

**Bemidji State University**

**Master Academic Plan**

**2013-2016**



**Office of Academic Affairs**

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*No part of the Master Academic Plan should be interpreted as superseding provisions of the Inter-Faculty Organization Master Agreement.*

## **I. INTRODUCTION - Building for the Future: Academic Affairs**

Flexible and proactive planning is increasingly important as we now work in a world where accelerated change is a constant and where opportunities and challenges present themselves to us daily. This Master Academic Plan is a working document, using information gleaned from departmental plans; an environmental scan of career related and demographic information encompassing the local, regional, national, and international community; and futurists literature from a variety of individuals, books, and professional organizations. The Master Academic Plan serves as the guiding document for decision-making and planning in academic areas at Bemidji State University for the next 3-5 years. However, we know that this plan is a working document that will be revisited regularly and will be revised as changes around us dictate that necessity.

### *Strategic Planning at Bemidji State University*

This Master Academic Plan ties to and supports BSU's Strategic Plan.

### *Level I Plans (University Plan)*

#### ***The University Plan: Past and Future***

The current University Plan was written following substantial consultation with various groups and individuals on campus. It provides a framework for the revision of the Master Academic Plan, with a focus on four strategies found in the current University Plan:

- 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.

### *Level II Plans (University Master Plans)*

Level II documentation includes academic, facilities, information technology, enrollment management, and student development *Master Plans*. These Master Plans include explicit language on how different functions within the University support and advance the goals and objectives identified in the Level I *University Plan*. This master academic plan was written to support and advance the Level I *University Plan*.

### *Level III Plans (College and Department Plans)*

Level III documents include college strategic plans, department plans, and program reviews. During the fall of 2012, academic departments responded to a request to submit program planning documents indicating program direction for the next 3-5 years. Those documents were used in putting together the MAP.

## **Planning Assumptions**

The Master Academic Plan is based on the current University Plan and the departmental program planning documents. It incorporates the following assumptions derived from analysis of the university's relative strengths and weaknesses (as outlined in the current University Plan).

- Changing demographics and increasing student demand for on-line learning, including free or low cost online courses, will affect demand for higher education and the delivery of higher education at Bemidji State University.
- Recruiting, retaining, educating, and graduating students must be institutional priorities.
- Bemidji State must continue to meet lifelong learning demands of working and older adults.
- Revising existing academic programs, and the creation of new academic programs to provide access to a wider array of students, should be our focus.
- The focus on accountability, particularly in terms of student learning outcomes, retention and graduation of students, and financial management, will increase.
- State funding for existing and new programs will continue to decline.
- The size of the curriculum is a key driver of costs in academic programs at the University.

### **Desired Outcomes for the Master Academic Plan**

One key theme that runs through the current University Plan is a focus on student learning. Consequently, the Master Academic Plan will focus on those particular areas of the University Plan that focuses on student learning and other academic concerns.

Based on the University Plan, feedback from departmental program reviews, an environmental scan, national and international review of the literature, community input, and suggestions from BSU faculty, staff, and students, the Master Academic Plan proposes the following areas as our overall focus at BSU:

1. Becoming financially sustainable
2. Becoming distinctively BSU( including an emphasis on our signature themes)
3. Becoming internationally competitive
4. Designing organizational support for 1-3

## II. MASTER ACADEMIC PLAN

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, including the University Plan. Goals found in the plan are broad-based in most cases, which allows for creation of initiatives and specific actions that will help us know if we are meeting those goals. The MAP goals are meant to be directional, aspirational, and broad enough to allow flexibility in how we achieve those goals.

The Master Academic Plan establishes goals in the following four areas:

*II.1 Becoming financially sustainable*

*II.2 Becoming distinctively BSU*

*II.3 Becoming internationally competitive*

*II.4 Designing organizational support for 1-3*

These goals are intended to:

- Provide a basis for the authoring of initiatives by the colleges and departments.
- Provide a basis for college and academic affairs decision-making with regard to initiatives.
- Invite interpretation and discovery. For example, review of the goals and resulting work plan may suggest a different frame or approach to an activity already built into an initiative and might also provoke consideration of new approaches and activities.

As with other University planning documents, the Master Academic Plan remains open to review and modification.

**Bemidji State University**  
**Master Academic Plan**  
**FY 2013-2016**

**Academic Beliefs**

We believe that Bemidji State University is:

1. A living/learning environment where teaching and student learning is at the heart of everything we say and everything we do.
2. An institution where learning best occurs when students engage their ‘mind, heart and hands’ in addressing personal and social concerns relevant to them and to their world.
3. A university where students, staff, faculty and administrators are teachers and everyone is a learner.
4. An environment where creative and critical thinkers engage in service as part of our obligation as a regional steward of place where we advance the ‘common good’ (see definitions page).

*Therefore, we believe that teaching, learning and the needs of students are considered first in all university planning, in all assessment and evaluation activities (including the evaluation of students, faculty, staff, and administration), and in all decisions regarding resource allocation.*

**Academic Vision**

Bemidji State University will offer students an exemplary educational experience, both residential and online. Regardless of a student’s chosen pathway to a degree, BSU students will demonstrate growth in academic learning and in living BSU’s core academic values and will rank number one within the MnSCU System on the following outcomes:

1. Percent of students passing state licensure exams.
2. Percent of students with education abroad experience.
3. Percent of students graduating with more than one credential.
4. Percent of students participating in service learning, practicums, internships and other community-based educational experiences.
5. Percent of students engaged in environmental stewardship activities.

**Academic Mission**

Bemidji State University is an undergraduate institution with specialized and distinct graduate programs where academic content and delivery of that content is grounded in the principles of social justice and democracy (see definitions page).

**Academic Core Values**

1. Creative and critical thinking (see definitions page).
2. Living democratic principles.
3. Inclusion of students, staff, faculty and administrators in all aspects of university life.
4. Highly interactive, relevant and engaging teaching and learning environments.

## **Academic Programming Priority Areas 2013-2016**

1. Health and human capacity (see definitions page).
2. Personal and social responsibility (see definitions page).
3. Learning, knowing, and understanding the role of business related activities.
4. Writing/reading/speaking/listening across the university.
5. Curricular integration, particularly in liberal education (see definitions page).

## Goals Supporting the Academic Vision, Mission, Values

### II.1 Financial Sustainability

Due to reductions in state aid, BSU is moving away from dependence upon state funding and towards increasing dependence on tuition and external funds. Therefore, we must pursue new budgeting models and implement programmatic changes that recognize that reality. To begin that process, we will strategically allocate all future faculty and staff positions in Academic Affairs to support the master academic plan and expect that, whenever possible, future faculty positions be interdisciplinary. We also expect that faculty members hired into those positions are both willing and able to contribute to the liberal education of our students, both on-ground and online. Finally, we anticipate that new faculty lines will primarily come from expanding the 80/20 program model, providing accessibility to BSU programs for new student populations.

#### II.1.1 Curriculum and Delivery

1. Explore development of competency based programs and expansion of prior learning assessment.
2. Insure that all BSU liberal education requirements can be fulfilled for BSU online students by offering an adequate number of online BSU liberal education sections each semester.
3. The size of all BSU majors will be limited to 60 semester hours unless state standards, accreditation rules, or data from the assessment of student learning justifies exceeding 60 semester hours. The intent is to ensure that majors are large enough to address intended student learning outcomes, but small enough, when feasible, to allow students to earn additional credentials.
4. Graduate and undergraduate programs will become as financially sustainable as possible. The following indicators will serve as evidence of financial sustainability. These indicators are goals that will also become part of the five year program review process:
  - a. A minimum of 25 students FYE per faculty member.
  - b. Average enrollment = or >15 in upper division major courses (\*exceptions-private lessons/independent study courses); average enrollment = or >12 for graduate courses.
  - c. Number of annual graduates within a major, or within a stand-alone minor: minimum UG of 10; 6 Grad.
5. Whenever possible, graduate programs will be delivered under the 80/20 budget model (see definitions page) and graduate programs, residential or distance-based, will need to demonstrate:
  - a. Financial sustainability based on class size, number of graduates, and cost study data.
  - b. Attainment of learning outcomes for graduate students.
  - c. Graduate programing that meets University and HLC standards that require 50% of courses in a graduate program be designed specifically for graduate work (6000 level or above less the thesis, research paper, or capstone credits).
  - d. Quality of instruction in undergraduate classes taught by graduate assistants.
6. Move from the current 16 week semester to a flexible 15 week semester for class scheduling. Doing so will promote the following:
  - a. Additional time for engaging students in field work outside of class.
  - b. Additional time for faculty collaboration, planning, assessment, and course/program revision.
  - c. Additional time for professional development of faculty and staff.
  - d. Increased time for interim period experiences for students such as short courses, education abroad, etc.
  - e. On campus contractual duty days will not change for faculty or staff.
7. Expand the number of BAS degrees articulated with technical colleges and explore the development of a College of Applied Technology.



### II.1.2 New budget models

1. Explore moving the College of Business, Technology, and Communication to a responsibility centered budgeting model (see definitions).
2. Increase the percentage of institutional funds allocated to instruction, linking growth to such increase over the next 3 years. This will include a careful assessment of staffing needs.
3. Implement new partnerships that jointly fund new initiatives and programming for the university.

### II.1.3 Enrollment

1. Organize a Strategic Enrollment Management Planning Committee made up of academic affairs and student development faculty, staff, and administrators. The committee will be charged with: updating and implementing the existing strategic enrollment management plan, providing recommendations for data-driven enrollment planning, and providing recommendations for recruiting, retaining and graduating students.

### II.1.4 Reducing costs, recognizing service, and providing flexibility

1. Reduce costs to students for textbooks and related learning materials by 50%.
2. Recognize exemplary service to students by faculty and staff.
3. Promote and support increasingly flexible course scheduling for students. This will include four year course rotations in ISRS for all academic programs.

## II.2 Distinctively BSU

While Bemidji State University is responsible to develop the future workforce and to serve as an economic engine to grow the regional economy of northern Minnesota, we are much more than a school to work site. As a public, regional university we also have a civic responsibility and moral obligation to enhance the intellectual, social, and cultural capital of northern Minnesota. We know that potential students have an array of educational opportunities in higher education where admissions range from highly selective to open access, where costs range from free to exorbitant, and where quality ranges from questionable to exemplary. We choose to be distinctively different from regional public and private universities through the following:

### II.2.1 Service, internships, practicum experiences for students

1. All BSU students will be provided an opportunity to participate in service learning/community engagement experiences within and/or outside of the classroom. Those experiences will be noted on the student development transcript.
2. Every BSU student will be provided an opportunity to participate in summer-long or semester-long internships, practicum experiences, or related activities in every major.

### II.2.2 Summer programming and credentialing opportunities

1. BSU students will be provided a way to obtain at least one additional credential (e.g. certificate or minor) from a discipline/program outside of their major within the 120 semester credit degree expectation. Three additional transcripted credential programs beyond the major/minor will be available to all BSU students by the fall of 2014. These credential programs will be available so that students do not need to go beyond the 120 credit standard in order to obtain a credential. The following credentials are currently being planned: Leadership; International/Global. A third, Sustainable Living (or related credential in sustainability), is recommended for immediate planning. These credentials will be available to both on-campus and distance-education students.
2. Expand summer learning and interim term opportunities through increasing credit and non-credit offerings, study abroad experiences, camps, conferences and workshops. Summer session programming at BSU will be a leader in participation rates within the MnSCU system.

### II.2.3 Curricular and non-curricular programming

1. Reaffirm the value of liberal education and create a distinctive, integrative liberal education experience for all BSU students, based upon the principles of AAC&U's LEAP initiative and High Impact Practices. This will include a rigorous assessment of student learning to demonstrate that students are achieving expected learning outcomes.
2. Provide teacher candidates with access to BSU's current and future middle level endorsements and secondary licensure areas via distance delivery.
3. Prepare a 'writing/reading/speaking/listening across the campus initiative.'
4. Further diversify the university through the following:
  - a. Sustain our commitment to serving diverse populations, including Native American and other underrepresented groups. We will do this through recruitment of faculty, staff, and students, and through the creation of policies that recognize and promote the importance of cultural diversity to the university community.
  - b. Foster the creation of a learning community that allows students to come together to explore multicultural topics and to practice intercultural communication and civic engagement.

- c. Establish a diversity graduation requirement for all undergraduate students and graduate students at BSU. Before completing their course of study, students will meet diversity student learning outcomes as established by a new Campus Diversity Committee.
- 5. Provide career services for BSU students from the time they enter the university through graduation and throughout their lifetime.
- 6. Become a member of the Council of Undergraduate Research and expand our focus on undergraduate research/scholarship/creative achievement by doubling the number of BSU students participating in the Student Scholarship and Creative Achievement Conference. Provision will be made to allow distance education students to participate.
- 7. Transform BSU's A.C. Clark Library into a University Learning Commons. The University Learning Commons will house a variety of integrated support services and re-designed learning areas for university students and faculty. This will include technology-enhanced meeting/study space, expanded tutoring services, collaborative teaching and learning activities, technology support services, and research support. Example: <http://clough.gatech.edu/>
- 8. Greatly expand interdisciplinarity at Bemidji State University through the following:
  - a. Giving additional consideration in searches to faculty candidates with the ability to contribute to more than one academic area at BSU.
  - b. Encouraging all new programs coming forward for approval to be interdisciplinary to a greater extent than in the past.
  - c. Encouraging multi-departmental searches for faculty members who have joint appointments in more than one department.
  - d. Encouraging the growth of integrative degree programs.
- 9. Increase the institution's curricular and non-curricular focus on environmental stewardship. This could include curricular changes, new non-academic programming and facilities planning focused on environmental sustainability.

#### II.2.4 Institutional Excellence

- 1. Become recognized as an exemplary public university within the upper Midwest as measured by:
  - a. NSSE rankings of student experiences at BSU in comparison with our NSSE regional peers.
  - b. Becoming a first choice destination for over 50% of our incoming freshman.
  - c. Realizing our Academic Vision.
- 2. Become a Carnegie Engaged University by the fall of 2016.

#### II.2.5 Student advising and assessment of learning

- 1. Integrate the assessment of student learning into academic life with a focus on collecting, analyzing, and using information to guide classroom and program changes to enhance student learning.
- 2. Emphasize, to a greater extent than in the past, student advising/development as part of the review of faculty professional development plans and review of documents for promotion and tenure consideration.

### II.3 Internationally Competitive

The entire university community must be globally astute and able to help prepare Bemidji State University students for living, working, and learning anywhere on the planet. The increasing number of Americans working abroad, the increasing number of international students coming into the U.S. to pursue education, and the increasing number of foreign workers immigrating to the U.S. confirms the need to prepare our students for

global life. This requires extended experiences abroad for as many members of the BSU community as possible and especially for our students, many who come from small, rural communities throughout northern Minnesota.

### II.3.1 International students and professors

1. Increase the number of international students to 10% of the overall residential student headcount through:
  - a. Direct recruitment.
  - b. Agreements with international university partners for any BSU program wishing to articulate.
  - c. Partner teaching and distance delivery of courses using the global learning network's videoconferencing center so that courses and faculty can be shared with international and domestic partner universities.
2. Increase the number of international visiting professors to 4 per year.
3. Pursue dual enrollment/dual degree programs with international partners.

### II.3.2 Bemidji State University students, faculty and staff opportunities

1. Provide an affordable (less than \$1,000 above regular BSU semester costs) semester abroad opportunity for any BSU student wishing to go abroad during their sophomore, junior or senior years.
2. Provide multiple opportunities each year for BSU faculty and staff wishing to spend a summer, semester, or year working abroad at partner universities at no cost to them.
3. Engage the Bemidji community in hosting and welcoming the increased number of international students and guests.

## II.4 Organizational

The university is dynamic. Change is the only constant and continuous quality improvement efforts are the only way to productively manage change. We believe it essential to always evaluate the organizational structure of the university and the academic units within the university, moving where needed to improve efficiencies, enhance quality, and provide opportunities that help us live our vision, mission and values while meeting our strategic goals.

1. Explore development of an innovation and entrepreneurship center that provides opportunities for faculty and students to participate in new business creation and product development under a patent/licensing agreement with the university.
2. Further develop the close ties between Academic Affairs and the directors of the AIRC, library, and the International Program Center to promote efforts related to internationalization, Indian Studies program expansion, tribal college partnership creation, and creation of a library commons.
3. Develop interdisciplinary allied health programs and modify the university organizational structure to accommodate that development.
4. Create a Teaching & Learning Center to better support faculty, staff, and students engaged in technology enhanced teaching and learning.
5. Increase research opportunities for faculty through the BSU portal and create an Office of Research and Sponsored Programs. With this move, develop a web site to provide general information on research, scholarship, and creative achievement opportunities, along with a searchable database listing faculty research interests and projects to promote and facilitate research.
6. Improve institutional effectiveness in serving adult learners (CAEL, ALFI) by the creation of an externally funded Non-Traditional Student Services Center. The Center would be responsible for the following:

- a. Implementation of an institutional self-assessment survey and adult learner inventory and incorporation of resulting data into practice.
  - b. Implementation of a BSU 'Graduation Project' which builds off of our current B.S. in Liberal Studies and B.I.S. degree programs. Examples: <http://www.unm.edu/graduationproject/> and <http://www.uwosh.edu/lce/graduationproject>
7. All academic departments will have a course evaluation process approved by the college dean and provost. The University will make available a process for managing course evaluations, which departments may choose to adopt.
8. Develop an administrator's evaluation process to allow faculty and staff regular opportunities to provide feedback on academic administrator performance.
9. Adopt a "two within four" (joint admission program with community colleges in specific program areas) to facilitate transfer and encourage students to complete a four year degree at BSU. Example: <http://extended.nau.edu/Newsroom/11072011.aspx>
10. Organize a partnership between Bemidji Public Schools, NTC and BSU to formulate and recommend next steps for moving beyond alignment towards an integrative model that promotes on time graduation rates for high school students and an increase in the number of individuals attending and graduating from post-secondary institutions.
11. Form a study group of NTC and BSU faculty/staff/administrators to make recommendations to move beyond the current 'aligned institutions' designation while also addressing how liberal education offerings would fit within the new designation. The taskforce should be appointed by, and make recommendations to, the BSU president.

Program classification after reviewing program planning documents and all related material

<b>Grow</b>	<b>PROPOSED New</b>	<b>Revise</b>	<b>Sustain</b>	<b>Stop</b>
Exercise Science campus	Cinematic/Documentary certif/minor	English MA to capacity	Secondary Educ	Mgmt Info major
Human Biology campus	Chinese minor	Music curr to address cost recovery	Elem Ed	Spanish BS
Pre-med Chemistry campus	Computational Physics major	International Studies create certificate	CJ campus	M.Ed.
Psychology campus	Leadership minor	Religious Studies minor curr	Physical Educ	
Health Ed online	Statistics minor	Environ Studies UG to capacity	Health	
Computer Science campus	TAD minors/certificates	Environ Studies MS	Sport Mgmt	
TAD-Design		Mass Communication curriculum	Biology	
Eng Elect/Tech Writ minor		Criminal Justice online to capacity	Chemistry	
Geography online		Economics major reduce size	Sociology	
Math Ed licensure		History major to provide some online	English BFA	
Accounting major online		Humanities major add distance	English Lit	
Bus Admin major online		Liberal Studies major add distance	Geography	
Mktg Comm online emphasis		Indian Studies add distance	Pol Science	
Special Ed		Ojibwe Language to distance	Womens Studies/Gender Studies	
TAD-Technology		Spanish to add distance	Honors	
		Elementary Education admissions	Environmental Studies UG	
		Biology MS	Philosophy	
		Adapted Physical Ed (DAPE)	Math	
		Spanish BA	Accounting campus	
			Business campus	
			Nursing	
			Social Work campus	
<b>Create using 80/20 distance model</b>				
MBA				
Nursing outreach BSN				
Coon Rapids				
Century College				
Community Health major				
Criminal Justice major				
MA Teaching/MAT online				
EXPLORE: Social Work LADC certificate				

PROPOSED\* new faculty lines needed to support MAP implementation

**2013-2015 base funding allocation**

Chemistry/pharmacy related  
Biology/human/anatomy/physiology  
English/liberal education online  
TAD-Design  
Economics/Environmental  
Psychology  
Exercise Sci/Exercise Physiology  
Humanities  
Liberal Education online

**80/20 model funding support**

Nursing (2) in progress  
Social Work distance (1) in progress  
Accounting  
Business Admin  
Mass Comm (mktg comm online)  
Special Ed  
MBA (2)  
MA Teaching  
English Tech Writing  
Geography  
TAD-Technology  
Community Health/Health Educ  
MAT/online education

*The Academic Affairs master plan is strategic and will be revisited annually.*

\*Proposed faculty lines are put forward based on evidence that they would generate financially-sustainable enrollment, which would more than cover the cost of the faculty lines. In addition, consideration was given to providing new positions in areas that would allow us to maintain a balance of program offerings.

## **Appendices**

### **Appendix A. History of Bemidji State University**

In 1919, Bemidji State Normal School began its first regular school year with 38 students. The school was chartered by the Minnesota State Legislature in response to a growing need for public school teachers, and teacher training was its primary curriculum. Now Bemidji State hosts nearly 5,000 undergraduate and graduate students from 44 states and 40 countries and offers majors in over 50 baccalaureate fields of study as well as Master of Arts and Master of Science degrees.

While the name and curriculum of the school have changed through the years, the primary focus has not: Bemidji State University serves the people of its region. From its inception, Bemidji State's first responsibility has been to provide quality educational opportunities to the citizens of northern Minnesota. Still, over the decades Bemidji State University has attracted more and more students from throughout the state, the region, the country, and other nations. Welcoming the challenge of global education, the University encourages international students to study and live at Bemidji State, and provides student opportunities to study and live abroad. Expansion of its on-line course offerings has also enabled Bemidji State to serve more students living outside the area.

Bemidji State University is affiliated with the Higher Learning Commission, completing its last comprehensive visit in 2010. All degree programs at Bemidji State are accredited by the Higher Learning Commission of the North Central Association. Programmatic accreditations include the Council on Social Work Education, the National Association of Schools of Music, the American Chemical Society, the Commission of Collegiate Nursing Education, The Association of Technology, Management, and Applied Engineering, and the International Assembly for Collegiate Business Education..



## **Appendix B. Current BSU Vision Statement, Mission Statement, and Signature Themes**

### **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**

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.

### **Signature Themes**

Students, through the sum of their educational experiences 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

### *College Mission and Vision Statements*

#### **College of Arts and Sciences**

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**

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**

Vision Student-centered preparation for professional leadership in a dynamic, interconnected world

Mission Engaging students for the professional world

#### **School of Nursing**

Vision The School of Nursing delivers excellence in education, develops compassion, and prepares nurses for future healthcare challenges.

Mission The School of Nursing educates diverse, empowered, compassionate, critical thinking nurses who inspire change in healthcare delivery.

## Appendix C. Assessment at Bemidji State University

As part of Bemidji State University's commitment to institutional quality and accountability, all academic and service programs engage in an ongoing process of assessment and renewal. Assessment involves collecting information about academic proficiency, knowledge, and understanding acquired through the Liberal Education curriculum, degree-granting programs, student participation in University activities, and student attitudes and opinions about their educational experiences. This information is then used for continuous quality improvement.

In Academic Affairs, the focus is on the assessment of program-level student learning outcomes. To help achieve this we have begun using an Assessment Management System (TaskStream) to both facilitate the process and archive the information. This program level assessment then feeds into the University-level Dimensions of Student Learning. These Dimensions are:

### **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

Assessment occurs in departments and University-wide informally and formally as scheduled in the University calendar. All students are required to participate in assessment activities on multiple occasions during their enrollment.

## **Appendix D: College Goals**

### College of Arts and Sciences Goals:

- Provide high quality educational programs and services that support students' professional, personal and citizenship development.
- Hire and support excellent faculty.
- Help build the future of northern Minnesota: engagement and service
- Enhance diversity
- Support the teaching and learning environment
- Secure financial stability through appropriate enrollment growth and program development

### College of Health Science and Human Ecology Goals:

- Promote and sustain a profile of academic excellence
- Educate students to be informed productive citizens in a culturally-diverse world
- Promote and support student and faculty research
- Prepare students for service to communities and society
- Facilitate individual growth and leadership

### College of Business, Technology and Communication Goals:

- Develop professionally through educational, scholarly, and creative activities
- Support program accreditation
- Provide a close-knit supportive faculty-student experience
- Anticipate and respond to local and global professional needs
- Create an atmosphere of academic excellence in a beautiful natural setting

### School of Nursing

- Goals – In progress (we are new!) we are doing bylaws right now.

## ***Appendix E: Definitions to Consider***

### **Common Good**

The common good is a notion that originated over two thousand years ago in the writings of Plato, Aristotle, and Cicero. More recently, the contemporary ethicist, John Rawls, defined the common good as "certain general conditions that are...equally to everyone's advantage". The Catholic religious tradition defines it as "the sum of those conditions of social life which allow social groups and their individual members relatively thorough and ready access to their own fulfillment." The common good, then, consists primarily of having the social systems, institutions, and environments on which we all depend work in a manner that benefits all people. Examples of particular common goods or parts of the common good include an accessible and affordable public health care system, and effective system of public safety and security, peace among the nations of the world, a just legal and political system, and unpolluted natural environment, and a flourishing economic system. Because such systems, institutions, and environments have such a powerful impact on the well-being of members of a society, it is no surprise that virtually every social problem in one way or another is linked to how well these systems and institutions are functioning. For more, see:

<http://www.scu.edu/ethics/practicing/decision/commongood.html>

### **Critical and Creative Thinking**

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness (*critical thinking as defined by the National Council for Excellence in Critical Thinking, 1987*):

<http://www.criticalthinking.org/pages/defining-critical-thinking/766>

Creative Thinking is a way of looking at problems or situations from a fresh perspective that suggests unorthodox solutions (which may look unsettling at first). Creative thinking can be stimulated both by an unstructured process such as brainstorming, and by a structured process such as lateral thinking.

Read more: <http://www.businessdictionary.com/definition/creative-thinking.html#ixzz2GN3Ogqb3>

***Critical*** and ***creative*** thought are both achievements of thought. Creativity masters a process of making or producing, criticality a process of assessing or judging. The very definition of the word “creative” implies a critical component (e.g., “having or showing imagination and artistic or intellectual inventiveness”). When engaged in high-quality thought, the mind must simultaneously produce and assess, both generate and judge the products it fabricates. In short, sound thinking requires both imagination and intellectual standards (see Paul and Elder’s paper: [http://www.criticalthinking.org/files/CCThink\\_6.12.08.pdf](http://www.criticalthinking.org/files/CCThink_6.12.08.pdf))

### **Curriculum Integration**

From: [http://www.foundationcoalition.org/home/keycomponents/curriculum\\_integration.html](http://www.foundationcoalition.org/home/keycomponents/curriculum_integration.html)

There are many different ideas about what constitutes curriculum integration. For example, Brazee and Capelluti (Brazee, E.N. and Capelluti, J. (1995). *Dissolving boundaries: Toward an integrative curriculum*. National Middle States Association. Columbus OH.) write that curriculum integration is "based on a holistic view of learning and recognizes the necessity for learners to see the big picture rather than to require learning to

be divided into small pieces. Integrative curriculum ignore traditional subject lines while exploring questions that are most relevant to students." In a Foundation Coalition workshop "Curriculum Integration: Why and How," the following definitions are offered.

- Strong Version: In its stronger version, curriculum integration is a pedagogical approach to help students build a small set of powerful, broadly applicable concepts/abilities/skills instead of a large set of weak, narrowly applicable concepts/abilities/skills
- Weak Version: In its weaker version, curriculum integration is a pedagogical approach to help students build connections across disciplines

### Liberal Education Integration

AAC&U sees liberal education as a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of value, ethics, and civic engagement. Characterized by challenging encounters with important issues, and more a way of studying than a specific course or field of study, a liberal education can be achieved at all types of colleges and universities. See: <http://www.aacu.org/resources/liberaleducation/index.cfm>

### Democracy

Democracy is a form of government in which all eligible citizens have an equal say in the decisions that affect their lives. Democracy allows eligible citizens to participate equally—either directly or through elected representatives—in the proposal, development, and creation of laws. It encompasses social, economic and cultural conditions that enable the free and equal practice of political self-determination (Wikipedia entry). For a more in depth definition, go to: <http://plato.stanford.edu/entries/democracy/>

### Human Capacity Development

*The individual level* - Individuals, as the tissues of organizations and societies, represent the first layer of capacity. For societies and organizations to transform and grow, they need individuals with skills, knowledge and experience. At the individual level capacity development takes place through demand-driven processes of learning and knowledge acquisition and sharing, experiencing, participation in communities of practice, south-south learning initiatives, on-the-job training, mentoring and coaching and other learning techniques that empower and place the individual in a central and active position. This new approach to capacity development moves away from the traditional technical assistance, mostly based on supply-driven technical training and workshops.

### Personal and Social Responsibility

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored* through active involvement with diverse communities and real-world challenges. See: <http://www.aacu.org/leap/vision.cfm>

### Responsibility-Center Budgeting

Budget authority is delegated to Colleges or schools, divisions, or units within an institution, allowing them to prioritize their academic missions. Each unit receives all of its own revenues and income, including the tuition of its enrolled students, and is assigned an appropriate portion of state allocation. However, units are also responsible for their own expenses, as well as for a portion of expenses incurred by the university's general operations. Based on a definition from <http://www.hanoverresearch.com/2012/04/6-alternative-budget-models-for-colleges-and-universities/>

### Social Justice

Social justice is the view that everyone deserves equal economic, political and social rights and opportunities (National Association of Social Workers). A socially just society is defined by its advocates and practitioners as being based on the principles of equality and solidarity; this pedagogy also maintains that the socially just society both understands and values human rights, as well as recognizing the dignity of every human being. For a more in depth definition, go to: <http://www.firstthings.com/article/2007/01/defining-social-justice-29>

Also, see Martha C. Nussbaum (2011) "Creating Capabilities: The Human Development Approach." She sees a decent social/political order having a threshold in which the following 10 central capabilities are present: (pp. 33-34)

1. Life - ability to live to the end of a "normal" life without premature death.
2. Bodily health - being able to have good health - adequate nourishment and shelter.
3. Bodily integrity - able to move freely from place to place, secure against assault and reproductive choice.
4. Senses, imagination, thought - able to use the senses to think and reason and to do this in a truly human way - cultivated by an adequate education including mathematics and science, but also literary, musical (etc.).
5. Emotions - able to have attachments without having them blighted by fear and anxiety.
6. Practical reason - being able to form a conception of the good and to engage in critical reflection about one's life.
7. Affiliation -able to live with and toward others, to show concern for other human beings and imagine the situation of another; having the social bases of self-respect - nondiscrimination on basis of race, sex, sexual orientation, ethnicity, caste, religion, national origin.
8. Other species - live with concern for and in relation to animals, plants and the world of nature.
9. Play - being able to laugh, to play, to enjoy recreation.
10. Control over one's environment - political: participate in political choices that govern one's life - free speech and association; material: being able to hold property on an equal basis with others - equity for all (not simply equality).

## Appendix F: 80/20 Funding Model

### Rationale

1. Provide greater access to BSU programs & learning opportunities (Access & opportunity) and increase enrollment.
2. Provide an additional funding source for colleges & academic departments.
3. Build a fiscal model that rewards outreach and effective planning.

### Criteria

1. Distance delivered: off-campus, f-2-f, blended, accelerated, online
  - a. New degree completion programs.
  - b. New student market.
  - c. Online/Quality Matters.
2. Departmental distance learning offerings are “integrated into its regular planning and evaluation processes.”

### Funding Model

#### 80/20 gross tuition model

1. 80% of gross tuition goes to operational costs (direct instructional costs - MnSCU cost study data)
  - a. Faculty salary & fringe
  - b. Equipment, materials & supplies
  - c. Travel costs
  - d. Software licensing (excluding D2L)
  - e. Space rental
2. Direct instructional expenses covered by differential tuition include: Program coordination costs, student employees, tutoring support, D2L license, MnOnline costs, library/electronic databases.
3. 20% of gross tuition is allocated as follows:
  - a. 14.5% of tuition to the University from undergraduate program offerings.
  - b. 10% of tuition to the University from graduate offerings.
  - c. 4% to CEL for marketing/recruiting costs and student success specialist/intake advising. Extended Learning will be the fiscal agent for the agreement and will collect and dispense funds in accordance with University practices.
  - d. 1.5% of gross tuition revenue will go to establishment of new grants office.

***Detailed program grids by college are attached as a separate file  
and will be included in the hard copy of the final MAP***