

A North Dakota University System for the 21st Century

**The Report of the Roundtable
for the North Dakota
Legislative Council Interim
Committee on Higher Education**

May 25, 2000

ACKNOWLEDGEMENTS

It has been my honor, and a pleasure, to serve as chairman of the Roundtable for the Legislative Council Interim Committee on Higher Education. The findings and recommendations of the Roundtable are presented in this report and represent several months of research, study, and thoughtful discussion.

I would like to acknowledge and extend appreciation to the consultants and facilitators, Mr. Dennis Jones, President, National Center for Higher Education Management Systems, Boulder, Colorado, and Dr. Charles Schwahn, Schwahn Leadership Associates, Custer, South Dakota. The soundness and quality of this report, to a large degree, is the direct result of their combined experience, insights, and knowledge.

Also acknowledged are the efforts of the Legislative Council staff and the staff of the University System for the valuable assistance they provided to the full Roundtable as well as to the six task forces over these past ten months. Their conscientious efforts have also contributed to the soundness and quality of the report.

The interest expressed and the financial support provided by the Western Interstate Commission on Higher Education are noted and appreciated.

Special appreciation is extended to the 61 state leaders from the private and public sectors and higher education who contributed their time, talent, and expertise to the task force and the Roundtable discussions. It is their collective thoughts and views from which, and upon which, the individual recommendations were developed. A list of these leaders is included in the Appendix. In particular, appreciation is expressed to the 40 non-legislative members of the Roundtable who accepted the invitation to contribute their time and insight to assist the Legislative Council Interim Committee with this important study.

I wish to also thank the senators and representatives who chaired the six task forces and guided the development of the recommendations presented in this report. Each was diligent and skillful in encouraging the various views to be expressed, considered, and then directly addressed through the themes and recommendations contained in this report.

With appreciation,

A handwritten signature in black ink, appearing to read "David E. Nething". The signature is written in a cursive, flowing style with a long horizontal stroke at the end.

Senator David E. Nething, Chairman
Higher Education Interim Committee Roundtable

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EXECUTIVE SUMMARY

The 1999 North Dakota Legislative Assembly passed a resolution directing a study be conducted which would:

...address the expectations of the North Dakota University System in meeting the state's needs in the twenty-first century, the funding methodology needed to meet these expectations and needs, and an accountability system and reporting methodology for the University System.

An interim committee on higher education was formed to conduct the study. This group of 21 legislators was augmented by an additional 40 leaders from government, education, and the private sector to form the Roundtable, the group that assessed the future of North Dakota and developed the recommendations contained in this report.

THE LOOK INTO THE FUTURE

The task assigned to the Roundtable was future oriented – it was to address the expectations of the NDUS in meeting the state's needs in the coming century. In fulfillment of that charge the members reviewed global trends which are shaping the environment in which North Dakotans must increasingly live and compete, an environment characterized by rapid change, the ever-present and vastness of information technology and its power to eliminate barriers of time and distance, and the fact these forces create conditions in which competence is capital and knowledge is power. They also reviewed trends specific to North Dakota, trends that at the very least are disquieting. They looked into the future and saw a state that, in the absence of overt action, would continue to:

- Lose population, especially young people and adults in the prime working years of their lives.
- Fall farther and farther behind the rest of the country in per capita income, threatening the ability of its citizens to maintain their quality of life.
- Be unable as a state to compete in the new information-based economy.

These leaders refused to accept this view of the future of their state as inevitable. They are firm in their belief that North Dakota and its citizens deserve better. They quickly came to a consensus bold steps were needed to change the downward trajectory of the state – steps that must be pursued with the **utmost urgency**. There was also agreement the longer the current trends continue, the more difficult it will be to reverse them.

Out of this consensus arose the Roundtable's expectations for the North Dakota University System – that the NDUS would focus its considerable assets and talents on:

- Promoting the expansion and diversification of the state's economy, and;
- Enhancing the quality of life of the citizens of the state.

Their broad expectation is the NDUS (as a **system**, not as a collection of campuses) become the prototype land-grant institution of the twenty-first century, and it be:

- Academically **competitive**, nationally and internationally.

- **Engaged** at every level with the needs and problems of the state and its citizens.
- **Accessible** and **responsive** to all citizens of the state, both individual and corporate.

Their vision for the NDUS is, in ten years, it will have created a win-win strategic alliance with the economic entities in the state and is a major player and primary engine in reversing the economic and demographic trends of the 1990s; it will have high quality, innovative learning opportunities, tailored to the needs of individual clients, readily accessible to all adult learners in the state; and it will have proven to be a solid investment for the state and is seen as such by its citizens.

This is a lofty vision, but one uniformly viewed by members of the Roundtable as both attainable and absolutely essential to the future of the state.

THE ACTION PLAN

While the Roundtable set high and specific (as revealed in this report) expectations for the NDUS, the members also recognized achieving these goals was not the responsibility of the University System alone. There is a mutual dependency between the NDUS and the state. The state absolutely needs a strong university system contributing to solutions to the state's problems. At the same time, the NDUS needs resources which can come only from an expanding economic and population base. It was agreed the old solutions – such as closing campuses and redirecting resources – are not adequate to the task. The state and the NDUS must grow together, not contribute to each others' decline.

The specific steps recommended by the Roundtable are numerous, more than 90 in all. Taken together, however, they combine to send a simple message – there must be a new form of relationship between the NDUS and the state, a relationship based on trust and common purpose rather than suspicion and skirmishes over power. Both the university system and state government must change the ways in which they carry out their necessary and different responsibilities.

The basis of this new relationship is stated by the Roundtable as **flexibility with accountability**: the NDUS must have freedom of action to pursue the agreed-upon agenda, but it must also be accountable, for both resources used and results obtained. In pursuing the goals established by the Roundtable, the university system must behave (and be allowed and expected to behave) in a much more entrepreneurial manner. The expectation is the institutions will be much more aggressive in the pursuit of additional sources of funds, will have considerable discretion in the utilization of these resources, and will have the incentive to pursue new ventures and benefit directly from those that are successful.

In return for these new-found freedoms, the NDUS has to be able to demonstrate the System is:

- Contributing to economic growth and diversification.
- Enhancing the quality of life of North Dakotans.
- Accessible and responsive to citizens and employers.

- Sustaining a level of quality that makes it nationally and internationally competitive in attracting both talent and clients.
- Using resources both legally and responsibly.

Specific accountability measures are presented in this report. The members of the Roundtable understand these measures to be key elements of the new relationship, elements which assign responsibilities to all parties. They make concrete the expectations levied on the University System. At the same time, they limit the freedom of other parties to expect accountability outside the domains established and agreed upon.

The Roundtable report calls for all parties to the relationship to change their behaviors and methods of doing business in important ways. While the report contains many specific recommendations, the overarching themes call for:

- The NDUS to cease thinking of itself as a ward of the state and to take greater responsibility for its own future.
- The legislative and executive branches of government to free-up and unleash the potential of the NDUS – to change the budget-building, resource allocation, and audit practices to reflect the new compact between the state and the University System.
- The private sector to meet the NDUS half-way in establishing mutually beneficial partnerships and to provide mentors and learning opportunities for a new generation of North Dakota entrepreneurs.
- All parties to keep alive the spirit of the Roundtable, continuing the dialogue which has already born fruit and maintaining the momentum that has been achieved through a process of bringing together leaders, many with conflicting views, to deal in an atmosphere of mutual respect with the problems they have found to be their common concern.

The specific expectations established by the Roundtable for the NDUS, measures of accountability and recommendations for action directed toward all parties, are contained in this report. We commend this report and its recommendation in their entirety to the Legislative Council and invite the reader to work with the legislature in addressing the urgent agenda presented in this document.

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A NORTH DAKOTA UNIVERSITY SYSTEM FOR THE 21ST CENTURY:

The Report of the Roundtable for the North Dakota Legislative Council Interim Committee on Higher Education

I. CHAIRMAN'S INITIAL CHARGE TO THE ROUNDTABLE:

Each member of the roundtable has been invited because you represent a certain segment within North Dakota. Over 150 individuals were suggested for this opportunity. Now, I am asking you to discard any personal or special interest or agenda you may have had and come to this table with an open mind, uncluttered with any preconceived notions, examine the more important trends and forces, have meaningful discussions, and participate freely and openly as we set about to accomplish our mission.

As state leaders, we all must rethink the role higher education plays in relation to economic and social needs and then carefully reexamine policies, structures, and operating principles in light of this new vision. We must help diverse constituencies recognize changing needs for higher education, build support and consensus to address these needs, and align existing policies or develop new approaches to ensure these needs will be effectively addressed in the future. We need to do this, not for higher education, but for the sake of North Dakota.

We must build consensus around the need to realize this vision:

- With other institutional leaders,
- With other business leaders, and;
- With the public.

We must stay “on message” and maintain this focus to:

- Use every opportunity to call attention to the issue, and;
- Ensure progress is monitored and reported.

Policy leadership is grounded more strongly in the art of public leadership than in the techniques of policy analysis and implementation. It requires individual leaders and leadership groups to get out in front of an issue to identify key problems; develop and articulate a vision for dealing effectively with the problems; and continuously build and broaden understanding, commitment, and support for that vision. Little real progress or social benefit is likely to result from the unfolding transformation of higher education unless the tools and approaches of policy leadership are able to establish and maintain the new directions that our community, state, and national needs will require.

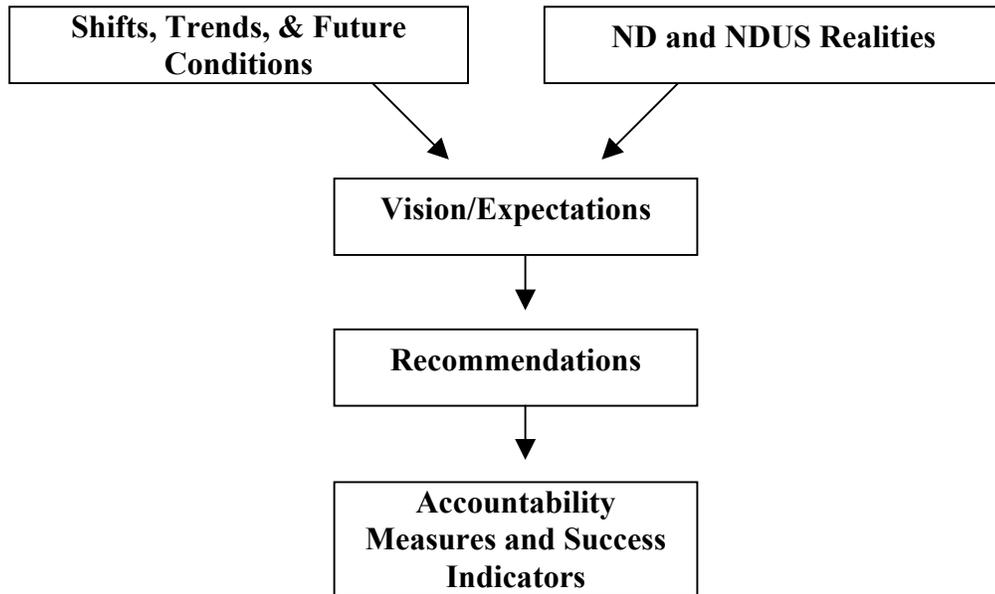
I invite each of you to write down your expectation of two objectives:

1. What you want higher education to be in North Dakota.
2. What you want this roundtable to accomplish.

From time to time, each of us will be asked to disclose our individual expectations. It may come during the roundtable discussions, at the end of each roundtable or during the task force meetings. Hopefully, by the end of the process we will have a consensus as to what our collective expectations are. Consensus is the goal.

II. PROCESS USED:

The process used in providing information and guiding the discussion by the Roundtable consisted of five components: (1) shifts, trends and future conditions, (2) North Dakota & NDUS realities, (3) identification of vision/expectations, (4) recommendation, and (5) accountability measures and success indicators.



III. FUTURE CONDITIONS AND TRENDS THAT WILL IMPACT NORTH DAKOTA AND THE NORTH DAKOTA UNIVERSITY SYSTEM – DR. CHARLES SCHWAHN

Key points made by Schwahn:

- Planning is not strategic unless it is: (1) client/learner centered, (2) based on research, and (3) future focused.
- Change is our only constant.
- Quality is now an expectation and no longer a market advantage.
- Lifelong learning is required of everyone.
- The information-age expects “mass customization”.
- Customers demand value – the price/quality equation.
- Empowered people produce.
- Education is moving from the industrial age model, which focuses on efficiency in dissemination of information, to the information age model, which focuses on making information available in ways that are customized to meet the needs of the learner.
- Quality is the total experience, not a single item of service, etc.
- Success is transitory.
- The global economy cannot be avoided...by communities, business, or by you (World Class, by Rosebeth Moss Canter).
- 51% of exports from US were created/produced by entities/organizations/companies of 19 or fewer people (The message: smaller, more nimble entities are easier to adapt/change).
- Higher education traditionally trains people to work in big places; this is not what is needed in SD, ND, etc (Jones).
- Get in early, can't wait to be perfect before getting in or someone else will beat you (Book: Cyber Rules).
- Good leaders are value-based decision-makers.
- Population of the world will double in the next 40 years but only 7% will be in developed countries.
- Need to consider competence as capital, knowledge as power.
- The anywhere, anytime workplace is here.
- Strategic alliances are creating virtual organizations.
- The paradigm paralysis factor in education.
- The trend toward individual responsibility.
- Future-Focusing should be viewed as a “core competence”.

Selected references: *The Circle of Innovation* by Tom Peters; *EQ* by Daniel Soleman; *Clicking* by Faith Popcorn; *Cyber Rules* by Thomas Siebel; *Shape of Things to Come* by Richard Oliver.

IV. NORTH DAKOTA REALITIES – DENNIS JONES

In addition to information about future trends and conditions reflecting a global perspective, the participants at the Roundtable were also presented with information more specific to North Dakota – its demography, its economy, and its system of higher education. The key points were:

1. North Dakota's population is:

- Static in size.
 - Getting older.
 - Becoming more concentrated in Fargo, Grand Forks, Bismarck and Minot.
2. Per capita income of North Dakota residents is falling farther and farther behind the average for the U.S. There is great disparity from one part of the state to another.
 3. With regard to educational attainment of the adult (over 25) population:
 - The proportion of residents with less than a high school degree is **higher** than in the surrounding states.
 - The proportion that stopped at the end of high school is **lower** than surrounding states.
 - The share with an associate degree is **higher** than surrounding states.
 - The proportion with a bachelor's degree is **higher** than all surrounding states except Minnesota and Montana.
 - The share with a Graduate/Professional degree is **lower** than the surrounding states.
 - The more highly educated citizens are concentrated in the cities.
 4. North Dakota views itself as having an economy based largely on agriculture and petroleum. The **direct** contribution of these industries is, in reality, less than all other sectors of the economy save construction. Agriculture is the only sector of the economy that became smaller between 1990 and 1997.
 5. More of North Dakota's employment is found in service industries than in the surrounding states. Similarly, a smaller proportion is employed in goods-producing industries (agriculture, manufacturing, and construction).
 6. North Dakota is ranked 45th of the 50 states on factors indicating ability to compete in the new, information-based economy.
 7. North Dakota has higher college participation rates than all the surrounding states except Minnesota and Iowa.
 8. The number of high school graduates is projected to decline by more than 1,000 (from a high of about 8,800) over the next dozen years. Thus, the number of potential new students (of the type historically served by NDUS institutions) is declining. Declines are forecast in all but a few of the state's counties.
 9. College participation rates vary significantly from county to county. Further, students strongly favor attendance at institutions closest to their home. This (actual, not theoretical) access is to whatever programs are provided in the nearby institution.
 10. Out-of-state students represent a higher proportion of first-time freshmen than any of the surrounding states. North Dakota imports many more college students than it sends to other states.

11. Residents of North Dakota enroll in colleges and universities as part-time students – at both graduate and undergraduate levels – at a rate considerably below rates in surrounding states. This suggests lack of access to such educational services.
12. Relative to the size of its high school graduating classes, North Dakota graduates:
 - Large numbers of students with baccalaureate degrees;
 - Numerous students with associate degrees;
 - Few students with advanced degrees.
13. On a per-capita basis, North Dakota universities conduct more research than all the surrounding states except Iowa. The state does particularly well in engineering fields.
14. The state's economy is such that the ability to generate tax revenues is well below the national average. The tax **effort** – taxes paid relative to tax capacity – is above the national average.
15. Even though the **proportion** of the state's tax revenue allocated to higher education is well above the national average, the overall level of total support provided on a per-student basis – tuition plus state appropriations – is well below the national average.
16. While the share of the cost being borne by students has climbed considerably in recent years, tuition relative to family income is not above the national average.

V. PLANNING ASSUMPTIONS

The Roundtable members (see Appendix A for list of members) were asked to discuss the assumptions about the state of North Dakota and the role of the NDUS within the state. The information would then serve as the basis for establishing a more detailed set of expectations for the University System. The members were specifically asked to discuss and to provide written answers to three questions:

1. What should be the assumptions about the future of the state of North Dakota? Will economic and demographic declines continue or will steps be taken that reverse these trends?
2. If steps are taken to reverse these trends, will they be found only in the four more urban areas of the state or will attempts be made to better the conditions in all parts of the state?
3. What is the role of NDUS in addressing the overall needs of the state of North Dakota?

Based on discussion and the written comments received, there was overwhelming consensus on several key points.

Conclusion 1: Steps must and will be taken to ensure the future of North Dakota is not an extension of the trends of the past. A priority agenda item for North Dakota will be an economy which is:

- Growing more rapidly;
- More diversified;
- Less geographically concentrated;
- More consciously focused on creation and growth of small business and entrepreneurship;
- Reflective of an explicit attempt to grow the population as suggested in the final report of Growing North Dakota II report.

Conclusion 2: The commitment will be to address these issues on a statewide basis; **all** of North Dakota must benefit, not just the urban areas. [Note: The implication of this conclusion is particular attention must be given to strategies for rural economic development and for the strengthening of rural communities. The importance of access to telecommunications infrastructure was identified as a key element to be considered in this context.]

Conclusion 3: The NDUS absolutely must be a proactive participant in shaping this desired future. Neither the state nor the System itself can abide the NDUS not being fully engaged in pursuit of the statewide agenda. The state needs the focused attention of the intellectual assets in its colleges and universities. And without a more robust economy, the state will be unable to provide sufficient resources to ensure the vitality of the University System.

Given these conclusions, the Roundtable members agreed the NDUS:

- a. Must be a major partner in economic development initiatives. The System will not have the lead role in most instances, **but it must be fully engaged**. It was widely noted that economic development was not the only role of the institutions, but it was just as widely noted they had to become more focused on this topic.
- b. Should enhance its internal capacity to:
 - Foster entrepreneurship to have academic programs that help those with the initiative and inclination gain the necessary skills, to demonstrate entrepreneurial behavior in its own activities, to create opportunities for budding entrepreneurs to gain experience through internships and other means, and to provide technical assistance to small businesses.
 - Produce “knowledge workers” in key areas, especially in the area of information technology.

These conclusions and agreements about the needs of the state and the essential role of the NDUS were made very explicit by the members of the Roundtable. This represents an ambitious agenda for the state and creates high expectations for its colleges and universities. Success will require skillful leadership and sustained effort. Without thoughtful attention to policy leadership for this agenda, its public articulation and the creation of mechanisms to assure continued effort, it will almost inevitably fail.

VI. GOAL:

GOAL OF ROUNDTABLE:

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.

VII. TASK FORCES:

Based on: (1) the future trends and conditions, (2) North Dakota realities, and (3) the expectations expressed by Roundtable members, six key cornerstones on which to build a university system for the future emerged for in-depth exploration. Those six key cornerstones are:

Cornerstone 1: Economic Development Connection – Direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.

Cornerstone 2: Education Excellence – High quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be life-long learners, good citizens, leaders, and knowledgeable contributing members of an increasingly global and multi-cultural society.

Cornerstone 3: Flexible and Responsive System – A University System environment which is responsive to the needs of its various clients and is flexible, empowering, competitive, entrepreneurial, and rewarding.

Cornerstone 4: Accessible System – A University System that is proactively accessible to all areas of North Dakota and seeks students and customers from outside the state. It provides students, business, industry, communities, and citizens with access to educational programs, workforce training opportunities, and technology access and transfer – and does so with the same performance characteristics as described in the “Flexible and Responsive System” Cornerstone.

Cornerstone 5: Funding and Rewards – A system of funding, resource allocation, and rewards which assures quality and is linked to the expressed high priority needs and expectations of the University System – assures achievement of the expectations envisioned.

Cornerstone 6: Sustaining the Vision – A structure and process which assures the University System for the 21st century, as described by these cornerstones, remains connected, understood, relevant, and accountable to the present and future research, education, and public service needs of the state and its citizens – sustaining the vision.

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TASK FORCE REPORTS

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ECONOMIC DEVELOPMENT CONNECTION TASK FORCE

CHAIR

Senator **Tony Grindberg**, Legislator, Fargo

Ryan Bernstein, Student Member, State Board of Higher Education, Fargo

President **Joseph Chapman**, NDSU, Fargo

Beverly Clayburgh, Member, State Board of Higher Education, Grand Forks

Jennifer Feist, Exec. Director, Valley City Barnes Co. Dev. Corp., Valley City

Bruce Furness, Mayor, City of Fargo, Fargo

Dennis Johnson, President, TMI Design Systems, Dickinson

Senator **Ed Kringstad**, Legislator, Bismarck

Representative **Andrew Maragos**, Legislator, Minot

President **Carty Monette**, Turtle Mountain Community College, Belcourt

Joe Peltier, Member, State Board of Higher Education, Arthur

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CORNERSTONE #1 – THE ECONOMIC DEVELOPMENT CONNECTION

Cornerstone #1 – Economic Development Connection: Direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.

- I. RATIONALE** – Today’s economy is dependent upon knowledgeable and skilled people. For North Dakota and its citizens to prosper, the University System must support the economic development of individuals, businesses, industries, and the state as a whole. The University System will need to promote mutually beneficial alliances and partnerships with viable economic units within the state.
- II. VISION/EXPECTATIONS** – There will be an expanded client/customer base and a significant increase in partnering, collaboration, and joint ventures involving business, industry, economic development organizations, state and local agencies, and the various departments and colleges within the University System. The specific purpose of the expanded client base and the collaborating arrangements is to more effectively leverage the capacity of the University System in impacting the economy and meeting the information, training, and technology development and transfer needs of businesses, industries and communities. The relationships will also provide university faculty with increased connectedness, professional growth opportunities, and an increased understanding of the private sector and development organizations in the respective industries, communities, regions and the state.

III. MAJOR THEMES

Steps must be taken to ensure that the future of North Dakota is not an extension of the economic and demographic trends of the past. There needs to be a stronger emphasis on:

- Helping to ensure that existing businesses have access to the skilled workforces that they need to be successful in North Dakota.
- Starting and developing new businesses in knowledge-based, technology-driven industries that will comprise the new economy of the 21st Century.
- Attracting new businesses and industries to the state.

The major themes arising from discussions at the January 24 meeting of the Task Force are as follows:

A. Respond to the Current Workforce Needs of Employers:

1. There is a major gap between the current and projected workforce needs of employers and the availability of workers with the skills needed to fill these positions. This lack of a workforce will have a significant negative impact on the potential growth – and perhaps even the continued viability – of companies currently operating in North Dakota.
2. These problems are being faced by employers throughout the state.
3. The shortages/failures in preparation have several dimensions:
 - Insufficient numbers of graduates in technology fields, particularly those fields such

as computer science and information technology.

- Use of technology as a basic skill that must be learned as part of a college education, regardless of the major.
 - The continuing education of employees to keep them abreast of technological advances. Employers will need increased, ready access to tailored forms of workforce training in order to remain competitive.
4. The Native American population of North Dakota, especially those living on reservations, represents a unique opportunity as a source of new workers. Their demographic trends are opposite of those for the state as a whole – the numbers of young people are growing. Further, many of these individuals are underemployed or unemployed. Strategies designed to provide these individuals with skills training and employment opportunities can be an advantage to all parties - individuals, the tribes, employers, and the state.

B. Encourage Entrepreneurship:

Growth and diversification of the North Dakota economy will depend to a substantial degree on the success of new ventures which are started and grown in North Dakota.

This will require:

1. Educational programs on college campuses that will provide individuals who are so inclined with the knowledge, skills, and experiences necessary for them to become successful entrepreneurs.
2. Assistance and advice – both technical and business operations – be available to entrepreneurs when they need it at a price they can afford.
3. Creating occasions for the entrepreneurial ideas and the financing (venture capital) to come together.

C. Use the Colleges and Universities as a Direct Source of Economic Development:

The state's institutions of higher education represent its greatest concentration of intellectual capital. As a result, conditions should be established in which faculty and staff of the institutions are encouraged to create spin-off companies and otherwise engage in entrepreneurial activity. For this to occur, many things will have to change:

1. The four-part economy as specified in the Vision-2000 report will have to be broadened to encompass the emerging technologies. In particular, it will be necessary to ensure that institutions have strengths in information technology and other leading technologies that will provide the basic asset structure from which spin-offs can be generated.
2. A correlate of this point is institutions must have the capacity to attract and retain first-rate faculty, graduate students, and research scientists who have the potential to become these sought-after entrepreneurs.
3. If entrepreneurial behavior is to be encouraged in faculty and staff, then the institutions themselves will have to behave in a much more entrepreneurial manner.

This means the relationship between the North Dakota University System and the state must change in fundamental ways. If institutions are to behave entrepreneurially, they will have to respond to market demands and opportunities and not be overly confined by the regulatory environment within which they function.

Specific points made during the discussions include:

- There is a need for flexibility with accountability. The Chancellor and the Presidents need to know what is expected of them – what ends are to be achieved (what they are to be held accountable for) – and then be freed to use available resources in the best way possible to achieve these ends.
 - Campuses need the capacity to raise funds from a broad array of sources and to use those funds in ways to serve both the institution and the funders (so long as these ways are within the legal framework and institutional mission).
 - North Dakota’s definition of accountability is a 1980s definition directed almost entirely at financial accountability. The accounting measures are for means rather than ends. Entrepreneurship will only occur if this is reversed. There is a need to move from micro-management to vision-based, site-based management (SBM) with strong accountability for ends rather than means. There is a need to move from an old-fashioned belief system where people are watched very closely on what they do to one that is focused on outcomes and expectations.
 - Entrepreneurship requires risk-taking and, in this environment, some initiatives will undoubtedly fail. In North Dakota, there is a low tolerance for failure. Instead, there is an orientation to strong oversight and a “gotcha!” mentality that accompanies failure. As a result, considerable effort is directed at not making a mistake.
 - North Dakota is currently operating with a top-down, micro-managed model. If institutions are to change their behaviors, that model must be replaced by a leadership and accountability system consistent with modern concepts of leadership and management; i.e., based upon vision, mission, values, and incentives rather than regulations and control.
 - An important implication is good leadership is required at each level. Good leaders must be empowered, and they must be given some “cover” – the price paid when presidents take appropriate risks and fail must be reduced. They should be judged on overall performance, not success or failure of individual initiatives.
4. The research foundation on which entrepreneurial activity will necessarily be based must be expanded, especially in some of the newer areas of information and biotechnologies. To this end, the state should maximize the opportunities of the EPSCoR (Experimental Program to Stimulate Competitive Research) funding available through Congress to assist in developing the research and technology infrastructure of the research universities in North Dakota, especially those research investments directly connected to the primary sector businesses* in the state. The

* *The North Dakota Century Code defines primary sector business as “an individual, corporation, limited liability company, partnership, or association which through the employment of knowledge or labor adds value to a product that results in the creation of new wealth. This term includes tourism, but does not include production agriculture.” Additional definitions in the Century Code provide for the majority of sales to come from out-of-state markets.**

EPSCoR dollars are expected to increase dramatically. The EPSCoR funds have a history of yielding strong returns but require matching dollars from the state.

D. Economic Development Should Be Fostered in all Areas of the State:

Consistent with the initial direction coming from the full Roundtable, the Task Force reaffirmed the statewide need for economic development and for assistance in achieving it. In this regard, several points were made:

1. Access to the University System, particularly geographic access, is an issue. The state needs a technology infrastructure which gives access statewide. Without the utility of information technology pipelines, rural areas are relegated to the outback. The information pipeline (technical infrastructure) is a base requirement in the new economy. Technology infrastructure should be considered a “public utility.”
2. For the reasons specified previously, this infrastructure should be extended to the Native American communities on the reservations.
3. There is a lack of incentives for campuses to host programs delivered from another educational institution. There is “a rule” in higher education in North Dakota campuses are not to duplicate programs. It is a rule which needs to change. When delivering programs to other areas, both the sending and receiving sites need to benefit; i.e., the location where it is being served and the provider from outside the area. In these situations, the mission of campuses needs to change from being an “education provider” to a “service provider.”
4. Access to postsecondary education is a high priority “quality of life” factor considered for site location by business and industry. It isn’t just access to education programs but access to the culture, sports, etc., provided by the higher education institutions. Higher education is a magnet for the educational opportunities and also for the culture and athletics it provides to the community and region.

IV. EXPECTATIONS/RECOMMENDATIONS

1. Actively pursue strategic alliances and partnerships with primary sector businesses and industries which have the strongest potential for expanding the economy of the region and the state. The alliances should consider the full range of mutual benefits including, facilities and equipment, joint research, business incubation, training, joint staffing, internships, cooperative learning, profit sharing, and environmental scanning for emerging opportunities. An environment, within the University System and throughout the state leadership, must be created which supports these alliances and partnering arrangements. *(Responsibility: campuses, executive branch, private sector)*
2. Strengthen planning and working relationships with local and state development organizations aimed at strengthening the local and state economy and fostering the quality of life factors of the region. Key strategies should include: joint development of strategic plans, shared staffing, joint research, training, and direct involvement and support for the creation, expansion and attraction of business and industry to the region and state. *(Responsibility: campuses, local development organizations, ED&F)*
3. Develop program offerings and delivery capabilities to close the gap between the strong and growing demand for graduates with technical education knowledge and skills in relation to the limited number of such graduates available within the state and nation. Particular emphasis needs to be placed on ensuring academic programs provide students with competencies required by target industries identified for development within, or attraction to, the state. Special emphasis is also needed on the provision of technical education and associate degree program opportunities throughout the state. *(Responsibility: campuses, SBHE, SBVTE)*
4. Offer educational programs on the topic of entrepreneurship at every institution within the University System. The benefits are two-fold: first, exposure to entrepreneurial concepts and mentors broadens the thinking and opportunities for students as they prepare themselves for a world of changing occupations and careers; and second, it provides a key strategy for North Dakota to “grow their own” new companies particularly “high tech” companies. These benefits address the major challenges presently facing North Dakota: creating new economic activity and population retention. *(Responsibility: SBHE, campuses, private sector)*
5. The institutions should draw upon the knowledge and insights of the partnering entities to ensure state-of-the-art technology is being employed for teaching and research and is consistent with the technology being used in the private sector. *(Responsibility: campuses, private sector)*
6. Partner with the tribal colleges in delivering training to the reservations to allow these individuals to take advantage of the employment opportunities in the state. *(Responsibility: campuses assigned primary responsibility for workforce training)*

7. Develop opportunities which will allow the Native American community to take advantage of the underemployed and unemployed workforce on the reservations in relation to the growing workforce shortage in North Dakota. Addressing the employment opportunities for the Native American population should be a high priority agenda item for the North Dakota Workforce Development Council. *(Responsibility: North Dakota Workforce Development Council, Tribal Councils)*
8. View the development and operation of the technology infrastructure as a public utility. The technology infrastructure must be recognized as a base requirement for businesses and citizens participating in, and benefiting from, the new knowledge-based, technology-driven economy of the present. It is also essential in addressing one of the three fundamental planning assumptions of the Roundtable – to serve all of North Dakota. *(Responsibility: executive branch, legislature, private sector)*
9. Provide continued support for the workforce training delivery system which was enacted by the 1999 legislature. The system should be used as a key strategy in helping existing and potential businesses remain competitive, helping companies within the state transition to the knowledge-based technology-driven economy, and assisting economic development organizations in attracting new primary sector companies to the state. *(Responsibility: executive branch, legislature, SBHE, SBVTE, ED&F, Job Service, campuses, local development organizations, private sector)*
10. Establish incentives and rewards for, and a culture supportive of, entrepreneurial behavior on the part of individuals at each level of the University System. Entrepreneurship should be viewed as a key strategy in creating new business ventures, employment and economic activity in the state. Campuses are encouraged to serve as a source of spin-off companies. *(Responsibility: SBHE, campuses)*
11. Empower the presidents by: modifying budget, appropriation process and audit functions so they are consistent with the direction and expectations expressed through the Roundtable discussion (i.e., flexible, responsive, entrepreneurial and accountable); holding campuses accountable for ends rather than means; reducing unnecessary and excessive reporting; removing the strong oversight and “gotcha” orientation that discourages entrepreneurship and risk-taking; providing a lump sum appropriation with flexibility accompanied by clear expectations. A primary objective of empowering is to provide presidents with the flexibility necessary to be competitive in attracting and retaining top-notch faculty, graduate students, and research scientists and, in turn, meeting the needs and expectations of a University System for the 21st Century. *(Responsibility: legislature, executive branch, SBHE)*
12. Come to resolution on accountability measures. The SBHE, legislature and executive branch must agree on the meaning of accountability and its dimensions. Without clear, agreed-upon expectations, the conversation about how the University System campuses connect and contribute to education excellence, providing access throughout the state, and helping build a stronger more vibrant economy, will continue to be an ongoing debate and a missed opportunity. *(Responsibility: legislature, executive branch, SBHE)*

13. Recognize technology – the creation, development, and application of “high technology” as a key component of the new economy and add it to the “four-part economy” proposed in the Vision-2000 report. The private and public partners that came together to craft the Vision-2000 vision and recommendations need to again join forces and focus on developing, expanding, and attracting technology companies to the state. *(Responsibility: Greater North Dakota Association, Information Technology Department, North Dakota Information Technology Council)*

14. Identify research and development opportunities which have strong potential for positive economic impacts on the region, the state and the institution. Specific areas of opportunity include: new product development, technology transfer, new business start-ups, business partnerships, connecting entrepreneurial ideas with venture capitalists, and spin-off companies co-owned or operated by college and university faculty. The state should maximize the opportunities of funding models such as EPSCoR whereby funds are made available through Congress to assist in developing the research and technology infrastructure of the research universities in North Dakota, especially those directly connected to expanding the number and size of primary sector businesses in the state. An entrepreneurial environment, coupled with talented faculty, researchers, and leading-edge technology, are all essential for such investments and developments to become a reality. *(Responsibility: ED&F, Job Service, local development organizations, campuses, SBVTE, SBHE, legislature)*

15. Encourage campuses to maximize the potential, to the institution, students, North Dakota, Nation, and World, of the “global” market place. Opportunities include both the attraction and the outreach of experts, talented undergraduate and graduate students, development of products and programs with national and international market potential, and joint research and educational ventures with leading-edge companies and organizations. *(Responsibility: campuses)*

ACCOUNTABILITY MEASURES AND RELATED DATA

A. Accountability Measures:

1. Level and trends in percentage of NDUS graduates obtaining employment appropriate to their education.
 - In-state.
 - Out-of-state.

2. Level and trends in partnerships and joint ventures between the University System institutions and:
 - Business and industry.
 - Tribal colleges.
 - Private sector training providers.
 - Other University System institutions.

- * 3. Trends in the number and percent of businesses and employees in the region receiving training.

4. Levels of satisfaction with training events as reflected in information systematically gathered from employers and employees receiving training.
(Duplicate: see also Cornerstone #4, accountability measure #5)
5. Level and trends in the revenue generated from training fees.
- * 6. Level and trends in total funding received for research, from federal, state, local, and private sources and portion accessed for primary sector economic development.
(Also for Cornerstone #5)
7. Level and trends in enrollment in entrepreneurship courses and the number of graduates of any future entrepreneurship programs.

B. Related Data:

1. Documentation of connection between the identified economic development goals and priorities of the region/state in relation to the education, training, research, or services provided by University System institution(s) with related missions and/or responsibilities.
- * 2. Level and trends in number of individuals who graduated from NDUS institutions and the proportion who remained in North Dakota after graduation.
 - North Dakota residents.
 - Residents of other states.
- * 3. Level and trends in average salaries of graduates one year after graduation employed in North Dakota and comparisons to state average.
4. Level and trends in percentage of NDUS graduates obtaining employment in North Dakota.
5. Level and trends in employee shortages in specified occupational areas – baccalaureate and associate.
6. Level and trends in the number and percent of faculty and students having formally recognized internships, coops, or capstone course experiences with businesses.
7. Number and percent of businesses requesting repeat or additional training within the following two years.
8. Level and trends in the number of referrals for training to private sector training providers, or to other public, private or tribal institutions, and results of those referrals.
9. Levels of satisfaction with research activities as revealed by surveys of funders, with emphasis on corporate funders.

10. Level and trends in the number of patents granted to University System institutions.
11. Level and trends in the number of University System patents licensed for utilization by North Dakota firms.
12. Number, trends, and types of firms and the number of employees of firms that started as spin-offs of universities within the past 10 years.
13. Number, trends, and types of new business startups or incubated partially or entirely attributable to the University System institutions.
14. Portion growth in firm size or volume resulting from new products partially or totally attributable to assistance or services provided by the University System.

C. Environmental Variables:

1. Trends in Gross State Product (GSP).
2. Proportion of GSP contributed by major economic sectors, including new economic sectors.
3. The economy of the state in total and by major economic sector.
4. State population trends.

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EDUCATION EXCELLENCE TASK FORCE

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CORNERSTONE #2 – EDUCATION EXCELLENCE

Cornerstone #2 – Education Excellence: High quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be life-long learners, good citizens, leaders, and knowledgeable contributing members of an increasingly global, multicultural society.

- I. RATIONALE** – Today’s customers expect high quality products and services. Individuals and organizations cannot compete unless they continually improve the quality of their work. Educational organizations in general are being challenged to be accountable for quality learning experiences and learner outcomes. There is a direct tie between the quality of education and training and the ability of individuals and organizations to create quality products and services. In response to these expectations, the University System will need to foster a culture of quality throughout the System and develop the necessary systems of accountability.
- II. VISION/EXPECTATION** – Graduates will possess the foundational skills to be readily employable, technically skilled, personally successful, and life-long learners. Students, employers and professional/organizations/communities will have increased input into the curriculum content and greater choices regarding multiple delivery options. Instructional and administrative services will be based on an Information Age Technologies and Strategies and geared to the expectations of a high quality customer-oriented organization. The availability and application of technology will be consistent with industry use and standards making graduates especially prepared for, and attractive to employers. Information regarding employment and career opportunities within North Dakota, as well as nationally and internationally, will be readily available to learners throughout their secondary and postsecondary education leading to well-informed career choices. The academic environment, including the University System, each institution and its operating units and, individual faculty members will be entrepreneurial and there will be an increased focus on entrepreneurship as part of the curriculum choices available to students. There will be expanded opportunities for students and educators to obtain “practice experience” in business and industry. This focus on employable and technically skilled graduates will augment the need for well-rounded individuals who have the knowledge, general skills, and personal characteristics typically associated with a liberal arts education.

III. MAJOR THEMES

1. There needs to be clear ties between learner outcomes, workplace needs, and the values and attitudes required for living a full and rewarding life; and that there be a clear and systematic transition from the college/university to the workplace.
2. Faculty members must be respected practitioners and students of the future who relate their curriculum, teaching, and learner outcomes to the future conditions students/learners

will encounter in life and in the workplace. This approach requires continuous communication with state, national, and international business and professional/organizations/communities, involving a continuous improvement strategy and an accountability system focused on outcomes.

3. Research efforts, whenever possible – and as a priority, should be focused on the economic and social needs of North Dakota. There also needs to be strong partnerships created between the research function of the University System and the businesses, industries and professions of the state.
4. All faculty and all colleges/universities should apply their knowledge and expertise in helping meet the real world economic and social needs of North Dakota and its people.
5. The University System and its institutions should be a laboratory for change and development that helps North Dakota assume a leadership and contributing role in our global society.
6. A quality University System is dependent upon a high quality K-12 education system and a strong and viable state economy.

IV. EXPECTATIONS/RECOMMENDATIONS

A. Students and Learning:

1. Colleges and universities be assertive in attracting, recruiting, registering, and retaining quality students. (*Responsibility: campuses*)
2. There be a clear tie between learner outcomes, workplace needs, and the values and attitudes required for living a full and rewarding life; and a clear and systematic transition from the college/university to the workplace. (*Responsibility: campuses, private sector*)
3. Students experience the workplace as part of their quality education through cooperative learning experiences, internships, mentorships, meaningful hands on capstone experiences, etc. These workplace ties, largely with North Dakota employers, are expected to have a direct impact on many students who currently feel they must leave North Dakota to pursue a challenging professional career. (*Responsibility: campuses, private sector*)
4. Colleges and universities clearly identify rigorous course and program learner outcomes; instructors teach to those outcomes; and, students be required to demonstrate those learning outcomes. (*Responsibility: campuses*)
5. Students/learners exit courses and degree programs with the skills and attitudes to be life-long learners prepared to change jobs and careers in a rapidly changing environment and workplace. (*Responsibility: campuses*)

6. Colleges and universities partner with K-12 education in the development and implementation of high education standards for K-20 education in North Dakota. *(Responsibility: education joint board)*

B. Faculty and Teaching:

1. The University System make teaching in the NDUS attractive so system campuses are able to attract, employ, and retain a faculty of highest quality. To accomplish this goal, salaries, rewards, and working conditions must be competitive within the profession and in the region. *(Responsibility: SBHE, university system, campuses, legislature)*
2. The faculty regularly and meaningfully involve employers in determining learner outcomes so quality standards as defined by business, industry, and the professions, become part of the college/university definition of quality. *(Responsibility: campuses. private sector)*
3. The skills, attitudes, and strategies of the entrepreneur be regularly infused into courses and programs. *(Responsibility: campuses)*
4. There be indicators of quality/excellence for all learning experiences, quality indicators be about application as well as knowledge, and indicators of quality be measured and reported to learners, and to the University System. *(Responsibility: campuses)*
5. Faculty members, and the college/university in general, move from an accountability system focused on process and input to an accountability system focused on ends, products, and/or outcomes. *(Responsibility: SBHE, university system, campuses)*
6. Faculty members continue to update their knowledge, skills, and teaching strategies, and remain being held in high regard by their students, their colleagues, and their profession. *(Responsibility: campuses)*
7. The colleges/universities and their faculties be provided with state-of-the-art equipment and technology so students are able to make a smooth transition from the university experience to the workplace. *(Responsibility: SBHE, university system, campuses)*
8. All colleges and universities create a culture of continuous improvement, and they, along with business, industry and the professions, create the measures and feedback loops required to implement continuous improvement strategies. *(Responsibility: campuses)*
9. Continuous improvement strategies not be limited to the instructional programs of colleges and universities, but they include all aspects of university operations. *(Responsibility: university system)*

10. Courses and degree programs focus on the economic, social and educational needs of North Dakota as well as on the individual needs of students/learners, and there be continuous communication with the North Dakota business community regarding the present and emerging needs of North Dakota industries and professions. *(Responsibility: SBHE, university system, campuses)*
11. The NDUS efficiently utilize information technology to provide easy access for rural populations, for non-traditional students, for out-of-state learners, and for Information Age lifelong learners. *(Responsibility: university system)*
12. The University System and its campuses continuously maximize the opportunities of technology to improve instruction. *(Responsibility: university system, campuses)*

C. Research Function:

1. The University System and its faculties accept the charge to be a critical force in the economic well being of North Dakota. *(Responsibility: university system, campuses)*
2. Universities continually explore the potential to create business opportunities for researchers and North Dakota entrepreneurs. *(Responsibility: campuses)*
3. Universities in particular explore research focused on the economic, social and educational needs of North Dakota, and there be strong partnerships created between the research function of the University System and the businesses, industries, and professions of the state. *(Responsibility: campuses)*
4. The faculty be strongly encouraged, supported, and rewarded in their pursuit of research grants. Research grants provide an opportunity for significant income while providing the faculty and staff opportunities to provide leadership to their profession and bring prestige to the college/university, the NDUS, the North Dakota business community, and the state. *(Responsibility: campuses)*
5. Students gain practical research skills applied to real-world problems while learning of the research activities of their teachers; and, graduates of the System have the capacity to conduct practical research for future employers/organizations. *(Responsibility: campuses)*
6. College and university faculty serve as lifelong learning role models by continuously engaging in the search for new knowledge through study, experience, and research. *(Responsibility: campuses)*

D. Service Obligation of Colleges:

1. All faculty and all colleges/universities be alert to opportunities to apply their knowledge and expertise to meeting the real-world economic and social needs of North Dakota and its people. “Service” be defined as proactively utilizing the knowledge of one’s discipline to solve state/community problems. *(Responsibility: campuses)*

2. Colleges and universities continue to provide high quality cultural activities to the community. *(Responsibility: campuses)*
3. The NDUS be attractive, available, and easily accessible to the nontraditional student, and learner outcomes for courses and programs be based, in large part, on the practical employment needs of the student. *(Responsibility: SBHE, university system, campuses)*
4. The University System, and each of its campuses, take responsibility to keep each academic program current, and to discontinue those programs no longer meeting a justifiable need. *(Responsibility: university system, campuses)*
5. The citizens of North Dakota be able to view tangible forms of faculty and college or university services provided to schools and communities and to the State of North Dakota. *(Responsibility: university system, campuses)*
6. Colleges and universities serve the state by expanding their workforce training services to business and industry. *(Responsibility: campuses)*

V. ACCOUNTABILITY MEASURES AND RELATED DATA

A. Accountability Measures:

1. Level and trends in proportion of students achieving goal – institution meeting the defined needs/goals as expressed by students.
2. Level and trends in alumni reported satisfaction with preparation in:
 - Major.
 - The acquisition of specific basic and higher order skills.
 - Level, currency, and relevance of computer technology knowledge and abilities in relation to expectations in the market place.
- * 3. Level and trends in employer reported satisfaction with preparation of recently hired college graduates.
4. Level and trends in performance of students on nationally recognized exams in their major fields in comparison with national averages.
5. Level and trends in licensure pass rates in comparison to other states.
6. Maintenance of accreditation of programs and institutions by national and regional accrediting bodies and, acquisition of additional accreditation where appropriate.
7. Level and trends in peer review process results for:
 - Grants.
 - Publications.

B. Related Data:

1. Level and trends in proportion of students who continue their education at “higher” levels once they leave their initial institution.
2. Level and trends in graduation rates for four-year institutions compared with those of similar institutions elsewhere in the country.
3. Completion and discontinuation rates, including reasons students discontinued enrollment in an institution; i.e., graduated, transferred, change of major, financial, change in employment, satisfied educational goal, etc.
4. Level and trends in average salaries of graduates one year after graduation employed in North Dakota and comparisons to state averages (also for Cornerstone #1).
5. Level and trends in performance on a variety of “good practice” measures – proportion of undergraduate students who:
 - Had a capstone course/experience.
 - Participated in internships/coops.
 - Are experienced in current and relevant technology.
 - Were involved in faculty research.
 - Were involved in student organizations/activities.
 - Service and scholarship.
6. Program quality review based at least in part on advisory group(s) evaluations.
7. Increased competitiveness in retaining and attracting quality faculty and staff.
- * 8. Average number of hours of technology training for University System faculty.
9. Portion of faculty with recognized scholarly activity, leadership, awards, and recognition in teaching, research, or service in their areas of specialization at the local, state, national and international levels.
10. Portion of faculty serving on local, state, national or international committees or boards.
11. Portion of trends of faculty members with advanced and terminal degrees.
12. Level and trends in research/grant applications and applications funded.

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FLEXIBLE AND RESPONSIVE SYSTEM TASK FORCE

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CORNERSTONE #3 – FLEXIBLE AND RESPONSIVE SYSTEM

Cornerstone #3 – Flexible and Responsive System: A University System environment responsive to the prioritized needs of its clients and serves as a model of a flexible, empowering, competitive, entrepreneurial, and rewarding organization for a new economy in a rural state.

I. RATIONALE – The Information-Age, with its proliferation of technology, has created the expectations of customized services and products. Individuals and organizations have unique needs, and they expect that those needs will be met by the people and the organizations with whom they choose to do business. Learning has become an “anyone can learn anything, from anywhere, at anytime” business. The University System will need to operate in an environment where policies, processes, and structures will allow individuals, groups, and institutions to be flexible and responsive in meeting the legitimate needs of their clients.

II. VISION/EXPECTATIONS – There will be extensive and strong relationships between the University System and employers regarding educational programs offered, curriculum designed, and training provided. The result will be a University System more closely attuned to the education, research, service, and training needs of individuals and of business and industry. There will be an environment in which opportunities are created and seized, and where the administration and faculty are empowered and rewarded for being entrepreneurial and for taking calculated risks. There will be a close alignment and consensus on the part of state policy makers regarding the expectations of the University System and the resources, policies, and incentives which drive the decisions and actions of the individual institutions and the System as a whole. The expanded flexibility will be accompanied by appropriate measures and systems of accountability.

III. MAJOR THEMES

1. Although trust is a rather subjective, difficult to define concept, it is imperative there be a conscious effort to build the trust level between the executive branch, legislature, the business community, the State Board of Higher Education, and the colleges and universities which make up the system, and between the colleges and universities themselves. Trust is a precondition for strategic alliances and for a move from competition between campuses, to a balance between competition and cooperation in a university system focused on the needs of North Dakota and its people.
2. Colleges, universities, and the NDUS in general, must create a culture, policies, and practices which encourage, support, and reward risk-taking, innovation, and change.

3. The Legislature and the University System must create budgetary incentives and budget procedures which encourage and reward the creation of a flexible, responsive, customer-driven system.
4. Colleges, universities, and the NDUS in general, must consistently employ a customer/client focus; study and react to the present, emerging, and future needs of learners, businesses, industries, and professions; and tailor learning experiences to the legitimate needs/expectations of the learner.
5. Colleges and universities must establish strategic alliances with businesses, industries, and professions to allow for the cooperative planning of learner outcomes, delivery systems, and mutually beneficial financial agreements. Strategic alliances will become particularly meaningful when partner organizations have a vested interest in student outcomes.

IV. Expectations/RECOMMENDATIONS

A. Culture, Policies, and Practices of the University System:

1. The State Board of Higher Education, the executive branch, the legislature, the business community, and the colleges and universities make conscious efforts to build trusting relationships. *(Responsibility: SBHE, executive branch, legislature, private sector)*
2. Colleges, universities, and the NDUS in general, create a culture, policies, and practices which encourage, support, and reward entrepreneurial thinking and the entrepreneurial activities of its leaders and staff. *(Responsibility: university system, campuses)*
3. Campus leaders be given more control over, and responsibility for, their budgets; the legislature and the Board of Higher Education concern themselves with ends accountability, rather than means accountability, and, more specifically, budgeting practices move from line item allocations to lump sum allocations. *(Responsibility: SBHE, legislature)*
4. The colleges and universities of the NDUS move from a seat time-based credentialing system (a credit hour = one hour class/week for 15 weeks) to a results-based or outcomes-based system of accountability and credentialing (measures of what students know and are able to do). *(Responsibility: SBHE, university system, campuses)*
5. The University System must, consciously and systematically, provide the training necessary to improve the staff's ability to deliver up-to-date learning in a flexible and responsive manner. This will require a long-term investment in the development of faculty. *(Responsibility: university system, campuses)*
6. The formula for budget allocation be changed from rewarding a date-specific enrollment number only, to a system that encourages and rewards meeting the

needs of the nontraditional student, businesses, and industries. More specifically, dollars generated at a campus should remain at that campus and should not detract from the general budget of the institution. (*Responsibility: legislature, SBHE*).

7. The NDUS, in all its desire to meet the economic and social needs of the state, not lose its focus on the traditional college student. (*Responsibility: university system*)
8. The NDUS ensure any movement toward Flexibility and Responsiveness is implemented with an equally strong commitment to quality. (*Responsibility: SBHE, university system*)

B. Customer/Client/Learner Focus:

1. The NDUS employ the Information Technology required to meet the Information-Age expectations of its customers/clients/learners to be able through the use of technology to “learn anything, from anywhere, in any way, at anytime.” State boundaries begin to lose meaning in this new approach. (*Responsibility: university system*)
2. The NDUS create a “seamless” organization from the perspective of the student. The customer/client/student should be able to access learning experiences from anywhere in the University System and not find bureaucratic hurdles when accumulating the experiences necessary for certification or graduation. (*Responsibility: university system, campuses*)
3. The Flexible and Responsive System designed for the nontraditional student and for business and industry also is applied to the regular student. On campus programs should also be customer/learner focused, flexible, and responsive. (*Responsibility: university system, campuses*)

C. NDUS Relationship to the Business Community:

1. The colleges and universities of the NDUS systematically identify their customers, study and identify customer/learner needs, and identify the alternative delivery systems available to meet those needs; and, there be a central electronic data base listing all NDUS learning opportunities and alternative delivery systems available to the public and the business communities. (*Responsibility: university system, campuses*)
2. All employees of the NDUS become “students of the future” so they are able to continually update their knowledge, skills, and strategies to meet the present, emerging, and future needs of their customers/clients. There needs to be open two-way communication between colleges and universities and the businesses, industries, and professions of North Dakota, and the University System should encourage and support joint appointments between the

University System and business and industry. (*Responsibility: university system, campuses*)

V. ACCOUNTABILITY MEASURES AND RELATED DATA

A. Accountability Measures:

1. Total number and trends, in full-time, part-time, degree-seeking, and non-degree-seeking students being served.
- * 2. Number and trends regarding individuals, organizations, and agencies served through non-credit activities.
3. Levels of satisfaction with responsiveness as reflected through responses to evaluations and surveys of clients:
 - Graduates and program completers.
 - Employers.
 - Business/program advisory councils.
 - Companies and employees receiving training.
 - Workforce Training Boards.
 - Campus presidents advisory councils.
 - Public school superintendents.
 - Economic development professionals.
 - Other client groups served.
4. Levels of satisfaction and reasons for non-completion as reflected in a non-completers survey.
5. Proportion of NDUS decision makers (deans and higher levels) indicating whether “they can operate more flexibly now than in the past.”

B. Related Data:

1. Existence and use of a process(es) to identify and document market needs (regarding flexibility and responsiveness to education, research, training or services) and action taken in response to the market needs.
2. Programs added/eliminated in response to market needs and interests and turnaround time to develop new programs.
3. Proportion of students who feel they are appropriately informed regarding current career outlook, placement statistics, and other career guidance information and services which allow students to make well-informed career choices.
4. The number of graduates who are self-employed one year and ten years after graduation.

C. Environmental Variables:

1. Availability of modern technology infrastructure (broad-band, high speed) throughout the state and on the campuses.
2. Number and portion of students with one or more part-time or full-time jobs while seeking a degree.
3. Progression/efficiency – Timely completion toward academic goal including the efficiency of course offerings by institutions and class-taking patterns by students.
4. Number and portion of students who change majors while seeking a degree.

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ACCESSIBLE SYSTEM TASK FORCE

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CORNERSTONE #4 – ACCESSIBLE SYSTEM

Cornerstone #4 – Accessible System: A University System which is proactively accessible to all areas of North Dakota and seeks students and customers from outside the state. It provides students, business, industry, communities, and citizens with access to educational programs, workforce training opportunities, and technology access and transfer – and does so with the same performance characteristics as described in the “Flexible and Responsive” cornerstone.

I. RATIONALE – Continuous, lifelong learning is a requirement of any successful person in today’s world. Education, the University System in particular, must now be accessible to an expanded definition of “student,” “learner,” and “client.” The demographics of North Dakota make accessibility to the University System both a necessity and a challenge. The University System, through the use of technology and with the creation of a strong customer/client service orientation, needs to create policies and practices which will make programs and services more widely available to individuals and organizations throughout the state.

II. VISION/EXPECTATION – All areas of the state will have reasonable access to the education, research and services available through the University System and, thereby, have increased opportunities to remain competitive and economically viable. Specifically, citizens will have access to programs and services within reasonable driving distance through either campuses or locations at which distance education courses can be received. The capability will exist to provide affordable education and training to both urban and rural areas of the state. The University System campuses will serve as brokers of educational programs and services in collaborative relationships with other University System campuses as well as tribal and private colleges, area vocational centers and private businesses that focus first, and foremost, on meeting North Dakota’s employers and citizens needs. There will be learner centers designated or established to increase access and expand opportunities to communities, companies, and citizens throughout North Dakota. The number of resident and non-resident, part-time and place-bound learners who will be able to take advantage of the increased access to education and training opportunities will expand significantly. The University System will more effectively serve as a partner for economic growth by providing education, research and training capabilities.

III. MAJOR THEMES:

1. Accessibility is defined to mean access within reasonable driving distance (45 minutes) to a facility (a campus or learning center) in which the student can obtain programmatic access to the necessary technology (IVN or computers/Internet), information resources, and student services such as academic advising and learning assistance/tutoring.
2. Funding provided by the state and from the students must be properly balanced so student costs for postsecondary education remain affordable to all North Dakota citizens.
3. The NDUS is responsible for identifying and delivering lifelong education and research services throughout the State of North Dakota and beyond, in collaboration with both

public and private sector partners (e.g. tribal colleges, private colleges, business etc.), which first, and foremost, meet North Dakota's employers and citizens needs.

4. Academic course content can be delivered in numerous ways from a variety of providers. Campuses must develop creative solutions which are cost effective and are consistent with the quality principles defined by the Educational Excellence task force.
5. Affordable statewide broadband high speed Internet access throughout North Dakota is critical to the success of improving access to the educational and research services of the NDUS.
6. The NDUS must support an expanded client base which includes students, business, industry, communities and all citizens of the State.
7. The NDUS must compete in a global marketplace; as a result, pricing, operational and fiscal practices must be revised to be consistent with this new expanded market orientation.
8. The NDUS must permit programmatic duplication where it is necessary to serve a different target group and necessary to sustain an economically viable program; however, collaborative delivery should be encouraged where the quality of the program can be maintained and the total cost of delivery can be reduced.
9. The NDUS should be viewed as one of the primary vehicles for growing the State's population and as a major contributor in the creation of new wealth in the State. Some of the ways in which the NDUS can proactively contribute to the creation of economic and social wealth are:
 - Improve educational attainment levels of the citizens, thereby enhancing the employability and personal wealth of individuals;
 - Retain North Dakota students and recruit out-of-state students;
 - Serve the training needs of business and industry;
 - Conduct research and transfer research findings to those who can commercialize the results,
 - Assist North Dakota entrepreneurs in creating new businesses in the State;
 - Assist in attracting businesses to the State;
 - Spin off (directly) start-up companies that can commercialize new ideas; and,
 - Enhance the overall quality of life in the State.

IV. EXPECTATIONS/RECOMMENDATIONS:

1. The SBHE should designate or establish, where necessary, learner centers throughout the State to provide educational access to under-served areas. The SBHE should first fully utilize the existing NDUS resources and partner with other statewide educational entities in creating the centers. These centers would act as a conduit for: identifying the educational needs in the region; delivering or brokering the delivery of academic programs from multiple providers; providing on-site student services not offered through technology; and, following up on user satisfaction. (*Responsibility: SBHE*)

2. Campuses must develop alternative delivery opportunities responsive to the needs of all students – in time, place and format. *(Responsibility: campuses)*
3. The NDUS must proactively develop and offer programs responsive to the needs of the state and are consistent with the market trends of the future. Programs should be offered in those areas where demand is sufficient (i.e. critical mass of students). The NDUS needs to also permit program duplication where it is necessary to serve a different target group and necessary to sustain an economically viable program; however, collaborative delivery should be encouraged where the quality of the program can be maintained and the total cost of delivery can be reduced. *(Responsibility: campuses)*
4. The tribal and private colleges should be proactive partners, with the NDUS, in meeting the educational access needs of the State of North Dakota. *(Responsibility: campuses, tribal colleges, private colleges)*
5. Communities and the private sector should partner with the NDUS in meeting local training and educational needs. They should work together to:
 - Share space and equipment;
 - Provide real-life learning experiences for students (e.g. student internships, cooperative learning); and,
 - Collaborate on research.*(Responsibility: private sector)*
6. State government, through the Information Technology Department, should be responsible for ensuring affordable broadband high speed Internet access is available to all citizens throughout North Dakota. *(Responsibility: executive branch, legislature, information technology department, private sector)*
7. The NDUS should partner with K-12 to ensure students leave K-12 with the knowledge and skills necessary to function effectively as college and university students. *(Responsibility: university system, K-12)*
8. The SBHE, and the executive and legislative branches, should modify funding practices to:
 - Encourage multi-campus collaboration by rewarding both the sending and receiving campuses;
 - Recognize the multiple constituents served and the costs of delivery;
 - Encourage new and innovative delivery methods; and,
 - Properly balance state and student funding so that student costs remain affordable to North Dakota citizens.*(Responsibility: SBHE, executive branch, legislature)*
9. The SBHE should review and should modify tuition rates and tuition models, as necessary, to support market-based pricing strategies consistent with competition in a

global marketplace and to expand the client base, including non-resident students.
(*Responsibility: SBHE*)

10. The NDUS should modify its administrative information systems and its operational and fiscal practices to support the expanding client base and to support alternative educational delivery methods. These systems and practices should be modified so they are user-friendly and are consistent with supporting learning anywhere and at anytime.
(*Responsibility: university system*)
11. The SBHE should modify its policies and the campuses modify their procedures to support the expanded client base and the values expressed in this report. (i.e., responsive, flexible, entrepreneurial and accountable). (*Responsibility: SBHE, campuses*)
12. The SBHE should recommend, to the legislature and others, a fiscal accountability report, that is consistent with the new funding model and the level of oversight implied by the recommendations in this report. (*Responsibility: SBHE*)
13. The NDUS take a leadership role in working with the Department of Economic Development & Finance, and other public and private organizations and associations, in creating an easily accessible directory of education, research and other higher education services. The NDUS also work with other relevant organizations in disseminating the directory information to students, employers and the general public. (*Responsibility: university system*)

V. ACCOUNTABILITY MEASURES AND RELATED DATA

A. Accountability Measures:

1. Levels and trends in rates of participation of:
 - Recent high school graduates.
 - Non-traditional students (typically part-time and older-than-average.)
 - Individuals pursuing graduate degrees.
2. Levels and trends in the proportion of residents of the state who are within a 45-minute drive of a location at which they can receive educational programs from a provider, including providers from outside the immediate region (and would also have access to academic and student support services at the site).
- * 3. Levels and trends in the number of enrollments in distance learning courses by in-state and out-of-state residents.
- * 4. Levels and trends in the number and proportion of enrollments in courses offered in non-traditional ways (i.e. place, time, format) and in relation to accountability measure #2 above.
- * 5. Trends in the number and percent of businesses and employees in the region/state receiving training. (Duplicate – See Cornerstone #1)

B. Related Data:

1. Existence and use of a process(es) to identify and document market needs (regarding access to education, research, training or services) and action taken in response to the market needs (also for Cornerstones #1 and #3).
2. Levels and trends in proportion and distribution of high school graduates continuing their formal education – Proportion of first-time full-time freshmen relative to number of high school graduates, by county, enrolled in college as compared with participation rates for the state and comparison states.
- * 3. Levels and trends in the number of out-of-state residents enrolled on NDUS campuses and in NDUS distance learning courses.
- * 4. Levels and trends in the number of high school students receiving college-level instruction from NDUS institutions.
- * 5. Levels and trends in programs for pre-college students including outreach programs, Advanced Placement, and special events.
- * 6. Levels and trends in enrollment of students in Dual-Credit programs; i.e., high school students registering for courses to provide both high school and college credit.
- * 7. Levels and trends in NDUS tuition and fees compared to those in regional comparison states.
- * 8. Levels and trends in tuition and fees as a percentage of median household income.
9. Level and trends in family/student share of University System funding.
10. Level and trends in percentage of NDUS graduates obtaining employment appropriate to their education. (Accountability measure in Cornerstone #1 – Economic Development)

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FUNDING AND REWARDS TASK FORCE

CHAIR

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Ryan Bernstein, Student Member, State Board of Higher Education, Fargo

Representative **Jack Dalrymple**, Legislator, Casselton

Gary Hagen, Vice President for Academic Affairs, MaSU, Mayville

Bruce Henke, Publisher, Jamestown Sun, Jamestown

John Hoeven, President, Bank of North Dakota, Bismarck

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CORNERSTONE #5 – FUNDING AND REWARDS

Cornerstone # 5 – Funding and Rewards: A system of funding, resource allocation, and rewards that assures quality and is linked to the expressed high priority needs and expectations of the University System—assures achievement of the expectations envisioned.

- I. RATIONALE** – Education is a costly enterprise can be viewed as an expense or an investment. Today’s successful individuals and organizations treat education as a required investment. Funding for the University System must be adequate, fair and aligned with the new vision for the University System. Funding mechanisms and reward systems should allow and encourage individuals, groups, and institutions to aggressively meet the vision for the University System as called for in this report.

- II. VISION/EXPECTATION** – There will be a comprehensive and coherent system of funding, resource allocation, and rewards which provides a clear driving force for the creation of a University System designed for the 21st Century. There will be a close alignment and consensus on the part of state policy makers, regarding the expectations of the University System and the resources, policies, and incentives which drive the decisions and actions of the individual institutions and the System as a whole (as is true of the other cornerstones and the High Quality Education cornerstone, in particular.) The expectations of the University System will be achieved through a number of means, including: a direct connection and contribution of the University System to the economic development generation of the state, matching the expectations of the University System with the revenue generation capacity of the state and System; interagency collaboration arrangements; increased research investments beyond general fund sources; and partnering arrangements with the private sector.

- III. MAJOR THEMES:**
 1. The financing of the NDUS must be accomplished in such a way that:
 - a. Revenues from sources other than North Dakota students and taxpayers are maximized;
 - b. Tuition and fees are maintained at levels to make access to the NDUS affordable to North Dakota students;
 - c. Sharing of financial responsibility between the individual and society (the student and the state) is reasonable;
 - d. The basic financial needs of the System are met.

 2. The funding methodology utilized to allocate resources to the NDUS should:
 - a. Promote the objectives of the state of North Dakota and the values and priorities presented in this report and as reflected in the cornerstones;
 - b. Sustain the capacity of the institutions within NDUS to fulfill their respective missions, including continuing to provide a strong liberal arts education;
 - c. Maintain the physical assets in which the state has invested.

 3. In managing the resources available to them, the SBHE, Chancellor and Presidents should have flexibility with accountability. The rules and regulations governing use and management of resources should:
 - a. Delegate responsibility and authority for use of resources to NDUS in exchange for adherence to agreed-upon procedures for demonstrating accountability;

- b. Encourage institutions to act entrepreneurially in pursuit of resources from the private sector and sources outside the state;
 - c. Reward collaboration between and among institutions where appropriate;
 - d. Extend rewards to units and employees on campuses which demonstrate exemplary performance consistent with these principles.
4. Mechanisms must be put in place to ensure accountability for both:
- a. Performance–institutions fulfill their missions and the System meets the expectations expressed in this report;
 - b. Fiscal management–resources are used efficiently, ethically, and legally. These mechanisms must be agreed – then adhered to –by all parties as individuals and as representatives of the SBHE, legislature, and executive branch, if the objectives of flexibility with accountability, is to be attained.
5. The State Board of Higher Education is the body primarily responsible for directing the actions of the NDUS. As such, it:
- a. Should be charged with diversifying and expanding the sources of revenues available to the System;
 - b. Should have broad authority to manage the revenues of the System;
 - c. Should have access to resources to invest in strategies which advance the recommendations presented in this report;
 - d. Must protect the State from contingent liabilities created by it or its constituent institutions.

IV. GENERAL SOLUTION:

1. A funding mechanism structured around three primary budgetary components is recommended:
 - a. *Base funding* used to sustain the academic capacity of each campus. The adequacy of the base funding for each institution is measured by comparison to other external benchmarks (i.e., peer institutions in other states);
 - b. *Incentive funding* which creates incentives and/or rewards in furtherance of the State’s and Roundtable’s priorities. [Note: The roundtable’s priorities are reflected in the accountability measures for cornerstones 1-4];
 - c. *Asset funding* which supports the maintenance of the physical assets of the State’s University System.
2. Accountability mechanisms, both performance and financial, are required for each component.

V. EXPECTATIONS/RECOMMENDATIONS:

1. The SBHE and the Chancellor develop, build consensus about, and recommend to the legislature and executive branches, details of:
 - a. A financing plan to address the gap between current funding levels and the resources needed to fully meet the expectations expressed in this report and of the State. The plan should reflect a shared funding responsibility between students, the State, the private sector, donors, local governments, communities, and the campuses. This financing plan should make allowance for the need for institutions to regularly fund plant asset depreciation from operating budgets;
 - b. A resource allocation model comprised of the three components identified in the General Solution –base, incentive, and asset funding;
 - c. Mechanisms designed to demonstrate both performance and fiscal accountability.

(Responsibility: SBHE, university system)

2. The resource allocation model should be comprised of:
 - a. A base funding component, based on external benchmarks, which:
 - Is simple to understand.
 - Provides adequate and reasonably stable base funding for each campus.
 - Is consistent with the academic mission of the campus as defined by the SBHE.
 - Is responsive to changing priorities.
 - Rewards and leverages collaboration/partnerships with public and private entities.
 - Does not create contingent State liabilities.
 - b. An incentive/performance component to promote achievement of the priorities identified in each of the cornerstones in this report and by the State;
 - c. An asset funding component to provide for regular investment in the renewal and replacement of equipment and physical plant assets.

(Responsibility: SBHE, university system)

3. The Legislature work with the NDUS to reach agreement on the proposed funding mechanism.
(Responsibility: legislature, SBHE, university system)

4. OMB and Legislature revise budget process to significantly simplify the budget request process. *(Responsibility: executive branch, legislature)*

5. Executive and legislative branches modify the budget and appropriation processes so that they are consistent with the directions identified in this report (i.e., flexible, responsive, entrepreneurial and accountable). *(Responsibility: executive branch, legislature)*

6. The SBHE should establish revenue structures and rates, and direct the use of revenues, so:
 - a. Affordability of access to the NDUS is maintained;
 - b. The campus' abilities to serve students are enhanced;
 - c. The utilization of the State's investment is maximized.

(Responsibility: SBHE)

7. The Legislature:
 - a. Provide a lump sum general fund base appropriation to the Board and/or to the institutions;
 - b. Provide a lump sum appropriation to the Board for the Board to invest in specific strategies to promote the agenda outlined in this report and also of the State.

(Responsibility: legislature)

8. Executive and Legislative branches:
 - a. Remove all income, including tuition, which is in addition to the state general fund appropriation, from the specific appropriation process;
 - b. Modify processes to provide the campuses budgetary flexibility by:
 - Removing restrictions on the use of carryover funds from one biennial period to the next.
 - Allowing the campuses to determine the renewal and replacement projects to be funded on the individual campuses within their own institutional resources.
 - Eliminating restrictions on pay practices.
 - Providing maximum spending flexibility within base funding appropriations.

- c. Continue to approve the construction of new facilities and the major renovation of existing facilities.
(Responsibility: executive branch, legislature)
9. The SBHE, in conjunction with the legislative and executive branches, adopt the recommendations outlined in the Sustaining the Vision cornerstone as an agreed-upon process and format by which the NDUS is expected to demonstrate performance accountability.
(Responsibility: SBHE, executive branch, legislature)
10. SBHE, in conjunction with executive and legislative branches, develop a consistent set of limited financial reporting measurements to be used to measure the financial accountability of the campuses. Once established, these would replace all regularized and ad hoc fiscal reports submitted to the executive and legislative branches. *(Responsibility: SBHE, executive branch, legislature)*
11. The Legislature and State Auditor's Office revise audit processes to ensure consistency with the principles contained in this report which promote campus flexibility with accountability and with emphasis on materiality. *(Responsibility: legislature, state auditor's office)*
12. The SBHE develop procedures whereby institutions are granted flexibility in the use of resources as long as each institution meets or exceeds expectations established by the SBHE.
(Responsibility: SBHE)
13. SBHE and campuses revise internal policies, procedures and salary administration practices so they are consistent with the funding structure and promote the success characteristics identified by the Roundtable and the State. *(Responsibility: SBHE, campuses)*
14. Campuses allocate renewal and replacement resources for the maintenance of the physical assets based on priorities as established by the campus. *(Responsibility: campuses)*

VI. ACCOUNTABILITY MEASURES AND RELATED DATA

A. Accountability Measures:

1. Levels and trends in annual revenues derived from:
 - State appropriations,
 - Student tuition and fees,
 - Room, board and other auxiliary operations,
 - Research by sector – competitive and non-competitive, and;
 - Other sources such as contract training, selling distance education to out-of-state residents, partnering arrangements, joint ventures, royalties, etc.
(Special attention will be paid to levels and trends of the proportion of annual revenues derived from sources other than state appropriations and students.)
2. Levels and trends in funding for building and infrastructure replacement as a percent of calculated depreciation.
3. Results of a survey of NDUS decision makers (deans and higher levels) indicating whether “their operating flexibility has increased and the non-accountability measure reporting burden has decreased.” (Duplicate: see also Cornerstone #3, accountability measure #5)

4. Preparation of annual consolidated financial statements for the NDUS consistent with applicable generally accepted accounting principles and an annual unqualified financial statement opinion consistent with reasonable interpretations of Governmental Auditing Standards.
5. Additional financial reporting measurements as jointly defined by SBHE, executive and legislative branches (e.g. financial ratios, revenue and expenditure variances, etc.).

B. RELATED DATA:

1. Funding levels of North Dakota institutions benchmarked against funding levels at other institutions of similar size and mission elsewhere in the country.
2. General fund increases in the NDUS in relation to the growth in the state gross state product.
3. Variation between shares of state funds allocated on a performance basis and those allocated to institutions as base funding in total, and by campus.
- * 4. Level and trends in family/student share of University System funding.
- * 5. Level and trends in NDUS general fund appropriations per capita.
6. Level and trends in NDUS general fund appropriations per student.
7. Percent of higher education budget appropriated to the State Board for investment in the statewide agenda.
8. Percent of higher education budget appropriated in pools or by lump sum to provide increased spending flexibility.
9. Trends in NDUS faculty and staff recruitment and retention.
10. Such other related data indicators as the SBHE deems necessary.

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SUSTAINING THE VISION TASK FORCE

CHAIR

Representative **Janet Wentz**, Legislator, Minot

Hardin Aasand, Faculty/Staff, DSU, Dickinson

Maggie Clemens, Student, VCSU, Valley City

Representative **Eliot Glassheim**, Legislator, Grand Forks

Bill Goetz, Chief of Staff, Governor's Office, Bismarck

Don Hedger, CEO, Killdeer Mt. Manufacturing, Killdeer

Dennis Hill, Executive Director, NDREC, Mandan

William Isaacson, Vice President, State Board of Higher Education, Stanley

Max Laird, President, North Dakota Education Association, Bismarck

Senator **Elroy Lindaas**, Legislator, Mayville

Ryn Pitts, Vice President of Health Care, Blue Cross and Blue Shield, Fargo

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CORNERSTONE #6 – SUSTAINING THE VISION

Cornerstone #6 – Sustaining the Vision: A structure and process which assures the University System for the 21st century, as described by these cornerstones, remains connected, understood, relevant, and accountable to the present and future research, education, and public service needs of the state and its citizens – sustaining the vision.

- I. RATIONALE** – Creating a vision is a leadership function. For the vision to become a reality will require the commitment and courage of leaders throughout North Dakota and the University System. The University System vision must encourage and drive the creation of visions for all of the System institutions, groups, and individuals. The University System will need to intentionally, systematically, and aggressively develop and encourage policies, practices, and structures to ensure everyone throughout the System is working toward the compelling purpose and vision.
- II. VISION/EXPECTATIONS** – A structure and process will be established which will provide for on-going communication and understanding among the State Board of Higher Education, state policy-makers, the private sector, and the citizens of North Dakota regarding the role and expectations of the University System in North Dakota. There will be consensus among the State Board of Higher Education and state policy-makers regarding the vision and major expectations of the University System. The primary benefit and result will be a University System that is “drawn by a vision, rather than driven by a budget.” The structure and process will increase opportunities to explore ways the capacities of the University System can be more effectively connected to the challenges and opportunities of the state.

III. MAJOR THEMES

A. A Place and Opportunity for the Dialogue to Continue:

1. It is essential the dialogue and process begun with the Roundtable continues. It is important that on a regular basis, there is a deliberate coming together by the leadership in the state to discuss higher education. The only opportunity that exists at present is a legislative committee where the entire discussion is about funding. The setting for the coming together should be neutral territory, not a legislative setting. It has to be a setting in which collegial/communication can occur.
2. The legislature has an opportunity to impact higher education through the appropriation process. But, the legislature needs a place for discussion which goes beyond funding. Few legislators are involved and familiar with higher education. The question is, what means are there to reach out to the public and to legislators throughout the state so they are informed? Campuses don't always relate well to the outside, or visa versa. The SBHE, in cooperation with the legislative and executive branches, needs to find ways of reaching consensus and unleashing the full potential of higher education in North Dakota. What is being said here is a higher education system has to be here for the things people in the state want to have happen in North Dakota.

3. This is an opportune time, with the leadership changes taking place, to start a new tradition. The legislature already sets aside certain days for other topics to be presented to the full legislative assembly. For example, the Chief Justice gives a state of the judiciary and the Native Americans give a status report, as do others. Perhaps a new tradition should be started whereby the legislature sets aside time to receive a status report from higher education.

B. A Communication System and Process to Sustain the Vision:

A vision for higher education has emerged from the discussions by the Roundtable and is expressed in the goals and cornerstones agreed upon by the Roundtable members. What is needed is an effective and on-going communication system for getting the vision publicized and understood. Communicating the vision and expectations should be a shared responsibility by the SBHE along with others, including trade associations and development organizations.

There is a need for consensus on the expectations. Presently, there is an unending number of messages (often conflicting) delivered to higher education. Even the legislature speaks to higher education with at least four voices, through: (1) the appropriations process, (2) audit and fiscal review, (3) independent action of individual legislators, and (4) the full Legislature. Before any attempt is made to generate support for higher education, the question that needs to be answered is: What are the expectations? i.e., what do the citizens, students, faculty, business community, and elected leaders want? Creating a process for arriving at mutually agreed upon expectations will likely be one of the most valuable outcomes stemming from the Roundtable and Task Force discussions.

People in all corners of the state need to feel a part of higher education. They have to see it as much more than granting of degrees, classrooms, instructors, and physical places. They have to see higher education as personally beneficial and visible to them from wherever they live. That means they need to see the connection between the University System and the economic vitality of the state. In addition, there is a need to provide legislators, who do not serve on an appropriations committee or do not have a higher education institution in their legislative district, with information which allows them to determine how well the University System is linked to the needs of the state and is carrying out its overall mission of education, research and service.

Each campus must have a feedback system that involves all the appropriate people. To keep the campuses involved and supportive of the Roundtable recommendations there will need to be a reporting and accountability mechanism for the expectations which allows opportunity for input from faculty.

Rather than developing entirely new systems to communicate the vision and expectations, existing systems should be used, but used more strategically. For example, the communication system should be used to bring focus to the vision and the expectations. There are “linking pins” in every organization: i.e., critical points of impact. The central

vision question needs to be asked (What are you doing to make the vision happen?) at each level of linking pins within the organization on a regular basis.

The current communication methods will likely need to be modified. They need to be examined against the question: How can they be used to deliver the critical messages? Messages get delivered effectively when they get “infused into the enterprise” rather than “bolted on.”

A “talking point” paper should be prepared which captures the essence of the Roundtable work for use by Roundtable members and others in giving presentations or for disseminating information through newsletters, trade associations, etc.

The University System has a high level of resources devoted to communication including newsletters, web pages, advisory boards and committees, campus newspapers, alumni associations, listserves, councils, faculty and student organizations. Tying into this network would be an effective and strategic way of getting the key messages contained in this report disseminated. The campuses have both internal and external audiences and networks which need to be involved.

C. A Home for the Vision:

The vision needs a home: i.e., a place where people are enrolled and the vision is sustained, as was the case with Vision-2000. The home is not the place which has “to do” everything. But it is the place where the “staff work” is done. Part of the work is coordination to make sure everything which needs to get done, does get done: i.e., disseminating useful and appropriate information, making sure someone is in front of the various associations and groups keeping them informed, giving progress reports, getting feedback, and maintaining focus on the vision. Someone needs to make sure the communication is taking place and the key individuals and organizations are receiving the information they need.

The home for the vision is where the “check list” of what is getting accomplished is maintained, as well as the list of who is responsible for the various portions of the agenda: i.e., at the system level, the campus level, the legislature, and by the other partners. Who will be taking responsibility for the different portions of this agenda is an important part of the process. It is important to note this is not an agenda for the University System alone, especially given the discussion by the Roundtable to broaden the role and more effectively connect the University System to the economic growth and vitality of the state. There needs to be linkages to other organizations and agencies along with periodic reporting whereby those who have accepted responsibility for some aspect of the agenda have an opportunity to report on their progress.

Keeping the checklist, along with periodic reporting, is an appropriate role and responsibility for the University System Office. A separate group or organization outside the University System could threaten the Board function. An external or stand-alone entity is not what is needed nor is it being suggested. It is understood the staff work

envisioned for carrying out this responsibility and sustaining the vision go far beyond a public relations function.

D. Potential Stakeholders for Sustaining the Vision:

It takes time to build trust and confidence. The idea for this Roundtable was to build a constituency for higher education and then sustain it. The University System alone will not be able to sustain the vision. Only the stakeholders in cooperation with the University System will be able to. A mechanism must be created to keep the key stakeholders, particularly the private sector, effectively and meaningfully engaged in this effort.

Higher education needs strong advocates. The most effective advocacy comes from satisfied clients. Most of the advocacy and support is a result of “good work” and, thereby, pleased customers. These pleased customers are more than willing to tell of their experiences. Alumni associations are a great and natural group for communicating and sustaining the vision. Others who need to be engaged in sustaining the vision include: satisfied clients from the business community, students (and soon-to-be-alumni), advisory committees, legislators, local development organizations, trade associations, foundation boards, news media, city and county government, the organizations that were involved in developing the Growing North Dakota program, and state agencies with overlapping agendas.

What an organization “puts out there” is an indication of what the organization values. It is important to monitor and measure progress and achievements. It is more important to measure the “right things.” If the vision includes greater flexibility for the University System institutions, there will need to be some level of accountability which is agreed upon. The legislature and tax-paying citizens will want to know how well progress is being made toward what they bought into (the Roundtable vision and expectations). An opportunity needs to be created to allow understanding and trusting relationships to be built and consensus to be reached on how the University System can serve as a powerful force in helping shape the desired future for North Dakota.

IV. EXPECTATIONS/RECOMMENDATIONS

1. Establish a mechanism for sustaining the work and implementing the recommendations contained in this report through an annual roundtable meeting(s) for the purposes of:
 - Broadening and sustaining the engagement of leaders from the private sector as well as from education and state government in addressing key issues facing North Dakota and its higher education system.
 - Annually reviewing progress on the overall state of implementation of the recommendations presented in this report and subsequent roundtable meetings, and helping ensure all participants assume their share of the responsibility for implementing recommendations arising out of the Roundtable.
 - Providing an avenue for coordination among those parties responsible for the ongoing implementation of the intent and recommendations of the Roundtable.
 - Providing an on-going opportunity for the SBHE to gather information from its various client groups about the priority needs of North Dakota and the expectations of these

groups for the North Dakota University System. The dialogue at these meetings may lead to a consensus that the priority needs and expectations should be revised in agreed-upon ways.

- Developing consensus on the key accountability measures to be used in evaluating progress of the NDUS toward the high priority expectations. It is the intent these accountability measures, as agreed upon, replace the accountability factors and expectations being developed independently by various entities.
- Keeping alive – and passing on to newcomers – the philosophy and commitment engendered at the Roundtable to making North Dakota a state with a stronger economy and an improved quality of life.

It is further recommended:

- Participants at the annual higher education roundtable meeting(s) be selected in such a way that they represent the diversity of stakeholders and perspectives brought together for the 2000 Roundtable.
- The responsibility for ensuring the roundtable meetings are held and the necessary staff work be assigned to the SBHE.
- The roundtable meetings be held in locations and with facility settings that are neutral to all participants.
- Each institution within the NDUS systematically review its mission and strategic initiatives and take steps to align them with the vision and expectations agreed upon by the roundtable participants. The vision and expectations should serve as a “driving force” at each level of the University System.

(Responsibility: SBHE)

2. The University System take the initiative in arranging a meeting(s) with the state agencies and organizations identified by the roundtable participants as having overlapping agendas and shared responsibilities for specific recommendations. The outcomes of the meetings are expected to be agreements regarding specific areas of responsibility along with expected outcomes and time lines for achievement.
(Responsibility: university system)
3. The University System develop or modify current data and other communication feedback systems needed to obtain essential information for monitoring and measuring progress on the key accountability measures agreed upon. *(Responsibility: university system)*
4. The SBHE review the University System’s current Strategic Plan (six-year plan) and refine as necessary to incorporate the recommendations contained in this report. It is also recommended the necessary legislative changes be made to allow and encourage a conversion from a “long-range plan” (six-year plan) to a “strategic plan,” with an on-going strategic planning process, so as to be consistent with the recommendations in this report: i.e., flexible, responsive, entrepreneurial, etc. *(Responsibility: SBHE, executive branch, legislature)*

5. The University System provide an annual performance and accountability report regarding overall performance and progress toward the goals outlined in the System's Strategic Plan and the accountability measures resulting from the roundtable meetings. The report would also include progress by other agencies and organizations identified as having overlapping agendas and in relation to agreements reached on outcomes and time lines. *(Responsibility: university system)*
6. The North Dakota Legislative Council schedule a joint session of the legislature during each legislative session at which the SBHE is responsible for providing a status report on higher education in North Dakota. *(Responsibility: legislature)*
7. The SBHE and the Chancellor's office develop and implement a communication plan for communicating the results and recommendations contained in this report. The plan should include provisions to keep the legislature, executive branch, and other stakeholder groups informed on a timely basis regarding progress toward achieving the high priority expectations agreed upon by the Roundtable and the major accomplishments of the University System. *(Responsibility: SBHE, chancellor's office, and executive branch)*

V. ACCOUNTABILITY MEASURES

The extent to which the recommendations contained in this report are implemented and performance as reflected in the accountability measures is improved:

- An annual performance and accountability report directly linked to the expectations presented in this report is developed and widely distributed.
- An annual higher education roundtable meeting(s) is held and accomplishes the purposes indicated in recommendation-one above.
- A status report on the state-of-the NDUS is presented to the full legislature during each legislative session.
- The NDUS reports on communications regarding the various recommendations in this report – audiences reached, media used, presenters involved, etc.
- A checklist is maintained of action steps required and progress attained in meeting the expectations and accountability measures agreed upon.

SUMMARY OF RECOMMENDATIONS

With Reference to Specific Task Force Recommendations

The work of the Task Forces resulted in a large number of recommendations for action, some 90 in all. Some of these recommendations are quite general in nature, while others are very specific. Boiled down to their essence, they provide clear guidance as to the steps that all parties-at-interest must take if the expectations of the Roundtable are to be met. Further, they indicate real progress will depend on concerted action. While many of the recommendations urge the NDUS and its constituent institutions to act in a more entrepreneurial fashion, all parties must work together to create a policy and working environment that will not only allow, but encourage, such behavior.

The main thrusts of the collective set of recommendations are generally as follows:

STATE BOARD OF HIGHER EDUCATION

1. Take the leadership in ensuring key steps required for implementation of the Roundtable are taken, specifically to develop and recommend (to the legislative and executive branches):
 - A long-term plan for the financing of the NDUS. *(FR-1)*
 - A resource allocation mechanism. *(FR-1)*
 - Accountability mechanisms, both performance and fiscal. *(FR-1 and FR-2 specifically and 30 in total)*
2. Change policies and procedures to empower campus presidents; grant to the campuses the same conditions being sought for the NDUS – flexibility with accountability. *(ED-11, FL-a3)*
3. Develop a University System which has intellectual capacity and programs aligned with the needs of the State. *(ED-14, EE-b7, EE-b10)*
4. Develop a delivery system capable of making the capacities of the NDUS accessible to all of North Dakota. *(ED-3, ED-11, EE-d3)*
 - Learning Centers. *(AS-1)*
 - Distance delivery. *(ED-8)*
 - Collaborative delivery. *(AS-8)*
 - Duplicated programs where appropriate. *(AS-3)*
5. Cooperate with other participants in collectively moving the agenda forward. *(SV-1, SV-2)*

EXECUTIVE BRANCH

1. Assume the leadership in ensuring the necessary technology infrastructure is extended throughout North Dakota. *(ED-8, AS-6)*

The abbreviated information in parenthesis following each recommendation identifies the “cornerstone” number and recommendation number as they appear in this report. For example, ED-1 refers to the Economic Development Connection cornerstone, recommendation number one.

2. Work with the SBHE and the legislature in devising funding and accountability mechanisms and then: *(ED-12, AS-8, FR-1, FR-2)*
 - Revise and simplify the budget process in conformance with these agreements. *(FR-4)*
 - Modify accountability mechanisms – both performance and fiscal – to make them consistent with those of the other key actors. *(ED-12, FR-10)*
3. Be a full participant in efforts to communicate to the public and other audiences the message emerging from the Roundtable and to move the agenda forward. *(SV-7)*

LEGISLATURE

1. Work with the Executive Branch to ensure the necessary technology infrastructure is extended throughout North Dakota. *(ED-8, AS-6)*
2. Work with the SBHE and the Executive Branch to create agreed-upon funding and accountability mechanisms and then: *(ED-12)*
 - Modify budget and appropriation processes so they are consistent with the directions and expectations of the Roundtable. *(ED-11, FL-a3)*
 - Utilize the agreed-upon accountability process. *(FR-9, FR-10)*
 - Bring the audit function into conformance with the intent of the Roundtable. *(FR-11)*
3. Take steps to ensure actions of the legislature and its staff reflect a relationship with NDUS which grants flexibility with accountability. *(FL-a1, FR-5)*
4. Participate with other entities in communicating the agenda which has emerged from the Roundtable and in continuing the process in future years. *(SV-1)*

THE NDUS

1. The NDUS take steps to ensure the collective capacity of its campuses – intellectual assets and programs – are aligned with the needs of the State and its citizens. In this regard, find ways to utilize the strengths of tribal colleges, private institutions, and other providers to expand the educational asset base available to the citizens of North Dakota. *(EE-b10, FL-c1, AS-13, SV-6, AS-4)*
2. Expand the definition of institutional clients to include non-traditional students, employers, and other groups in addition to the traditional student body which has been the hallmark of the NDUS. *(EE-b11, ED-d3, AS-10)*
3. Create a delivery system which can make these intellectual assets accessible to citizens throughout the State *(AS-1, AS-3, AS-4, AS-5, AS-8)*
 - Learning Centers *(AS-1)*
 - Technology *(ED-8, AS-6)*
4. Provide the staff leadership necessary to create new financing, resource allocation, and accountability mechanisms. *(FL-a2)*

5. Create a culture, policies, and practices which support and reward entrepreneurial behavior and responsiveness to clients on the part of campus leaders and staff. *(FL-a2)*
6. Develop the information systems and processes to ensure accountability can be (and is) demonstrated in accordance with the agreed-upon measures. *(SV-3)*

CAMPUSES

1. Create unique, high quality institutional strengths – capacities which serve to make the NDUS, as a system, a stronger enterprise and one which is aligned with the needs of the State and its citizens. *(EE-a1, EE-b1, EE-b2, EE-b4, EE-b10, EE-c5)*
2. Collaborate with others in utilizing these strengths in ways which serve the identified needs of clients throughout the State. Minimize the barriers to accessing these assets. *(ED-14, ED-15, EE-b10, EE-c1)*
3. Develop internal values, policies, and behaviors which encourage and reward entrepreneurship and responsiveness to the needs of clients. *(ED-10)*
4. Strengthen ties to clients, engaging them in meaningful relationships and developing mutually rewarding partnerships. Become engaged campuses. *(ED-1, ED-2, EE-b2)*
5. Develop academic programs which help students understand the application of their knowledge at places of employment and in the larger society. *(EE-a2, EE-a3)*
6. Put in place those mechanisms to ensure their end of the “flexibility for accountability” bargain is upheld. *(EE-b4, EE-b5, EE-b8)*

PRIVATE SECTOR

1. Work with institutions to ensure educational providers understand expectations regarding skills and knowledge of college graduates. *(EE-a2, EE-a3, EE-b2)*
2. Collaborate with institutions in ensuring students gain an appreciation for application of their learning – internships, mentorships, etc. *(EE-a3)*
3. Participate in statewide efforts to expand and diversify the economy of the State. *(ED-1, ED-9, ED-14, FL-a1)*

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ACCOUNTABILITY MEASURES BY CORNERSTONE

Higher Education Roundtable

Cornerstone #1 - The Economic Development Connection:

1. Level and trends in percentage of NDUS graduates obtaining employment appropriate to their education:
 - In-state.
 - Out-of-state.
2. Level and trends in partnerships and joint ventures between the University System institutions and:
 - business and industry.
 - tribal colleges.
 - private sector training providers.
 - other University System institutions.
- * 3. Trends in the number and percent of businesses and employees in the region receiving training.
4. Levels of satisfaction with training events as reflected in information systematically gathered from employers and employees receiving training. (Duplicate: see also Cornerstone #4, Accountability Measure #5)
5. Level and trends in the revenue generated from training fees.
- * 6. Level and trends in total funding received for research, from federal, state, local, and private sources and portion accessed for primary sector economic development. (Duplicate: see also Cornerstone #5, Accountability Measure #1)
7. Level and trends in enrollment in entrepreneurship courses and the number of graduates of any future entrepreneurship programs.

Cornerstone #2 - Education Excellence:

1. Level and trends in proportion of students achieving goal – institution meeting the defined needs/goals as expressed by students.
2. Level and trends in alumni reported satisfaction with preparation in:
 - major;
 - the acquisition of specific basic and higher order skills;
 - level, currency, and relevance of computer technology knowledge; and abilities in relation to expectations in the market place.
- * 3. Level and trends in employer reported satisfaction with preparation of recently-hired college graduates.

4. Level and trends in performance of students on nationally recognized exams in their major fields in comparison with national averages.
5. Level and trends in licensure pass rates in comparison to other states.
6. Maintenance of accreditation of programs and institutions by national and regional accrediting bodies and, acquisition of additional accreditation where appropriate.
7. Level and trends in peer review process results for:
 - grants
 - publications.

Cornerstone #3 - Flexible and Responsive System:

1. Total number and trends, in full-time, part-time, degree-seeking, and non-degree-seeking students being served.
- * 2. Number and trends regarding individuals, organizations, and agencies served through non-credit activities.
3. Levels of satisfaction with responsiveness as reflected through responses to evaluations and surveys of clients:
 - graduates and program completers;
 - employers;
 - business/program advisory councils;
 - companies and employees receiving training;
 - workforce training boards;
 - campus presidents advisory councils;
 - public school superintendents;
 - economic development professionals; and
 - other client groups served.
4. Levels of satisfaction and reasons for non-completion as reflected in a non-completers survey.
5. Proportion of NDUS decision makers (deans and higher levels) indicating whether "they can operate more flexibly now than in the past."

Cornerstone #4 - Accessible System:

1. Levels and trends in rates of participation of:
 - recent high school graduates; non-traditional students (typically part-time and older-than-average); and;
 - individuals pursuing graduate degrees.
2. Levels and trends in the proportion of residents of the state who are within a 45-minute drive of a location at which they can receive educational programs from a

provider, including providers from outside the immediate region (and would also have access to academic and student support services at the site).

- * 3. Levels and trends in the number of enrollments in distance learning courses by in-state and out-of-state residents.
- * 4. Levels and trends in the number and proportion of enrollments in courses offered in non-traditional ways (i.e. place, time, format) and in relation to Cornerstone #4, Accountability Measure #2.
- * 5. Trends in the number and percent of businesses and employees in the region/state receiving training. (Duplicate – See also Cornerstone #1, Accountability Measure #4)

Cornerstone #5 - Funding and Rewards:

1. Levels and trends in annual revenues derived from:
 - state appropriations;
 - student tuition and fees;
 - room, board and other auxiliary operations;
 - research by sector – competitive and non-competitive; and
 - other sources such as contract training, selling distance education to out-of-state residents, partnering arrangements, joint ventures, royalties, etc.(Special attention will be paid to levels and trends of the proportion of annual revenues derived from sources other than state appropriations and students).
2. Levels and trends in funding for building and infrastructure replacement as a percent of calculated depreciation.
3. Results of a survey of NDUS decision makers (deans and higher levels) indicating whether "their operating flexibility has increased and the unnecessary reporting burden has decreased." (Duplicate: See also Cornerstone #3, Accountability Measure #5)
4. Preparation of annual consolidated financial statements for the NDUS consistent with applicable generally accepted accounting principles and an annual unqualified financial statement opinion consistent with reasonable interpretations of Governmental Auditing Standards.
5. Additional financial reporting measurements as jointly defined by the SBHE, executive and legislative branches (e.g. financial ratios, revenue and expenditure variances, etc.).

Cornerstone #6 - Sustaining the Vision:

The extent to which the recommendations of the 2000 Roundtable are implemented and performance as reflected in the accountability measures is improved:

- an annual performance and accountability report directly linked to the expectations developed by the Roundtable is developed and widely distributed.
- an annual higher education roundtable meeting(s) is held and accomplishes the purposes indicated in Recommendation-One above.
- a status report on the state-of-the NDUS is presented to the full legislature during each legislative session.
- the NDUS reports on communications regarding the various recommendations of the Roundtable – audiences reached, media used, presenters involved, etc.
- a checklist is maintained of action steps required and progress attained in meeting the expectations and accountability measures agreed upon.

* Also Success Indicator of the Governor

SUMMARY COMMENTS BY CHAIRMAN

The Roundtable has reached accord on identifying the cornerstones of a plan for higher education in North Dakota and has made proposals for implementing the plan. The Roundtable has also determined who has the responsibility for integral parts of the plan. However, the plan is fragile because much of it is built on trust. Trust that all the parties will do their part and only their part of the proposal.

The Roundtable efforts will succeed if:

- Legislators fulfill their role by setting policy and in conjunction with the executive branch provide funding within the state's means for the system.
- The chancellor and his staff fulfill their role by implementing the policy set by the State Board of Higher Education and working closely with each campus, serving as the link between the campuses and the State Board of Higher Education.
- The higher education institution presidents fulfill their roles by unleashing all the talent available on the campuses to deliver the components of higher education to their students and the private sector within the framework set by the State Board of Higher Education and with appropriate responses to the agreed upon accountability standards.
- The private sector fulfills its role by supporting and utilizing the higher education system in providing economic growth for North Dakota and expanding the state's economy and fiscal resources.
- The State Board of Higher Education fulfills its role by functioning as a board developing policies to implement the proposal. The State Board of Higher Education should not attempt to function as individual members, college and university presidents, or as chancellor or chancellor staff in implementing these policies. Others in the higher education system are responsible for implementing policies.
- The Roundtable members should go forward in each assigned role to develop and enhance the University System to meet the vision and expectations the Roundtable has determined.

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APPENDIX

Higher Education Roundtable

(Listed by Task Force)

Name	Title	Organization	Address	Business Type	EconSec	Fax #	E-mail Address	Phone
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<i>Name</i>	<i>Title</i>	<i>Organization</i>	<i>Address</i>	<i>Business Type</i>	<i>EconSec</i>	<i>Fax #</i>	<i>E-mail Address</i>	<i>Phone</i>
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Flexible and Responsive System

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Accessible System

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Funding & Rewards

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Sustaining the Vision

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*Ryan Bernstein is assigned to the Education Excellence Task Force and will also serve at large on the Economic Development Connection and the Funding and Rewards Task Forces.

*Maggie Clemens is assigned to the Accessible System Task Force and will also serve on the Flexible and Responsive System and the Sustaining the Vision Task Forces.