



Investing in North Dakota's Future

2009

LEGISLATIVE SESSION RESOURCE GUIDE

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

NORTH DAKOTA UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

December 2008

Dear Reader:

We hope you will find the North Dakota University System Resource Guide a valuable tool that profiles the North Dakota University System.

Since the first institution of higher education was established in 1883, our state's public colleges and universities have provided education and, intellectual capital and have been a partner in growing North Dakota's economy.

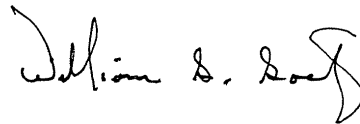
The NDUS resources and partnerships that have been established will continue to serve as the vital link to a brighter future for our citizens and our state.

Thank you for your interest in the North Dakota University System!

Sincerely,



Richie Smith, President
State Board of Higher Education



William Goetz, Chancellor
North Dakota University System

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The North Dakota University System is governed by the State Board of Higher Education and includes:
Bismarck State College • Dickinson State University • Lake Region State College • Mayville State University •
Minot State University • Minot State University-Bottineau Campus • North Dakota State College of Science •
North Dakota State University • University of North Dakota • Valley City State University • Williston State College.

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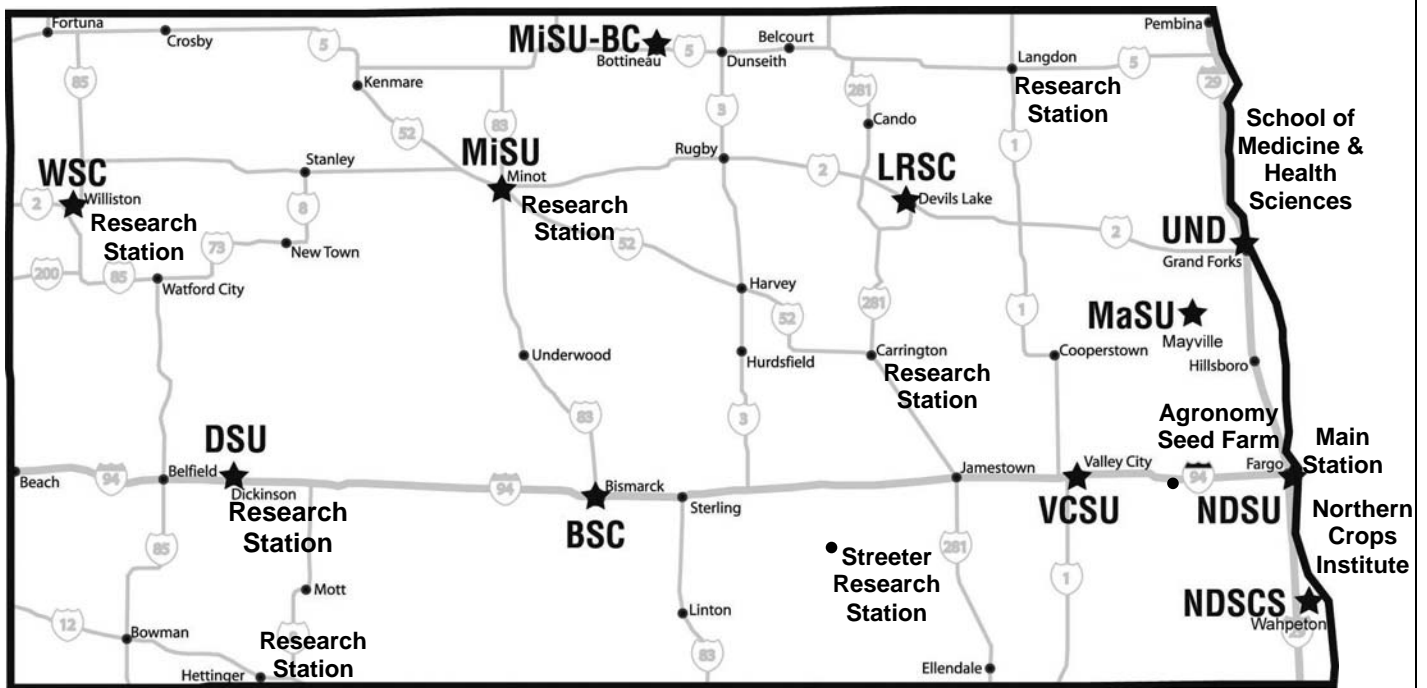
Introduction

December 2008

Location of Institutions and Entities

The NDUS is composed of two doctoral universities, two master's degree-granting universities, two universities that offer bachelor's degrees and five community colleges that offer associate and trade/technical degrees. Each institution is unique in its mission to serve the people of North Dakota.

**NORTH DAKOTA UNIVERSITY SYSTEM
Location of Institutions and Entities**



Type of Institution:

- Doctoral Universities: UND, NDSU
- Master's Universities: MiSU, VCSU
- Bachelor's Universities: DSU, MaSU
- Community Colleges: BSC, LRSC, MiSU-B, NDSCS, WSC
- Research Extension Centers: Main Station - Fargo, Carrington, Streeter, Dickinson, Hettinger, Langdon, North Central - Minot, and Williston
- Other: Agronomy Seed Farm - Cassellton, Northern Crops Institute - Fargo, School of Medicine and Health Sciences - Grand Forks

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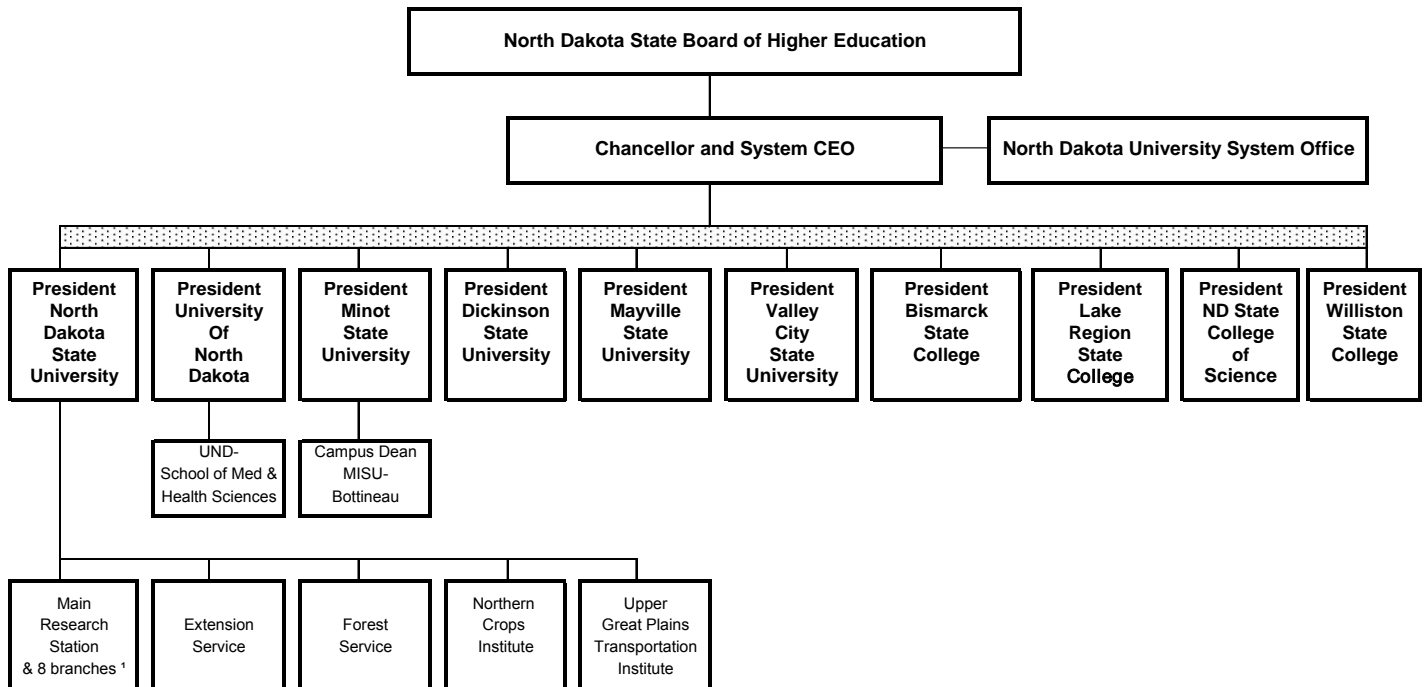
Leadership and Organizational Structure

December 2008

Organization of NDUS

The North Dakota State Board of Higher Education (SBHE) is the governing body for North Dakota's 11 publicly supported colleges and universities. In addition to the 11 colleges and universities, the SBHE also oversees the Agricultural Research Stations, North Dakota Cooperative Extension Service, Northern Crops Institute, State Forest Service and the Upper Great Plains Transportation Institute.

ORGANIZATIONAL CHART OF THE NORTH DAKOTA UNIVERSITY SYSTEM



¹ Eight branch research stations: Agronomy Seed Farm-Casselton, Carrington, Central Grasslands, Dickinson, Hettinger, Langdon, North Central and Williston.

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Organization of NDUS (cont.)

- The State Board of Higher Education (SBHE) consists of seven citizen members, one student member and one faculty advisor. The governor appoints the voting citizen members to four-year terms. These appointments require the consent of the majority of the North Dakota Senate. The governor also appoints the voting student member to a one-year term on the board from a list of students submitted by the North Dakota Student Association. The Council of College Faculties annually selects a non-voting faculty advisor to serve on the board.
- The SBHE is the policy-setting and advocacy body for the North Dakota University System. Decisions on issues with system-wide implications are made by the board and chancellor in consultation with the chancellor's cabinet (composed of the chancellor, presidents, executive dean and vice-chancellors). The CEOs of the institutions retain authority in managing campus affairs.
- The chancellor's office supports the SBHE in developing public policy for the system's governance and in advocating on its behalf.

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Leadership and Organizational Structure

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State Board of Higher Education

Member	Term Expires	City
Richie Smith, President	2009	Wahpeton
Jon Backes, Vice President	2011	Minot
Sue Andrews	2010	Mapleton
Haylee Cripe	2009	Grand Forks
Duaine Espeguard	2010	Grand Forks
Michael Haugen	2012	Fargo
Pam Kostelecky	2009	Dickinson
Grant Shaft	2011	Grand Forks
Jon Jackson, Faculty Advisor (non-voting)	2009	Grand Forks

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State Board of Higher Education (cont.)

Richie Smith: Member 2005-09, President 2008-09

Richie Smith was appointed to a four-year term on the State Board of Higher Education in 2005. His four-year term on the board will run through June 30, 2009.

A native of Campbell, Minn., Smith is a 1970 high school graduate of St. John's Preparatory School in Collegeville, Minn. He received a bachelor's degree in history from Creighton University in Omaha, Neb., in 1974 and a juris doctorate from Creighton University School of Law in 1977. He was captain of the 1973-74 Creighton University basketball team.

Smith is an attorney with Smith, Strege and Fredericksen, Ltd., in Wahpeton, N.D. He serves as president of the Richland County Bar Association and is a member of the North Dakota State Bar Association, the Federal District Court Bar, the U.S. Tax Court Bar and the U.S. Supreme Court Bar. He was chair of the North Dakota State Bar Association Disciplinary Board from 1999 to 2001. Smith also is past president of the North Dakota State College of Science Foundation Board.

Through 25 years of legal practice, Smith has assisted various businesses with acquiring and/or selling companies and assets and in the start-up of new business ventures. He has significant litigation experience in the U.S. Tax Court.

Jon Backes: Member 2007-11, Vice President 2008-09

Jon Backes, Minot, N.D., was appointed to the State Board of Higher Education in 2007. His four-year term on the board will run through June 30, 2011.

Backes is an attorney in the Minot law firm of McGee, Hankla, Backes and Dobrovolny, P.C., where his practice focuses on assisting clients with business, real estate and commercial law needs.

Backes is active in many community service organizations, including the Minot State University Development Foundation and St. Joseph's Community Health Foundation. He is an examiner for the multi-state practice test component of the North Dakota State Bar exam.

Backes received a bachelor's degree in accounting from Minot State University in 1984 and a juris doctorate from the University of North Dakota in 1990.

Sue Andrews: Member 2002-10

Susan Ferguson Andrews was appointed to a four-year term on the State Board of Higher Education in 2002 and re-appointed in 2006 to a second four-year term that will run through June 30, 2010.

Andrews was born and raised in Fargo, N.D., and graduated from Fargo South High School.

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State Board of Higher Education (cont.)

She attended UND and earned a bachelor's degree in home economics from NDSU in 1974. She is the executive director of the YMCA of NDSU.

Andrews currently serves on the North Dakota Education Fact Finding Commission, the Fargo Public Schools Foundation and the Fargo-Moorhead Area Foundation.

Andrews was a member of the Fargo Board of Education from 1991 to 1998 and served as president of the board and chaired the negotiations and facilities committees. She has served as a member of the board of directors for the North Dakota Education Standards and Practices Board, Fargo-Moorhead Junior League, Village Family Service, Prairie Public Broadcasting, Fargo and West Fargo Teacher Center/Learning Bank, the Governor's Council on the Status of Women and the Fargo Youth Commission.

Haylee Cripe: Student Member 2008-09

Haylee Cripe was appointed by Gov. John Hoeven to be the 2008-09 student member of the State Board of Higher Education and will serve a one-year term ending June 30, 2009.

A native of Dickinson, N.D., Cripe is a senior majoring in accountancy at the University of North Dakota, Grand Forks, N.D. She was the 2007-08 North Dakota Student Association president, the 2006-07 governmental affairs commissioner and person of the year for UND student government and the 2005-06 UND student senator of the year. She is a member of the UND University Senate.

In addition to involvement in many campus groups and activities, Cripe has been a member of the ConnectND State Oversight Committee, the NDUS ConnectND executive director search committee and the NDUS CIO search committee.

Duaine C. Espegard: Member 2007-10

Duaine C. Espegard, Grand Forks, N.D., was appointed to the State Board of Higher Education in 2007 to complete the four-year term of Charles Murphy who resigned from the board. Espegard's term will run through June 30, 2010.

He is a retired bank administrator. From 1969 to 2003, he worked for Bremer Financial as a bank director, chief executive officer and regional president. Espegard was elected to the North Dakota Senate in 2000 and served until 2006.

He currently serves on the North Dakota Economic Development Foundation, the Grand Forks Region Economic Development Corporation and a number of corporate boards. Espegard also has served on the Commerce Department's Development Fund Board and numerous other boards and commissions.

A native of Petersburg N.D., he is a graduate of Unity High School and Aakers Business College where he obtained an associate degree in business administration in 1963. He also attended the University of North Dakota and the University of Wisconsin's Graduate School of Banking.

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State Board of Higher Education (cont.)

Michael Haugen: Member 2008-12

Michael Haugen, Fargo, N.D., was appointed to the State Board of Higher Education in 2008. His four-year term on the board will run through June 30, 2012.

Haugen is a business consultant and president of M.J. Haugen and Associates, Inc. As a major general in the North Dakota National Guard, Haugen was the North Dakota adjutant general from December 2000 through September 2006. He earned numerous awards and decorations during a distinguished 39-year military career.

Haugen currently dedicates considerable time to public service, including Habitat for Humanity, Boy Scouts of America, El Zagal Shrine and the Minot State University Board of Regents.

He attended Valley City State University and received a bachelor's degree in social science from Minot State University. He also completed the U.S. Department of State Senior Seminar, the U.S. Air Force War College and the Regional Security Study Program at the John F. Kennedy School of Government at Harvard University.

Pamela J. Kostelecky: Member 2002-09

Pamela J. Kostelecky was appointed to the State Board of Higher Education in October 2002 to complete the four-year term of Craig Caspers who resigned from the board. She was re-appointed in 2005 to a second term that will run through June 30, 2009.

A native of Dickinson, N.D., Kostelecky graduated from Dickinson High School and attended UCLA; the University of the Seven Seas, an international shipboard education program sponsored by Chapman College in Orange, Calif.; and Dickinson State College.

Kostelecky is president and general manager of Sax Motor Co. in Dickinson, N.D., and Sax Motor Co. Southwest in Bowman, N.D. She is president of General Investment Corporation, a real estate and leasing company also located in Dickinson, N.D.

Kostelecky currently is a member of the board of directors for the North Dakota Auto Dealers Association, Dickinson State University Foundation and Dickinson Industries. She is a member of the advisory council for Consolidated Telcom in Dickinson, N.D., and a member of the Greater North Dakota Association, Stark Development Corporation, Rotary International and the National Auto Dealers Association. She is a past member of the board of directors for the Dickinson Public School Foundation, Trinity School Foundation, Dickinson Public Library Foundation and Norwest Bank in Dickinson, N.D.

Grant Shaft: Member 2007-11

Grant Shaft, Grand Forks, N.D., was appointed to the State Board of Higher Education in 2007. His four-year term on the board will run through June 30, 2011.

FOR MORE INFORMATION CONTACT:

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State Board of Higher Education (cont.)

Shaft is a partner in the law firm of Shaft, Reis and Shaft, Ltd., in Grand Forks, N.D. He has been an active member of the American Bar Association and the State Bar Associations of North Dakota and Minnesota. He was a member of the North Dakota House of Representatives from 1986 to 1990.

A native of Grand Forks, Shaft is a graduate of Red River High School. He received a bachelor's degree from Arizona State University in 1983 and a juris doctorate from the University of North Dakota School of Law in 1986.

Jon Jackson: Faculty Advisor 2008-09

The Council of College Faculties elected Jon Jackson, Ph.D., faculty advisor to the State Board of Higher Education for a one-year term ending June 30, 2009.

Jackson is in his 11th year on the faculty of anatomy and cell biology at the University of North Dakota School of Medicine, Grand Forks, N.D. He has served two terms as a member of CCF and currently is president of the UND University Senate.

Jackson is the only American anatomist who serves in a leadership capacity with all three major North American anatomical science organizations (American Association of Anatomists, Human Anatomy & Physiology Society and the American Association of Clinical Anatomists). He currently teaches human anatomy to undergraduate, graduate and medical students, as well as courses in scientific writing, responsible conduct of research and the history of science.

Jackson earned bachelor's degrees in chemistry and biology from Luther College, Decorah, Iowa, and master's and doctoral degrees from UND. He did a postdoctoral fellowship in cell biology/biochemistry at Vanderbilt University and served on the medical faculty there before pursuing teaching and business opportunities in the San Francisco Bay area.

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Leadership and Organizational Structure

December 2008

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NDUS Office (cont.)

William G. Goetz, Chancellor

William (Bill) G. Goetz became chancellor of the North Dakota University System (NDUS) on July 1, 2007. Goetz served 30 years at Dickinson State University as a faculty member, dean of the School of Business, director of continuing education and executive vice president of the Dickinson State University Foundation.

Goetz served in the North Dakota Legislature for 20 years, for 8 years as a senator and 12 years as a representative. He was assistant leader in both chambers. Most recently, he was chief of staff for Gov. Schafer and Gov. Hoeven, serving in this role for a total of 10 years. Goetz currently serves on the Western Interstate Commission for Higher Education and Midwestern Higher Education Compact and holds the position of chairman for the compact.

Goetz holds a master's degree in business from the University of North Dakota, a bachelor's degree in business administration from Minot State University and an associate degree from Bismarck State College. He has been a member of the North Dakota Roundtable on Higher Education since its inception in 1999. In 1990, Goetz received a U.S. presidential appointment to the National Advisory Council on Educational Improvement. The Greater North Dakota Association named him the North Dakota Educator of the Year in 1990, recognizing his leadership role in fostering an understanding of business through the education of the state's future leaders.

Laura Glatt, Vice Chancellor for Administrative Affairs

Laura Glatt is the chief financial and administrative officer for the NDUS and is responsible for developing policy and coordinating services for financial planning and budgeting, system human resource services, capital planning, accounting and reporting, retirement and disability programs, interstate reciprocity agreements, purchasing, state financial aid programs, information management and computer technology, and auditing.

Prior to assuming this position in 1994, Glatt served as the University System's director of finance, was a management and fiscal analyst for the Office of Management and Budget, and was a controller for the State Treasurer's Office. Glatt is a certified public accountant and holds a bachelor's degree in accounting and master's degree in management from the University of Mary in Bismarck.

Michel Hillman, Vice Chancellor for Academic and Student Affairs

Michel Hillman, Ph.D., has been the vice chancellor for academic affairs since June 1996 and assumed responsibility for student affairs in December 2002. As such, Hillman is the chief academic and student affairs officer and chairs both University System councils. He serves as the system liaison to the Council of College Faculties and the state EPSCoR initiative.

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NDUS Office (cont.)

Before joining the University System, Hillman was director of academic affairs for the South Dakota Board of Regents. He received a bachelor's degree in psychology from Slippery Rock State College in Pennsylvania, a master's degree in experimental psychology from Indiana University of Pennsylvania and a Ph.D. in experimental psychology from the University of South Dakota in Vermillion, S.D.

Marsha Krotseng, Vice Chancellor for Strategic Planning and Executive Director, CTEC

Marsha Krotseng, Ed.D. is the vice chancellor for strategic planning and executive director of the College Technical Education Council (CTEC). She is responsible for working with the University System's stakeholders to plan for the future of North Dakota higher education through strategic processes including the Roundtable on Higher Education. Her experience includes both campus and system level planning where she has worked with faculty, staff, students, campus executives, legislators and other external constituents in developing and implementing strategic plans in Georgia, West Virginia and Ohio.

Krotseng currently serves on the American Council on Education's State Network Executive Board and is past president of the National Association for Institutional Research. She is a Phi Beta Kappa graduate of the College of William and Mary, Williamsburg, VA, with a bachelor's degree in Spanish, a master's degree in education administration and a doctorate in higher education.

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Leadership and Organizational Structure

December 2008

Campus Directory

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Campus Directory (cont.)

Bismarck State College – Larry W. Skogen

Larry C. Skogen, Ph.D., became president of Bismarck State College on March 1, 2007. He is the college's sixth CEO during its 69-year history.

Since assuming the presidency, Skogen has initiated an Office of Innovation and a new strategic planning process. He also has formed U.S. military educational partnerships. The construction projects for the National Energy Center of Excellence and Lidstrom Hall (residence hall) and Phase III of the Schafer Hall renovation have been completed. In addition, Bismarck State College has entered into an agreement with the Bismarck Park District for the construction of the Bismarck State College Aquatic & Wellness Center to be completed by the fall of 2009.

Retired from a career in the U.S. Air Force, Skogen is a native of Hettinger, N.D. He holds degrees from Dickinson State University (B.S. in secondary education), Central Missouri State University, Warrensburg (M.A. in history) and Arizona State University, Tempe (Ph.D. in history).

Throughout his career, he has been involved in education as a high school teacher and as a college instructor and administrator in a variety of military and civilian institutions, including the United States Air Force Academy.

Skogen is the author of a legal history of federal Indian policy that was published by the University of Oklahoma Press in 1996, as well as articles and reviews in historical journals.

Dickinson State University – Richard McCallum

The State Board of Higher Education named Richard J. McCallum, Ph.D., the 10th president of Dickinson State University on April 5, 2008. Before his appointment to Dickinson State University, McCallum served as vice president for academic affairs at Missouri Southern State University, Joplin, Mo., from 2004 to 2007. He also served as associate vice president for academic affairs at Central Connecticut State University, New Britain, Conn., from 2001-2004. He served as university administrator and assistant professor at the University of Missouri-Columbia from 1976 to 1993. McCallum also was a program associate at the University Nebraska Medical Center from 1974 to 1976 and a health educator for the Nebraska State Department of Health from 1972 to 1974.

McCallum also served the United States as a member of the National Guard for more than 30 years, attaining the rank of colonel. In 1990, he was given command of a unit and deployed to the Gulf War, where he spent eight months. He attended the Army War College in 1994 and fulfilled an assignment at the Pentagon as a team leader for a classified research project. McCallum later served as chairman of the Strategy and Planning Department and director of strategic outreach at the U.S. Army War College, Carlisle, Penn., from 1995 to 2001.

A native of Bloomfield, Neb., McCallum received a bachelor's degree in education in 1971. He received a master's degree in education, major in adult education, in 1976 and a doctorate in education, community and human resources, in 1982, both from the University of Nebraska-Lincoln.

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Campus Directory (cont.)

Lake Region State College – Mike Bower

Mike Bower, Ph.D., has been president of Lake Region State College since July 2008.

Prior to being named LRSC president by the State Board of Higher Education, Bower was executive dean to the president for continuing education corporate services at branch campuses of Michigan Technical Education Centers and University Center at Mott Community College, Flint, Michigan. He also has served as a campus administrator at the Chippewa Falls Campus of Chippewa Valley Technical College in Wisconsin and has served as dean of academics and training, Columbus Campus for Central Community College, Nebraska. He has numerous years of industry experience, having worked for RCA and Ford Motor Company – Lincoln Mercury division.

Bower is an active member of the American Association of Community Colleges, National Council for Workforce Education, The League for Innovation, The Chair Academy, Mott Bruin Club of Genesee County, National Rifle Association, Ducks Unlimited and Rotary International.

Mayville State University – Gary Hagen

Gary Hagen, Ph.D., was named president of Mayville State University in February 2007. Hagen had been Mayville State University's interim president since July of 2006.

Hagen came to Mayville State University as a faculty member in the Division of Business in 1976. He taught in the division until 1997. In addition to his duties as a faculty member, he was chairman of the Division of Business from 1991 to 1997. He served as the university's chief information officer from 1997 to 1998 and was vice president for academic affairs from 1998 until 2007.

During his tenure at Mayville State, Hagen has provided leadership for academic planning, student-centered learning and instructional innovation, and the development and application of instructional technologies. He also has led the university's accreditation functions, assessments, and program reviews, and he has played a key role in academic strategic planning within the university's strategic planning framework. Hagen has developed recommendations and managed the academic budgets.

He earned a bachelor's degree in business administration from the University of North Dakota in 1974, a master of science degree in business education from UND in 1977, and a doctorate of philosophy in business education from UND in 1986.

Minot State University – David Fuller

David Fuller, Ph.D., became the eighth president of Minot State University in July 2004, coming to the university from Wayne State College, Wayne, Neb., where he had been vice president for academic affairs since 2000. He earned a bachelor's degree in English at Hastings College, Hastings, Neb. He received a master's degree in English from the University of Nebraska at Kearney and earned a doctorate in English from the University of Iowa in Iowa City.

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Campus Directory (cont.)

Fuller is a member of the Minot Chamber of Commerce board of directors, the Minot Area Development Corporation board of directors, Trinity Health board of directors and the North Central Association board of directors. He is chair of the Dakota Athletics Conference board of directors and the Minot Rotary Club. He has served as a member of the Corp of Chairs of Consultant Evaluator Teams for the Higher Learning Commission since 2001, is a member of the Accreditation Review Council (ARC) for the Higher Learning Commission and currently is a consultant-evaluator for the commission on institutions of higher education of the North Central Association of Colleges and Schools. Fuller also is an active member of the American Association of State Colleges and Universities.

Minot State University – Bottineau – Ken Grosz

A native of Kulm, N.D., Ken Grosz, Ph.D., was named campus dean of Minot State University-Bottineau in April 2001. Prior to this appointment, he was the associate dean for student affairs and has been at MiSU-Bottineau since 1975.

Grosz graduated from the University of South Dakota with a doctorate in higher education administration. He also earned a master's degree in guidance and counseling from North Dakota State University and a bachelor's degree in psychology and history from Jamestown College. He began his career as a school counselor in Walhalla, N.D., in 1971.

Throughout his career, he has been active in community affairs and professional organizations, including the Chamber of Commerce, St. Andrew's Health Center board of directors, MSU-Bottineau Foundation, Home Rule Charter Commission, Economic Development Corporation, NDUS Student Affairs Council, North Dakota Association of Registrars and Admissions Officers, North Dakota College Personnel Association and the Center of North American Coalition.

North Dakota State College of Science – John Richman

John Richman, Ph.D., whose relationship with the North Dakota State College of Science started more than 30 years ago, was appointed president on Feb. 20, 2007. Prior to this appointment, he served as interim president for five months and as the college's vice president for academic and student affairs, a position to which he was appointed in 2003 after serving one year as an interim vice president.

Richman attended NDSCS in the early 1970s and played football and ran track. He returned to the Wahpeton campus in 1986 as head football coach and an instructor in the Health, Physical Education and Recreation Department. He also served four years as the college's director of athletics before his appointment as an interim vice president in 2003.

Under Richman's leadership, the college has completed an extensive review of its academic programs, created new academic options, reorganized student services departments into a separate division and combined its admissions, financial aid and records functions into a comprehensive Enrollment Services Office.

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Campus Directory (cont.)

His past experience includes three years as athletic director, teacher and coach at Ada (Minn.) High School, three-plus years as an assistant football coach at MSU Moorhead and three years as an assistant football coach at the University of North Dakota.

A native of Lebanon, Ind., Richman earned a bachelor's degree and a master's degree from what is now Minnesota State University Moorhead. He completed a doctorate in kinesiology at the University of Minnesota in 1999. Richman also competed in football and track and field at MSU Moorhead.

North Dakota State University – Joseph Chapman

Joseph A. Chapman, Ph.D., became North Dakota State University's 13th president in June 1999. Noted for his ability to coordinate collaborative efforts and his commitment to enhancing and integrating research programs, Chapman has led the university through a period of remarkable growth in graduate and undergraduate enrollment, research activity, academic program offerings, private fundraising and public-sector business partnerships.

Chapman is the recipient of the 2006 North Dakota Chamber of Commerce Greater North Dakotan Award and the National Association of Student Personnel Administrators national President's Award in 2005.

Before coming to NDSU, Chapman served as senior vice president and provost at Montana State University, Bozeman, where he also was a professor of biology. Among his responsibilities were a wide array of statewide initiatives, including a system of academic and outreach programs at Montana's two-year and four-year campuses. Prior to joining Montana State in 1996, he was dean of the College of Natural Resources at Utah State University. From 1969 to 1983, he worked at the University of Maryland, College Park, advancing to head the Appalachian Environmental Laboratory. He also was a wildlife biologist for the U.S. Fish and Wildlife Service from 1965 to 1967. Chapman is a fellow of the Institute of Biology, London, fellow of the Explorers Club, N.Y., and a member of the Cosmos Club of Washington, D.C.

He earned a bachelor's degree, a master's degree and a doctorate from Oregon State University, Corvallis. He lists 11 books and editorships, eight monographs, 31 book chapters and symposia proceedings, 67 journal publications and more than 100 reports and popular articles.

University of North Dakota – Robert O. Kelley

Dr. Robert Kelley was selected as the 11th president of the University of North Dakota on Feb. 4, 2008, and assumed his duties on July 1, 2008. Previously, he served as dean of the College of Health Sciences and professor of medical education and public health at the University of Wyoming from 1999 until his selection by the State Board of Higher Education. Before that, he was associate vice chancellor for research and executive associate dean of the graduate college at the University of Illinois at Chicago. He also was a professor of biological sciences at the College of Liberal Arts and Sciences and a professor of anatomy and cell biology at the College of Medicine, both at the University of Illinois at Chicago. At the University of New Mexico, he

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Campus Directory (cont.)

served as chair of anatomy and senior executive associate dean, as well as in other faculty capacities. He also has taught at the University of California, Berkeley.

Kelley earned a bachelor's degree in biology and chemistry from Abilene Christian University in Abilene, Texas, in 1965, and a master's degree in 1966 and doctorate in 1969, both in cell and developmental biology from the University of California, Berkeley.

He has served as chair of the Assembly for the Association of American Medical Colleges, chaired the Council of Academic Societies for the AAMC and was a member of the executive board of the National Board of Medical Examiners, which is responsible for the U.S. medical licensure examination. In addition, he has served the National Institutes of Health (NIH) on several study sections, served on the director's advisory board for NIH strategic planning and chaired the Minority Biomedical Research Support Program advisory committee in the NIH Division of Research Resources. That program helped support research for historically black universities, tribal colleges and "minority-majority" institutions. He was principal investigator for the University of Wyoming/Northern Rockies INBRE (IDeA Network of Biomedical Research Excellence), an NIH program which promotes biomedical research and connects the state's community colleges with the University of Wyoming.

Valley City State University – Steven W. Shirley

Steven Shirley, Ph.D., became the 12th president of Valley City State University on July 1, 2008. Prior to this appointment, he was the vice-president for student affairs at Dakota State University (DSU) in Madison, S.D. Before DSU, Shirley was a business professor and director of Learning Abroad at the University of Minnesota, Crookston (UMC). He also has taught at South Dakota State University and the University of North Dakota.

A native of Fargo, N.D., Shirley earned a bachelor's degree and a master's degree in business administration and a Ph.D. in teaching and learning: higher education, all from the University of North Dakota.

During his career, Shirley has served on the Region IV-West Advisory Board for NASPA (National Association of Student Personnel Administrators) and has presented on numerous occasions at regional and national conferences of NASPA, NAFSA: Association of International Educators, and ACBSP (Association of Collegiate Business Schools and Programs). Additionally, he is a member of the Valley City Rotary Club and previously served as club president of the Crookston, Minn., Rotary Club. He also serves on the Valley City-Barnes County Economic Development Corporation.

Shirley has a great interest in international education and has long been a champion of encouraging students to study abroad. He has led student and faculty groups abroad on academic and cultural visits and has taught English abroad to adult learners. His dissertation,

“The Gender Gap in Post-Secondary Study Abroad: Understanding and Marketing to Male Students,” was published by the American Institute for Foreign Study Foundation.

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Campus Directory (cont.)

Williston State College – Joe McCann

Joseph E. McCann, Ph.D., became president of Williston State College on July 1, 2000. McCann obtained a bachelor's degree from the University of South Dakota at Springfield in 1967, a master's degree from Purdue University, West Lafayette, Ind., in 1972 and a doctorate from the University of Nebraska at Lincoln in 1989.

McCann has 21 years of administrative experience, having worked at Western Nebraska Community College in Sidney, Neb.; Highland Community College in Highland, Kan., and Tomball College in Houston, Texas. He was a teacher for 20 years, 13 of those years at community colleges in Minnesota and Nebraska and seven years as a high school teacher in South Dakota and Iowa.

McCann has experience in a large urban multi-college district that has grown dramatically, as well as in five rural community colleges. His experience includes partnerships, high-tech program start-ups, liberal education, business and industry training, regional and economic development, workforce development, regional accreditation and college advancement.

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December 2008

2008 SBHE Major Accomplishments

In 2008, the State Board of Higher Education and the North Dakota University System:

- Completed three successful presidential searches with the hiring of President Mike Bower, Ph.D., at Lake Region State College; President Robert Kelley, Ph.D., at the University of North Dakota; and President Steve Shirley, Ph.D., at Valley City State University; welcomed President Richard McCallum, Ph.D., to Dickinson State University
- Began a presidential search at Williston State College
- Completed a successful upgrade to the NDUS ConnectND student administration system on time and within budget; completed a successful upgrade to the ConnectND finance system in cooperation with state government
- Implemented Wimba, a software that enhances the delivery of online courses through use of interactive technologies such as voice, video, instant messaging and podcasting
- Approved a 2009-11 needs-based budget request and a prioritized list of major capital project requests
- Contributed to the work of the Interim Higher Education Committee, the Interim Workforce Committee, the Interim IT Committee and the Interim Tribal and State Relations Committee
- Participated in revitalization of the Roundtable on Higher Education
- Reviewed progress reports on the FY 2008 Campus Alignment Plans and approved FY 2009 Campus Alignment Plans as a means of ensuring alignment of the NDUS with the goals and expectations of the Roundtable on Higher Education
- Began administration of North Dakota's College Access Challenge Grant Program, which is designed to increase the number of low-income students prepared to enter and succeed in postsecondary education
- Sponsored the NDUS Arts and Humanities Summit, a biennial celebration of the arts and humanities, and the NDUS Research and Development Showcase
- Strengthened efforts to expand access and increase enrollment by signing of a number of articulation agreements with campuses in Wyoming, Washington and Minnesota
- Implemented NotiFind, an emergency notification system used to provide timely information and instructions directly to students, faculty, staff and others during urgent and emergency situations
- Provided approval of seven Centers of Excellence prior to moving forward for Budget Section consideration

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SBHE Major Accomplishments (cont.)

- Demonstrated the SBHE and NDUS commitment to meeting the accountability expectations of the legislature and the Roundtable on Higher Education by production of the *2008 Accountability Measures Report*
- Worked with the Joint Boards of Education to make progress on the goals and objectives of the P – 20 initiative, including the need for a coordinated statewide educational plan
- Developed an action plan for resolution of the Fighting Sioux logo and nickname issue
- Awarded 9,000 academic degrees to students at the 11 NDUS colleges and universities
- Reviewed and reconfirmed the roles and responsibilities of the board, the chancellor and the presidents
- Achieved all of the major action steps for the seven annual SBHE objectives set for FY 2006
- Assisted in successful implementation of the Economic Development Centers of Excellence initiative, including the following centers, funding amounts (\$20 million in general fund expenditures) and the projected amount of leveraged funding totaling \$81.3 million:
 - ♦ The BSC Energy Center: \$3 million, projected to leverage \$12.2 million
 - ♦ The LRSC Dakota Center of Optimized Agriculture: \$450,000, projected to leverage \$1.3 million
 - ♦ The UND National Center for Hydrogen Technology: \$2.5 million, projected to leverage \$20 million
 - ♦ The NDSU Center for Advanced Electronics Design and Manufacturing: \$3 million, projected to leverage \$9.5 million
 - ♦ The NDSU Center of Excellence for Agbiotechnology: \$2 million, projected to leverage \$10.7 million
 - ♦ The NDSU Center of Excellence on Surface Protection: \$2 million, projected to leverage \$4 million
 - ♦ The UND Research Foundation Center of Excellence in Life Sciences and Advanced Technologies: \$3.5 million, projected to leverage \$10 million
 - ♦ The UND Center of Excellence for UAV and Simulation Applications: \$1 million, projected to leverage \$4.2 million
 - ♦ The VCSU Institute for Customized Business Solutions: \$1 million, projected to leverage \$4.9 million
 - ♦ The WSC Petroleum Safety and Technology Center: \$400,000, projected to leverage \$1.3 million
 - ♦ The DSU Institute for Technology and Business Center for Entrepreneurship and Rural Revitalization: \$1.15 million, projected to leverage \$3 million
- Developed a 2007–09 budget request consistent with recommendations of the Roundtable on Higher Education

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SBHE Major Accomplishments (cont.)

- Established an MaSU work group and accepted the group's recommendations to strengthen the academic and financial viability of the university
- Subscribed to CCBenefits, a web-based database and projection model that will help the community colleges systematically identify North Dakota's workforce needs and opportunities
- Continued to expand the number of businesses served through workforce training
- Supported private sector roundtable members in their efforts to take a stronger leadership role in advancing the vision of the Roundtable on Higher Education
- Implemented new interlibrary loan software for the Online Dakota Information Network (ODIN); this completed a change to the new Aleph 500 library system, retiring the PALS library system in use since 1989
- Implemented through ODIN a new system to centrally manage interlibrary loans across multiple separate library systems, including the University of Minnesota and Minnesota State Colleges and Universities
- Added six libraries (five school libraries and one public library) to the ODIN system
- Conducted a search and appointed Eddie Dunn as NDUS chancellor
- Participated in a WICHE initiative to examine the connection between higher education and the state's workforce and economic needs, one of three states selected for the initiative
- Participated in a state presentation about the success of the Roundtable on Higher Education at a conference sponsored by the Federal Reserve Bank of Chicago titled "Higher Education at a Crossroad"
- Assisted the interim Higher Education Committee in arranging the annual roundtable meeting
- Reorganized the NDUS Foundation and appointed new board members
- Cooperated with the private sector in developing a volunteer speakers program to bring private sector leaders into the classroom

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December 2008

2008 NDUS Campus Highlights

Bismarck State College

- Groundbreaking took place in May 2006 for BSC's National Energy Center of Excellence. The center received \$3 million in the first round of awards provided through the North Dakota Centers of Excellence for Economic Development. The BSC center focuses on education of multi-skilled technicians for the energy industry on a national scale. Completion is expected in May 2008.
- BSC began offering a two-year program in Instrumentation and Control Technology in August. Representatives from the energy industry requested that BSC offer the program to help meet the need for skilled instrumentation and control technicians at North Dakota's power plants, ethanol plants, other process plants and industrial sites.
- BSC began offering online power plant technology and process plant technology to students at Wisconsin's Fox Valley Technical College in August. The partnership with Fox Valley will help meet the needs of high-demand energy careers in Wisconsin and upper Michigan. BSC credits will transfer to Fox Valley, and students will earn associate degrees from FVTC.
- Two new buildings opened on campus in time for Fall 2008. Lidstrom Hall is a residence hall that houses about 80 students. The National Energy Center of Excellence is dedicated to energy education, workforce training and continuing education. Partnerships with industry and government agencies were key to completion of the NECE.
- The Great Plains Energy Corridor Office opened in August. The office will provide education and outreach services to the state's energy industry, eventually expanding to neighboring states. U.S. Sen. Byron Dorgan secured funding to establish the office located in BSC's new NECE.
- In May, BSC received a scholarship grant of \$597,540 from the National Science Foundation to attract students into science, technology, engineering and mathematics fields (STEM) and to address the critical national shortage of workers in these disciplines. The grant extends through 2013 and will benefit 25 to 30 students per year.

Dickinson State University

- On Nov. 4, Dickinson voters approved allocating \$6 million in sales tax to help build the Badlands Activities Center (BAC) on the campus of DSU. The \$16 million multi-purpose facility will include a new football field and track as well as space for community events and special functions.

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NDUS Campus Highlights (cont.)

- The National League for Nursing Accrediting Commission (NLNAC) recently granted DSU's practical nursing program full, seven-year continued accreditation. This accreditation shows that the university and its faculty meet the highest standards of nursing education.
- DSU and NDSU have entered into a collaborative engineering program in the areas of computer, electrical, industrial and manufacturing engineering. Students will begin their studies at DSU and complete them at NDSU. The partnership will directly benefit students, businesses and manufacturers in western North Dakota.
- Fall 2008 enrollment at DSU was up for the 13th consecutive year. There were 2,730 students enrolled, a 2.2 percent increase compared to the Fall 2007 enrollment of 2,670. Increases in the numbers of nontraditional and international students are two of the main factors contributing to the university's consistent growth.
- The investiture of Richard McCallum, Ph.D., as DSU's 10th president took place Friday, Nov. 21 at Dorothy Stickney Auditorium on the DSU campus. The theme of the event was "Reflecting on the Past, Embracing the Present, Forging the Future."

Lake Region State College

- Liudmila Tarasiuk has been named the New Century Scholar from North Dakota. Sponsored by the Coca Cola Company in cooperation with the American Association of Community Colleges and Phi Theta Kappa, New Century Scholars represent the top community college student in each of the 50 states. Tarasiuk will receive a \$2,000 scholarship for the honor.
- LRSC's 2006 graduating practical nurses and associate degree nurses earned a 100 percent NCLEX-PN and RN first-time pass rate. The NCLEX is a national licensing exam for nursing. Nursing students at LRSC are part of the Dakota Nursing Program, which is a partnership between LRSC, BSC, WSC and MiSU-B.
- LRSC has secured \$500,000 in matching funds for a North Dakota Renewable Energy Council grant and currently is working on a North Dakota Department of Commerce Workforce Enhancement Grant proposal, with funding from both sources to be used for development of a Wind Energy Technician Program. LRSC has submitted a Stage II program request and, if approved, plans to offer the program in Fall 2009.
- Students from the country of Oman are training at LRSC. Five members of the Royal Air Force of Oman are taking classes in airplane simulator maintenance. The students will study in Devils Lake for about one and one-half years. LRSC is working with Oman to train more air force personnel in the future.
- LRSC and the Interactive Video Network showcased the college's high-definition interactive video rooms for the media and faculty, staff and students on March 17. Representatives of LRSC connected with IVN personnel in a high-definition room at NDSU to demonstrate the new video technology that brings the distance delivery method closer to a traditional classroom setting. Instructors are able to project high-quality images, videos, microscope slides, power points and other technology over the network.

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NDUS Campus Highlights (cont.)

- LRSC now has a chapter of Phi Theta Kappa, the largest honor society in American higher education. With more than two million members and 1,200 chapters, Phi Theta Kappa is located in all 50 states, the U.S. territories and around the world.
- The Otto Bremer Foundation recently awarded a \$140,000 grant to the Lake Region Community College Foundation. The three-year grant will fund several regional farm management teacher in-service programs. Coordinated by the National Farm and Ranch Business Management Education Association, the grant will directly benefit all farm management programs in North Dakota.

Mayville State University

- MaSU is administering a \$99,200 U.S. Department of Labor grant providing workforce training through internships. Rural businesses are benefiting from the funding of 40 internships through the program. The Traill County Technology Center at MaSU has served as home to four businesses that now have transitioned into the Mayville-Portland community.
- The MaSU Division of Education and Psychology has been granted continuing accreditation by the United Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE). Achieving this endorsement under the performance-oriented standards of NCATE underscores MaSU's commitment to producing high-quality teachers for our nation's children.
- MaSU has begun the second year of activities in a five-year \$1.9 million grant from the U.S. Department of Education Strengthening Institutions Program. The grant funding is being used to assist with development and delivering of academic programs and will help improve student retention. Distance learning capabilities and program offerings also are being expanded.
- In an ongoing effort to expand access, MaSU officials have entered into articulation agreements with in and out-of-state colleges. Transfer agreements for MaSU's bachelor's degree in early childhood have been signed with BSC, Northwest College in Powell, Wyo., and Casper College in Casper, Wyo. Articulation agreements for MaSU's bachelor's degree in applied science in business administration have been signed with Hibbing Community College in Hibbing, Minn., and Minnesota State Community and Technical College in Detroit Lakes, Minn.
- MaSU has partnered with LRSC to offer bachelor's degrees in business administration and elementary education. Classes are offered on the LRSC campus or via various distance delivery methods, allowing place-bound students in the Devils Lake area the opportunity to earn bachelor's degrees while remaining close to home, family and work.
- The MaSU Division of Education and Psychology hosted a Jan. 21 in-service for 230 teachers from the May-Port CG, Hatton, Thompson, Central Valley, and Northwood school districts. Nationally recognized speaker Corwin Kronenberg gave a presentation on behavior management skills.

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NDUS Campus Highlights (cont.)

Minot State University

- MiSU faculty held the second annual Mind/Brain MythBusters conference June 12-13. These interactive seminars help educators incorporate new mind/brain research into their classrooms. MiSU's Center for the Applied Studies of Cognition and Learning Sciences was accepted as an NDUS Center of Excellence in September 2007.
- On March 17, MiSU's North Dakota Center for Persons with Disabilities hosted a ground-breaking symposium on autism to launch its new service, training and research program. NDCPD is working with partners around the state to make MiSU and NDCPD the go-to-place for information about autism.
- During Norsk Høstfest in October, President David Fuller welcomed Tora Aasland, Norwegian minister of higher education and research, and other Norwegian dignitaries to MiSU's campus. The group met with 15 MiSU leaders; ideas and information were shared to help the two higher education groups better understand one another.
- Walter Piehl Jr., MiSU professor of art, is one of three recipients of a \$100,000 Enduring Vision Award from the Bush Foundation. Piehl will receive the funds over three to five years to pursue his work and to encourage his continued influence on present and future generations of artists and audiences.
- In September, MiSU signed an articulation agreement with Bellingham Technical College in Washington. This agreement makes it easier for BTC students to transfer to MiSU and obtain bachelor's degrees.

MiSU-Bottineau

- In collaboration with the Dakota Nursing Consortium, MiSU-B enrolled students in an associate degree nursing (ADN) curriculum in Fall 2006. By implementing the program, the college helped reduce the shortage of health care professionals experienced in the area since closure of St. Andrews School of Nursing in 1970.
- Sophomore Derek Behrman was named a New Century Scholar by Phi Theta Kappa, an international honor society for two-year colleges. A native of Consul, Saskatchewan, Behrman represent North Dakota as the state's All-USA Academic Team delegate and was recognized at the American Association of Community Colleges Convention April 3–7 in Philadelphia. He was awarded a \$2,000 scholarship.
- MiSU-B is a cooperating party in the North Central Education Consortium, one of nine rural education associations (REAs) in the state. In February, the NCEC received a \$231,000 grant from the North Dakota Career and Technical Education Department to establish one of three virtual technology centers approved for the state. Eight schools and seven school districts will participate in the NCEC and the technology center programs during the first year. Larry Brooks, associate dean for academic affairs, is the governing board chairman.
- MiSU-B's proposal for an Entrepreneurial Center for Horticulture was approved for a \$400,000 award Aug. 20. The center's mission is to provide new opportunities for organic and specialty vegetable commercialization and distribution networks in North Dakota.

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NDUS Campus Highlights (cont.)

- MiSU-B's agriculture education program received the Career and Technical Education Director's Award of Excellence at a professional development conference in Bismarck in August. The honored recipients were Diann Beckman, Larry Brooks, Mark Pomarleau and Bob Underwood.
- Dr. Chuck Lura, biology professor, was an invited speaker at the Great Plains Riparian Forest Summit in Sioux Falls, S.D., Sept. 9. Lura's topic was "A Historical Perspective on Woody Vegetation in Western North Dakota." More than 120 natural resource professionals from across the Midwest attended the conference.

North Dakota State College of Science

- Enrollment at NDSCS continues to grow. Fall 2008 enrollment was 5.3 percent higher than Fall 2007; the college's numbers have increased more than 11 percent since 2001. North Dakotans make up more than 72 percent of the student body, Minnesotans 18 percent, South Dakotans 3.6 percent and Montanans 2.4 percent. NDSCS also boasts students from 31 other states and six foreign countries.
- NDSCS and the North Dakota Workforce Training Southeast Region sponsored the Disney Institute class *Team Creativity, Disney-Style* in Fargo Sept. 23. Disney taught techniques to nurture valuable organizational cultures and to increase productivity through creativity. The one-day program helped foster innovation and imagination among local business people with facilitated discussions and hands-on activities.
- In October, NDSCS sophomore Kristin Eberhardt was selected by the North Dakota Space Grant Consortium to be North Dakota's 2009 International Year of Astronomy student ambassador. She will represent North Dakota and the National Aeronautics and Space Administration (NASA) during the year-long celebration.
- Richard Siegel, an NDSCS culinary arts student, finished fourth in the nation at the National Culinary Arts competition in Kansas City in June. The top four competitors were separated by less than five points. Siegel also was honored for the second highest score on the culinary arts exam.
- The NDSCS Nanoscience Technology Program was a co-recipient of a \$3 million National Science Foundation grant to fund the creation of a Midwest Regional Center for Nanotechnology Education or "Nano-Link," awarded this summer. The NDSCS/MSCTC share will be about \$430,000 spread over a four-year grant period. The goals are to establish and implement a web-based curriculum repository for nanoscience-related course materials and training modules that can be accessed by other colleges, high schools educators and industry employers.

North Dakota State University

- NDSU set a ninth consecutive enrollment record with 13,229 students enrolled in Fall 2008 undergraduate and graduate programs, including a fall semester record of 1,818 graduate students. The international student population stands at 1,120 undergraduate and graduate students, another record high.

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NDUS Campus Highlights (cont.)

- President Chapman and other NDSU officials visited India, Sri Lanka, South Korea, Uganda and China. The highly successful trips resulted in several signed agreements for collaborative research and education efforts.
- NDSU was awarded a five-year National Science Foundation ADVANCE Institutional Transformation grant of more than \$3.7 million to address and study issues of recruitment, retention and advancement of women faculty, including women of color and women who have disabilities, within the science, technology, engineering and mathematics fields.
- A consortium led by NDSU economists in the Department of Agribusiness and Applied Economics has been awarded an \$800,000 grant from the North Dakota Industrial Commission to further develop and commercialize the technology to produce bio-based products.
- NDSU ranked out of 662 research universities in the U.S., Guam, U.S. Virgin Islands and Puerto Rico, based on total research expenditures reported in Fiscal Year 2007, according to the National Science Foundation. NDSU was listed in the top 100 FY 2007 research universities in the nation in several NSF research categories, including ranking 41st in R&D expenditures among the 537 research universities that do not have medical schools and in agricultural sciences in total research expenditures.

University of North Dakota

- UND's research enterprise had an economic impact of more than \$174 million in FY2007, up \$11 million from FY 2006, according to a report released in December by the Office of the Vice President for Research. The figure includes close to \$40 million in Grand Forks County and \$10 million elsewhere in North Dakota.
- In March, internationally recognized author Salman Rushdie helped UND celebrate its 125th anniversary by inaugurating the "Great Conversations" series. Rushdie was the keynote speaker at the 39th Annual Writers Conference.
- In August, UND learned it would receive \$1 million in federal funds for a geomechanical study of the Bakken Formation to improve oil extraction. The shale formation, across western North Dakota and eastern Montana, holds about 4.3 billion barrels of recoverable oil.
- UND alumnus and hall-of-fame basketball coach Phil Jackson received an honorary doctorate from his alma mater at an Aug. 25 ceremony. Coach of the Los Angeles Lakers, Jackson has won nine championships as a coach in the NBA. UND graduate and former North Dakota Gov. Ed Schafer, now U.S. Secretary of Agriculture, was awarded an honorary degree in May.
- AgCam, an Earth-observing sensor built by UND students and faculty, blasted into space on Space Shuttle Endeavour Nov. 14, en route to a new home on the International Space Station. AgCam will monitor the health of crops and other plants. UND's Energy & Environmental Research Center sent special materials into space in the spring, and UND graduate Karen Nyberg made her first trip into space in May.

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NDUS Campus Highlights (cont.)

Valley City State University

- VCSU and the National Center for Technological Literacy (NCTL) at the Boston Museum of Science completed a memorandum of understanding to bring standards-based science, technology, engineering and math (STEM) education to K-12 schools. Workshops to introduce STEM curriculum to K-12 teachers were held in Valley City and Devils Lake.
- The North Dakota Board of Nursing approved a collaborative nurse education satellite program to be delivered in Valley City through the Dakota Nursing Program. Partners in the initiative include VCSU, MiSU-B and two local healthcare providers, the Sheyenne Care Center and Mercy Hospital.
- Northwest College, Powell, Wyo., and VCSU entered into an articulation agreement that gives the Wyoming students an opportunity to complete the university's elementary education program via a combination of distance learning delivery methods. The agreement addresses an unmet demand for elementary education degree opportunities in Wyoming.
- Fall 2008 headcount enrollment increased 3.8 percent to 1,019 students, and FTE enrollment increased 2 percent. Growth came from new programs, including VCSU's online master of education (a headcount increase of 43 percent), and collaborative agreements with MiSU-B and Northwest College in Wyoming. Majors in health science and fisheries and wildlife science grew, but are approaching the capacity of VCSU's science facilities.
- VCSU was recognized in the "America's Best Colleges 2009" edition of U.S. News & World Report as one of the top four public baccalaureate colleges in the Midwest, marking the 11th year in a row VCSU has received this recognition.

Williston State College

- WSC and regional development organizations recognized winners of the first annual Mondak Entrepreneur of the Year Awards Feb. 29. In comments at the event, WSC President Joe McCann emphasized the importance of community colleges in identifying and meeting the needs of new businesses and the importance of both to the local quality of life.
- With the recent increase in oil activity in the Williston Basin, the Northwest North Dakota Workforce Training Division at WSC recorded a 50 percent increase in the number of employees participating in oil and gas safety training classes in FY08. The number of oil and gas companies requesting training increased to 103.
- An article by Richard Stenberg, assistant history professor, was published in the November 2008 issue of *We Proceeded On*, the scholarly magazine of the Lewis & Clark Trail Heritage Foundation. Titled "John Newman: A Man of Uncommon Activity and Bodily Strength," the article recounts the story of a member of the Lewis & Clark Expedition who became involved in the fur trade in North Dakota in the 1830s.

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Roundtable Recommendations & Board Objectives

December 2008

Roundtable on Higher Education

The higher education roundtable process originated in September 1999 when 61 state leaders – 21 legislators and 40 private sector, government, and education representatives – came together to assist the Interim Committee on Higher Education in conducting a study of the North Dakota University System.

Roundtable Goal: “To enhance the economic vitality of North Dakota and the quality of life of its citizens through a high quality, more responsive, equitable, flexible, accessible, entrepreneurial, and accountable University System.”

The Process Continues: October 2008 Roundtable Meeting

The roundtable process has continued, with the ninth meeting of the Roundtable on Higher Education held on October 8, 2008. The sixty participants in this roundtable process included the members of the State Board of Higher Education, the Interim Committee on Higher Education and the chair of the Interim Workforce Committee together with representatives of the private sector; K-12 education; North Dakota public, tribal, and private colleges and universities; and state government.

Breakout group discussions focused on four critical themes that emerged from discussions of the Interim Higher Education Committee: Education Attainment, Accessibility, Contribution to Economic Development, and Meeting Workforce Needs. The resulting recommendations were recorded in a chart that displayed clear parallels with the objectives of the State Board of Higher Education and the goals of the Interim Higher Education Committee. These issues also align closely with the six Roundtable Cornerstones as summarized below.

Cornerstone 1: Contribution to Economic Development

- Continue NDUS partnership with private sector and work closely with targeted industries.
- Focus resources to build workforce skills to meet economic development needs of the state.
- Provide more distance education to meet business needs across the state.
- Continue – and further develop - the research and opportunities offered by the Centers of Excellence, EPSCoR, and other programs.
- Enhance entrepreneurship opportunities.
- Consider tax incentives to encourage recent graduates to remain in state.
- Consider tax incentives to encourage businesses to work with universities.

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Cornerstone 2: Education Excellence

- Educate the working age population to the level of the best in the world.
- Provide clear pathways between degree levels.
- Support partnerships and collaboration that enhance statewide access.
- Encourage lifelong learning to promote access to all demographics.
- Expand internships in partnership with North Dakota businesses.

Cornerstone 3: Flexible and Responsive

- Provide ability to immediately respond to workforce needs with new programs. This requires financial resources.
- Offer shorter term programs.
- Market degrees that take less than four years to complete.
- Hold regular meetings of NDUS and private sector as a systematic process for input.
- Provide a designated office at each college/university that allows businesses to communicate directly with the college/university.
- Work with businesses to develop curriculum and programs to meet future workforce needs.
- Continue employer feedback to higher education on skill levels of interns and graduates.
- Focus on employer partnerships with higher education for training and development of employees (long-term benefits for state), including higher education classes in the workplace.

Cornerstone 4: Access

- Provide the opportunity to ensure that everyone who wants to go to college is adequately prepared and may go to college.
- Give specific attention to the state's Native American and adult populations.
- Increase accessibility by addressing the following barriers: Economic/Financial (including time, job, and family responsibilities), Psychological (leaving home for the first time; lack of encouragement/advisement; coming from small school to a larger school), Geographic/Programmatic Delivery, and Preparation/Education Attainment

Cornerstone 5: Funding and Rewards

- Adequately fund higher education.
- Allow funding flexibility.
- Provide incentives for students or universities to meet selected workforce needs as appropriate.
- Review higher education funding to support online costs as well as on-campus costs.

Cornerstone 6: Sustaining the Vision

- Build a long-range vision for higher education including revisiting campus mission statements.

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Roundtable on Higher Education (cont.)

Accountability: Measuring Progress

Each year, the eleven institutions of the North Dakota University System prepare Roundtable alignment plans for review and approval of the State Board of Higher Education. The alignment plans demonstrate the direct connection between the institutions and the six cornerstones outlined above. They also provide a means of measuring progress toward the Roundtable's expectation of a University System that provides educational excellence and serves as a primary engine for the expansion of North Dakota's economy.

History of the Roundtable

A document summarizing the work and findings of the initial Roundtable on Higher Education was published in May 2000. Titled, *A North Dakota University System for the Century*, it is available at the following link: <http://www.ndus.nodak.edu/reports/details.asp?id=332> .

The Roundtable on Higher Education Impacting NDUS Colleges and Universities

Since its inception in September 1999, the Roundtable has had a significant impact on North Dakota higher education. This impact is evident in the words of the presidents of North Dakota's eleven public colleges and universities.

North Dakota State College of Science

The *Accountability Measures Report* documents progress in meeting roundtable expectations and recommendations as well as financial viability and spending decisions of the NDUS. Because the institutions collaborated on what and how data was collected, an additional result is that the institutions are able to compare the accountability data and establish North Dakota benchmarks.

A partial list of NDSCS-specific impacts include:

- Greater collaboration between institutions for course/program delivery – Pathway Program at NDSU
- Number of business/employees served through workforce training continues to grow with satisfaction levels ranging from 94 to 99.9 percent
- Documented evidence that program offerings and services meet the needs of business and industry through employer satisfaction surveys
- Documented evidence of student academic success through licensure and examination pass rates
- Documented evidence of alumni satisfaction with preparation in selected program, acquisition of specific skills and technology

President John Richman, Ph.D.

University of North Dakota

Two recent achievements merit mention and can be attributed to the roundtable.

First, UND has been a successful participant in the Centers of Excellence program, and each center leverages additional successes over time. Second, intellectual property applications have increased substantially to about 10 per year; newly licensed ideas and products are resulting in the formation of new

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Roundtable on Higher Education (cont.)

North Dakota companies. The COELSAT (Centers of Excellence for Economic Development in Life Sciences and Advanced Technology) facility will be important to economic development.

Academic achievements include the roll-out of a new, nationally recognized essential studies (general education) program. Increased numbers of graduate students and fewer provisional admits are resulting in a stronger university. A final academic achievement is the university's rapid movement into online education as a means of delivering educational programming.

President Robert Kelley, Ph.D.

North Dakota State University

The roundtable has directly allowed NDSU to leverage resources to:

- Develop the Research and Technology Park
- Add programs, particularly doctoral programs
- Build business partnerships
- Double our research enterprise and
- Increase enrollment.

All of these attract people and generate economic activity that would not exist without the flexibility of the roundtable. Our research park has spun off 17 businesses and 500 jobs that weren't in North Dakota 10 years ago.

We just broke ground in the Research and Technology Park for a new Appareo Systems Facility. Today, Appareo employs 40 people in engineering, manufacturing and administration, and expects to double in size over the next three years. Appareo is a "spin off" of the Technology Incubator facility, showing how effectively that effort can assist fledgling companies to prosper. The close proximity will be of great benefit to both Appareo and NDSU researchers.

President Joseph Chapman, Ph.D.

Williston State College

Since the inception of the roundtable, WSC has become a more comprehensive community college, serving a wider range of students and meeting an increased variety of learning needs in the MonDak region.

During the past seven years, WSC has:

- Increased summer enrollment five-fold
- Expanded access by distance education to the point that six of every 10 students now take at least one course via distance learning
- Increased the number of career and technical students
- Opened a child care facility for students and employees
- Is more responsive to regional needs and has aligned the planning functions including course scheduling

The college now serves more older adult students, holds more civic events on campus, has built a thriving Petroleum Safety and Technology Center and participates in many more partnerships.

President Joseph McCann, Ph.D.

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Roundtable on Higher Education (cont.)

Minot State University

Minot State University has implemented or completed the following items as a direct result of the roundtable:

- The Prairie Community Development Center has completed business plans and/or feasibility studies for businesses in Minot, Williston, Northwood, and Stanley.
- Initiatives instituted to enhance education excellence include mandatory freshman orientation and on-campus housing, a mentoring program and renovating student areas to promote a more engaged campus. MiSU was part of a 2007–08 national cohort of 13 select schools dedicated to improving the first year of college through participation in the Foundations of Excellence program.
- SMART Boards, iPods, a Personal Response System and PDAs have all contributed greatly to student success.
- MiSU has completed a thorough review of the tuition waiver program. A Great Plains Scholar Award has been instituted.

President David Fuller, Ph.D.

Dickinson State University

The legislative roundtable cornerstones have significantly impacted the development of DSU's programs and outreach efforts.

- The commitment to economic development fueled the launch of the Strom Center for Entrepreneurship and Innovation, a North Dakota Center of Excellence. Additional internship opportunities were created with area businesses, and a leadership certificate program in entrepreneurship was initiated.
- The cornerstone of flexibility and responsiveness spurred the expansion of distance education offerings, including online courses and programs in collaboration with BSC and WSC. New programs in finance and international business also have emerged.
- The accessibility cornerstone guided our expansion of residence hall capacity to accommodate the full cohort of students seeking enrollment this fall.
- Educational excellence prompted our exit testing and assessment program.
- Finally, a future-focused planning process is underway to sustain a vision for the future.

President Richard McCallum, Ph.D.

Minot State University – Bottineau

The *Roundtable Report* gives MiSU-Bottineau a roadmap for the future. It helps us promote an environment that creates a brighter future for all those we serve. Following are examples:

- We chose to become part of the Dakota Nursing Consortium to assist in alleviating the state's critical shortage of healthcare professionals — particularly in our rural areas. We provide nursing programs in Rugby, Bottineau, Valley City and Minot and work with the following facilities: St. Andrews Health Center, Mercy Hospital, Burdick Job Corps and Heart of America Medical Center. For Fall Semester 2008, there are 50 students enrolled in our two nursing programs.
- We chose to pursue a Center of Excellence Grant for an Entrepreneurial Center for Horticulture (ECH). The mission of the center is to stimulate the burgeoning organic and specialty industry in the state and region. A goal of the ECH is to provide the technology transfer necessary to make business opportunities flourish.

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Roundtable on Higher Education (cont.)

Roundtable precepts, particularly those focusing on collaboration and access, were critical in promoting these new MiSU-Bottineau initiatives.

Campus Dean Ken Grosz, Ph.D.

Valley City State University

The roundtable has had a profound impact at Valley City State University. VCSU has engaged in numerous initiatives fulfilling the roundtable expectations, and the cornerstones have served as a compass for strategic decisions while establishing accountability benchmarks.

Regarding economic development and educational excellence, VCSU has partnered with industry, education and government. VCSU partnered with Eagle Creek Software, delivering customized coursework and providing employees to Eagle Creek through recruitment and training of college students and qualified applicants. Today, the Valley City Eagle Creek office employs 100 highly trained software consultants. Additionally, VCSU partnered with the Boston Science Museum to deliver STEM K-12 curriculum and with MiSU-Bottineau and Barnes County healthcare providers to deliver programs addressing the local nursing shortage.

Ensuring a flexible, responsive and accessible system, VCSU has expanded online/distance enrollment by 27 percent from 2004 to 2007. Additionally, VCSU added master's of education programs, now enrolling 120 graduate students – tremendously quick growth furthering the education of regional professionals.

President Steve Shirley, Ph.D.

Bismarck State College

The National Energy Center of Excellence facility allows BSC to provide nationally recognized education. The project funding includes energy industry partners; local, state and federal government; individuals; and employee participation.

BSC partners with the Bismarck Public School District to provide career and technical education to secondary and post-secondary education students whom we both serve on our campus through the shared use of facilities.

BSC also partners with the Bismarck Park Board in the shared use of the Community Bowl and the future use of the BSC Aquatic and Wellness Center. This is another prime example of the sort of public/private partnership envisioned by the roundtable.

BSC is a collaborative partner with many NDUS schools regarding upper-level degree programs in Bismarck/Mandan. This enhances the economic well-being of the area and the region we serve. Finally, the budgeting flexibility offered by the roundtable has allowed BSC to make financial decisions that positively affect BSC students in a more timely and businesslike manner.

President Larry Skogen, Ph.D.

Lake Region State College

The roundtable allows Lake Region State College flexibility to address important college issues while being accountable for decisions made. It allows LRSC to meet and enhance the educational needs of students.

By being flexible, responsive and accessible, LRSC offers more programs at a distance through online learning, IVN and outreach. The college collaborates with other partners on programs such as the B.S. in

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Roundtable on Higher Education (cont.)

business administration with MaSU, peace officer training with the Fargo Police Department and the Dakota Nursing Consortium.

Addressing educational needs flexibly and responsibly provides opportunities for LRSC to enhance educational excellence, such as establishing a Phi Theta Kappa chapter. Flexibility with accountability allows LRSC to set tuition rates attractive to resident and nonresident students.

The campus also can address capital needs to enhance accessibility, economic development and student learning. Solid examples of funding and rewards include the Centers of Excellence designation, science lab renovation, housing renovation and Welcome Center completion.

President Mike Bower, Ph.D.

Mayville State University

The roundtable initiative led to the following for Mayville State.

We created an on-campus technology center and business incubator. Five businesses spawned in the center still operate in Mayville-Portland. A host of businesses have been served through the center. These businesses have been able to get established by renting space and taking advantage of the technology infrastructure and campus expertise.

The technology advantages explored after the roundtable led to the development of the Heart of the Valley IT Consortium that links Mayville State University to more than 20 area secondary schools across a seven-county area.

Business internships and community technology infrastructure have prospered.

Flexibility in return for accountability has allowed for much faster delivery of academic programming.

President Gary Hagen, Ph.D.

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Roundtable on Higher Education (cont.)

Current Members of the Roundtable on Higher Education

Name	Title	Organization	Dates Served
Allen, Greg	Administrative Manager	Cavendish Farms	2006 to current
Andrews, Sue	Member	State Board of Higher Education	2002 to current
Backes, Jon	Member	State Board of Higher Education	Oct. 2008 to current
Badal, Robert	President	Jamestown College	Oct. 2008 to current
Brown, Marlys			Oct. 2008 to current
Chapman, Joseph	President	North Dakota State University	1999/charter to current
Cripe, Haylee	Student Member	State Board of Higher Education	July 2007 to current
Daley, Maren	Executive Director	Job Service North Dakota	Oct. 2008 to current
Davis, Jim	President	Turtle Mt Community College	Oct. 2008 to current
Delmore, Lois	Representative	State of ND	2006 to current
Draper, Dakota	President	NDEA	Oct. 2008 to current
Espgaard, Duaine	Member	State Board of Higher Education	Oct. 2008 to current
Farnsworth, David	Power Generation & Engineering Leader	Great River Energy (Coal Creek)	Oct. 2008 to current
Feist, Jennifer	Executive Dir	Valley City Barnes Co Dev. Corp	1999/charter to current
Fuller, David	President	Minot State University	2004-2005 and Oct. 2008 to current
Giese, John	Business Banking Manager	Wells Fargo	Oct. 2008 to current
Goettle, Shane	Director	Dept of Commerce	Oct. 2008 to current
Goetz, Bill	Chancellor	North Dakota University System	1999/charter to current
Grindberg, Tony	Senator	State of ND	1999/charter to current
Hagen, Gary	VPAA & Interim Pres	MaSU	1999/charter to current
Hardmeyer, Eric	President	Bank of North Dakota	Oct. 2008 to current
Haugen, Michael	Member	State Board of Higher Education	Oct. 2008 to current
Hawken, Kathy	Representative	State of ND	2003 to current
Hedger, Don	CEO	Killdeer Mountain Mfg	1999/charter to current
Hill, Dennis	Exec VP/Gen Mgr	ND REC	1999/charter to current
Holmberg, Ray	Senator	State of ND	1999/charter to current
Jackson, Jon	Faculty Advisor/SBHE	University of North Dakota	Oct. 2008 to current
Jorde, Terry	President & CEO	Country Bank USA	Oct. 2008 to current
Kelley, Robert	President	University of North Dakota	Oct. 2008 to current
Kelsch, RaeAnn	State Representative	State of ND	Oct. 2008 to current
Kemnitz, David	President	AFL-CIO	1999/charter to current
Klein, Matthew	State Representative	State of ND	Oct. 2008 to current
Kostelecky, Pam	Member	State Board of Higher Education	2002 to current
Krebsbach, Karen	State Senator	State of ND	Oct. 2008 to current

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Roundtable on Higher Education (cont.)

Name	Title	Organization	Dates Served
Kutzer, Wayne	Director	Career & Tech Ed	2001 to current
Laducer, Jim	President & CEO	Laducer and Associates Inc	Oct. 2008 to current
Lindaas, Elroy	Senator	State of ND	1999/charter to current
Martinson, Bob	Representative	State of ND	2001 to current
McCallum, Richard	President	Dickinson State University	Oct. 2008 to current
Michael, Franklin	President	ND Student Association	Oct. 2008 to current
Molmen, David	CEO	Altru Health Systems	Oct. 2008 to current
Morton, Don	Site Leader for Fargo Campus	Microsoft	2002 to current
Nething, David	Senator	State of ND	1999/charter to current
Nisbet, Mark	Principal Manager	Xcel Energy	Oct. 2008 to current
Oehlke, Dave	State Senator	State of ND	Oct. 2008 to current
Piesik, Deanette	Workforce Training Manager	Williston State College	Oct. 2008 to current
Potter, Tracy	State Senator	State of ND	Oct. 2008 to current
Quamme, Ken	Dean of Technology	WSC	1999/charter to current
Rauschenberger, Ron	Chief of Staff	Governor's Office	Oct. 2008 to current
Reierson, Roger	President	Flint Communications	1999/charter to current
Richman, John	President	ND State College of Science	Oct. 2008 to current
Robinson, Larry	State Senator	State of ND	Oct. 2008 to current
Rothschiller, Joe	NEI Committee	Steffes Corporation	Oct. 2008 to current
Sanstead, Wayne	Superintendent	DPI	1999/charter to current
Schneider, Jasper	State Representative	State of ND	Oct. 2008 to current
Shaft, Grant	Member	State Board of Higher Education	Oct. 2008 to current
Skarphol, Bob	State Representative	State of ND	Oct. 2008 to current
Smith, Richie	Member	State Board of Higher Education	July 2005 to current
Sprynczynatyk, David	Adjutant General	ND National Guard	Oct. 2008 to current
Stremick, Paul	Superintendent	Dickinson Public School District	Oct. 2008 to current
Svedjan, Ken	State Representative	State of ND	Oct. 2008 to current
Veeder, Gene	Executive Director	McKenzie County Job Dev Auth	Oct. 2008 to current
Wall, John	State Representative	State of ND	Oct. 2008 to current
Williams, Clark	State Representative	State of ND	Oct. 2008 to current
Wilson, Shirley	President	Council of College Faculties	Oct. 2008 to current
Zimmerman, Delore	President	CEO Praxis	2003 to current
Zimmerman, Jason	Dir/Food & Beverages	Holiday Inn	Oct. 2008 to current

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Roundtable Rec. & Board Objectives

December 2008

Accountability Measures

The *2008 Accountability Measures Report* serves as the primary tool for reporting on the agreed-upon North Dakota University System accountability measures and as a vehicle through which the system demonstrates its commitment to enhancing the economic and social vitality of North Dakota.

Key stakeholders who have contributed to development of this new relationship between the University System and the state of North Dakota include the private and public sector members of the Roundtable on Higher Education.

Organized according to the six cornerstones of the *Roundtable Report*, the *2008 Accountability Measures Report* provides a useful framework for focusing the assets of the University System on the high-priority needs of the state.

For a copy of the report, contact the NDUS Office by phone at 701.328.2960 or via e-mail at ndus.office@ndus.edu. To view the report go to www.ndus.edu/reports and click on "Roundtable on Higher Education."

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Roundtable Rec. & Board Objectives

December 2008 **State Board of Higher Education Objectives**

July 1, 2008 – June 30, 2009

Approved by the State Board of Higher Education – Sept. 18, 2008

NOTE: The following objectives are organized according to the three long-range goals adopted by the board and included in the NDUS Strategic Plan.

Long-Range Goal 1:

Continue to be a national leader and a model for other states in effectively utilizing the power and potential of a university system to enhance the economic and social vitality of the state

Planning for the Future: The State Board of Higher Education will engage in a comprehensive process to review and revise the system-wide strategic plan to ensure that the NDUS is well positioned to provide access to an appropriate array of academic programs, research capacity, workforce training, and cultural enrichment consistent with the roles of a university system of the 21st century.

Action Steps:

- Analyze and revise, if required, the System mission and vision (including input through the Roundtable process)
- Analyze and revise, if required, individual institution missions and key data, including on-line offerings
- Analyze and revise, if required, the long-term finance plan consistent with any changes to mission (original timetable included review during 2008-09)
- Analyze and revise, if required, tuition and fee policy (including traditional, on-line, and collaborative)

Expected Result: Stakeholder consensus regarding appropriate system and institutional missions and future directions

Long-Range Goal 2:

Achieve the vision of the Roundtable on Higher Education in creating a university system for the 21st century – a system that is: academically competitive nationally and internationally; engaged at every level with the needs of the state and its citizens; accessible and responsive to all citizens of the state, both individual and corporate; and proves to be a solid investment for the state and is seen as such by its citizens

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State Board of Higher Education Objectives (cont.)

Preparing Students for Success: In collaboration with appropriate stakeholders, the State Board of Higher Education will develop admission and placement policies that are consistent with the high levels of student preparation required for success in college and in the global economy.

Action Steps:

- Propose steps to address this issue with the Joint Boards in September 2008
- Recommend creation and codification of a P-20 Commission (with representation similar to original task force)
- Study and recommend a system of common challenging standards and assessments leading to alignment of high school graduation requirements and university admission standards and to improved ND performance on the National Assessment of Educational Progress (NAEP)
- Consult with private sector employers to assess students' level of preparation in the skills required for success in the current and future workforce, including "soft skills"
- Implement comprehensive career planning

Expected Result: Adoption of policies aligned with high levels of student preparation

Developing the Workforce: The State Board of Higher Education will identify and implement effective strategies to address the state's workforce development and training needs at all levels (non-credit, certificate, two-year, four-year, graduate, professional).

Action Steps:

- Utilize the System's educational assets to deliver programs where they are needed
- Analyze potential of the higher education center concept and recommend next steps
- Offer programs structured to provide progressively higher levels of skills certification, for example, certificates leading to associate and bachelor's degrees
- Examine coordination of NDUS workforce training efforts and data reporting and develop a statewide inventory of workforce objectives, funding, and work being conducted
- Provide a Learning Management System for collaborative course development with 24 by 7 help desk services for faculty and students
- Provide opportunities for faculty and staff training in the use of collaborative technologies to enhance on-line course delivery
- Prepare a healthy workforce through identifying similar needs between substance abuse and mental health issues for ND college students and undertaking planning, development and research to address these issues.

Expected Result: Adoption of creative strategies and programming that address the state's workforce needs

Increasing Educational Opportunities: The State Board of Higher Education will increase educational opportunities for non-traditional students (adults, other underrepresented groups), leading to a higher level of educational attainment throughout the state and a more highly qualified workforce.

Action Steps:

- Develop an Adult Education Council to offer advice and recommendations to the Chancellor regarding policy, service, and financial aid for non-traditional age students
- Define clear pathways for students to progress to higher degree levels in each academic discipline

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Section 4 – Page 3.1

State Board of Higher Education Objectives (cont.)

- Establish a work group to identify ways to utilize technology effectively in serving this student population, including improving self-service options

Expected Result: Increased levels of participation and retention of adults and other underrepresented groups in higher education

Long-Range Goal 3:

Create an environment, based on mutual trust, within the University System and in cooperation with the key stakeholders of higher education that embraces a common vision, a clear set of expectations and agreed-upon accountability measures that are mutually developed and supported by the University System and its stakeholders

Focusing the Vision: The State Board of Higher Education will engage key leaders from the legislature, the private sector, education, local communities, and executive agencies in an active dialogue focused on North Dakota's common vision for higher education.

Action Steps:

- Participate actively in the Roundtable process
- Increase communication with all Roundtable participants
- Explore ways to increase awareness of and to engage the System's faculty and staff in this process
- Explore the possibility of codifying the Roundtable in statute

Expected Result: Active involvement and continuing engagement of key leaders through the roundtable process

Sustaining the Vision: The State Board of Higher Education will sustain the vision through open and frequent external communications with the executive branch, legislative branch, private sector, and others as well as through effective internal communications with the chancellor, staff, and the 11 institutions.

Action Steps:

- Sustain the vision, through open and frequent communication with all external and internal stakeholders

Expected Result: Open communication leading to strengthened relationships with all stakeholders

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Section 4 – Page 3.2

Education Excellence - Students

December 2008

Admission Requirements

The SBHE recognizes that success in college is strongly dependent upon appropriate academic preparation in high school. In 1990, the SBHE instituted a policy that all high school students who graduated in 1993 and thereafter should complete the following high school courses (or core curriculum) and take the ACT to be admitted to a four-year institution:

- 4 units of English including written and oral communication skills
- 3 units of mathematics, algebra I and above
- 3 units of laboratory science, including at least 2 in biology, chemistry, physics, or physical science
- 3 units of social studies, excluding consumer education, cooperative marketing, orientation to social sciences, and marriage/family

In addition to the above core curriculum, the board also strongly encourages students to complete Algebra II and two units of one classical or modern language.

ACT-tested graduates who take the recommended core college-preparatory curriculum in high school—four years of English and three years each of math, science and social studies—were substantially more likely to be ready for college-level coursework than those who take less than the core curriculum.

Students who have not taken the required courses are encouraged to enroll in any of the state's two-year colleges. Upon successful completion of 24 transferable semester credits at a two-year college, students are eligible for transfer to four-year universities.

FOR MORE INFORMATION CONTACT:

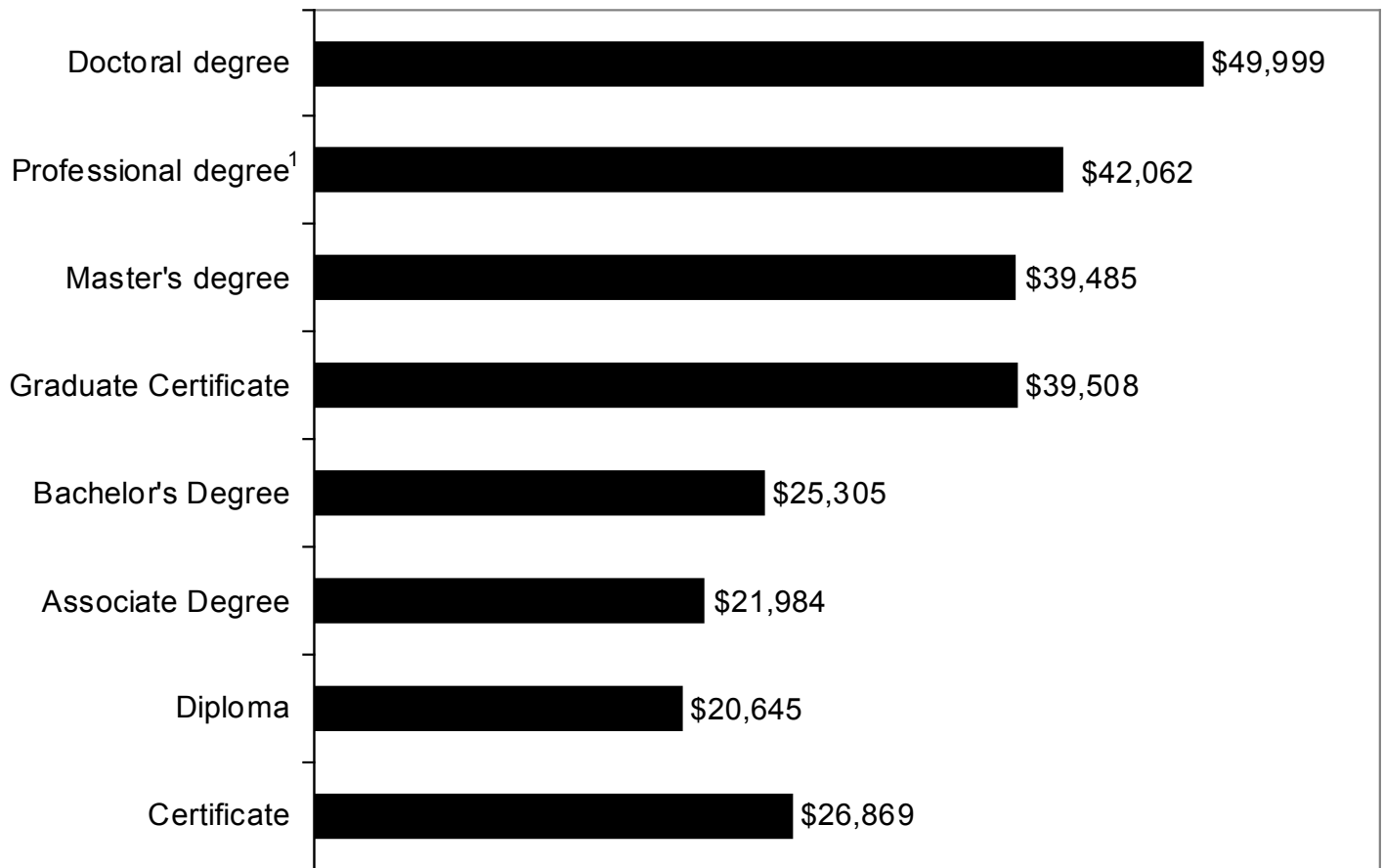
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Education Excellence - Students

December 2008

Education and Earnings

**Yearly Full -Time Earnings
of 2006 NDUS Graduates One Year After Graduation**



¹ Includes professional school graduates in required experiences such as medical residencies.
Source: Follow-up Report: 2007 Placement of 2006 NDUS Graduates.

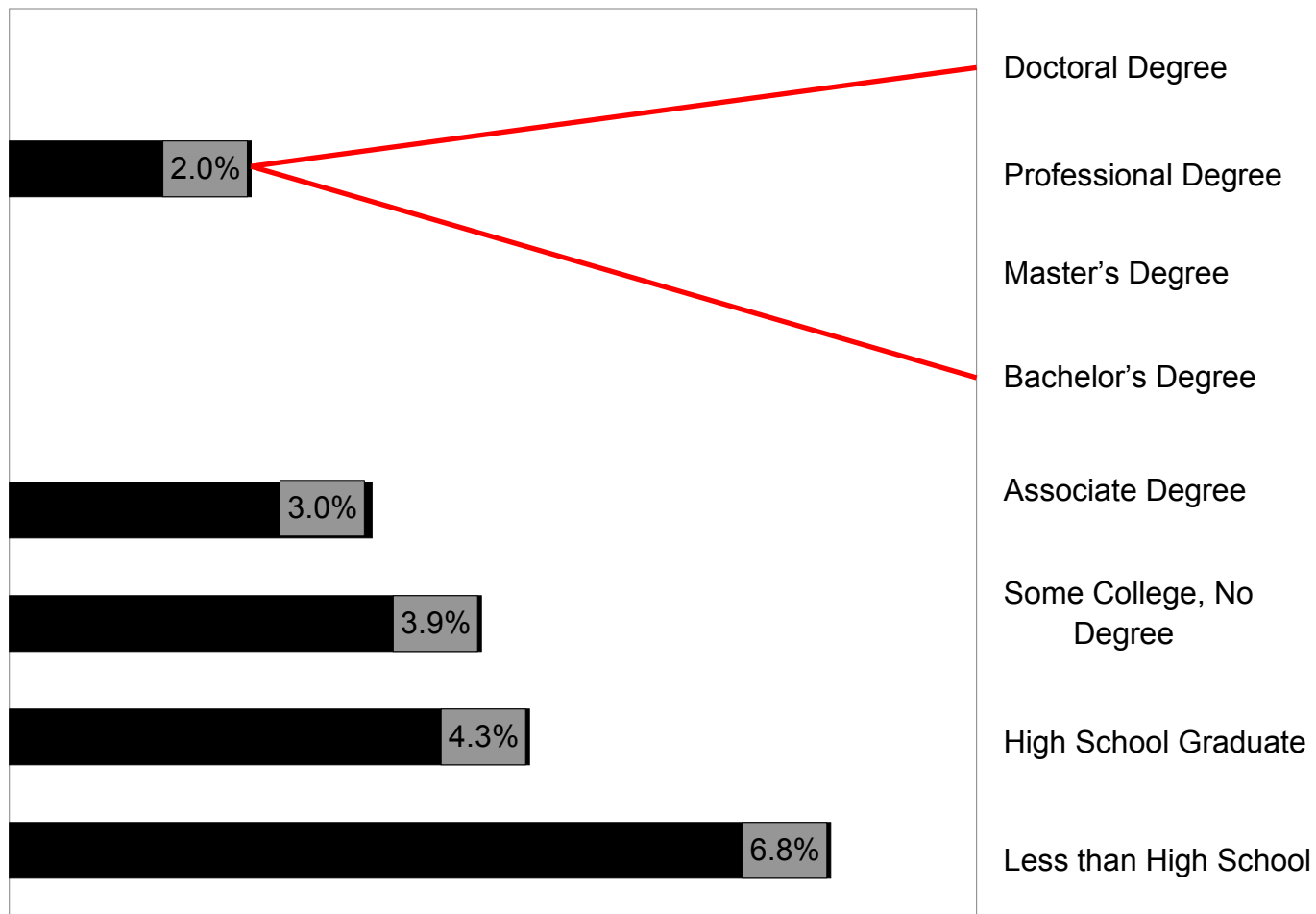
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Education and Earnings (cont.)

The likelihood of obtaining and keeping a job greatly increases with the level of education achieved.

2006 National Unemployment Rate by Level of Education Age 25 and Over



Source: Postsecondary Education Opportunity, 2006.

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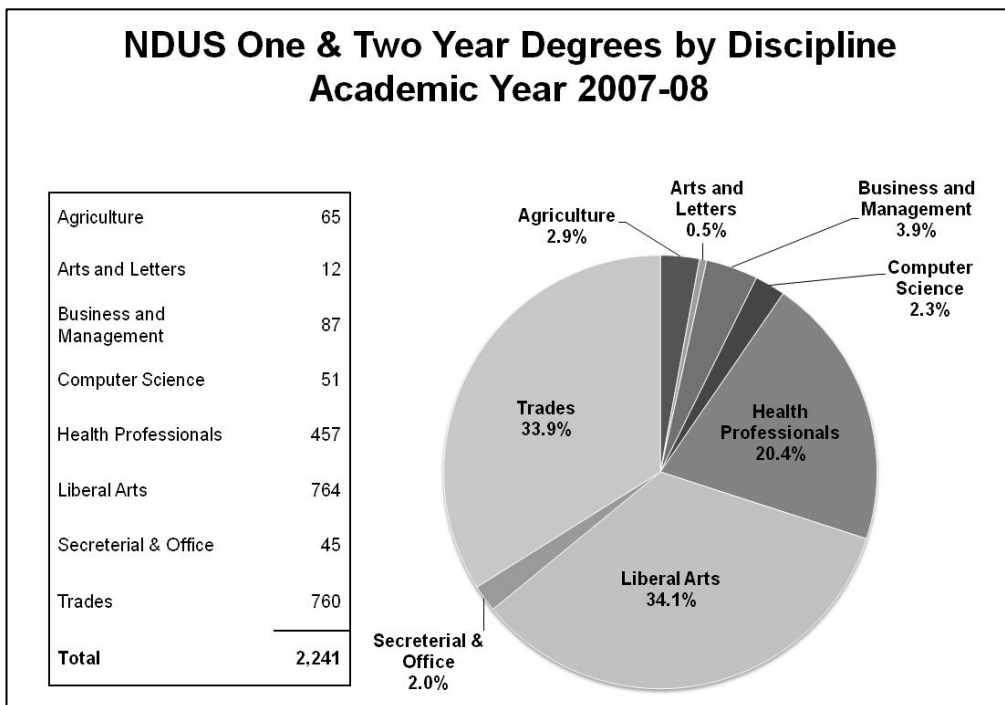
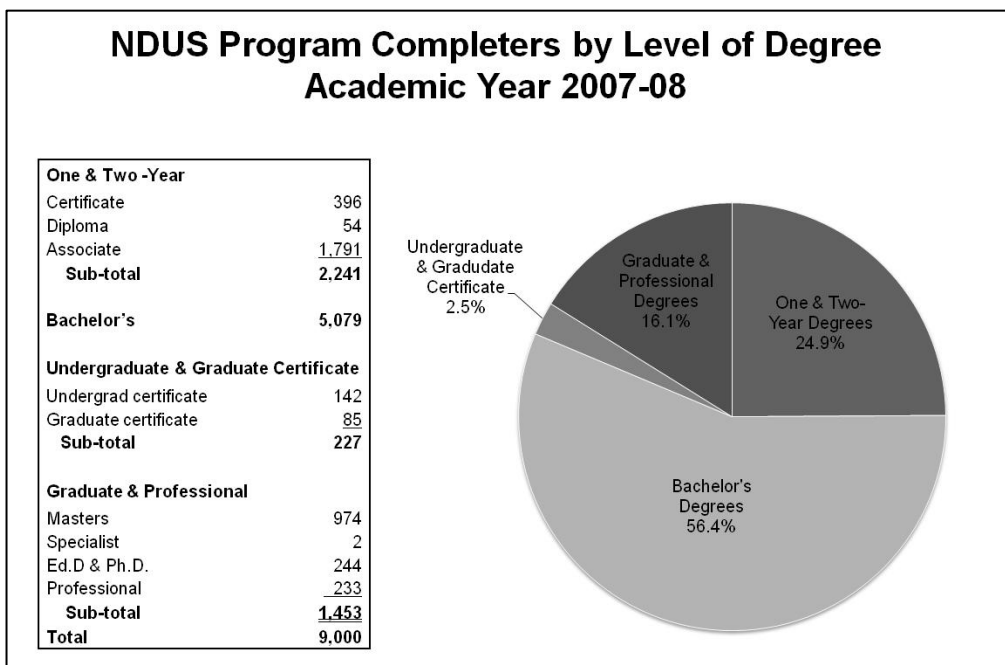
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Education Excellence - Students

December 2008

Program Completers

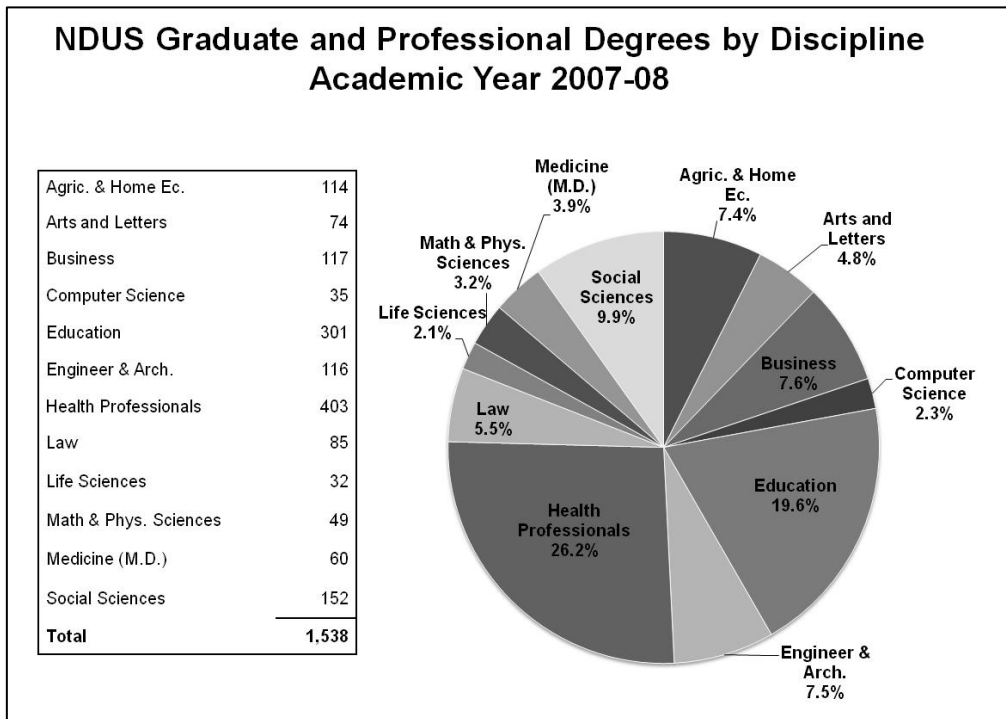
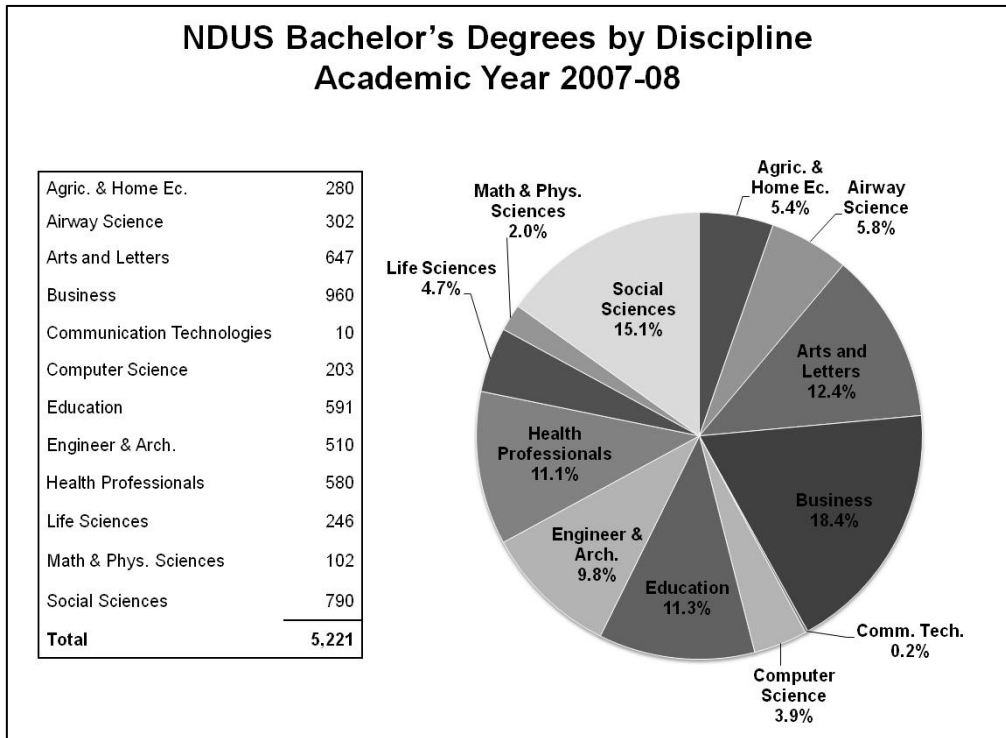
Listed below are tables and figures from the 2007-08 NDUS Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education publication.



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Program Completers (cont.)



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Education Excellence - Students

December 2008

Program Matrix

The North Dakota University System offers programs that range from certificates to doctoral and professional degrees. This table can help you best match a campus with your career goals. The typical program length is indicated by a 1 (less than one year), 1-2 (one - two years), 2 (two years), 4 (four years), 4+ (more than 4 years), G (graduate school), 4G (four years or a graduate program), C (upper-level certificate programs). AA and AS programs are general transfer programs to BS and BA programs. An "A" in the table below indicates that the institution has a recommended AA or AS course of study for students planning on transferring to a bachelor's degree program in this specific field. A student who plans to transfer to another NDUS college or university should verify that the institutions have transfer agreements in place and have outlined a recommended course of study in the college catalog. An asterisk (*) indicates the program may also be offered through distance education.

	BSC	DSU	LRSC	MaSU	MiSU	MiSU-B	NDSCS	NDSU	UND	VCSU	WSC
AGRICULTURE, FOOD AND NATURAL RESOURCES											
Agribusiness and Applied Economics								4G			
Agricultural Business & Management	2, A		1-2					4			
Agricultural Production/Farm & Ranch Management	2	1-2	1-2				2				
Agricultural Science, General		4	A			A		4			2, A
Agriculture Sales & Service/Ag Industry & Technology	2	2									
Agricultural Systems Management							A	4G			A
Agronomy Technician											C
Animal & Range Sciences								4G			A
Biology, Fisheries and Wildlife							A	4	4		A
Cereal Science								G			
Communications, Health/Agriculture/Management								4			
Crop & Weed Sciences							A	4			A
Culinary Arts							1-2				
Earth System & Policy									G		
Energy Management	4*										
Engineering, Environmental								G	G*		
Entomology								G			
Environmental & Conservation Science								G			A
Environmental Geoscience									4		
Environmental Technology						2					
Environmental Technology/Lab & Field Tech						2					
Environmental Technology/Water Management						2					
Equine Studies								C, 4			
Flowershop & Greenhouse Technology						1					
Food and Nutrition/Community Nutrition								G	4		A
Food Safety								4G, C			
Food Science								4			A
Geographic Information System	1-2					2					
Geology					4			4	4G		

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	BSC	DSU	LRSC	MaSU	MISU	MISU-B	NDSCS	NDSU	UND	VCSU	WSC
Golf Course Grounds Technology						1					
Horticulture								4G			
Floral Design						2					
Greenhouse Technology						1-2*					
Landscape Design/Technology						1-2*					
Turf Management						2		4			
International Agribusiness								G			
Natural Resources Management						2		4G			A
Plant Pathology								4G			
Plant Science/Plant Protection								G			A
Power Plant Technology	1-2										
Process Plant Technology	1-2										
Soil Science								4G			
Urban Forestry Technology						1-2*					
Veterinary Technology								4			A
Water Quality Technology						1					
Wildlife & Fisheries Technology/Science						2				4	
Zoology								4G			
ARCHITECTURE AND CONSTRUCTION											
ARCHITECTURE											
Architecture								G			
Construction Engineering								4			
Construction Management								4			
Construction Management Technology							2				
Environmental Design								4			
Landscape Architecture								4			
CONSTRUCTION											
Architectural Drafting & Estimating Technology							2				
Building Construction Technology							2				
Carpentry, Residential	1-2										
Heating, Ventilation and Air Conditioning	1-2						1-2				
Lineworker, Electrical	1-2										
Mechanical Systems							2				
Plumbing							1				
ARTS, AUDIO/VIDEO TECHNOLOGY, COMMUNICATIONS											
ART											
Art		4		A	4	A		4		4	
Art, Commercial	1-2										

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Art Entrepreneurship		4									
Arts, Visual									4G		
Interior Design								4			
Music		4			4		A	4G	4G	4	A
Music Management										4	
Theater Arts		4			4			4G	4G		
COMMUNICATION											
Broadcasting					4			4			
Communications, General/Mass	2	4			4			4G	4G	4	A
Communications, Health/Agriculture/Management								4			
Journalism								4			
Public History								4			
Public Relations and Advertising								4			
Web Development					C						
AUDIO/VIDEO TECHNOLOGY											
Desktop & Web Publishing					C						
Graphic Design Technology/New Art Media					4				4		
Information Processing	1-2		1-2		2						1-2
Library and Information Technologies										G	
Public Relations and Advertising								4			
Webmaster/Web Designer	1-2				4	1-2	1-2				1-2
INFORMATION TECHNOLOGY											
Application Software Specialists					C						
Computer Information Systems			2	4		2, A	1-2			4	
Computer Science/Programming	4*, A	4	A		C, 4		2, A	4G	4G		1-2, A
Computer Support Specialist	2*						2				2
Computer Systems Tech						1-2	1				2
Computer Technology Management		4									
Computerized Office Management						2					
Customer Relationship Management										C	
Database Technology						2					
Engineering, Computer								4G			
Enterprise Applications										C*	
Graphic Design Technology/New Art Media					4				4		
Information Assurance/Network Security						2	1				
Information Processing Technician						2					1-2
Information Systems					G						
Information Technology				C		2					

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	BSC	DSU	LRSC	MaSU	MISU	MISU-B	NDSCS	NDSU	UND	VCSU	WSC
Knowledge Management					C						
Management Information Systems/Information Tech			1-2		4		A	4	4		1-2
Network Engineering						2					
Operating System Tech						1-2					
Software Engineering								C, G			
Virtual Business					4						
Web Development					C						
Webmaster/Web Designer/Development & Design	1-2*				4	1-2	1-2				1-2

EDUCATION, SPECIAL EDUCATION AND EDUCATION ADMINISTRATION

EDUCATION	BSC	DSU	LRSC	MaSU	MISU	MISU-B	NDSCS	NDSU	UND	VCSU	WSC
American Sign Language & Interpretive Certification Training Program			1-2								
Child Development & Family Science								4G			
College Teaching								C			
Communication Sciences & Disorders									4G		A
Corp Training and Performance ITD									G, C		
Counseling and Guidance								G	G		
Digital Enterprise								C			
Education			A		G		A	4G	4G		A
Education, Ag								4G			
Education, Art		4			4					4	
Education, Biological Sciences								4			
Education, Business		4	A		4		A		4G	4	A
Education, Career & Technical										4	
Education, Chemistry								4			
Education, Communication		4			4						
Education, Composite Chemistry				4							
Education, Composite Science								4		4	
Education, Earth Sciences								4			
Education, Elementary	4*, A	4		4	4	A	A	4*	4G	4	A
Education, English		4		4	4G			4		4	
Education, Family & Consumer Sciences								4G			
Education, Foreign Language		4			4			4		4	
Education, Geography				4							
Education, General Studies					4G		A	G	G		
Education, Health				4				4		4	A
Education, History		4	A	4	4			4		4	
Education, Industrial Arts/Technology									4	4	

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Education, Life & Physical Sciences		4		4	4G			4	4	4	
Education, Mathematics		4		4*	4G	A		4	4	4	
Education, Middle/High Level						A			4		A
Education, Music		4			4G			4	G	4	
Education, Physical		4	A	4	4			4		4	A
Education, Reading									G		
Education, Social Science/Social Studies	4*, A	4		4	4			4	4	4	
Education, Speech and Theater		4							4		
Education, Technology		4							G	4G	
Education, Vocational Marketing									4		
Education, Vocational-Technical										4	
English		4	A	4	4	A		4G	4G	4	A
Food and Nutrition/Community Nutrition								G	4		
General Studies		4		4	4	A	A	4	4	4	A
Health Ed/Community; School								4			
Humanities								4G			
K-12 Technology Integration ITD									G, C		
Language, Foreign & Classical		4			4			4	4	4	
Library and Information Technologies										G	
Linguistics									G		
Paraeducation	1-2*		1-2*			1-2*	1-2*				1-2*
Physical Education, Exercise Science and Wellness			A			A	A		4		
School Psychology					G						
Social Science		4	A	4	4	A		4G	4	4	
Speech, Debate & Forensics		4						4G			
Speech-Language Pathology					4G				G		
Speech-Language Pathology Assistant			2								2*
Studies, Gender/Women's					4			4			
Studies, Indian									4		
Studies, International								4	4		
Teaching & Learning									G		
Teaching English Language Learners										4	
Transfer/Pre-Professional/University Parallel	2, A	2	2			2	2				2
SPECIAL EDUCATION											
Autistic Spectrum Disorder									C		
Communication Disorders/Sciences and Disorders					4G				4		A
Developmental Disabilities					2, 4						
Early Childhood/Special Education			1-2	2, 4		A	A		4G		A

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Education, Deaf					4						
Education, Mental Retardation					4						
Special Education/Early Childhood					G				G		
Special Education/Emotional					G				G		
Special Education/Learning Disabilities					G				G		
Special Education/Visual					G				G		
EDUCATION ADMINISTRATION											
Administration/Leadership, Educational								G	G		
FINANCE											
Accountancy						2		4+	4		
Accounting		4	2	A	4	A		4	4G		2, A
Accounting & Computing	4*, A		2			2*					
Banking & Finance					4		A	C	4		A
Bookkeeping						1*					
Business Economics/Economics/Applied Economics						A			4-G		A
Economics/Applied Economic			A					4	4G		A
Family Financial Planning								C			
Finance			A				A	C			
Investments								4			
Managerial Finance and Accounting								4	4		
HEALTH SCIENCES											
Addiction Studies					4*						A
Administrative Assistant/Health Information Management							A				1-2*
Administrative Assistant/Medical	1-2				2*	2*	A*				
Advanced Nursing Practice								G			
Athletic Training/Corporate Fitness/Human Performance & Fitness					4		A	4G	4		A
Behavioral Statistics								4			
Caregiver Services						1-2*					
Child Development & Family Science								4G			
Clinical Lab Science	2, A			4*	4		A	4			
Clinical Laboratory Science/Management					4			4	C, 4G		
Clinical Laboratory Technician	2, A										
Communication Sciences & Disorders									4G		A
Communications, Health/Agriculture/Management								4			
Couple and Family Therapy								4G			
Cytotechnology									4		
Dental Assisting							1				
Dental Hygiene							2				

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Dietetics								4G	4		A
EMT – Paramedic Technology	1-2*										
Exercise Science/Leisure Studies/Sports Management		4		4						4	
Fitness & Wellness				4*							
Food and Nutrition/Community Nutrition								G	4		A
Gerontology								C			
Health Administration					4				C		
Health Information/Technician							2*				1-2
Health Science			A			A				4	
Histotechnician									C		
Massage Therapy	2*										1-2*
Medical Assistant	2*					1-2*					
Medical Coding						1*	1*				1*
Medical Secretary					2*	2*	2				
Medical Transcription						1*	1*				1-2*
Medicine (Physicians)			A						G		A
Mental Health Care Associate							2				1-2*
Mental Health/Addiction Technician											1-2*
Nurse Assistant	1		1								
Nurse Practitioner/Specialist									C, G		
Nursing Administration									G		
Nursing, Practical	1	2	2			1	2*				1*
Nursing, Registered	2, A	4	A		4	2	2	4G	4G		2*
Occupational Safety and Environmental Health									4		
Occupational Therapy									G		A
Occupational Therapy Assistant							2				
Pharmaceutical Sciences			A					4G			A
Pharmacy Doctorate								G			A
Pharmacy Technician							1-2				
Phlebotomy Technician	1										
Physical Therapy									4G		A
Physical Therapy Assistant											2
Physician Assistant Studies									C,G		
Psychology, Clinical									G		A
Psychology, Counseling					G				G		A
Psychology/Applied Psychology/Experimental		4	A	4	4		A	4G	4G	4	
Radiologic Technology/Sciences					4			4			
Recreation Management, Sports and Recreational Studies						1-2*		4	4		A

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	BSC	DSU	LRSC	MaSU	MISU	MISU-B	NDSCS	NDSU	UND	VCSU	WSC
Rehabilitation & Human Services									4		
Respiratory Care								4			
School Psychology					G						
Speech-Language Pathology					4G				G		
Speech-Language Pathology Assistant			2								2*
Surgical Technology	2										
Veterinary Technology								4			A
HOSPITALITY AND TOURISM / PARKS, RECREATION AND LEISURE											
Athletic Training/Corp Fitness/Human Performance & Fitness					4		A	4G	4		A
Culinary Arts							1-2				
Exercise Science/Leisure Studies/Sports Management										4	
Hotel/Restaurant/Hospitality/Tourism Management	1-2						2	4			
Recreation Management, Sports and Recreational Studies						1-2*		4	4		A
HUMAN SERVICES											
Addiction Studies					4*						A
Behavioral Statistics								4			
Community Management/Development								G			
Couple and Family Therapy								4G			
Eligibility Worker	C										
Forensic Psychology									G		
Gerontology								C			
Human Services	2										
Mental Health Care Associate							2				1-2*
Philosophy and Religion								4	4		A
Policy Analysis									C		
Psychology, Clinical									G		A
Psychology, Counseling					G				G		A
Psychology/Applied Psych/Experimental		4	A	4	4		A	4G	4G	4	
Rehabilitation & Human Services									4		
School Psychology					G						
Social Work	4*, A		A		4		A		4G		A
Sociology			A		4	A		4G	4G		A
LAW, PUBLIC SAFETY, CORRECTIONS, SECURITY & CRIMINAL JUSTICE											
Criminal Justice/Studies	2-4*, A		A		4G		A	4G	4G		A
Emergency Management							A	4G			
Fire Technology	1-2*										
Forensic Psychology									G		

FOR MORE INFORMATION CONTACT:

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	BSC	DSU	LRSC	MaSU	MISU	MISU-B	NDSCS	NDSU	UND	VCSU	WSC
Forensic Science									4		
Law (J.D.)			A				A		G		A
Law Enforcement			2				A				
Paralegal/Legal Assistant			2				A				
Peace Officer			1								
Police Management & Investigation					C						
Private Security Officer			1								
MANAGEMENT AND ADMINISTRATION (Government and Public)											
MANAGEMENT AND BUSINESS ADMINISTRATION											
Administrative Assistant	1-2	2	1-2	2		2*	1-2*				1-2*
Legal	1-2		1-2				A				
Medical	1-2				2*	2*	A				
Accountancy						2		4+	4G		
Accounting & Computing	4*, A		2			2*					2, A
Accounting		4	2	A	4	A		4	4G		2, A
Administrative Assistant/Health Information Management						2	2, A				1-2*
Advertising and Marketing						1-2					A
Application Software Specialists					C						
Art Entrepreneurship		4									
Bookkeeping						1*					
Business Administration & Management	4*, A	4	2, A	4	G	2, A	2, A	4G	G	4	
Business and Management, General/Applied	2			2	4G	1	1-2		4		A
Computerized Office Management						2					
Construction Management								4			
Customer Relationship Management										C	
Digital Enterprise								C			
Energy Management	4*										
Entrepreneurship	C*	C					A		C, 4		1-2*
Facility Management								4			
Hotel/Restaurant/Hospitality/Tourism Management	1-2						2	4			
Human Resources Development/Management		C						C	4	4	
Information Processing	1-2*		1-2		2*						1-2*
International Business		4*			4						
Investments								4			
Knowledge Management					C						
Management								4			
Managerial Finance & Accounting								4	4		
Management Information Systems/Information Tech			1-2		4		A	4	4		1-2

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	BSC	DSU	LRSC	MaSU	MISU	MISU-B	NDSCS	NDSU	UND	VCSU	WSC
Marketing Management			A		4	2, A	2	C	4		1-2, A
Medical Secretary					2*	2*	2				
Merchandising								C, G			
Nonprofit Leadership									C		
Office Supervision & Management		2	2	4						4	
Policy Analysis									C		
Reception Services						1*					
Small Business Management						2*					
Statistics								C, 4G			
Virtual Business					4						
GOVERNMENT AND PUBLIC											
Caregiver Services						1-2*					
Community Management/Development								G			
Eligibility Worker	C										
Human Services	2										
Nonprofit Leadership									C		
Public Administration			A						C, 4G		A
MANUFACTURING (Const & Manufacturing (NDUS))											
Apparel & Textiles/Merchandising								4G			
Auto Body Repair	1-2						2				
Automotive Technology	1-2		1-2				1-2				2
Building Construction Technology							2				
Carpentry, Residential	1-2										
Caterpillar Dealer Service							2				
Construction Management								4			
Diesel Technology			1-2				2				2
Electrical Technology	1-2*						2				
Electronics/Telecommunications Technology	1-2										
Emergency Management							A	4G			
Engineering & Surveying Technology, Civil							2*				
Engineering Technician	2										
Fire Technology	1-2										
Forensic Science									4		
Heating, Ventilation, Air Conditioning and Refrigeration Technology	1-2						1-2				
Industrial Technology/Mechanical Maintenance Technology	1-2								4G		
John Deere Ag Technology							2				

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	BSC	DSU	LRSC	MaSU	MISU	MISU-B	NDSCS	NDSU	UND	VCSU	WSC
Lineworker, Electrical	1-2										
Machinist & Tool Maker							1-2				
Materials and Nanotechnology								G			
Mechanical Systems							2				
Mechanics, Automotive	1-2		1-2				1-2				2
Nanoscience Technology							2				
Nuclear Power Technology	1-2*										
Occupational Safety & Environmental Health									4		
Plumbing							1				
Power Plant Technology	1-2*										
Process Plant Technology	1-2*										
Recreational Engines Technology							2				
Welding	1-2		1				1-2*				
MARKETING, SALES AND SERVICE											
Advertising and Marketing						1-2					
Apparel & Textiles/Merchandising								4G			
Facility Management								4			
Interior Design								4			
Marketing/Marketing Management			1-2		4		2	C	4		1-2, A
Merchandising								C, G			
SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)											
SCIENCE, PHYSICAL AND SOCIAL											
Aeronautics									4		
Airport/Aviation Management									4		A
Anatomy									G		
Anthropology								4	4		
Atmospheric Sciences/Studies									4G		
Aviation			A						G		
Biochemistry								4G	G		
Biology		4	A	4	4	A		4G	4G	4	A
Biology, Cell & Molecular								G			
Biology, Fisheries and Wildlife							A	4	4		
Biotechnology							A*	4			
Botany								4G			
Chemistry		4	A	4	4			4G	4G	4	A
Coatings & Polymeric Sciences						A		G			
Earth/Environmental Science					4						A

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	BSC	DSU	LRSC	MaSU	MISU	MISU-B	NDSCS	NDSU	UND	VCSU	WSC
Entomology								G			
Forensic Science									4		
General & Technical Studies			2				1-2				1-2
Genomics and Bioinformatics								G			
Geographic Information Science			2				1-2		C		1-2
Geography									4G		
Geology					4			4	4G		
Gerontology								C			
History		4	A		4	A		4G	4G	4	A
Microbiology								4G	G		
Molecular Pathogenesis								G	G		
Pharmacology, Physiology & Therapeutics						A			G		
Physical Science					4		A		4		A
Physics			A		4			4G	4G		A
Plant Pathology								4G			
Political Science		4	A					4	4		A
Science, General					G						
Social Science		4	A	4	4	A		4G	4	4	
Space Studies									G		
Transfer/Pre-Professional/University Parallel	2, A	2	2			2	2				2
Zoology								4G			
TECHNOLOGY											
Automotive Technology	1-2		1-2				1-2				2
Biotechnology							A*	4			
Building Construction Technology							2				
Construction Engineering Management								4			
Diesel Technology			1-2				2				2
Electrical Technology	1-2*						2				
Electronics/Telecommunications Technology	1-2										
Engineering and Surveying Technology, Civil							2				
Environmental Technology						2					
Environmental Technology/Lab & Field Tech						2					
Environmental Technology/Water Management						2					
Fire Technology	1-2										
Greenhouse Technology						1-2*					
Heating, Ventilation, Air Conditioning and Refrigeration Technology	1-2						1-2				
Industrial Technology/Mechanical Maintenance Technology	1-2								4G		

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	BSC	DSU	LRSC	MaSU	MISU	MISU-B	NDSCS	NDSU	UND	VCSU	WSC
Instrumentation & Control Technology	1-2*										
John Deere Ag Technology							2				
Landscape Design/Technology						1-2*					
Materials and Nanotechnology								G			
Nanoscience Technology							2				
Nuclear Power Technology	1-2										
Petroleum Production Technology											1-2
Power Plant Technology	1-2*										
Process Plant Technology	1-2*										
Recreational Engines Technology							2				
Simulator Maintenance Technology			2								
Urban Forestry Technology						1-2*					
Veterinary Technology								4			A
Water Quality Technology						1					
Wildlife & Fisheries Technology/Science						2				4	
ENGINEERING											
Engineering and Management, Industrial								4G			
Engineering, Agricultural & Biosystems								4G			
Engineering, Chemical									4G		
Engineering, Civil								4G	4G		
Engineering, Electrical								4G	G-C		
Engineering, General			A				A	G			A
Engineering, Geological									4G		
Engineering, Manufacturing								4G			
Engineering, Mechanical								4G	4G		
MATHEMATICS											
Economics/Applied Economics			A					4	4G		A
Materials and Nanotechnology								G			
Mathematics		4	A	4*	4	A		4G	4G	4	A
Statistics								C, 4G			
TRANSPORTATION, DISTRIBUTION & LOGISTICS											
Aeronautics									4		
Airport/Aviation Management									4		A
Auto Body Repair	1-2						2				
Automotive Technology	1-2		1-2				1-2				2
Aviation			A						G		
Caterpillar Dealer Service							2				
Diesel Technology			1-2				2				2

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	BSC	DSU	LRSC	MaSU	MISU	MISU-B	NDSCS	NDSU	UND	VCSU	WSC
Industrial Technology/Mechanical Maintenance Technology	1-2								4G		
John Deere Ag Technology							2				
Recreational Engines Technology							2				
Simulator Maintenance Technology			2								
Space Studies									G		
Transportation & Logistics/Supply Chain Management	2							G	4		
Truck Driving							C				

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Education Excellence-Faculty & Staff

December 2008

Employees

The North Dakota University System employs almost 17,000 people. This number includes about 2,000 faculty and more than 5,000 staff who provide services in areas such as student housing, food services, counseling and maintenance/physical plant. The University System also employs more than 5,500 students, providing them funding for their college education, as well as on-the-job training. The remaining positions are temporary employees who fill a variety of short-term campus functions in both instructional and non-instructional roles.

North Dakota University System Employee Count October 2008										
Campus	FACULTY		BROADBAND		OTHER NON-BROADBAND		TEMPORARY		Students	Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Instructional	Non-Instructional		
BSC	109	5	157	5	14	3	134	99	103	629
DSU	89	2	119	10	16	2	127	23	263	651
LRSC	26	11	46	8	16	0	94	55	74	330
MaSU	40	1	100	8	8	0	18	44	169	388
MiSU	163	11	181	22	42	2	68	136	474	1,099
MiSU-BC	23	2	35	4	3	0	37	21	39	164
NDSCS	121	8	176	7	22	1	98	87	222	742
NDSU	515	120	1,315	121	351	35	428	995	1,832	5,712
UND	638	74	1,735	114	179	53	581	924	2,097	6,395
VCSU	56	0	88	5	14	0	31	10	225	429
WSC	33	3	41	6	5	15	77	10	34	224
TOTALS	1,813	237	3,993	310	670	111	1,693	2,404	5,532	16,763

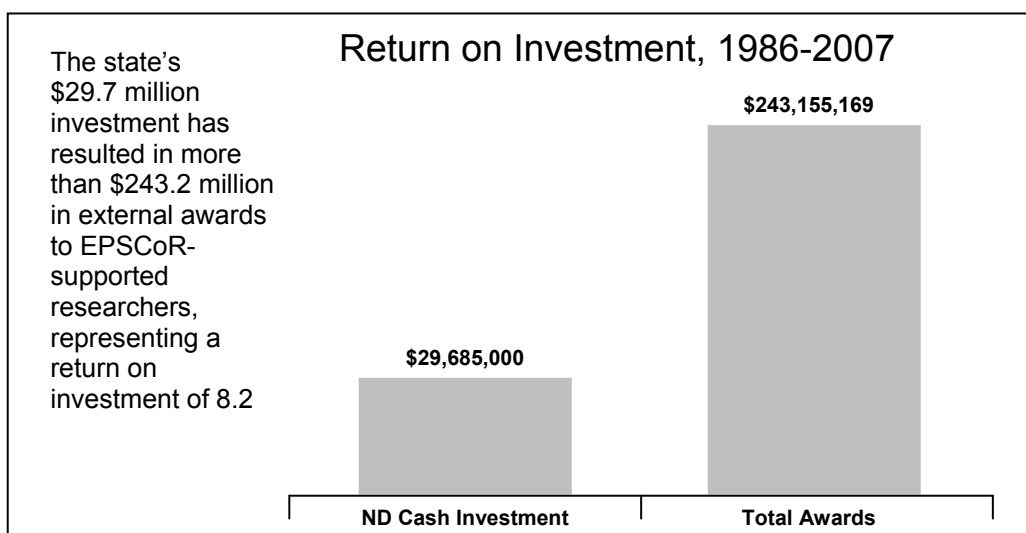
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Education Excellence- Faculty & Staff

December 2008 North Dakota Experimental Program to Stimulate Competitive Research (ND EPSCoR)

With state support, the North Dakota Experimental Program to Stimulate Competitive Research (ND EPSCoR) enables NDUS researchers to compete for merit-based research grants in science, engineering and mathematics. The state's \$29.6 million investment between 1986 and 2007 has resulted in more than \$243 million in external cash awards from federal, state and private sources.



ND EPSCoR programs have increased the state's capacity for science, engineering and mathematics research, contributing to the education and training of students, as well as the transfer of technology from the NDUS to the private sector.

The research universities have built the capacity to engage in the 21st century world economy. For example, UND has superb research infrastructure in aerospace, medical, biological and energy-related areas. As a result, UND has made seminal advances in coal and renewable energy research.

Similarly, NDSU has outstanding capabilities in microelectronics, robotics, and material and computational sciences, which has resulted in national leadership in material coatings and electronics miniaturization.

Together, the two universities are major contributors to science and technology in the state, leading North Dakota to some of the highest national rankings **in the rate of change** in the following four key categories:

FOR MORE INFORMATION, PLEASE CONTACT THE ND EPSCoR Co-PROJECT DIRECTORS:

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ND-EPSCoR (cont.)

ND National Rankings, Percentage Improvement (2001-2005 the most recent data)

	2001	2005	Percentage Increase	National Rank
Federal R&D Obligations <i>per Capita</i> to Universities & Colleges (http://www.nsf.gov/statistics/nsf07333/)	\$55	\$115	107.2%	1
Academic Research Expenditures from 2001-05 (http://www.nsf.gov/statistics/nsf07318/content.cfm?pub_id=3767&id=2)	\$85M	\$150M	77.4%	4
Science and Engineering Graduate Students by State (http://www.nsf.gov/statistics/gradpostdoc/)	\$1078	\$1512	40.3%	2
Industry-financed R&D Expenditures at Universities & Colleges (http://www.nsf.gov/statistics/nsf07318/)	\$6.2M	\$6.9M	10.6%	18

Highlights include:

- North Dakota rose from 52nd in per capita NSF funding in 1986, our first year in EPSCoR, to 29th in 2005.
- From 1986 to 2005, North Dakota NSF research funds increased by 160 percent, ranking North Dakota second in the nation in percentage of increase.
- Since 2005, North Dakota has placed in the top five states funded by USDA, DoE and EPA, on a per capita basis.

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Flexible and Responsive

December 2008

Western Interstate Commission on Higher Education (WICHE)

The Western Interstate Commission on Higher Education (WICHE) is a non-profit, regional organization established by an interstate compact. It helps 15 western states work together to provide high-quality, cost-effective programs to meet the educational and workforce needs of the western region.

- The 15 western states that are part of the compact are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, South Dakota, Oregon, Utah, Washington and Wyoming.
- Each participating state pays dues to support WICHE. North Dakota's yearly dues for Fiscal Year 2009 and Fiscal Year 2010 will be \$125,000 and \$130,000 respectively.
- North Dakota's involvement in various WICHE Interstate programs has helped North Dakota avoid the start-up of costly professional programs and has allowed North Dakota residents to participate in programs not offered in-state at reduced tuition rates.
- North Dakota's involvement in WICHE includes participation in the Professional Student Exchange Program, the Western Undergraduate Exchange Program, the Western Regional Graduate Program and the Western Cooperative Telecommunications Cooperative. (See *Flexible and Responsive* section for details about specific programs.)
- A central mission of WICHE is to help policymakers develop innovative, effective responses to a range of issues affecting higher education.
- WICHE's policy analysis and information focus on higher education in the western states, including:
 - student cost issues, such as annual tuition and fee data and state financial aid policies;
 - state support for higher education; and
 - the number of high school students graduating in every state and projections to alert education planners to changing state needs.

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Flexible and Responsive

December 2008

Professional Student Exchange Program (PSEP)

The Professional Student Exchange Program offered through Western Interstate Commission on Higher Education provides North Dakota students access to veterinary medicine, optometry and dentistry programs not offered in the state.

- In exchange for admitting qualified North Dakota students into their programs, out-of-state institutions receive a pre-determined support fee from the state. As a participant in a program, the student pays resident tuition rates to a public out-of-state institution or reduced tuition to a private institution. The support fee paid by North Dakota provides guaranteed access to these programs, assuming that students are academically prepared.

History of WICHE PSEP Per Student Support Fee Paid by North Dakota 2005-06 – 2010-11						
Field	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Veterinary Medicine	\$24,900	\$25,400	\$26,300	\$27,200	\$28,100	\$29,100
Optometry	\$13,300	\$13,600	\$14,100	\$14,600	\$15,100	\$15,600
Dentistry	\$19,500	\$19,900	\$20,600	\$21,300	\$22,000	\$22,700

Three additional contractual agreements provide programmatic access for North Dakota students interested in veterinary medicine and dentistry. A brief description of each agreement follows:

- Since 1991-92, Iowa State has agreed to accept up to 10 North Dakota students per year into their veterinary medicine program at about \$6,000 to \$7,000 less per student per year than required through the WICHE program. Under the current agreement with Iowa State's College of Veterinary Medicine, North Dakota students who matriculate at Iowa State will be guaranteed enrollment for the duration of their program.
- The second agreement, enacted by the 2005 Legislative Assembly, authorized the State Board of Higher Education and Kansas State University to enter into an agreement whereby KSU allows up to five North Dakota residents to enroll in the veterinary medicine program. The legislation (HB 1397) included a separate appropriation from that of the PSEP line item, i.e., the Student Loan Trust Fund. HB 1397 included a provision that gives North Dakota faculty and practitioners input into the selection process at KSU; however, final admission decisions rest with KSU.
- An agreement with the University of Minnesota-Twin Cities extends reciprocity rates to North Dakota students enrolled in the U of M-TC professional programs of veterinary medicine and

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PSEP (cont.)

dentistry under the Minnesota/North Dakota reciprocity agreement. From 1996-97 through 2005-06, North Dakota incurred no cost for students who attended the U of MN-TC veterinary medicine or dentistry programs. These students paid the Minnesota professional program resident rate while attending the U of M-TC at no additional cost to North Dakota. The past reciprocity agreement resulted in significant savings to the PSEP program. Students who were already attending the two programs prior to Fall 2006 were grandfathered in and continue to pay the Minnesota resident rate.

Under the new North Dakota/Minnesota reciprocity agreement effective Fall 2006, Minnesota provides up to five guaranteed new freshman slots in veterinary medicine each year and 10 guaranteed new freshman slots in dentistry with continuation of these students for the full four years of the program, subject to appropriate academic performance. In exchange, the state of North Dakota and/or the North Dakota student pay 75 percent of the non-resident tuition. If North Dakota is able to pay a support fee equal to the difference between 75 percent of the non-resident rate and the resident tuition rate, then the North Dakota student can attend at resident tuition rates. If the state is not able to provide state support, the student is required to pay the entire 75 percent of the non-resident rate. Minnesota may continue to accept North Dakota students above and beyond the five and 10 guaranteed slots; however, for admission and tuition purposes, they would be considered outside of the agreement and would be treated as non-residents.

- During the 2007-09 biennium, a total of 121 students, freshmen through seniors, received support through PSEP with a state general fund appropriation of \$1,934,094. The following table reflects the number of freshmen PSEP slots funded by year.

Number of Freshmen PSEP Slots Funded by Year			
	Veterinary Medicine	Dentistry	Optometry
1995-1996	9	3	5
1996-1997	7(1)	1(1)	5
1997-1998	9(0)	1(9)	8
1998-1999	5(3)	2(7)	8
1999-2000	7(2)	1(8)	7
2000-2001	7(1)	1(7)	7
2001-2002	6(0)	4(5)	6
2002-2003	4(4)	4(8)	6
2003-2004	4(5)	4(17)	5
2004-2005	4(1)	4(15)	4
2005-2006	7(5) + 2 at KSU	4(11)	4
2006-2007	6* + 2 at KSU	8*	4
2007-2008	5* + 5 at KSU	8*	4
2008-2009	7* + 5 at KSU	6*	4
2009-2010 (Est.)	7* + 5 at KSU	8*	4
2010-2011 (Est.)	7* + 5 at KSU	8*	4

() Number of freshmen North Dakota students enrolled at U. of Minnesota veterinary medicine & dentistry at no cost to the state. Beginning in 1996-97, students attending vet med or dentistry at the University of Minnesota pay the resident rate. For example, in 2005-06, a total of 50 ND students attended the University of Minnesota-School of Dentistry and 15 ND students attended the University of Minnesota-School of Veterinary Medicine at no cost to the state of ND. These students are reflected in "()" in the figures in the table.
 * Includes WICHE and MN supported slots. NOTE: The 2009-11 request assumes the carryover of unspent 2007-09 general fund appropriation of about \$219,036.

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PSEP (cont.)

- Applicant numbers for the PSEP totaled 80 for academic year 2008-09, including 19 in veterinary medicine, 38 in dentistry and 23 in optometry.
- 2002 data suggests that about 65 percent of the total number of PSEP students (69 percent in dentistry, 45 percent in optometry and 70 percent in veterinary medicine) who receive state support through this program return to North Dakota to work in their professions after graduation.
- North Dakota also participates in WICHE as a receiving state for physical and occupational therapy, medicine and pharmacy programs.

Number of Students North Dakota Receives through PSEP Fall 2007					
Sending WICHE State	Physical Therapy	Occup. Therapy	Medicine	Pharmacy	TOTAL
Alaska					0
Arizona					0
Hawaii					0
Idaho					0
Montana			4		4
Nevada					0
New Mexico					0
Oregon					0
Wyoming	7		2		9
TOTAL	7	0	6	0	13

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December 2008

Western Undergraduate Exchange (WUE)

Through the Western Interstate Commission on Higher Education's Western Undergraduate Exchange (WUE) program, students in 15 participating states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington and Wyoming) may enroll in designated two-year and four-year institutions and programs in other participating states at reduced tuition rates.

- WUE students pay up to 150 percent of regular in-state tuition at designated two-year and four-year public institutions.
- All North Dakota University System institutions participate in the WUE program on a space-available basis, with some exceptions. Some states limit access to certain programs as well.
- In Fall 2007, 1,408 students from other states were enrolled at North Dakota institutions, while 402 North Dakota students enrolled elsewhere in the region under this exchange program at 150 percent of the North Dakota resident rate (see details by state on the following page). The majority of WUE students from other states major in such North Dakota University System programs as: (1) electric power technology (2) mechanical engineering (3) pre-architecture (4) pre-pharmacy (5) commercial aviation (6) airline/commercial/professional pilot and flight crew and (7) air traffic control. North Dakota students who participate in WUE and enroll elsewhere in the region major in programs such as: (1) nursing (2) engineering (chemical, civil, petroleum, computer, mechanical and electrical) (3) wildlife and fisheries sciences and (4) mining engineering and management.

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WUE (cont.)

Western Undergraduate Exchange Fall 2007 Enrollment Summary																
State of Attendance (# of inst. enrolling WUE students)	State of Residence															Attend. Totals
	AK	AZ	CA	CO	HI	ID	MT	NV	NM	ND	OR	SD	UT	WA	WY	
Alaska (4)	...	18	87	49	14	14	21	14	12	6	45	5	33	114	14	446
Arizona (22)	210	...	700	387	172	63	47	268	228	11	140	30	229	207	44	2,736
California (6)	42	7	...	26	69	21	9	17	11	6	87	3	19	88	3	408
Colorado (24)	90	173	182	...	119	53	58	63	188	26	77	75	116	97	169	1,486
Hawaii (2)	91	88	1,042	219	...	36	27	45	24	3	149	18	26	269	13	2,050
Idaho (6)	224	26	103	37	14	...	131	113	13	6	351	6	27	810	47	1,908
Montana (12)	149	20	61	161	45	312	...	33	14	65	143	50	41	373	257	1,724
Nevada (7)	288	191	622	199	552	96	42	...	66	25	182	39	77	302	45	2,726
New Mexico (10)	15	67	120	71	18	4	7	23	...	1	19	1	8	38	10	402
North Dakota (11)	81	110	247	135	38	33	75	42	15	...	54	237	22	214	105	1,408
Oregon (5)	188	42	262	79	241	85	55	46	29	6	...	7	26	580	13	1,659
South Dakota (6)	42	43	145	156	3	18	107	22	8	218	25	...	13	55	431	1,286
Utah (9)	36	50	64	71	28	138	22	140	29	4	55	3	...	52	76	768
Washington (4)	111	13	65	29	81	135	95	15	11	0	138	0	8	...	16	717
Wyoming (8)	43	45	107	1,013	9	99	466	33	23	25	41	275	133	58	...	2,370
Two-Year	178	143	452	573	101	181	469	265	165	29	155	156	405	191	87	3,550
Four-Year	1,432	750	3,355	2,059	1,302	926	693	609	506	373	1,351	593	373	3,066	1,156	18,544
Grand Total (131)	1,610	893	3,807	2,632	1,403	1,107	1,162	874	671	402	1,506	749	778	3,257	1,243	22,094

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Western Regional Graduate Programs (WRGP)

The Western Regional Graduate Program offered through Western Interstate Commission on Higher Education began in 1981. The primary purpose of WRGP is to permit students from WICHE states to enroll in the more than 205 graduate programs offered by member states. The 14 WICHE states are Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington and Wyoming.

Students who participate in WRGP pay resident tuition rates at public institutions rather than higher non-resident rates. No additional state payment is required to support this program.

During academic year 2007-08, 10 North Dakota students took advantage of this program. During the same time period, North Dakota received no students under this program.

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December 2008

Midwest Higher Education Compact (MHEC)

The Midwestern Higher Education Compact (MHEC) is an interstate compact established in 1991. The purpose of MHEC is to advance higher education through interstate cooperation and resource sharing.

MHEC member states are Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin. North Dakota has been a member of MHEC since April 1999.

- MHEC follows six major goals in carrying out its compact mission. They are to enhance productivity through reductions in administrative costs; to encourage student access, completion and affordability; to facilitate public policy analysis and information exchange; to foster regional academic cooperation and services; to promote quality educational programs; and to encourage innovation in the delivery of educational services.

Currently, North Dakota has representation on the following MHEC committees:

- (1) Technologies Committee
 - (2) Midwest Student Exchange Program Council
 - (3) Student Access Advisory Committee
 - (4) Policy Research Advisory Committee
 - (5) Risk Management Committee
 - (6) Communications Taskforce
 - (7) Purchasing Committee
- The North Dakota University System Office has included \$190,000 in its 2009-11 budget request to support its membership in MHEC. This membership would provide expanded educational opportunities for North Dakota students and administrative alignments with other Midwestern higher education institutions.
 - Cost savings realized by North Dakota in the 2007-09 biennium through participation in MHEC programs is estimated to be about \$757,500. When the amount paid by North Dakota for dues in fiscal year 2007-09 is offset, the net savings is estimated to be \$577,500.

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Midwest Student Exchange Program (MSEP)

Offered by the Midwest Higher Education Commission, the Midwest Student Exchange Program (MSEP) enables students to enroll in out-of-state colleges and universities at no more than 150 percent of the institution's resident tuition rate. Each participating institution determines which degree programs it will make available to students, the number of students it will admit and its admission requirements. The program now includes seven participating states: Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota and Wisconsin.

- All North Dakota University System institutions participate in the MSEP program and open the majority of their academic programs on a space-available basis.
- The 2007-08 academic year was the seventh year North Dakota participated in MSEP. Under this exchange program, 217 students from other states were enrolled at North Dakota institutions while 42 North Dakota students were enrolled elsewhere in the region at no more than 150 percent of the institution's resident tuition rate. The majority of MSEP students from other states major in the following areas: (1) engineering technologies/technicians, (2) health professions and related clinical sciences, (3) business, management, marketing, (4) liberal arts and sciences, (5) transportation and materials moving and (6) security and protective services.

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December 2008

North Dakota/Minnesota Reciprocity

The North Dakota/Minnesota student exchange reciprocity program began in 1975.

The purposes of the program are: (1) to continue to improve postsecondary education opportunities for North Dakota and Minnesota residents and (2) to achieve improved effectiveness and economy in meeting the postsecondary education needs of those residents through cooperative efforts by the two neighboring states.

Benefits:

- Provides greater availability and accessibility to programs; North Dakota students interested in programs not offered in the state are provided access at a reasonable cost and location, including access to the professional programs of dentistry and optometry.
- Eliminates the need for North Dakota's public institutions to be all things to all people; access is provided to programs not offered in the state, thereby avoiding program start-up and on-going costs.
- Provides the North Dakota University System an opportunity to spread fixed costs over a much larger student base through increased enrollments?
- Adds diversity to the student body
- Attracts permanent North Dakota residents; some reciprocity students stay to live and work in North Dakota after graduation. For example, 31.1 percent of Minnesota students who graduated from NDSU campuses in 2004 were still in North Dakota one year after graduation.

How the Payment Works:

Students generally pay the higher of the two states' tuition rates. Currently, North Dakota students who attend Minnesota campuses pay the Minnesota rate, while Minnesota students who attend NDUS institutions pay the Minnesota rate, which is higher than that of North Dakota.

For Academic Year 2007-08, Minnesota students who attended North Dakota colleges and universities generally paid the following rates:

- Minnesota students who attended the University of North Dakota and North Dakota State University paid the average Minnesota State University System resident rates based on the program of instruction.
- Minnesota students who attended Dickinson, Valley City, Minot and Mayville State Universities paid 106 percent of the ND University's resident undergraduate tuition rate.
- Minnesota students who attended North Dakota's two-year colleges paid the average of the Minnesota Community College, Minnesota Technical Colleges and Consolidated Colleges resident tuition rate.

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ND/MN Reciprocity (cont.)

During Academic Year 2007-08, for every 100 Minnesota students who attended North Dakota colleges and universities, 56 North Dakota students attended Minnesota institutions.

Number of Students Using Reciprocity (full-time equivalent)			
Year	MN in ND	ND in MN	ND to MN Ratio
1990-91	5,346	4,570	.85
1991-92	5,217	4,413	.85
1992-93	5,416	4,119	.76
1993-94	5,563	4,043	.73
1994-95	5,619	3,796	.68
1995-96	5,681	3,715	.65
1996-97	5,666	3,821	.67
1997-98	5,586	3,714	.66
1998-99	5,710	4,298	.76
1999-00	5,769	4,736	.82
2000-01	6,064	5,066	.84
2001-02	6,280	5,298	.84
2002-03	6,565	5,523	.84
2003-04	6,933	5,531	.80
2004-05	7,338	5,512	.75
2005-06	8,066	5,435	.67
2006-07	8,030	5,296	.66
2007-08 est.	8,435	4,712	.56

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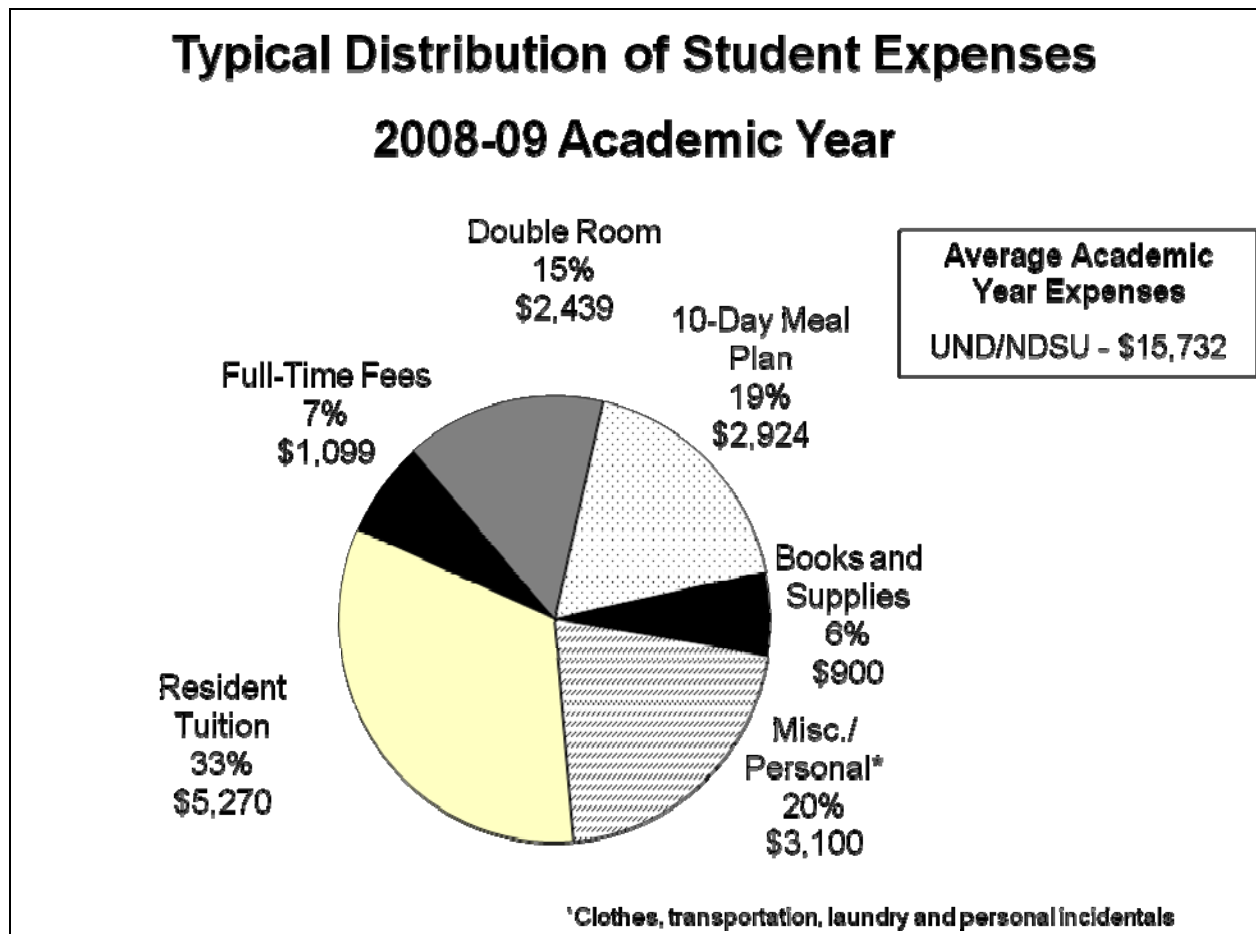
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Student Cost of Education

Student expenses include tuition and fees, room and board, books and supplies, and miscellaneous expenses.

For academic year 2008-09, the breakdown of educational costs for a typical North Dakota resident student living on the UND/NDSU campuses includes 40 percent for tuition and fees, 34 percent for room and board, and 26 percent for books, supplies and miscellaneous expenses.



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Types of Financial Aid

The two primary categories of financial aid are merit-based and need-based aid.

Merit-based aid is generally given to students in recognition of special skills or academic ability. Most financial aid available for postsecondary education is need-based aid. Within this category there are two types of financial aid:

- Grant aid, which does not have to be repaid
- Self-help aid, which includes loans and/or part-time employment through work-study programs

More than 75 percent of North Dakota students apply for financial aid. While the majority receive some assistance, an increasingly larger portion comes in the form of loans, rather than grants. This contributes to a typical four-year university student federally insured debt of \$15,000 to \$22,000 and a two-year college student debt of \$5,000 to \$6,500. Students also take on substantial amounts of non-federally insured debt. As a result, the NDUS budget request includes increased funding for needs-based financial aid and to limit tuition rate increases.

Federal financial aid dollars (Pell Grants, Supplemental Educational Opportunity Grants, Perkins Loans and Work Study) available to North Dakota students pursuing undergraduate degrees decreased 21 percent between AY 2003-04 and AY 2007-08. This includes Pell Grants, Supplemental Educational Opportunity Grants, Perkins Loans and Work Study. A breakdown of AY 2007-08 federal financial aid dollars awarded per North Dakota recipient follows:

- Pell Grants averaging \$2,625 were provided to about 10,977 students.
- Supplemental Educational Opportunity Grants averaging \$850 were provided to about 4,043 students.
- Perkins Loans averaging \$1,849 were provided to about 3,908 students.
- Work Study Grants averaging \$1,177 were provided to about 2,501 students.

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State Grant Program

The North Dakota Student Financial Assistance Program (State Grant) provides \$800 non-repayable grants each year to North Dakota residents pursuing undergraduate degrees at North Dakota's public, private (not-for-profit) and tribal colleges. The purpose of these need-based grants is to assist students with the cost of attending North Dakota postsecondary institutions. A State Grant also reduces the amount of money a student needs to borrow for his or her education.

- More than 33,580 North Dakota students applied for a state grant in 2007-08. The State Grant Program was able to fund 4,152 needy students or about 12 percent of the eligible students. For 2007-08, the greatest unmet need of a State Grant Program recipient was \$14,988. Unmet need for this program is calculated as follows: cost of education minus parent/student expected contribution, minus the Federal Pell Grant, minus other resources (such as veterans' benefits) equals unmet need. For academic year 2007-08, State Grant dollars were exhausted at an unmet need figure of \$5,964. In other words, those students demonstrating an unmet need of \$5,963 or less did not receive State Grant support. Historically, of the over 30,000 students who apply for the State Grant program each year, over 20,000 students exhibit some type of unmet financial aid need.
- State funding to support the State Grant Program is equivalent to 1.7 percent of annual tuition collections.

Students Receiving State Grants Awarded by Institution Type				
	Public Institution	Private Non-Profit 4-Year Colleges & Hospital School of Nursing	Native American Community Colleges	Total
2008-2009 School Year (est.)				
# Applying 30,325				
# of Students Receiving Awards	3,536	581	100	4,217
\$ Awarded	\$2,828,800	\$464,800	\$80,000	\$3,373,600
% of Total \$ Awarded	84%	14%	2%	100%
% of all ND Students Attending College	87%	9%	4%	100%
2007-2008 School Year				
# Applying 33,580				
# of Students Receiving Awards	3,484	565	103	4,152
\$ Awarded	\$2,596,400	\$430,798	\$75,200	\$3,102,398
% of Total \$ Awarded	84%	14%	2%	100%
% of all ND Students Attending College	87%	9%	4%	100%

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State Grant Program (cont.)

The State Grant Program has a federal maintenance of effort (MOE) requirement. Under federal law, states are required to meet or exceed the maintenance of effort requirement to ensure continued federal financial aid funding. The MOE requirement is the average expenditure of non-federal dollars for the past three years. However, in the future, according to federal reporting procedures, not all non-federal sources will be included in the MOE requirement. To maintain the MOE requirement for the 2009-11 biennium, an estimated \$3.45 million in non-federal dollars is needed.

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December 2008

North Dakota Scholars Program

The North Dakota Scholars Program, a merit-based scholarship program, was first funded by the Legislature in 1987 to provide scholarships to North Dakota's best and brightest high school graduates to encourage them to remain in North Dakota for postsecondary education.

A high school junior must take the ACT Assessment between October and June of his or her junior year and score in the upper 5 percent of all North Dakota ACT test takers. The numeric sum of the English, Math, reading and science reasoning scores will be used as a second selection criteria. The numeric sum of a student's English and mathematics scores will be used as additional selection criteria if a tie-beaker is needed.

- The scholarship is renewable for up to three years if the recipient maintains a cumulative 3.5 grade-point average.
- The Scholars Program provides full-tuition scholarships for students who attend North Dakota's public and tribal colleges and tuition scholarships not to exceed the highest resident undergraduate tuition rate in the North Dakota University System for students who attend North Dakota's private institutions and a \$2,000 stipend to freshmen scholars.

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
# of candidates meeting 5% ACT requirement	484	394	377	326	319	321
# of candidates also meeting high school rank requirement*	398	339	328	*	*	*
Offers made	46	36	44	68	98	92
Offers accepted	17	12	20	32	49	49
% of those offered and accepted	37%	33%	45%	47%	50%	53%

*Number of candidates also meeting high school rank requirement, as a second selection criteria, was changed beginning with Fall 2006 scholars to the numeric sum of the four ACT scores.

- North Dakota students who qualify for this program are high academic achievers. These students are heavily recruited by out-of-state colleges and universities that also offer financial incentives to attract them to their campuses. This is demonstrated by the fact that, in 2008-09, in order to fund 49 new freshmen students, 92 offers were made, which is an acceptance rate of 53 percent. The other 43 students more than likely attended out-of-state institutions.

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North Dakota Scholars Program (cont.)

- The North Dakota University System had sufficient funding to support the following number of North Dakota scholars by class and year:

North Dakota Scholars by class, by year						
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Freshmen	17	12	20	32	49	49
Sophomores	44	17	11	17	26	41
Juniors	40	43	17	10	18	25
Seniors	22	37	40	17	8	14
Total	123	109	88	76	101	129

FOR MORE INFORMATION CONTACT:

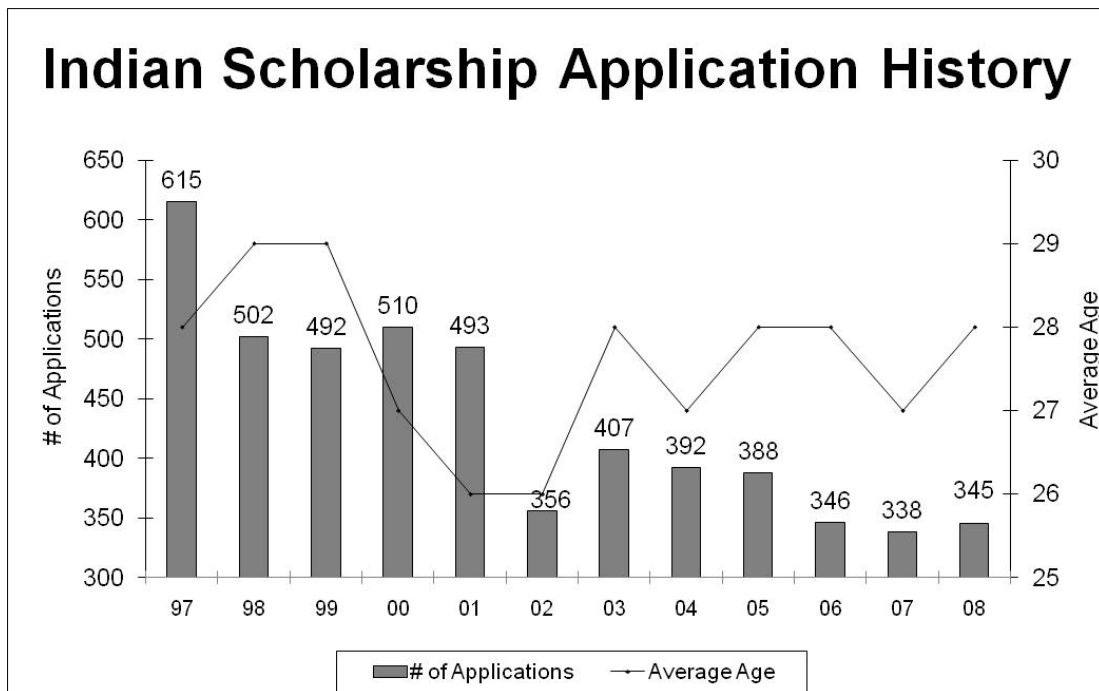
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December 2008

Indian Scholarship Program

- The Indian Scholarship Program assists American Indian students in obtaining a college education by providing grants based upon scholastic ability and financial need. By limiting scholarship awards to \$800, the Indian Scholarship Board has been able to make scholarship awards to about 225 eligible applicants each year, 98 percent of whom show financial need in addition to scholastic ability. About 30 program participants graduate each year.
- The qualifications for eligibility for the North Dakota Indian Scholarship Program are as follows:
 - An applicant must either be a resident of North Dakota who is one-quarter Native American or an enrolled member of any tribe that now resides in North Dakota. Residency for each student will be determined by the institution he or she plans to attend.
 - An applicant must have been accepted for admission at an institution of higher learning or a state vocational education program within North Dakota.
 - Scholarship recipients must be enrolled full-time and may not have a grade-point average below 2.0.
 - A student who participates in an internship, student teaching, teaching assistance or cooperative education program may be eligible for scholarship awards only if participation in that program is required for the degree and only if tuition must be paid for the credits earned.



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Indian Scholarship Program (cont.)

History of Native American Scholarship Program				
Biennium	Full-time Native American Students Attending College*	Native American Scholarships Awarded	State General Funds Appropriated	% of Full-time Students Receiving Funding
1973-75	1,366	50	\$45,000	3.7%
1975-77	1,935	82	\$75,000	4.2%
1977-79	2,258	89	\$85,000	3.9%
1979-81	2,278	101	\$85,000	4.4%
1981-83	1,964	173	\$147,742	8.8%
1983-85	2,051	272	\$175,000	13.3%
1985-87	2,729	276	\$175,000	10.1%
1987-89	2,812	293	\$175,000	10.4%
1989-91	2,699	246	\$170,700	9.1%
1991-93	3,260	237	\$200,000	7.3%
1993-95	2,669	300	\$200,000	11.2%
1995-97	3,207	289	\$204,000	9.0%
1997-99	4,367	292	\$204,000	6.7%
1999-01	4,733	295	\$204,082	6.2%
2001-03	4,899	294	\$204,082	6.0%
2003-05	6,260	375	\$204,086	5.0%
2005-07	6,327	362	\$251,988	5.7%
2007-09	¹ 5,304	502	\$380,626	9.5%

*Includes the following schools: Bismarck State College, Dickinson State University, Fort Berthold Community College, Jamestown College, Lake Region State College, Cankdeska Cikana Community College, University of Mary, Mayville State University, Minot State University, Minot State University-Bottineau, North Dakota State University, Standing Rock College, North Dakota State College of Science, Turtle Mountain Community College, University of North Dakota, Valley City State University and Williston State College.

¹ Fall 08 enrollment data not available from Turtle Mountain Community College and Fort Berthold Community College

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December 2008

Technology Occupations Student Loan Forgiveness Program

The 2001 North Dakota Legislature appropriated \$400,000 for the North Dakota University System (NDUS) to administer a technology occupations student loan forgiveness program. The intent of this program is to reduce student loan indebtedness for individuals who have: (1) graduated in technology-related fields and (2) been employed in technology occupations in the state for one year.

Recipients are eligible to receive \$1,000 in loan forgiveness each year they are employed in approved technology occupations in North Dakota, up to a maximum of three years or \$3,000. The Bank of North Dakota is responsible for applying and/or forwarding loan forgiveness payments. To be eligible, a recipient must have a student loan from the Bank of North Dakota or other participating lender. Individuals must apply annually for new or continued funding.

- For academic year 2007-08, 342 new and continued-funding applications were received. Of the 342 applicants, 291 were funded.
- The average student loan indebtedness of funded applicants, as reported on their applications, was \$10,391.
- A breakdown of funded 2007-08 applicants by program area follows:

Program Areas of Funded Applications for 2007-08	# of Applicants Funded
Agricultural/Biological Engineering and Bioengineering	9
Animal Sciences, General	1
Architectural Engineering Technology/Technician	4
Atmospheric Sciences and Meteorology, General	2
Biology/Biological Sciences, General	2
Chemical Engineering	1
Civil Engineering Technology/Technician	4
Civil Engineering, General	11
Clinical Laboratory Science/Medical Technology/Technologist	8
Computer and Information Sciences and Support Services, Other	1
Computer and Information Sciences, General	57
Computer Engineering, General	2
Computer Programming/Programmer, General	1
Computer Science	10
Computer Systems Analysis/Analyst	5
Computer Systems Networking and Telecommunications	10
Construction Engineering	1

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Technology Occupations (cont.)

Program Areas of Funded Applications for 2007-08	# of Applicants Funded
Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	3
Diesel Mechanics Technology/Technician	5
Electrical and Electronic Engineering Technologies/Technicians	8
Electrical, Electronic and Communications Engineering Technology/Technician	7
Electrical, Electronics and Communications Engineering	13
Emergency Medical Technology/ Technician (EMT Paramedic)	3
Engineering, General	1
Industrial Engineering	7
Industrial Production Technologies/ Technicians, Other	1
Industrial Technology/Technician	5
Lineworker	1
Machine Tool Technology/Machinist	1
Management Information Systems and Services, Other (some qualify)	2
Management Information Systems, General	28
Manufacturing Engineering	1
Mathematics Teacher Education	2
Mathematics, General	2
Mechanical Engineering	35
Medical Radiologic Technology/Science - Radiation Therapist	15
Radiologic Technology/Science-Radiographer	1
Respiratory Care Therapy/Therapist	8
Small Engine Mechanics and Repair Technology/Technician	1
Surgical Technology/Technologist	2
System, Networking, and LAN/WAN Management/Manger	4
Technology Teacher Education/ Industrial Arts Teacher Education	4
Web Page, Digital/Multimedia and Information Resources Design	1
Welding Technology/Welder	1
TOTAL	291

- A breakdown of funded 2007-08 applicants by technology job occupations follows:

Technology Job Occupations of Funded Applicants for 2007-08	# of Applicants Funded
Agricultural Engineers	4
Bus and Truck Mechanics and Diesel Engine Specialists	2
Civil Engineering Technicians	4
Civil Engineers	11
Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	1
Computer and Information Systems Managers	2
Computer and Mathematical Science Occupations	1
Computer Operators	2
Computer Programmers/Computer Science Teachers, Postsecondary	24
Computer Software Engineers, Applications	17
Computer Specialists, All Other	10

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Technology Occupations (cont.)

Technology Job Occupations of Funded Applicants for 2007-08	# of Applicants Funded
Computer Support Specialists	28
Computer Systems Analysts	17
Conservation Scientists, Park Naturalists, Range Managers, Soil & Water Conservationists	1
Cost Estimators	1
Database Administrators	1
Diagnostic Medical Sonographers	5
Education, Training, and Library Workers, All Other	2
Electrical and Electronics Engineering Technicians	3
Electrical and Electronics Installers and Repairers, Transportation Equipment	1
Electrical and Electronics Repairers, Commercial and Industrial Equipment	5
Electrical Engineers	7
Electrical Power-Line Installers and Repairers	1
Electro-Mechanical Technicians	1
Electronics Engineers, Except Computer	5
Emergency Medical Technicians and Paramedics	3
Engineering Managers	2
Engineering Technicians, Except Drafters, All Other	2
Engineers, All Other	11
Farm Equipment Mechanics	2
Hydrologists	1
Industrial Engineers	3
Industrial Machinery Mechanics	1
Mathematical Science Occupations, All Other	1
Mathematical Science Teachers, Postsecondary	1
Mechanical Engineers	38
Medical and Clinical Laboratory Technologists	8
Middle School Teachers, Except Special and Vocational Education	1
Mixing and Blending Machine Setters, Operators, and Tenders	1
Network and Computer Systems Administrators/Computer Security Specialists	20
Network Systems and Data Communications Analysts	1
Outdoor Power Equipment and Other Small Engine Mechanics	1
Radiologic Technologists and Technicians	14
Respiratory Therapists	6
Respiratory Therapy Technicians	2
Secondary School Teachers, Except Special and Vocational Education	1
Surgical Technologists	2
Telecommunications Equipment Installers and Repairers, Except Line Installers	8
Vocational Education Teachers, Middle School	1
Vocational Education Teachers, Postsecondary	2
Vocational Education Teachers, Secondary School	1
Welders, Cutters, and Welder Fitters/Solderers & Brazers	1
TOTAL	291

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December 2008

Teacher Shortage Loan Forgiveness Program

The 2001 North Dakota Legislature appropriated \$250,000 for the North Dakota University System (NDUS) to administer a student loan forgiveness program. The intent of this program is to reduce student loan indebtedness for teaching in North Dakota at grade levels and/or in content areas identified by the Department of Public Instruction as having teacher shortages.

Recipients are eligible to receive \$1,000 in loan forgiveness each year up to a maximum of three years or \$3,000 for teaching in teacher-shortage areas as defined by the Department of Public Instruction. The Bank of North Dakota is responsible for applying and/or forwarding loan forgiveness payments for funded recipients.

- For academic year 2007-08, 390 new and continued-funding applications were received. Of the 390 applicants, 379 were funded.
- The average student loan indebtedness of funded applicants, as reported on their applications, was \$14,619.
- A breakdown of funded 2007-08 applicants by defined shortage areas follows:

Defined Shortage Areas of Funded Applicants for 2007-08	# of Applicants Funded
Agriculture Education	14
Art	5
Business and Office Technology/Business Education	23
Career Clusters	1
Driver and Traffic Safety Education	1
English as a Second Language	9
English Language Arts/English as a Second Language	52
Family and Consumer Sciences	4
Health Careers	1
Information Technology	2
Languages/Native American Languages	10
Marketing Education	2
Mathematics	51
Music	15
Science	47
Social Studies	49
Special Education Programming	82
Technology Education - Industrial Arts	10
Trade and Industrial Education	1
TOTAL	379

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Access - General

December 2008

Doctoral Programs

Since the 2001-03 biennia, the North Dakota Legislature has appropriated funding to the North Dakota University System to provide incentives for more students to obtain doctoral degrees. In June 2007, the State Board of Higher Education (SBHE) approved allocation of \$130,000 each in funding to UND and NDSU from the 2007-09 Education Incentive Program in support of doctoral students. The SBHE also allocated an additional \$250,000 (\$125,000 each) in one time funding in fiscal year 2008 to UND and NDSU in support of doctoral programs. The intent of this program is to provide incentives to encourage additional doctoral graduates in North Dakota.

At UND, the funds have/will be used as follows:

- To enhance doctoral dissertation grants: These awards are available on a competitive basis to students in the final stages of writing their dissertations. Students must have completed all coursework and research and be within one semester of graduating from the program
- To provide more professional development for doctoral students: One of the biggest challenges facing doctoral students as they complete degree programs is the ability to function in a highly competitive environment
- To market doctoral programs and recruit new students: Continued success of UND doctoral programs is highly dependent on the ability to attract students from outside of North Dakota

At NDSU, the funds have/will be used as follows:

- To form stronger relationships with baccalaureate degree-granting institutions in North Dakota
- To provide funding for doctoral student dissertation awards: The Graduate School has funded doctoral dissertation fellowships the past few years. These fellowships provide one year of support for doctoral students nearing the completion of their programs. The fellowships allow students to focus exclusively on dissertation work, thus enhancing completion rates.
- To form stronger relationships with other baccalaureate degree-granting institutions in the region
- To create new promotional materials to attract doctoral applicants, bringing prospective doctoral students to NDSU for campus visits

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December 2008

Tuition Waiver Summary

The North Dakota Legislature has mandated tuition waivers for National Guard members, State Industrial School residents, dependents of POW/MIAs and veterans, and dependents of firefighters and peace officers. The State Board of Higher Education authorized tuition waivers for select other students, including some graduate assistants, employees, foreign and culturally diverse students, and senior citizens.

Academic Year 2007-08 Tuition Waiver Summary											
(As of October 24, 2008)											
	Board Authority						Statutory/ Board	Statutory			
	Grad Assistant	Staff Waiver	Foreign Student	WICHE	Sr Citizen	Other Cult. Diver.	Misc ⁽²⁾	National Guard	Instit. Waiver	POW/MIA Vets Dep Waiver	Instit. Total
BSC # of Students	0	43	2	0	0	44	0	45	0	22	156
Dollars	\$0	\$18,241	\$9,124	\$0	\$0	\$46,376	\$0	\$15,790	\$0	\$36,578	\$126,109
DSU # of Students	0	109 ⁽¹⁾	436	0	0	171	0	36	25	10	787
Dollars	\$0	\$199,866	\$2,114,295	\$0	\$0	\$510,615	\$0	\$18,420	\$24,263	\$21,693	\$2,889,152
LRSC # of Students	0	37 ⁽¹⁾	33	0	0	27	1	33	9 ⁽³⁾	13	153
Dollars	\$0	\$25,188	\$127,045	\$0	\$0	\$26,072	\$365	\$11,607	\$14,596	\$21,833	\$226,706
MaSU # of Students	0	48 ⁽¹⁾	4	0	1	9	2	6	78 ⁽³⁾	2	150
Dollars	\$0	\$22,766	\$19,008	\$0	\$158	\$12,414	\$553	\$4,786	\$84,459	\$5,060	\$149,204
MiSU # of Students	21	84	2	0	2	131	495	37	79 ⁽³⁾	25	876
Dollars	\$34,217	\$90,864	\$10,622	\$0	\$498	\$202,034	\$748,544	\$19,881	\$108,460	\$59,931	\$1,275,051
MiSU-BC # of Students	0	3	2	0	0	15	0	3	18	1	42
Dollars	\$0	\$1,424	\$4,458	\$0	\$0	\$18,885	\$0	\$1,427	\$19,981	\$2,972	\$49,147
NDSCS # of Students	0	59 ⁽¹⁾	1	0	0	15	166	44	332	18	635
Dollars	\$0	\$49,191	\$9,133	\$0	\$0	\$7,600	\$329,094	\$19,883	\$164,504	\$28,413	\$607,818
NDSU # of Students	1,236	600 ⁽¹⁾	389	0	4	260	309	201	267	60	3,326
Dollars	\$6,240,257	\$936,099	\$2,102,534	\$0	\$1,880	\$908,386	\$230,936	\$162,250	\$439,851	\$157,429	\$11,179,622
UND # of Students	1,038	297	37	13	5	338	251	128	140	28	2,275
Dollars	\$3,568,524	\$386,836	\$256,098	\$134,703	\$5,762	\$1,214,108	\$577,082	\$84,938	\$811,514	\$93,835	\$7,133,400
VCSU # of Students	0	49 ⁽¹⁾	29	0	0	47	0	12	51	2	190
Dollars	\$0	\$41,630	\$72,111	\$0	\$0	\$115,653	\$0	\$4,268	\$173,951	\$3,941	\$411,554
WSC # of Students	0	30 ⁽¹⁾	11	0	0	17	0	2	26	5	91
Dollars	\$0	\$16,972	\$24,213	\$0	\$0	\$38,045	\$0	\$370	\$13,322	\$6,329	\$99,251
Total											
# of Students	2,295	1359	946	13	12	1,074	1,224	547	1,025	186	8,681
Dollars	\$9,842,998	\$1,789,077	\$4,748,641	\$134,703	\$8,298	\$3,100,188	\$1,886,574	\$343,620	\$1,854,901	\$438,014	\$24,147,014

⁽¹⁾LRSC, of the 37 students and \$25,188 reported, 19 were for employee spouse/dependent waivers for a total of \$15,579.

WSC, of the 30 students and \$16,972 reported, 12 were for employee spouse/dependent waivers for a total of \$10,356.

NDSCS, of the 59 students and \$49,191 reported, 37 were for employee spouse/dependent waivers for a total of \$32,811.

DSU, of the 109 students and \$199,866 reported, 69 were for employee spouse/dependent waivers for a total of \$168,163.

NDSU, of the 600 students and \$936,099 reported, 311 were for employee spouse/dependent waivers for a total of \$536,811.

VCSU, of the 49 students and \$41,630 reported, 21 were for employee spouse/dependent waivers for a total of \$26,469.

MiSU, of the 84 students and \$90,864 reported, 45 were for employee spouse/dependent waivers for a total of \$62,671.

⁽²⁾Misc. includes waivers for Board of Higher Ed student member, dependents of firefighters and peace officers, MN reciprocity waiver, room and board waivers at NDSCS, and other institutional waivers.

⁽³⁾Athletic waivers.

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December 2008

NDUS Tuition, Fee, Room and Board Schedule

2008-09 Academic Year																
		TUITION								FEES*		ROOM ⁽²⁾		BOARD		
Institution	Key**	Resident		Nonresident		SD, MT, Saskatchewan, and Manitoba		Minnesota		Full Time	Part Time ⁽¹⁾	Double	Single	5 Day	7 Day	
		Full Time	Part Time ⁽¹⁾	Full Time	Part Time ⁽¹⁾	Full Time	Part Time ⁽¹⁾	Full Time	Part Time ⁽¹⁾							
BSC*	a	(6)	112.14	(6)	299.41	(6)	140.18	(6)	135.83	568.84	22.40	1,825 ⁽³⁾	2,400 ⁽³⁾		2,715-12 meals 2,825-14 meals 2,875-17 meals 3,000-19 meals	
DSU*	a	4,019	167.46	10,731	447.11	5,024	209.32	4,197	174.88	1,064.72	44.36	1,533	2,175	2,526-10 meals (inc. \$200 flex cash) 2,526-15 meals	2,747-19 meals	
LRSC	a	3,065	127.71	3,065	127.71	3,065	127.71	4,075	169.79	842.72	28.03 ⁽⁴⁾	1,774	2,300		2,336-12 meals 2,834-17 meals 3,266 Premium Plus	
MaSU	a	⁽⁵⁾ 3,985	166.03	5,977	249.05	4,981	207.54	4,162	173.42	1,669.22 ⁽⁵⁾	69.55	1,730	2,310	N/A	1,196-5 meals 2,392-10 meals 2,542-14 meals	
				All Canadian Provinces except Saskatchewan & Manitoba →		5,977	249.05									
				International Students →		10,639	443.30									
MISU*	a	4,179	174.13	11,158	464.91	5,224	217.66	4,365	181.88	864.60	36.03	1,604 ⁽³⁾	2,807 ⁽³⁾	2,548-10 meals	2,684-10 meals	
	b	5,527	230.30	14,758	614.90	8,291	345.45	6,745	281.05	Same as undergraduate fees				2,800-15 meals	2,940-14 meals 2,970-19 meals	
MiSU-BC	a	3,120	130.00	4,680	195.00	SD&MT 3,901 162.50 3,120 130.00		4,075	169.79	681.72	28.41	1,624	2,284	2,498-15 meals	N/A	
				All Canadian Provinces →												
NDSCS*	a	(7)	112.25	(7)	299.69	(7)	140.31	(7)	135.83	507.24	21.14	1,652	2,301		2,264-10 meals	
	g	(7)	112.25	(7)	112.25	(7)	112.25	(7)	135.83	Same as undergraduate fees					2,354-14 meals	
	h	(7)	112.25	(7)	112.25	(7)	112.25	(7)	135.83	Same as undergraduate fees					2,946-19 meals	
NDSU*	a	5,264	219.33	14,053	585.54	7,895	328.96	5,504	229.35	962.12	40.09	2,656	3,056	N/A	2,780-10 meals	
	b	5,645	235.21	15,072	628.00	8,467	352.79	6,745	281.05	Same as undergraduate fees					3,120-15 meals	
	l			(8) Newly enrolled Mn pharmacy Students - Fall 2006 →		5,504	229.35	Same as undergraduate fees							3,564-20 meals	
UND*	a	5,276	219.84	14,088	586.98	7,914	329.77	5,504	229.33	1,237.12	51.55	2,222	2,818	N/A	3,068-10 meals	
	b	5,675	236.47	15,153	631.37	8,513	354.70	6,745	281.05	Same as undergraduate fees					3,182-14 meals	
	c	(9)	212.42	(9)	567.15	(9)	318.62	(9)	318.62	Same as undergraduate fees					3,250-19 meals	
	d	22,515	938.13	41,675	1,736.44	(10) Newly enrolled Mn Med Students-Fall 2006 & beyond →		23,515	979.79	Same as undergraduate fees					3,513-21 meals	
	e	10,406		14,397		14,397		10,406		Same as undergraduate fees						
	f	9,497	395.72	13,296	554.01	11,777	490.70	9,497	395.72	Same as undergraduate fees						
VCSU	a	(11)	137.93	(11)	368.27	(11)	172.41	(11)	144.05	1,642.56 ⁽¹²⁾	68.44	1,582	2,230	2,195-10 meals	N/A	
	b		229.37		612.42		286.72		281.04	Same as undergraduate fees				2,489-15 meals		
WSC	a	(13)	100.68	(13)	151.03	(13)	100.68	(13)	135.83	760.20	29.76	1,324	2,084	1,564 or 1,894 meal ticket plan	N/A	

* Additional fees are charged for a number of specific programs at BSC, DSU, MiSU, NDSCS, NDSU and UND. These program fees are not included in the tuition and/or fee amounts this schedule.

** Key: a=Undergraduate, b=Graduate, c=Law, d=Medicine, e=Physical Therapy (schedule reflects full-time flat rate. Summer students pay 50%), f=Occupational Therapy, g=Special rates given to NDSCS nonresident and contiguous state/province students who live on campus with a meal plan, h=NDSCS business & industry ptsp programs (with formal signed contracts) which serve multi-state areas, l=NDSU newly enrolled MN pharmacy students, Fall 2006 and beyond

In addition to the rates listed in this table, other special rates exist for other student categories such as WICHE/WUE students and non-resident dependents and spouses of NDUS campus graduates.

(Note: This schedule does not include tuition rates for all programs, but covers the major programs offered.)

- (1) Per credit hour for less than 12 hours per semester, except at BSC, LRSC, NDSCS, VCSU and WSC (see footnotes 4, 5, 6, 7, 10 & 12).
- (2) Other living arrangements such as married and family housing, hi-rises, suites, mobile home parks, and 3-4 person apartments are also available on the campuses.
- (3) The rates listed for BSC and MiSU represents the average single and double room rates of the dormitories. These campuses charge different rates for different dormitories.
- (4) The part-time rate for fees at LRSC is based on 16 credit hours per semester, except the "Connect ND" & "NDSA" fees, which are capped at 12 credit hours per semester.
- (5) MaSU charges the per credit (part-time) rate for 1-11 credit hours and for additional credits over 18, and the full-time rate for 12-18 credit hours. MaSU's fees include TabletPC computer and technology fees (\$950/year) for guaranteed continuous access to a TabletPC, backpack, up-to-date software, integrated technology in classrooms, network and printer access and enhanced, high-speed wireless Internet access throughout campus.
- (6) BSC charges the per credit (part-time) tuition rate for all credit hours. Fees are capped at 13 credit hours per semester, except the "Connect ND" & "NDSA" fees which are capped at 12 credit hours per semester.
- (7) NDSCS charges the per credit (part-time) tuition rate for all credit hours. Fees are capped at 12 credit hours per semester.
- (8) Newly enrolled Mn pharmacy students, Fall 2006
- (9) UND charges the per credit (part-time) tuition rate for all credit hours for Law. Mandatory fees are capped at 12 credit hours per semester.
- (10) Newly enrolled Minnesota students in Law and Medicine (professional) are no longer eligible for ND/Mn reciprocity rates.
- (11) VCSU charges the per credit (part-time) tuition rate for all credit hours. Fees are capped at 12 credit hours per semester.
- (12) Includes notebook computer (\$901.75) and technology (\$96) fees for guaranteed continuous access to a notebook computer, case, software license fees, insurance for damage or loss, integrated technology in classrooms, network bond payments and enhanced, high-speed wireless network and Internet access throughout campus.
- (13) WSC charges the per credit (part-time) tuition and fee rate for all credit hours except for the 14th, 15th and 16th credits, which are at no charge. "Connect ND" & "NDSA" fees are capped at 12 credit hours per semester.

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Enrollment

The NDUS Fall 2008 headcount enrollment of 43,442 is an increase of 3.9 percent compared to Fall 2007. The total system FTE (full-time equivalent) enrollment of 36,096 is a 2.9 percent increase compared to Fall 2007. Both the two-year and four-year institutions had combined net enrollment gains. 22 percent of the students were enrolled at two-year colleges, and 78 percent were enrolled at four-year universities. Of the 43,442 enrollments, 59.5 percent are North Dakota residents.

Number of Headcount and Full-time Equivalency Enrollments Fall 2008		
Institution	Headcount⁽¹⁾	Full-Time Equivalency⁽²⁾
BSC 3,788		2,937
DSU 2,730		2,294
LRSC 1,657		784
MaSU 789		563
MiSU 3,432		2,720
MiSU-BC 655		440
NDSCS 2,545		2,041
NDSU 13,229		11,794
UND 12,748		11,137
VCSU 1,019		823
WSC 850		562
TOTAL	43,442	36,096
⁽¹⁾ Number of students enrolled, regardless of the number of credits taken. ⁽²⁾ The equivalent to full-time status based upon a formula using total student credit hours enrolled.		

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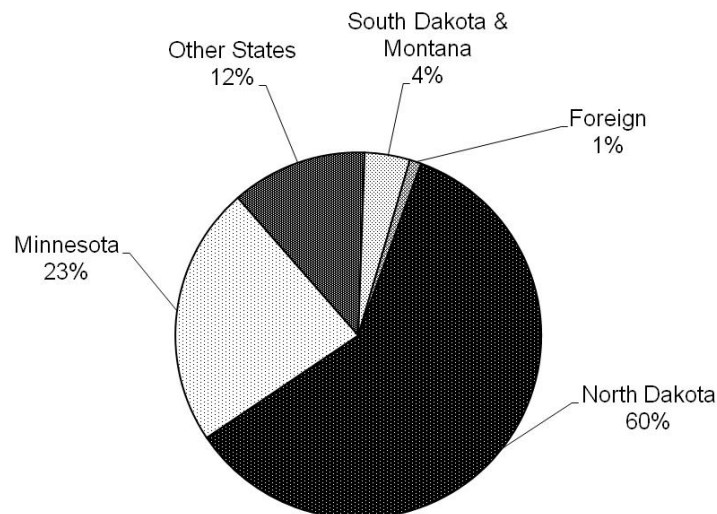
Enrollment (cont.)

Headcount Enrollment by Tuition Residency Status Fall 2008

	BSC	DSU	LRSC	MaSU	MISU	MISU-BC	NDSCS	NDSU	UND	VCSU	WSC	TOTALS	% of TOTAL
RESIDENT													
North Dakota	3,144	1,697	1,355	536	2,779	587	1,848	6,329	6,234	687	694	25,890	60%
NON-RESIDENT													
Manitoba	0	10	1	15	58	18	0	10	81	19	4	216	0%
Minnesota	89	17	91	97	41	5	460	5,129	4,053	113	8	10,103	23%
Other MHEC States	129	25	24	16	30	11	19	246	475	27	6	1,008	2%
Montana	37	221	13		107	8	62	75	136	8	81	739	2%
Saskatchewan	0	16	1	2	166	3	1	3	11	5	9	217	0%
South Dakota	43	76	12	8	12	2	91	276	210	15	5	750	2%
Other WICHE States	110	222	53	70	86	3	21	106	672	66	21	1,430	3%
Other	236	446	119	42	153	18	43	1,055	876	79	22	3,089	7%
Subtotal	644	1,033	302	253	653	68	697	6,900	6,514	332	156	17,552	40%
TOTALS	3,788	2,730	1,657	789	3,432	655	2,545	13,229	12,748	1,019	850	43,442	100%

Note: Information includes students in extended degree programs and students jointly enrolled through collaborative program arrangements.

Enrollment by Tuition Residency Fall 2008

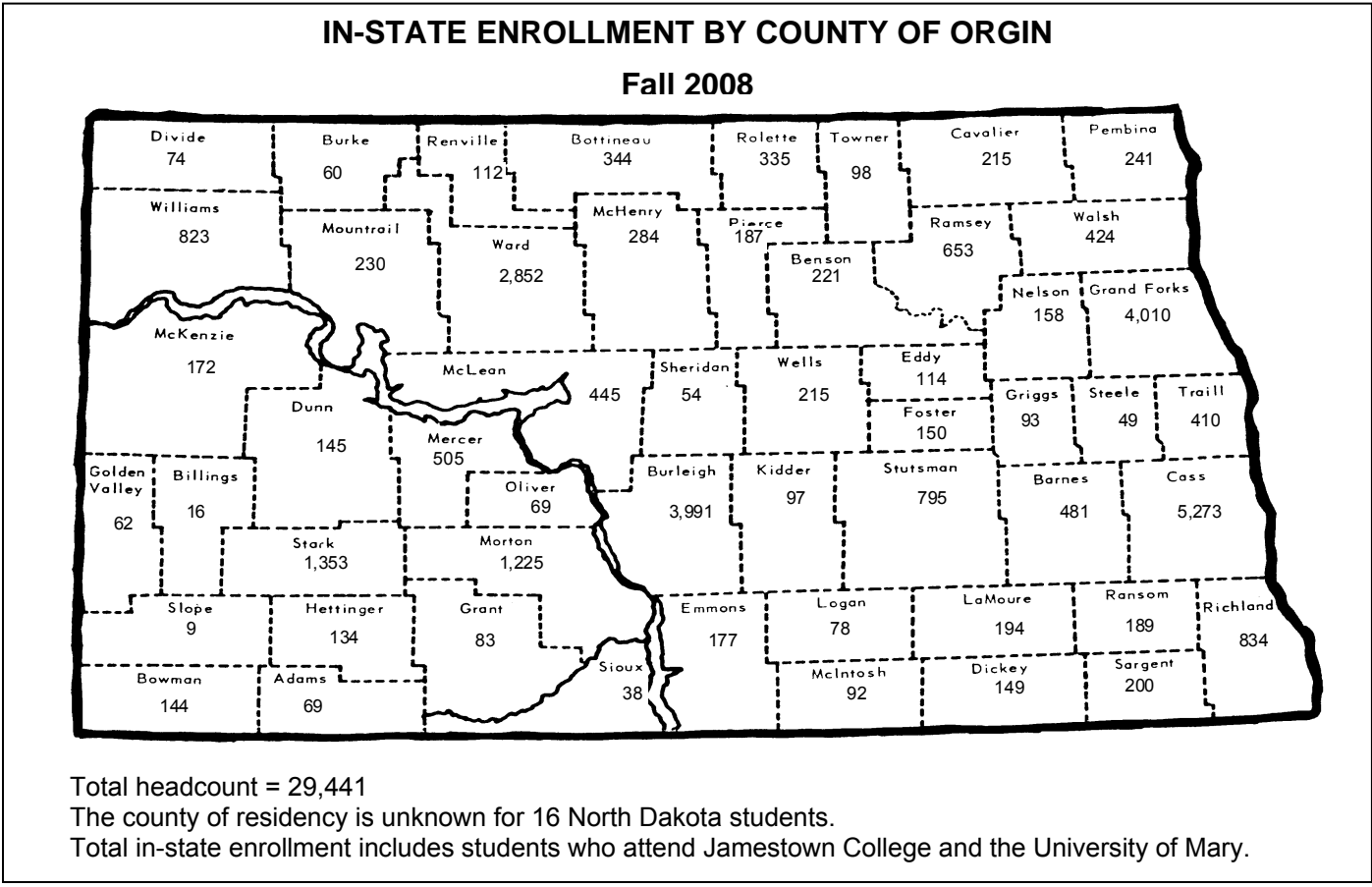
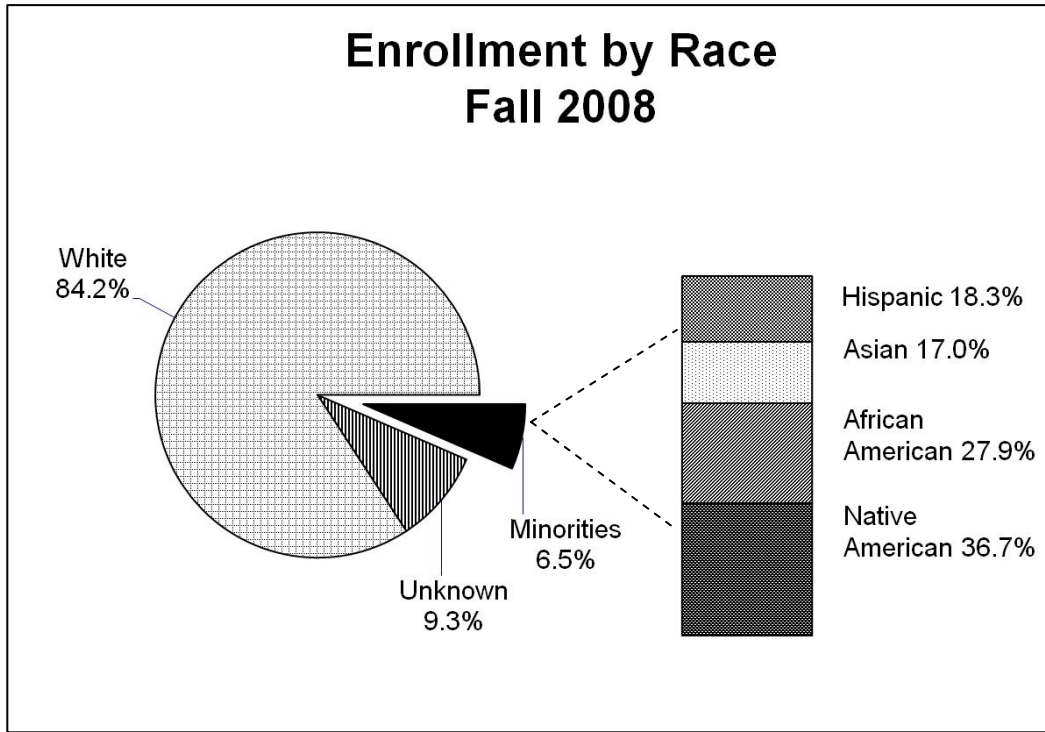


Note: Percentages are rounded

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Enrollment (cont.)



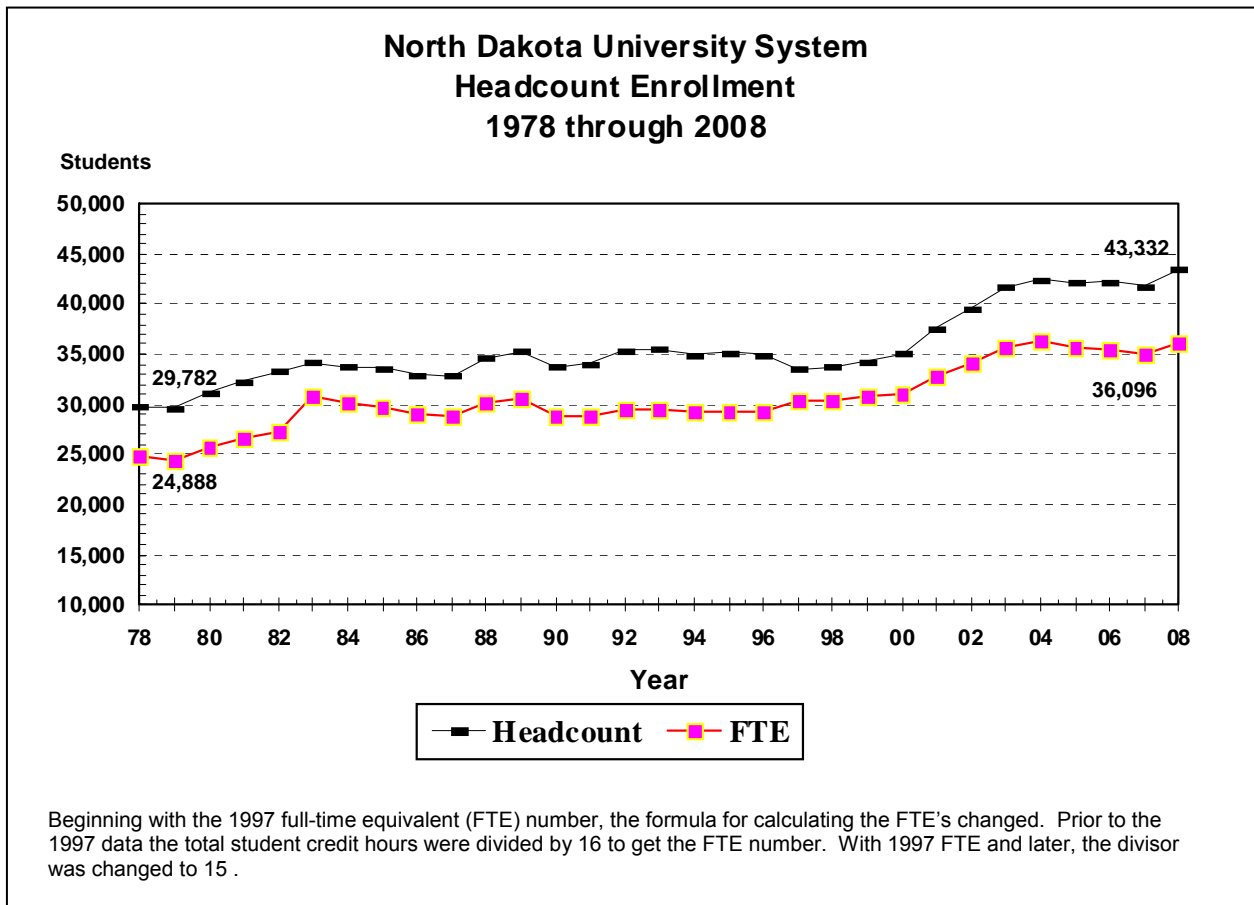
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Enrollment (cont.)

Headcount Enrollment by Age – Fall 2008 Traditional and Non-Traditional		
Institution	Traditional Age 24 and under	Non-Traditional Age 25 and above
BSC 65%		35%
DSU 76%		24%
LRSC 71%		29%
MaSU 76%		24%
MiSU 67%		33%
MiSU-BC 64%		36%
NDSCS 79%		21%
NDSU 82%		18%
UND 75%		25%
VCSU 69%		31%
WSC 70%		30%
System Overall	75%	25%

Note: Information includes students in extended degree programs and students jointly enrolled through collaborative program arrangements.



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Enrollment (cont.)

Degree Credit Headcount by All Distance Delivery Methods Fall 2008					
Institution	Face-to-Face Off Campus	Correspondence	E-Learning¹	Duplicated DE Total²	Unduplicated DE Total³
BSC 121		0	3,452	3,573	3,088
DSU 221		68	777	1,066	817
LRSC 886		0	891	1,777	1,596
MaSU 42		0	349	391	336
MiSU 404		48	1,210	1,662	1,533
MiSU-BC 144		0	278	422	398
NDSCS 525		0	691	1,216	1,171
NDSU 11		125	2,867	3,003	2,858
UND 563		105	2,311	2,979	2,805
VCSU 82		0	883	965	832
WSC 197		0	431	628	549
Total	3,196	346	14,140	17,682	15,983

¹ E-learning categories are listed in more detail on Table 9A in the *Fall 2008 Enrollment Report*.

² Reflects enrollment in each distance education delivery method. If, for example, a student is taking both a correspondence course and an e-learning course, this student would be reported twice in the duplicated enrollment total.

³ Reflects unduplicated headcount enrollment for total distance education. If, for example, a student is taking both a correspondence and an e-learning course, this student would be counted only once in the unduplicated distance education total.

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Enrollment (cont.)

Breakdown of Degree Credit Headcount by E-Learning Delivery Method Fall 2008

Institution	Video		TV Broadcast		Prerecorded		Audio		Internet		CD ROM	Combo <50%	E-Learning Duplicated Total	E-Learning Unduplicated Campus Total
	1-Way	2-Way	Live	Pre-recorded	Video	Audio	1-Way	2-Way	Synch	A-Synch				
BSC	0	95	0 0		0	0 0		0	0	1,615	0	1,742	3,452	3,010
DSU	0	0	0 0		0	0 0		0	0	0	0	0	777	0
LRSC	0	69	0 0		0	0 0		0	0	362	0	460	891	792
MaSU	0	162	0 0		0	0 0		0	0	187	0	0	349	314
MiSU	0	37	0 0		0	0 0		0	0	1,173	0	0	1,210	1,200
MiSU-BC	0	100	0 0		0	0 0		0	0	178	0	0	278	265
NDSCS	0	95	0 0		0	0 0		0	0	596	0	0	691	680
NDSU	35	57	0 0		0	0 0		0	80	2,175	0	520	2,867	2,753
UND	0	96	0 0		0	0 0		0	330	1,872	0	13	2,311	2,223
VCSU	0	42	0 0		0	0 0		0	0	462	0	379	883	762
WSC	0	99	0 0		0	0 0		0	0	332	0	0	431	410
Total	35	852	0	0	0	0	0	0	410	8,952	0	3,114	14,140	12,409*

* Reflects unduplicated headcount enrollment for e-learning delivery methods. For example, if a student is taking a video course and an Internet course, the student is counted once in the unduplicated e-learning total.

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Access - General

December 2008

Dual Credit

Dual-credit college courses, through which students receive both high school and college credit, are authorized by the North Dakota Century Code. Any North Dakota student enrolled in grade 11 or 12 who has received permission from his or her high school administration is eligible for enrollment in an NDUS dual-credit course. Dual-credit students pay the university or college application fees when they apply to take dual-credit courses. Students also pay the current tuition rate along with pro-rated fees similar to those charged to other part-time students.

The college course section taught in the high school must meet the content and academic standards of the course sections taught on campus. In other words, from the NDUS perspective, the dual-credit course taught in the high school is a college course that also offers high school credit.

Full-time college faculty or adjunct instructors may teach dual-credit courses. High school instructors who teach dual-credit courses in the high schools are considered adjunct instructors of the sponsoring NDUS college or university and must meet the same criteria used to hire on-campus instructors.

Dual-credit students registered for college credit are categorized according to the way they are enrolled. Most students enroll in college courses taught by adjunct college faculty face-to-face, off-campus. Dual-credit students are included in the official semester enrollment counts.

DUAL-CREDIT HEADCOUNT ENROLLMENTS*						
FALL 2002 – FALL 2007						
Institutions	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
BSC	93	87	103	87	139	123
DSU	287	319	314	276	335	330
LRSC	475	416	416	437	548	543
MaSU	34	85	93	77	145	127
MiSU	23	42	43	82	112	91
MiSU-BC	26	41	46	39	98	117
NDSCS	52	154	143	185	283	328
NDSU	2	0	2	4	11	4
UND	3	2	0	2	12	12
VCSU	18	17	0	0	0	0
WSC	76	67	91	74	64	0
Totals	1,089	1,230	1,251	1,263	1,747	1,675

* This number includes students enrolled at more than one college during the fall semester; as a result, one student may be counted more than once.

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Access - General

December 2008

Access – Other

Correspondence study, in which course materials are exchanged through the mail, and the extended campus, which includes face-to-face and off-campus instruction, are identified as distance education initiatives, but they are not delivered via electronic technologies. These two delivery models continue to meet the needs of the life-long learner and the place-bound student.

With 5,963 students in Spring 2008 and Fall 2008, the extended campus model continues to thrive as a mechanism for increasing student access. Correspondence study also continues to be a vital component of distance education with 820 enrollments during the same period.

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Access - General

December 2008

Tribal College Assistance Grant

The 2007 North Dakota Legislative Assembly appropriated \$700,000 (or \$350,000 for each year of the 2007-09 biennium) from the Permanent Oil Trust Fund for supplemental grant assistance to the tribal community colleges to recognize their service to nonbeneficiary students. A nonbeneficiary student is defined as a resident of North Dakota enrolled in a tribally-controlled community college but not an enrolled member of a federally recognized Indian tribe. For program management purposes a full time equivalent (FTE) student has been defined as 24 credit hours per year.

In Academic Year 2007-08, 95.54 FTE students met the definition of nonbeneficiary students, resulting in a prorated per student allocation of \$3,663. Reimbursement received under the tribal college assistance grant program may be used for such things as salaries and wages, operating expenses, equipment, capital expenditures, etc.

The following table provides a breakout of payments by institution:

Tribal College Assistance Grant Payment for 2007-08 AY			
Institution	No. of Credit Hours	FTE Students at 24 Credit Hours Per Year	Total Distribution by Campus
Fort Berthold Community College	376	15.667	\$57,392.06
Cankdeska Cikana Community College	114	4.750	\$17,400.78
Turtle Mountain Community College	758	31.583	\$115,699.96
Sitting Bull College	243	10.125	\$37,091.15
United Tribes Technical College	802	33.417	\$122,416.05
	2,293	95.542	\$350,000.00
Annual Allocation		\$350,000	
Per Student Allocation		\$3,663	

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Access - Technology

December 2008

Technology-Based Access

Technology-based distance education is a formal learning activity in which the student and instructor are separated by space or time. The delivery of instruction is supported by software and hardware, such as learning management systems, computers and interactive videoconferencing networks.

Access provided by technology (IVN, satellite, Internet, etc.) provides learning opportunities for students unable to take residential classes because of jobs, family or other duties, making on-campus education difficult, if not impossible.

Traditional correspondence courses are a form of distance education, but, since they are not delivered electronically, they are not classified as technology-based distance education. Off-campus delivery of a course or program by a faculty member who travels to a classroom away from a specific campus also is not classified as technology-based distance education. Programs and courses delivered electronically off-site may use the following technologies:

- Internet
- Two-way video
- Satellite
- Video and audiotape
- Telephone
- Radio
- Television
- Desktop conferencing

The choice of a delivery mode is based on instructional effectiveness; cost of transmission and reception; and the resources to support its development, maintenance and growth. Currently, the principal electronic delivery technologies used in the North Dakota University System are IVN and the Internet. Technologies often provide multi-delivery learning environments. For example, programs and courses offered mainly by IVN or satellite also may use the Internet for increased interactivity.

NDUSO: The North Dakota University System Online is an Internet-based system-wide collaboration for the delivery of courses, certificates and programs. From the first associated degree delivered via NDUSO in 2001, there now are 41 undergraduate certificates, 55 two-year degrees, 33 four-year degrees, and 39 graduate certificates and programs. Enrollment has grown at the rate of more than 20 percent each year, up from 350 registrations in 1997 to more than 31,000 in 2007-08.

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Technology-Based Access (cont.)

Through this collaboration of the 11 NDUS campuses, a student can take courses from multiple campuses during the same semester, receive financial aid for all courses, have a single academic record and receive a single bill. NDUSO provides access to educational opportunities for North Dakota residents, as well as others around the world who have access to the Internet. The NDUSO Web site provides complete information for prospective students at <http://www.nduso.org>.

ACCESS: An Internet search engine, ACCESS finds distance education opportunities throughout the NDUS and links to campus-specific sites for more information. In a one-year period, there were hits on ACCESS from 19 countries. ACCESS is available at <http://www.access.ndus.edu>.

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Technology-Based Access (cont.)

Programs Delivered Using Distance Education Technologies		
Certificate and Diploma Programs	Delivery	Institution
Administrative Assistant/Information Processing	Online	Williston State College
Administrative Assistant/Medical Coding/Billing	Online	Williston State College
Advertising and Marketing	Online	Minot State University Bottineau
Application Software Specialist	Online	Minot State University
Basic Grounds Worker Skills	Online	Minot State University Bottineau
Bookkeeper	Online	Minot State University Bottineau
Business Administration and Management-eBusiness	Online	North Dakota State College of Science
Computer Information Systems - Web Design	Online	North Dakota State College of Science
Developmental Disabilities	Online	Minot State University
Diploma Advertising & Marketing	IVN	Minot State University Bottineau
Diploma Medical Assistant	IVN	Minot State University Bottineau
Diploma Reception Services	IVN	Minot State University Bottineau
Electric Power Technology	Online	Bismarck State College
Electric Transmission Systems Technology	Online	Bismarck State College
Entrepreneurship	Online	Williston State College
Front Office	Online	Williston State College
Greenhouse Technology	Online	Minot State University Bottineau
Health Information Technician - Medical Coding	Online	North Dakota State College of Science
Health Information Technician - Medical Transcription	Online	North Dakota State College of Science
Information Processing Specialist	Online	Bismarck State College
Landscape Technology	Online	Minot State University Bottineau
Legal Assistant	Online	Lake Region State College
Marketing and Management	Online	Williston State College
Marketing/Management	Online	Lake Region State College
Medical Assistant	Online	Minot State University Bottineau
Medical Coding	Online	Minot State University Bottineau
Medical Transcription	Online	Minot State University Bottineau
Medical Transcription	Online	Williston State College
Nuclear Power Technology	Online	Bismarck State College
Paraeducation	Online	Bismarck State College
Paraeducation	Online	Lake Region State College
Paraeducation	Online	Minot State University Bottineau
Paraeducation	Online	North Dakota State College of Science
Paraeducation	Online	Williston State College
Pharmacy Technology	Online	North Dakota State College of Science
Power Plant Technology	Online	Bismarck State College
Process Plant Technology	Online	Bismarck State College
Reception Services	Online	Minot State University Bottineau
Recreation Management	Online	Minot State University Bottineau
Technical Studies	Online	North Dakota State College of Science

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Technology-Based Access (cont.)

Urban Forestry Technology	Online	Minot State University Bottineau
Web and Desktop Publication	Online	Minot State University
Two-Year Programs	Delivery	Institution
Accounting	Online	Williston State College
Accounting Technician	Online	Minot State University Bottineau
Accounting/Business Administration	Online	Lake Region State College
Administrative Assistant	Online	Minot State University Bottineau
Administrative Assistant/Accounting	Online	Williston State College
Administrative Assistant/Health Information	Online	Williston State College
Administrative Assistant/Information Processing	Online	Williston State College
Administrative Office Management	Online	North Dakota State College of Science
Advertising & Marketing	IVN	Minot State University Bottineau
Advertising and Marketing	Online	Minot State University Bottineau
Agricultural Sales and Services, Equine Management	Online	Dickinson State University
Architectural Drafting and Estimating Technology	Online	North Dakota State College of Science
Associate in Arts	Online	Bismarck State College
Associate in Arts	Online	Dickinson State University
Associate in Arts	Online	Lake Region State College
Associate in Arts	Online	Minot State University Bottineau
Associate in Arts	Online	North Dakota State College of Science
Associate in Arts	Online	Williston State College
Associate in Early Childhood	IVN	Mayville State University
Business Administration and Management-eBusiness	Online	North Dakota State College of Science
Caregiver Services - Adult	Online	Minot State University Bottineau
Caregiver Services - Child	Online	Minot State University Bottineau
Civil Engineering and Surveying Technology	Online	North Dakota State College of Science
Computer Information Systems - Web Developer	Online	North Dakota State College of Science
Criminal Justice	Online	Bismarck State College
Developmental Disabilities	Online	Minot State University
Electric Power Technology	Online	Bismarck State College
Electric Transmission Systems Technology	Online	Bismarck State College
Entrepreneurship	Online	Williston State College
Geographic Information Systems Technician	Online	Bismarck State College
Health Information Technician	Online	North Dakota State College of Science
Health Information Technician - Medical Administrative Assistant	Online	North Dakota State College of Science
Human Services	Online	Bismarck State College
Information Management Admin. Asst.	IVN	Minot State University Bottineau
Information Management Medical Secretary	IVN	Minot State University Bottineau
Information Management-Accounting Tech	IVN	Minot State University Bottineau
Law Enforcement	Online	Lake Region State College
Legal Assistant	IVN	Lake Region State College
Legal Assistant	Online	Lake Region State College

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Technology-Based Access (cont.)

Management	Online	Williston State College
Marketing	Online	Williston State College
Marketing/Management	Online	Lake Region State College
Massage Therapy	IVN	Williston State College
Medical Assistant	IVN	Minot State University Bottineau
Medical Assistant	Online	Minot State University Bottineau
Medical Secretary	Online	Minot State University Bottineau
Medical Transcription	Online	Williston State College
Nuclear Power Technology	Online	Bismarck State College
Nursing Bridge	Online	North Dakota State College of Science
Office Administration - Administrative Assistant	Online	North Dakota State College of Science
Paraeducation	Online	Bismarck State College
Paraeducation	Online	Lake Region State College
Paraeducation	Online	Minot State University Bottineau
Paraeducation	Online	North Dakota State College of Science
Paraeducation	Online	Williston State College
Pharmacy Technology	Online	North Dakota State College of Science
Power Plant Technology	Online	Bismarck State College
Process Plant Technology	Online	Bismarck State College
Recreation Management	Online	Minot State University Bottineau
Speech Language Pathology Assistant	Online	Lake Region State College
Speech Language Pathology Assistant	Online	Williston State College
Technical Studies	Online	North Dakota State College of Science
Four-Year Programs	Delivery	Institution
Accounting	IVN and Other	Dickinson State University
Applied Business Information Technology	Online	Minot State University
Applied Management	Online	Minot State University
Applied Science in Technology	Online	Dickinson State University
Applied Science in Technology	IVN and Other	Dickinson State University
Business Administration	IVN	Mayville State University
Business Administration	IVN	Williston State College
Business Administration	Online	Dickinson State University
Business Administration	Online	Mayville State University
Business Administration	Online	University of North Dakota
Chemical Engineering	Blended	University of North Dakota
Child Development and Family Science: Child Development Option	Online	North Dakota State University
Civil Engineering	Blended	University of North Dakota
Composite Social Science	IVN and Other	Dickinson State University
Early Childhood	Blended	Mayville State University
Education	Online	Valley City State University

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Technology-Based Access (cont.)

Electrical Engineering	Blended	University of North Dakota
Elementary Education	IVN and Other	Dickinson State University
Elementary Education	IVN	Mayville State University
Elementary Education	Online	Mayville State University
Energy Management	Online	Bismarck State College
English	IVN and Other	Dickinson State University
ESL (minor)	Online	Valley City State University
Finance	Online	Dickinson State University
General Studies	Online	Minot State University
General Studies	Online	University of North Dakota
Human Resource Management	Online	Dickinson State University
Information Systems	Online	University of North Dakota
International Business	Online	Dickinson State University
Library and Information Science (minor)	Online	Valley City State University
LPN/RN to BSN	Blended	North Dakota State University
Management Information Systems	Online	Minot State University
Mechanical Engineering	Blended	University of North Dakota
Professional Communication	Online	Valley City State University
RN to BSN	Online	Minot State University
RN to BSN	Online	University of North Dakota
Social Science	Online	University of North Dakota
Sociology	Online	North Dakota State University
Technology Education	Online	Valley City State University
University Studies	IVN and Other	Dickinson State University
University Studies	Online	Dickinson State University
University Studies	Online	North Dakota State University
Virtual Business	Online	Minot State University
Graduate Certificates	Delivery	Institution
Autistic Spectrum Disorders	Online	University of North Dakota
English Language Learner Endorsement Coursework	Online	University of North Dakota
Environmental Engineering	Online	University of North Dakota
Family Financial Planning	Online	North Dakota State University
Food Protection	Online	North Dakota State University
Geographic Information Science	Online	University of North Dakota
Gerontology	Online	North Dakota State University
Health Administration	Online	University of North Dakota
Instruction Design and Technology	Online	University of North Dakota
Merchandising	Online	North Dakota State University
Nurse Education	Online	University of North Dakota
Policy Analysis	Online	University of North Dakota
Public Administration	Online	University of North Dakota

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Technology-Based Access (cont.)

Graduate Programs	Delivery	Institution
Software Engineering	Online	North Dakota State University
Child Development and Family Science: Family Financial Planning	Online	North Dakota State University
Child Development and Family Science: Gerontology	Online	North Dakota State University
Communication	Online	North Dakota State University
Community Development	Online	North Dakota State University
Construction Management	Online	North Dakota State University
Counseling	Blended	University of North Dakota
Counselor Education	IVN	North Dakota State University
Family and Consumer Science Education	Online	North Dakota State University
Forensic Psychology	Blended	University of North Dakota
Gerontology Nurse Specialization	Online	University of North Dakota
Health, Nutrition and Exercise Science: Dietetics Option	Online	North Dakota State University
Information Systems	Online	Minot State University
Instruction Design and Technology	Online	University of North Dakota
Management	Online	Minot State University
Merchandising	Online	North Dakota State University
Nurse Education Specialization	Online	University of North Dakota
Public Administration	Online	University of North Dakota
Public/Community health Clinical Nurse Specialization	Online	University of North Dakota
RN to MS in Nursing	Online	University of North Dakota
Social Work (MSW for BSW)	Blended	University of North Dakota
Social Work (MSW for non-BSW)	Blended	University of North Dakota
Space Studies	Blended	University of North Dakota
Special Education	Blended	University of North Dakota

Projections

The NDUS action plan to increase access to technology-based educational opportunities includes:

- Expanding collaborative course and program offerings through the NDUSO
- Enhancing online-delivered workforce training opportunities
- Developing partnerships with K-12 to expand online offerings in advanced placement and dual-credit courses
- Continuing discussions with surrounding states and regions on collaborative efforts
- Sponsoring faculty and staff development activities on the use of technology-enhanced instruction
- Exploring cost-effective measures for the delivery of instruction through commercial learning management systems and open-source options

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Access - Technology

December 2008 **Advanced Learning Technologies (ALT)**

In 2008, the role of the North Dakota Interactive Video Network was expanded, and its name changed to Advanced Learning Technologies. The new name more clearly defines the broadened services now provide to the North Dakota University System and is part of a shift in focus that occurred in the past 18 months. A unit within North Dakota University System Information Technology Services, ALT now is positioned to provide system-level technology services for the NDUS. While ALT is focused on academic technologies, these services also can be used for a variety of related purposes.

Collectively, ALT provides the NDUS an assortment of rich, technological options:

- **IVN Services** – ALT continues to provide the same, robust video and audio conferencing services provided for nearly 20 years. From July 2007 to June 2008, the network supported more than 13,500 NDUS videoconferences totaling about 21,000 hours of connection time. Also during this time, 850 telephone conferences were supported, and numerous videoconferences were streamed over the Internet.

Nearly 90 percent of events were for credit classes, and a third of those involved outreach to non-campus locations. In addition, the network supported an average of 125 video meetings per month involving more than 300 hours of activity, greatly reducing travel costs and time spent behind the wheel.

There are more than 100 NDUS IVN rooms, 30 of which are owned and managed by ALT. Specific services include scheduling, bridging, technical support, consulting, training and communication. Future development will focus concurrently on high-definition room systems and desktop video.

- **Web Conferencing Services** – In the spring of 2007, ALT began working with campuses to research collaborative Web conferencing platforms. The need for students and faculty to communicate in real time from desktop computers was apparent throughout the NDUS. Ultimately, the Wimba Collaborative Suite was chosen for its collaboration capabilities. Since then, the use of this service has evolved steadily. In the fall of 2008, more than 200 live, virtual classrooms were in use across the University System and many other Wimba tools were being used on a regular basis.

Components of the Wimba Collaborative Suite include Wimba Classroom, an interactive Web conferencing tool that provides a live, virtual classroom environment; Wimba Voice, a variety of Web-based voice tools that facilitate the use of audio in instruction; Wimba Pronto, an instant messaging and voice chat tool; and Wimba Create, a tool that converts MS Word documents into content for online courses.

Wimba hosts all the technologies and provides 24x7 help desk services. ALT manages the relationship with Wimba and coordinates activities among the campuses. During the past 12 months, ALT has provided extensive orientation and training to the campuses.

FOR MORE INFORMATION SEE <http://ndivn.nodak.edu> OR CONTACT:

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Advanced Learning Technologies (cont.)

- Learning Management System – In May 2008, ALT and Williston State College cooperated in the initial rollout of a learning management system called Moodle. This arrangement solved a specific need at WSC while providing ALT the leverage to begin offering a system-level learning management system. As a result of this cooperation, WSC successfully offered more than 50 courses with on-line content during the 2008 summer semester. Since then, six of the 11 institutions have begun evaluating Moodle, while another three are closely monitoring the progress.

Moodle is open-source software, which means it is free to use, modify and redistribute to other users in a public, collaborative manner. Open-source software continues to gain momentum as an alternative to the cost, control, and performance issues associated with commercially licensed products. Moodle is the most widely adopted open-source learning management system. As of October 2008, Moodle had more than 52,000 registered sites, 2.4 million courses, and nearly 25 million users. Adoptions range from smaller colleges to large research-based institutions like Louisiana State University and Idaho State University.

An RFP for Moodle hosting and help desk services currently is being reviewed. A complete solution that may be expanded as required to meet the needs of the NDUS is scheduled to be operational by the end of 2008.

Success Stories

While return on investment is often simplified to numbers, overall value isn't complete without examples that demonstrate how a technology truly makes a difference. Whether it is the ability to connect with a place-bound student for the first time or the ability to communicate with a learner in a completely new way, the following examples are just a few of the extensive capabilities provided by ALT services:

- Dr. Kathy Enger, NDSU professor, used Wimba Classroom to bring the face of diversity to her classroom. She recorded five guest speakers from various countries around the world.
- The Business Administration Department at Minot State University is using IVN to interview prospective graduate students from China. This is part of a cohort agreement with SIAS International University in Xinzheng, China.
- A NDSCS department chair will telecommute from her home in Idaho, relying heavily on Wimba to communicate with other faculty and students on the Wahpeton campus.
- On-Line Dakota Information Network (ODIN) is exploring how Moodle could be used as a central repository for training curriculum, library links and related materials.
- A NDSU professor used Wimba Classroom to teach class when she was confined to bed rest during pregnancy.
- The Dakota Nursing Program continues to add new video locations to deliver its program. This past year, Valley City and Minot were added to the list of sites that already includes Rugby, Bismarck, Williston, and Devils Lake.
- Dr. Cheryl Wachenheim, NDSU professor, hopes Wimba Classroom will allow her to remain in contact with her online economics students while she is deployed to Iraq.
- With Moodle, two instructors used the same assignments, tests and content to teach separate classes at WSC and LRSC. Moreover, this system provides the instructors the option of keeping WSC and LRSC students in separate classrooms or combining them into a single environment.

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Access - Technology

December 2008

On-line Dakota Information Network (ODIN)

The On-line Dakota Information Network (ODIN) provides a computer-based library catalog system for North Dakota University System libraries and other libraries in the state, including K-12 and public libraries. A unit within System Information Technology Services, ODIN has been on-line since 1989. ODIN supports more than 100 libraries and branch libraries. ODIN is part of a regional network linking North Dakota libraries with libraries in Minnesota and South Dakota.

In the summer of 2008, the ODIN library management system software was upgraded. Significant improvements were made to interlibrary loan capabilities, inventory functionality, record loading processes, staff interfaces and other functionality. The upgrade has made possible enhancements such as links to Google Books and book jacket images, as the services become available.

ODIN continues to evaluate ongoing enhancements to library systems and services to improve functionality that supports the evolving needs of students. This includes expanding the functionality of the ODIN Library System by updating the user interface for public access, implementing web 2.0 social networking functionality, investigating open source library software and exploring enhanced search software to better tie together separate library catalogs and databases.

Other major features and services provided by ODIN include:

- **Expanded Services:** Access to more than five million items in the ODIN database provides an important service to students and others throughout the state. Using the ODIN system, library users can directly search the holdings of multiple regional library systems and the Library of Congress. In cooperation with the North Dakota State Library, all North Dakota libraries also have direct search access to the 110,291,437 records in WorldCat, a global database that contains the holdings of 69,000 libraries worldwide.
- **Collection Sharing:** ODIN's single database can be accessed in one efficient search, which greatly enhances loaning of books between NDUS libraries and other participating libraries. Books can be ordered electronically without re-typing any information.
- **Enhanced Library Hours:** Library collections can be searched even when libraries are closed. On-line databases, often containing the complete text of magazine and journal articles, also can be used even when libraries are closed. This greatly extends library services and hours.

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ODIN (cont.)

- **Ease of Searches:** All ODIN library materials can be discovered in a single search. Library personnel can see what other libraries own, and, in many cases, what other libraries have ordered. Library users also can search multiple library systems in one search, making effective use of their research time. The Web browser interface makes searching easy for the novice library user.
- **Electronic Library Reserves:** ODIN provides a single point of management for an electronic reserve system that serves multiple NDUS libraries.
- **EBooks:** Since the summer of 2000, North Dakota, South Dakota and Minnesota have cooperatively purchased and made available electronic books (eBooks) to the three-state region.
- **Single Site:** ODIN provides the administration and operation of a single resource site to serve NDUS campuses, which is more cost effective than each campus purchasing and operating its own software and hardware. However, the system also allows each library to make its own rules regarding the loaning of library material, library hours and other library functions.
- **Shared Database Licensing:** Since 1992, ODIN libraries have jointly licensed databases of magazine and journal articles. These databases include articles about the arts, business, education, general interest, humanities, psychology, social sciences and health. ODIN libraries continuously have updated and expanded these subscriptions.
- **Electric Library:** ODIN has negotiated a license to provide all North Dakota libraries, including all K-12 school libraries, access to a collection called Electric Library. This collection has a large number of magazines, newspapers, maps, television and radio transcripts, photograph collections and other similar materials. The subscription for this service was provided by funding from the North Dakota Legislative Assembly.

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Access - Technology

December 2008

Higher Education Computer Network (HECN)

A collaborative service consortium of System Information Technology Services (SITS), the Higher Education Computer Network provides information technology services to the 11 North Dakota University System institutions. North Dakota is one of very few states where all public higher education institutions share an IT service infrastructure. This has proven to be a very successful model because it holds down costs and it provides a level of computing and networking capabilities and support for NDUS students, faculty and staff. HECN also coordinates with the state Information Technology Department (ITD) on use of the state network. Among other joint initiatives, HECN continues working collaboratively with the NDUS and state government on ConnectND, an administrative system.

HECN services and support are provided through service level agreements between SITS and the HECN host sites located at North Dakota State University and the University of North Dakota. Several committees involving NDUS staff and users meet regularly to guide HECN services and support.

Services and support areas include:

- Directory and e-mail service for more than 25,000 user accounts
- Infrastructure support for ConnectND applications
- Domain name service for nodak.edu and other NDUS domains
- Help desk services for *ConnectND* support and general questions, problem tracking and resolutions; this is a cooperative effort between NDSU and UND to provide services to all NDUS campuses.
- High-performance computing for research and instructional use
- Hosting and maintenance of servers for research and instructional use
- Internet2 high-bandwidth network access for research and education network use on NDUS campuses and at K-12 schools.
- Internet2 collaboration with EduTech to identify K-20 projects, North Dakota content providers and potential grant opportunities
- Legislative Bill Tracking System (LBTS) development and support
- LISTSERV™ e-mail list management services
- Site license software program coordination for all campuses
- Staff resources for special academic and/or administrative projects

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www.ndus.edu

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Higher Education Computer Network (cont.)

- Training for faculty and staff on existing and new software applications
- Hosting on-line training and documentation for *ConnectND* applications
- Virus protection software for all NDUS faculty, staff and students
- Wide-area network service coordination and planning in cooperation with ITD
- Web server for *www.nodak.edu*.

In addition to the services and support provided by HECN host sites, system-wide IT security services are provided centrally through SITS. These include:

- Administration of information system security policy
- Coordination of incident response with institutions
- Registered agent for DMCA (copyright) violation complaints
- Coordination of campus security assessments and planning

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Access - Technology

December 2008

System Information Technology Services (SITS)

System Information Technology Services provides a portfolio of activities in support of the North Dakota University System. During the 2007-09 biennium efforts have been made to better align that portfolio with the goals of the State Board of Higher Education and the needs of the institutions and to prepare SITS to address future directions, opportunities and challenges.

The SITS office is led by the NDUS chief information officer who is responsible for providing overall leadership, vision, strategy, management and accountability for systemwide information technology services. Working with the institutions, the CIO is responsible for carrying out the following NDUS information technology goals:

- Improve information technology-enabled business processes and services while providing and managing resources to align with University System Goals;
- Support system infrastructure needs;
- Improve and enhance collaborative efforts;
- Improve and enhance student learning and
- Increase customer focus

SITS departments include:

- ConnectND: The NDUS implementation of Oracle's Peoplesoft administration software system including student administration, finance, human resources, the NDUS student portal and other ancillary systems;
- Advanced Learning Technologies: Provides support for the Interactive Video Network, Wimba collaborative software, and Moodle Learning Management Software;
- On-line Dakota Information Network, provides library automation services to the NDUS, the State Library, K-12 and the public libraries.
- Higher Education Computer Network: Coordinates systemwide support and infrastructure services, including help-desk, wide-area networking in conjunction with the State ITD, and other academic and research support services.

The responsibilities and activities of each SITS department are explained more fully on separate pages of the Resource Guide.

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www.ndus.edu

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Access - Technology

December 2008

ConnectND

ConnectND is a joint implementation of Oracle's PeopleSoft enterprise resource planning (ERP) software by the North Dakota University System and state government. It supports the administrative computer functions of student records on the campuses, as well as finance and human resources management throughout the NDUS and state government. Within the University System, ConnectND is a unit of System Information Technology Services and includes a number of other ancillary administrative systems, such as housing, parking and facilities management.

Current Status: ConnectND has matured and stabilized, and in general, is providing acceptable levels of service. A number of initiatives to stabilize and enhance Connect ND were funded during the 2007 Legislative session. The status of those initiatives follows:

- *Upgrade the finance system and improve the grants and contracts module:*
This upgrade, in conjunction with the state Office of Management and Budget and Information Technology Division, was completed in May 2008. Planning for changes and improvements to grant and contract effort reporting has begun.
- *Upgrade the hardware, software, electrical, and backup generator systems at the University of North Dakota data center:*
The upgrade was completed prior to the start of Fall 2007.
- *Upgrade the student administration software from Version 8 to Version 9:*
This upgrade was completed in June 2008, about one month earlier than originally planned.
- *Perform a student administration system security risk assessment:*
The initial activity of identifying the general make-up of the assessment was completed during summer 2007. Now that the student administration system upgrade is complete, planning for and work on the first action steps for the full assessment is underway and is expected to be complete by June 2009.
- *Develop a comprehensive student administration data center disaster recovery plan:*
Work on this project began after completion of the student administration system upgrade. The plan will be complete in December 2008.
- *Implement a consistent toolset for manageability:*
Microsoft's Windows Server software was selected for the operating system, and Oracle's data base software and related tools were selected for data base use. This transition was completed in June 2008.

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ConnectND (cont.)

- *Implement a NDUS data warehouse solution:*
Large-scale planning was put on-hold during the financial and student administration system upgrades, because of staff commitment to those projects. Planning is once again underway. SITS is discussing possible solutions with vendors and participating in the state government evaluation process of a data warehouse. The NDUS is working with the Statewide Longitudinal Data System Committee to ensure a smooth flow of data between the NDUS data warehouse and the state longitudinal data system. It is anticipated that the NDUS will have a comprehensive plan in place by March 2009 at which time implementation will begin.
- *Implement a student administration admissions customer relationship management solution:*
Customer relationship management software has been purchased. The University System is in the early stages of implementation. The software will be implemented by two pilot campuses, then rolled out to the remaining campuses. Pilot campus roll-out began October in 2008.
- *Implement Oracle's user productivity kit solution to support the development of documentation during upgrades:*
The software has been installed and is available in conjunction with the implementation of upgrades to the finance and student administration systems.
- *Increase investment in human resources by 11.5 new full-time equivalent positions:*
As of October 2008, 8.5 of the 11.5 positions are filled. SITS continues to have difficulty filling and retaining staff for the remaining three programmer/analyst positions. Availability of qualified candidates and the established low salary level have been challenges, but searches continue.

A number of other projects also have been completed, including implementation of TouchNet software for on-line credit card and ACH payments, upgrades to the parking and housing systems, and hardware upgrades for the housing and facilities management systems.

Next Steps:

1. ConnectND will complete the initiatives begun in the 2007-09 biennium.
2. A number of smaller projects that are underway or will begin in the next few months include:
 - a. Implementation of self-service human resource functionality for employees,
 - b. Implementation of recruiting solutions,
 - c. An upgrade of the facilities management system, and
 - d. Providing additional TouchNet functionality.
3. During the 2011-13 biennium major ConnectND upgrades will require some level of funding from the Legislature. During the 2009-11 biennium the NDUS will evaluate software offerings from Oracle and its competitors. An upgrade plan will be established prior to the 2011-13 Legislative Session.

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Funding and Rewards

December 2008

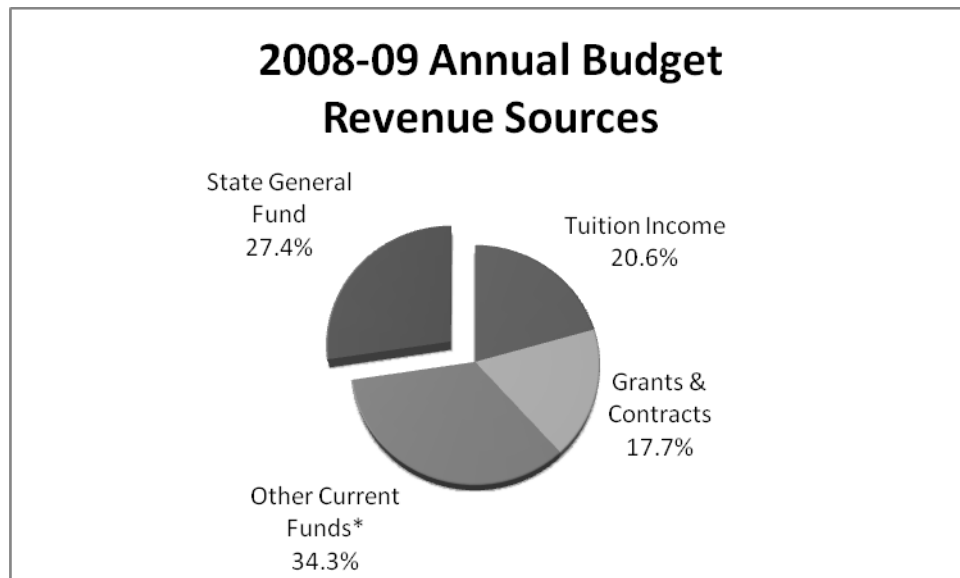
2008-09 Annual Budget

The 2008-09 North Dakota University System annual operating budget revenues, from all fund sources, totals \$984 million. About 27 percent of the total is from the State General Fund. While the remaining 73 percent is self-generated through tuition and fees and room and board charges paid by students, as well as private and federal research grants and contracts and other current funds.

2008-09 Operating Budget Revenues

Tuition Income	\$202.5 million	20.6%
Grants and Contracts	174.6 million	17.7%
Other Current Funds	<u>337.0 million</u>	<u>34.3%</u>
Subtotal	\$714.1 million	72.6%
State General Fund	<u>269.9 million</u>	<u>27.4%</u>
TOTAL	\$984 million ^{1/}	100.0%

^{1/} Does not include \$94.2 million in capital improvements (including 2005-07 carryover) and 2008-09 capital projects.



*Other current funds includes the following: auxiliary sales and services (food services, housing, etc); education camps, clinics & workshops; student fees; flight time; etc.

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Funding and Rewards

December 2008

Summary of Facilities

The plant value of the 11 North Dakota University System colleges and universities totals almost \$2 billion, consisting of about 14 million sq. ft. in more than 500 buildings.

NORTH DAKOTA UNIVERSITY SYSTEM 2009-11 FACILITIES DATA											
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
		Replacement Value					Gross Square Footage				
	# Bldgs	Type I	Type II	Infrastructure	Subtotal (1) - (3)	Type III	Total (4) + (5)	Type I	Type II	Type III	Total
BSC	13	\$41,082,476	\$4,707,124	\$9,100,972	\$54,890,572	\$9,841,931	\$64,732,503	332,881	38,896	73,068	444,845
LRSC	11	14,387,578	4,181,992	2,630,799	\$21,200,369	\$5,579,061	\$26,779,430	126,301	46,057	52,140	224,498
WSC	13	19,603,032	981,488	4,947,821	\$25,532,341	\$2,723,759	\$28,256,100	171,001	15,084	35,635	221,720
UND	225	232,854,505	247,278,769	80,462,168	\$560,595,442	\$242,189,265	\$802,784,707	1,707,535	1,774,403	2,200,461	5,682,399
NDSU	92	228,763,701	84,057,414	55,963,284	\$368,784,399	\$137,209,520	\$505,993,919	1,789,270	461,456	1,174,299	3,425,025
NDSCS	35	86,231,097	31,216,688	19,961,200	\$137,408,985	\$56,021,163	\$193,430,148	643,558	148,806	470,136	1,262,500
DSU	29	38,860,141	14,688,182	4,847,241	\$58,395,564	\$17,191,384	\$75,586,948	289,415	150,019	171,023	610,457
MASU	24	32,311,755	9,945,606	5,070,535	\$47,327,896	\$13,182,581	\$60,510,477	227,572	49,684	127,830	405,086
MISU	27	92,415,664	19,929,253	12,601,594	\$124,946,511	\$24,988,508	\$149,935,019	662,538	122,274	223,532	1,008,344
VCSU	29	29,537,453	14,545,058	4,105,224	\$48,187,735	\$16,031,549	\$64,219,284	261,294	100,869	144,870	507,033
MiSU-BC	18	12,638,269	1,569,846	1,746,666	\$15,954,781	\$6,700,671	\$22,655,452	131,919	13,055	66,564	211,538
TOTAL	515	828,685,671	433,101,420	201,437,504	\$1,463,224,595	531,659,392	1,994,883,987	6,343,284	2,920,603	4,739,558	14,003,445

Definitions:

Type I & II - Academic and other administrative buildings

Type III - Auxiliary Buildings (i.e. residence halls, food services, etc.)

Infrastructure includes steam lines, parking lots, storm sewers, sidewalks, etc.

This data is per the 2009-11 facilities data and infrastructure formula worksheets prepared Spring 2008 and is based upon the insured replacement values at that time.

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Funding and Rewards

December 2008

Major Capital Project Priority List

2009-11 Major Capital Project Priority List Approved by the State Board of Higher Education						
Priority Rank	Campus/ Entity	Project Description	Source of Funding			
			State	Other	Total	Other Source
New Construction/Renovation/Addition/Infrastructure						
Ranked State Funded Projects for the 11 Campuses						
1	NDSCS	Horton Hall Renovation	\$5,700,000		\$5,700,000	
2	NDUS/UND	NDUS and UND Joint IT Facility	\$11,200,000		\$11,200,000	
3	LRSC	Wind Energy Project	\$2,609,920		\$2,609,920	
4	MiSU-BC	Coal Boiler Replacement	\$800,000		\$800,000	
5	MISU	New Physical Plant Building/Replace or Refurbish Boiler	\$3,750,000	\$6,250,000	\$10,000,000	Performance contract/local
6	MASU	Science-Library Building Renovation and Addition (Including Raising of East and West Hall)	\$4,958,325		\$4,958,325	
7	NDSU	Minard Hall - Phase III	\$13,000,000		\$13,000,000	
8	UND	Renovation and Addition to the Education Building	\$11,200,000		\$11,200,000	
9	DSU	Stoxen Library Addition-Phase I	\$8,820,000		\$8,820,000	
10	WSC	Science Lab Renovation	\$1,610,000		\$1,610,000	
11	BSC	Technical Center Renovation	\$9,590,500	\$409,500	\$10,000,000	Bismarck Public Schools
12	VCSU	LD Rhoades Science Addn & Renovation	\$11,245,000		\$11,245,000	
Total Ranked State-Funded Projects - 11 Campuses			\$84,483,745	\$6,659,500	\$91,143,245	
Other Priorities, NOT for inclusion in 09-11 budget request (13 and 14 only)						
13	UND	UND Law School	\$8,160,000		\$8,160,000	
14	NDSU	NDSU Ceres Hall	\$10,000,000		\$10,000,000	
Ranked State Funded Projects for the UND School of Medicine and Health Sciences (SOMHS)						
1	SOMHS	Bismarck Family Practice Clinic	\$5,000,000		\$5,000,000	
Non-State Funded Projects for the 11 Campuses						
	WSC	Dormitory		\$9,375,000	\$9,375,000	Revenue bond
	UND	EERC Storage and Support Building		\$1,540,000	\$1,540,000	Local/Grant
	UND	COBPA Renovation and Addition		\$20,500,000	\$20,500,000	Private
	UND	Relocation and Renovation of Oxford House		\$750,000	\$750,000	Private
	UND	Indoor Track and Football Practice Field		\$19,500,000	\$19,500,000	Private/Local
	UND	Starcher Hall Research Area Emergency Generator System		\$600,000	\$600,000	Grant
	NDSU	Auxiliary Enterprises Renovation/ West Dining Services Renovation		\$7,000,000	\$7,000,000	Revenue bond/local
	NDSU	Student Health Services Expansion		\$1,100,000	\$1,100,000	Local (fees)
	NDSU	NisKanen Student Apt. Addition		\$20,000,000	\$20,000,000	Revenue bond

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Major Capital Projects (cont.)

2009-11 Major Capital Project Priority List Approved by the State Board of Higher Education						
Priority Rank	Campus/ Entity	Project Description	Source of Funding			
			State	Other	Total	Other Source
Non-State Funded Projects for the 11 Campuses (continued)						
	NDSU	Ellig Softball Field (This is carryover project from 07-09)		\$4,500,000	\$4,500,000	Private
	NDSU	Bison Sports Arena (This is carryover project from 07-09)		\$25,500,000	\$25,500,000	Private
	NDSCS	Parking Lot 4 (Includes \$714,000 carryover from 07-09)		\$1,136,000	\$1,136,000	Revenue bond
	NDSCS	Robertson Hall Renovation (This is carryover from 07-09)		\$6,000,000	\$6,000,000	Revenue bond
	MASU	Agassiz Hall Housing Renovation		\$3,668,500	\$3,668,500	Revenue bond
	MISU	Parking Lot Maintenance		\$1,000,000	\$1,000,000	Local
	MISU	Wellness Center		\$15,000,000	\$15,000,000	Revenue Bond/ Private
	VCSU	Snoeyenbos Hall Renovation		\$3,500,000	\$3,500,000	Revenue bond
	VCSU	WE Osmon Athletic & Wellness Ctr Addn-Phase 1		\$15,000,000	\$15,000,000	Private
	MISU-BC	Entrepreneurial Center for Horticulture		\$2,000,000	\$2,000,000	Federal/ Private
Total Non-State Funded Projects - Campuses			\$0	\$157,669,500	\$157,669,500	
Ranked State Funded Projects for the NDSU Research Extension Centers (REC) and Forest Service						
1	Main REC	Research Greenhouse Complex-Final Phase	\$16,800,000		\$16,800,000	
1	For. Svc.	Greenhouse	\$300,000		\$300,000	
Total Ranked State-Funded Projects - NDSU Research Extension Centers and Forest Service			\$17,100,000	\$0	\$17,100,000	
Non-State Funded Projects for the NDSU Research Extension Centers (REC)						
	Dkn REC	Dickinson REC Parking Lot and Landscaping (Carryover from 07-09)		\$350,000	\$350,000	Oil Revenue
Total Non-State Funded Projects - NDSU Research Extension Centers			\$0	\$350,000	\$350,000	
Total - All			\$106,583,745	\$164,679,000	\$271,262,745	

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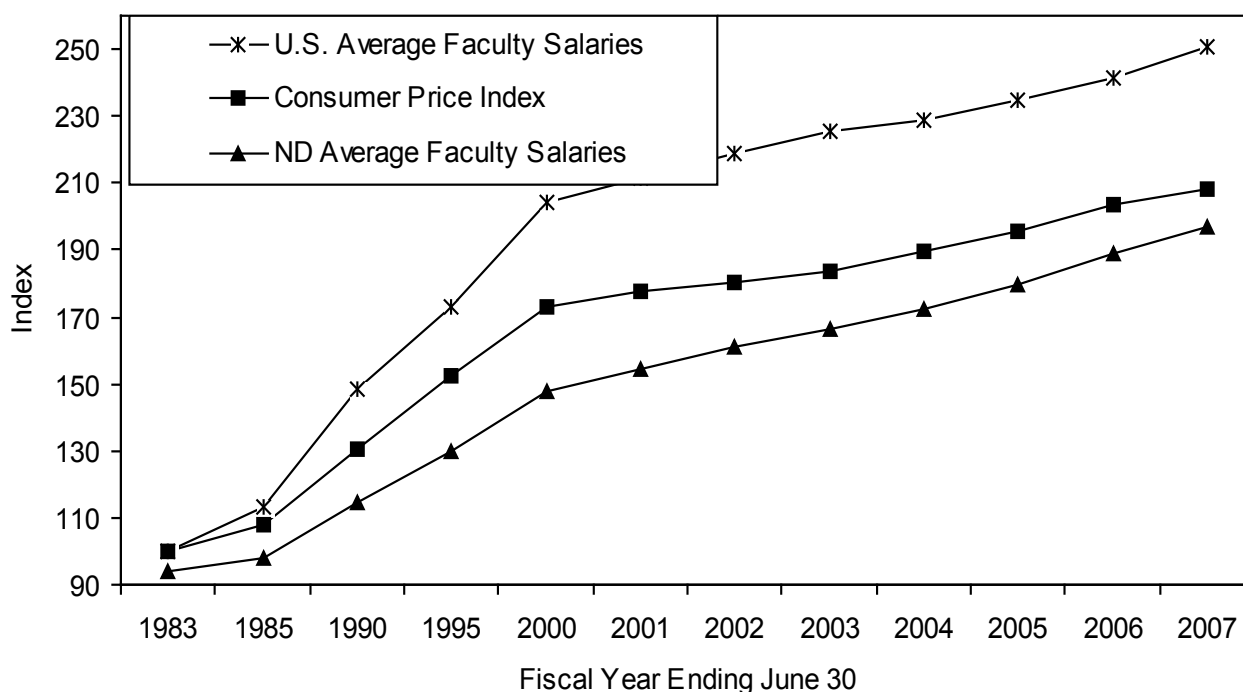
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Funding and Rewards

December 2008

Salary Levels

Since 2001, average North Dakota University System faculty salary increases have exceeded U.S. average faculty salary increases and changes in the Consumer Price Index. However, due to the significant lag in increases in the 10 years preceding 2001, significantly larger increases are needed to catch up.



Data Sources: American Association of University Professors, *Academe*, Annual Reports
U.S. Department of Labor Consumer Price Index: July 1983 = 100

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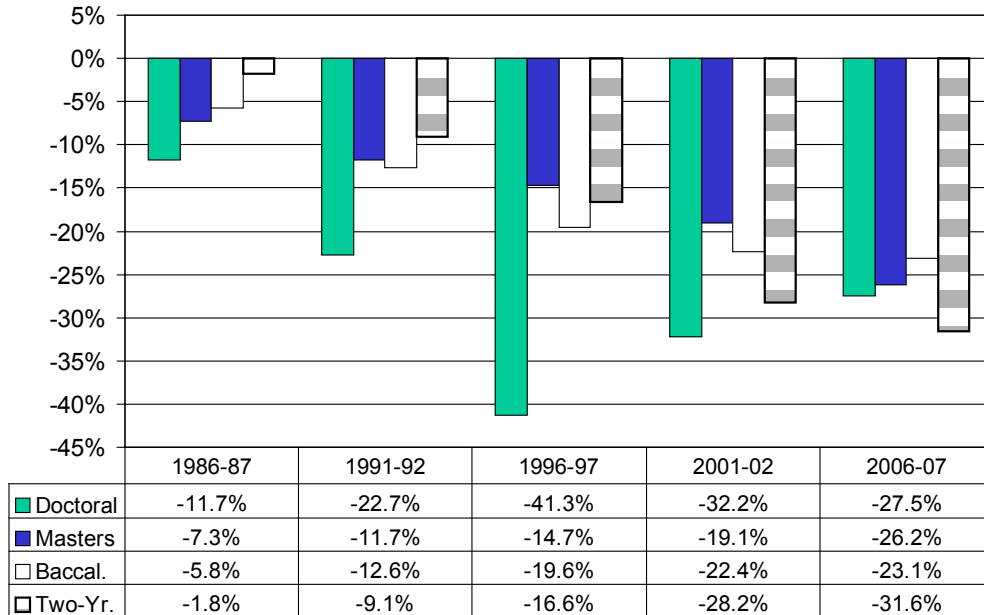
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Salary Levels (cont.)

Market Comparison

While the average doctoral faculty salary gap has decreased slightly in the last five years, the masters, baccalaureate and two-year average salary gaps have increased. All remain significantly below their respective regional and national averages. North Dakota faculty salaries currently lag behind regional counterparts by 23 percent to 31.6 percent.

NDUS Faculty Salary Lag Behind Regional Averages



Source: AAUP, *Academe*, Annual Reports and NDUS annual budget data.

Regional states include: CO, IA, KS, MN, MO, MT, ND, NE, OK, SD, WI and WY.

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Salary Levels (cont.)

Overall improvement has been made at all types of institutions except the four-year campuses, which have lost ground, most significantly in the Administrative/Managerial job families. Average staff salaries at all institutions continue to be below the average market salary, with variances ranging from 2 percent to 18 percent.

		2007			2001
Band #	Job Family	Weighted Avg. NDUS Salary	Weighted Market Salary	% Variance	% Variance
		Doctoral (NDSU, UND)			
1000	Administrative/Managerial	\$78,141	\$79,188	-1.3%	-10.7%
3000	Professional	45,782	\$47,168	-3.0%	-3.7%
4000	Technical & Paraprofessional	31,866	\$32,305	-1.4%	-2.4%
5000	Office Support	27,643	\$27,189	0.0%	-2.4%
6000	Crafts/Trades	36,941	\$37,604	-1.8%	-12.5%
7000	Services	22,661	\$22,964	-1.3%	-3.2%
Weighted Average		\$36,162	\$36,933	-2.1%	-6.9%
		Masters (MiSU)			
1000	Administrative/Managerial	\$50,872	\$49,712	0.0%	-31.9%
3000	Professional	37,302	\$39,491	-5.9%	-20.9%
4000	Technical & Paraprofessional	25,508	\$27,047	-6.0%	0.0%
5000	Office Support	22,806	\$25,453	-11.6%	-20.8%
6000	Crafts/Trades	27,403	\$28,623	-4.5%	-23.0%
7000	Services	20,825	\$20,482	0.0%	-13.9%
Weighted Average		\$29,297	\$31,073	-6.1%	-20.3%
		4-year (DSC, MaSU, VCSU)			
1000	Administrative/Managerial	\$49,860	\$65,203	-30.8%	-17.2%
3000	Professional	35,966	\$42,941	-19.4%	-20.8%
4000	Technical & Paraprofessional	24,116	\$26,858	-11.4%	-10.0%
5000	Office Support	22,885	\$27,135	-18.6%	-12.8%
6000	Crafts/Trades	28,707	\$33,934	-18.2%	-28.1%
7000	Services	20,491	\$20,961	-2.3%	-5.4%
Weighted Average		\$29,271	\$34,565	-18.1%	-16.6%
		2-year (BSC, LRSC, MISU-B, NDSCS, WSC)			
1000	Administrative/Managerial	\$56,864	\$60,335	-6.1%	-22.0%
3000	Professional	40,072	\$43,464	-8.5%	-16.1%
4000	Technical & Paraprofessional	27,974	\$31,262	-11.8%	-14.8%
5000	Office Support	25,049	\$27,716	-10.6%	-8.5%
6000	Crafts/Trades	30,260	\$34,484	-14.0%	-10.2%
7000	Services	22,020	\$23,360	-6.1%	-4.0%
Weighted Average		\$31,126	\$34,047	-9.4%	-14.1%

Data Sources: NDUS November 2007 payroll records; ND Job Service-2007; Fargo Moorhead Human Resource Administration-2005-2007; College & University Professional Association, Administrative Survey-2007, and Mid-Level Survey-2007; National Association of State Foresters Survey-2000; Bjorkland Survey-2005. A footnote in the ND Job Service 2007 edition indicates, "Wage data from previous survey panels are adjusted using the Employment Cost Index (ECI), which brings wages current to the latest data collected in the survey, in this case May 2005. Using a similar method, North Dakota further aged the data to reflect December 2006." Data from all other surveys prior to 2005 were adjusted with the annual change(s) in the Consumer Price Index.

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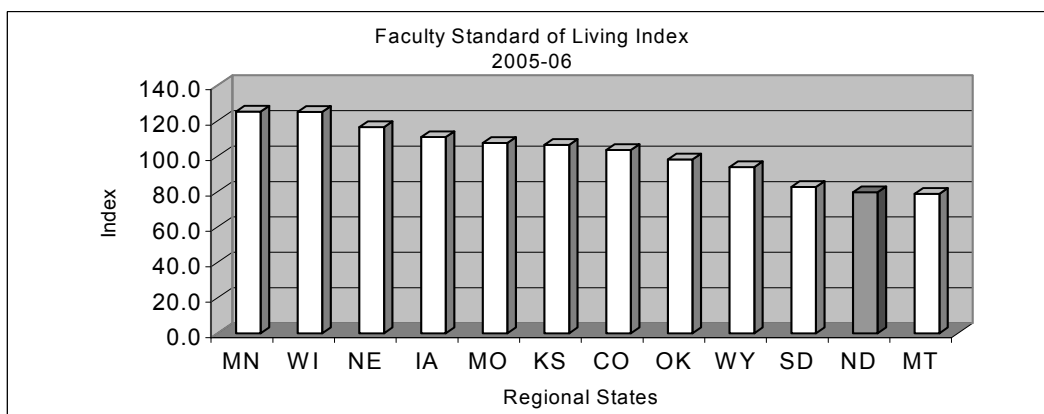
Salary Levels (cont.)

Cost of Living

Based on regional average faculty salaries, North Dakota faculty have a standard-of-living index of 79.7, compared to a regional average of 100.0. This indicates that the real purchasing power of NDUS faculty is substantially lower than the real purchasing power of faculty in other states in our region. The standard-of-living index takes into account the average faculty salary and the cost-of-living index. Since the previous report, North Dakota's regional standard of living rank has slipped from 10th to 11th place, demonstrating that previous salary increases were not sufficient to improve our ranking.

Faculty Standard of Living

	Regional Avg. Faculty Salary Factor (2005-06) ¹	National Composite Cost of Living Factor (2nd Qtr 2007) ²	Regional Composite Cost of Living Factor (2nd Qtr 2007) ³	Regional Standard of Living Index ⁴	Std of Living Rank
Minnesota	133.1	100.8	106.3	125.2	1
Wisconsin	125.2	95.0	100.2	125.0	2
Nebraska	111.1	90.5	95.4	116.5	3
Iowa	108.4	92.8	97.9	110.8	4
Missouri	102.1	90.1	95.0	107.4	5
Kansas	102.6	91.5	96.5	106.4	6
Colorado	111.6	102.2	107.8	103.5	7
Oklahoma	97.5	94.1	99.2	98.2	8
Wyoming	95.0	96.0	101.2	93.9	9
South Dakota	81.7	93.7	98.8	82.7	10
North Dakota	80.1	95.4	100.6	79.7	11
Montana	84.6	101.9	107.4	78.7	12
Average	100.0	94.8	100.0	100.0	



¹ **Regional Avg. Faculty Salary Factor**

Indicates how the state's average faculty salary compares to the region as a whole. The regional figure is represented by the number 100.0. A factor higher than 100 indicates the state's average faculty salary is higher than average, and vice versa.
Data Source: 2005-06 regional average faculty salaries for public universities from Chronicle of Higher Education, 2007 Almanac.

² **National Composite Cost of Living Factor**

Indicates how the state's living expenses (housing, food, etc.) compare to the nation as a whole. All states are combined to develop the national average, which is represented by the number 100.0. A factor higher than 100 indicates the state's cost of living is higher than average, and vice versa.
Data Source: 2nd quarter, 2007 MERIC Composite Cost of Living Index (www.missourieconomy.org/indicators/cost_of_living)

³ **Regional Composite Cost of Living Factor (composite cost of living index ÷ avg regional composite cost of living index)**

Compares each state's composite cost of living index to the average composite cost of living index for the region. The regional average is then represented by an index of 100.0. An index of less than 100.0 indicates the state's cost of living is lower than the average for the region.

⁴ **Standard of Living Index (Reg. Avg. Fac. Salary Factor ÷ Reg. Composite Cost of Living Factor)**

Compares regional cost of living to average faculty salary to derive a state's relative standard of living for the average faculty member. An index number less than 100.0 indicates real purchasing power is lower than the regional average purchasing power. Presumably, standard of living is relatively lower for faculty in these states. And vice, versa for an index number greater than 100.0.

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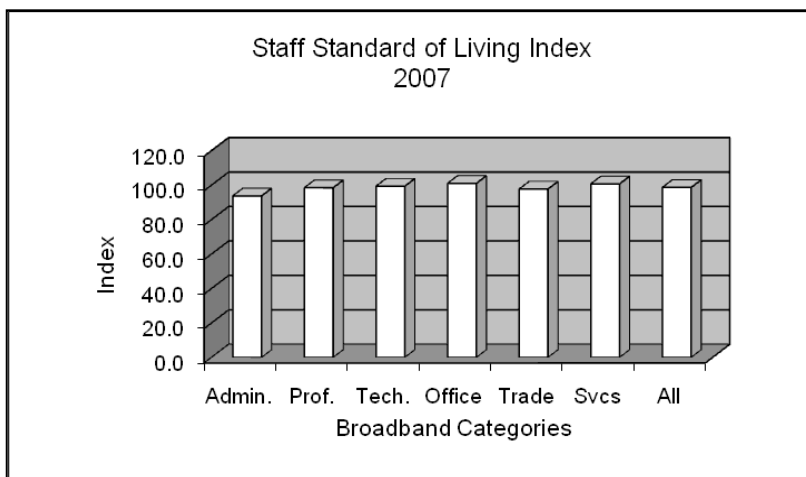
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Salary Levels (cont.)

The NDUS standard of living is derived by comparing the NDUS average salary to the average cost of living in the region (Minnesota, North Dakota, South Dakota, Montana) for similar occupations. A factor of less than 100 indicates the NDUS average staff salary is lower than the regional average for similar occupations. Four NDUS broadband categories have a standard of living index of less than 100. The average standard-of-living index for all broadband combined is 98.6. The real purchasing power of NDUS staff continues to be lower than the real purchasing power of other comparable positions in North Dakota and the surrounding three states.

Regional Standard Of Living - Staff

<u>Broadband Category</u>		<u>Regional Avg. Salary</u>	<u>Regional Composite Cost of Living Factor (2nd Qtr 2007)²</u>	<u>Standard of Living</u>
Admin./Managerial	Admin.	91.3	97.4	93.7
Professional	Prof.	95.9	97.4	98.5
Tech/Paraprofessional	Tech.	96.7	97.4	99.3
Office Support	Office	98.4	97.4	101.0
Crafts/Trades	Trade	95.1	97.4	97.7
Services	Svcs	98.1	97.4	100.7
Average All Bands	All	96.1	97.4	98.6



¹ Regional Avg Salary Factor

Indicates how the NDUS average staff salary compares to ND, MN, MT and SD as a whole for similar occupations. The regional figure is represented by the number 100.0. An index number less than 100.0 indicates the average salary for NDUS staff is lower than the regional average salary for similar occupations.

Data Sources: NDUS November 2007 payroll records; ND Job Service-2007; Fargo Moorhead Human Resource Administration-2005-2007; College & University Professional Association, Administrative Survey-2007, and Mid-Level Survey-2007; National Association of State Foresters Survey-2000; Bjorkland Survey-2005. A footnote in the ND Job Service 2007 edition indicates, "Wage data from previous survey panels are adjusted using the Employment Cost Index (ECI), which brings wages current to the latest data collected in the survey, in this case May 2005. Using a similar method, North Dakota further aged the data to reflect December 2006." Data from all other surveys prior to 2005 were adjusted with the annual change(s) in the Consumer Price Index

² Regional Composite Cost of Living Factor (ND composite cost of living index ÷ avg regional composite cost of living index)

Compares North Dakota's composite cost-of-living index to the average composite cost-of-living index for ND, MN, SD and MT. The regional average is then represented by an index of 100.0. An index of less than 100.0 indicates North Dakota's cost of living is lower than the average for the regional area.

³ Standard of Living Index (Regional Avg. Salary Factor ÷ Regional Composite Cost of Living Factor)

Compares regional composite cost of living to average staff salary to derive relative standard of living for NDUS staff compared to the regional average. An index number less than 100.0 indicates real purchasing power is lower than the regional average purchasing power for similar occupations. Presumably, standard of living is relatively lower for NDUS staff.

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Salary Levels (cont.)

Fringe Benefits

The state of North Dakota offers a comprehensive benefit package to NDUS employees, as do other states. Using the 2007 Central States Compensation Association survey data (and normalizing average salaries), North Dakota ranks eighth in the 12-state region in the value of total benefits provided. In fact, the value of the North Dakota benefit package (\$14.55 per hour) is about 6% below the average for the region (\$15.45 per hour). North Dakota ranks 9th in the region in actual benefits paid out due to the compounding effect of lower than average salaries. North Dakota's benefit package is a crucial recruitment and retention tool, but it does not offset the long-standing regional and national salary differential.

Regional Faculty Benefit Analysis 2007												
State	Salary Rank ³	Average Faculty Salary (9 months)	Hourly Faculty Salary (9 months)	Normalized Benefits Per Hour ¹								
				Holidays	Health Insurance ²	Life Insurance ²	Dental Insurance ²	Retirement ²	Social Security	Medicare	Total Benefits	Benefits Rank
Wyoming	9	\$64,563	\$41.39	\$1.55	\$8.72	\$0.112	\$0.19	\$5.03	\$2.77	\$0.65	\$19.02	1
Missouri	7	69,339	44.45	2.07	7.53	0.079	0.04	5.75	2.77	0.65	18.89	2
Wisconsin	2	85,082	54.54	1.55	8.52	0.083	0.00	4.83	2.77	0.65	18.41	3
Nebraska	4	75,506	48.40	2.07	9.01	0.021	0.00	3.35	2.77	0.65	17.87	4
Iowa	5	73,669	47.22	1.89	8.39	0.017	0.25	2.71	2.77	0.65	16.68	5
Minnesota	1	90,410	57.96	1.89	8.25	0.000	0.36	1.79	2.77	0.65	15.72	6
Colorado	3	75,782	48.58	1.72	4.36	0.000	0.32	5.15	2.77	0.65	14.97	7
North Dakota	12	54,446	34.90	1.81	5.07	0.001	0.00	4.25	2.77	0.65	14.55	8
Oklahoma	8	66,219	42.45	1.72	3.65	0.031	0.00	5.59	2.77	0.65	14.42	9
Montana	10	57,448	36.83	1.71	4.28	0.189	0.35	3.09	2.77	0.65	13.13	10
South Dakota	11	55,484	35.57	1.98	3.47	0.040	0.00	2.68	2.77	0.65	11.59	11
Kansas	6	69,719	44.69	1.72	2.04	0.000	0.37	2.58	2.77	0.65	10.14	12
Regional Average		\$69,806	\$44.75	\$1.81	\$6.11	\$0.048	\$0.27	\$3.90	\$2.77	\$0.65	\$15.45	

Data Sources:

2007 Central States Compensation Association – Benefit Survey

¹ Based on regional average hourly salary (to normalize the data) and 1,560 hours.

² Employer paid benefits for employee + family coverage.

³ Salary rank of 9 and 10 month faculty of public higher ed institutions – 2005-06.

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Funding and Rewards

December 2008

Long-Term Finance Plan

The North Dakota University System’s Long-Term Finance Plan is the budget mechanism mandated in state statute. It has three main components: base operating funds, capital assets and incentive funds.

Appropriate base operating funding levels are determined by comparisons of NDUS institutions to similar institutions nationwide, commonly referred as “benchmarks.” These peers are defined by criteria such as enrollment size and mix, program mix, degree types, research expenditures, etc.

I. Principles

In May 2006, the State Board of Higher Education (SBHE), adopted revisions to the 2001 Long-Term Finance Plan. The following principles and characteristics served as the foundation of the revised Long-Term Finance Plan and resource allocation model:

NDUS – Long-Term Finance Plan Guiding Principles

GUIDING PRINCIPLES	CHARACTERISTICS
<p>1. Funding for higher education must be a shared responsibility of the state - through state general fund appropriations, students-through tuition, and campuses-through efficiency and generating other revenues.</p>	<p>SHARED RESPONSIBILITY. <i>The funding model is based on obtaining funds from numerous sources.</i> INCENTIVE BASED. <i>The model should provide incentives for institutional effectiveness and efficiency.</i></p>
<p>2. The State Board of Higher Education remains accountable for maintaining affordable access for ND citizens, by continuing to approve tuition rates and program fees for each campus. In addition, campuses are given flexibility to assess additional charges consistent with SBHE policy (i.e., 805.1, 805.1.4, 805.2, 805.3, 805.3.1) and to administer institutional discounting policies, within SBHE policy provisions (i.e., 820).</p>	<p>AFFORDABLE ACCESS. <i>The funding model must relate to funding needs at each institution, but must take into consideration the ability of students to pay.</i> INSTITUTIONAL FLEXIBILITY. <i>The funding model must also provide opportunity for institutions to provide additional funding or adjustments to meet programmatic needs.</i></p>

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Long-Term Finance Plan (cont.)

GUIDING PRINCIPLES	CHARACTERISTICS
<p>3. An engaged biennial budget process, including input from the campuses, is utilized in defining and recommending the allocation of new state resources consistent with NDUS priorities.</p>	<p>ENGAGED BUDGET PROCESS. <i>The funding model will allow for key participants to provide input into the budget process.</i> UNDERSTANDABLE. <i>The model should effectively communicate to key participants in the state budget process how changes in institutional characteristics will affect funding levels.</i></p>
<p>4. Campuses should be held accountable for the outcomes of the goals and objectives outlined in their campus strategic plans and their Roundtable campus alignment plans, and also be rewarded and recognized for accomplishing the goals and objectives and exhibiting behaviors consistent with the Roundtable principles (i.e., flexibility, responsiveness, entrepreneurship, accountability, collaboration).</p>	<p>GOAL-BASED. <i>The funding model should be expressed through missions, strategic plans, and institutional priorities.</i> RESPONSIVE. <i>The model should reflect changes in institutional priorities and mission as well as changing external conditions.</i></p>
<p>5. Campuses should be encouraged to diversify and generate additional revenue sources.</p>	<p>BALANCED. <i>The funding model should provide a reasonable balance among funding sources</i></p>
<p>6. Campuses should retain their most current legislative general fund appropriation as base operating funds, except for one-time funding items and perhaps in the event of a budget rescission.</p>	<p>FUNDING STABILITY. <i>The funding model should provide stable base funding.</i></p>
<p>7. Campuses' unique missions should be recognized in establishing base operating funding and adequate funds should be provided to maintain institutional capacity to deliver their mission.</p>	<p>MISSION SENSITIVE. <i>The model should be based on the recognition that different institutional missions and priorities may require different levels of funding.</i></p>

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Long-Term Finance Plan (cont.)

GUIDING PRINCIPLES	CHARACTERISTICS
<p>8. New biennial appropriation exceeding current base operating funds should be provided to:</p> <ul style="list-style-type: none"> a. address base funding to be allocated as parity and equity. Base funding should include allocations to: 1.) Address parity or inflationary operating cost increases (i.e., cost to continue salary increases from previous biennium, operating and utility inflations, and new compensation and benefits adjustments); and 2.) Address equity differentials, based on peer comparators, as determined by the peer selection criteria and process, student enrollments, and based on agreed-upon targets outlined in the finance plan. Internal funding comparisons, while discouraged, should be understood and explainable; b. address statewide priorities through separate initiative appropriations to the SBHE. Funds should be allocated from the Board Initiative appropriation to encourage behavior consistent with the Roundtable principles (i.e., flexibility, responsiveness, entrepreneurship, accountability, collaboration); and c. address capital assets to maintain and replace state assets (i.e., facilities and infrastructure); and d. address systemwide programs and services to provide effective and efficient delivery across NDUS campuses, where appropriate, to support student aid, and other SBHE priorities. 	<p>ADEQUACY DRIVEN. <i>The model should determine the funding level needed by each institution to fulfill its approved mission, taking into consideration funding realities.</i></p> <p>SIZE-SENSITIVE. <i>The model should reflect the impact that relative levels of student enrollment have on funding requirements.</i></p> <p>EQUITABLE. <i>The model should provide both horizontal equity (equal treatment of equals) and vertical equity (unequal treatment of unequals) based on size, mission, and growth characteristics of the institutions.</i></p> <p>ADAPTABLE. <i>The model should include provisions for supplemental state funding for unique activities that represent significant financial commitments and that are not common across the institutions.</i></p>
<p>9. Campuses should be given the flexibility to allocate resources consistent with the priorities established in their strategic plans.</p>	<p>FLEXIBLE. <i>The model should be used to estimate funding requirements in broad categories; it is not intended for use in creating budget control categories.</i></p>
<p>10. The model should be based on verifiable data, be rationale and reasonable, and understandable, without diminishing the validity of the model.</p>	<p>VALID AND RELIABLE. <i>The model should rely on valid and reliable data that are appropriate for measuring differences in funding requirements and that can be verified by third parties when necessary.</i></p>

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Long-Term Finance Plan (cont.)

II. Policies

A. Operating Budget

1. A biennial appropriation request will be made by the board, and appropriations will be made by the Legislative Assembly comprised of the following components in accordance with state statute approved by the 2005 Legislative Assembly: (1) base operating budget (2) capital asset funding and (3) special initiative funding.
2. Operating fund benchmarks will be established for determining funding requests and legislative appropriations for each institution using data from peer comparator institutions.
 - a. These operating benchmarks will be established on the basis of comparing unrestricted revenues: state appropriations and net tuition revenues.
 - b. The benchmarks will be established using the most recently available national Integrated Postsecondary Education Data Systems (IPEDS) data. Peers are to be reviewed, at a minimum, every four years.
 - c. Peers will be utilized as recommended by MGT of America in 2006 with one substitution each at DSU, WSC and VCSU, and as approved by each campus.
3. Funding of institutions reflect a shared responsibility among the various stakeholders. Targets were established based on the following factors: ensuring regional access, enrollment size of campus, program type (undergraduate vs. graduate programs) and historical tiered tuition-rate structure. Recommended targets to be used in determining state general fund budget requests and legislative appropriations are as follows:

	% state	% student
UND/NDSU	60	40
MiSU	65	35
MaSU/VCSU/DSU	70	30
Two-year	75	25

4. Budget requests and legislative appropriations should be developed to move all institutions to 100 percent of their benchmarks.
5. Base funding requests and legislative appropriations should be based on the following:
 - a. Base funding continues to be provided to all 11 institutions and also should include biennial operating fund increases to address parity.
 - b. Current general fund appropriations should not be reallocated among campuses.
 - c. A portion of increased state general fund appropriations will be allocated on a biennial basis to fund parity and to resolve equity differentials. Parity and equity will be distributed in the following priority order: (1) new and continuing salary and health insurance costs, (2) no less than 15 percent of total new funding allocated to equity (3) operating inflation, including utilities cost increases and (4) any remaining funding allocated to equity.

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Long-Term Finance Plan (cont.)

- d. Equity funds will be distributed based on a weighting methodology that provides funding to all campuses funded at less than their benchmarks but with more to those furthest away from the benchmarks calculated on the average of: (a) a weighting model based on a percentage distance from peer benchmarks and (b) simple dollar distance from peer benchmarks.
 - e. State general fund appropriations for any campus should not be reduced below that of the previous biennium until such time the campus exceeds 105 percent of its peer benchmark, or enrollment declines are significant enough to cause a re-evaluation of the peer institutions and establishment of a new peer benchmark.
6. The SBHE will continue to approve the base tuition rate at each campus; however, institutions should be given discretion to establish additional tuition rate charges for targeted programs and discounting policies.

B. Capital Asset Funding

1. The NDUS, in developing its budget request, and the legislature, in setting appropriations, shall continue to utilize the OMB building formula based on 2 percent of building replacement value for all buildings five years old or older, and 0 percent for buildings less than five years old.
2. The NDUS, in developing its budget request, and the legislature, in setting appropriations, shall continue to utilize the current OMB infrastructure formula.
3. Deferred maintenance will be factored into the new capital assets funding formula along with the revised building formula and the current infrastructure formula.
4. The use of the pool of dollars generated by this new combined formula will be left to the discretion of the institution (with appropriate approvals by the SBHE where required for projects greater than \$100,000). Campuses would be given the authority to allocate funds for repair and replacement priorities for both deferred maintenance and regular repair and replacement projects as determined by the campus.
5. The SBHE will continue the major capital project priority process for establishing funding priorities for major new construction and major renovation/remodeling projects.
6. The board and legislature shall phase-in the capital assets funding model to reach full funding of the buildings and infrastructure formula over a 10-year period in 2013-15 and to address the deferred maintenance backlog that currently exists over 14 years in 2017-19.
7. Campuses will be allowed to continue carrying over unspent capital asset funding from one biennium to the next in order to complete projects started in one biennium but not completed until the next and/or to accumulate funds to complete large projects that require multi-year funding.
8. Institutions will be required to demonstrate they have expended funds in amounts at least as large as appropriations or place funds in escrow for larger renewal projects.
9. At the time full funding is achieved, campuses will cease requiring additional capital renewal/replacement funds beyond this level except for deferred maintenance.

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Long-Term Finance Plan (cont.)

10. The new capital asset funding model will be applied to new state buildings built on campus, but no new operating funds will be added to the base operating budget for operating costs if the operating base is already at the benchmark target.

C. State Priority

Appropriation requests and legislative appropriations for incentive/special initiatives provided to the SBHE to support state priorities will be made equivalent to 2 percent of the total NDUS state general fund appropriation, phased-in over six years.

D. About Parity/Equity

The terms “parity” and “equity” are used to distinguish between two categories of base operating fund increases.

About Parity

The term parity describes the funding needed to continue current programs and services, including salaries, utilities and operating inflationary increases.

About Equity . . .

The term equity describes the funding needed to move each of the 11 colleges and universities closer to its individual “benchmark.” All NDUS institutions are funded at less than their peer benchmarks.

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Economic Development Connection

December 2008

Centers of Excellence for Economic Development

A Center of Excellence for Economic Development is a hub of research and development around which related businesses expand, and dynamic new businesses cluster. A center of excellence provides access to new technologies, specialized knowledge and an educated workforce.

The first two Centers of Excellence for Economic Development were designated by the 2003 Legislative Assembly. They are the North Dakota State University Center for Technology and the University of North Dakota Center for Innovation.

In 2005, Gov. John Hoeven proposed and the Legislative Assembly approved the concept of Centers of Excellence for Economic Development linked to North Dakota University System colleges and universities and provided up to \$20 million for the 2005 – 07 biennium. The Legislature directly appropriated \$15 million in new centers of excellence funding for the 2007-09 biennium, and in September of 2008, the Budget Section approved the request to borrow from the Bank of North Dakota an additional \$5 million for Centers of Excellence grants. Every state dollar of support must be leveraged with two dollars in private and federal matching funds.

NDUS colleges and universities submit proposals to the Centers of Excellence Commission as provided in NDCC 15-69. The commission includes three members of the State Board of Higher Education and three members of the Economic Development Foundation Board. Upon approval by the commission, the EDFB, the SBHE and the Emergency Commission must approve each proposal before it is sent to the Budget Section for final approval.

The legislatively determined criteria for funding a Center of Excellence for Economic Development are:

1. Use university or college research to promote private sector job growth
2. Create high-value private sector employment opportunities in the state
3. Provide for public-private partnerships
4. Leverage other funding (use funds to enhance capacity, enhance infrastructure and leverage state, federal and private sources of funding)
5. Increase research and development activities that may involve federal funding from the National Science Foundation Experimental Program to Stimulate Competitive Research (EPSCoR)
6. Foster and practice entrepreneurship

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Centers of Excellence for Economic Development (cont.)

7. Promote the commercialization of new products and services in industry clusters
8. Become financially self-sustaining
9. Establish and meet a deadline for acquiring and expending all public and private funds specified in the application

Expected outcomes of Centers of Excellence for Economic Development are:

1. Create more jobs and higher-paying jobs in the private sector
2. Assist existing businesses to innovate and expand through the creation of new products and services resulting from academic or applied research and development or the application of new technology
3. Commercialize these new products and services by supporting entrepreneurship
4. Promote additional new businesses resulting from the knowledge and expertise in the center
5. Contribute to the growth of North Dakota's economy through innovation
6. Leverage resources through collaboration among state, private and federal resources
7. Bring the academic and/or service programs associated with the center to a level of performance and productivity consistent with recognized national standards for that specific type of institution

Centers of Excellence for Economic Development approved during the 2005 – 07 biennium, including the general fund expenditures of \$20 million and the projected leveraged funding of \$92.8 million, are:

1. The BSC National Energy Center of Excellence: \$3 million, projected to leverage \$7.3 million
2. The LRSC Dakota Center of Optimized Agriculture: \$450,000, projected to leverage \$900,000
3. The UND National Center for Hydrogen Technology: \$2.5 million, projected to leverage \$36.5 million
4. The NDSU Center for Advanced Electronics Design and Manufacturing: \$3 million, projected to leverage \$8 million
5. The NDSU Center of Excellence for Agbiotechnology: \$2 million, projected to leverage \$11 million
6. The NDSU Center of Excellence for Surface Protection: \$2 million, projected to leverage \$4 million
7. The UND Research Foundation Center of Excellence in Life Science and Advanced Technologies: \$3.5 million, projected to leverage \$10.5 million

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Centers of Excellence for Economic Development (cont.)

8. The UND Center of Excellence for UAV and Simulation Applications: \$1 million, projected to leverage \$4.2 million
9. The VCSU Institute for Customized Business Solutions: \$1 million, projected to leverage \$5 million
10. The WSC Petroleum Safety and Technology Center: \$400,000, projected to leverage \$918,000
11. The DSU Institute for Technology and Business Center for Entrepreneurship and Rural Revitalization: \$1.15 million, projected to leverage \$4.5 million

Centers of Excellence for Economic Development approved during the 2007-09 biennium, including the general fund expenditures of \$19.45 million and the projected leveraged funding of nearly \$53.4 million are:

1. NDSU – Center of Excellence for Agbiotechnology: Oilseed Development II: \$1.5 million, projected to leverage \$5.58 million
2. NDSU – Center for Surface Protection: \$2 million, projected to leverage \$4 million
3. UND – Unmanned Aircraft System Center of Excellence: \$1.5 million, projected to leverage \$3 million
4. LRSC – The Dakota Center for Technology – Optimized Agriculture (DCTOA): \$400,000, projected to leverage \$843,400
5. NDSU – Center for Biopharmaceutical Research and Production: \$2,000,000, projected to leverage \$4,742,000
6. MiSU-B – Entrepreneurial Center for Horticulture: \$400,000, projected to leverage \$830,854
7. NDSU – Center for Integrated Electronic Systems: \$2,050,000, projected to leverage \$4,100,000
8. UND Research Foundation – Center of Excellence for Passive Therapeutics: \$2,650,000, projected to leverage \$8,400,000
9. UND – Petroleum Research, Education, and Entrepreneurship Center of Excellence: \$3,000,000, projected to leverage \$7,958,373
10. UND – Center of Excellence in Space Technology and Operations: \$1,000,000, projected to leverage \$4,776,391
11. UND – SUNRISE BioProducts: A Center of Excellence for Chemicals, Polymers, and Composites from Crop Oils: \$2,950,000, projected to leverage \$9,165,132

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Economic Development Connection

December 2008 Employment and Retention of Graduates

Some of the questions most frequently asked of the North Dakota University System relate to the status of graduates and program completers of system institutions. A consortium of state agencies known as FINDET – or Follow-up Information on North Dakota Education and Training – was formed to provide answers to those questions.

The 2007 NDUS (Follow-up) report describes the employment status of Academic Year 2006 graduates one year after graduation. A total of 63.2 percent of all 2006 graduates who were located by FINDET were either employed in North Dakota or re-enrolled in North Dakota institutions. Based on weighted data,¹ however, the total number of graduates remaining in the state one year after graduation increases to 70.2 percent. A high proportion (79.9%) of one and two year program graduates are retained by the state one year after graduation. In addition, 61.3 percent of bachelor's program graduates and 47.8 percent of graduates and professional program graduates remain in the state. This statistic dispels the myth that a majority of NDUS graduates leave the state after graduation.

¹ According to the North Dakota Department of Labor, at any time, between 6 and 15 percent of the state workforce is employed in jobs not reported in the state's employment databases. This group includes railroad employees and some people who are self-employed, including farmers. Job Service North Dakota estimates about 10 percent of the workforce is not currently reported. This report assumes the 63.2 percent of graduates located by FINDET represent only 90 percent of the graduates who stay in the state with the remaining 10 percent employed in jobs not included in the state's employment database.

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Economic Development Connection

December 2008

Workforce Training System: trainND

- I. **Mission:** The mission of trainND is to provide training for business and industry designed to support North Dakota businesses in their efforts to capitalize on their potential and to compete on a global level.
- II. **Results:** The number of businesses that received training through the North Dakota's workforce training system has grown from 518 in FY 2000 to 1,345 in FY 2008, a 160 percent increase. The number of employees who received training rose from 7,463 in FY 2000 to 11,990 in FY 2008, a 61 percent increase.

Direct training revenue paid by businesses that contracted for training through the workforce training system totaled \$3,260,004 in FY 2008. Fifty-three percent of the businesses that contracted for training in FY 2008 requested repeat or additional training.

In 2008, the level of satisfaction with training events by businesses that contracted for training was 98.7 percent. Satisfaction by employees who received training was 98 percent. These and additional accomplishments are included in the performance measures outlined below.

Number of businesses in the region receiving training:	1,345
Percent of businesses in the region receiving training:	5.2%
Number of employees receiving training (unduplicated):	11,990
Number of businesses requesting repeat or additional training:	743
Percent of businesses requesting repeat or additional training:	53%
Level of satisfaction based on results provided by employers:	98.7%
Level of satisfaction based on results provided by employees receiving training:	98%
Level of satisfaction of companies with responsiveness of training provided:	99.5%
Number of referrals for training made to another resource:	31
Number of referrals received:	29
Revenue generated from training fees:	\$3,260,004
<i>Source: Workforce Training Quadrants, Year-End Reports, September 2008</i>	

- III. **Background:** In 1998, a task force of 31 state leaders representing business, education and government examined North Dakota's workforce training system. The group concluded that major changes were urgently needed for business and industry in all regions of the state, as well as individual communities, to remain viable and competitive. A workforce training plan was developed by the Workforce Training Task Force and enacted into law by the 1999 Legislature.

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Workforce Training System: trainND (cont.)

- IV. Origin and Purpose:** The purpose of the task force plan and the resulting legislation was to develop a responsive and effective system for the delivery of workforce training in North Dakota. At the core of the system is an infrastructure comprised of workforce training professionals (workforce training directors and managers) who contact business and industry, develop trusting and effective working relationships, conduct needs assessments and arrange training in the respective regions. The training directors and managers also work closely with other public and private higher education institutions, local development organizations, private sector trainers, vocational centers, high schools with training programs, tribal colleges, and other state and local agencies involved in workforce training in the community, region and state.
- V. Goal of Workforce Development and Training Task Force:**
To provide business and industry in North Dakota with the most competitive workforce in the nation.
- VI. Key Components of Workforce Training System:**
- 1. Designated Service Regions** – Four workforce training regions were established and are defined by the boundaries of the state planning regions.
 - 2. Primary Responsibility** – The following two-year colleges were assigned primary responsibility for workforce training in each of the four regions:
 - NW Region (State Planning Regions 1 & 2) - Williston State College
 - SW Region (State Planning Regions 7 & 8) - Bismarck State College
 - NE Region (State Planning Regions 3 & 4) - Lake Region State College
 - SE Region (State Planning Regions 5 & 6) - North Dakota State College of Science
 - 3. Special Unit** – A workforce training division within each of these four colleges has been created specifically to serve the needs of business and industry. The training divisions have primary responsibility for assuring employers in all areas of North Dakota have access to high-quality training that meets or exceeds their needs and expectations.
 - 4. Local Advisory Boards**
The workforce training divisions are locally driven through private-sector local advisory boards for each designated region.
 - 5. Financial Support**
The funding mechanism for the workforce training system consists of: (1) fees from training, (2) state funds and (3) institution in-kind support.
 - 6. Collaborative Relationships**
Partnerships with various local and state agencies involved in workforce training, with public and private education institution(s) and with private-sector training providers are an essential component of the workforce training system.

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Sustaining the Vision

December 2008

Summary of SBHE Strategic Plan

Foundation for the SBHE Strategic Plan

In the mid-1990s, many stakeholders had opinions about what higher education should be and do for the state of North Dakota. Unfortunately, those views were not in synch. There was no common vision, no clear set of expectations and no set of consistent, agreed-upon accountability measures.

As a result, the number one priority expressed by the college and university presidents at the Chancellor's Cabinet retreat in 1998 was the need for a "common vision" and a clear set of expectations for higher education in North Dakota. There was also agreement that the major stakeholders of higher education needed to be involved in that process. The North Dakota State Board of Higher Education concurred with the priority expressed by the presidents.

The legislative leadership also reached the same conclusion; a common vision and clear set of expectations for higher education in North Dakota were needed. Subsequently, the 1999 North Dakota Legislative Assembly passed a resolution directing a study to: "... address the expectations of the North Dakota University System in meeting the state's needs in the 21st century, the funding methodology needed to meet these expectations and needs, and an accountability system and reporting methodology for the University System."

Twenty-one legislators were selected to be members of an interim Committee on Higher Education. This group was expanded to 61 to provide for stakeholder input and included 40 leaders from the private sector, higher education, tribal colleges, K-12 education and state agencies, forming what is known as the Roundtable on Higher Education.

New Strategic Plan

Implementation of the goal and recommendations of the roundtable now is a top priority for the State Board of Higher Education, the 11 institutions and the University System Office. The strategic plan for the University System is directly linked to the goal and recommendations of the roundtable. In turn, the colleges and universities each develop annual alignment plans, which are specifically designed to meet the expectations expressed in each of the six cornerstones of the *Roundtable Report*. The major components of the new strategic plan include:

I. Vision

"The North Dakota University system is the vital link to a brighter future."

A brighter future for:

- Our students
- The citizens of North Dakota
- All those we serve

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Summary of SBHE Strategic Plan (cont.)

A brighter future through:

- A University System where students have the opportunity to receive the education necessary to be professionally and personally successful
- High-quality, innovative learning opportunities tailored to the needs of students and other clients and readily accessible to all learners in the state
- The creation of strategic alliances with economic entities in the state and being a major player and primary engine in impacting the economic and demographic trends
- A University System which is a solid investment for the state and is seen as such by its citizens

II. Mission

“To enhance the quality of life for all those we serve and the economic and social vitality of North Dakota through the discovery, sharing and application of knowledge.”

III. Beliefs and Core Values of the NDUS

In fulfilling the mission and vision, the State Board of Higher Education will govern the institutions in the North Dakota University System in accordance with the North Dakota Constitution and state statutes and will be guided by the following beliefs and core values:

Beliefs of North Dakota University System

- We believe the most valuable asset of any state is its human capital: well-educated and highly skilled citizens, employees, business owners, community leaders, and contributing members of society.
- We believe a brighter future for North Dakota is directly linked to and dependent upon its University System. Likewise, a brighter future for the University System is linked to the economy of North Dakota.
- We believe the University System, in conjunction with the elected and private sector leadership in North Dakota, can and should take positive steps to enhance the economy of North Dakota.
- We believe depopulation is a major threat to the overall viability of North Dakota and, if not addressed with urgency, the infrastructure, quality of life, and services available to the citizens of the state will diminish.
- We believe faculty are the foundation of the North Dakota University System.
- We believe performance of the University System will be enhanced in an environment which is conducive to innovation, creativity, and flexibility – coupled with appropriate accountability.
- We believe in the implementation of education programs and curriculums to meet the needs of a culturally diverse student population and to prepare students to interact in an increasing pluralistic society.

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Summary of SBHE Strategic Plan (cont.)

- We believe the citizens and the legislature created and expect the University System to function as a system; i.e., to collaborate, whenever appropriate and feasible, in offering programs, serving students and citizens, and in providing administrative services.
- We believe the benefits of the University System can and should be available to all of North Dakota, geographically and demographically.
- We believe it is important for all the key stakeholders of the University System to adopt and apply the same set of expectations and accountability measures which were identified and agreed to by the 1999 roundtable.
- We believe it is possible to create a University System for the 21st century, as envisioned by the roundtable and further believe making it a reality will require all entities to do their part as described in the Roundtable Report.

Core Values of North Dakota University System

The core values are to be reflected in how the SBHE and all personnel of the University System carry out responsibilities on a daily basis:

- High integrity
- Open, honest, forthright and mutually respectful in discussion and actions
- Trustworthy
- Accountable
- Cooperative valued partner with other state agencies and entities
- Responsible stewards of state investment in the University System
- Scholarship and the pursuit of excellence in the discovery, sharing and application of knowledge
- Support and embrace diversity

IV. Long-Range Goals of the SBHE

Goal 1: Continue to be a national leader and a model for other states in effectively utilizing the power and potential of a University System to enhance the economic and social vitality of the state.

Goal 2: Achieve the vision of the Roundtable on Higher Education in creating a university system for the 21st century – a system that is: academically competitive nationally and internationally; engaged at every level with the needs of the state and its citizens; accessible and responsive to all citizens of the state, both individual and corporate; and proves to be a solid investment for the state and is seen as such by its citizens.

Goal 3: Create an environment, based on mutual trust, within the University System and in cooperation with the key stakeholders of higher education that embraces a common vision, a clear set of expectations and agreed-upon accountability measures that are mutually developed and supported by the University System and its stakeholders.

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Summary of SBHE Strategic Plan (cont.)

Objectives

The specific objectives for achieving each of the long-range goals are listed in Section 4, page 3, under State Board of Higher Education Objectives for 2008-2009.

V. Campus Alignment Plans

The institutions annually develop alignment plans directly linked to the six cornerstones of the *Roundtable Report*:

- a. Economic Development Connection
- b. Education Excellence
- c. Flexible and Responsive System
- d. Accessible System
- e. Funding and Rewards
- f. Sustaining the Vision

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Sustaining the Vision

December 2008

Project Vital Link

Project Vital Link was launched by the State Board of Higher Education in November 2002 to attract more high school students to North Dakota University System (NDUS) colleges and universities.

This initiative was developed to supplement campus recruitment efforts by mailing information about the University System directly to high school students at their homes and by providing other information to students through their middle and high school counselors.

A publication commonly referred to as *The Viewbook* is mailed to high school juniors and seniors. This brochure provides a brief introduction to the 11 NDUS colleges and universities, a comprehensive matrix of programs of study and key facts about enrollment, admission, the cost of college, financial aid and other important topics.

A second publication titled *Consider Your Options* is distributed to high school sophomores through their school counselors. This publication helps students plan and prepare for college and encourages them to consider educational opportunities available at the 11 NDUS institutions.

A third publication titled *Design Your Future* is distributed to eighth-grade students through school counselors. This brochure was created to help students make successful transitions to high school and to begin looking at college and career options. *Design Your Future* also includes a college financial planning guide for parents. This publication is produced in collaboration with the Department of Career and Technical Education, the Department of Public Instruction and Student Loans of North Dakota.

Also, at the request of high school counselors, an NDUS college and university program matrix poster was added to Project Vital Link in 2005. This poster is distributed to high school counselors in North Dakota and several other states.

The Viewbook, Consider Your Options and Design Your Future are available on the NDUS Web site at www.ndus.edu.

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Sustaining the Vision

December 2008

P-16/P-20 Education

Vision Statement for the North Dakota P-16 Education Task Force: All North Dakota students will be educated in an innovative, relevant, integrated and challenging system providing world-class quality to prepare them to be good citizens and to take full advantage of all opportunities available to them in their lives.

At the September 2005 annual meeting, the North Dakota Joint Boards of Education agreed to establish a P-16 Education Task Force. The 38-member task force met monthly between January and September 2006. In addition to “joint board” representatives of the State Board of Public School Education, the State Board of Higher Education, the Education Standards and Practices Board and the State Board for Career and Technical Education, the task force included representatives of various levels and types of education, the business community, school boards, associations, agencies, students and parents.

The task force examined relationships among state education agencies and institutions and collectively planned for the future of education in North Dakota. It focused on forging P–16 agreements to create seamless transitions to college and work, thus enabling students to function more effectively in a globally competitive economy. Special attention was given to historically underprepared students. The group also conducted a systematic review of “best practices” in other states to help make better-informed choices for North Dakota.

The task force learned that, while the North Dakota education system is good, slippage in test scores is occurring, cracks in the education system are developing and students are falling through those cracks. Other states are moving ahead, while the results of ACT tests for North Dakota students have remained flat for 15 years. In some academic areas, North Dakota students are testing below the national average.

Because of what they learned, task force members agreed that achieving and maintaining a world-class education system is essential to enabling North Dakota students to compete in a world economy and that North Dakota is capable of developing such a system. In order to achieve that vision, the task force agreed upon the following six goals:

Goal 1: North Dakota should put in place and enforce, throughout its P-16 education system, uniform, consistent proficiency expectations and standards and ensure that each student has a support system in place to enable the student to achieve proficiency.

Goal 2: All North Dakota students should have equitable access to and the expectation of completing a rigorous core curriculum/standards taught by effective and highly qualified P-16 educators.

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P-16/P-20 Education (cont.)

Goal 3: Top performing North Dakota students should be encouraged to become P-16 educators. North Dakota educators are professionals, their quality should be assured and they should be paid accordingly, including receiving additional resources for professional development and for demonstrated improved performance.

Goal 4: North Dakota should provide academic and career assessment and counseling that is comprehensive, developmental and systematic from pre-school through post-secondary education and to employment and life to help students:

- Enhance their academic achievement by linking classroom studies to future choices
- Achieve skills they will need to transition successfully to post-secondary education and work and
- Develop the skills needed to make informed decisions throughout life.

Goal 5: To educate the public about the importance of identifying and correcting weaknesses in the North Dakota education system, and

Goal 6: To seek new and reallocate current resources to accomplish these goals.

The task force also developed a series of strategies to implement the goals. Their work is consistent with the findings of the North Dakota Education Improvement Commission. The joint boards approved the task force recommendations on Sept. 26, 2006.

On Oct. 16, 2006, the SBHE also adopted a resolution of support for the task force's work. In part, the resolution reads: ... *The Education Task Force, reaching unanimous consensus, has concluded that the state education system, although operating from a strong foundation, has need for systematic improvement, especially in light of improvements now occurring in other states. The boards have jointly accepted and endorsed the task force report. The SBHE commends the task force for its intense and thoughtful effort in bringing back a comprehensive plan with suggested goals and strategies for education adequacy for all North Dakota students. The SBHE supports the report goals and recommendations, and, given the importance to the state's future, encourages implementation of the recommendations in as timely a manner as possible.*

The joint boards meetings in 2007 and 2008 focused on continued implementation of the recommendations of the task force. The boards have supported development of the state longitudinal data system and e-Transcripts, comprehensive career planning, and most recently, the development of a P-20 Alignment Task Force to recommend a process for aligned and challenging performance standards and assessments for high school graduation, preparation for work and preparation for college, including university admission requirements with recommendations to be made at the joint boards September 2009 meeting. The SBHE endorsed legislation creating a standing state P-20 council at its November 2008 meeting.

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Sustaining the Vision

December 2008

FINDET Follow-up Information On North Dakota Education and Training

Follow-up Information on North Dakota Education and Training is a consortium of state agencies established to conduct and report research regarding the outcomes of education and training programs in North Dakota. FINDET reduces duplication of research efforts by state agencies and produces reports used to support data-driven decision making for the improvement of program planning, job training, educational assessment and accountability.

FINDET analyzes the percentage of North Dakota residents who graduate from college and remain in the state and the percentage of non-resident students who remain after graduating from a North Dakota college or university. FINDET also provides data for accountability reporting for the Department of Commerce, the Department of Public Instruction, Job Service North Dakota, North Dakota Vocational Rehabilitation, Career and Technical Education, the North Dakota Workforce Development Council and the North Dakota University System.

FINDET uses a relational database to link data collected by cooperating agencies. Data linking uses existing State and federal data sources while maintaining the highest level of data security required by the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), the Confidential Information Protection and Statistical Efficiency Act (CIPSEA) and other applicable federal and state laws and regulations. To protect the confidentiality of individually identifiable information, FINDET and cooperating agencies operate under data sharing agreements and FINDET staff operate under a personnel agreement which specifies data privacy to security standards.

Administered by the NDUS, FINDET is staffed by two state employees and guided by a steering committee that includes representatives of each cooperating agency. Consortium members include the Department of Public Instruction, Job Service North Dakota, the Department of Commerce, North Dakota Career and Technical Education, North Dakota Vocational Rehabilitation, the North Dakota Workforce Development Council and the NDUS.

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