomes. In 2005-06 the Guidelines were revised to include required assessment of all distance learning programs. Specifically required was the inclusion of direct measures of student learning outcomes from these programs for the purposes of program evaluation and improvement. • Academic departments offering distance learning programs are required to file an annual report outlining both direct and indirect measures of student learning conducted by the department. • The CEL assessment coordinator is responsible for tracking program coordinators assessment and reporting activities and in turn provides an annual report to the Center for Extended Learning outlining departmental assessment initiatives and progress.
	<p><u>Opportunities for external studies students:</u> Distance learning makes it possible for students who are place-bound, because of work or families or for other reasons, to pursue higher education away from their homes without leaving home. This opens careers and personal advancement to them that might otherwise have been out of reach.</p> <p><u>Opportunities for faculty:</u> Faculty also can benefit from teaching in distance learning programs. They can participate in curriculum development and in the challenges and rewards of teaching in new formats and venues. In the fall semester of 2009, 93 of approximately 170 faculty members—55 percent—taught distance learning courses.</p> <p>Programs for external constituents, including customized training, are discussed further in Chapter Five, Criterion Five.</p>

Criterion Three Priorities for Improvement

Bemidji State University has identified three Priorities for Improvement. These are described in Priority for Improvement [features](#). Supporting documents and detailed plans for improvement are provided in hard copy notebooks.

Priority for Improvement → Criterion↓	Civic Engagement (Leadership Center)	School of Graduate Studies	Professional Education Department
Criterion One: Mission and Integrity	Signature Theme: Develop Leadership Center mission and structures and processes to assure integrity of service learning.	Develop Graduate Studies' mission; improve structures and processes to assure integrity of school's and university's missions.	Develop department mission; improve structures and processes to assure integrity of department's and university's missions.
Criterion Two: Preparing for the Future	Establish ongoing support for Leadership Center and its goals.	Establish and assure policies and practices that support advanced preparation for students, including attention to national standards.	Attain full state and national accreditation for teacher licensure programs, to assure the department's future and student success.
Criterion Three: Student Learning & Effective Teaching	Establish assessments to assure effective teaching and learning.	Establish assessments to assure effective teaching and learning.	Establish assessments to assure effective teaching and learning.
Criterion Four: Acquisition, Discovery & Application of Knowledge	Assure availability of and support for service learning and participation for students, faculty and staff.	Attend to national practices in developing improved policies and practices; assure consistency of practice across the programs.	Model adaptation and change by improving department integrity through assessment and accreditations.
Criterion Five: Engagement & Service	Assure availability of and support for external constituents through support for service learning.	Improve access to graduate studies for external communities of interest; assure program relevance through attention to societal needs.	Serve public education through improved program integrity and improved relationships with regional schools.

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

Summary of Evidence

Criterion Three

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component - 3a The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- [The university's commitment to utilizing evidence of success for its educational mission is manifest in assessment components of its five-year plans and reviews. These plans and reviews are required of academic departments and programs, and of student development and university services departments.](#)
 - [Undergraduate departments and programs participate in the Five-Year Program Planning, Review and Assessment Cycle.](#)
 - Assessment Exemplar (Direct Assessment)
 - [Graduate programs are assessed on the five-year cycle of the Five-Year Academic Program, Review and Assessment plan.](#)
 - [Several initiatives, undertaken by the Center for Extended Learning, help ensure that assessment activities specifically related to distance learning courses and programs are directly incorporated into planning at the department, college, and university levels.](#)
 - [Student and university offices ... engage in regular planning and review, including assessment.](#)
- [The assessment component \[of academic program five-year planning\] is informed by the university's Dimensions of Student Learning.](#)
- Assessment of the Liberal Education program:
 - [Goals of Liberal Education](#)
 - [Assessment of Liberal Education](#)
 - (In Chapter Four, Criterion Four) [Assessment of the current program is based on Minnesota Transfer Curriculum goals and competencies.](#)
- [The \[Master Academic Plan\] MAP arises from and reflects goals and values of the university's academic colleges and departments. It helps inform other master plans and the University Plan.](#)
- [Goals and Measurements evaluate achievement of the University Plan and of related items in MnSCU's Strategic Plan. These are reported in an Accountability Dashboard.](#)

Core Component - 3b The organization values and supports effective teaching.

- [The intent of the vision and mission—to educate and to make a difference—are especially carried out in Strategy A of the University Plan ... Engage Students for Success in Careers, Communities and Life.](#)
- [The University Plan ... supports learning, teaching and assessment in its Goals and Measurements.](#)
- [Educational] offerings are supported by the university through planning and assessment, and through the allocation of resources that assure faculty, curriculum and facility excellence.
- As noted above, [the university's commitment to utilizing evidence of success for its educational mission is manifest in assessment components of its five-year plans and reviews. These plans and reviews are required of academic departments and programs, and of student development and university services departments.](#)
- [The University Assessment Plan ... coordinates assessments that are carried out at](#)

[various levels.](#)

- Other resources include the following:
 - [Assessment Plan, 2009](#)
 - [Academic Assessment Committee](#)
 - [Assessment Coordinators](#)
 - [Cross-walk MAP and Five-Year Guidelines](#)
 - [Curriculum Liaison](#)
 - [Dimensions of Student Learning](#)
 - [Guidelines: Five-Year Academic Program Planning, Review and Assessment Cycle](#)
 - [Gaps and Trends](#)
 - [Academic Program Review Schedule](#)
 - ((Report here on st & U services five-year status!))
 - [Student Development and University Services Program Planning and Review](#)

Core Component - 3c The organization creates effective learning environments.

- [Bemidji State assures learning and teaching excellence through distinctive, excellent programs.](#)
- [Undergraduate study is Bemidji State's raison d'être.](#)
- [Graduate study at Bemidji State offers students advanced preparation in their chosen fields, providing them with professional level knowledge and credentials.](#)
- [Bemidji State recognizes and has responded to the national trend of increased interest in distance learning and of its value for students and faculty.](#)
- [Learning and teaching are supported through services and with buildings, equipment, technology and related features, including the following:](#)
 - [Opened in February 2008, the Advising Success Center is the result of many years of efforts toward focusing advising services for students, especially for at-risk and undecided students.](#)
 - [Library Services include on-campus and electronic holdings and services to patrons.](#)
 - [TRIO/SSS provides comprehensive direct services to 350 eligible students through a student centered learning model.](#)
 - [The American Indian Resource Center \(AIRC\) is a source of great pride for Bemidji State University.](#)
 - [D2L is a course management system that provides a password-protected environment in which students can interact online with each other and with their instructor.](#)
 - [ATC provides technologically advanced tools to enhance the learning experience.](#)
 - [Open to all students, faculty and staff, new computer lab hardware is rotated in every two to three years.](#)
 - [Bemidji State's buildings and grounds also support learning and teaching excellence. The campus grounds are appealing and are well maintained. Building renovations are scheduled as needed.](#)

Core Component - 3d The organization's learning resources support student learning and effective teaching.

- [Curriculum processes at Bemidji State are supported at several levels and include the allocation of resources.](#)
- [The university continually assesses for learning and teaching success and for student satisfaction and engagement.](#)
- [Bemidji State assures the quality of its faculty through various means.](#)
- [The Center for Professional Development also supports faculty excellence through its services.](#)
- As noted in 3c above: [Learning and teaching are supported through services and with buildings, equipment, technology and related features, including the following:](#)
 - [Opened in February 2008, the Advising Success Center is the result of many years of efforts toward focusing advising services for students, especially for at-risk and undecided students.](#)
 - As noted in 3c, above: [Library Services include on-campus and electronic holdings and services to patrons.](#)
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 - [ATC provides technologically advanced tools to enhance the learning experience.](#)
 - [Open to all students, faculty and staff, new computer lab hardware is rotated in every two to three years.](#)
 - [Bemidji State's buildings and grounds also support learning and teaching excellence. The campus grounds are appealing and are well maintained. Building renovations are scheduled as needed.](#)
- Improving learning and teaching is prioritized in budgets at Bemidji State, as indicated in the following:
 - Commitment of resources to assessment
 - [University-wide Assessment Planning](#)
 - [Support for Curriculum](#)
 - [Student and University Services Plans and Reviews](#)
 - Feature Stories
 - [College Reorganization](#)
 - [Liberal Education](#)
 - [Student Development and Enrollment](#)
 - Priorities for Improvement
 - [Civic Engagement](#)
 - [Graduate Studies](#)
 - [Professional Education](#)

Engage, Embrace, Educate

Seniors to Watch, [Horizons Winter 2008](#), Page 9

Michelle Morgan, Bemidji, Minnesota, Mathematics Education, Technology Education,
Mathematics

Liz Wentland, Sartell, Minnesota, Psychology, Applied Psychology

Jesan Sorrells, Bridgeton, New Jersey, Visual Arts

DRAFT—Chapter Four, Criterion Four Bemidji State University-HLC 2010 Continuing Accreditation Self-Study Report

Shaping Potential/Shaping Worlds

Bemidji State shapes students who go out to shape the world.

PHOTO Alumna Trudy Rautio, Accounting

Executive Vice President and Chief Financial Officer, Carlson Company: "I never expected to travel the world and sit on the boards of public companies in Europe." [Horizons, Winter 2009](#), Page 7

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. The Learning Journey: Student Development and Enrollment (4b, 4c, 4d)
4. Liberal Education (4b, 4c, 4d)
5. Undergraduate Study (4a, 4b, 4c)
6. Graduate Study (4a, 4b, 4c)
7. External Communities of Interest (4b)
8. Priorities for Improvement

Summary of Evidence

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; supports, through its actions, an informed and active citizenry; and assesses its programs for usefulness to students.

1. University Commitment (4a, 4c, 4d)

For the last decade, Bemidji State has been exploring, rediscovering and, in a sense, reinventing aspects of itself

Primary Mission Document, The 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

based on two primary factors:

- A learning-centered approach to higher education.
- A sense of who our students are in the twenty-first century.

While the university continues to honor its heritage as a normal school and to value its development toward a regional comprehensive university, it has recognized that neither description alone offer an accurate portrayal of Bemidji State’s current place in higher education. Three major developments have arisen from the clarifying process of self-consideration:

- Reorganization of the colleges (with departmental redefinition).
- Examination of the Liberal Education program
- Creation of the office of Student Development and Enrollment.

As noted in Chapter Two, Criterion Two, the reorganization of the colleges went into effect on July 1, 2008. The university had framed for itself a new identity: an arts and sciences university with select professional programs. Financial commitment contributed to the changes: budget allocations and shifts supported the examination of the Liberal Education program and the opening of the Student Development & Enrollment office, including a new vice presidential position (with a salary line redirected from External Affairs).

The refined identity serves as a touchstone for the university’s commitment to an energized curriculum at all levels, student development, continued professional development of faculty and staff, and the creation of new knowledge. The changes continue to spark lively conversations across the campus. We do what universities are suited to do: question widely; continually learn about themselves and their students; improve on multiple levels; model change; prepare students for life and citizenship; and create new knowledge for the broader world.

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:

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.*

Also as noted in Chapter One, the spirit and letter of the primary mission documents reflect 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:

College of Arts and Sciences (CAS)

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.

Mission: We shape passion for knowledge, 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

Strategy 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](#)

Employee Code of Conduct Training Begins

Are you allowed to take advantage of a special discount offered by a local business to government employees? This question and others are answered in two new online training courses for Office of the Chancellor employees. The courses introduce the Employee Code of Conduct, System Procedure 1C.0.1, which establishes expectations for all employees of Minnesota State Colleges and Universities, whether full- or part-time, temporary or unlimited. The Code of Conduct draws together commonly used employment-related policies and procedures, including those on ethics, nondiscrimination, fraud, other dishonest conduct and more. The 20-minute courses are available at <https://mnsite.ims.mnscu.edu>.

Congressional Initiatives

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 include the following:

- Affirmative Action Plan: Nondiscrimination in employment and education opportunity.
- MnSCU Code of Conduct Training: Bemidji State employees participate in system conduct training (scroll to middle of right column).
- Human Subjects in Research: Bemidji State protects individuals' rights through Policies and Procedures for the Use of Human Subjects in Research.
- Intellectual Property Rights: The university subscribes to MnSCU system Intellectual Property Rights policies and procedures.
- Privacy Rights: Bemidji State values and protects privacy rights through MnSCU system policies and its own policies.
- Online: Policies are in effect to promote privacy of web site visitors.
- Student Policies: Student Code of Conduct, registration, academic and related policies are in effect for students.
- State and federal Right to Know policies for students are in effect.
- Responsible Men Responsible Women: A required program for students that promotes a safe and civil campus community.

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:

- \$584,000 to increase the number of baccalaureate-trained nurses for northwestern Minnesota (for curriculum and equipment).
- \$341,000 to prepare engineering technology graduates for technical manufacturing processes.

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, 2010-2013 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 unallotment in 2009. For example, although the holding of positions through attrition has been utilized, the university has not had to resort to faculty retrenchment.

In fact, Bemidji State operates within a balanced budget while continuing to support faculty development, maintain and support steady enrollments, meet new enrollment targets despite a challenging demographic environment, and pursue building and maintenance projects and other routine expenditures that support learning.

Part of the success of the budgets can be attributed to transparency in the budget process, including frequent

budget forums open to the campus, budget statements by the president of the university, and feedback loops with the bargaining units and the Student Senate.

By way of example:

- [Office of the President](#)
- [Budget Forums PowerPoints](#)
- [2007-2010 Budget Proposal](#)
- [2008-2010 Budget Adjustments](#)
- [2009-2011 Budget Adjustments](#)

As noted in Chapter Three, Criterion Three, the university also commits budgetary support to learning through reassigned time for the Directors of [Liberal Education](#), [Honors](#), the [Center for Professional Development](#), [People and the Environment](#), [Curriculum Liaison](#), Curriculum Editor, and other positions related to curriculum, learning and teaching.

While Bemidji State remains committed to full-time, probationary and tenured positions, budget allocations also fund a significant number of adjunct and fixed-term positions when expertise required to teach certain courses is not available within our full-time faculty. Such positions are regularly offered to provide specialized instruction in music, visual arts, psychology, criminal justice and other programs. By way of example, in Professional Education, adjuncts are used to teach American Sign Language.

[Bemidji State Wireless Services](#) for Students, Faculty, Staff
[Technology Services for Students](#) Including Email and Residence Halls

Specialized Computer Support

Manufacturing
219 machines

- CCNA
- CNC Mill
- Robotics
- AutoCad
- Mastercam
- Automation Studio
- ProE Wildfire
- Logic 7
- Visible Analyst

Athletics
87 machines

- Fitnessgram

Information Technology: Bemidji State is nationally recognized for moving campus-wide to the dual-boot Macintosh and Windows platform, allowing maximum flexibility for software and hardware choice. It also maintains current-standard software across the university, including programs in manufacturing, architecture, graphic and media design. Software excellence and cross-platform coordination among programs helps assure that students have the opportunity to enter the workforce with competitive skills and knowledge.

Other information technology support includes a laptop program for faculty (new hardware every four years), open and specialized computer laboratories (see side panel), technical support and related services.

Web-enhanced teaching: The university also supports student knowledge and understanding of information technology through its growing use of web-enhanced courses using [D2L](#).
By way of example: [\(\(\(INFO HERE FROM CEL REPORT\)\)\)](#)

- Diet Analysis+

Music

23 machines

- Finale
- Practica Musica

Graphic & Media Design

272 Machines

- Adobe Production Master Suite
- Final Cut Pro Studio
- Soundtrack Pro
- SoundStudio 3.5
- iLife
- Solidworks
- FormZ
- 3D Studio Max
- iWork

Mathematics & Computer

Information Science

350 machines

- Maple
- SPSS
- Stella
- Mathematica
- Minitab
- COBOL
- Visual Studio
- Python
- MicroFocus
- ProSeries

Geographic Systems

268 machines

- ArcGIS
- ArcView
- Google Earth

Accounting

157 machines

- Taxwise
- Microsoft Dynamics Great Plains
- ProSeries

External Guidance and Relevance to Students: 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:

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.*

Bemidji State further recognizes that its relationship with external communities is mutual: 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.
- Five-Year [Student Development and University Services reviews](#) recommend external consult reviews.
- As noted in [Chapter One](#), eight departments hold outside accreditation for their programs.
- Five-Year academic reviews may include [alumni surveys, standardized national exams, internship evaluations and employer surveys](#).
- The following areas have external program advisory boards:
 - o Business Administration
 - o College of Business, Technology and Communication (CBTC)
 - o DLiTE/FasTrack
 - o Nursing
 - o Professional Education
 - o Psychology
 - o Social Work
- The Internal Revenue Service consults on the Accounting Departments Voluntary Income Tax Assistance ([VITA](#)) program.
- As noted in [Chapter Five, Criterion Five](#), the American Indian Resource Center has feedback relationships with American Indian communities.
- Also as noted in [Chapter Five, Criterion Five](#) Bemidji State has feedback relationships with its external constituents.

Around the Block

An exhibition by Professor Butch Holden, Visual Arts ([video](#)).

2. Faculty and Staff (4a, 4c)

Through professional development activities, faculty and staff at Bemidji State engage in, embrace and model lifelong

learning. Sources of funding for these activities include summer school profits, reassigned time, and grants and through contractual obligations.

As noted in Chapter Three, support for individual activities includes the following:

[Luomoa Leadership Academy](#)

Since 2004, twelve Bemidji State personnel have attended the academy.

- [Professional Study and Travel \(Article 19 Section B\)](#)
- [Professional Improvement Grants](#)
- [Sabbatical leaves](#)

As noted in Chapter Three, Criterion Three, the university supports professional development through programs such as the following:

- [Center for Professional Development](#)
- [Honors Program \(Honors Council Lecture Series\)](#)
- [EuroSpring and other international travel \(faculty directors\)](#)
- Conference hosting
- [Academic Forums](#)
- Professional training for faculty and staff
- [Luoma Institute Leadership Training](#)
- Fall and spring faculty and staff [start-up activities and related events](#)

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
 - [Publications, presentations at conferences, related activities, as reported in staff vitae](#)

The university also recognizes faculty and staff development and accomplishments through publication in the [BSU Insider](#).

Student Development & Enrollment Mission

We're here for the journey, investing in our students' success through excellent

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 division of Student Development and Enrollment which is led by a vice president.

programs and services focused on learning and development.

University Services
[Support the Academic Journey](#)

- A.C. Clark Library
- Admissions Office
- Advising Success Center
- American Indian Resource Center
- Campus Childcare
- Career Services
- Computer Labs
- Services for Students with Disabilities
- Financial Aid Office
- Health and Counseling Center
- Pier 9
- Records Office
- Responsible Men Responsible Women
- Student Development and Enrollment
- Trio SSS
- University Bookstore
- Upward Bound
- Veterans Services

Student Life
[Opportunities Support the Academic Journey](#)

- 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

* [Student Union Profile](#)

While most of its constituent offices and programs had been operational for many years, the office brought a new focus to their purpose and renewed energy to their commitment.

Through Student Development and Enrollment, Bemidji 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 [Student Development and Enrollment Feature Story](#) for further information on the evolution of this office.

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.

Communities of Practice (COP) (Etienne Wenger) and Assessment: Student Development and Enrollment has created five [Communities of Practice Groups](#) comprised of individuals across the division. A Community of Practice is defined as, "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." Communities created at Bemidji State cover the following areas of study:

- Access
- Assessment
- Challenge and Support
- Student Learning
- Wellness

The intent of each community is to identify strategies or evidence of practices within SD&E relative to each COP. By way of example, the Assessment COP gathered and compiled

[Lifestyle Educators Profile](#)

[Campus Recreation Profile](#)

[Residential Life](#)

- [Profile](#)

[Math Help Room](#)

- [Profile](#)

[Accounting Department](#)

- [Tutoring](#)

[Writing Resource Center Profile](#)

Students for the Environment 2009 Lake Bemidji Shore Cleanup
([Video](#))

an [Assessment Inventory Matrix](#) for each SD&E department. Each of the assessments appears to have a unique purpose for improving and developing student experiences at Bemidji State. The matrix provides a list of the assessments as well as a description of each and how they are used. The document is evidence of the assessment of student learning and supportive learning environments outside the classroom.

By way of example:

- The “[Access](#)” Community of Practice group’s focus is to ensure ease of access to the university and to campus services and programs by leading, initiating, intervening, following through, reaching out and networking.

As noted in the [Student Development and Enrollment feature story](#), progress with Communities of Practice goals is assessed through a [Balanced Scorecard](#) approach.

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

Advising Success Center (ASC): In consultation with faculty advisors, the Advising Success Center provides comprehensive advising to students, including academic and co-curricular options. ASC background, theory, goals and related information is discussed in Chapter Three, Criterion Three, including the following:

- [Theory, Rationale, Transition, Advising](#)
- [Conceptual Framework, Activities](#)
- [Program and Student Learning Outcomes](#)
- [Free University Workshop Schedule](#)

Materials available to students and faculty also include the following:

- [Student Guide to Academics & Registration](#)
- [Faculty Guide to Academics & Registration](#)

University Services: Other university services that support student development and enrollment include the following:

- [Admissions](#)
- [Financial Aid](#)
- [Records and Registration](#)

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

- [First-year Experience \(FYE\)](#) helps students who live in the

residence halls transition into college life, both academic and residential.

- [First-year Residence Experience \(FYRE\)](#) helps students who live in the residence halls transition into college life, both academic and residential.
- [TRIO Student Support Services](#) offers three courses to first year students in the program, including College Orientation, Life Career Planning, and Reading and Study Skills.

Academic Support through Tutoring: The university offers tutoring support for students.

By way of example:

- [TRIO Student Support Services](#)
- [Office for Students with Disabilities](#)
- [The Writing Resource Center](#)
- [Math Help Room](#)
- [Tutoring Services](#)
- [American Indian Resource Center](#)
- [Accounting Help Room](#)
- [Residence Hall Academic Resource Center](#)

Library Services: As noted in Chapter Three, Criterion Three, the [A.C. Clark Library](#) provides resources and services to on-campus and distance learning students.

[Support for Co-curricular Experiences and Development:](#) Bemidji State recognizes that students who come to the university have diverse backgrounds and needs. Student development and university services range from advising, as noted above, to specialized services such as [on-campus childcare](#), [counseling](#), [veterans services](#) and [services for students with disabilities](#). Opportunities include participation in student programs and organizations.

[Student Development and University Services Offices:](#) Students are assisted in their personal and academic journeys by campus offices such as the [Advising Success Center](#), [Career Services](#), the [Counseling Center](#) and [Health Services](#). (See list and links in side panel). Strategies one through four in the J-Plan guide student development and university services offices in their work with students:

1. Support and promote students' learning. *Self-confidence, self-reliance and responsibility for self lie close to the heart of academic success.*
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.*

Student Opportunities: Student participation in campus organizations and processes contributes to their personal and academic growth and to the development of lifelong learning skills.

By way of example:

- [Student Senate](#), including service on university committees.
- [Student Organizations](#).
- [President's Student Commission](#).
- Service on committees such as administrative searches and department advisory boards.

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

As noted in Chapter Two, Bemidji State recently reorganized its colleges and reviewed 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](#). As noted in the [Liberal Education Feature Story](#), the proposal to revise the Liberal Education curriculum was 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 Liberal Education program.

The current Liberal Education program features breadth of study across the arts and sciences. While the Task Force was at work, assessment activities concentrated on national critical thinking standards. Assessment of the current program is based on Minnesota Transfer Curriculum goals and competencies. A schedule for current review is under development and will be monitored by the Liberal Education Committee and the Director who also serves as Liberal Education Assessment Coordinator. The position carries six credits of reassigned time each semester.

Role of Theatre in Civic Engagement

No More Peace ([video](#))

Student Scholarship and Creative Achievement Conference

Students are invited annually to share their scholarly and creative work with other students, faculty, staff and visitors.

- Research Paper/Thesis (e.g., senior project, capstone course paper, senior or master’s thesis, research project)
- Creative work (e.g., works of fiction, poetry, works of art, dance)
- Performances (e.g., vocal or instrumental recital, dramatic reading/performance, performance art)
- Poster Session (e.g., visual display of research, technology, photographs, art)

Madrigal Dinners

Forty year tradition of student achievement, faculty collaboration ([video](#)).

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

As noted in [Chapter Three, Criterion 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](#)
- [Memorial art work for Katrina and 9/11](#)
- [Journal of Student Research](#)
- [Creative Arts Performance and Exhibits in Music, Theatre and Visual Arts](#)
- 0 [Rivers Meeting, Writing & Art by Bemidji State Students](#)
- [Scholarships](#)
- [\(\(Many examples coming here...\)\)](#)

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 and related projects, including the following: \(\(Many examples coming here.\)\)](#)
- 0 [Student editorial boards for English Department anthologies, Dust & Fire: Writing and Art by Women; New Voices: Fiction and Poetry by Minnesota High School Students; Rivers Meeting: Writing and Art by Bemidji State University Students.](#)
- [International Program Center](#)
- [Outdoor Program Center](#)
- [Internships](#)
- [Student Organizations](#)
- [American Indian Resource Center](#)

Preparing for Living in a Global, Multicultural and Diverse Society: Bemidji State is committed to preparing students for careers and living in a global, multicultural and diverse society. This commitment is expressed in its primary mission documents, including its Signature Themes, and in its

support of dedicated academic and student development and university services programs such as the following:

- [International Program Center, including the Festival of Nations](#)
- [International Studies](#)
- [Indian Studies](#)
- [American Indian Resource Center](#)
- [Women's Studies Program](#)
- [Phoenix \(GLBTQS\)](#)
- [Honors](#)

6. Graduate Study (4a, 4b 4,c)

As noted in [Chapter Three](#), Criterion 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 Awards](#)
- [Mini-Grants](#)
- [Graduate Assistantships](#)
- [Scholarships](#)

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

By way of example:

- As noted above, [Graduate Assistantships](#)
- As noted above, [Mini-Grants](#)
- Collaborations with faculty on scholarship and creative projects. **((More to come here.))**

Preparing for Living in a Global, Multicultural and Diverse Society: As noted above in Undergraduate Study, Bemidji State is committed to preparing students for careers and living in a global, multicultural and diverse society. This commitment is expressed in its primary mission documents, including its Signature Themes, and in its support of

dedicated academic and student development and university services programs such as the following:

- [International Program Center, including the Festival of Nations](#)
- [International Studies](#)
- [Indian Studies](#)
- [American Indian Resource Center](#)
- [Women’s Studies Program, including Women’s History Month and Dust & Fire: Writing and Art by Women](#)
- Phoenix (GLBTQS)

7. External Constituents (4b)

Bemidji State supports the acquisition, discovery and application of knowledge for its external constituents. This support is acknowledged in [Strategy B of the 2008-2013 University Plan](#):

- Strategic Imperative B: Support and promote community vitality through Bemidji State’s commitments within our local, regional, national and world spheres.

This support is discussed in detail in [Chapter Five, Criterion Five](#).

Criterion Four Priorities for Improvement

Bemidji State University has identified three Priorities for Improvement. These are described in Priority for Improvement [features](#). Supporting documents and detailed plans for improvement are provided in hard copy notebooks.

Priority for Improvement → Criterion↓	Civic Engagement (Leadership Center)	School of Graduate Studies	Professional Education Department
Criterion One: Mission and Integrity	Signature Theme: Develop Leadership Center mission and structures and processes to assure integrity of service learning.	Develop Graduate Studies’ mission; improve structures and processes to assure integrity of school’s and university’s missions.	Develop department mission; improve structures and processes to assure integrity of department’s and university’s missions.
Criterion Two: Preparing for the Future	Establish ongoing support for Leadership Center and its goals.	Establish and assure policies and practices that support advanced preparation for students, including attention to national	Attain full state and national accreditation for teacher licensure programs, to assure the department’s future and student

		standards.	success.
Criterion Three: Student Learning & Effective Teaching	Establish assessments to assure effective teaching and learning.	Establish assessments to assure effective teaching and learning.	Establish assessments to assure effective teaching and learning.
Criterion Four: Acquisition, Discovery & Application of Knowledge	Assure availability of and support for service learning and participation for students, faculty and staff.	Attend to national practices in developing improved policies and practices; assure consistency of practice across the programs.	Model adaptation and change by improving department integrity through assessment and accreditations.
Criterion Five: Engagement & Service	Assure availability of and support for external constituents through support for service learning.	Improve access to graduate studies for external communities of interest; assure program relevance through attention to societal needs.	Serve public education through improved program integrity and improved relationships with regional schools.

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.

- [The University Plan promotes and supports excellence in higher education.](#)
- [The new college visions and missions clearly embrace the university’s vision and mission.](#)
- [The MAP \[Master Academic Plan\] informs the Facilities Master Plan, Technology Master Plan and Student Enrollment and Development Master Plan, thus carrying forward the university’s mission.](#)
- [The J-Plan \[Student Development and Enrollment Master Plan: The Learning Journey\] is based on a commitment to learning and development.](#)
- [Through its budget alignments and allocations, Bemidji State supports the acquisition, discovery and application of knowledge.](#)
- [The university has moved from one-year budget plans that addressed the situation of the moment to forward-thinking, longer-term planning.](#)
- [Through professional development activities, faculty and staff at Bemidji State engage in, embrace and model lifelong 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.

- dimensions of...
- [The university ... supports student knowledge and understanding of information technology.](#)

- [Software excellence and cross-platform coordination among programs helps assure that students have the opportunity to enter the workforce with competitive skills and knowledge.](#)
- [Support for students' academic journeys includes advising, first-year programs, and tutoring and related services.](#)
- [Bemidji State recognizes that students who come to the university have diverse backgrounds and needs.](#)
- [Student participation in campus organizations and processes contributes to their personal and academic growth and to the development of lifelong learning skills.](#)
- [The ... Liberal Education program features breadth of study across the arts and sciences.](#)
- [The university encourages and supports undergraduate students by recognizing their successes and by offering programming that reaches beyond the classroom.](#)
- [Bemidji State recognizes and supports the academic success of its graduate students.](#)
- [The university promotes and supports opportunities for graduate students outside the classroom.](#)

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.

- [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.](#)
- [Through \[the services and programs of the office of\] Student Development and Enrollment, Bemidji State promotes students' academic journeys and provides opportunities for co-curricular experiences and development.](#)
- [The university encourages students to explore learning, creativity, innovation and knowledge beyond their majors and related programs.](#)
- [Bemidji State is committed to preparing students for careers and living in a global, multicultural and diverse society.](#)
- [Student Scholarship and Creative Achievement Conference: Students are invited annually to share their scholarly and creative work with other students, faculty, staff and visitors.](#)

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

- [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.](#)
 - [Affirmative Action Plan](#): Nondiscrimination in employment and education opportunity.
 - [MnSCU Code of Conduct Training](#): Bemidji State employees participate in system conduct training (scroll to middle of right column).
 - [Human Subjects in Research](#): Bemidji State protects individuals' rights through Policies and Procedures for the Use of Human Subjects in Research.
 - [Intellectual Property Rights](#): The university subscribes to MnSCU system

Intellectual Property Rights policies and procedures.

- 0 [Privacy Rights](#): Bemidji State values and protects privacy rights through MnSCU system policies and its own policies.
- 0 [Online Privacy](#): Policies are in effect to promote privacy of web site visitors.
- 0 Student Policies: [Student Code of Conduct](#), registration, academic and related policies are in effect for students.
- 0 State and federal [Right to Know](#) policies for students are in effect.
- 0 [Responsible Men Responsible Women](#): A required program for students that promotes a safe and civil campus community.

Engage, Embrace, Educate

Seniors to Watch, [Horizons Fall 2007](#), Page 11

Samuel Parsons, Aberdeen, Scotland, Mathematics

Sara Spann, Sheridan, Wyoming, Industrial Technology

Chris Zempel, Bemidji, Minnesota, History

**DRAFT—Chapter Five, Criterion Five
Bemidji State University-HLC 2010 Continuing Accreditation Self-Study Report**

Shaping Potential, Shaping Worlds

Bemidji State shapes students who go out to shape the world.

PHOTO Alumnus John Skarie, Aquatic Biology

Co-owner, Lakeview Greenhouses, providing hydroponic tomatoes to northern Minnesota and North Dakota: “My education steered me toward that type of lifestyle and awareness. I went to school and came out thinking. It obviously changed me for the better—being aware of your surroundings, the world around you, how to absorb it and make something of it.”

[Horizons Winter 2006](#) Page 15

Chapter Five, Criterion Five Engagement and Service

- Core Component 5a The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- Core Component 5b The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- Core Component 5c The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- Core Component 5d Internal and external constituencies value the services the organization provides.

Organization of Criterion Five

Criterion Five is organized according to the University Plan 2008-2013 Strategy B

Strategic Imperative B: 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.*

Introduction

1. University Plan Strategy B: University-wide Commitment to External Communities of Interest (5a, 5b, 5c, 5d)
2. University Plan Strategy B.1. Support and promote educational vitality (5a, 5b, 5c, 5d)
3. University Plan Strategy B.2 Support and promote economic vitality and quality of place (5a, 5b, 5c, 5d)
4. University Plan Strategy B.3 Support and promote cultural and recreational vitality (5a, 5b, 5c, 5d)
5. University Plan Strategy B.4 Promote environmental vitality (5a, 5b, 5c, 5d)
6. Priorities for Improvement

Summary of Evidence

Introduction

Bemidji State University has meaningful, productive and enduring service relationships with its external constituents, as evidenced by the breadth, depth and success of its collaborations with communities of interest.

Bemidji State External Constituents

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

Bemidji Area Chamber of Commerce

- Bemidji State Profile

Cedar Apartments for Single Parents

Housing for twenty-eight single parent families contributes to student success.

Linden Hall Suites

The first of Bemidji State’s residence halls to be transformed into suites, Linden is a popular choice for academic-year students and for summer conference

1. University-wide Commitment to External Constituencies *Advance educational opportunities in the university’s communities through customized training, concurrent enrollment, PSEO, online and on-campus programs and related offerings.*

Introduction

Bemidji State University is located in rural northern Minnesota where the winters are long and hard. Survival in this robust place has always depended on community, the community of American Indian nations, of settlers, of neighbors. Early in the twentieth century, when the community needed trained teachers, citizens organized a campaign for their own college and Bemidji Normal School opened in 1919.

The community tradition of the Bemidji area continues today. In 2005, after the fateful high school shootings on the Red Lake Indian Reservation, Bemidji State and the City of Bemidji embraced its neighbors: healing ceremonies were held at the American Indian Resource Center and at North Country Regional Hospital. In 2009 when Minnesota State University Moorhead was forced to close by the flood waters of the Red River, Bemidji State opened its dormitories to their students.

Also in 2009, construction began in Bemidji on a regional [Event Center](#), the culmination of years of work and collaboration that paired the community’s desire to improve its services to the region with the university’s need for a new sports facility as a venue for university-related programming.

The Higher Learning Commission Criterion Five asks for evidence that the university takes seriously its role in communities of interest. More than that, Bemidji State has a symbiotic relationship with its communities, its neighbors. It is a north country tradition that assures not only survival but quality of life, including access to services, resources and opportunities, and preservation and enjoyment of cultural heritages.

Mission Documents: In its mission documents, Bemidji State makes it clear that it operates within a broad community of external constituents and that it values those relationships. Starting with its mission, vision and signature themes, Bemidji State acknowledges the larger world in which the university operates, and the importance of civic action in a diverse world:

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.*

Mission: *E3 Engage. Embrace. Educate. As northern Minnesota’s university, we engage in new worlds*

housing.

of thought, embrace responsible citizenship, and educate for a future that can only be imagined.

Signature Themes

- International/multicultural understanding
- Civic engagement
- Environmental stewardship

The second (of four) strategies in the University Plan is dedicated to the university's relationships with external constituents:

Boys and Girls Club of the Bemidji Area

- Eight Bemidji State students work at the Boys and Girls Club.
- Students and organizations volunteer for special programs, such as a computer science class that provided weekly instruction.

University Plan 2008-2013

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.

The strategies are informed, in part, by the environmental scan of the [SCOT: Strengths, Challenges, Opportunities and Weaknesses](#). This document analyzes internal and external forces that are likely to come to bear on university planning and helps the university understand the needs of its external constituents. As noted below, it is informed by university relationships and partnerships with its communities of interest.

Goals and measurements (accountability) for Strategy B are also included in the plan:

- Goal Three Increase the number and type of partnerships with external entities.
- Goal Four Increase the capacity of the custom college.
- Goal Five Develop measurements of community service by students, faculty and staff.
- Goal Six Improve graduation-related employment rates.

- Academic outreach programs, such as online master's degrees, are assessed through academic department five-year reviews, as described in [Chapter Three, Criterion Three](#).

EXB Solutions Opens Bemidji Office

EXB Solutions, a high-end test engineering firm, has selected Bemidji to be their primary office location. They opened their Bemidji office last June with a staff of six test engineers. Other EXB offices are located in

Civic Engagement—The University: Bemidji State models civic engagement through its community relationships. Senior staff represent the university at organizations such as the [Chamber of Commerce](#), the Northwest Minnesota Foundation, and the [Joint Economic Development Commission](#) (JEDC), medical providers (e.g. [North Country Regional Hospital](#), [MeritCare Clinic](#)) businesses (e.g. [Nortech Systems](#), [Anderson Fabrics](#), [Black Star Dairy](#)) and other agencies are also represented at these organizations. Community projects and needs are brought to meetings and ideas are exchanged. One

Wayzata (MN), Phoenix (AZ) and Huntsville (AL). EXB hired five seniors from the Physics Engineering Program at Bemidji State University as some of their initial employees. They have been awarded their Federal HUB Zone certification which will give them extra points in securing government contracts.

Bemidji State and Independent School District # 31 Share Facilities

IDS # 31 uses Bemidji State's:

- John Glas Fieldhouse Commencement Hockey games
- *Football Stadium for Games*
- *Baseball Field for Games*

Bemidji State uses ISD's:

- High school auditorium for music performances and other events
- JW Smith Elementary School track and green space for club sports

Social Work Program Field Expeditions

Faculty and students collaborate in Social Work practice.

MARS Community Connection: Faculty-run, Student-directed

Marketing Assistance & Research Solutions services include feasibility studies, Internet and exploratory research, focus groups, group interviews, telephone surveys, mail surveys and strategic management analysis.

example of a successful collaboration: a high-end test engineering firm opened a satellite office in Bemidji in part because of the potential employee pool among Bemidji State graduates (see [sidebar](#)).

In a less formal capacity, the university's president meets personally with key office holders in the Bemidji area, such as the mayor of Bemidji, the president of North Country Regional Hospital, American Indian tribal chairs, and the superintendent of the Bemidji Public Schools. He also visits area schools, businesses and industries on a regular basis.

In addition to the above personal connections, Bemidji State continually conducts surveys to determine community needs and to ascertain its position in the community.

By way of example:

- In 2003, the marketing firm Russell-Herder conducted [community focus groups](#) regarding Bemidji State. A [2004 report](#) on the results of the focus groups proposes specific tactics to address concerns regarding the university's service and image. The tactics contributed to recent refinements of the university's public image.
- In 2001 Russell-Herder assisted the university in a [review of its logo and mascot](#). The report on the review contributed to the development of a new [Bemidji State logo](#).

Civic Engagement—Students, Faculty and Staff: In addition to its institutional role, the university contributes to its communities of interest through the actions of its students, faculty and staff. Contributions of students are discussed primarily in [Chapter Four](#). They include [student organizations](#) such as Students Today Leaders Forever, Habitat for Humanity and Relay for Life, and projects in academic programs such as [VITA](#) (see sidebar) in the Accounting program.

Faculty and staff contributions include outreach and partnerships. As noted in Chapter One, these are described at length in [Telling Our Stories: Outreach and Partnership Efforts at Bemidji State University](#), Committee for Outreach and Partnership, Spring 2001. Civic engagement on campus and in courses has also been studied. The results are documented in [Inventory of Civic Engagement](#), Spring 2005, and in a [Campus Compact report](#), December 2008.

The 2005 Inventory of Civic Engagement report recommends that Bemidji State undertake a systematic inventory of support for 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 those reports, Bemidji State has identified civic engagement as one of its

MARS Mission

- Provide talented students valuable and real marketing experiences.
- Provide area organizations with competitively priced marketing information.

three major [Priorities for Improvement](#) See [Priority for Improvement: Civic Engagement](#).

Accounting Students Help with Taxes through VITA (Volunteer Income Tax Assistance)

Collaborations Undertaken Include

- [Bemidji Regional Event Center](#)
- [Diamond Point Park](#)

CEL Program Scorecard

For review of new Distance Learning programs.

Capacity for Engagement: Bemidji State University is judicious in its development of programs and activities for its external constituents. Criteria for consideration include the university's ability to carry out a project, especially regarding faculty resources and capacity of facilities. The university also strives to assure that there is real need for such projects. As appropriate, the president's cabinet, the Leadership Council and the Deans' Council evaluate initiatives in light of other university planning and relevant indicators.

Concurrent Enrollment Timing

Bemidji State's 20th-day enrollment count is up in part because concurrent enrollment numbers were available earlier than they were in Fall 2007. This year, 156 concurrent enrollment students were included in the 20th day headcount; in 2007, concurrent enrollment numbers were not available until October.

High School Mathematics Contest

The Northern Minnesota Mathematics Contest consists of a one-hour 40-question multiple-choice test. The junior exam is for 9th and 10th graders and the senior exam for 11th and 12th graders. Plaques, medals and t-shirts are used for awards for team

2. University Plan Strategy B.1 Support and promote educational vitality.

Advance educational opportunities in the university's communities through customized training, concurrent enrollment, PSEO, online and on-campus programs and related offerings.

Bemidji State provides educational opportunities to its communities of interest, from elementary school through higher education and customized training.

Elementary, middle and high schools: In addition to maintaining personal contact between area school administrators and the university's senior staff, Bemidji State has multiple connections with the area's high schools, including the following:

Post-Secondary Education Options (PSEO): (High school students must meet eligibility requirements.)

On-campus: Students in area high schools attend classes on the university campus. Fifty-five PSEO students enrolled in on-campus classes Fall 2009. Since 2001, PSEO on-campus students have taken [6,000 credits](#) at Bemidji State.

Concurrent enrollment: Students take Bemidji State classes in their high school classrooms. Their teachers must meet certain requirements and are mentored by a Bemidji State

and individual winners.

- 37th year!
- 20 northern Minnesota high schools
- 500 9th-12th graders
- 50 Bemidji State students volunteers

STEM Camp: Branching Out—Profile

For high school students interested in careers in science, technology or mathematics, one-week on-campus summer camp.

HLC Self-Study Outreach Profiles

- [Nursing Program](#)
- [Professional Education Mega Conference](#)
- [B-Team, B-Well](#)
- Campus Recreation
- Adapted Physical Education Outreach
- Bemidji Area Chamber of Commerce
- Environmental, Earth and Space Studies
- Center for Research & Innovation
- Marketing Assistance & Research Solutions ([MARS](#))
- Engineering & Manufacturing
- Athletic Department Fan Research

Northern Minnesota

professor.

As noted in Chapter Three, Criterion Three:

Concurrent Enrollment

Year/Semester	Courses	Headcount	Credits
2005 Fall	1	15	30
2006 Spring	1	13	39
2006 Fall	1	23	115
2007 Spring	2	57	285
2007 Fall	7	122	426
2008 Spring	8	120	459
2008 Fall	9	154	574
2009 Spring	7	127	475
2009 Fall	10	209	788
Total		840	3191

High Schools: Voyageurs; Bemidji; Park Rapids Area (New in 2009-2010 and not included in above enrollment: Clearbrook-Gonvick.)

Courses offered:

- ENGL 1101 College Writing I
- ENGL 1102 College Writing II
- ENGL 2355 American Literature
- PHYS 2101 Physics I
- MATH 1170 College Algebra
- MATH 1107 Introduction to Mathematical Sciences
- BUAD 1100 Introduction to Business
- CHEM 1111 General Chemistry I

Teacher Training: Bemidji State places approximately 140 student teachers each year in elementary and secondary schools. This program provides education majors with classroom experience and provides support and professional development opportunities for area teachers. Ninety-two percent of the placements are in the Bemidji region.

As noted in Chapter Three, Criterion Three: The Professional Education Department, [Student Teacher Placement](#), maintains the following partnerships:

- [Urban Teacher Education Project \(UTEP\)](#), St. Paul School District.
- [Minnesota Common Market](#), available with Southwest Minnesota State University, Minnesota State University Mankato, Winona State University, and Minnesota State University Moorhead.
- Aldine, Texas, 15 miles north of Houston.
- [Student Teaching Abroad](#), through Winona State University with [Global Student Teaching](#), [University of Minnesota Morris](#) and [Minnesota State University](#)

College Readiness Partnership

Mathematics Department

- [Paper Delivered](#), Dresden, Germany
- [Blandin Foundation Report](#)
- [Executive Summary](#)
- [Assessment](#)

[360 Degrees Profile](#)

[Northwest Minnesota Small Business Development Center Profile](#)

Counseling Services for Neighboring Post-secondary Schools

The Bemidji State Counseling Center provides services to students at [Northwest Technical College](#) and [Oak Hills Bible College](#).

[Moorhead](#)

College Preparatory and Summer Programs: Through special programs, Bemidji State assists area students in preparation for college.

By way of example:

- [360 Degrees](#): This innovative program guides high school students with an interest in technology careers to programs that will help them fulfill their career goals. [360 Annual Report FY'07](#)
- [MusiCamp](#)
- [Upward Bound](#): This federally-funded program encourages area high school students to consider higher education and helps prepare them for success in college.
- [Mathematics Bridge Course](#): Improving Student Interest, Mathematical Skills, and Future Success through Implementation of Novel Mathematics Bridge Course for High School Seniors and Post-secondary Students

Higher education: Bemidji State serves its external constituents through course and program offerings to individuals and through collaborations with other post-secondary institutions.

Distance Learning Programs: Introduced in Chapter One, Criterion One, these programs offer higher education opportunities to students who cannot or choose not to study on-campus at Bemidji State.

Campus Support for Distance Learning: The university supports its distance learning programs through the library and student development and university services.

- In response to a need identified through assessment, the A.C. Clark Library provides access to library [holdings and services for distance learners](#).
- Through its web site, the [Center for Extended Learning](#) guides distance learners to university services, including Admissions and Financial Aid.

Post-Secondary Collaborations: Bemidji State has formal relationships with numerous post-secondary institutions.

System Articulations: MnSCU has an elaborate system of course articulations, promoting seamless transfer for general education courses within the system and assisting with course transfers for majors.

Bemidji State has numerous [program articulations with other](#)

[MnSCU institutions](#). These help promote timely graduation for transfer students.

Area Employers Served by the Center for Research & Innovation

include the following:

- Beltrami County Sheriff's Department
- Bemidji Area Chamber of Commerce
- Bi-County Community Action Agency (Bi-CAP)
- Indian Health Services
- Luekens Village Foods
- MedSave
- Miller McDonald, Inc
- North Central Door Company
- North Country Regional Health Services
- Northwest Indian Occupational Industrialization Center (OIC)
- Northwest Occupational Development Centers (ODC)
- Potlatch Lumber Mill Corporation
- Trussworthy Components, Inc
- Red Lake YouthBuild
- Wells Technology

The university also collaborates with other institutions to offer degrees, including the following:

- An [Associate in Arts degree collaboration with Alexandria Technical College](#).
- A [Bachelor of Arts/Bachelor of Science in Psychology](#) collaboration with the Arrowhead University Consortium.

American Indian Community Agreements: Bemidji State has formal articulation agreements with area tribal colleges, including [Red Lake Nation College](#) and [Leech Lake Tribal College](#) and served as a consultant for Leech Lake's success Higher Learning Commission accreditation application.

360 Degrees (Manufacturing and Applied Engineering Center of Excellence): Bemidji State partnership with eight two-year technical and community college partners:

- Central Lakes College
- Minneapolis Community and Technical College
- Northland Community and Technical College
- Northwest Technical College
- Pine Technical College
- Riverland Community College
- St. Cloud Technical College
- St. Paul College

Other outreach programs: Other programs meet specific needs or interests, such as the following:

- GEM Scholars Program: This research partnership offers opportunities in Geology, Environmental Science and Meteorology (GEM) to American Indian Students. The partners are Purdue University, Bemidji State University, Red Lake Nations College and Leech Lake Tribal College.
- [UArctic](#): Bemidji State is pursuing a relationship with the University of the Arctic, "a cooperative network of universities, colleges, and other organizations committed to higher education and research in the North."
- Casper, Wyoming: The [Master of Special Education](#) degree is offered through a collaborative agreement between the [Natrona County School District](#), Casper Wyoming and the [Professional Education Department of Bemidji State University](#).

Service to Businesses and Organizations: Bemidji State provides educational and other opportunities to area businesses and organizations through the Center for Research and Innovation and the Small Business Development Center.

Center for Research and Innovation (CRI): Through CRI, the university offers services to area businesses and organizations that include networking, custom training, professional development, strategic planning and media development. [Each year](#), CRI serves 20 to 30 Northern Minnesota employers through direct contracts for service and serves hundreds indirectly through open enrollment professional development courses, workshops and conferences.

[CRI has served the Bemidji area since 1997](#) by “creating opportunities through workforce, professional, and organizational development” (mission). Its strategy is to “identify and link resources to cultivate business opportunities throughout the region.”

Small Business Development Center (SBDC): The College of Business, Technology and Communication at Bemidji State hosts the [Minnesota Small Business Development Center, Northwest Region](#). SBDC provides management and technical assistance to small businesses.

3. University Plan Strategy B.2 Support and promote economic vitality and quality of place.

Build capacity for problem-solving and community building through partnerships and engagement with businesses, government agencies, nonprofit organizations, and other entities.

Bemidji State and its community partners work together to assure mutual economic success for their shared constituencies.

Bemidji Community: The university’s relationships with the City of Bemidji, Beltrami County, American Indian communities and the northern tier of Minnesota are manifold. They range from recreational planning to disaster planning and include a variety of shared efforts and opportunities.

Regional Event Center: [Bemidji State University recently signed a twenty-year lease](#) as the anchor tenant in the new Regional Event Center being built by the City of Bemidji. The agreement process involved the MnSCU system, the State Attorney General’s office and the State Department of Finance.

Diamond Point Park: Bemidji State and the City of Bemidji partnered on the recent renovation of this important city park. The collaboration includes the housing of the university’s [Outdoor Program Center](#) at the park.

University Facilities: The Bemidji State campus is available for rental for community events, such as an annual boat show, and for weddings and other private events. A process is in

Bemidji State Recognizes Community Leaders

[Bemidji State University Hall of Fame Recognizes Community Leaders](#)

In Collaboration with the Northwest Minnesota Foundation, [Bemidji State Women’s Hall of Fame](#) Recognizes Regional Leaders

Endowed Chairs at Bemidji State

Established in recognition and appreciation of Bemidji State’s mission to Engage, Embrace, Educate:

- [George W. Nielson Endowed Chair of Wetlands Ecology](#), Biology Department
- [3M Endowed Chair in Accounting](#)

Endowed Chair

Opportunity

- [American Indian Endowed Chair in Nursing](#)

Bemidji State University Foundation

- Growth of Endowed/Designated Funds
 - 1994: \$2,533,411
 - 1999: \$5,905,775
 - 2004: \$8,225,156
 - 2009: \$8,860,204
- Growth of Foundation Assets
 - 1994: \$3,017,263
 - 1999: \$7,724,608
 - 2004: \$9,847,659
 - 2009: \$12,646,308
- Foundation Scholarships
 - 1994: \$205,424
 - 1999: \$323,593
 - 2004: \$552,353
 - 2009: \$772,664
- Cash Contributions Received
 - 1994: \$769,663
 - 1999: \$1,510,571
 - 2004: \$1,698,782
 - 2009: \$2,742,721

place for [evaluating and scheduling rental requests](#).

Civic Engagement: In recent years, Bemidji State has done several surveys to determine the extent of civic engagement by Bemidji State students, faculty and staff. The surveys indicate that the Bemidji State community participates in civic engagement. See [Priorities for Improvement: Civic Engagement](#) on plans to improve such activity.

- [Telling Our Stories, Spring 2001, compiled by the Outreach & Partnership Committee, describes in detail the activities of forty-three faculty and staff members.](#)
- [Civic Engagement Survey, 2005, reports on civic engagement in classes.](#)
- [Campus Compact, 2008, expands on the 2005 report and includes examples from students on civic engagement activities.](#)

Collaboration with Government Agencies: The university maintains regular relationships with local governments, including law enforcement, to assure cooperation on matters of law, health and related issues, including disaster planning and law enforcement.

By way of example:

- Campus Security and Safety Director meets weekly with the City of Bemidji Police Sergeant.
- The Paul Bunyan SWAT team has partnered with the university and has used campus facilities to conduct active shooter training.
- The university has provided resources to Beltrami County to help sandbag during floods.
- The university is an active partner and participant with Beltrami County in H1N1 planning and response.

Community Appreciation Day: Bemidji State hosts an annual day of appreciation in recognition of its external constituents. The 2009 event hosted more than 2,500 guests who visited twenty information booths sponsored by academic departments student clubs and observed nine athletic teams at practice.

University Foundation: The Bemidji State Foundation promotes and maintains relationships with alumni and with area businesses, industries and individuals.

The Bemidji State University Foundation deeply believes that education transforms lives and society, that every individual has an obligation to help others, that working together we can create greater opportunities, and that our vision of the future must be built upon the honorable traditions of our past.

Alumni, friends, professionals and members of the business community support the BSU Foundation through

memberships and contributions. Annual contributions are used to fund scholarships, support student recruitment efforts, faculty research and Foundation operations.

Bemidji State Participates in Shared Vision

“Shared Vision seeks to be a catalyst that encourages the Bemidji community to work together to expand social, economic, education and leadership opportunities for people of all races.” [Indian Country Today](#) Don Day, Director, Bemidji State University American Indian Resource Center, is a member of Shared Vision.

Research Documents Race Relations Concern

A survey commissioned by Shared Vision* indicates a division between white and American communities.

The Community Responds: Bemidji Businesses Including Ojibwe in Signs

“Boozhoo” welcomes patrons in Bemidji.

Bemidji State Hosts American Indian Education Summit

Keynote speaker Dr. Will Antell is a Bemidji State alum.

Bemidji State Supports the Literary Arts

- [Dust & Fire: Writing and Art by Women](#)
- [New Voices: Fiction and Poetry by Minnesota High School Students](#)
- [Rivers Meeting: Writing & Art by Bemidji State Students](#)

4. University Plan Strategy B.3 Support and promote cultural and recreational vitality.

Participate in the enrichment of our communities through development and support of the arts and other cultural and recreational offerings.

Cultures and Heritage: Bemidji State promotes cultural vitality through its relationships with communities of interest.

- [American Indian Tribal Colleges: Bemidji State supports the Leech Lake Tribal College and the Red Lake Nations Tribal College through articulation agreements, consultations, and similar relationships.](#)
- [American Indian Reservations: The university president and other members of the Bemidji State community maintain formal and informal relationships with the Red Lake and Leech Lake Indian Reservations, in part through the university’s American Indian Resource Center.](#)
- [Bemidji community organizations: Bemidji State participates in community organizations for change, including Bemidji Leads, Shared Vision, and the Bemidji Race Relations Council.](#)
- [American Indian Resource Center, Bemidji State: Opened in 2003, offices housed in AIRC include the Indian Studies and Ojibwe Language programs, Retention Counseling, and the Council of Indian Students. The AIRC director serves as a liaison between Bemidji State and regional American Indian communities and represents American Indian students to the university. The building is designed to support and represent American Indian architectural values.](#)
- [Annual Spring Powwow, sponsored by the Bemidji State Council of Indian Students is held at the university.](#)
- [University of the Arctic: As noted above, Bemidji State is pursuing a relationship with the University of the Arctic.](#)

The Arts: Creative arts contribute to the collective identity of the university and the larger community. Bemidji State provides arts and entertainment offerings open to the public and promotes collaboration between area and university artists.

- [The Theatre Program collaborates with the community on performance opportunities and connects the community to national trends in theatre.](#)
- [The Music Department collaborates with the community on performance opportunities and](#)

- [Blogs and Wikis](#)

[Theatre Outreach Profile](#)

[Music Outreach Profile](#)

[Bemidji State Men's Ice Hockey Team Plays in 2009 NCAA Frozen Four](#)

Athletic Department Receives Sportsmanship Award

Department of Athletics was awarded the Northern Sun Intercollegiate Conference's 2008-09 Sportsmanship Award. The award recipient is selected by NSIC head coaches and a Student Athlete Advisory Committee members based on the sportsmanship of players, fans, staff and coaches at each institution.

- connects the community to national trends in theatre.
- The [Visual Arts Department](#) collaborates on local, regional, national and international levels to bring to the university and the community a broad spectrum of art and artists, speakers and lecturers. The department also supports four galleries and hosts statewide conferences and workshops for the learning community.
- galleries are open to the public.
- The English Department publishes two anthologies with open submissions: [Dust & Fire: Writing & Art by Women](#), and [New Voices: Fiction & Poetry by Minnesota High School Students](#).

Athletics and Recreation: The university provides athletic and recreation opportunities that are open to the public and promotes collaboration between area and university athletics and recreation.

- [Bemidji State athletic events](#) are open to the public, including men's and women's basketball, golf and ice hockey and men's baseball, football, soccer, softball, tennis, track/cross-country and volleyball
- [Summer camps](#) for high school students are sponsored in girls' and boys' basketball and in boys' soccer and volleyball.
- The [Bemidji State Campus Recreation Center](#) is available for private rental for birthday parties, school groups, and campus/community organizations.
- The [Outdoor Program Center](#) and OPC sponsored trips are open to the public.

5. University Plan Strategy B.4 Promote environmental vitality.

Work with partners to assure the environmental stewardship of our shared communities.

As promised in its Signature Themes and its Strategies for 2008-2013, Bemidji State is committed to environmental stewardship on its campus and beyond.

By way of example:

- Shoreline and water quality protection
[Shoreline Restoration](#)
[Water quality and lakeshore values](#)
[Beauty Lake water quality](#)
- Recreational use:
[Diamond Point Park](#)
[Bike Trail](#)
[Hobson Forest](#)
- Sustainability:
[Sustainability Coordinator](#)
[Sustainability Office Annual Report](#)
[Hobson Union Wind Power](#)

Criterion Five Priorities for Improvement

Bemidji State University has identified three Priorities for Improvement. These are described in Priority for Improvement [features](#). Supporting documents and detailed plans for improvement are provided in hard copy notebooks.

Priority for Improvement → Criterion ↓	Civic Engagement (Leadership Center)	School of Graduate Studies	Professional Education Department
Criterion One: Mission and Integrity	Signature Theme: Develop Leadership Center mission and structures and processes to assure integrity of service	Develop Graduate Studies' mission; improve structures and processes to assure integrity of school's and	Develop department mission; improve structures and processes to assure integrity of department's and

	learning.	university's missions.	university's missions.
Criterion Two: Preparing for the Future	Establish ongoing support for Leadership Center and its goals.	Establish and assure policies and practices that support advanced preparation for students, including attention to national standards.	Attain full state and national accreditation for teacher licensure programs, to assure the department's future and student success.
Criterion Three: Student Learning & Effective Teaching	Establish assessments to assure effective teaching and learning.	Establish assessments to assure effective teaching and learning.	Establish assessments to assure effective teaching and learning.
Criterion Four: Acquisition, Discovery & Application of Knowledge	Assure availability of and support for service learning and participation for students, faculty and staff.	Attend to national practices in developing improved policies and practices; assure consistency of practice across the programs.	Model adaptation and change by improving department integrity through assessment and accreditations.
Criterion Five: Engagement & Service	Assure availability of and support for external constituents through support for service learning.	Improve access to graduate studies for external communities of interest; assure program relevance through attention to societal needs.	Serve public education through improved program integrity and improved relationships with regional schools.

**Criterion Five: Engagement and Service
Summary of Evidence**

Core Component 5a The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- [Bemidji State has a symbiotic relationship with its communities, its neighbors. It is a north country tradition that assures not only survival but quality of life, including access to services, resources and opportunities, and preservation and enjoyment of cultural heritages.](#)
- [In its mission documents, Bemidji State makes it clear that it operates within a broad community of external constituents and that it values those relationships.](#)
- [The second \(of four\) strategies in the University Plan is dedicated to the university's relationships with external constituents.](#)
- [Academic outreach programs, such as online master's degrees, are assessed through academic department five-year reviews, as described in Chapter Three, Criterion Three.](#)

Core Component 5b The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- [Bemidji State models civic engagement through its community relationships.](#)

- [Bemidji State continually conducts surveys to determine community needs and to ascertain its position in the community.](#)
- [The university contributes to its communities of interest through the actions of its students, faculty and staff.](#)
- [Bemidji State University is judicious in its development of programs and activities for its external constituents.](#)

Core Component 5c The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- As noted in 5b, above: [Bemidji State models civic engagement through its community relationships.](#)
- As noted in 5b, above: [Bemidji State continually conducts surveys to determine community needs and to ascertain its position in the community.](#)
- As noted in 5b, above: [The university contributes to its communities of interest through the actions of its students, faculty and staff.](#)
- [Bemidji State provides educational opportunities to its communities of interest, from elementary school through higher education and customized training.](#)
- [Bemidji State serves its external constituents through course and program offerings to individuals and through collaborations with other post-secondary institutions.](#)
- [Bemidji State promotes cultural vitality through its relationships with communities of interest.](#)
- [The university provides arts and entertainment offerings open to the public and promotes collaboration between area and university artists.](#)
- [The university provides athletic and recreation opportunities that are open to the public and promotes collaboration between area and university athletics and recreation.](#)

Core Component 5d Internal and external constituencies value the services the organization provides.

- As noted in 5c, above: [Bemidji State provides educational opportunities to its communities of interest, from elementary school through higher education and customized training.](#)
- As noted in 5c, above: [Bemidji State serves its external constituents through course and program offerings to individuals and through collaborations with other post-secondary institutions.](#)
- [The university's relationships with the City of Bemidji, Beltrami County, American Indian communities and the northern tier of Minnesota are manifold.](#)
- [Through its Center for Research and Innovation the university offers services to area businesses and industries.](#)
- [Bemidji State is committed to environmental stewardship on its campus and beyond.](#)
- As noted in 5b, above: [Bemidji State continually conducts surveys to determine community needs and to ascertain its position in the community.](#)

Engage, Embrace, Educate

Seniors to Watch, [Horizons Winter 2007](#), Page 9

Hillukka, Sebeka, Minnesota, Technology Education

Katherine Tieben, Jordan, Minnesota, Vocal Music Performance, Theatre

Berne Christiansen, Arden Hills, Minnesota, English Education, Political Science

Priorities for Improvement

- 0 [Civic Engagement](#)
- 0 [Graduate Studies](#)
- 0 [Professional Education](#)

Bemidji State University 2010 Priority for Improvement: Civic Engagement
Engage-Embrace-Educate

<p>Serve the Common Good</p> <p>Time Line <i>Past Actions</i></p> <ul style="list-style-type: none"> • 2000-2001 Telling Our Stories: Outreach and Partnership Efforts • 2004-2005 Inventory of Civic Engagement • 2008-2009 Campus Compact: Civic Engagement & Service Learning • 2009-2010 Ad hoc advisory work group <p><i>Projected Actions</i></p> <ul style="list-style-type: none"> • Standing advisory group • Three-four year grant for Leadership Center • Subsequent ongoing institutional support for Leadership Center <p>Leadership Center Relevant learning and skills for today's society, including the following: <i>Students</i></p> <ul style="list-style-type: none"> • Transformative learning • Deep connections with community <p><i>Faculty</i></p> <ul style="list-style-type: none"> • Enhanced student learning and achievement • Resources for faculty/students <p><i>Community</i></p> <ul style="list-style-type: none"> • Pool of leadership/civic 	<p>Current Status: Since 2004, the university has conducted three significant studies of civic engagement activities. These indicate that (1) civic engagement activities are included in some university courses and are required in some majors; (2) some students participate in extracurricular civic engagement through student organizations; and (3) some faculty and staff participate in civic engagement in the region and in their professional communities. Respondents (students, faculty, staff) generally support civic engagement as a valuable component of a university education and of lifelong learning and service.</p> <p>The three studies offer different perspectives on civic engagement at Bemidji State:</p> <ul style="list-style-type: none"> • Telling Our Stories, 2000-2001: Extensive anecdotal accounts of faculty, staff and student civic engagement activities. • 2004-2005 Inventory of Civic Engagement: "With the aid and encouragement of the administration, the faculty can incorporate civic engagement into scholarship and knowledge creation as well as teaching and service. Once tied to the central intellectual mission of the university, civic engagement will no longer be marginal, rather it will be a vital aspect of academic life." • 2008-2009 Campus Compact Study: Consider "the possibility of establishing a Service Learning and Civic Engagement Center." <p>The university's commitment to developing and formalizing civic engagement at Bemidji State is embedded in its mission documents:</p> <ul style="list-style-type: none"> • Signature Themes: International/Multicultural Understanding, <i>Civic Engagement</i>, Environmental Stewardship. • University Plan 2008-2013: Strategy A.2 Promote achievement and understanding through active learning opportunities. <i>Foster active learning pedagogies, and opportunities that support volunteerism, student research, internships, and related activities.</i> • MAP: The Master Academic Plan, Strategy 2F, Civic Engagement: Scholarship and Service: The colleges, the Center for Professional Development, the Center for Extended Learning, and the Center for Research and Innovation are expected to support faculty in their development of civic engagement service and scholarship. • J-Plan: Student Development & Enrollment Master Plan, Strategy 3, Suggested Initiatives (excerpt): Developing student leadership; providing opportunities to connect students to the worlds of work and life after college; supporting students' quest for knowledge and skills in addition to their academic goals. <p>Need for Change: The studies indicate that (1) definitions and understanding of civic engagement are inconsistent across the campus community and (2) support and resources for civic engagement tend to be irregular. Students cited a lack of free time and lack of information on how to participate in civic engagement as two reasons for lack of involvement.</p> <p>Next Steps: The office of Student Development and Enrollment is</p>
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Contact: Office of the Vice President for Student Development & Enrollment, 218-755-2075
www.bemidjistate.edu/offices/development_enrollment

Bemidji State University 2010 Priority for Improvement: School of Graduate Studies

Engage-Embrace-Educate

<p><i>Imagine the Possibilities</i></p> <p>Time Line <i>Past Actions</i></p> <ul style="list-style-type: none"> • 2005 School of Graduate Studies (formerly Office of Graduate Studies) • Summer 2009, topics identified for discussion (see below). <p><i>Projected Actions</i></p> <ul style="list-style-type: none"> • Develop university-wide culture of advanced study. • Improve program-level advanced preparation for lifelong achievement. <p>Focus on Curriculum and Mission Deans, Vice-President for Academic Affairs</p> <ul style="list-style-type: none"> • Staffing • Variety of program offerings • Quality of programs and adherence to MnSCU policy • Graduate studies learning outcomes and assessment • Recruiting and marketing • Growth in selected programs 	<p>Current Status: Graduate study at Bemidji State is diverse and lively, offering traditional, online and cooperative programs in Professional Education and mathematics, and traditional programs in the sciences and English. Programs arise usually from student interest and increasingly based on trends in graduate studies demand. They are developed by faculty, approved through the university’s curriculum process, and assessed by departments. Graduate programs, policies and practices are coordinated by the School of Graduate Studies. A Faculty Association Graduate Studies Committee consults and recommends on graduate matters. Faculty are appointed to the graduate faculty based on established criteria.</p> <p>Need for Change: In 2005, the Office of Graduate Studies was renamed the School of Graduate Studies in response to an increase in programs, enrollment and online offerings. The shift increased the uniformity of policies and practices across the programs. The Vice President for Academic Affairs and the Deans have identified areas for continuing discussion (see left) to promote a) adherence to MnSCU requirements, b) more focused graduate offerings, and c) recognition of the values and responsibilities of programs for advanced preparation in subject areas.</p> <p>Next Steps: The School of Graduate Studies at Bemidji State will more closely align with the University’s Mission: <i>Engage in new worlds of thought. Embrace responsible citizenship. Educate for a future that can only be imagined.</i> Improvements will focus on two levels:</p> <p>University Level—A Culture of Advanced Studies: The School of Graduate Studies will continue to formalize its practices through the following measures:</p> <ul style="list-style-type: none"> • Develop the Graduate Studies mission and vision statement. • Determine broad learning outcomes across the graduate programs and systematically assess them. • Promote a university-wide recognition of the values and responsibilities of advanced preparation. • Consider national trends and university mission. • Review criteria for and responsibilities of graduate faculty. • Promote uniform practices through better office efficacy. <p>Department/Program Level—Advanced Preparation for Lifelong Achievement: Departments and programs will continue to formalize and energize their offerings through the following measures:</p> <ul style="list-style-type: none"> • Identify program learning outcomes and align with Graduate Studies outcomes. • Assess and review curriculum and programs; amend as appropriate. • Address MnSCU requirements for graduate programs. • Consider new programs, especially regarding student interest, societal need, variety of curriculum, value, delivery methods and national trends.
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<p>Faculty Association Graduate Studies Committee</p> <ul style="list-style-type: none">• Consultation and Recommendation <p>Graduate Offerings</p> <ul style="list-style-type: none">• Master of Arts• Master of Science• Master of Education• Master of Special Education• Graduate Certificates	<ul style="list-style-type: none">• Contribute to the university's culture of advanced studies. <p>Expectations</p> <ul style="list-style-type: none">• Graduate School and department learning outcomes, leading to improved student learning.• Regular university and department assessment practices, leading to improved and energized offerings.• Focused curricula and offerings, leading to improved opportunities for students.• Compliance with MnSCU requirements, leading to improved offerings.• Appointment of an Assistant Director of the Graduate School, leading to office efficacy and improved uniformity in practices.• University-wide recognition of the values and responsibilities of offering advanced preparation, leading to improved engagement of graduate faculty, uniform practices, and responsiveness to national trends.
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**Bemidji State University 2010 Priority for Improvement: Professional Education
*Engage-Embrace-Educate***

<p>Teacher Education Mission: <i>Bemidji State prepares teachers through inquisitive, involved, reflective practice. The framework outlining our program sets a standard that is rigorous, exemplary and innovative.</i> <i>The curricular structure is research based and organized around the Standards of Effective Practice.</i> <i>Graduates are proficient, collaborative, technologically literate and environmentally aware teachers, who work effectively in various settings with diverse learners.</i></p> <p>Time Line <i>Past Actions</i></p> <ul style="list-style-type: none"> ● 2006 Associate Dean for Professional Education, to assist with Minnesota Board of Teaching (BOT) accreditation. ● 2008 Conditional accreditation by Minnesota Board of Teaching. ● 2008 Appreciative Inquiry Strategic Planning Model (See pages 5-6) introduced. Strategic initiatives and committees formed. Faculty reassigned time for service on BOT group. ● 2009 Team of ten sent to AACTE/NCATE accreditation conference. 	<p>Current Status: Bemidji State was founded in 1919 as a Normal School for the express purpose of educating teachers for northern Minnesota. Professional Education continues to have the highest number of majors at the university. It offers thirteen Bachelor of Science public school licensures and Master of Science, Master of Education, and Master of Special Education degrees, as well as graduate licensures and certificates. Its K-8 Elementary Education program is offered on-campus and through the Distance Learning in Teacher Education (DLiTE) program, which uses blended technologies for course delivery. A blended format is also used for FasTrack, an alternative secondary licensure program. The DLiTE/FasTrack programs have been recognized by the governor of Minnesota as models for alternative delivery teacher preparation programs.</p> <p>In 1999-2000 the Professional Education Department discontinued its accreditation with the National Council for Accreditation of Teacher Education (NCATE). It is currently approved for one year by the State of Minnesota Board of Teaching (BOT).</p> <p>Need for Change: Central to the Board of Teaching’s conditional requirements for 2010 is the establishment of a “conceptual framework” in Professional Education that organizes the curriculum, teaching and assessment around a common, measurable approach to teacher education. The program is, therefore, transitioning from a loose structure toward a more organized, mission-driven and engaged unit focused on 21st century teachers and the needs of P-12 schools. For this historic department to remain viable, accreditation must be accomplished at state and national levels.</p> <p>Next Steps The department plans to take the following steps toward improvement:</p> <ul style="list-style-type: none"> ● Coordinate and consult across the unit to create a common conceptual framework for teacher preparation. ● Continue and increase efforts for professional development opportunities for unit faculty regarding assessment and accreditation. ● Prepare Department of Professional Education vision and mission statements. ● Develop common student learning outcomes aligned with state and national expectations. ● Practice regular curriculum review and assessment, with action on outcomes. ● Improve communication and significant participation across the unit. ● Engage faculty in the accreditation process. ● Continue State of Minnesota approval with goal of national accreditation. <p>Steps in progress include the following:</p>
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<p><i>Projected Actions</i></p> <ul style="list-style-type: none"> • 2010 Interim report to BOT. • 2011 Report to BOT for continuing accreditation. • 2011-2015 Build curriculum, conduct assessment; gather data. • 2015 Apply to NCATE for accreditation. <p>The Professional Education unit includes faculty in professional education, arts and sciences, and technology studies who prepare teachers in the various majors.</p>	<ul style="list-style-type: none"> • Create Board of Teaching strategy groups. • Consult and collaborate with campus secondary education areas. • Consult and collaborate with local schools and newly established teacher advisory committees. • Develop learning outcomes, strategies, related practices. • Redesign curriculum to meet Minnesota teacher licensure rules and to address deficiencies in curriculum as identified by the Board of Teaching. • Identify professional development strategies. <p>Expectations</p> <p>The department anticipates the following results:</p> <ul style="list-style-type: none"> • Development of strategic directions, including vision and mission. • Common student learning outcomes across the licensures, including secondary school areas. • Regular assessment and program evaluation. • Ongoing strategic planning. • Ongoing coordination and consultation with public schools. • Minnesota Board of Teaching continuing accreditation, 2010-2011. • NCATE accreditation, 2015.
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Supplement

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