

**North Dakota State Board of Higher Education**

September 20, 2023, Academic and Student Affairs Committee Meeting Minutes

The State Board of Higher Education Academic and Student Affairs Committee met on September 20<sup>th</sup> at 9:30, via Teams.

State Board of Higher Education Members:

- ☒ John Warford, SBHE Committee Chair
- ☒ Curtis Biller, SBHE Committee Member
- ☒ Kevin Black, SBHE Committee Member
- ☒ Ms. Sadie Hanson, SBHE Student Representative
- ☒ Lisa Montplaisir, SBHE Faculty Advisor

Colleges and Universities:

**BSC** – Dan Leingang

**LRSC** – President Darling

**NDSCS** – Lisa Karsh

**VCSU** – Larry Brooks

**DCB** – Dean Simone

**MaSU** – President Van Horn

**NDSU** – David Bertolini

**WSC** – President Hirning

**DSU** – President Easton

**MiSU** – Laura Geller

**UND** – Eric Link

North Dakota University System Office

Mark Hagerott, Chancellor

Lisa Johnson, Vice Chancellor of Academic and Student Affairs

Claire Gunwall, Director of Academic Affairs and Workforce Innovation

Meredith Larson, Assistant Attorney General

Committee Chair Warford called the meeting to order at 9:30.

1. **Agenda**

Black moved, Biller seconded, to approve the agenda, as presented.

Hanson, Black, Biller, and Warford voted yes. The motion passed.

2. **Meeting Minutes**

Hanson moved, Black seconded, to approve the June 21, 2023, meeting minutes, as presented.

Hanson, Black, Biller, and Warford voted yes. The motion passed.

3. **Tenure**

Ms. Lisa Johnson reviewed tenure applications from the University of North Dakota and Dickinson State University, both meet requirements for submission under exceptional circumstance(s). The criteria for tenure have been identified and applied by the institution's respective internal process, including approval from the Institution's President.

Hanson moved, Biller seconded, to recommend approval of the proposed tenure requests from DSU and UND.

Biller, Hanson, Black, and Warford voted yes. The motion passed.

The individual names will be released, if/when approved by the full Board on September 28<sup>th</sup>.

4. **New Academic Program Request** (final authorization by SBHE ASAC)

- a. [Mayville State University](#)
  - i. [UG Certificate in Early Childhood Curriculum, Birth to Five](#)
  - ii. [UG Certificate in Infant and Toddler Care](#)
  - iii. [UG Certificate in Special Education in Early Childhood, Birth to Five](#)

Biller moved, Black seconded, to approve MaSU's new program requests, item 4a (i - iii).

Hanson, Black, Biller, and Warford voted yes. The motion passed.

- b. [Valley City State University](#)
  - i. [UG Certificate in Communication and Leadership](#)
  - ii. [UG Certificate in Digital Communication Studies](#)
  - iii. [UG Certificate and Minor in Non-profit Studies](#)
  - iv. [UG Certificate in Sports Marketing](#)
  - v. [UG Certificate in Strategic Communications](#)

Black moved, Hanson seconded, to approve VCSU's new program requests, items 4b (i- v).

Hanson, Biller, Black, and Warford voted yes. The motion passed.

5. **SBHE Dashboards**

Committee Chair Warford reminded the committee members that at a previous board meeting the Academic and Student Affairs Committee was asked to work with the system office to develop a prototype type of dashboards. He stated that this is one example of how the State Board of Higher Education showcases their transparency and the system office work that is produced. The dashboards indicate student numbers in all demographics that provide the data for the Board's decision making. Dr. Warford asked the Presidents and any others in the academic community for their input. The committee wants to ensure that all parties are comfortable with the dashboards that are derived from census data, prior to officially launching them. Vice Chair Johnson stated that the dashboards are updated when census data is populated to them. Prior to the Power BI software, it was a heavy workload having to transfer data over and populate tables, as it becomes more refined, it will be easier to get a larger volume of data regarding part-time, full-time students, and types of delivery. The data becomes available at the time census data is released. In this stage, we are asking for campus feedback, noting it was provided to the campus registrars for feedback as well. The dashboards provide a more granular level of data to anyone within the NDUS system and the Board members.

Dr. Jen Weber, NDUS Director of Institutional Research, stated that the NDUS institutional researchers have advanced to an entirely new level with the Power BI tool and now Microsoft product has come out with something called fabric. Previously, it required the IR staff to curate and validate data sets from the census data, which required hundreds of files to be downloaded onto a desktop and compiled together. Dr. Weber

stated that the current dashboards are accessible to the public, but Power BI launches in SharePoint Online which is an internal software. The two systems work together and there are three components that the dashboards have, which are headcount/demographic enrollment, course enrollments, and start of online only course delivery. Filters are available to drill down into the data and the data can be exported; the exported data will be aggregated so no student information is exposed. Member Black expressed his appreciation for the work put into a complex system that provides the board members access to high level data to make decisions. Chancellor Hagerott stated that these are the types of tools and processes that benefit the system, rather than each institution using their own resources and having the Board members learn and navigate through multiple systems to get the data. Dr. Warford noted that this is a living document and there will be processes and/or modifications to work through; Dr. Weber agreed that it is a prototype, they are gathering feedback in this first stage, there could be modifications and/or additions, as needed. The campus presidents had no concerns; Dr. Warford requested that they contact Dr. Weber if they had any questions or further input.

Dr. Warford asked Ms. Johnson to provide an overview of NDUS and/or institution's [articulation agreements](#) to familiarize the committee members with and for transparency purposes, as it has been a discussion at past board meetings. She provided information on the following components:

- Housed in a single location, accessible to students and the public on their campus web sites, and then collectively on the NDUS website.
- Student transfers, access to information, [GERTA](#)
- NDUS agreements, such as, with tribal colleges, Western Governor, Digital Academy
- Institutional agreements – various partnerships within and outside of NDUS, maintained by the institutions.

Mr. Leingang, BSC, Vice President for Academic Affairs, suggested that GERTA and articulation agreements be housed in the same location for students and stakeholders.

Committee Chair Warford adjourned the meeting at 10:35 a.m. CT.

Approved October 18, 2023.

**Office of the President**

Twamley Hall, Room 300  
264 Centennial Dr Stop 8193  
Grand Forks, ND 58202-8193  
Phone: 701.777.2121  
Fax: 701.777.3866

August 29, 2023

Dr. Mark Hagerott, Chancellor  
North Dakota University System  
State Capitol  
600 East Boulevard Ave, Dept 215  
Bismarck, ND 58505-0230

Dear Chancellor Hagerott:

I am pleased to recommend to you and the State Board of Higher Education that the following individual be granted tenure to their respective unit at the University of North Dakota.

**Tao Wang, Ph.D.** - Department of Teaching Leadership and Professional Practice

I have enclosed the tenure candidate recommendation form which details their accomplishments.

Sincerely,



Andrew P. Armacost  
President

APA/thw  
Enclosures

**NORTH DAKOTA UNIVERSITY SYSTEM**  
**Procedure Manual**

**Procedure:** 605.1 Tenure Recommendation Format

**Effective:** September 11, 2019

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**CANDIDATE RECOMMENDATION**

Institution: University of North Dakota

Tenure Unit: Department of Teaching Leadership and Professional Practice

Tenure Candidate Name: Tao Wang

Current Rank: Associate Professor

Number of years of tenure credit earned at current institution (including current year): 0

Number of years of tenure credit awarded for previous professional experience: 0

Academic Credentials and Institution:

**Ph.D., University of Washington**  
Curriculum and Instruction (Multicultural Education)

**M.A., University of Washington**  
Curriculum and Instruction (Multicultural Education)

**B.A., Southwest University, Chongqing, China**  
Education

Policy 605.1 – Provide substantiation for the tenure recommendation and indicate the paragraph being referenced. Use additional sheets if necessary. (Check one)

     3. “The criteria for tenure evaluation shall include teaching, contribution to a discipline or profession through scholarships, research or professional activities, and service to the institution and society. . . Eligibility for tenure requires a probationary period of six years of continuous academic service to the institution.” Use of paragraph 3 requires only a brief substantiation.

✓ 4. “The Board may, following review and recommendations made pursuant to the procedures established at an institution award tenure in exceptional circumstances, defined by the institution’s procedures, to any person appointed to the faculty who has not met the eligibility requirements of subdivisions 3(b) and 3(c) of this policy, provided that the person has a documented record of outstanding achievement and consistent excellence in a discipline or

professional gained through research, scholarly or professional activities, or service.” Use of paragraph 4 requires a reference to specific institutional policy requirements and a description as to how the candidate satisfies the institution criteria.

If the recommendation of the institution's chief executive differs from the consensus of the campus review, the chief executive is to explain the basis for her/his recommendation.

Reference: SBHE Policy 605.1

August 9, 2023

This letter is written on behalf of Dr. Tao Wang’s application for tenure and promotion to the rank of Associate Professor in the Department of Teaching, Leadership, & Professional Practice at the University of North Dakota. After the review of Dr. Wang’s academic journey and contributions to both the field of expertise, we are confident in his qualifications for tenure.

In Fall 2023, Dr. Tao Wang was hired into an open discipline position in the College of Education and Human Development (CEHD). He was recruited through a national search process and his application was evaluated by a search committee that included representatives from both departments in CEHD. The committee agreed unanimously that Dr. Wang should be offered a position of Associate Professor with tenure based on his record of research and teaching. At the University of Washington, Dr. Wang was a faculty member for eight years from 2011-2016. More recently, since 2016, Dr. Wang was employed at East China Normal University in Shanghai, initially as a post doc and then as associate professor. His commitment to excellence is evident in his teaching and research expertise in the areas of multicultural education, curriculum theories, cultural diversity and equity to name a few areas.

In the realm of research, Dr. Wang has made significant contributions on these same topics with his innovative work and it has been recognized within the academic community. He demonstrates an ability to publish in English and Chinese journals, present at conferences, and collaborate with other researchers. With Dr. Tao’s documented record of achievement and excellence, the recommendation is to grant promotion to Associate Professor. His accomplishments, dedication, and potential for continued contributions will continue to make a valuable asset to UND’s academic community.

## Tao Wang

Associate Professor  
Faculty of Education  
East China Normal University, Shanghai

Wenke Building 1618  
North Zhongshan Road 3663  
Shanghai, China, 200062  
Twang2017@163.com

### EDUCATION

- Ph.D. University of Washington, 2015, Curriculum and Instruction (Multicultural Education)  
Dissertation: “Walking out of the Mountain: Cultural Identification and Education of Rural Migrant Muslim Students in Northwest China”  
Committee: Geneva Gay (Chair), James Banks, Michael Knapp, Kam Wing Chan  
MEd University of Washington, 2012, Curriculum and Instruction (Multicultural Education)  
B.A. Southwest University, Chongqing, China, 2010, Education

### RESEARCH AND TEACHING INTERESTS

(Im)Migrants, Minorities, and Social Integration  
Global Citizenship Education and Curriculum Development  
Controversial Public Issues and Civic Reasoning in Social Studies  
Sociocultural Foundation of Education  
Teaching and Learning in a Multicultural Society

### SCHOLARLY PUBLICATIONS

#### **English Publications**

- Wang, T. (2021). Urban schooling and social integration of ethnic migrant students in China. *Education and Urban Society*, 53(6), 708-733. DOI: [10.1177/0013124520955161](https://doi.org/10.1177/0013124520955161)
- Shi, Y. -C., Shen, X. -M. **Wang, T.**, Cheng, L. & Wang, A. -Chen. (2021). Dialogic teaching of controversial public issues in a Chinese middle school. *Learning, Culture, and Social Interaction*, 30(A), <https://doi.org/10.1016/j.lcsi.2021.100533>
- Cui, Y.-H., **Wang, T.**, Zhang, L. -X. (Translation). (2021). *General senior high school curriculum program* (2017 edition) (Developed by Ministry of Education of the People's Republic of China). People's Education Press & Cengage
- Wang, T. (2020). Striving for equal opportunities: Gender identities and educational challenges of ethnic migrants in Northwest China. *Children and Youth Services Review*, 119. <https://doi.org/10.1016/j.childyouth.2020.105497>
- Wang, T. (2020). Rural migrants in China: Barriers to education and citizenship. *Intercultural Education*, 31(5), 578-591. DOI: [10.1080/14675986.2020.1794121](https://doi.org/10.1080/14675986.2020.1794121) (Cited by 13)

- Wang, T. (2020, Online). The COVID-19 Crisis and Cross-Cultural Experience of China's International Students: A Possible Generation of Glocalized Citizens? *ECNU Review of Education*. <https://doi.org/10.1177/2096531120931519> (Cited by 23)
- Wang, T. (2019). Competence for students' Future: Curriculum change and policy redesign in China. *ECNU Review of Education*, 2(2), 234-245. <https://doi.org/10.1177/2096531119850905> (cited by 32)
- Wang, T. (2018). Rural-urban divide and identity conflicts of migrant Muslim students in Northwest China. *Eurasian Geography and Economics*, 59(2), 224-245, DOI: 10.1080/15387216.2018.1468792
- Wang, T. (2018). Religion-based cultural identity and conflicts of migrant Muslim students in Northwest China, *Race Ethnicity and Education*, 21(6), 858-875, DOI:10.1080/13613324.2017.1395324 (cited by 16)
- Wang, T., & Longoria, A. (2016). Civic values in curriculum standards of China and the United States: A comparative study on citizenship education within different social systems. In Shin, K. - H. *Multicultural Education in Global Era*. New York: Nova Science Publisher.
- Wang, T. (2015). The marginality of rural students in 11 Chinese urban high schools. *Journal of Ethnic and Cultural studies*, 2(2), 21-32. (Cited by 17)
- Wang, T. (2015). *Walking out of the Mountain: Cultural Identification and Education of Rural Migrant Muslim Students in Northwest China*. Unpublished Dissertation. Seattle, University of Washington.

### Chinese Publications

- Cui, Y. -H., **Wang, T.**, & Lei, H. (2022). *Yu shidai xinren, hui kecheng lantu: Yiwu jiaoyu kecheng fangan (2022 ban) jiedu* [Educating generation of the era, Drawing a blueprint for the curriculum: Interpretation of "Compulsory Education Curriculum Program (2022 Edition)"]. Beijing Normal University Press. (Invited and Organized by the Ministry of Education of China)
- Wang, T.**, Wen, Y., Zheng, M. -P., & Liao, D. -N. Chapter 3 Dianxing guojia he diqu yiwu jiaoyu jieduan kecheng fangan de yanjiu jinzhan [International Comparison of curriculum programs in selected countries and regions]
- Cui, Y. -H., & **Wang, T.** Chapter 4 Yiwu jiaoyu kecheng fangan xiuding de Beijing, silu, jiqi bianhua [The background, ideas and changes of the revision of the compulsory education curriculum program]
- Cui, Y. -H., **Wang, T.**, & Wang, S. -F. Chapter 20 Yiwu jiaoyu kecheng fangan xiuding de fansi yu zhanwang [Reflections and prospects on the revision of Compulsory Education Curriculum Program]
- Cui, Y. H., & **Wang, T.** (2022). Peigen zhuhun, qizhi runxin, enlighten the mind: Yiwu jiaoyu kecheng fangan (2022 ban) jiedu [Nurture the root and soul of the nation, enlighten the mind: Interpretation of "Compulsory Education Curriculum Program (2022 Edition)"]. *Global Education*, (4), 6-7.



- Wu, Y., & **Wang, T.** (Accepted, 2022). Hexin suyang zuowei youxiao xianjie de niudai: Yi aodaliya weili [Core Competencies as a link between preschool and primary schooling: The case of Australia]. *Shanghai Educational Research*.
- Deng, H. Y., & **Wang, T.** (2022). Renwen zhuyi shiye xia de xuehui chengwei: Lianheguo jiaokewen zuzhi guanyu weilai jiaoyu de hexin zhixiang [Learning to become and Humanism: Reflections on UNESCO's report on the future of education]. *Curriculum of Fundamental Education*, 3, 73-80.
- Yin, S. & **Wang, T.** (2021). Guoji lijie jiaoyu de neihan ji mubiao sheding [The concept of global understanding and its curriculum goals]. *Curriculum of Fundamental Education*, 7, 16-23.
- Wang, T., & Zhang, W. (Eds.) (2020). *Duoyuan shijiao de kecheng zhenghe* [Curriculum Integration from Diverse Perspectives]. East China Normal University Press.
- Wang, T. (2020). Huiying yiqing de kecheng yu jiaoxue: Jiyu shehui wenhua he jiaoyu gongping de shijiao [Sociocultural Perspectives of Curriculum and Instructional Design Responding to COVID-19 Pandemic]. *Educational Sciences*. 36(3),19-20, 23, 24.
- Wang, T. (2020). Zhongguo shehui de wenhua duoyangxing yu jiaoyu zhengce tanxi [Cultural diversity in China and possibilities of educational policies]. *Journal of Chinese Society of Education*, (3), 49-56.
- Wang, T., & Zheng, M. -P. (2019). Multicultural Education and its Challenges, Boundaries, and Practices: A Conversation with “the Father of Multicultural Education” James A. Banks [Duoyuan wenhua jiaoyu de dangdai tiaozhan yanjiu bianjie ji bentu shijian: Fang duoyuan wenhua jiaoyu zhifu James A. Banks]. *Global Education*, (11), 3-14.
- Wang, T. (2018). Suiqian zinv de wenhua huiyingshi kecheng yu jiaoxue: Duoyuan wenhua jiaoyu lilun de toujin [Culturally responsive curriculum and pedagogy for rural migrant students: A perspective of multicultural education]. *Journal of East China Normal University (Educational Science)*, (5), 104-113, 169.
- Wang, T., & Park, S. (2018). Hanguo 2015 kecheng fangan jiqi dui zhongguo kecheng gaige de qishi [2015 Korean national curriculum and its implications for curriculum reform in China]. *Global Education*, (11), 3-13.
- Schleicher, A., **Wang, T.**, Xiao, S. -H., Lei, H., & Huang, X. -H. (2018). Jiaoyu yao mianxiang xuesheng de weilai erbushi women de guoqu [Educating Learners For Their Future, Not Our Past]. *Global Education*, (02), 3-13.

## **MANUSCRIPT IN PROGRESS**

- Wang, T. (Expected in 2023). *Glocalized Competence: Global education and its Contextualization*. Springer.

Wang, T. (Expected in 2023). *Fluid Identities: Education and Life of Ethnic Migrants in Northwest China*. Routledge.

Wang, T., & Osler, A. (In progress). Citizenship and Global Understanding Education: Opportunities and Challenges of a Competency-based Curriculum for China. *Theory & Research in Social Education*

Wang, T. (In progress). The Possibilities and Perils of Developing Controversial Issues in Civic Curriculum with Teachers in Shanghai. *Citizenship Studies*

Wang, T. (In progress). Subject Core Competencies: Curricular Integration of Core Competencies and Curriculum Innovation in China. *Journal of Curriculum Studies*

## **RESEARCH GRANTS**

“Theories and Practices of Dream Education,” Sponsored by the Adream Foundation	P.I.	2022-2024 \$255,000
“Chinese Approach to Global Understanding Education and its Curriculum Construction,” Sponsored by National Social Science Foundation	P.I.	2019-2023 \$35,000
“Curriculum and Textbook Changes across Nations,” Sponsored by Shanghai Municipal Education Commission	P.I.	2022-2023 \$20,000
“Curriculum Reforms in International Cities,” Sponsored by Shanghai Municipal Education Commission	P.I.	2020-2021 \$40,000
“Future of Education: Discussion of Global Citizenship and Sustainable Development,” Sponsored by UNESCO ASPnet ICUA	PI	2020-2021 \$15,000
“International Comparison of Cross-disciplinary Civic Education,” Sponsored by Shanghai Municipal Education Commission	P.I.	2021-2022 \$8,000
“School Curriculum Development and Classroom Improvement based on New National Curriculum and Textbooks,” Sponsored by Dalian No.11 High School	P.I.	2020-2021 \$16,000
“International Comparison of Civic Education Program,” Sponsored by Shanghai Municipal Education Commission	P.I.	2019-2020 \$8,000
“Cultural Integration of Muslim Migrant Children in Middle and Mega Cities in China,” Sponsored by China Postdoctoral Science Foundation	P.I.	2018-2019 \$20,000
“Cultural Communication, Conflicts, and Intercultural Education Among Countries within ‘Belt and Road’ Initiatives,” Sponsored by East China Normal University	P.I.	2017-2018 \$12,000
“Cultural Appropriateness and Culturally Responsive Teaching for Rural Migrant Children in Shanghai,” Sponsored by China Postdoctoral Science Foundation	P.I.	2017-2019 \$8,000
“An Action Research of Glocalized Understanding and its Curriculum Design,” Sponsored by East China Normal University	P.I.	2017-2018 \$10,000

“Cultural Appropriateness and Culturally Responsive Curriculum for Rural Migrant China in Shanghai,” Sponsored by Shanghai Municipal Education Commission	P.I.	2017-2019 \$15,000
“Evaluation of Curriculum Implementation in K-12 Education of China”, Sponsored by the Ministry of Education in China	Researcher	2016-2019 \$150,000
“International Comparison of National Curriculum Programme,” Sponsored by Shanghai Municipal Education Commission	Researcher	2016-2018 \$35,000
“Cultural Identification of Migrant Muslim Students in China,” Sponsored by Boeing International Fellowship for International Research, University of Washington	PI	2014-2015 \$7,000
Book Project, “ <i>Global Migration, Structural Inclusion, and Citizenship Education Across Nations</i> ,” Sponsored by American Educational Research Association (P.I.: James A. Banks)	Researcher	2014-2016 50,000
Book Project, “ <i>Global Migration, Diversity, and Civic Education</i> ,” Sponsored by the National Academy of Education (P.I.: James A. Banks)	Researcher	2015-2016 50,000

## **RESEARCH EXPERIENCE**

### **East China Normal University, Shanghai** (Ranked # 2 in Education Program in China)

*Associate Professor, Department of Curriculum and Instruction, Faculty of Education, 2019-*

- Teach six undergraduate and graduate courses on educational foundations, curriculum development, and cultural diversity
- Mentor 10 graduate students (three cohorts graduated), and one undergraduate student (graduated)
- Conduct nationally- and locally-funded research on global curriculum changes, global citizenship education, and curriculum policies (see details in Research Grants)

*Post-doctoral Research Associate, 2016-2019*

- Led three research projects on the curriculum for global citizenship, and rural migrant students
- Participated in several national and local research projects, such as “Evaluation of Implementation of Curriculum in China” (Funded by the Ministry of Education in China)

### **University of Washington, Seattle**

*Post-doctoral Research Associate, Center for Multicultural Education, College of Education, 2015-2016*

- Assisted in editing a book for the National Academy of Education on Global Migration, Diversity and Civic Education (Edited by James A. Banks)

*Research Assistant, Center for Multicultural Education, College of Education, 2011-2015*

- Assisted in book editing for: *Multicultural Education: Issues and Perspective* (8<sup>th</sup> ed. & 9<sup>th</sup> ed.) (Banks & Banks, 2013, 2015), *The Encyclopedia of Diversity in Education* (Banks, 2012), *An*

*Introduction to Multicultural Education* (5th ed.) (Banks, 2014), *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* (6th ed.) (Banks, 2014)

- Assisted in Grant Writing: Spencer Foundation (\$50,000); The AERA Grant (\$ 50,000)
- Organized academic conferences and book talks

*Research Annotator, Sociocultural Content in Language Program in the Department of Linguistics, 2011*

## **UNIVERSITY TEACHING EXPERIENCE**

### **Associate Professor, East China Normal University, Sept. 2019-**

- *Curriculum Theories* (2 credits, Graduate-level) (Rate: 4.87/5.0, 2021)
- *Historical and Cultural Inquiry of Curriculum* (2 credits, graduate) (Rate: 4.88/5.0, 2019; 4.56/5.0, 2020; 4.99/5.0, 2021)
- *Foundations of Curriculum and Instruction* (2 credits, undergraduate) (Rate: 4.76/5.0, 2021)
- *Cultural Diversity and Educational Equity in China* (2 credits, undergraduate and graduate) (Rate: 4.81/5.0, Online, 2020)
- *Research Design and Paper Writing* (1 credit, graduate) (Rate: 5.0/5.0, 2021)
- *Foundations of Education* (2 credits, undergraduate) (Rate: 4.75/5.0, 4.77/5.0, 2019)
- *Professional English in Curriculum and Instruction* (1 credit, undergraduate) (Rate: 4.81/5.0, 2019; 4.98/5.0, 2020)
- *Academic Presentation in English* (2 credits, undergraduate) (Rate: 4.92/5.0, 2020)

### **Adjunct Professor, Bates Technical College, Mar. 2016-Jun. 2016**

- *Professional English* (5 credits, 28 undergraduate students)

### **Adjunct Professor, School of Educational Studies, University of Washington, Bothell, Dec. 2015-Mar. 2016**

- *Teaching and Learning in a Multicultural Society* (5 credits, 60 undergraduate students)

### **Teaching Assistant, College of Education, University of Washington, Seattle, Jan. 2012 – Jun. 2015**

- *Educating Ethnic Minority Youth: Seminar in Multicultural Education* (Prof. James A. Banks), Autumns 2014, 2012
- *Multicultural Education Across Nations* (Prof. James A. Banks), Winters 2015, 2014, 2013
- *Race, Gender and Knowledge Construction* (Prof. James A. Banks), Autumn 2013, Winter 2012
- *Multi-Ethnic Studies: Methods, Content, and Materials* (Prof. James A. Banks), Autumn 2012
- *L. S. Vygotsky, Funds of Knowledge, and the Cultural Mediation of Thinking* (Prof. Luis Moll), Summer 2013
- *Learning in Our Own times* (Prof. Shirley Brice Heath), Summer 2012

## **K-12 TEACHING EXPERIENCE**

Heritage Language Teacher (Chinese), <u>Chong Wa Chinese School</u> , Seattle	2011-2012
Chinese Teacher, Seattle Public Schools Foreign Language Assistance Program Summer Language Camp, Aki Kurose Middle School Academy, Seattle	Jul. 2012
Chinese and English Intern Teacher, Nonglin Primary School, Hongyan Primary School, and Chengjiang Middle school (Chongqing, China)	2006-2010

## **ACADEMIC AND ADMINISTRATIVE SERVICE**

### **Member, Commission of K-9 National Curriculum Revision (18 members), Ministry of Education of China, 2019-2022**

- Drafted and revised the new “*National Curriculum Program of Compulsory Education*” (launched in April 2022 and serves 158 million students and 10 million teachers)
- Conducted research and submitted six consulting reports on global curriculum changes, learning domains, and core competences to the Ministry of Education
- Invited to national demonstration training (online) for 10 million teachers

### **Assistant Director, Institute of Curriculum and Instruction, East China Normal University, 2019-**

- Organized international conferences on curriculum integration (on-site, 2019), the new norms of education (hybrid, 2020, 18k attendants), and several small academic conferences since 2019
- Managed the application for the National Office for Educational Science (Equivalent to IES in the U.S.), and two projects successfully received grants in 2020
- Invited international scholars for academic talks and visiting professorships, including Professors James Banks, Lee Shulman, Zongyi Deng, Geneva Gay, and Django Paris
- Proposed new faculty candidate (hired) in 2020

### **Executive Editor, Book Series “Curriculum Reform and School Innovation in China” (Editor: Lee Shulman, Yunhuo Cui, & Shuangye Chen), Springer, 2022-**

### **Assistant Editor, *ECNU Review of Education*, 2018-**

### **Founding member, Academic Advisory Entity of International Center for the UNESCO Associated Schools Network, Nov. 2020-**

- Conducted research for the UNESCO Initiatives of “The Future of Education.”
- Submitted a report on global citizenship education in China to the ASPnet

### **Expert, Center for Curriculum Program, Shanghai Municipal Education Commission, Sept. 2017-**

- Consult on the drafting and revision of curriculum programs in Shanghai

### **Expert, Focus Group 2, Education 2030, OECD, Nov. 2017-**

- Present research and provide advice on the projects of “Learning Compass 2030.”

**Reviewer, *Curriculum Inquiry, Global Education, ECNU Review of Education, Journal of East China Normal University*, 2017-present**

**Editorial Board Member, *Journal of Ethnic and Cultural Studies*, 2015-present**

**CONFERENCE PRESENTATIONS (Selected)**

- Wang, T., Yin, S., & Fu, Y. J. (2022). Glocalized Citizenship for Collective Well-Being: Renovation of Curriculum and Instruction in Chinese Schools. Paper session, AERA, San Diego, United States.
- Wang, T., Chen, S. -Y., & Chen, G. -Y. (2021). Subject Core Competencies: Curricular Integration of Core Competencies and Curriculum Innovation in China. Paper session
- Wang, T. (2020). Glocalized Competence: The New Normal of Global Education and Curriculum Development. Paper presented at the 18th conference of the Shanghai International Forum of Curriculum, Shanghai, China. (In Chinese)
- Wang, T., & Zheng, M. -P. (2020). The Possibilities and Perils of Developing Controversial Issues in Civic Curriculum with Teachers in Shanghai. Organizer and Chair of the symposium “Curriculum Collaboration of Researchers, Policy Makers, and Practitioners for Civic Competence: Perspectives from China.” Paper Session, AERA, San Francisco
- Wang, T., Osler, A., & Cui, Y. H. (2019). Cultivating Citizenship in Global Education: Opportunities and Challenges of a Competence-based Curriculum for China. Paper session, AERA, Toronto, Canada.
- Wang, T. (2019). Education and Social Integration of Muslim Migrant Children in China. Paper session, AERA, Toronto, Canada.
- Wang, T. (2018). Glocalized Understanding in Chinese Public Schools: A Curriculum Inquiry. Paper presented at the 6<sup>th</sup> World Curriculum Studies Conference, Melbourne, Australia.
- Wang, T. (2017). Striving for equal opportunities: Gender roles and educational challenges of migrant Muslim girls in Northwest China (Paper session). Paper session, AERA, San Antonio, TX.
- Wang, T., & Longoria, A. (2017). Knowledge to action: Teachers’ perception and enactment of democracy, equity, and diversity in China and the U.S. Paper session, AERA, San Antonio, TX.
- Wang, T. (2017). Ethnic Identification and Conflicts of Migrant Muslim Students in Northwest China. Paper presented at the 6th BNU/UCL IOE International Conference in Education, Beijing, China.
- Wang, T. (2016). Religion-based cultural identity and conflicts of migrant Muslim students in Northwest China. Paper presented at the Annual Conference of the Comparative and International Education Society (CIES), Vancouver, Canada.
- Longoria, A., & Wang, T. (2016). Beyond social reproduction: A comparative study of migrant education in the United States and China. Paper session, CIES, Vancouver, Canada.
- Wang, T. (2016). James A. Banks. A Pioneer for the advancement of social justice in a global world. Paper session, AERA, Washington, DC.

- Wang, T. (2016). Ethnic identification and conflicts of migrant Muslim students in Northwest China. Paper session, AERA, Washington, DC.
- Wang, T. (2015). A narrative approach to cultural identification of rural migrant Muslim students in Northwest China. Paper session, AERA, Chicago, IL.
- Wang, T., & Longoria, A. (2015). Civic values in textbooks of China and the United States: A comparative study on citizenship education within different social systems. Paper session, AERA, Chicago, IL.
- Wang, T. (2014). Cultural differences and classroom management: Teaching Chinese as a second language to K-2 Graders. Paper session, Paper presented at the 44th annual meeting of Jean Piaget Society, San Francisco, CA.
- Wang, T., & Longoria, A. (2014). Civic values in curriculum standards of China and the United States: A comparative study on citizenship education within different social systems. Paper session, AERA, Philadelphia, PA.
- Wang, T. (2013). The marginality of rural students in Chinese urban high schools. Paper session, AERA, San Francisco, CA.

#### **INVITED PRESENTATIONS, TALKS & INTERVIEWS (Selected)**

- “Competences for Students’ Future: Curriculum Innovation and Instructional Practices in China,” Workshop for teacher groups from Zanzibar, Tanzania, Sept. 2022
- “International Trends on Core Competences and its Curriculum Implementation,” Demonstration Training Session (Recorded) for K-9 Teachers Nationally, Jul. 2022
- “Curriculum to Meet Future Needs: Core-Competencies Redesign in China,” UNESCO The Regional Center for Educational Planning’s 90-Minutes of Knowledge Series, Jun. 2021
- “Schools in China are trying to make pupils’ lives easier. Why do some parents object?”, Media Mentions by the Economist, Sept. 2020
- “Change is constant: How the COVID-19 pandemic may shape the future of studying abroad”, Report by EurekAlert, Aug. 2020
- “An International Perspective on Contextualizing Multicultural Education,” Center for Multicultural Education 30th Symposium, University of Washington, Apr. 2018
- “Curriculum to Meet Future Needs: Core-Competencies Redesign in China,” OECD The Future of Education and Skills 2030 6th Informal Working Group Meeting, Oct. 2017

#### **PROFESSIONAL DEVELOPMENT EXPERIENCE**

**Teacher Educators, Institute of Curriculum and Instruction, ECNU, Shanghai, China Sept. 2017-**

- Taught more than 100 professional development workshops about globalized competence and curriculum development, design-based research in K-12 schools, and culturally responsive pedagogy

**Curriculum Consultant on Curriculum development, Shanghai and Dalian, China Sept. 2019-**

- Consult on whole-school design and curriculum development for more than five schools in Shanghai and Dalian

**HONORS & AWARDS**

Second Prize of the 5 <sup>th</sup> National Distinguished Educational Research	2021
First Prize of the Distinguished Educational Research of Shanghai (2014-2020)	2021
ECNU Faculty of the Year, East China Normal University	2020
FoE Faculty of the Year, Faculty of Education, East China Normal University	2019
The James I. Doi Fellowship (funding for dissertation), University of Washington	2015
Doi Dissertation Research Scholarship, University of Washington	2015
Research Assistantship, Center for Multicultural Education, U.W., 50% FTE	2011-2015
College of Education Scholarship, University of Washington	2014
Boeing International Fellowship for International Research, University of Washington	2014
College of Education Travel Grant, University of Washington	2013, 2014, and 2015
Graduate and Professional Student Senate Travel Grant, University of Washington	2014
National Scholarship, Top 1%, Ministry of Education, China,	2008,2009

**PROFESSIONAL MEMBERSHIP**

Member and Reviewer, American Educational Research Association	2011-
Member, Comparative and International Education Society	2015-
Member, Council of Curriculum, Chinese Educational Research Association	2019-
Member, Jean Piaget Society: Society for the Study of Knowledge and Development	2014





# DICKINSON STATE UNIVERSITY

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STEPHEN D. EASTON, J.D.

*President*

(701) 483-2326

steve.easton@dickinsonstate.edu

September 7, 2023

To: North Dakota State Board of Higher Education

Subject: Request for Recognition of Tenure - SBHE Policy 605.1

Pursuant to SBHE policy 605.1, Academic Freedom and Tenure; Academic Appointments, I am writing to request the State Board of Higher Education recognize tenure granted at previous institution to Dr. Huijian Dong (Provost and Professor, School of Business and Entrepreneurship).

As stated in SBHE policy; "The SBHE may award tenure to any individual appointed to the faculty who has not met the eligibility requirements of subdivisions 5(b) and 5(c) of this policy (concerning years of service at the NDUS institution) in exceptional circumstances, defined by the institution's procedures, following review and recommendation made pursuant to the procedures established at an institution. The individual shall possess a documented record of outstanding achievement and consistent excellence in a discipline or profession gained through research, scholarly or professional activities, or service."

Dr. Dong held tenure at his previous institution, New Jersey City University, in recognition of his excellence in teaching and scholarship. Dr. Dong was most recently the acting dean of the School of Business at New Jersey City University and the academic coordinator at the Kate Tiedemann School of Business and Finance at University of South Florida. Dr. Dong has a Ph.D. in economics from the University of Delaware and is in the process of completing a second doctoral degree in education with an emphasis in adult learning from Columbia University.

Dr. Dong's experiences lead to successful accreditation, student retention, and faculty development. Additionally, he has an extensive background in curriculum review and program development. He is also a prolific scholar with research work published in the *American Business Review*, *Journal of Asset Management*, and *Journal of Wealth Management*, to name a few.

In recognition of rank granted at previous institutions, as well as their breadth of knowledge and outstanding scholarly achievements, it is my recommendation that the State Board of Higher Education of the State of North Dakota grant Dr. Huijian Dong tenure status at Dickinson State University as part of the hiring process for this outstanding new professor.

Please contact me if you have questions or require additional information.

Respectfully,

A handwritten signature in blue ink that reads "Steve Easton". The signature is stylized, with the first letters of the first and last names being prominent.

Stephen D. Easton, J.D.

President

Dickinson State University

**NORTH DAKOTA UNIVERSITY SYSTEM  
Procedure Manual**

**Procedure:** 605.1 Tenure Recommendation Format  
**Effective:** September 11, 2019

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**CANDIDATE RECOMMENDATION**

Institution: Dickinson State University

Tenure Unit: School of Business and Entrepreneurship

Tenure Candidate Name: Huijian Dong

Current Rank: Professor

Number of years of tenure credit earned at current institution (including current year): 0

Number of years of tenure credit awarded for previous professional experience: 7

Academic Credentials and Institution: BS, South China University of Technology & PhD,  
University of Delaware

Policy 605.1 – Provide substantiation for the tenure recommendation and indicate the paragraph being referenced. Use additional sheets if necessary. (Check one)

     3. “The criteria for tenure evaluation shall include teaching, contribution to a discipline or profession through scholarships, research or professional activities, and service to the institution and society. . . Eligibility for tenure requires a probationary period of six years of continuous academic service to the institution.” Use of paragraph 3 requires only a brief substantiation.

X 4. “The Board may, following review and recommendations made pursuant to the procedures established at an institution award tenure in exceptional circumstances, defined by the institution’s procedures, to any person appointed to the faculty who has not met the eligibility requirements of subdivisions 3(b) and 3(c) of this policy, provided that the person has a documented record of outstanding achievement and consistent excellence in a discipline or professional gained through research, scholarly or professional activities, or service.” Use of paragraph 4 requires a reference to specific institutional policy requirements and a description as to how the candidate satisfies the institution criteria.\*

If the recommendation of the institution's chief executive differs from the consensus of the campus review, the chief executive is to explain the basis for her/his recommendation.

Reference: SBHE Policy 605.1

\* Sections 11.F.7 and 11.F.2 of DSU Faculty Handbook (attached)

## CANDIDATE RECOMMENDATION FORM

Institution: Dickinson State University

Tenure Unit: School of Business and Entrepreneurship

Tenure Candidate Name: Huijian Dong

Current Rank: Professor

Number of years of tenure credit earned at current institution (including current year): 0

Number of years of tenure credit awarded for previous professional experience: 7

Academic Credentials and Institution: BS, South China University of Technology & PhD, University of Delaware

Policy 605.1 – Provide substantiation for the tenure recommendation and indicate the paragraph being referenced. Use additional sheets if necessary. (Check one)

     3. “The criteria for tenure evaluation shall include teaching, contribution to a discipline or profession through scholarships, research or professional activities, and service to the institution and society. . . Eligibility for tenure requires a probationary period of six years of continuous academic service to the institution.” Use of paragraph 3 requires only a brief substantiation.

X 4. “The Board may, following review and recommendations made pursuant to the procedures established at an institution award tenure in exceptional circumstances, defined by the institution’s procedures, to any person appointed to the faculty who has not met the eligibility requirements of subdivisions 3(b) and 3(c) of this policy, provided that the person has a documented record of outstanding achievement and consistent excellence in a discipline or professional gained through research, scholarly or professional activities, or service.” Use of paragraph 4 requires a reference to specific institutional policy requirements and a description as to how the candidate satisfies the institution criteria.\*

If the recommendation of the institution's chief executive differs from the consensus of the campus review, the chief executive is to explain the basis for her/his recommendation.

Substantiation for the tenure recommendation:

\* Sections 11.F.7 and 11.F.2 of DSU Faculty Handbook (attached)

**II.F.7 TENURE****II.F.7.a PURPOSE OF TENURE**

The purpose of tenure as defined by the State Board of Higher Education is to assure both academic freedom and a sufficient degree of economic security to make the academic profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are extremely important to the success of an institution in fulfilling its obligations to its students and to society.

There shall be a probationary period of **six full-time, consecutive years of academic (tenure track) service** at the University, computed from the date of appointment, unless credit has been given for previous experience. During this probationary period, the faculty member shall be observed and evaluated in accordance with evaluation procedures as outlined in Section II.F.3. of this Faculty Handbook.

**II.F.7.a.1 CRITERIA FOR GRANTING TENURE**

In order to be recommended for tenure, the applicant must meet or exceed the minimum criteria for all four components listed in II.F.2. (**Note: This is the same criteria for promotion to associate professor.**)

**II.F.7.a.2 PROMOTION/TENURE MATERIALS SUBMITTED TO THE PROMOTION/TENURE COUNCIL**

The materials to be submitted in a binder for tenure are the same as those for promotion as outlined in section II.F.6.d.

**II.F.7.a.3 PRE-TENURE REVIEW**

Dickinson State University wants its faculty members to succeed and to be productive members of the DSU community. While insuring one's suitability for tenure is primarily the responsibility of the individual, all tenured members of a department have a professional obligation to help guide untenured faculty through their probationary period. The pre-tenure review process is one of the mechanisms through which untenured faculty gain positive and corrective feedback about their performance and how it relates to their tenure progress. This pre-tenure review process will employ the university's established criteria for tenure, emphasizing excellence in teaching.

**Timing**

Tenure-track faculty members who, upon their initial hiring at DSU, were not granted prior years of service toward tenure should complete the pre-tenure review process after three years of full-time service to DSU (in the 4th contract year). In cases where prior years of service have been granted, the review should occur at the approximate mid-point of the remaining probationary period.

**Review Committee**

Submitted materials will be reviewed by a committee consisting of three members: the Department Chair, the faculty member's mentor, and one additional departmental tenured-faculty member chosen by the member under review. If the mentor is unavailable, a second additional departmental tenured-faculty member can serve in this capacity.

In the case where a department does not have enough tenured faculty members, additional tenured faculty members from another department can fill these roles. Any non-departmental committee members should be acceptable to both the individual faculty member and Dean of Instruction or the Vice President for Academic Affairs.

**Timeline**

- By **September 15** of each year, candidates for pre-tenure review will be notified by the Department Chair of their review and asked to prepare materials for submission no later than **November 1**.
- The candidate will submit to the review committee a draft copy of the current tenure documents with the appropriate supporting materials.
- The review committee must meet and discuss each candidate's progress towards tenure. No later than **December 1**, the review committee will meet with the candidate to discuss areas of strengths and areas where additional attention is warranted. The feedback provided by the review committee is not binding and does not guarantee tenure. In addition, it should not be made part of the faculty member's permanent file, unless

requested by the faculty member under review. The feedback is for formative assessment only.

- No later than **December 15**, the department chair will notify the Dean of Instruction in writing that the pre-tenure review process has been completed.

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#### **Policy History**

Non-substantive edits approved by Faculty Senate 03/21/2019

Formatting updated 12/12/2018

Effective date 08/01/2013

Approved by Faculty Senate 9/19/2013

### **II.F.7.b PROCEDURE FOR GRANTING TENURE FOR FULL-TIME ACADEMIC FACULTY**

The following guidelines that apply to the use of this tenure document, early tenure and other exceptional circumstances dealing with tenure are outlined in section II.F.7.c.

- Regular, full-time academic service as defined in the Dickinson State University Faculty Handbook (II.F.1.a.& b) describes the status of a candidate for meeting the eligibility requirements for tenure. “Adjustments in faculty teaching loads” made in light of administrative duties shall not exceed 50% averaged over the time period since the applicant’s initial tenure-track appointment.
- All original documents are to be deposited in the Provost/Vice President for Academic Affairs Office, viewed there, and signed there by the appropriate parties. The Provost/Vice President for Academic Affairs Office shall monitor the receipt of all materials and notify the person responsible if materials are not submitted by the due dates specified below.
- If a candidate is applying for both promotion in academic rank and tenure, the same evaluation committee (s) shall be used for both. Any additional materials for one application or the other must also be provided by the candidate.
- If a due date falls on a weekend or holiday, the due date shall be the last working day before the weekend or holiday.
- The Dean of Instruction or the VPAA must apply for tenure within his/her academic department.
- No candidate shall evaluate himself or herself. A department chair shall skip step 7, Dean of Instruction shall skip step 8, and a VPAA shall skip step 11.
- If a department chair is the candidate, the Dean of Instruction (see steps 3 and 4) shall form the department committee. If, however, the Dean of Instruction is the candidate, the department chair shall form the department committee as stated in steps 3 and 4.

#### **Timeline**

1. On or before **September 1**, the **Provost/Vice President for Academic Affairs Office** shall begin the tenure process by informing, in writing, each candidate eligible for tenure of his/her responsibility to submit substantiating evidence for his/her evaluation. Copies of the letter are to be sent to each candidate’s department chair, the Dean of Instruction, and the chair of the Promotion and Tenure Council.

2. On or before **October 1**, the **candidate** for tenure shall return, in person a completed application form to the Provost/Vice President for Academic Affairs Office. Upon submission of the completed application form, the candidate shall receive written acknowledgement of receipt by the Provost/Vice President for Academic Affairs Office.
3. On or before **October 1**, the **Dean of Instruction** shall notify the Department Chair in writing to form a three-member department committee, as described in II.F.7.b.4 below, to evaluate the candidate.
4. On or before **October 15**, the **Department Chair** shall:
  - a. Appoint a three-member department committee (two faculty shall be from within the department and the applicant shall choose the third member from any department of the university). Two of the committee members must be tenured. In the case where a department does not have enough tenured faculty members, additional tenured faculty members from another department can be added to the committee. (This may result in a committee larger than three members.) Any non-departmental committee members should be acceptable to both the individual faculty member and the Department Chair.
  - b. Designate the committee chair and submit the names in writing of the committee members to the Provost/Vice President for Academic Affairs Office. Copies of the letter are to be sent to the candidate, the department committee members, the Dean of Instruction, and the chair of the Promotion and Tenure Council.
5. On or before **October 15**, the **candidate** shall, in person, place substantiating evidence in the Provost/Vice President for Academic Affairs Office for review by his/her department committee, Department Chair, Dean of Instruction, Promotion and Tenure Council, Provost/Vice President for Academic Affairs, and the President of the university. Upon submission of the substantiating evidence, the candidate shall receive written acknowledgment of receipt by the Provost/Vice President for Academic Affairs Office.
6. On or before **November 15**, the **department committee** shall evaluate the candidate and his/her substantiating evidence on file in the Provost/Vice President for Academic Affairs Office. The department committee shall submit a recommendation using the Recommendation for Promotion and/or Tenure form to the Promotion and Tenure Council and deposit it in the Provost/Vice President for Academic Affairs Office ranking the candidate as to whether or not they meet or exceed the minimum criteria on each designated criterion, and specifically recommending the candidate for or against tenure. A copy of the recommendation shall be sent to the candidate, to the Department Chair, and to the Dean of Instruction.



- 1200 7. On or before **December 1**, the **Department Chair** shall evaluate the candidate, his/her  
1201 substantiating evidence, and the department committee's tenure recommendation on file  
1202 in the Provost/Vice President for Academic Affairs Office. The Department Chair shall  
1203 submit a recommendation using the Recommendation for Promotion and/or Tenure form  
1204 to the Promotion and Tenure Council and deposit it in the Provost/Vice President for  
1205 Academic Affairs Office ranking the candidate as to whether or not they meet or exceed  
1206 the minimum criteria on each designated criterion, and specifically recommending the  
1207 candidate for or against tenure. A copy of the recommendation shall be sent to the  
1208 candidate and to the Dean of Instruction.  
1209
- 1210 8. On or before **December 15**, the **Dean of Instruction** shall evaluate the candidate, his/her  
1211 substantiating evidence, and both tenure recommendations (department committee;  
1212 Department Chair) on file in the Provost/Vice President for Academic Affairs Office.  
1213 The Dean of Instruction shall submit a recommendation using the Recommendation for  
1214 Promotion and/or Tenure form to the Promotion and Tenure Council and deposit it in the  
1215 Provost/Vice President for Academic Affairs Office ranking the candidate as to whether  
1216 or not they meet or exceed the minimum criteria on each designated criterion, and  
1217 specifically recommending the candidate for or against tenure. A copy of the  
1218 recommendation shall be sent to the candidate.  
1219
- 1220 9. On or before **December 20**, the **candidate** shall have the right to make a written request  
1221 to appear before the Promotion and Tenure Council to speak on his/her behalf. The  
1222 Promotion and Tenure Council may request clarification and/or additional information as  
1223 necessary from any of the above evaluators.  
1224
- 1225 10. On or before **February 1**, the **Promotion and Tenure Council** shall evaluate the  
1226 candidate, his/her substantiating evidence, and the three tenure recommendations  
1227 (*department committee; Department Chair; Dean of Instruction*) on file in the  
1228 Provost/Vice President for Academic Affairs Office. The Promotion and Tenure Council  
1229 shall submit a recommendation using the Recommendation for Promotion and/or Tenure  
1230 form to the President of the University and deposit it in the Office of the President that:  
1231 a. Verifies that the candidate has met the minimum requirements for tenure, and  
1232 b. Ranks the candidate as to whether or not they meet or exceed the minimum  
1233 criteria on each designated criterion, and specifically recommends the candidate  
1234 for or against tenure. A copy of the recommendation shall be sent to the  
1235 candidate.  
1236
- 1237 11. On or before **March 1**, the **Provost/Vice President for Academic Affairs** shall evaluate  
1238 the candidate, his/her substantiating evidence, and the four tenure recommendations  
1239 (*department committee; Department Chair; Dean of Instruction; Promotion and Tenure*  
1240 *Council*) on file in the Academic Affairs Office. The Provost/Vice President for

Academic Affairs shall submit a recommendation to the President of the University and deposit it in the Office of the President ranking the candidate as to whether or not they meet or exceed the minimum criteria on each designated criterion, and specifically recommending the candidate for or against tenure. A copy of the recommendation shall be sent to the candidate.

12. On or before **April 1**, the **President of the University**, based upon:

- a. The candidate's application and substantiating evidence,
- b. Written evaluations and recommendations from the department committee, the Department Chair, the Dean of Instruction, the Promotion and Tenure Council and the Provost/Vice President for Academic Affairs, and;
- c. Personal conferences, as deemed necessary by the President of the University, with the above mentioned evaluators and with appropriate support staff, shall grant or deny tenure. The President of the University shall notify the applicant, in writing, of his/her decision to grant or deny tenure. Copies of the letter shall be sent to the department committee members, the Department Chair, the Dean of Instruction, the Promotion and Tenure Council members, and the Provost/Vice President for Academic Affairs.

In case the President of the University does not recommend tenure, the candidate may follow the appeal procedure approved by the Board of Higher Education (Board Policy 605.1 & 605.4). The complete appeal procedure is found in North Dakota Board of Higher Education Policy Manual. Candidates are cautioned to be sure to obtain complete, current information and to follow the time framework as specified.

13. At the April meeting of the Board of Higher Education, the President of the University shall report his/her decision regarding the candidate's tenure status.

Flow charts for the procedure for tenure follow.

**Relevant Forms**

Application for Promotion and/or Tenure (found on SharePoint)

Recommendation for Promotion and/or Tenure (found on SharePoint)

**Reference Documents**

SBHE Policy Manual, Section 605.1, Academic Freed and Tenure; Academic Appointments

SBHE Policy Manual, Section 605.4, Hearings and Appeals

1282 **Policy History**

1283 Revised / Approved by Faculty Senate 03/21/2019

1284 Formatting updated 01/12/2019

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**II.F.2 CRITERIA FOR EVALUATION**

All faculty hired Fall 2017 or later will be evaluated under this updated policy. Until Fall 2022, faculty hired prior to Fall 2017 will have the option of being evaluated under this new policy or under the policy that existed in the Faculty Handbook as of May 2017. After Fall 2022, this updated policy will be the only evaluation criteria accepted.

The criteria for evaluation will be divided into four components. In order to apply for promotion or tenure, a faculty member must meet or exceed the minimum criteria for all four components. Meeting those minimums does not guarantee that promotion or tenure will be granted. Faculty experts and administrators will have the final decision regarding the granting of promotion and/or tenure.

First year faculty will only be evaluated based upon their Teaching Effectiveness. There is no evaluation requirement for Scholarship or Service during the first year unless otherwise specified in an individual's contract.

**Component 1: Teaching Effectiveness**

High-quality teaching includes, but is not limited to, the following:

- Creating a high-quality educational experience that advances student understanding in your field
  - For online teaching, this includes being actively engaged in coursework through the semester.
- Creating and revising courses as necessary.
- Being available to students and university through various means. This includes more time than just class time and official office hours.
  - For online teaching, this includes responding to students and university in a timely fashion.

Measured based on as many of the following as possible:

- Student Evaluations (required)
- Classroom Visitation Reports
- Peer or Mentor Reviews
- Administrators Evaluations (required)
- Evidence of Growth in Teaching (required)

**Component 2: Scholarship Activities and Self-Improvement**

Scholarly activities can include both of the following categories:

**Research & Professional Development Activities:**

- Graduate work or work towards an advanced degree
- Continuing education in professional field
- Participation in professional organizations
- Publications
- Peer-review for professional publications
- Attendance at professional meetings
- Presentations at professional meetings
- Personal performances, such as Oratorical, Musical, Dramatic, Exhibitions
- Consulting work
- Writing grants

**Educational & Pedagogical Activities:**

- Continuing education in teaching
- Participation in teaching organizations
- Publications
- Peer-review for professional publications
- Attendance at professional meetings
- Presentations at professional meetings
- Consulting work
- Review of commercial and professional curriculum materials
- Writing grants

Measured based on the following:

- Documentation or evidence of each completed activity

A minimum of one of these activities must be averaged per year in order to be considered for promotion and tenure. More of these are encouraged.

The activities should be demonstrated over the candidate's full employment period.

**Component 3: Service to the University**

Service to the university is defined as any activity related to the success of the university and/or its students.

Examples include, but are not limited to:

**Required**

- Advising (required for tenured/tenure-track faculty)
- Serving on a committee and/or Faculty Senate
- Additional contractual duties (if applicable)

**Recommended:**

- Additional committee service
- Writing student recommendations
- Involvement in student research
- Internships, field experiences, and student job placement
- Recruiting
- Raising funds
- Conducting and/or assisting at clinics, workshops, camps, tournaments and meets, intramurals, concerts, etc.
- Teaching for Continuing Education (undergraduate, graduate or non-credit)
- Advising student organizations

**Measured based on the following:**

- Documentation or evidence of each required activity
- Documentation or evidence of each recommended activity completed

A minimum of the required activities plus one of the recommended activities must be averaged per year in order to be considered for promotion and tenure. More of these are encouraged.

The activities should be demonstrated over the candidate's full employment period.

**Component 4: Service to the Community**

Service to the community is defined as services rendered in your professional field as well as other activities. The goal is to encourage well-rounded, community-involved faculty.

Community can range from locally to globally.

Examples include, but are not limited to:

- Making speeches/giving presentations to community groups
  - Organizing and/or working with community organizations
  - Service to community organizations
  - Seeking or holding governmental office
  - Serving on advisory boards
  - Serving as a resource person
  - Service to or holding office in a professional organization
  - Participating in accreditation/external review activities
  - Professional consulting (unpaid) related to one's professional expertise
- (Monetary donations and simple membership in an organization do not count toward this component.)

Measured based on the following:

- Documentation or evidence of each completed activity

A minimum of one of these activities must be averaged per year in order to be considered for promotion and tenure. More of these are encouraged.

The activities should be demonstrated over the candidate's full employment period.

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### **Policy History**

Revised / Approved by Faculty Senate 03/21/2019

Formatting updated 11/15/2018

Approved by Faculty Senate 4/19/17

## Huijian “David” Dong

Harborside Suite 2  
School of Business, New Jersey City University  
200 Hudson St., Jersey City, NJ 07302

Office: (201) 200-3168  
Mobile: (302) 367-9399  
Email: hdong@njcu.edu

### Education

Ph.D. in Economics (concentration: finance), University of Delaware Dissertation: International Financial Markets Contagion: Determinants and Consequences	2011
Ed.D. in Adult Learning (concentration: higher education), Columbia University Dissertation: The Success Factors for the Adult Learners in Higher Education Institutions	In progress
B.S. in Electrical Engineering, South China University of Technology	2000

### Full-time Employment

#### New Jersey City University

Administrative Interim Dean, Associate Dean, School of Business	2021-present
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#### University of South Florida

Administrative Academic Coordinator, Kate Tiedemann School of Business and Finance Head of Finance, Economics, Statistics, and Entrepreneurship, K.T. College of Business Director, Merrill Lynch Wealth Management Center	2019-2020 2017-2019 2017-2020
Faculty Associate Professor of Finance (with Tenure)	2017-2020

#### Pacific University Oregon

Administrative Chair, University Curriculum and Standards Chair, College Curriculum and Standards, College of Business Director, Master of Science in Finance Program, College of Business	2014-2016 2013-2016 2013-2017
Faculty Associate Professor of Finance (with Tenure) Assistant Professor of Finance	2016-2017 2011-2016

#### New Oriental Education Group (NYSE: EDU)

Administrative Regional General Manager Division Manager	2006-2007 2004-2006
Faculty Lecturer	2001-2007



## Academic and Administrative Services

### New Jersey City University

#### Budgetary

- Realized \$2.5 million in savings without decreasing enrollment or faculty income

#### Strategic planning and policies

- Led the development of School Strategic Plan 2025 with a new stakeholder committee
- Created roadmap and quantifiable metrics for performance measurement and action items
- Implemented mission-aligned outcome review protocols and people-centered timetable
- Developed a set of AACSB-consistent policies (e.g., Tenure and Promotion, Communication Protocol, Instruction and Assurance of Learning, Faculty Review Policy, General Education Curriculum Proposal, Independent Study, Online Instruction Guidelines)

#### Academic affairs

- Oversee 14 undergraduate programs, eight graduate programs, and eight certificate programs
- Developed five new programs (new B.S., new M.S., 4+1 pathway, and degree completion) and restructured six programs (post-restructure retention rate: 87%)
- Organized three cycles of course innovations (online and HyFlex modality transition, new strategic plan transition, core business curricula currency maintenance)
- School social mobility ranking #59 nationally.

#### Faculty and staff affairs

- Starting from 2021, oversaw 49 full-time faculty, 15 staffs, and 36 long-term adjunct faculty
- Reviewed seven faculty members for tenure and conducted 20+ reappointment reviews
- Hired five new faculty and staff members and administered 12 faculty and staff separations
- Introduced three sets of technology infrastructure for various human resources needs

#### Student affairs

- Oversee the management of 1,400 business-major students and 3,700 registrations/semester
- Led the correspondence with advising, student management, Title IX administration, Diversity and Inclusion, Student Health and COVID correspondent, and campus life events
- Developed the School of Business Teaching Symposium
- Developed the Student Town Hall meeting as a recurring student engagement event

#### Enrollment and admissions

- Promoted the enrollment to stay flat compared to the university's 9% drop
- Contributed 30% of university revenue with 13% of instruction budget (including overheads)
- Graduate enrollment increased by 10% after the program restructure.
- Equipped the Fort Monmouth satellite campus with curricula and staffing
- Implemented more than 60 recruiting events with prospective students and stakeholders
- Coordinated five articulation agreements with high schools, four transfers agreement with community colleges, and one co-education agreement with a community college

#### Fundraising

- Facilitated securing the Guarini Institute Startup Fund (\$5 million)
- Facilitated securing the Bank of America fund (\$0.5 million)
- Facilitated securing the NJCEE Fund (\$1.5 million in kind)
- Facilitated securing NJ Small Business Development Center (\$0.5 million/year, long term)
- Facilitated securing Korean Maritime Institute (round 1: \$1.2 million R&D grant)
- Facilitated securing Innovation Center (\$0.25 million/year, long term)

### Research initiatives

- Faculty published nice articles in A+ journals, one received Fulbright, one recognized in a national-level association, and one chaired research association
- Secured the \$1,000 faculty/year travel fund despite the financial exigency
- Set up three new research grant-writing clusters: business analytics, fintech, and supply chain
- Coordinated the John Williams, President of Federal Reserve Bank of New York, Finance Talk Webinar at NJCU School of Business

### Student success and scholarship

- Led to expand the Career Service from 50 to 350 offers and year-long career curricula
- Led the collaboration with the first-time college program and enhanced retention rate by 5%
- Led to set up the athletics pathway program and realized sports management internship credit
- Led to expand the honors program enrollment to 45 and 100% funding coverage
- Facilitated to grow the number of merit scholarship recipients to 300
- Promoted student clubs and competitions and received multiple national recognitions

### Accreditations

- Led the ACBSP CIR 10-year review process and submitted the self-study report
- Submitted the AACSB Initial Accreditation Application with the initial benchmark report
- Supported the university with the Middle States Accreditation (MSCHE) report
- Led the School to serve as a model of policy and practice for other schools and colleges (e.g., templates for program closures, teach-out budget and planning methods, STEM designation application, CIP, non-credit programs, factsheet, athletics advising, international pathway)

### Marketing and communications

- Set up the newsletter protocol and social media protocol for the School
- Developed recruiting templates and conducted admissions and recruiting training
- Led to develop standardized media image and market impression criteria
- Assisted the President and Provost with critical communications on challenging occasions
- Assisted the Vice President for Student Affairs with stakeholder engagement events

### Community engagement

- Facilitated setting up the Board of Advisors forum and developed leader-taught classes
- Coordinated inviting more than 40 community leaders to join the school initiatives regularly
- Collaborated with the Alumni's Office and Athletics Center to foster the "Lifetime NJCUer" culture for continuing education and fundraising
- Coordinated the MOU of Innovation and Security in Port Management in Israel and New Jersey, joined by Gov. Phil Murphy and Choose New Jersey President Wesley Mathews

### Stakeholder relationships

- Created various technical and pedagogical reports for the university BOT (e.g., the NJCU Student Social Mobility Report, the NJCU Community Economic Impact Report)
- Developed relationships with the State Higher Education Secretary's Office, other state schools, and local agencies to advocate for NJCU students and employees
- Coordinated the MOU between NJCU, Jersey City, and Consulate General of Mexico to create Acelera Nueva Jersey

### International collaborations

- Led to grow international enrollment to 350 despite the impact of COVID
- Led to seal agreements with Mexico, China, Ireland, Korea, Peru, and Israel institutions
- Hosted seven international fora which increased the awareness and social impact of the School, e.g., three MOUs with Ireland's Top Universities and Incubators

## University of South Florida

### Strategic planning and policies

- Served on the Council of ONE USF Consolidation Plan
- Served on the General Committee for Senate Committees, assigned strategic tasks, selected committee/council members among the 25 university faculty senate committees, and managed the progress of strategic initiative proposals
- Developed and updated the Student Managed Investment Fund (SMIF) Bylaws, the School Faculty Workload Policy, the Research Expectation and Evaluation Policy, the School Faculty Development Budget Policy, and the Transfer Student Credit Equivalency Guideline

### Academic affairs

- Oversaw the monthly academic report (enrollment, fiscal, instructional quality, learning effectiveness, faculty contract, academic catalog updates) in the Executive Council
- Served in the Executive Committee for the executive dean on academic affairs
- Organized the Quality Matters® certification for online courses in the School
- Oversaw the assessment and enhancement of the content and delivery of the School's academic programs to promote student and faculty success
- Managed School credentials and regulatory compliance through educational quality improvement initiatives and ongoing assessment of Student Learning Outcomes (SLO)

### Faculty and staff affairs

- Supervised the School academic program directors and the directors of the School's undergraduate office, graduate office, career center, advising center, marketing and communications, advancement, civic engagement, and four research centers
- Managed faculty and staff recruitment, research, tenure and promotion, appeals, contract, benefit, disclosure, leave, dispute, and annual review
- Conducted searches for the positions of the Associate Director of Undergraduate Studies, Director of Marketing and Communications, Director of Student Success, Associate Director of Advancement, and Director of MBA Admissions

### Student affairs and student success

- Managed more than 200 courses, 1750 students (undergraduate and graduate), and 9,300 course registrations per semester
- Managed the Student Managed Investment Fund (SMIF) for the USF Foundation with 65 student fund managers recruited; contributed the investment proceeds to the university budget
- Led the DFW reduction initiative and second-year student retention initiative
- Created ONE USF business curriculum common syllabus template, textbook standards, assessment standards, and new teaching evaluation guidelines
- Supervised six long-term student organizations, e.g., Student Senate, Wall Street Club
- Created KTCOB Entrepreneur's Club and invited renowned business leaders to address their business insights to donors and officers; the club incubated three new business entities.

### Enrollment and admissions

- Graduate enrollment increased by 17%; undergraduate enrollment decreased by 5%; total enrollment decreased by 2%.
- Online MBA ranked 23<sup>rd</sup> nationally, advanced from 35<sup>th</sup>
- New Financial Planning program enrollment grew from 0 to 120 in two years.
- Invited Paul Smith, Global CEO of the CFA Institute, to visit the School and gained the opportunity of hosting the CFA Ethics Competition at KTCOB in 2019 for the first time and again in 2020; the program series contributed to reverse the downward trend of finance program enrollment.

### Fundraising

- Steward alumni, friends, and organizations in conjunction with the University Advancement
- Coordinated with the advancement office to maintain and develop ties with local businesses, e.g., invited Citi and Doyle executives to give guest lectures and establish business labs
- Facilitated securing \$2 million in-kind sponsorship for USF Entrepreneurship Competition
- Facilitated securing \$0.7 million to set up Tampa Bay Developers Luncheon Series
- Facilitated securing \$0.45 million from Merrill Lynch to set up the financial literacy initiative
- Developed the periodical Donor Impact Report

### Research initiatives

- Developed AACSB teaching and scholarly activity competencies and built positive supervisory and peer relationships (two programs awarded best program, five programs covered by state media, four faculty and five staff received statewide honor)
- Coordinated two international academic conferences (online and in-person) with leading business journal editors and national association leaders
- Coordinated the first grant-writing workshop (6 credits) for the PhD, DBA, and interdisciplinary program students
- Developed the USF Student Investment Research Protocol and Research Report Policy

### Accreditations

- Conducted school systematic program reviews and assessments (12 business core courses, 45 major core courses) for AACSB and SACSCOC purposes
- Monitored and improved education metrics for regulation and ranking purposes
- Drafted the Standard 3 (faculty), 4 (curriculum), and 6 (learner progression) AACSB report

### Marketing and communications

- Oversaw the monthly school newsletter (student, faculty, staff achievements, administrative communications, stakeholder and community engagement)
- Connected and responded to the university offices as the school contact person: Admissions; Registrar; Financial Aid; Institutional Research; Student Success Center; Career Services; Bishop Center; Human Resources; Business Office; Marketing and Communications; Community Service & Civic Engagement; Advancement, and International Office

### Community engagement

- Represented the School in external matters that supported the school's public purposes
- Communicated with the Advisory Board to discuss academic affairs matters and delivered industry dynamics to faculty, staff, and students bi-monthly (quarterly after March 2020)
- Created the USFSP Business Forum Series and regularly engage the key stakeholders in our college activities, including donors and friends, city, county, and state officers, the Executive Dean's Advisory Board, prospective students, parents, alumni, corporate partners, and community leaders
- Invited the local school district superintendent and city officers to set up the USF-City of St Petersburg and Clearwater teacher development program; more than 50 high school teachers are regularly trained to teach Economics, Management, and Finance courses delivered to more than 20,000 local students.
- Produced the monthly KTSBF Investment Newsletter for the broad Florida investor audience

### Stakeholder relationships and international collaborations

- Served as the School's representative on the University Faculty Senate and the Faculty Executive Committee
- Developed three study abroad programs for business-major students in the School and one broad-based joint international graduate program for all business-related students



## Pacific University Oregon

### Chair, Chair-Elect, Curriculum & Standards, Pacific University

- Conducted 4 new campus-wide programs’ proposals review, feedback, and re-evaluation
- Conducted 2 existing programs’ accreditation self-review and faculty review
- Updated the University Online Education Program Inter-college Credit Transfer Protocol
- Drafted the Advantages of Pacific University Undergraduate Education Report
- Assisted in incubating two programs outside of the College of Business at Pacific University
- Initiated and organized the University Accreditation Learning Outcome (UALO) Document

### Chair, Curriculum & Standards, College of Business, Pacific University

- Advised three new faculty as the official mentor appointed by the university
- Oversaw curriculum and standards affairs, including disputes, reviews, and updates
- Provided semester-cycle management of course scheduling, offering, and planning
- Served as registrar’s contact, including transfer students and study abroad programs
- Provided semester-cycle management of student advising, admissions and graduation audit
- Provided credit transfer review and certificate course review
- Addressed MBA and MSF admissions inquiries; updated new admissions policies as needed
- Provided academic misconduct review and oversaw student appeals

### M. S. in Finance Program Contact Person, College of Business, Pacific University

- Created the MSF program with proposal, budget, curriculum, recruiting, and marketing; the program was financially self-sustaining after the first cohort
- Set up the academic standards and designed the delivery model with the Registrar’s Office
- Organized and mediated the 2016 CFA Finance EXPO academic track panel discussions
- Designed the marketing and recruiting plan; host more than 10 student recruitment events
- Aligned the MSF curriculum with the CFA CBOK; dynamically update the curriculum
- Placed 46 MSF students in the regional financial industry; increased the ranking significantly from 151-200 to 91<sup>st</sup> nationally.
- Created the joint program with East China University of Science and Technology

### Faculty Senate, Pacific University

- Represented College of Business and its initiatives at the University Faculty Senate
- Represented and defended 3 College of Business program and degree proposals
- Managed the business accreditation process and represented AACSB initiatives
- Chaired the retirement and benefit committee and reviewed faculty defined contribution plan
- Led the switch of faculty and staff 403(b) accounts to better investment management practice
- Participated in the Pacific 2020 strategic plan and provided the enrollment projection model
- Designed student and faculty recruitment package

### Committee work at Pacific University

- Chair, Member, Admissions Committees, MSF, MBA, 2014 to 2017
- Chair, Search Committee, Assistant/Associate Professor of Marketing (tenure-track), 2016
- Faculty Representative, Search Committee, Dean of College of Business, 2016
- Member, Search Committee, Assistant/Associate Professor of Management, 2016
- Member, Search Committee, Assistant/Associate Professor of Accounting, 2016
- Member, Search Committee, Executive Assistant to the Dean, 2015
- Member, Search Committee, Assistant Professor of Accounting (term), 2014
- Member, Curriculum and Standard Committee, designed and taught three new undergraduate classes (Business Finance, Investments, Global Finance) from 2011 and five new graduate classes (Equity Asset Pricing, Fixed-Income Asset Pricing, Derivatives, Financial Statements, and Corporate Finance)

## Recent Publications

### Working Papers

- Dong, H., & Patterson, G. (2022). How do firms address climate change risk? Under review by *Environmental and Ecological Statistics*
- Dong, H. (2022). University presidents' job market. Under review by *Studies in Higher Education*
- Dong, H. (2022). Order cancellations and their impacts to the equity market. Under review by *Finance Research Letters*
- Dong, H. (2022). Spreads in Municipal Bond Market. Under review by *Infrastructures*
- Dong, H., & Yang, T. (2022). Journal contribution and business school research missions: a latent dirichlet allocation model. Under review by *Academy of Management Learning & Education*
- Dong, H. (2022). Hidden orders and market returns. Under review by *Review of Financial Studies*.

### Peer-reviewed journals

- Dong, H., & X. Guo. (2022). Option Price Predictability, Splines, and Expanded Rationality. *Model Assisted Statistics and Application*, 17, 285-297.
- Guan, W., Patterson, G., & Dong, H. (2022). Ethical fund volatility and inconsistency of investor sentiment. *Journal of Business and Management*, 28(1), 1-29.
- Dong, H., Guo, X., & Ning, S. (2021). Risk Surprise and Delayed Return Reactions. *Academy of Accounting and Financial Studies Journal*, 25(6), 1-8.
- Dong, H., & Guo, X. (2020). Population, Income, and Farmland Pricing in an Open Economy. *International Journal of Financial Studies*, 8(4), 67-78.
- Dong, H., & Guo, X. (2020). Diminishing Research Quotient: Does Capital Availability and Labor Productivity Crowd Out R&D Productivity? *International Journal of Business and Economics*, 5(1), 9-21.
- Dong, H., & Guo, X. (2020). Asymmetric Momentum Contingency in Gain and Loss: A Wavelet Approach. *Journal of Investing*, 29(3), 76-88.
- Dong, H., Guo, X., & Reichgelt, H. (2020). Are Extreme Negative Return Events Independent of the Market? *Journal of Wealth Management*, 23(1), 60-73.
- Dong, H., Guo, X., & Reichgelt, H. (2020). Predictive Power of ARIMA Models in Forecasting Equity Returns: A Sliding Window Method. *Journal of Asset Management*, 21, 549-566.
- Dong, H., & Guo, X. (2020). Weak Links among Risk, Return, and Volume in Time Series Settings. *Studies in Economics and Econometrics*, 44(3), 21-40.
- Dong, H., & Harris, A. (2018). If the January Effect Fails, Does Market Timing Also Fail? Empirical Evidence from Calendar Month Returns. *Journal of Business and Management*, 7(1), 20-25.
- Dong, H. (2017). Asynchronous Signaling in Global Equity Markets: Based on Opening Times. *International Business Research*, 10(8), 173-191.
- Dong, H. (2016). Competitive Advantage of Intrapreneurs in Start-up Business: A Dynamic model. *Journal of Business*, 4(1), 1-8.
- Dong, H. (2015). Non-normal Asset Returns and Generalized Hyperbolic Distribution-based Monte Carlo Simulation, *Econometrics*, 3(1), 1-11.
- Guo, X., Zhong, L., & Dong, H. (2015). Rho Has No Role: Correlation Coefficient Instability and Non-asymptotic Simulation Volatility, *Universal Journal of Accounting and Finance*, 3(1): 9-15.
- Dong, H. (2015). Evaluating the Goodness of Fit of Copulas on Equity Returns, *Journal of Computations & Modeling*, 5(2):29-47.
- Dong, H., & Swayngim, W. (2015). Is Skewness Simply Sufficient? Evidence from Monte Carlo Simulation on Asymmetric Asset Returns, *Journal of Finance and Investment Analysis*, 4(1): 67-77.

- Dong, H., & Cowing, M. (2015). Which Risk Dominates the Bond Yield? Empirical Tests from the Market Sentiment Perspective, *International Journal of Business and Management*, 10(5): 10-19.
- Dong, H., & Guo, X. (2015). The Interaction between Market Sentiments in the U.S. Financial Market and Global Equity Market, *International Business Research*, 8(1): 1-13.
- Dong, H. (2014). Exotic Collections Asset Pricing: The Lagrangian Optimization, *British Journal of Mathematics & Computer Science*, 5(1): 82-91.
- Dong, H., & Dong, W. (2014). Bitcoin: Exchange Rate Parity, Risk Premium, and Arbitrage Stickiness, *British Journal of Economics, Management & Trade*, 5(1): 105-113.
- Dong, H. (2014). Asymmetric Investor Sentiment and Broker Sentiment Contagion in the U.S. Equity Market, *International Journal of Economics and Finance*, 6(11): 160-172.
- Dong, H., Bowers, H., & Latham, W. (2013). Evidence on the Efficient Market Hypothesis from 44 Global Financial Market Indexes. *Economics Research International*, 238253, 1-11.
- Dong, H. (2013). Inefficiency in Academia Publishing and Why It Was Not Improved: A Dynamic Equilibrium Model, *The Journal of Global Business Management*, 9(1): 122-130.
- Dong, H., & Guo, X. (2013). Health Care Industry Equity Risk Premium and Book-to-Market Anomaly, *International Journal of Accounting and Finance*, 4(2): 190-207.
- Dong, H. & Guo, X. (2013). Which One to Blame, Data, Application, or Interpretation? A Note to Fresh Business Students, *Proceedings of the 4th International Conference on Engineering and Business Management*, 152-156.
- Dong, H., & Guo, X. (2012). Frequency and Cointegration Test: Comovement in the Currency Market, *Global Business & International Management Conference Journal* 5(2): 71-79.
- Guo, X., & Dong, H. (2012). Does Delaware Effect Disappear? Empirical Evidence on Firm Values and Investment Performances, *Global Business & International Management Conference Journal* 5(2): 80-87.
- Dong, H., & Guo, X. (2012). Impact Rankings of Equities, Bonds, and Commodities in Global Financial Markets, *Journal of International Management Studies*, 7(2):135-144.
- Dong, H. & Mei, L. (2006). China's Sustainable Trade Development Assessment and Early Warning System, *The Ritsumeikan Economics Review*, 56(2), Japan, 245-257.

## Books

- Data Analytics in Finance. Taylor and Francis, under contract and in progress, forthcoming 2023.
- Cryptocurrency Concepts, Technology, and Issues, Chapter 1: Cryptocurrency Industry: A Review of Current and Future Trends: 1-20. Taylor and Francis, Editor: Jay Liebowitz, 2022.
- Investing in the U.S. Equity Market from China: The Complete Solution by an American Finance Professor, 2018, Science Press, Beijing, China, ISBN-10: 7030555910; ISBN-13: 978-7030555915
- Interviewing a Professor of Finance: Basic Investments for Non-Professionals, CreateSpace Independent Publishing, 2016, ISBN-10: 1532767129; ISBN-13: 978-1532767128
- Interviewing a Professor of Finance: Equity Investments for Non-Professionals, CreateSpace Independent Publishing, 2016, ISBN-10: 1532797648; ISBN-13: 978-1532797644
- Interviewing a Professor of Finance: Currency Investments for Non-Professionals, CreateSpace Independent Publishing, 2016, ISBN-10: 1532798474; ISBN-13: 978-1532798474

## Conference Presentations

- Dong, H., Guo, X., Miller, S., & Yang, T. (2022). Publication Concentration Trends of Top Business Journals, 1990-2020, Conference Presentation: 202A AOM Annual Conference.
- Dong, H., & Guo, X. (2022). How Do Firms View Climate Change Risks? New Jersey Big Data Alliance Symposium 2022. New Jersey Institute of Technology, Princeton University.
- Dong, H., & Guo, X. (2022). Option Price Predictability, Splines, and Expanded Rationality. International Business Analytics Conference, Mumbai

- Dong, H., Guo, X., Miller, S., & Yang, T. (2021). Publication Concentration Trends of Top Business Journals, 1990-2020, 2021 FMA Annual Conference
- Dong, H. (2019). Respond to the Challenges from Online Quantitative Curriculum, AACSB Chair Seminar.
- Guan, W., Patterson, G., & Dong, H. (2019). Ethical fund volatility and inconsistency of investor sentiment. International Conference on Energy Finance 2019.
- Dong, H. (2018). The Path of Hedge Fund Strategy Diversification. East China University of Science and Technology, Shanghai, China.

## Other Scholarly Activities

### Journal Service

- Served as referee for 21 manuscripts from AOM, FMA, SFA, EFA and 3 journals, 2021-22
- Served as referee for 22 manuscripts from 7 journals and from 2016-20
- Served as referee for 10 manuscripts from 4 journals and from 2011-15

### Advisory and Research Committees/Working Groups

- Organized the EFA 2020 USF discussant pane; (2020)
- USF Honor Student Theses Advising (2018, 2020, 2021, 2022)
- CFA Portland EXPO Research Track Host and Moderator (2016)
- Pacific University Master Theses Advising (2013-2016, 35 projects)

### Media

- Finance expert expects inflation to continue rising, by Mark Parker, Catalyst (March 14, 2022)
- Job Market and Labor Force, journalist: Roy E. De Jesus. Presented in Channel 9 Nay News (December 3, 2021)
- Inflation: Why it is so bad, and what it means for St. Pete and the holidays, by Mark Parker, Catalyst (November 20, 2021)
- Meme Stocks, journalist: Roy E. De Jesus. Presented in Channel 9 Nay News (January 28, 2021)
- Grocery delivery, journalist: Natalie Weber, Tampa Bay Times (July 31, 2020)
- Uber eats zero commission, journalist: Natalie Weber, Tampa Bay Times (July 31, 2020)
- Pinellas County Schools partners with USFSP for Economics Instruction for high school students, journalist: Matthew Blum, Pinellas County Schools WPDS TV14 (November 15, 2019)
- New commercial banking, journalist: Sara DiNatale, Tampa Bay Times (January 29, 2019)

## Courses Taught and Evaluations

### New Jersey City University

- Graduate
- Advanced Portfolio Management, Summer 2021, NA
- Undergraduate
- Investment Management, Fall 2021, 4.3
- Investment Management, Spring 2022, NA

### University of South Florida

- Graduate
- Wealth Management and Financial Planning, Summer 2018, 5
- Investments: Empirical Methods, Fall 2018, 4.78



Investments: Empirical Methods, Fall 2019, 4.89  
 Financial Statement Analysis, Spring 2019, 5  
 Financial Statement Analysis, Fall 2019, 4.71  
 Financial Statement Analysis, Spring 2020, 4.50  
 Financial Statement Analysis, Summer 2020, 4.83

### Undergraduate

Advanced Investment Analysis and Portfolio Management, Fall 2018, 5  
 Advanced Investment Analysis and Portfolio Management, Spring 2019, 4.5  
 Advanced Investment Analysis and Portfolio Management, Fall 2019, 5  
 Advanced Investment Analysis and Portfolio Management, Spring 2020, 4.6

## Pacific University Oregon

### Graduate

Financial Management, 2013-2016, average 4.7  
 Asset Pricing II-Fixed Income, 2013-2016, average 4.9  
 Alternative Investments, 2013-2016, average 4.9  
 Entrepreneurial Finance, 2013-2016, average 5

### Undergraduate

Principles of Finance, 2011-2016, average 4.6  
 Investments, 2012-2016, average 4.8  
 Global Finance, 2012-2016, average 4.8  
 Operations Management, 2014-2016, average 4.8  
 Econometrics, 2015, 5

## Part-time Employment

Director, CFA Society Tampa Bay Board	2019-2020
Academic Contact Person, USF-Pinellas County School District Development Program	2018-2021
Director, Portland CFA Finance EXPO Board	2015-2016

## Professional Certification and Training

Chartered Financial Analyst (CFA), License No.: 2270075  
 Chartered Alternative Investment Analyst (CAIA), License No.: 100890196807  
 Matlab Programming Certificate, MathWorks® (2019)  
 Intrinio Programming Seminar, Intrinio® (2019)  
 Quality Matters® Online Education Reviewer, QM® (2018)  
 Preventing Sexual Harassment on Campus for Supervisors, USF (2018)  
 Title IX Policy, the State of Florida (2019)  
 Academic Administration Human Resources Seminar, USF (2018)  
 AACSB Chair’s Seminar, AACSB (2019)

## Grants and Awards

KTCOB Merrill Lynch Wealth Management Center is granted the Outstanding Program Award by USFSP. (2020)  
 The research “Is tail risk an idiosyncratic risk? Evidence from volatility smile” received the Tiedemann-Cotton grant. (2019)  
 The research “Are extreme negative return events independent of the market?” received the Tiedemann-Cotton grant. (2018)  
 Outstanding Graduate Teaching Award by Pacific University (2017)

# New Academic Program Request

**Institution:**

Mayville State University

**Program Name:**

Early Childhood Curriculum, Birth to Five

**Degree Types:**

Undergraduate Program Certificate

**What day did AAC review the Academic Program Exploration Notice for this New Academic Program?**

2023-06-07

**CIP Code:**

19.0709

**Academic Program Code:**

To be determined by registrar in consultation with CTS.

**Academic Department/Division/College:**

Division of Education

**Semester of Program:**

Spring

**Year of Program:**

2024

**Other Participating Institutions:**

Not Applicable

**Delivery Method:**

On Campus

Online Only

**Describe the delivery methods and location(s) to which the program will be delivered:**

MaSU on-campus in-person and online delivery. Courses are already delivered in Early Childhood AA and BA.

**Funding Source:**

Instructional Re-allocation

**Describe the funding source:**

No additional new funding required as all courses currently taught in Early Childhood BA and AA.

**Is the program eligible for Financial Aid?**

No

**Does the program require a criminal background check described in NDUS Procedure 511?**

No

**Describe a brief description of the program:**

The Early Childhood Curriculum, Birth to 5 Certificate, is designed to prepare students with knowledge in research-based early childhood curriculum and best practices on how children develop and

learn. The courses within the certificate are content-rich and focus on domain-specific, developmentally appropriate content and practices. This certificate supports one of the three pillars of early childhood education-Curriculum for early childhood education. The certificate will encourage individuals to pursue their AA, BA, or BSED in early childhood education.

**Address student demand and employment availability for students completing the program:**

Individuals already enrolled in the AA, BA or BSED in early childhood would be eligible to complete one or more of the certificates. This would allow employers to collaborate with MSU to build a quality and effective workforce. Working with the ND Department of Health and Human Services to help promote certificate option/CDA alternative in advancing career path. Individuals would have the opportunity to advance their careers by completing early childhood certificates which could lead to completion of an AA, BA or BSED degrees in early childhood.

**Describe how this need was assessed and indicate sources for data used and indicated anticipated enrollment rates for the first five years:**

According to NAEYC Power to the Profession has created professional expectations for the field of early childhood to address the need to quality in the workforce (NAEYC Unifying Framework for the Early Childhood Education Profession, 2020). The certificate would support ND Growing Futures Career Pathways for training and gaining the ability to progress in their career category. For example, moving from a career category D which would allow the individual to be a center assistant teacher to category E which allows the individual to be a lead teacher or a preschool director in a licensed program (<https://www.ndgrowingfutures.org/files/pdf/ndgf-careerpathways.pdf>). Average range of student from 8-15 per year.

**Describe how the program addresses the institutional strategic plan:**

Goal Area: Innovation and Flexible Programming to Impact Workforce Development Objective: Academic Program Development. Objective: Articulation and Transfer Pathway Development with regional Community, Technical, and Tribal Colleges.

**Describe how the program addresses the NDUS strategic plan:**

The certificate will help to address workforce needs in early childhood education by allowing for workforce opportunities and flexible career pathways. The certificates will allow for early childhood educators to have more training.

**Are there similar programs that exist within NDUS or state?**

No

**What is the length of the program?**

21 credits/1 year

**Identify the proposed program-level accreditation organization, if applicable:**

NA

**Program Name: Early Childhood Curriculum, Birth to 5****New or Proposed Core Courses**

Prefix/#	Title	Credits
<a href="#">EC 210</a>	Introduction to Early Childhood	3
<a href="#">EC 211</a>	Observation/Assessment/Interpretation	3
<a href="#">EC 313</a>	Language and Literacy in ECE	3
<a href="#">EC 333</a>	Pre-K Methods and Materials	3
<a href="#">EC 376</a>	Field Experience in ECE	3
<a href="#">EC 335</a>	Art, Music, and Play in ECE	3
<a href="#">HPER 315</a>	Movement in Education ECE	3
-		
-		
-		
-		

**Notes on Change**

Existing Course

Existing Course

Existing Course

Existing Course

Existing Course

Existing Course

Existing Course



# 4 Occupations in 3 States

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## What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.



# Report Parameters

## 4 Occupations

25-2011	Preschool Teachers, Except Special Education	39-9011	Childcare Workers
25-9045	Teaching Assistants, Except Postsecondary	21-1093	Social and Human Service Assistants

## 3 States

27	Minnesota	46	South Dakota
38	North Dakota		

## Class of Worker

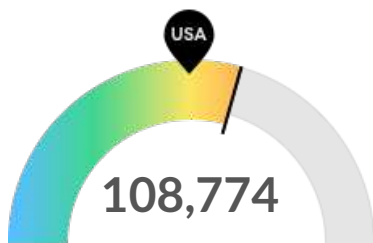
QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupations and geographical areas.



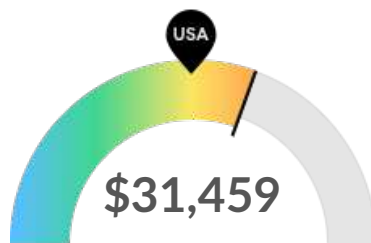
## Executive Summary

### Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



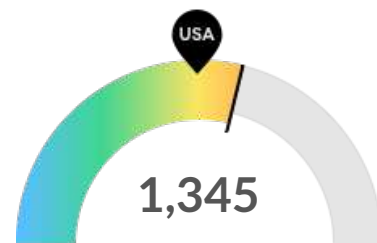
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**Compensation**

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**Job Posting Demand**

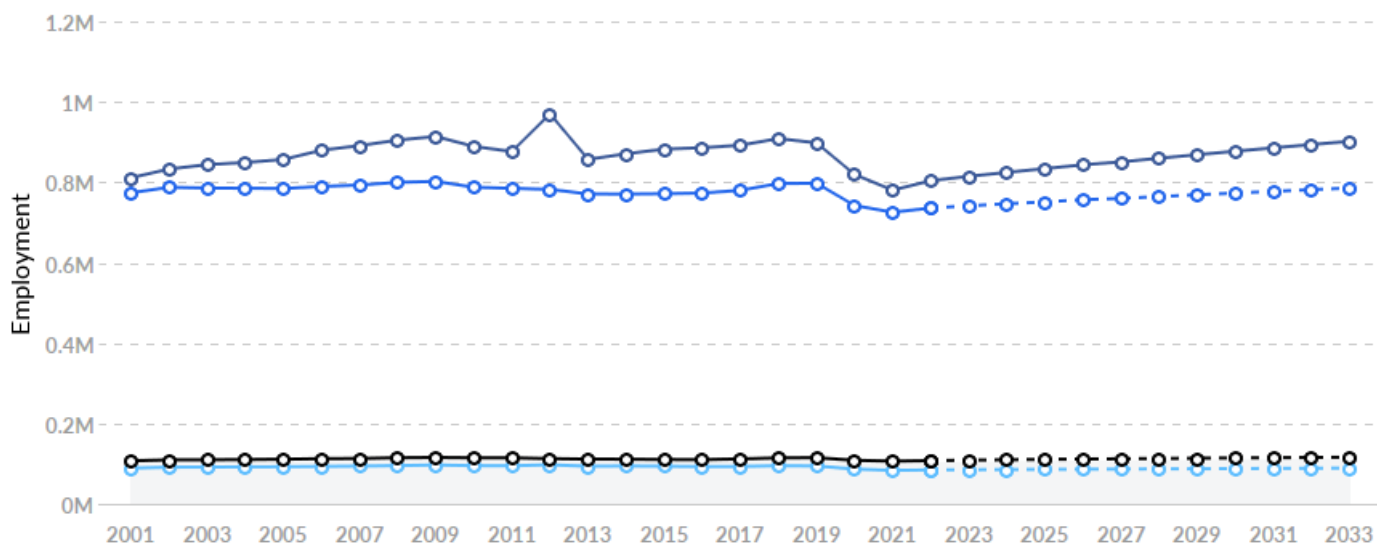
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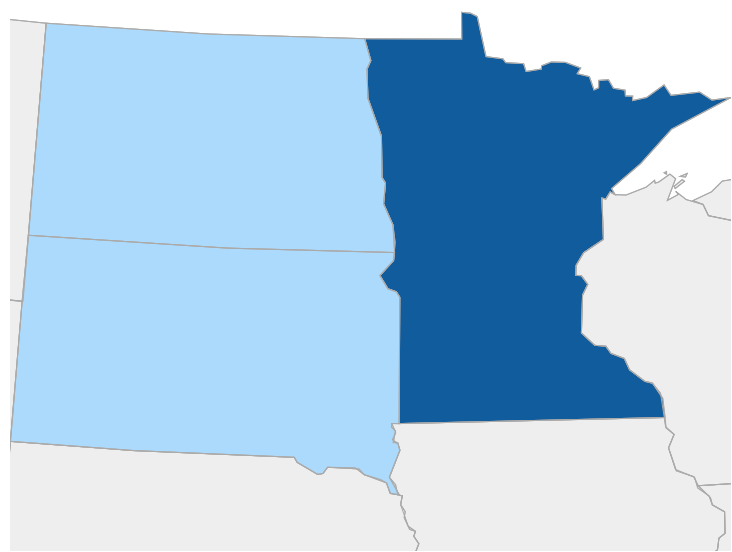
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	Region	2023 Jobs	2032 Jobs	Change	% Change
●	3 States	108,774	115,557	6,783	6.2%
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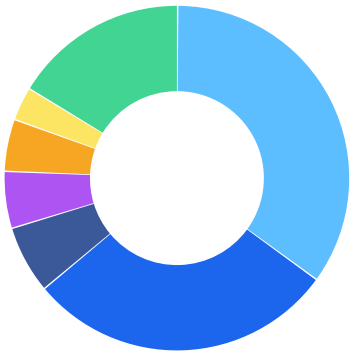
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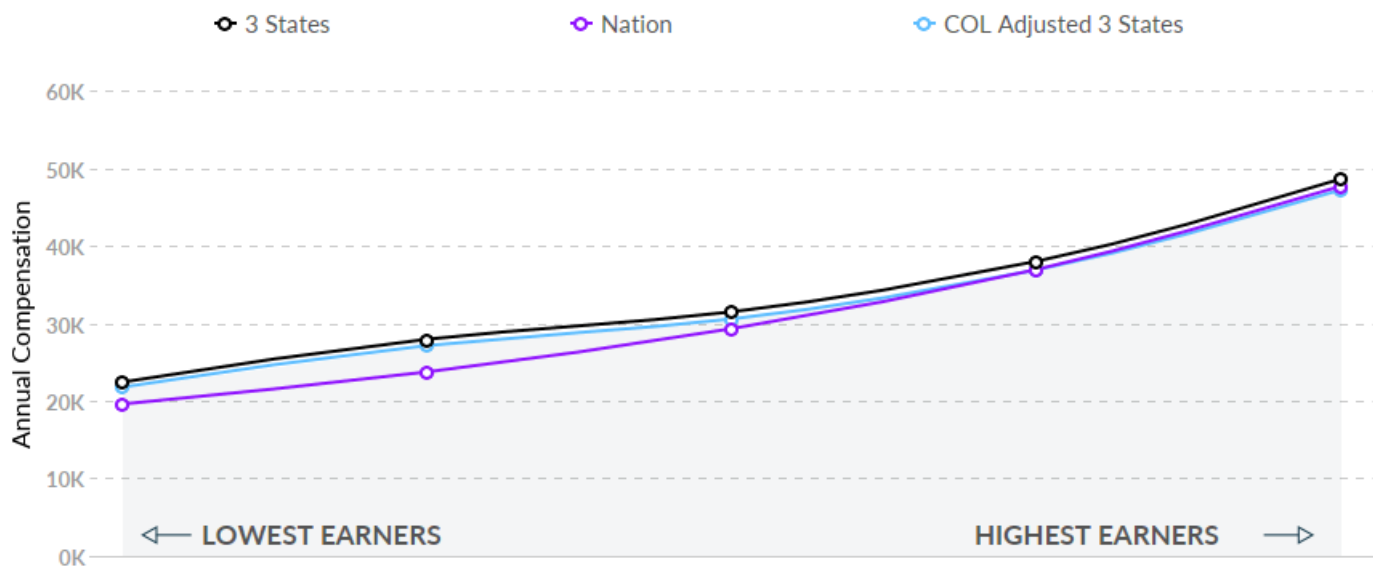


Industry	% of Occupation in Industry (2023)
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Child Day Care Services	28.9%
Private Households	6.4%
Elementary and Secondary Schools	5.3%
Individual and Family Services	4.9%
Religious Organizations	3.2%
Other	16.4%

## Compensation

### Regional Compensation Is 7% Higher Than National Compensation

For your occupations, the 2021 median wage in your area is \$31,459, while the national median wage is \$29,290.



## Job Posting Activity



### 5,381 Unique Job Postings

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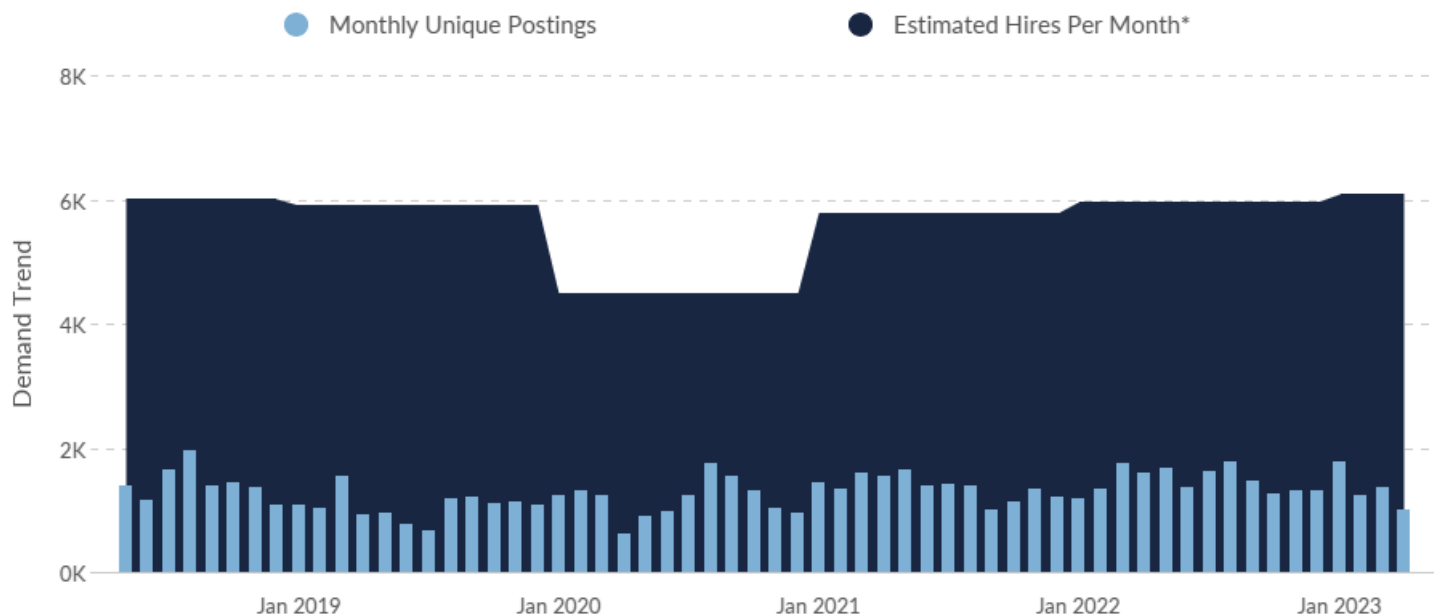
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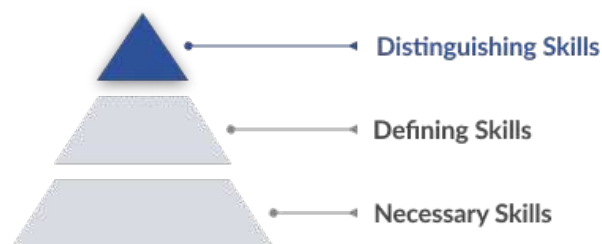
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Skill	Salary Boosting	Job Postings Requesting
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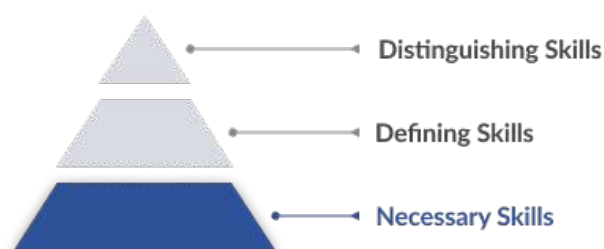


## Top Defining Skills by Demand

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## Top Necessary Skills by Demand

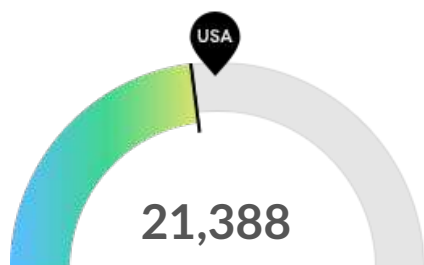
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Lesson Planning	✗	628
First Aid Certification	✗	605
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Mental Health	✗	256
Classroom Management	✗	232
Housekeeping	✗	210

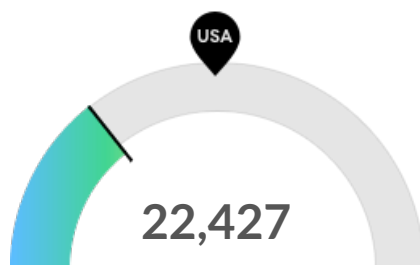
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### Retirement Risk Is Low, While Overall Diversity Is Low



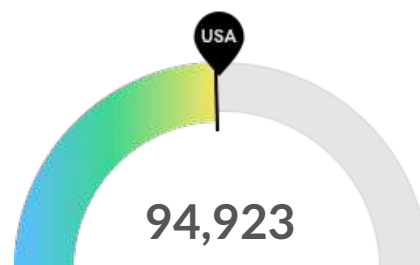
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Retirement risk is low in your area. The national average for an area this size is 24,114\* employees 55 or older, while there are 21,388 here.



**Racial Diversity**

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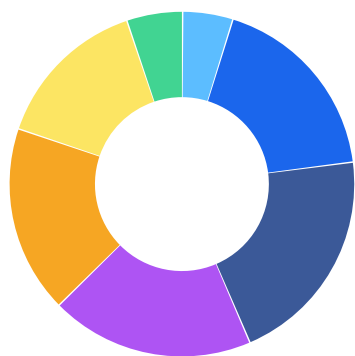


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Gender diversity is about average in your area. The national average for an area this size is 97,332\* female employees, while there are 94,923 here.

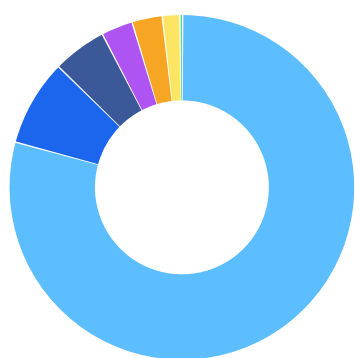
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## Occupation Age Breakdown



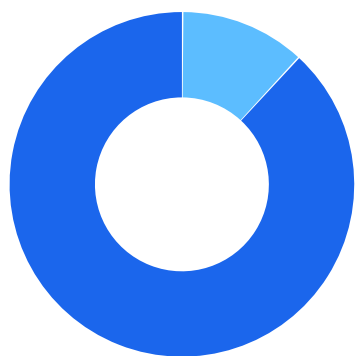
	% of Jobs	Jobs
14-18	4.7%	5,071
19-24	18.2%	19,556
25-34	20.6%	22,147
35-44	19.1%	20,526
45-54	17.6%	18,908
55-64	14.6%	15,748
65+	5.2%	5,640

## Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	79.2%	85,170
Black or African American	8.1%	8,708
Hispanic or Latino	5.1%	5,437
Asian	3.0%	3,186
Two or More Races	2.8%	3,058
American Indian or Alaska Native	1.6%	1,761
Native Hawaiian or Other Pacific Islander	0.3%	276

## Occupation Gender Breakdown



	% of Jobs	Jobs
Males	11.8%	12,674
Females	88.2%	94,923

## Occupational Programs



### 58 Programs

Of the programs that can train for this job, 58 have produced completions in the last 5 years.



### 22,654 Completions (2021)











The completions from all regional institutions for all degree types.



### 17,494 Openings (2021)

The average number of openings for an occupation in the region is 788.

CIP Code	Top Programs	Completions (2021)
24.0101	Liberal Arts and Sciences/Liberal Studies	7,046 <div></div>
44.0701	Social Work	2,421 <div></div>
13.0101	Education, General	2,140 <div></div>
51.1508	Mental Health Counseling/Counselor	1,429 <div></div>
30.9999	Multi-/Interdisciplinary Studies, Other	1,292 <div></div>
13.1210	Early Childhood Education and Teaching	897 <div></div>
44.0000	Human Services, General	877 <div></div>
13.1001	Special Education and Teaching, General	836 <div></div>
51.0000	Health Services/Allied Health/Health Sciences, General	516 <div></div>
51.1505	Marriage and Family Therapy/Counseling	464 <div></div>

Top Schools	Completions (2021)
Walden University	3,483 
Capella University	2,065 
University of Minnesota-Twin Cities	1,608 
Normandale Community College	750 
Anoka-Ramsey Community College	677 
Minnesota State University-Mankato	576 
Century College	512 
University of North Dakota	494 
Saint Cloud State University	444 
Saint Mary's University of Minnesota	444 

## Appendix A - Data Sources and Calculations

### Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

### Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

### Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

### Cost of Living Data

Emsi's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

### Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

### Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

# New Academic Program Request

**Institution:**

Mayville State University

**Program Name:**

Infant and Toddler Care

**Degree Types:**

Undergraduate Program Certificate

**What day did AAC review the Academic Program Exploration Notice for this New Academic Program?**

2023-06-07

**CIP Code:**

19.0709

**Academic Program Code:**

To be determined by registrar in consultation with CTS.

**Academic Department/Division/College:**

Division of Education

**Semester of Program:**

Spring

**Year of Program:**

2024

**Other Participating Institutions:**

Not Applicable

**Delivery Method:**

On Campus

Online Only

**Describe the delivery methods and location(s) to which the program will be delivered:**

MaSU on-campus, in-person delivery and online delivery.

**Funding Source:**

Instructional Re-allocation

**Describe the funding source:**

The certificate will not cost any more than normal operating expenses, as these courses are already offered in the AA, BA, and BSED in Early Childhood Education.

**Is the program eligible for Financial Aid?**

No

**Does the program require a criminal background check described in NDUS Procedure 511?**

No

**Describe a brief description of the program:**

The Infant and Toddler Care Certificate is designed to prepare students with the specialized skills and experience to provide care and ideal learning experiences to infants and toddlers in a variety

of early childhood settings. The courses within the certificate are content-rich and focus on domain-specific, developmentally appropriate content and practices. This certificate supports one of the three pillars of early childhood education-Infant and Toddler. The certificate will encourage individuals to pursue their AA, BA, or BSED in early childhood education.

**Address student demand and employment availability for students completing the program:**

Individuals already enrolled in the AA, BA or BSED in early childhood would be eligible to complete one or more of the certificates. This would allow employers to collaborate with MSU to build a quality and effective workforce. Working with ND Department of Health and Human Services to help promote certificate option/CDA alternative in advancing career path. Individuals would have the opportunity to advance their careers by completing early childhood certificates which stack toward completion of an AA, BA or BSED degrees in early childhood.

**Describe how this need was assessed and indicate sources for data used and indicated anticipated enrollment rates for the first five years:**

According to NAEYC Power to the Profession has created professional expectations for the field of early childhood to address the need to quality in the workforce (NAEYC Unifying Framework for the Early Childhood Education Profession, 2020). The certificate would support ND Growing Futures Career Pathways for training and gaining the ability to progress in their career category. For example, moving from a career category D which would allow the individual to be a center assistant teacher to category E which allows the individual to be a lead teacher or a preschool director in a licensed program (<https://www.ndgrowingfutures.org/files/pdf/ndgf-careerpathways.pdf>) Average range of student is from 8-15 per year.

**Describe how the program addresses the institutional strategic plan:**

Goal Area: Innovation and Flexible Programming to Impact Workforce Development Objective:  
Academic Program Development: Objective: Articulation and Transfer Pathway Development with regional Community, Technical, and Tribal Colleges

**Describe how the program addresses the NDUS strategic plan:**

The certificate will help address workforce needs in early childhood education by allowing for workforce opportunities and flexible career pathways. The certificate will allow for early childhood educators to have more training.

**Are there similar programs that exist within NDUS or state?**

No

**What is the length of the program?**

21 credits/1 year

**Identify the proposed program-level accreditation organization, if applicable:**

NA



## New or Proposed Core Courses

Prefix/#	Title	Credits
EC 210	Introduction to ECE	3
EC 211	Observation/Assessment/Interpretation	3
EC 320	Infants and Toddlers	3
EC 336	Social & Emotional Development & Guidance in ECE	3
SPED 340	Assessment and Documentation in Infant and Toddler Programs	3
EC 341	Routines Guidance and Learning Environments for Infants and Toddlers	3
EC 375	Infant and Toddler Field Experience	3

## Notes on Change

Existing Course

Existing Course


Existing Course

Existing Course

Existing Course

Existing Course

Existing Course



# 4 Occupations in 3 States

# Contents

What is Lightcast Data? .....	1
Report Parameters .....	2
Executive Summary .....	3
Jobs .....	4
Compensation .....	7
Job Posting Activity .....	8
Demographics .....	12
Occupational Programs .....	14

## What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resums, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.



# Report Parameters

## 4 Occupations

25-2011	Preschool Teachers, Except Special Education	39-9011	Childcare Workers
25-9045	Teaching Assistants, Except Postsecondary	21-1093	Social and Human Service Assistants

## 3 States

27	Minnesota	46	South Dakota
38	North Dakota		

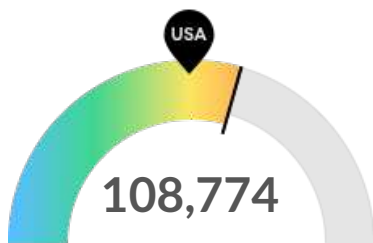
## Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupations and geographical areas.

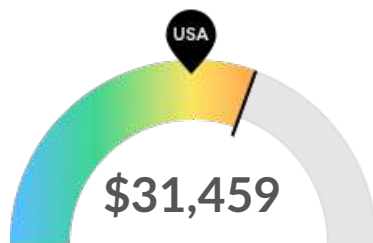
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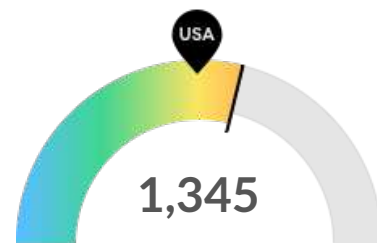
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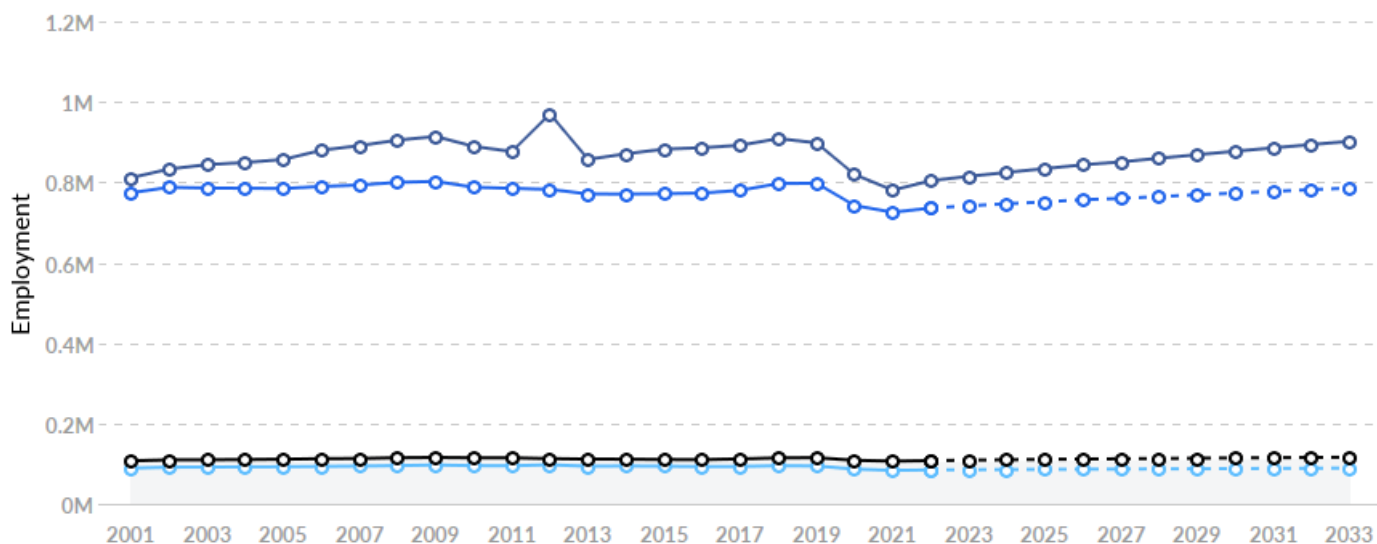
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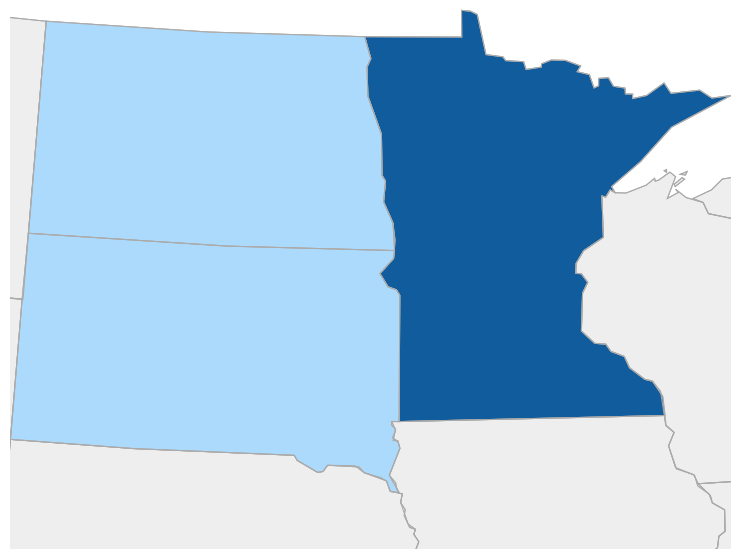
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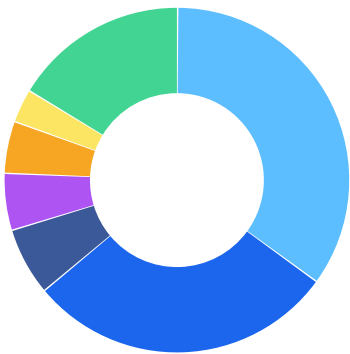
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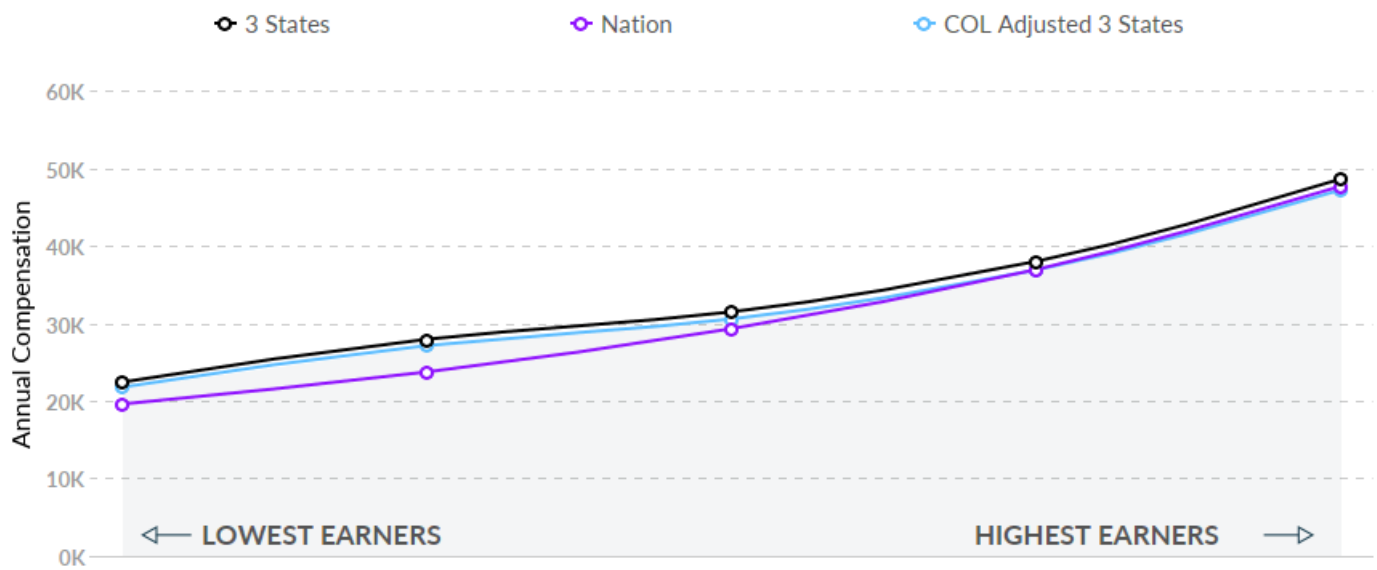


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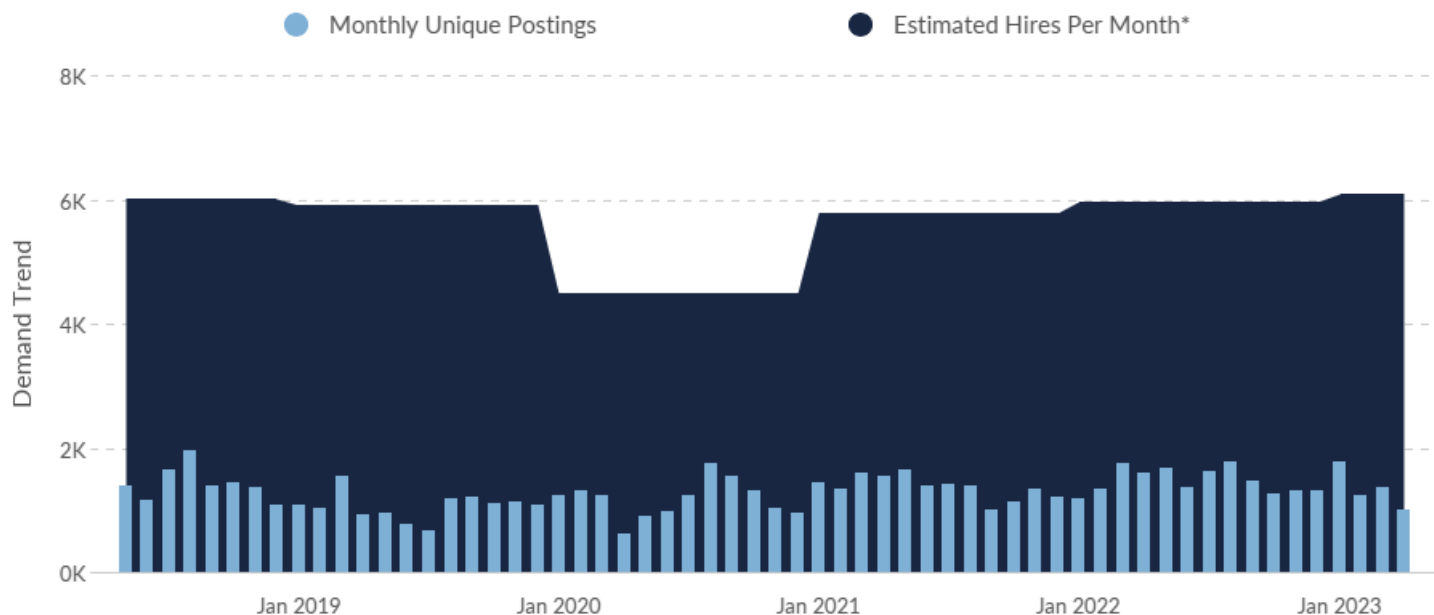
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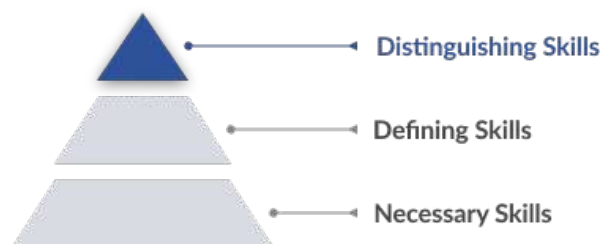
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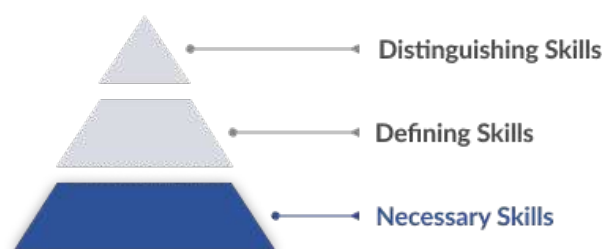
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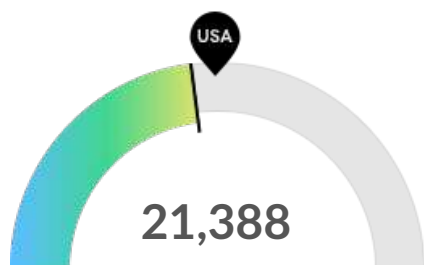
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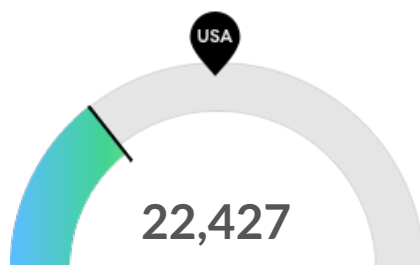
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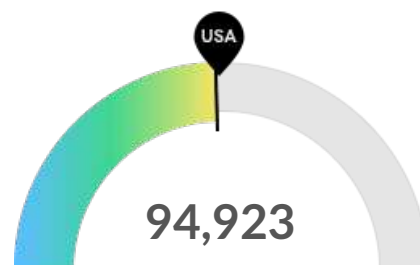
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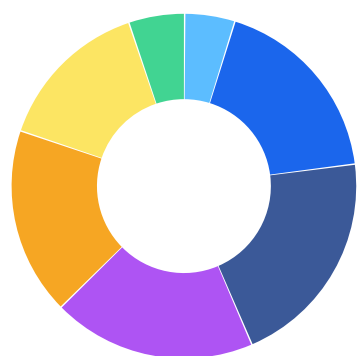


Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 97,332\* female employees, while there are 94,923 here.

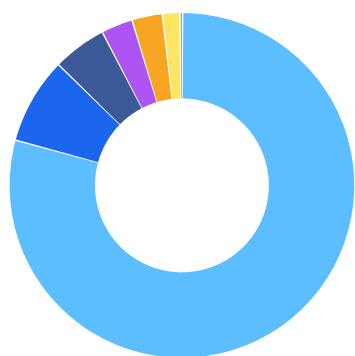
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

## Occupation Age Breakdown



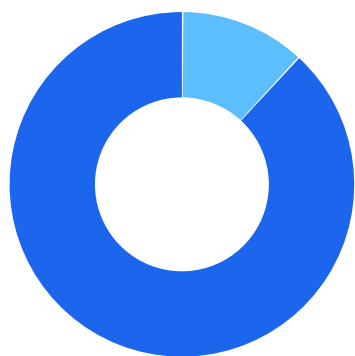
	% of Jobs	Jobs
14-18	4.7%	5,071
19-24	18.2%	19,556
25-34	20.6%	22,147
35-44	19.1%	20,526
45-54	17.6%	18,908
55-64	14.6%	15,748
65+	5.2%	5,640

## Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	79.2%	85,170
Black or African American	8.1%	8,708
Hispanic or Latino	5.1%	5,437
Asian	3.0%	3,186
Two or More Races	2.8%	3,058
American Indian or Alaska Native	1.6%	1,761
Native Hawaiian or Other Pacific Islander	0.3%	276

## Occupation Gender Breakdown



	% of Jobs	Jobs
Males	11.8%	12,674
Females	88.2%	94,923



# Occupational Programs



## 58 Programs

Of the programs that can train for this job, 58 have produced completions in the last 5 years.



## 22,654 Completions (2021)











The completions from all regional institutions for all degree types.



## 17,494 Openings (2021)

The average number of openings for an occupation in the region is 788.

CIP Code	Top Programs	Completions (2021)
24.0101	Liberal Arts and Sciences/Liberal Studies	7,046 <div></div>
44.0701	Social Work	2,421 <div></div>
13.0101	Education, General	2,140 <div></div>
51.1508	Mental Health Counseling/Counselor	1,429 <div></div>
30.9999	Multi-/Interdisciplinary Studies, Other	1,292 <div></div>
13.1210	Early Childhood Education and Teaching	897 <div></div>
44.0000	Human Services, General	877 <div></div>
13.1001	Special Education and Teaching, General	836 <div></div>
51.0000	Health Services/Allied Health/Health Sciences, General	516 <div></div>
51.1505	Marriage and Family Therapy/Counseling	464 <div></div>

Top Schools	Completions (2021)
Walden University	3,483 
Capella University	2,065 
University of Minnesota-Twin Cities	1,608 
Normandale Community College	750 
Anoka-Ramsey Community College	677 
Minnesota State University-Mankato	576 
Century College	512 
University of North Dakota	494 
Saint Cloud State University	444 
Saint Mary's University of Minnesota	444 

## Appendix A - Data Sources and Calculations

### Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

### Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

### Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

### Cost of Living Data

Emsi's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

### Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

### Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

# New Academic Program Request

**Institution:**

Mayville State University

**Program Name:**

Special Education in Early Childhood, Birth to Five

**Degree Types:**

Undergraduate Program Certificate

**What day did AAC review the Academic Program Exploration Notice for this New Academic Program?**

2023-06-07

**CIP Code:**

19.0709

**Academic Program Code:**

To be determined by registrar in consultation with CTS

**Academic Department/Division/College:**

Division of Education

**Semester of Program:**

Spring

**Year of Program:**

2024

**Other Participating Institutions:**

Not Applicable

**Delivery Method:**

On Campus

Online Only

**Describe the delivery methods and location(s) to which the program will be delivered:**

MaSU On-Campus, in-person and online.

**Funding Source:**

Instructional Re-allocation

**Describe the funding source:**

The certificate will not cost any more than normal operating expenses, as these courses are already offered in the AA, BA, and BSED in Early Childhood Education.

**Is the program eligible for Financial Aid?**

No

**Does the program require a criminal background check described in NDUS Procedure 511?**

No

**Describe a brief description of the program:**

The Special Education in Early Childhood, Birth to Five Certificate is designed to prepare students with the knowledge and best practices to support young children in early childhood settings on an

IFSP or those who have risk factors that need to be monitored. The courses within the certificate are content-rich and focus on domain-specific, developmentally appropriate content and practices. This certificate supports one of the three pillars of early childhood education-Special Needs in early childhood. The certificate will support the attainment of an AA, BA, or BSED in early childhood education.

**Address student demand and employment availability for students completing the program:**

Individuals already enrolled in the AA, BA or BSED in early childhood would be eligible to complete one or more of the certificates. This would allow employers to collaborate with MSU to build a quality and effective workforce. Working with ND Department of Health and Human Services to help promote certificate option/CDA alternative in advancing career path. Individuals would have the opportunity to advance their careers by completing early childhood certificates which stack toward completion of an AA, BA or BSED degrees in early childhood.

**Describe how this need was assessed and indicate sources for data used and indicated anticipated enrollment rates for the first five years:**

According to NAEYC Power to the Profession has created professional expectations for the field of early childhood to address the need to quality in the workforce (NAEYC Unifying Framework for the Early Childhood Education Profession, 2020). The certificate would support ND Growing Futures Career Pathways for training and gaining the ability to progress in their career category. For example, moving from a career category D which would allow the individual to be a center assistant teacher to category E which allows the individual to be a lead teacher or a preschool director in a licensed program (<https://www.ndgrowingfutures.org/files/pdf/ndgf-careerpathways.pdf>) Average range of student is from 8-15 per year.

**Describe how the program addresses the institutional strategic plan:**

Goal Area: Innovation and Flexible Programming to Impact Workforce Development Objective: Academic Program Development: Activity: Focus on Education programming including early childhood, special ed, and secondary math and science Objective: Articulation and Transfer Pathway Development with regional Community, Technical, and Tribal Colleges

**Describe how the program addresses the NDUS strategic plan:**

The certificate will help to address workforce needs in early childhood education by allowing for workforce opportunities and flexible career pathways. The certificate allows for early childhood educators to have more training in a stackable certificate format.

**Are there similar programs that exist within NDUS or state?**

No

**What is the length of the program?**

21 credits/1 year

**Identify the proposed program-level accreditation organization, if applicable:**

NA

## Program Name: Special Education in Early Childhood, Birth to Five

### New or Proposed Core Courses

Prefix/#	Title	Credits
<a href="#">EC 210</a>	Introduction to Early Childhood	3
<a href="#">EC 211</a>	Observation/Assessment/Interpretation	3
<a href="#">SPED 237</a>	Special Needs in ECE	3
<a href="#">SPED 289</a>	Foundations of Special Education	3
<a href="#">SPED 343</a>	Classroom Modifications & Accommodations	3
<a href="#">SPED 344</a>	Augmentative and Alternative Communication	3
<a href="#">SPED 388</a>	Autism Spectrum Disorders	3
-		

### Notes on Change

Existing Course

Existing Course

Existing Course

Existing Course

Existing Course

Existing Course

Existing Course

# Program Overview

2 Education

Lightcast Q2 2023 Data Set

May 2023

# Parameters

Completions Year: 2021

Jobs Timeframe: 2023 - 2032

Job Postings Timeframe: Jan 2022 - Dec 2022

Programs:

Code	Description
13.1001	Special Education and Teaching, General

Regions:

Code	Description
27	Minnesota
38	North Dakota

Award Levels:

Description
Award of less than 1 academic year

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

Code	Description
13.1099	Special Education and Teaching, Other

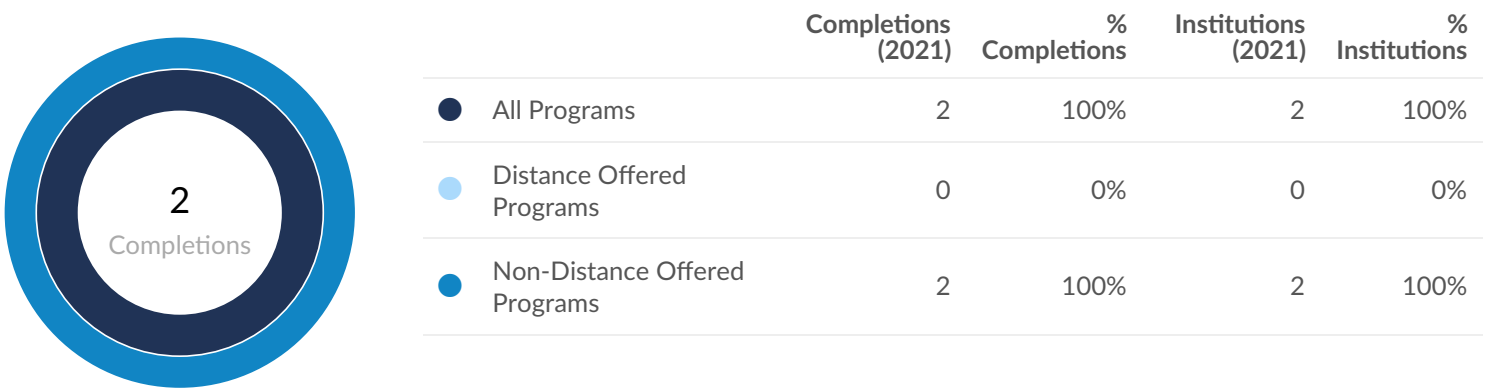
Code	Description
46	South Dakota

Description
Award of at least 1 but less than 2 academic years

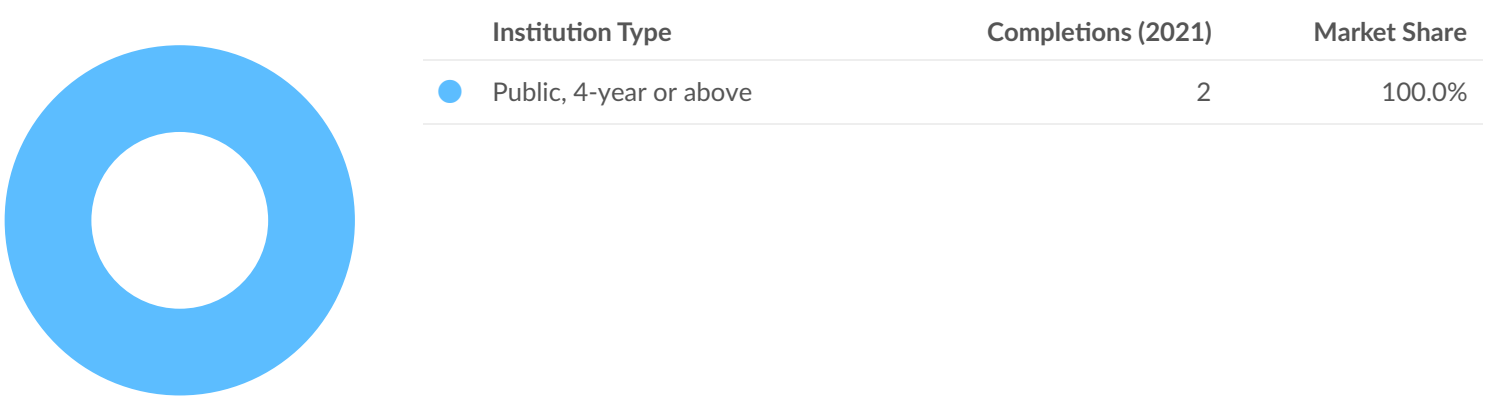


2 Institutions	2 Completions	Completions Distribution <div> Average: 1 <div> 1 <div></div> 1 </div> Median: 1 </div>
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### Program Overview



### Market Share by Institution Type



## Market Share by Program

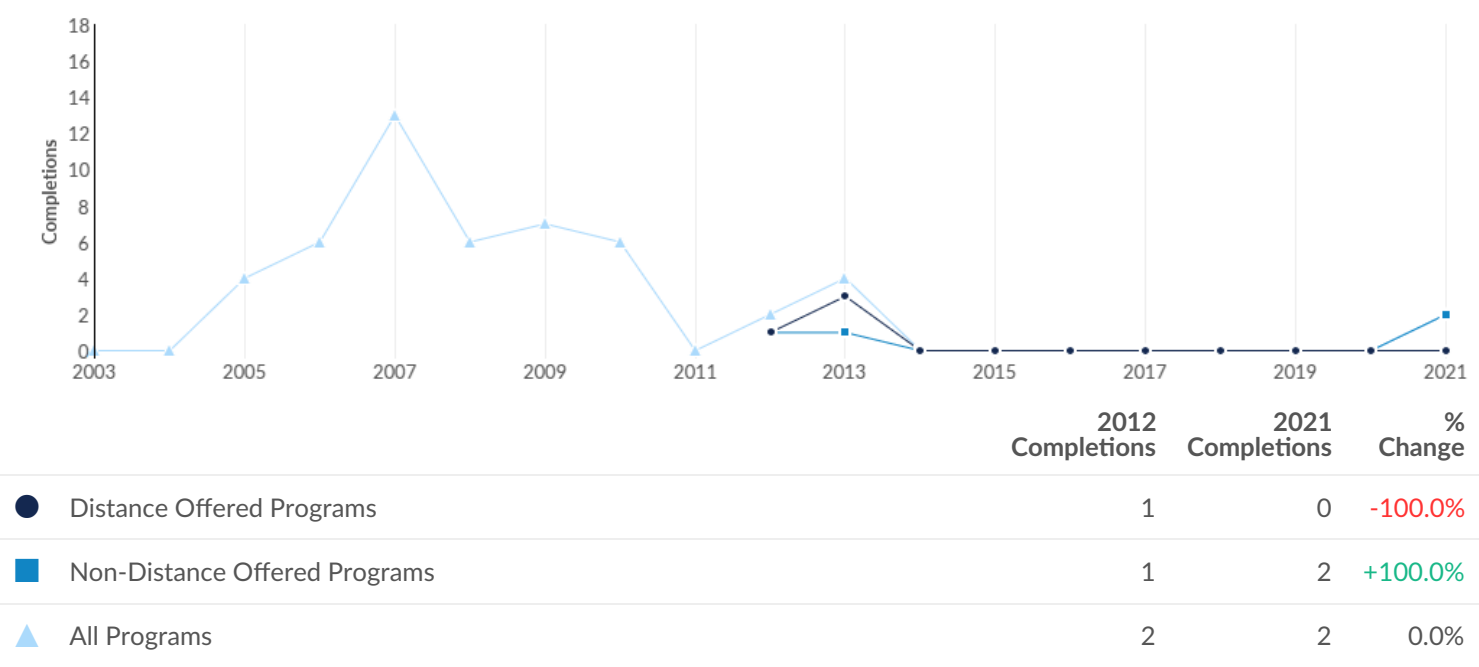


	Program	Completions (2021)	Market Share
●	Special Education and Teaching, General (13.1001)	1	50.0%
●	Special Education and Teaching, Other (13.1099)	1	50.0%

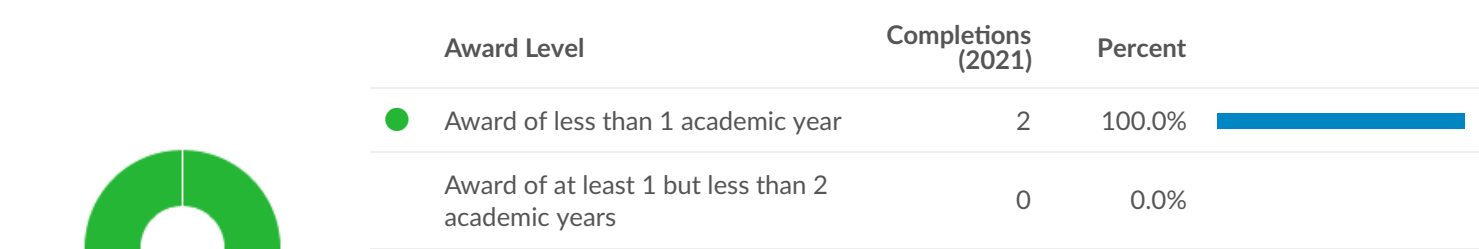
## Completions by Institution

Institution	Completions (2021)	Growth % YOY (2021)	Market Share (2021)	IPEDS Tuition & Fees (2021)	Completions Trend (2017-2021)
Minot State University	1	Insf. Data	50.0%	\$8,163	
University of North Dakota	1	Insf. Data	50.0%	\$10,596	

## Regional Trends



## Regional Completions by Award Level



## Similar Programs

<div>25</div> <div>Programs (2021)</div>		<div>501</div> <div>Completions (2021)</div>	
CIP Code	Program	Completions (2021)	
13.1210	Early Childhood Education and Teaching	121	
19.0709	Child Care Provider/Assistant	67	
13.1314	Physical Education Teaching and Coaching	64	
16.0905	Spanish Language and Literature	48	
16.1601	American Sign Language (ASL)	30	
13.1501	Teacher Assistant/Aide	28	
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General	28	
16.0103	Language Interpretation and Translation	18	
13.1013	Education/Teaching of Individuals with Autism	16	
13.1399	Teacher Education and Professional Development, Specific Subject Areas, Other	12	

# Appendix A

## Program Selection Details

CIP Code	Program Name
13.1001	Special Education and Teaching, General
13.1099	Special Education and Teaching, Other

# Appendix B - Data Sources and Calculations

## Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

## State Data Sources

This report uses state data from the following agencies: Minnesota Department of Employment and Economic Development; North Dakota Job Service; South Dakota Department of Labor and Regulation

# New Academic Program Request

**Institution:**

Valley City State University

**Program Name:**

Communication and Leadership

**Degree Types:**

Undergraduate Program Certificate

**What day did AAC review the Academic Program Exploration Notice for this New Academic Program?**

2023-03-07

**CIP Code:**

9.0909

**Academic Program Code:**

UGCLE

**Academic Department/Division/College:**

Communication

**Semester of Program:**

Spring

**Year of Program:**

2024

**Other Participating Institutions:**

Not Applicable

**Delivery Method:**

On Campus

Hybrid (on campus & distance)

Hybrid (Distance Education Only)

**Describe the delivery methods and location(s) to which the program will be delivered:**

Some courses have both face-to-face sections and online sections; some will not. Students who lives on campus will be able to take some courses f2f and some online. Students who live at a distance will be able to complete the certificate online.

**Funding Source:**

Tuition Revenue

**Describe the funding source:**

Tuition revenue would cover the costs associated with the delivery of courses in this certificate.

**Is the program eligible for Financial Aid?**

No

**Does the program require a criminal background check described in NDUS Procedure 511?**

No

**Describe a brief description of the program:**

This program consists of blend of communication and management courses that prepare students to become effective leaders in their place of work and their community. Students would take 15 credits in leadership skills, group communication, organizational communication, corporate communication, and project management. This certificate would be of interest to VCSU's current students, as well as those currently employed.

**Address student demand and employment availability for students completing the program:**

Communication is one of the top five, and usually the top requirement in job searches. According to the U.S. Bureau of Labor Statistics (BLS) "Top executives must be able to convey information clearly and persuasively. They must discuss issues and negotiate with others, direct staff, and explain policies and decisions to people within and outside the organization" (para. 9). In addition, top executives employ strong leadership skills. Additionally Lightcast (2022) indicates that communication and leadership are the top 5 most listed skills in job postings for managers and leaders in 2022 nationally, and the top 4 regionally. Lightcast indicates that nationally, jobs openings in the communication and leadership area have risen 6.29 % in 2020-21, with a 3:1 ratio of positions to hire. Regionally, job openings have risen 5.8%, with a 2:1 ratio.

**Describe how this need was assessed and indicate sources for data used and indicated anticipated enrollment rates for the first five years:**

In a survey by Interact-Harris, 91% of employees surveyed stated that their managers are not good communicators (Inc.). As stated in #20, communication and leadership are listed as important skills needed by managers and executives in any company. Industry is experiencing rapid change, and people in leadership need these skills to successfully guide their employees through such changes. An exploration of programs in the area found no true interdisciplinary certificates that address both leadership and communication skills in the state and regional area. We also looked at the viability of the areas via Lightcast, and discussed this certificate with faculty here at VCSU in other disciplines. Additionally, with this program available online, professionals who already have their degrees could take these courses to enhance their skills and worth at their organization. We anticipate 25-30 students during the first year and growing exponentially during this decade.

**Describe how the program addresses the institutional strategic plan:**

This certificate also supports VCSU Strategic Plan Strategy 2.1 Learning and Instruction, Outcome 2.1.5 Enrich and update academic experiences and programs into high-demand degrees and credentials utilizing our expertise, labor market data, advisory boards, and alumni feedback. Lightcast (2022) indicates that communication and leadership are the two most listed skills desired of employees in management positions. This certificate would provide expertise and authentic experiences to prepare students for the ever-evolving leadership roles they may assume in their careers.

**Describe how the program addresses the NDUS strategic plan:**

This program supports the NDUS strategic plan goal Responsive: Provide access to programs people want, where and when they need them. Furthermore, it meets Objective 2.1: Ensure programs are relevant, valuable, and timely. While this is a certificate, not a degree, it could be argued that it meets Outcome 2.1A: Increase degrees at all levels and Outcome 2.1 C: Increase the number of non-traditional students (age 23+).

**Are there similar programs that exist within NDUS or state?**

Yes

**Identify similar programs that exist within NDUS or state:**

Minot State University has a Leadership Studies certificate that include the option of 1 course outside of their Leadership certificate, of which there is a menu of courses in communication and other disciplines. Bismarck State College has a certificate in Leadership Studies and a certificate in



Communication. BUT they do not have a certificate that covers both and is interdisciplinary. University of Jamestown has a Business Leadership certificate but does not include communication courses.

**Briefly discuss if and how the program duplicated similar NDUS programs:**

Communication courses and the emphasis on interdisciplinary approaches makes this certificate unique. There are no true duplicates of this certificate.

**Briefly justify the duplication of existing program(s) in NDUS or state:**

As referenced in #26, there are no true duplicates of this program.

**Discuss whether the potential students will be drawn from the same population as those in existing program in NDUS or state:**

Because this is a certificate, we expect mostly students already enrolled at VCSU to complete this certificate. It is possible for people currently employed to earn this certificate, but overall, we will be meeting the needs of our current students and alumni. VCSU does not anticipate this program will compete with similar program in the NDUS or state.

**Discuss whether a collaborative program has been considered with an institution where the program exists:**

No, it has not.

**How will tuition be charged:**

Base rate

**Is this the same tuition model method as the existing NDUS program:**

Yes

**What is the length of the program?**

Students will be able to complete this certificate in two semesters.

**Identify the proposed program-level accreditation organization, if applicable:**

Not applicable.

**Communication and Leadership Certificate: 15 credits**

- COMM 304 Corporate Communication (3 credits)
- COMM 360 Group Communication (3 credits)
- COMM 483 Organizational Communication (3 credits)
- MGMT 372 Foundations of Leadership (3 credits)
- MGMT 381 Project Management. (3 credits)

# Program Overview

Communication, General

Lightcast Q4 2022 Data Set

November 2022

North Dakota

# Parameters

Completions Year: 2021

Jobs Timeframe: 2020 - 2021

Job Postings Timeframe: Apr 2021 - Jun 2022

Programs:

Code	Description
09.0100	Communication, General

Regions:

Code	Description	Code	Description
27	Minnesota	38	North Dakota
30	Montana	46	South Dakota

Education Level: Any

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

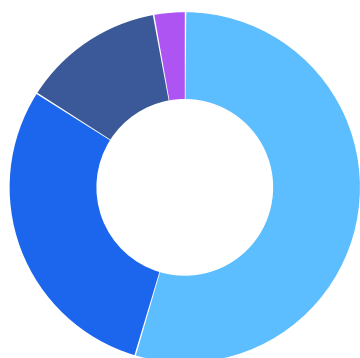
<p>14</p> <p>Institutions</p> <p>17% Growth (2017-2021)</p>	<p>411</p> <p>Completions</p> <p>-22% Growth (2017-2021)</p>	<p>Completions Distribution</p> <p>Average: 29.4</p> <p>1 ————— 104</p> <p>Median: 17.5</p>
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## Program Overview



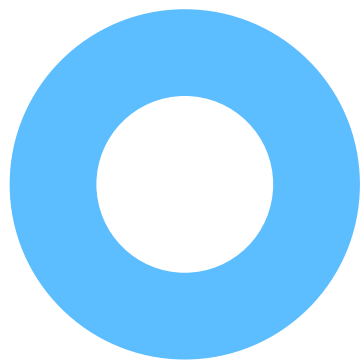
	Completions (2021)	% Completions	Institutions (2021)	% Institutions
● All Programs	411	100%	14	100%
● Distance Offered Programs	166	40%	5	36%
● Non-Distance Offered Programs	245	60%	10	71%

## Market Share by Institution Type



Institution Type	Completions (2021)	Market Share
● Public, 4-year or above	224	54.5%
● Private not-for-profit, 4-year or above	121	29.4%
● Private for-profit, 4-year or above	54	13.1%
● Public, 2-year	12	2.9%

## Market Share by Program

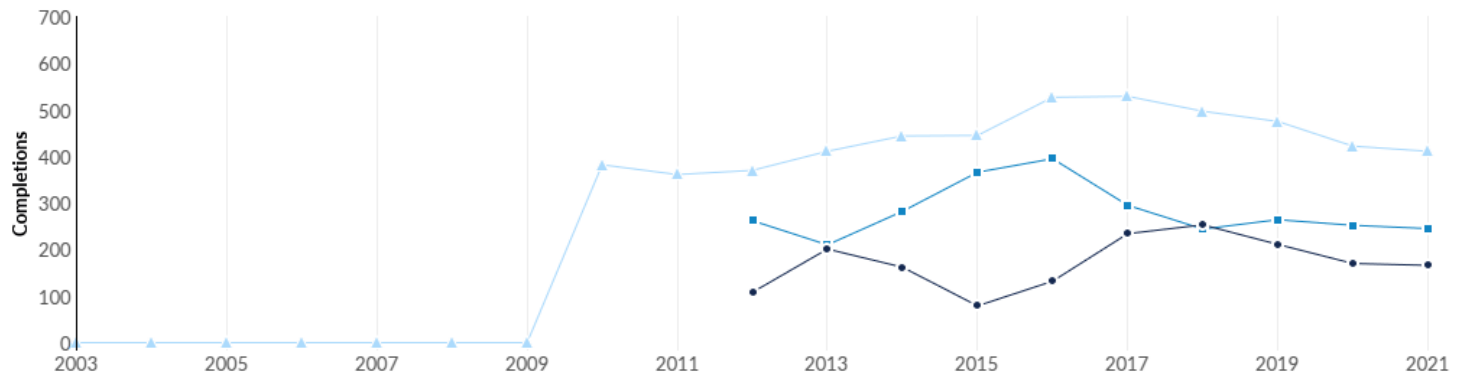


Program	Completions (2021)	Market Share
● Communication, General (09.0100)	411	100.0%

## Completions by Institution

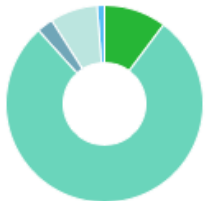
Institution	Completions (2021)	Growth % YOY (2021)	Market Share (2021)	IPEDS Tuition & Fees (2021)	Completions Trend (2017-2021)
University of North Dakota	104	33.3%	25.3%	\$10,596	
Bethel University	64	-8.6%	15.6%	\$40,080	
Walden University	54	-5.3%	13.1%	\$10,459	
Saint Cloud State University	46	-23.3%	11.2%	\$9,170	
Metropolitan State University	38	-15.6%	9.2%	\$9,394	
University of Minnesota-Crookston	24	4.3%	5.8%	\$12,514	
Concordia College at Moorhead	21	-30.0%	5.1%	\$28,016	
Crown College	14	40.0%	3.4%	\$28,110	
Rochester Community and Technical College	12	-7.7%	2.9%	\$5,372	
St Catherine University	12	9.1%	2.9%	\$35,532	

## Regional Trends



	2012 Completions	2021 Completions	% Change
Distance Offered Programs	108	166	+53.7%
Non-Distance Offered Programs	262	245	-6.5%
All Programs	370	411	+11.1%

## Regional Completions by Award Level



Award Level	Completions (2021)	Percent
Award of less than 1 academic year	42	10.2%
Bachelor's Degree	321	78.1%
Postbaccalaureate certificate	11	2.7%
Master's Degree	32	7.8%
Doctor's Degree	5	1.2%
Award of at least 1 but less than 2 academic years	0	0.0%
Associate's Degree	0	0.0%
Award of at least 2 but less than 4 academic years	0	0.0%
Post-masters certificate	0	0.0%

## Similar Programs

<div>115</div> <div>Programs (2021)</div>		<div>30,644</div> <div>Completions (2021)</div>
CIP Code	Program	Completions (2021)
52.0201	Business Administration and Management, General	7,464
24.0101	Liberal Arts and Sciences/Liberal Studies	7,167
51.0701	Health/Health Care Administration/Management	1,833
52.1401	Marketing/Marketing Management, General	1,485
30.9999	Multi-/Interdisciplinary Studies, Other	1,339
24.0102	General Studies	1,043
45.1001	Political Science and Government, General	910
23.0101	English Language and Literature, General	895
51.2201	Public Health, General	687
09.0101	Speech Communication and Rhetoric	559



# Target Occupations

<p>56,057</p> <p>Jobs (2020)</p> <p>3% <b>below</b> National average</p>	<p><b>+5.8%</b></p> <p>% Change (2020-2021)</p> <p>Nation: <b>+6.2%</b></p>	<p>\$35.10/hr \$73.0K/yr</p> <p>Median Earnings</p> <p>Nation: \$34.73/hr; \$72.2K/yr</p>	<p>10,309</p> <p>Annual Openings</p>
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Occupation	2020 Jobs	Annual Openings	Median Earnings	Growth (2020 - 2021)	Location Quotient (2020)
Market Research Analysts and Marketing Specialists	22,904	5,061	\$35.37/hr	<b>+11.83%</b>	1.07
Marketing Managers	8,693	998	\$70.00/hr	<b>-0.35%</b>	1.03
Public Relations Specialists	7,694	997	\$29.03/hr	<b>+0.23%</b>	0.98
Writers and Authors	3,160	679	\$24.88/hr	<b>+10.13%</b>	0.81
Editors	2,734	511	\$26.35/hr	<b>+2.78%</b>	0.78
Producers and Directors	2,133	608	\$27.14/hr	<b>+17.39%</b>	0.51
Public Relations Managers	1,759	264	\$58.77/hr	<b>+3.75%</b>	0.97
News Analysts, Reporters, and Journalists	1,625	254	\$17.06/hr	<b>-9.23%</b>	1.17
Technical Writers	1,611	206	\$36.06/hr	<b>-3.72%</b>	1.08
Broadcast Announcers and Radio Disc Jockeys	1,500	257	\$15.22/hr	<b>-0.67%</b>	1.69
Fundraising Managers	891	178	\$43.67/hr	<b>+6.85%</b>	1.06
Advertising and Promotions Managers	609	135	\$43.94/hr	<b>-11.82%</b>	0.81
Media and Communication Workers, All Other	497	103	\$21.61/hr	<b>-16.10%</b>	0.68
Agents and Business Managers of Artists, Performers, and Athletes	248	57	\$26.47/hr	<b>+8.87%</b>	0.40

## Growth

56,057

2020 Jobs

59,300

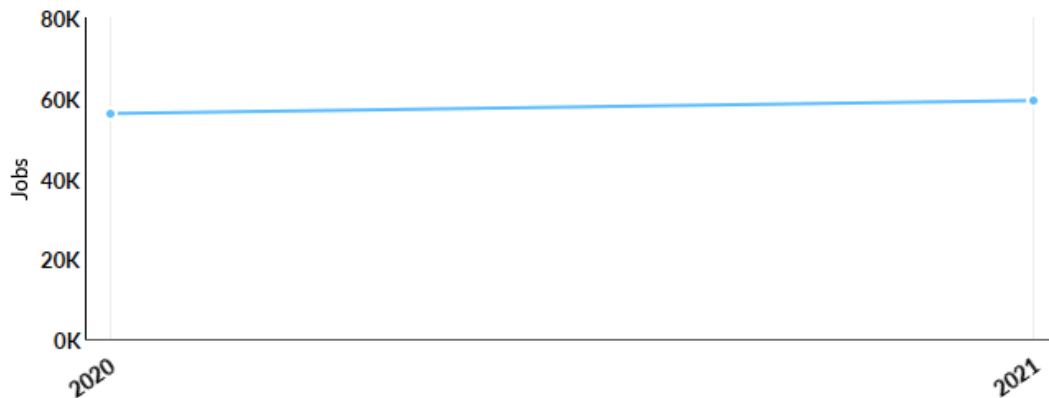
2021 Jobs

3,243

Change (2020-2021)

5.8%

% Change (2020-2021)



Occupation	2020 Jobs	2021 Jobs	Change	% Change
Advertising and Promotions Managers (11-2011)	609	537	-72	-12%
Marketing Managers (11-2021)	8,693	8,663	-30	0%
Public Relations Managers (11-2032)	1,759	1,825	66	4%
Fundraising Managers (11-2033)	891	952	61	7%
Agents and Business Managers of Artists, Performers, and Athletes (13-1011)	248	270	22	9%
Market Research Analysts and Marketing Specialists (13-1161)	22,904	25,614	2,710	12%
Producers and Directors (27-2012)	2,133	2,504	371	17%
Broadcast Announcers and Radio Disc Jockeys (27-3011)	1,500	1,490	-10	-1%
News Analysts, Reporters, and Journalists (27-3023)	1,625	1,475	-150	-9%
Public Relations Specialists (27-3031)	7,694	7,712	18	0%
Editors (27-3041)	2,734	2,810	76	3%
Technical Writers (27-3042)	1,611	1,551	-60	-4%
Writers and Authors (27-3043)	3,160	3,480	320	10%
Media and Communication Workers, All Other (27-3099)	497	417	-80	-16%

## Percentile Earnings

\$24.46/hr

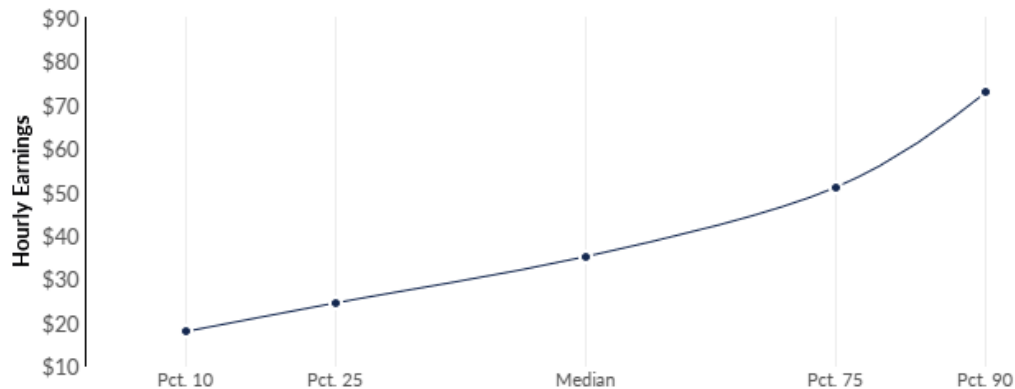
25th Percentile Earnings

\$35.10/hr

Median Earnings

\$51.04/hr


75th Percentile Earnings



Occupation	25th Percentile Earnings	Median Earnings	75th Percentile Earnings
Advertising and Promotions Managers (11-2011)	\$30.56	\$43.94	\$63.82
Marketing Managers (11-2021)	\$52.29	\$70.00	\$90.12
Public Relations Managers (11-2032)	\$45.34	\$58.77	\$76.22
Fundraising Managers (11-2033)	\$35.82	\$43.67	\$61.04
Agents and Business Managers of Artists, Performers, and Athletes (13-1011)	\$14.74	\$26.47	\$58.25
Market Research Analysts and Marketing Specialists (13-1161)	\$26.63	\$35.37	\$46.55
Producers and Directors (27-2012)	\$20.85	\$27.14	\$38.55
Broadcast Announcers and Radio Disc Jockeys (27-3011)	\$13.05	\$15.22	\$19.74
News Analysts, Reporters, and Journalists (27-3023)	\$14.23	\$17.06	\$21.80
Public Relations Specialists (27-3031)	\$22.34	\$29.03	\$38.32
Editors (27-3041)	\$19.76	\$26.35	\$35.79
Technical Writers (27-3042)	\$27.84	\$36.06	\$47.35
Writers and Authors (27-3043)	\$13.36	\$24.88	\$36.47

Media and Communication Workers, All Other (27-3099)	\$14.85	\$21.61	\$28.87
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## Job Postings Summary

<div>36,603</div> <div>Unique Postings</div> <div>80,269 Total Postings</div>	<div>2 : 1</div> <div>Posting Intensity</div> <div>  <div>Regional Average: 3 : 1</div> </div>	<div>34 days</div> <div>Median Posting Duration</div> <div>Regional Average: 34 days</div>
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There were 80,269 total job postings for your selection from April 2021 to June 2022, of which 36,603 were unique. These numbers give us a Posting Intensity of 2-to-1, meaning that for every 2 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

## Job Postings vs. Hires

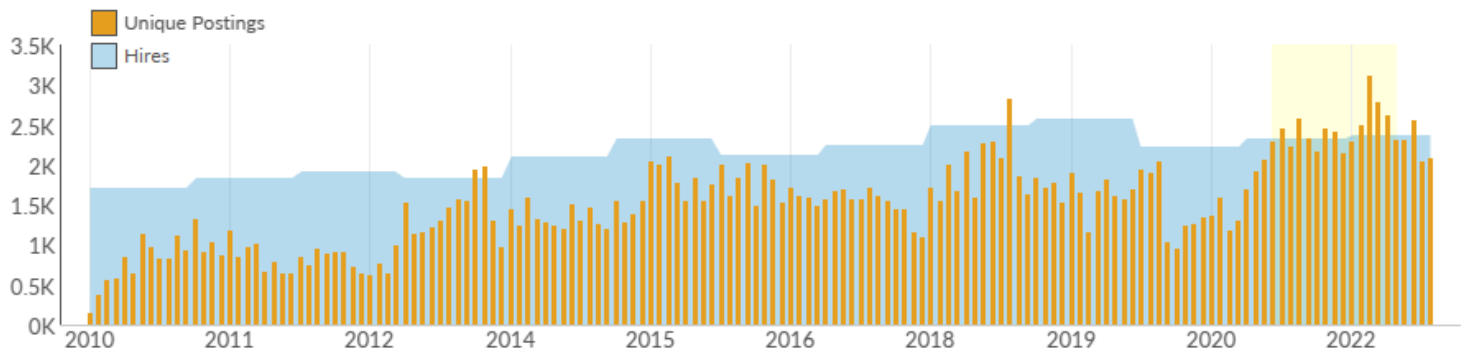
2,440

Avg. Monthly Postings (Apr 2021 - Jun 2022)

2,339











Avg. Monthly Hires (Apr 2021 - Jun 2022)

In an average month, there were 2,440 newly posted job postings for 14 *Occupations*, and 2,339 actually hired. This means there was approximately 1 hire for every 1 unique job posting for 14 *Occupations*.













Occupation	Avg Monthly Postings (Apr 2021 - Jun 2022)	Avg Monthly Hires (Apr 2021 - Jun 2022)
Marketing Managers	913	283
Market Research Analysts and Marketing Specialists	642	1,148
Public Relations Specialists	265	327
Public Relations Managers	246	67
Writers and Authors	78	71
Technical Writers	77	62
News Analysts, Reporters, and Journalists	76	38
Editors	54	77
Producers and Directors	53	132
Broadcast Announcers and Radio Disc Jockeys	13	41
Advertising and Promotions Managers	11	20
Media and Communication Workers, All Other	7	18
Fundraising Managers	4	37

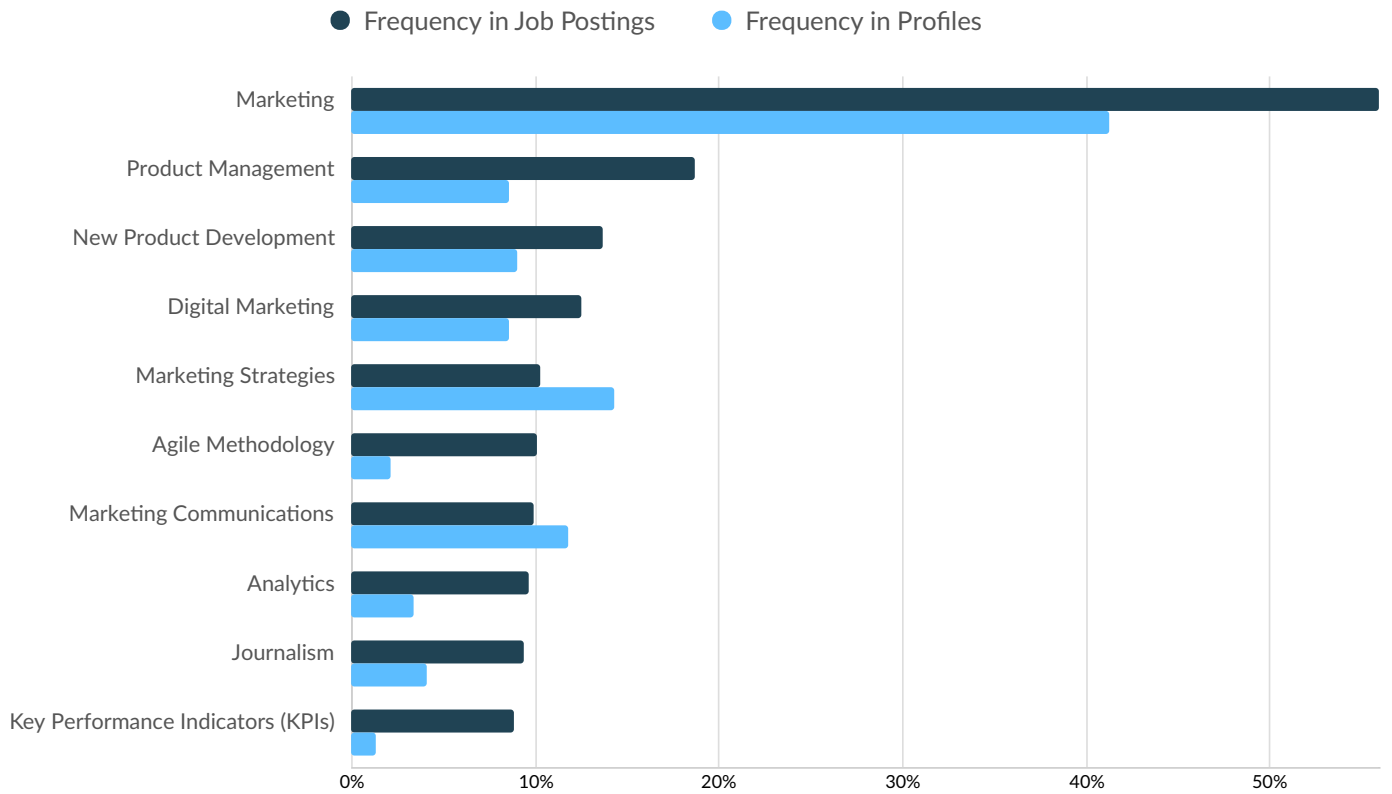
## Top Companies Posting

Company	Total/Unique (Apr 2021 - Jun 2022)	Posting Intensity	Median Posting Duration
UnitedHealth Group	3,524 / 1,391	3 : 1 	28 days
Humana	1,478 / 662	2 : 1 	35 days
US Bank	1,316 / 617	2 : 1 	20 days
Wells Fargo	2,324 / 590	4 : 1 	38 days
Robert Half	888 / 554	2 : 1 	28 days
Pearson Education	447 / 342	1 : 1 	37 days
Medtronic	693 / 338	2 : 1 	35 days
Randstad	682 / 330	2 : 1 	26 days
3M	715 / 327	2 : 1 	27 days
University of Minnesota	621 / 290	2 : 1 	32 days

## Top Posted Job Titles

Job Title	Total/Unique (Apr 2021 - Jun 2022)	Posting Intensity	Median Posting Duration
Product Managers	2,567 / 1,263	2 : 1 	27 days
Marketing Managers	1,350 / 724	2 : 1 	34 days
Marketing Coordinators	1,372 / 656	2 : 1 	39 days
Marketing Specialists	1,273 / 642	2 : 1 	33 days
Technical Writers	1,318 / 519	3 : 1 	29 days
Communications Specialists	963 / 436	2 : 1 	37 days
Digital Marketing Specialists	688 / 377	2 : 1 	35 days
Marketing Product Managers	651 / 335	2 : 1 	35 days
Directors of Marketing	973 / 334	3 : 1 	34 days
Directors of Development	523 / 312	2 : 1 	34 days

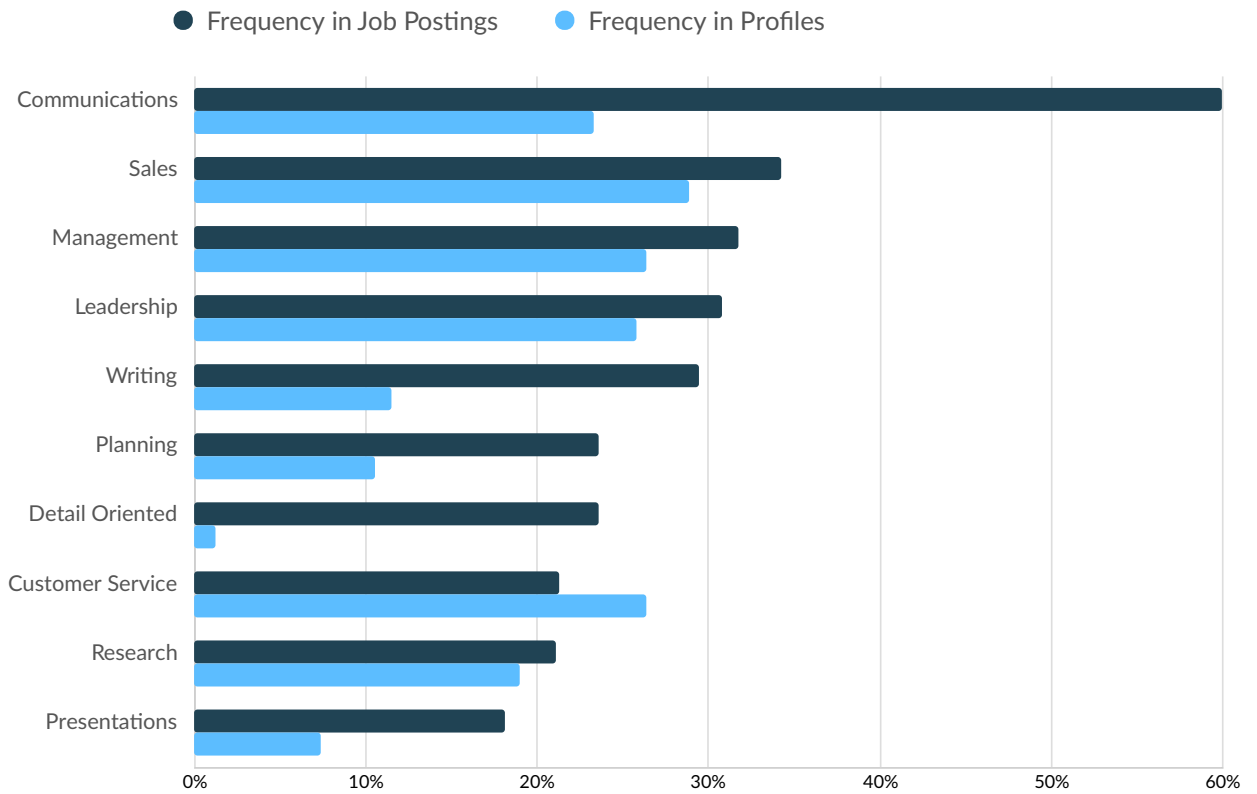
## Top Specialized Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Marketing	20,486	56%	51,245	41%
Product Management	6,835	19%	10,653	9%
New Product Development	5,003	14%	11,282	9%
Digital Marketing	4,600	13%	10,711	9%
Marketing Strategies	3,783	10%	17,840	14%
Agile Methodology	3,705	10%	2,666	2%
Marketing Communications	3,653	10%	14,697	12%
Analytics	3,537	10%	4,210	3%
Journalism	3,435	9%	5,111	4%
Key Performance Indicators (KPIs)	3,250	9%	1,665	1%

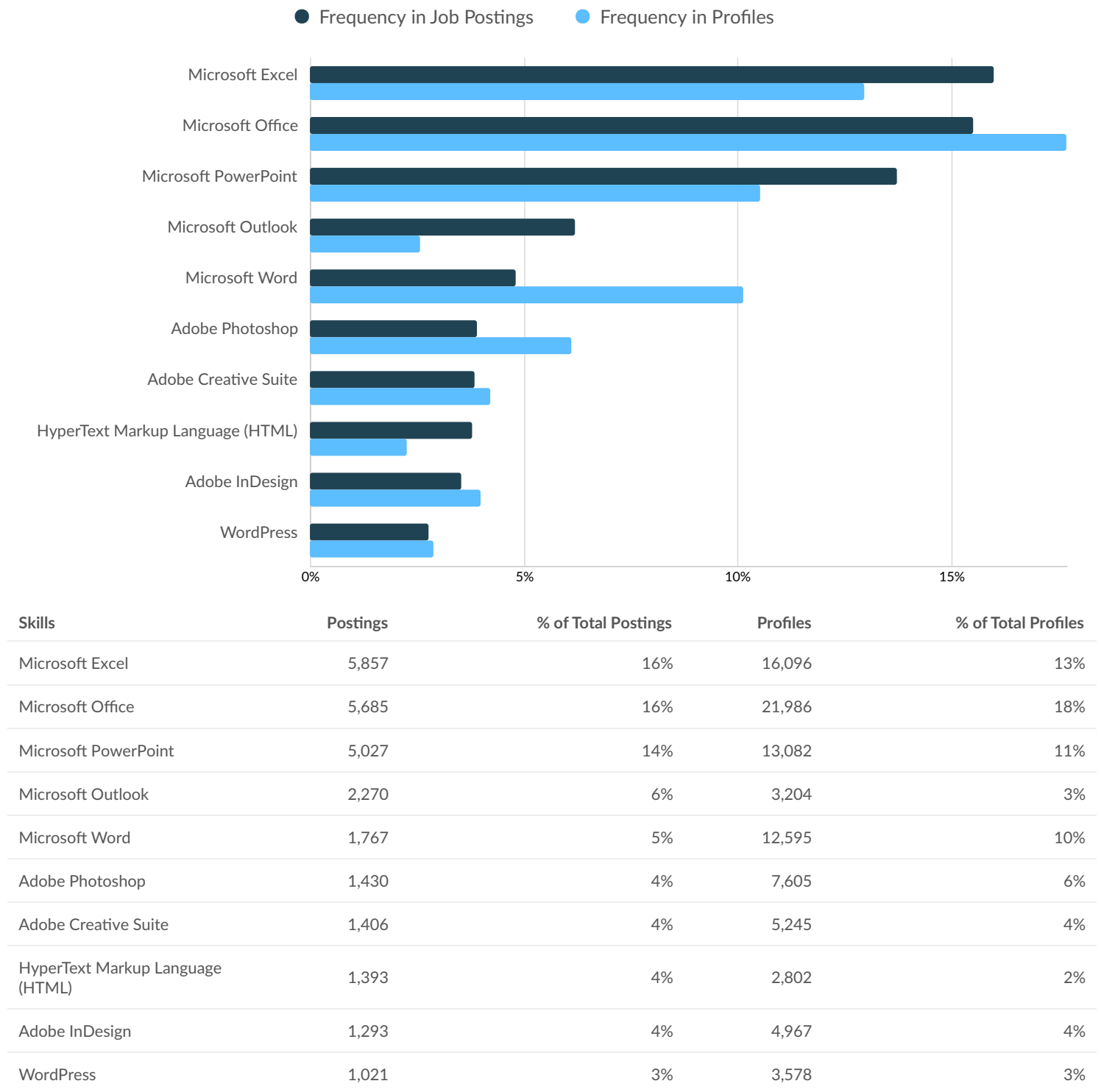


## Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	21,964	60%	28,998	23%
Sales	12,549	34%	35,912	29%
Management	11,627	32%	32,798	26%
Leadership	11,288	31%	32,036	26%
Writing	10,793	29%	14,310	12%
Planning	8,644	24%	13,088	11%
Detail Oriented	8,632	24%	1,549	1%
Customer Service	7,805	21%	32,804	26%
Research	7,740	21%	23,624	19%
Presentations	6,628	18%	9,187	7%

# Top Software Skills



## Top Qualifications

Qualification	Postings with Qualification
Project Management Professional Certification	212
Certified Scrum Product Owner	124
Series 7 General Securities Representative License (Stockbroker)	103
Certified Fundraising Executive	98
Agile Certification	97
Google Analytics Certification	80
Security Clearance	62
Association Of Proposal Management Professionals (APMP) Certification	61
Google Adwords Certification	58
Alliance Of Information And Referral Systems (AIRS) Certified	58

# Appendix A

## Program Selection Details

CIP Code	Program Name
09.0100	Communication, General

# Appendix B - Data Sources and Calculations

## Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

## Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

## Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

## Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

## State Data Sources

This report uses state data from the following agencies: Minnesota Department of Employment and Economic Development; Montana Department of Labor and Industry; North Dakota Job Service; South Dakota Department of Labor and Regulation

# New Academic Program Request

**Institution:**

Valley City State University

**Program Name:**

Digital Communication Studies

**Degree Types:**

Undergraduate Program Certificate

**What day did AAC review the Academic Program Exploration Notice for this New Academic Program?**

2023-03-07

**CIP Code:**

9.0702

**Academic Program Code:**

UGDCS

**Academic Department/Division/College:**

Communication

**Semester of Program:**

Spring

**Year of Program:**

2024

**Other Participating Institutions:**

Not Applicable

**Delivery Method:**

Online Only

On Campus

Hybrid (on campus & distance)

Hybrid (Distance Education Only)

**Describe the delivery methods and location(s) to which the program will be delivered:**

Some courses have both face-to-face sections and online sections; some will not. Students who live on campus will be able to take some courses f2f and some online. Students who live at a distance will be able to complete the certificate online.

**Funding Source:**

Tuition Revenue

**Describe the funding source:**

Tuition revenue would cover the costs associated with the delivery of courses in this certificate.

**Is the program eligible for Financial Aid?**

No

**Does the program require a criminal background check described in NDUS Procedure 511?**

No

**Describe a brief description of the program:**

A digital studies certificate is based upon courses in digital communication, social media management, and related courses in digital design, digital marketing, web page creation, and photography. This cross-discipline approach explores growing and evolving digital trends and practices. It will incorporate use of the new Social Media Listening Center on campus as it has students research, develop, and analyze forms brands, and variations of digital communication channels and messages.

**Address student demand and employment availability for students completing the program:**

Communication is one of the top five, and usually the top requirement or skill in job position descriptions. According to the Lightcast report, jobs in digital-related areas have and currently are increasing. Students with strong communication skills clearly have the edge. According to AESC (2023), "Expert digital communication skills are key in the digital age." (para 1). The demand for these type of skills has grown. The National Skills Coalition (2023) states "92% of jobs analyzed require digital skills. Previous NSC research found one-third of workers don't have the foundational digital skills necessary to enter and thrive in today's jobs. Together, these findings point to a significant digital skill divide." According to the Lightcast 2023 report, jobs are on an upward trajectory in digital skills for 2022-2026. These include an increase of +11.6% in Photography, +13.95 in Web Development, +7.74 in Media and Communication careers, and jobs in Social Media Management expected to increase by at least 10% in the next year. This certificate will add to the marketability of students in their careers.

**Describe how this need was assessed and indicate sources for data used and indicated anticipated enrollment rates for the first five years:**

As stated in #19, 92% of recent job advertisements expect workers with strong digital skills. Industry is experiencing rapid change, and people those with digital skills will be better equipped to manage such change. We looked at the viability of this program via Lightcast, and discussed this certificate with faculty here at VCSU in other disciplines. All expressed a need. Additionally, with this program available online, professionals who already have their degrees could take these courses to enhance their skills and worth at their organization. We anticipate 7-10 people during the first year and growing exponentially during this decade.

**Describe how the program addresses the institutional strategic plan:**

This certificate supports VCSU Strategic Plan Strategy 2.1 Learning and Instruction, Outcome 2.1.5 Enrich and update academic experiences and programs into high-demand degrees and credentials utilizing our expertise, labor market data, advisory boards, and alumni feedback. Lightcast (2022) indicates that communication is one of the two most listed skills desired of employees in management positions. This certificate would provide expertise and authentic experiences to prepare students for disruptive change and evolving strategies in digital communication.

**Describe how the program addresses the NDUS strategic plan:**

This program supports the NDUS strategic plan goal Responsive: Provide access to programs people want, where and when they need them. Furthermore, it meets Objective 2.1: Ensure programs are relevant, valuable, and timely. While this is a certificate, not a degree, it could be argued that it meets Outcome 2.1A: Increase degrees at all levels and Outcome 2.1 C: Increase the number of non-traditional students (age 23+).

**Are there similar programs that exist within NDUS or state?**

Yes

**Identify similar programs that exist within NDUS or state:**

Dickinson State University has a Digital Communication certificate.

**Briefly discuss if and how the program duplicated similar NDUS programs:**

The duplication seems to be in name only. The curriculum between the two certificates differ, as do the number of credits. VCSU is requiring 15 credits. DSU requires 21 credits.

**Briefly justify the duplication of existing program(s) in NDUS or state:**

The two programs differ in direction. DSU's program incorporates traditional communication courses such as interpersonal communication and English courses, such as composition. VCSU's program is interdisciplinary, with courses in communication, art, and business. The focus is more on marketing, management, and imagery.

**Discuss whether the potential students will be drawn from the same population as those in existing program in NDUS or state:**

Because this is a certificate, we expect mostly students already enrolled at VCSU to complete this certificate. It is possible for people currently employed to earn this certificate, but overall, we will be meeting the needs of our current students and alumni.

**Discuss whether a collaborative program has been considered with an institution where the program exists:**

VCSU has not. While both DSU and VCSU have the words "Digital Communication" in the title of their certificates, VCSU believes the certificates are considerably different in scope.

**How will tuition be charged:**

Base rate

**Is this the same tuition model method as the existing NDUS program:**

Yes

**What is the length of the program?**

This certificate can be completed in two semesters.

**Identify the proposed program-level accreditation organization, if applicable:**

Not applicable



## **Digital Studies 15 Credits**

### **Core Requirements (6 credits)**

- COMM 315 Digital Communication (3 credits)
- COMM 414 Social Media Management (3 credits)

### **Electives (Choose 3; 9 credits)**

- ART 115 Introduction to Digital Media (3 credits)
- ART 225 Digital Imaging I ( 3 credits)
- ART 180 Photography I (3 credits)
- ART 280 Photography II (3 credits)
- ART 380 Photography III (3 credits)
- CIS 180 Creating Web Pages (3 credits)
- CIS 440 Advanced Web Page Design (3 credits)
- MRKT 310 Digital Marketing (3 credits)

# Program Overview

Communication, General

Lightcast Q4 2022 Data Set

November 2022

North Dakota

# Parameters

Completions Year: 2021

Jobs Timeframe: 2020 - 2021

Job Postings Timeframe: Apr 2021 - Jun 2022

Programs:

Code	Description
09.0100	Communication, General

Regions:

Code	Description	Code	Description
27	Minnesota	38	North Dakota
30	Montana	46	South Dakota

Education Level: Any

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

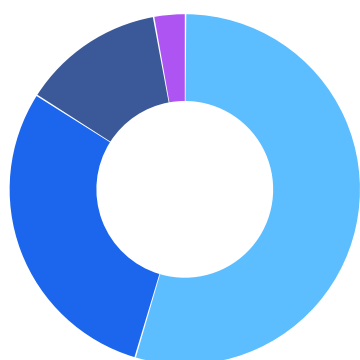
<p>14</p> <p>Institutions</p> <p>17% Growth (2017-2021)</p>	<p>411</p> <p>Completions</p> <p>-22% Growth (2017-2021)</p>	<p>Completions Distribution</p> <p>Average: 29.4</p> <p>1 ————— 104</p> <p>Median: 17.5</p>
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## Program Overview



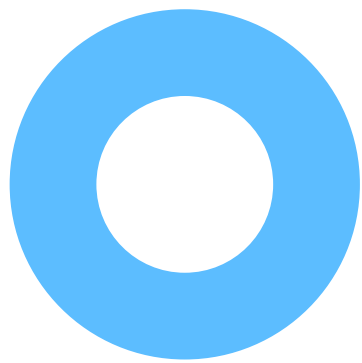
	Completions (2021)	% Completions	Institutions (2021)	% Institutions
● All Programs	411	100%	14	100%
● Distance Offered Programs	166	40%	5	36%
● Non-Distance Offered Programs	245	60%	10	71%

## Market Share by Institution Type



Institution Type	Completions (2021)	Market Share
● Public, 4-year or above	224	54.5%
● Private not-for-profit, 4-year or above	121	29.4%
● Private for-profit, 4-year or above	54	13.1%
● Public, 2-year	12	2.9%

## Market Share by Program

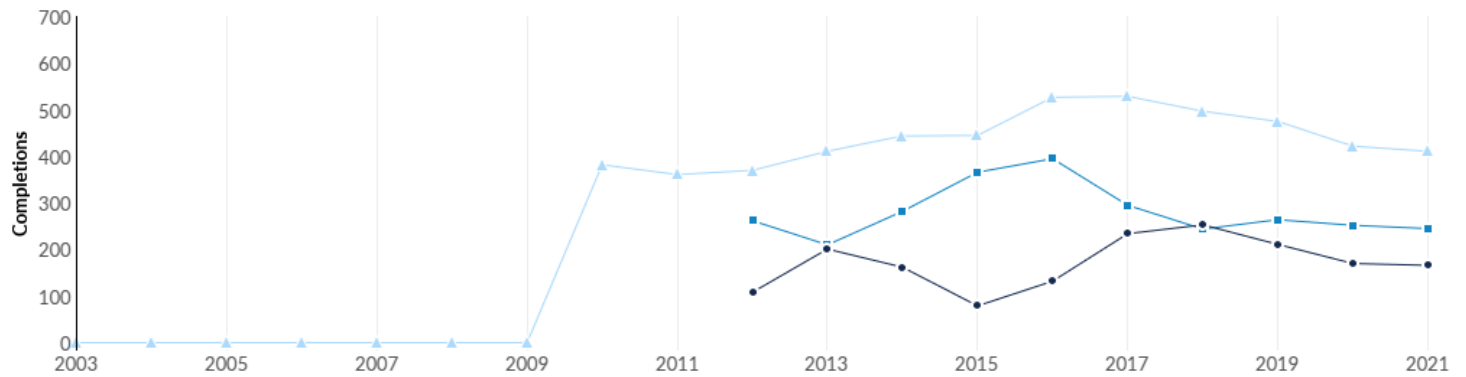


Program	Completions (2021)	Market Share
● Communication, General (09.0100)	411	100.0%

## Completions by Institution

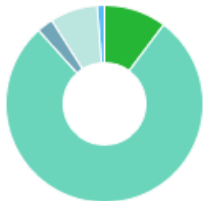
Institution	Completions (2021)	Growth % YOY (2021)	Market Share (2021)	IPEDS Tuition & Fees (2021)	Completions Trend (2017-2021)
University of North Dakota	104	33.3%	25.3%	\$10,596	
Bethel University	64	-8.6%	15.6%	\$40,080	
Walden University	54	-5.3%	13.1%	\$10,459	
Saint Cloud State University	46	-23.3%	11.2%	\$9,170	
Metropolitan State University	38	-15.6%	9.2%	\$9,394	
University of Minnesota-Crookston	24	4.3%	5.8%	\$12,514	
Concordia College at Moorhead	21	-30.0%	5.1%	\$28,016	
Crown College	14	40.0%	3.4%	\$28,110	
Rochester Community and Technical College	12	-7.7%	2.9%	\$5,372	
St Catherine University	12	9.1%	2.9%	\$35,532	

## Regional Trends



	2012 Completions	2021 Completions	% Change
Distance Offered Programs	108	166	+53.7%
Non-Distance Offered Programs	262	245	-6.5%
All Programs	370	411	+11.1%

## Regional Completions by Award Level



Award Level	Completions (2021)	Percent
Award of less than 1 academic year	42	10.2%
Bachelor's Degree	321	78.1%
Postbaccalaureate certificate	11	2.7%
Master's Degree	32	7.8%
Doctor's Degree	5	1.2%
Award of at least 1 but less than 2 academic years	0	0.0%
Associate's Degree	0	0.0%
Award of at least 2 but less than 4 academic years	0	0.0%
Post-masters certificate	0	0.0%

## Similar Programs

<div>115</div> <div>Programs (2021)</div>		<div>30,644</div> <div>Completions (2021)</div>
CIP Code	Program	Completions (2021)
52.0201	Business Administration and Management, General	7,464
24.0101	Liberal Arts and Sciences/Liberal Studies	7,167
51.0701	Health/Health Care Administration/Management	1,833
52.1401	Marketing/Marketing Management, General	1,485
30.9999	Multi-/Interdisciplinary Studies, Other	1,339
24.0102	General Studies	1,043
45.1001	Political Science and Government, General	910
23.0101	English Language and Literature, General	895
51.2201	Public Health, General	687
09.0101	Speech Communication and Rhetoric	559

## Target Occupations

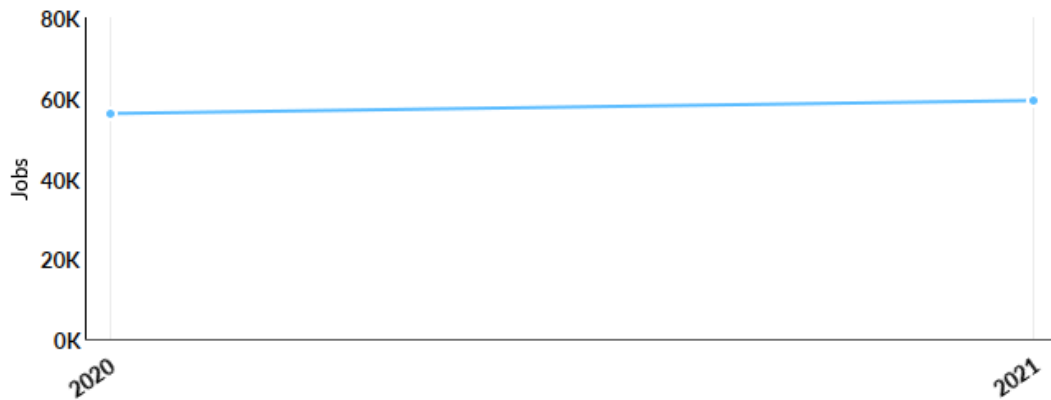
<p>56,057</p> <p>Jobs (2020)</p> <p>3% <b>below</b> National average</p>	<p>+5.8%</p> <p>% Change (2020-2021)</p> <p>Nation: +6.2%</p>	<p>\$35.10/hr \$73.0K/yr</p> <p>Median Earnings</p> <p>Nation: \$34.73/hr; \$72.2K/yr</p>	<p>10,309</p> <p>Annual Openings</p>
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Occupation	2020 Jobs	Annual Openings	Median Earnings	Growth (2020 - 2021)	Location Quotient (2020)
Market Research Analysts and Marketing Specialists	22,904	5,061	\$35.37/hr	+11.83%	1.07
Marketing Managers	8,693	998	\$70.00/hr	-0.35%	1.03
Public Relations Specialists	7,694	997	\$29.03/hr	+0.23%	0.98
Writers and Authors	3,160	679	\$24.88/hr	+10.13%	0.81
Editors	2,734	511	\$26.35/hr	+2.78%	0.78
Producers and Directors	2,133	608	\$27.14/hr	+17.39%	0.51
Public Relations Managers	1,759	264	\$58.77/hr	+3.75%	0.97
News Analysts, Reporters, and Journalists	1,625	254	\$17.06/hr	-9.23%	1.17
Technical Writers	1,611	206	\$36.06/hr	-3.72%	1.08
Broadcast Announcers and Radio Disc Jockeys	1,500	257	\$15.22/hr	-0.67%	1.69
Fundraising Managers	891	178	\$43.67/hr	+6.85%	1.06
Advertising and Promotions Managers	609	135	\$43.94/hr	-11.82%	0.81
Media and Communication Workers, All Other	497	103	\$21.61/hr	-16.10%	0.68
Agents and Business Managers of Artists, Performers, and Athletes	248	57	\$26.47/hr	+8.87%	0.40



## Growth

56,057 2020 Jobs	59,300 2021 Jobs	3,243 Change (2020-2021)	5.8% % Change (2020-2021)
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Occupation	2020 Jobs	2021 Jobs	Change	% Change
Advertising and Promotions Managers (11-2011)	609	537	-72	-12%
Marketing Managers (11-2021)	8,693	8,663	-30	0%
Public Relations Managers (11-2032)	1,759	1,825	66	4%
Fundraising Managers (11-2033)	891	952	61	7%
Agents and Business Managers of Artists, Performers, and Athletes (13-1011)	248	270	22	9%
Market Research Analysts and Marketing Specialists (13-1161)	22,904	25,614	2,710	12%
Producers and Directors (27-2012)	2,133	2,504	371	17%
Broadcast Announcers and Radio Disc Jockeys (27-3011)	1,500	1,490	-10	-1%
News Analysts, Reporters, and Journalists (27-3023)	1,625	1,475	-150	-9%
Public Relations Specialists (27-3031)	7,694	7,712	18	0%
Editors (27-3041)	2,734	2,810	76	3%
Technical Writers (27-3042)	1,611	1,551	-60	-4%
Writers and Authors (27-3043)	3,160	3,480	320	10%
Media and Communication Workers, All Other (27-3099)	497	417	-80	-16%

## Percentile Earnings

\$24.46/hr

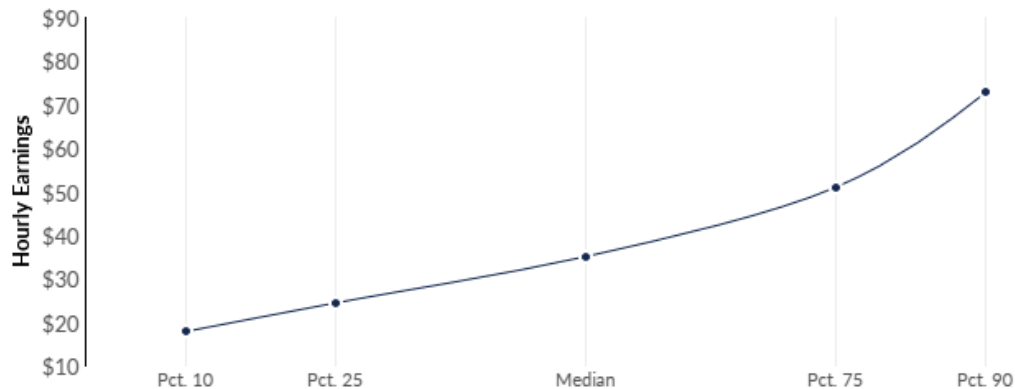
25th Percentile Earnings

\$35.10/hr

Median Earnings

\$51.04/hr


75th Percentile Earnings



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## Job Postings vs. Hires

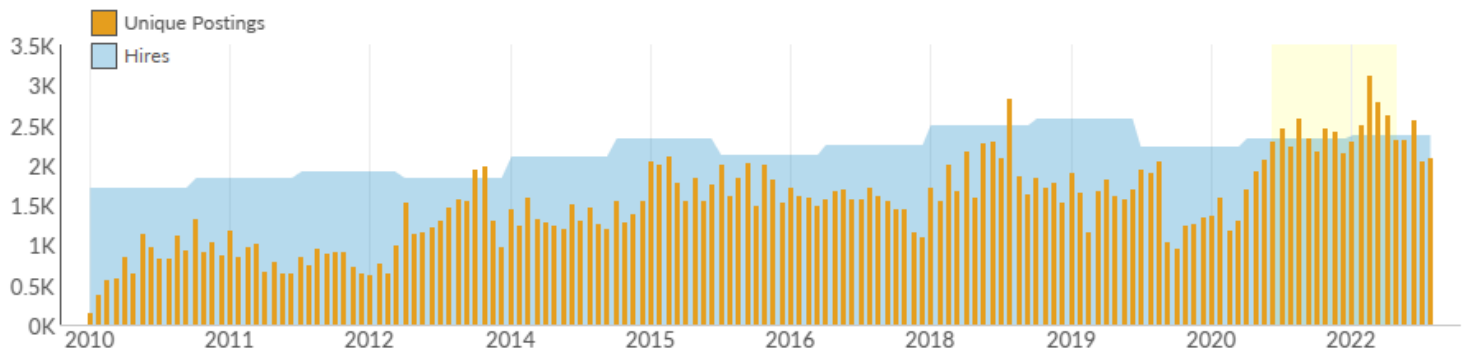
2,440

Avg. Monthly Postings (Apr 2021 - Jun 2022)

2,339











Avg. Monthly Hires (Apr 2021 - Jun 2022)

In an average month, there were 2,440 newly posted job postings for 14 *Occupations*, and 2,339 actually hired. This means there was approximately 1 hire for every 1 unique job posting for 14 *Occupations*.













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Media and Communication Workers, All Other	7	18
Fundraising Managers	4	37

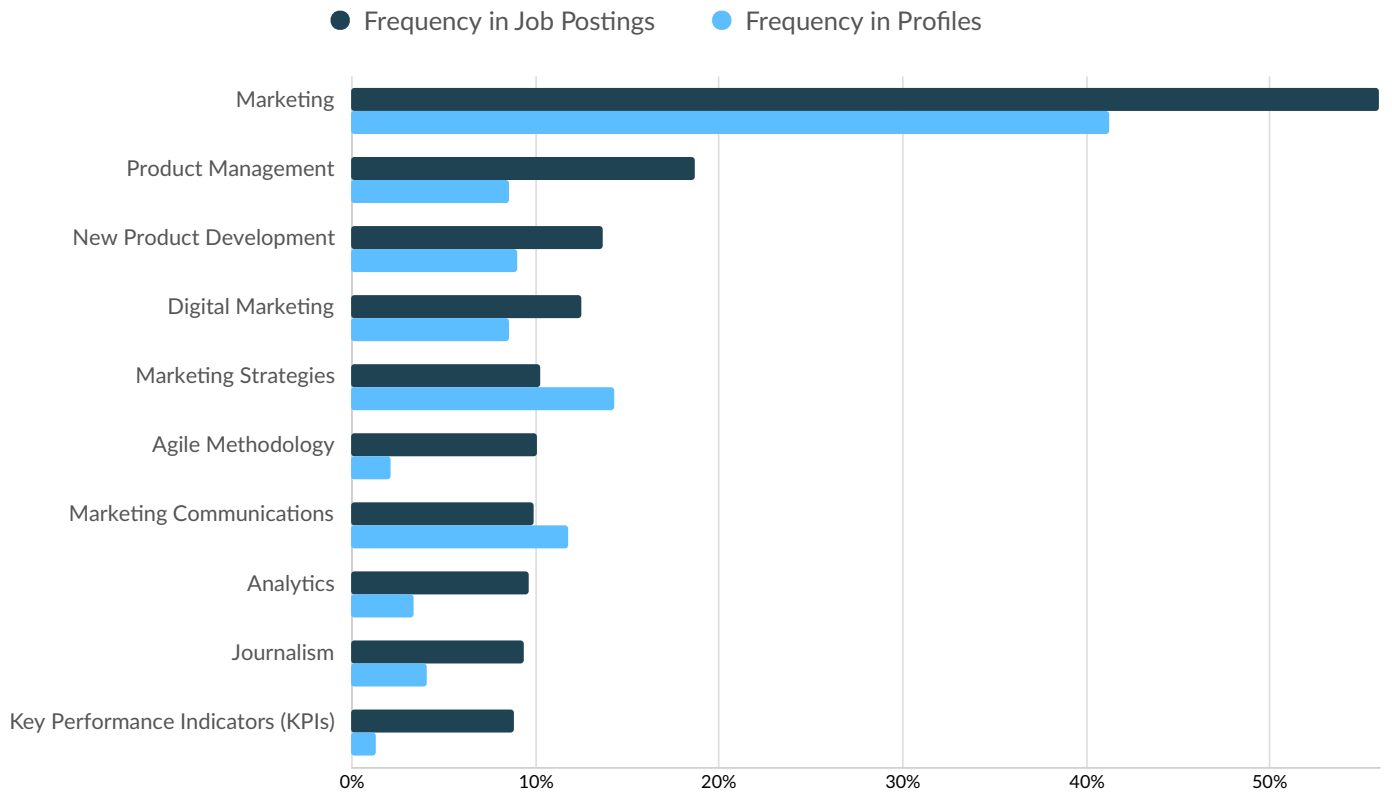
## Top Companies Posting

Company	Total/Unique (Apr 2021 - Jun 2022)	Posting Intensity	Median Posting Duration
UnitedHealth Group	3,524 / 1,391	3 : 1 	28 days
Humana	1,478 / 662	2 : 1 	35 days
US Bank	1,316 / 617	2 : 1 	20 days
Wells Fargo	2,324 / 590	4 : 1 	38 days
Robert Half	888 / 554	2 : 1 	28 days
Pearson Education	447 / 342	1 : 1 	37 days
Medtronic	693 / 338	2 : 1 	35 days
Randstad	682 / 330	2 : 1 	26 days
3M	715 / 327	2 : 1 	27 days
University of Minnesota	621 / 290	2 : 1 	32 days

## Top Posted Job Titles

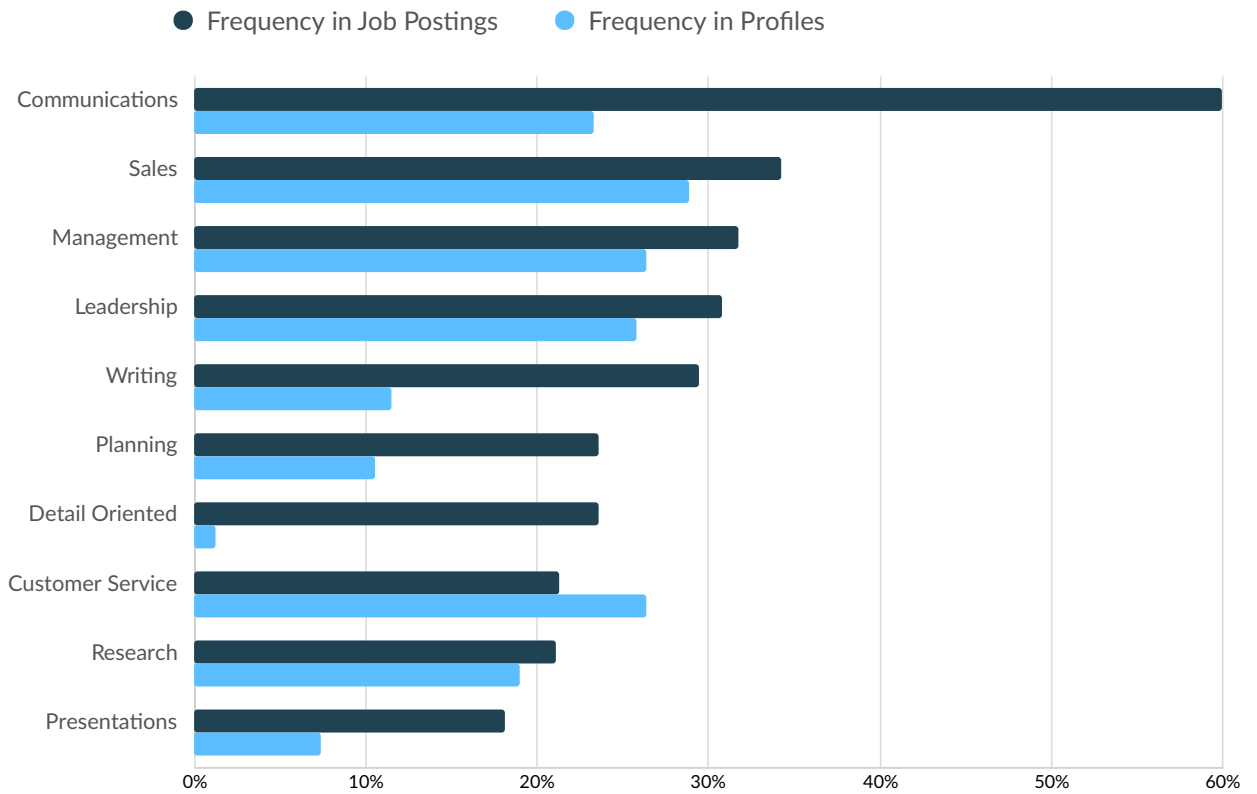
Job Title	Total/Unique (Apr 2021 - Jun 2022)	Posting Intensity	Median Posting Duration
Product Managers	2,567 / 1,263	2 : 1 	27 days
Marketing Managers	1,350 / 724	2 : 1 	34 days
Marketing Coordinators	1,372 / 656	2 : 1 	39 days
Marketing Specialists	1,273 / 642	2 : 1 	33 days
Technical Writers	1,318 / 519	3 : 1 	29 days
Communications Specialists	963 / 436	2 : 1 	37 days
Digital Marketing Specialists	688 / 377	2 : 1 	35 days
Marketing Product Managers	651 / 335	2 : 1 	35 days
Directors of Marketing	973 / 334	3 : 1 	34 days
Directors of Development	523 / 312	2 : 1 	34 days

## Top Specialized Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Marketing	20,486	56%	51,245	41%
Product Management	6,835	19%	10,653	9%
New Product Development	5,003	14%	11,282	9%
Digital Marketing	4,600	13%	10,711	9%
Marketing Strategies	3,783	10%	17,840	14%
Agile Methodology	3,705	10%	2,666	2%
Marketing Communications	3,653	10%	14,697	12%
Analytics	3,537	10%	4,210	3%
Journalism	3,435	9%	5,111	4%
Key Performance Indicators (KPIs)	3,250	9%	1,665	1%

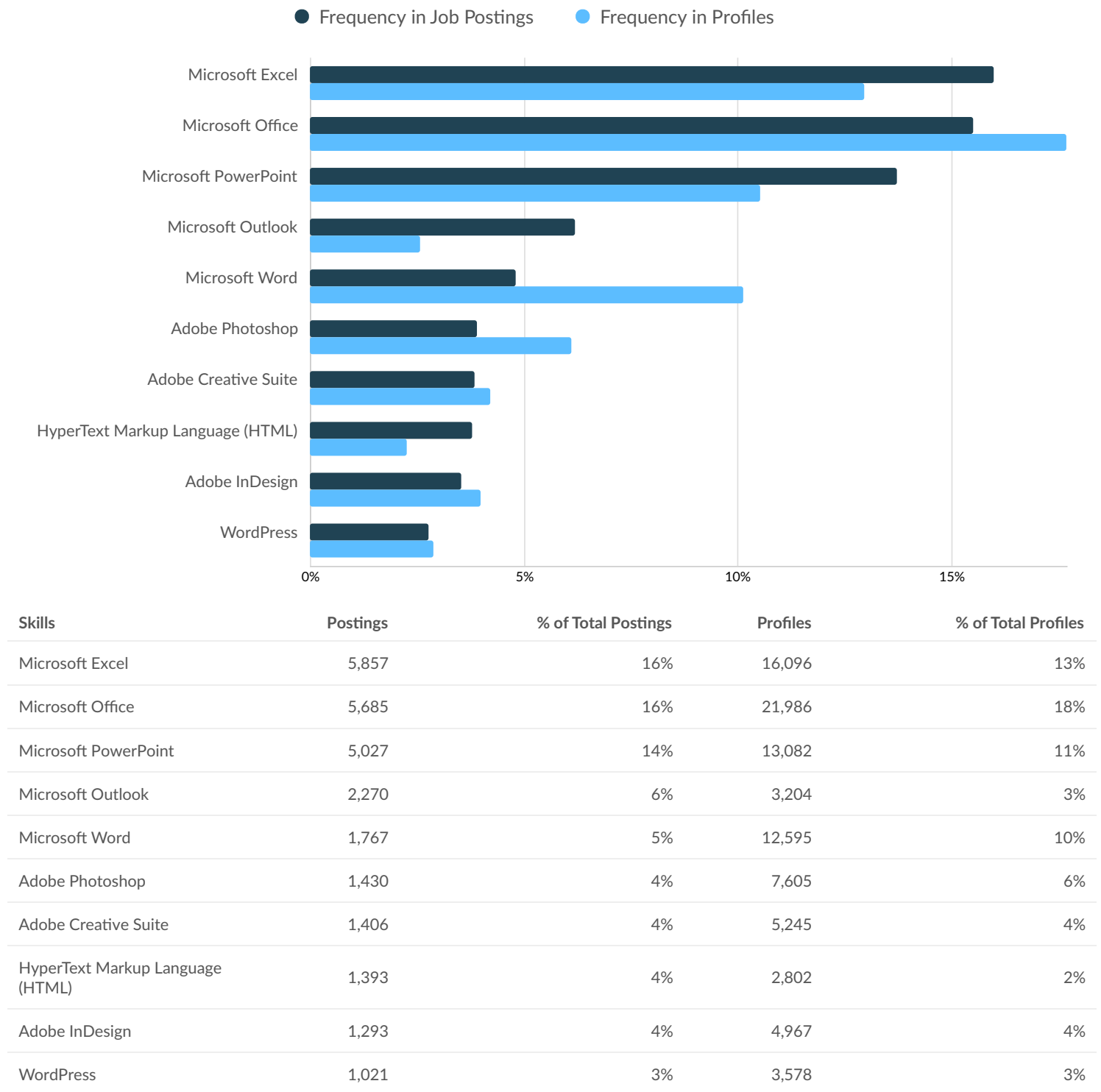
# Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	21,964	60%	28,998	23%
Sales	12,549	34%	35,912	29%
Management	11,627	32%	32,798	26%
Leadership	11,288	31%	32,036	26%
Writing	10,793	29%	14,310	12%
Planning	8,644	24%	13,088	11%
Detail Oriented	8,632	24%	1,549	1%
Customer Service	7,805	21%	32,804	26%
Research	7,740	21%	23,624	19%
Presentations	6,628	18%	9,187	7%



# Top Software Skills



## Top Qualifications

Qualification	Postings with Qualification
Project Management Professional Certification	212
Certified Scrum Product Owner	124
Series 7 General Securities Representative License (Stockbroker)	103
Certified Fundraising Executive	98
Agile Certification	97
Google Analytics Certification	80
Security Clearance	62
Association Of Proposal Management Professionals (APMP) Certification	61
Google Adwords Certification	58
Alliance Of Information And Referral Systems (AIRS) Certified	58

# Appendix A

## Program Selection Details

CIP Code	Program Name
09.0100	Communication, General

# Appendix B - Data Sources and Calculations

## Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

## Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

## Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

## Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

## State Data Sources

This report uses state data from the following agencies: Minnesota Department of Employment and Economic Development; Montana Department of Labor and Industry; North Dakota Job Service; South Dakota Department of Labor and Regulation

# New Academic Program Request

**Institution:**

Valley City State University

**Program Name:**

Non-profit Studies

**Degree Types:**

Undergraduate Program Certificate

Minor Program

**What day did AAC review the Academic Program Exploration Notice for this New Academic Program?**

2023-03-07

**CIP Code:**

52.0213

**Academic Program Code:**

UGNPS

**Academic Department/Division/College:**

Communication Arts

**Semester of Program:**

Spring

**Year of Program:**

2024

**Other Participating Institutions:**

Not Applicable

**Delivery Method:**

On Campus

Hybrid (on campus & distance)

Hybrid (Distance Education Only)

Online Only

**Describe the delivery methods and location(s) to which the program will be delivered:**

Some courses have both face-to-face sections and online sections; some will not. Students who lives on campus will be able to take some courses f2f and some online. Students who live at a distance will be able to complete the certificate online.

**Funding Source:**

Tuition Revenue

**Describe the funding source:**

Tuition revenue would cover the cost associated with the delivery of course in this certificate and minor.

**Is the program eligible for Financial Aid?**

No

**Does the program require a criminal background check described in NDUS Procedure 511?**

No

**Describe a brief description of the program:**

This certificate and minor provides an interdisciplinary approach to the vast areas of non-profit agencies. A core set of courses provides the foundation for this minor. Students can then choose from a business, communication, or health and wellness set of electives, dependent upon which area they are interested in working with after graduation.

**Address student demand and employment availability for students completing the program:**

Non-profit agencies are the third largest private employers in the US. According to the US Bureau of Labor Statistics, non-profit positions are expected to rise 12% in the next 8 years. While there was a slump in hiring during COVID, post-COVID is demonstrating a need for more non-profit agencies and skilled workers to participate. The posting intensity regionally is 3:1, and nationally 2:1.

**Describe how this need was assessed and indicate sources for data used and indicated anticipated enrollment rates for the first five years:**

Anecdotally, several professors across campus have been approached by their advisees, asking if a non-profit major exists. Additional information on trends was gathered from online sources, as well as Lightcast reports. In our research, we found no minor that offered the breadth of courses we are providing to reach the needs and interests of the students. We anticipate 8-10 minors within the first year of this minor, and believe it will grow rapidly after the first year.

**Describe how the program addresses the institutional strategic plan:**

This certificate and minor supports VCSU Strategic Plan Strategy 2.1 Learning and Instruction, Outcome 2.1.5 Enrich and update academic experiences and programs into high-demand degrees and credentials utilizing our expertise, labor market data, advisory boards, and alumni feedback. From the data collected via the National Board of Labor and Statistics, as well as Lightcast demonstrates the need for people with this certificate and minor.

**Describe how the program addresses the NDUS strategic plan:**

This program supports the NDUS strategic plan goal Responsive: Provide access to programs people want, where and when they need them. Furthermore, it meets Objective 2.1: Ensure programs are relevant, valuable, and timely. This minor meets Outcome 2.1A: Increase degrees at all levels and Outcome 2.1 C: Increase the number of non-traditional students (age 23+). Because this minor will be offered via face-to-face, hybrid, and online, VCSU anticipates both traditional and non-traditional students earning this certificate and minor.

**Are there similar programs that exist within NDUS or state?**

Yes

**Identify similar programs that exist within NDUS or state:**

The University of North Dakota offers a minor and a certificate in Non-profit administration.

**Briefly discuss if and how the program duplicated similar NDUS programs:**

The focus and classes at UND are more on management and administrative areas. VCSU's proposed certificate and minor is more diversified, offering students a choice of courses to help tailor the area they are most interested in working with in non-profit agencies. We envision students who are interested in marketing and management to take the business concentration. Those interested in public relations and social media will take the communication concentration. Those interested in health, wellness, and human services to take the health area courses.

**Briefly justify the duplication of existing program(s) in NDUS or state:**

With a job growth rate of 12% in nonprofit agencies, we feel our program will provide our current students with background and skills without impacting the program at UND.

**Discuss whether the potential students will be drawn from the same population as those in existing program in NDUS or state:**

Because this is a certificate and minor, we anticipate students already enrolled in programs at VCSU to add this to their program of study. There may be people already working in the industry that have a major, but would like to earn a second minor in non-profit studies. Typically, students who graduate from VCSU and plan to continue their education do so through VCSU.

**Discuss whether a collaborative program has been considered with an institution where the program exists:**

No, it has not.

**How will tuition be charged:**

Base rate

**Is this the same tuition model method as the existing NDUS program:**

Yes

**What is the length of the program?**

Student will be able to complete this program in two semesters.

**Identify the proposed program-level accreditation organization, if applicable:**

Not applicable.

## Nonprofit Studies Certificate

### **Directed Electives (Choose 3) 9 credits**

COMM 314 Public Relations

COMM 444 Event Planning

MGMT 330 Introduction to Management

MRKT 305 Introduction to Marketing

### **Choose 3 courses in One of the following Tracts (9 credits)**

#### *Business and Management*

BUSI 480 Strategic Planning

FIN 375 Managerial Finance

MGMT 370 Business Ethics

MGMT 350 HR Management

MGMT 372 Foundations of Leadership

MRKT 370 Advertising and Promotion

#### *Communication*

COMM 212 Interpersonal Communication

COMM 216 Intercultural Communication

COMM 312 Gender Communication

COMM 360 Group Dynamics

COMM 415 Social Media Management

COMM 483 Organizational Communication

#### *Health and Wellness*

HPER 300 Drug Education and Information

HPER 315 Communicable and Non-Communicable Disease

HPER 400 Current issues in Community Health

PSYC 210 Intimate Partner Violence

PSYC/Soc 350 Social Psychology

Psych 480 Health Psychology

SOC 251 Introduction to Gerontology

SOC 354 Health, Illness, and Disability

SOC 441 Death and Dying

**Total: 18 credits**



## **Nonprofit Studies Minor**

### **Require Courses (12 credits)**

COMM 314 Public Relations  
COMM 444 Event Planning  
MGMT 330 Introduction to Management  
MRKT 305 Introduction to Marketing

### **Directed Electives (choose one tract) (12 credits)**

#### **Business and Management**

BUSI 480 Strategic Planning  
FIN 375 Managerial Finance  
MGMT 370 Business Ethics  
MGMT 350 HR Management  
MGMT 372 Foundations of Leadership  
MRKT 370 Advertising and Promotion

#### **Communication**

COMM 212 Interpersonal Communication  
COMM 216 Intercultural Communication  
COMM 312 Gender Communication  
COMM 360 Group Dynamics  
COMM 415 Social Media Management  
COMM 483 Organizational Communication

#### **Health and Wellness**

HPER 300 Drug Education and Information  
HPER 315 Communicable and Non-Communicable Disease  
HPER 400 Current issues in Community Health  
PSYC 210 Intimate Partner Violence  
PSYC/Soc 350 Social Psychology  
Psych 480 Health Psychology  
SOC 251 Introduction to Gerontology  
SOC 354 Health, Illness, and Disability  
SOC 441 Death and Dying

**TOTAL: 24 credits**

# Program Overview

## Community Organization and Advocacy

Lightcast Q4 2022 Data Set

November 2022

North Dakota

# Parameters

Completions Year: 2021

Jobs Timeframe: 2020 - 2021

Job Postings Timeframe: Apr 2021 - Jun 2022

Programs:

Code	Description
44.0201	Community Organization and Advocacy

Regions:

Code	Description	Code	Description
27	Minnesota	38	North Dakota
30	Montana	46	South Dakota

Education Level: Any

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

The figure consists of three panels. The first panel shows '5 Institutions' with a '25% Growth (2017-2021)' in green. The second panel shows '143 Completions' with a '258% Growth (2017-2021)' in green. The third panel, titled 'Completions Distribution', shows a horizontal scale from 1 to 96. A vertical line marks the 'Median: 20' in black, and a blue vertical line marks the 'Average: 28.6'.

Metric	Value	Growth (2017-2021)
Institutions	5	25%
Completions	143	258%

**Completions Distribution**

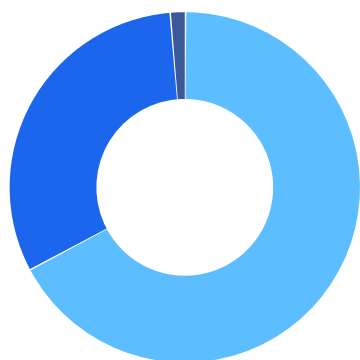
Statistic	Value
Median	20
Average	28.6

## Program Overview



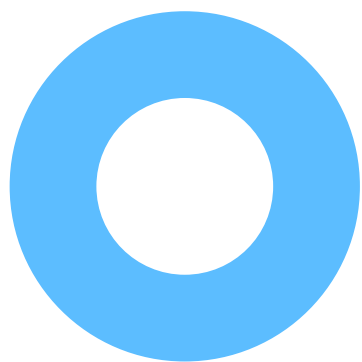
		Completions (2021)	% Completions	Institutions (2021)	% Institutions
●	All Programs	143	100%	5	100%
●	Distance Offered Programs	96	67%	1	20%
●	Non-Distance Offered Programs	47	33%	4	80%

## Market Share by Institution Type



Institution Type	Completions (2021)	Market Share
Private for-profit, 4-year or above	96	67.1%
Public, 4-year or above	45	31.5%
Public, 2-year	2	1.4%

## Market Share by Program

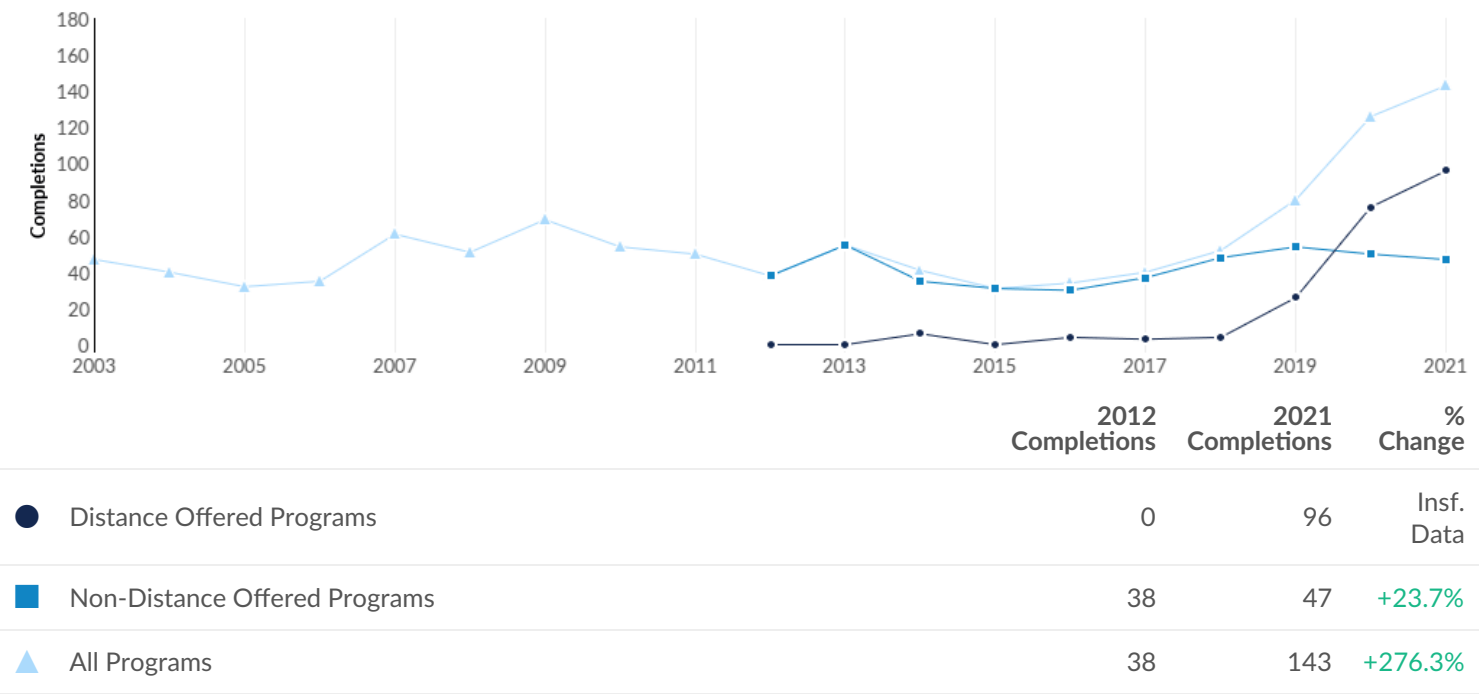


Program	Completions (2021)	Market Share
Community Organization and Advocacy (44.0201)	143	100.0%

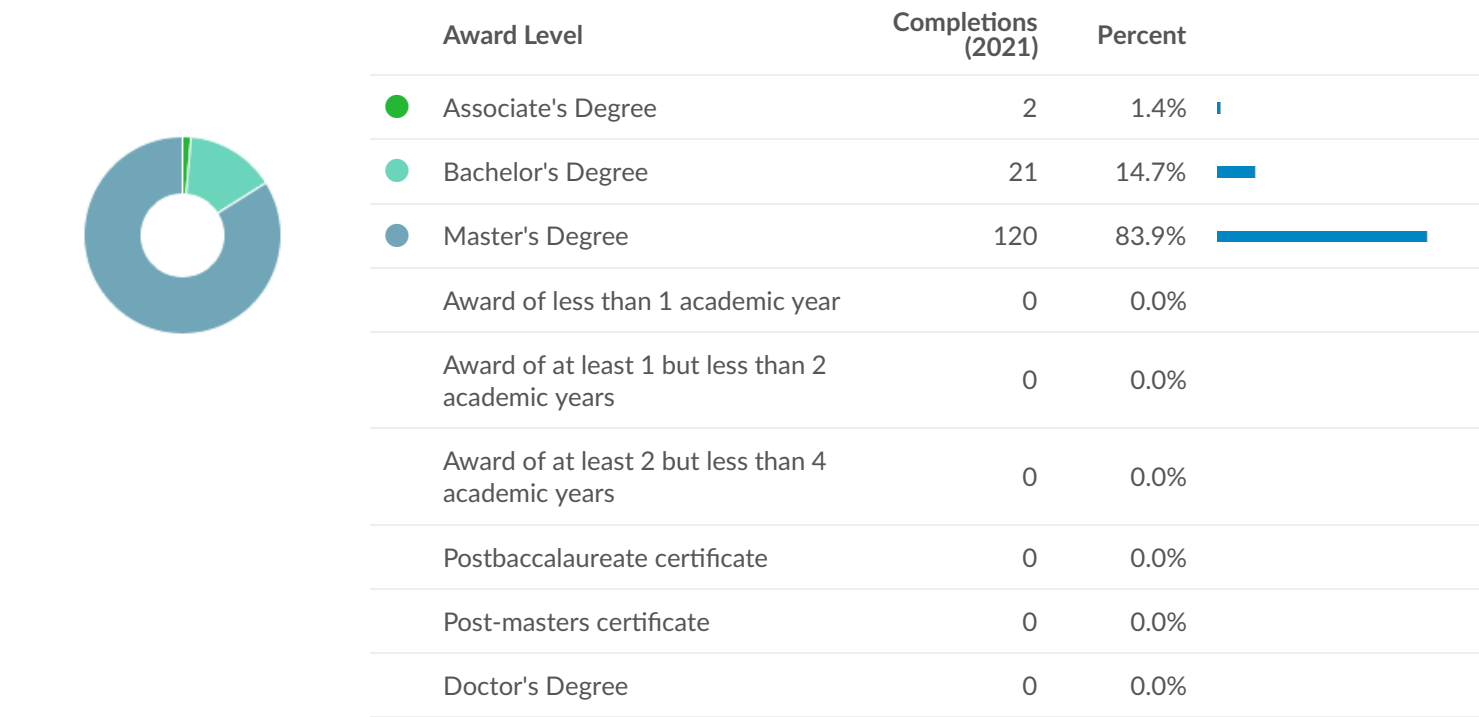
## Completions by Institution

Institution	Completions (2021)	Growth % YOY (2021)	Market Share (2021)	IPEDS Tuition & Fees (2021)	Completions Trend (2017-2021)
Capella University	96	33.3%	67.1%	\$14,148	
Metropolitan State University	24	41.2%	16.8%	\$9,394	
Black Hills State University	20	-35.5%	14.0%	\$8,916	
Minneapolis Community and Technical College	2	0.0%	1.4%	\$5,906	
Montana State University-Northern	1	-75.0%	0.7%	\$5,955	

## Regional Trends



## Regional Completions by Award Level



## Similar Programs

72  
Programs (2021)

30,787  
Completions (2021)

CIP Code	Program	Completions (2021)
24.0101	Liberal Arts and Sciences/Liberal Studies	7,167
42.0101	Psychology, General	4,030
44.0701	Social Work	2,514
52.1401	Marketing/Marketing Management, General	1,485
51.1508	Mental Health Counseling/Counselor	1,429
30.9999	Multi-/Interdisciplinary Studies, Other	1,339
52.0101	Business/Commerce, General	1,148
43.0104	Criminal Justice/Safety Studies	1,050
24.0102	General Studies	1,043
13.1210	Early Childhood Education and Teaching	1,009

## Target Occupations

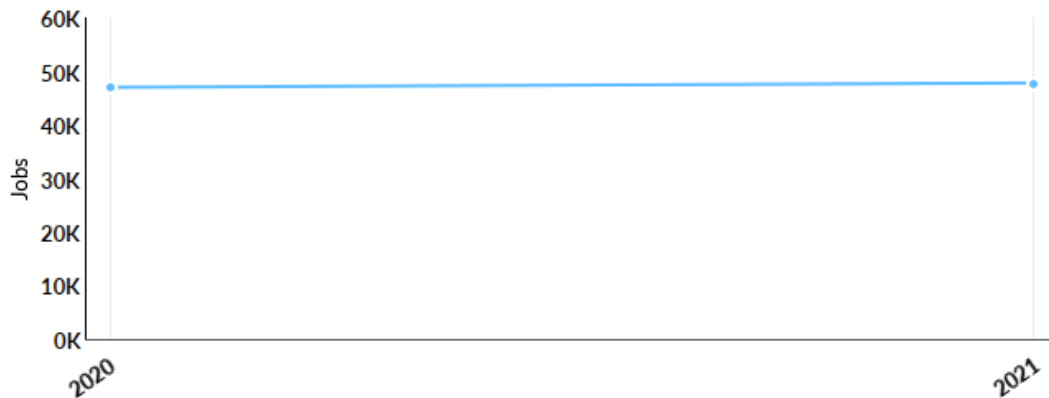
<p>46,934</p> <p>Jobs (2020)</p> <p>22% <span>above</span> National average</p>	<p>+1.7%</p> <p>% Change (2020-2021)</p> <p>Nation: +2.9%</p>	<p>\$23.70/hr \$49.3K/yr</p> <p>Median Earnings</p> <p>Nation: \$22.71/hr; \$47.2K/yr</p>	<p>7,437</p> <p>Annual Openings</p>
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Occupation	2020 Jobs	Annual Openings	Median Earnings	Growth (2020 - 2021)	Location Quotient (2020)
Social and Human Service Assistants	15,522	2,085	\$18.82/hr	-5.09%	1.29
Child, Family, and School Social Workers	11,424	1,729	\$26.23/hr	+4.37%	1.20
Social and Community Service Managers	6,498	966	\$35.68/hr	+5.39%	1.28
Eligibility Interviewers, Government Programs	3,936	850	\$24.43/hr	+11.46%	0.96
Community and Social Service Specialists, All Other	3,909	710	\$22.66/hr	+4.17%	1.42
Fundraisers	3,737	688	\$28.52/hr	+5.06%	1.21
Community Health Workers	1,908	410	\$22.27/hr	-2.67%	1.05



## Growth

46,934 2020 Jobs	47,745 2021 Jobs	811 Change (2020-2021)	1.7% % Change (2020-2021)
---------------------	---------------------	---------------------------	------------------------------



Occupation	2020 Jobs	2021 Jobs	Change	% Change
Social and Community Service Managers (11-9151)	6,498	6,848	350	5%
Fundraisers (13-1131)	3,737	3,926	189	5%
Child, Family, and School Social Workers (21-1021)	11,424	11,923	499	4%
Social and Human Service Assistants (21-1093)	15,522	14,732	-790	-5%
Community Health Workers (21-1094)	1,908	1,857	-51	-3%
Community and Social Service Specialists, All Other (21-1099)	3,909	4,072	163	4%
Eligibility Interviewers, Government Programs (43-4061)	3,936	4,387	451	11%

## Percentile Earnings

\$18.72/hr

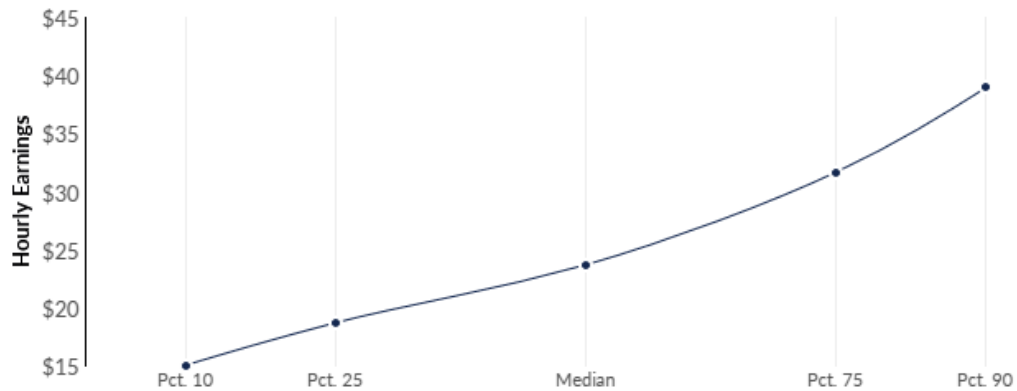
25th Percentile Earnings

\$23.70/hr

Median Earnings


\$31.68/hr

75th Percentile Earnings



Occupation	25th Percentile Earnings	Median Earnings	75th Percentile Earnings
Social and Community Service Managers (11-9151)	\$27.92	\$35.68	\$45.25
Fundraisers (13-1131)	\$22.87	\$28.52	\$37.20
Child, Family, and School Social Workers (21-1021)	\$20.77	\$26.23	\$35.83
Social and Human Service Assistants (21-1093)	\$16.02	\$18.82	\$23.13
Community Health Workers (21-1094)	\$17.47	\$22.27	\$26.15
Community and Social Service Specialists, All Other (21-1099)	\$17.56	\$22.66	\$28.35
Eligibility Interviewers, Government Programs (43-4061)	\$22.40	\$24.43	\$29.29

# Job Postings Summary

<div>11,055</div> <div>Unique Postings</div> <div>29,049 Total Postings</div>	<div>3 : 1</div> <div>Posting Intensity</div> <div></div> <div>Regional Average: 3 : 1</div>	<div>35 days</div> <div>Median Posting Duration</div> <div>Regional Average: 34 days</div>
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There were 29,049 total job postings for your selection from April 2021 to June 2022, of which 11,055 were unique. These numbers give us a Posting Intensity of 3-to-1, meaning that for every 3 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

## Job Postings vs. Hires

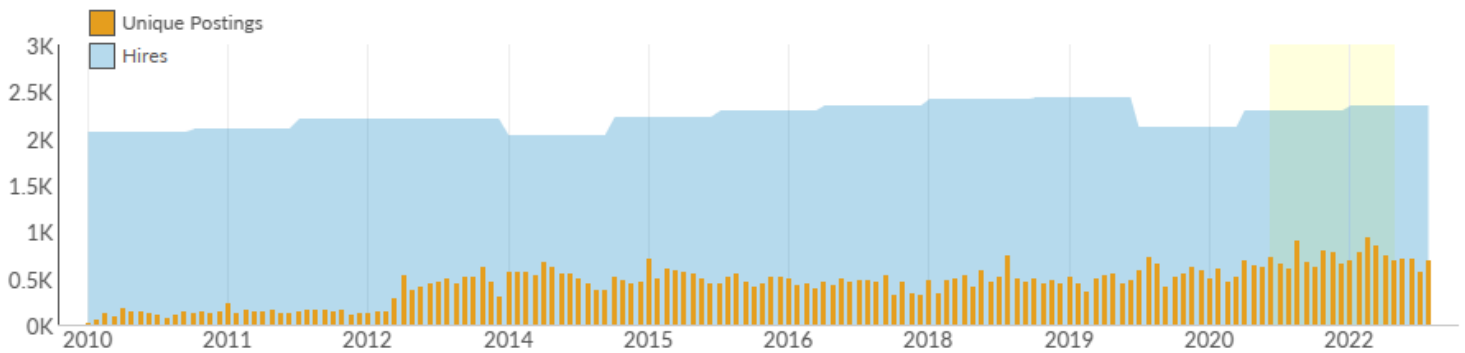
737

Avg. Monthly Postings (Apr 2021 - Jun 2022)

2,313











Avg. Monthly Hires (Apr 2021 - Jun 2022)

In an average month, there were 737 newly posted job postings for 7 *Occupations*, and 2,313 actually hired. This means there were approximately 3 hires for 7 *Occupations* for every 1 unique job posting.













Occupation	Avg Monthly Postings (Apr 2021 - Jun 2022)	Avg Monthly Hires (Apr 2021 - Jun 2022)
Social and Human Service Assistants	268	839
Social and Community Service Managers	234	279
Child, Family, and School Social Workers	109	538
Fundraisers	38	186
Community and Social Service Specialists, All Other	37	199
Eligibility Interviewers, Government Programs	35	172
Community Health Workers	15	100

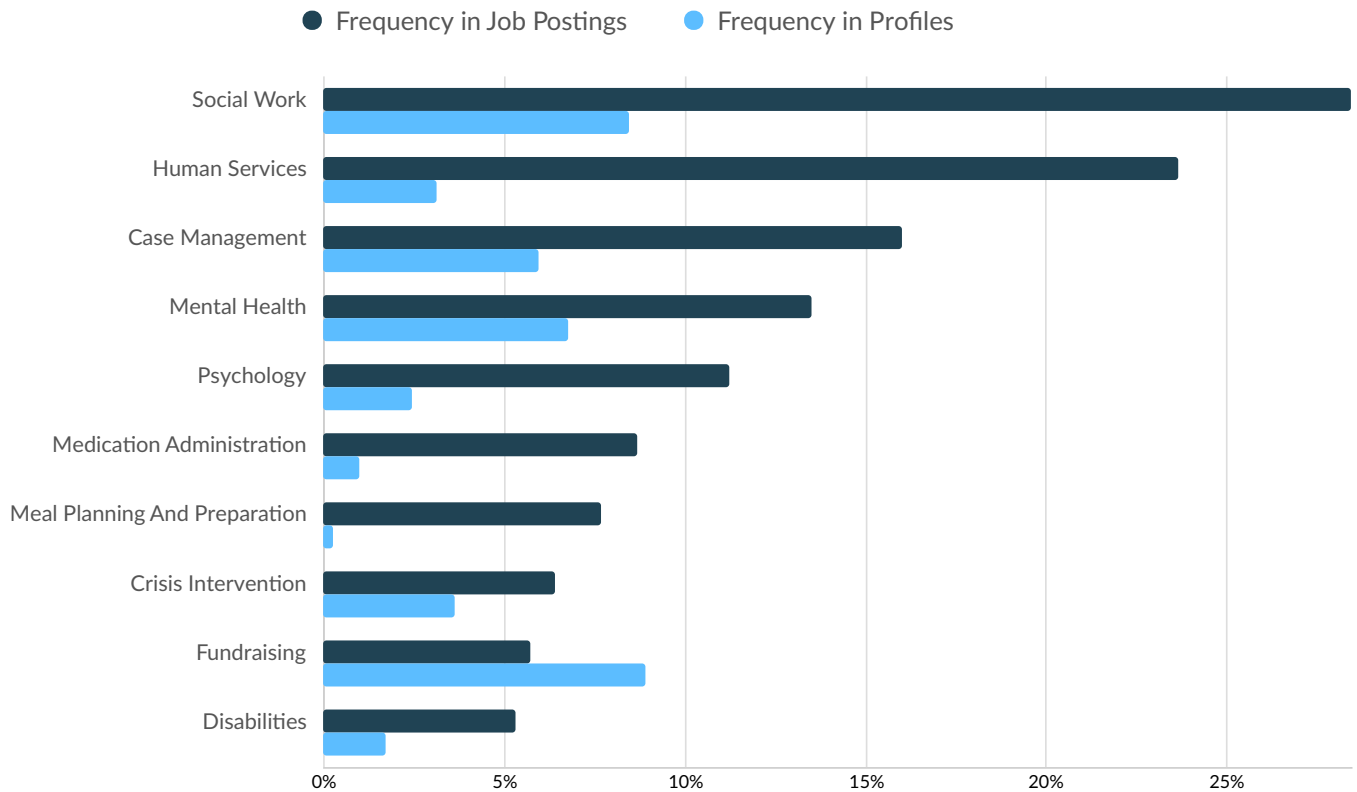
## Top Companies Posting

Company	Total/Unique (Apr 2021 - Jun 2022)	Posting Intensity	Median Posting Duration
The Mentor Network	4,652 / 972	5 : 1 	30 days
State of Minnesota	932 / 509	2 : 1 	39 days
Monarch Healthcare Management	813 / 232	4 : 1 	34 days
Dungarvin	913 / 185	5 : 1 	50 days
People Incorporated	580 / 157	4 : 1 	33 days
Thomas Allen	371 / 147	3 : 1 	26 days
Lutheran Social Service Of Minnesota	429 / 121	4 : 1 	52 days
Fraser	478 / 109	4 : 1 	35 days
Divine House	279 / 108	3 : 1 	25 days
Volunteers of America	659 / 104	6 : 1 	33 days

## Top Posted Job Titles

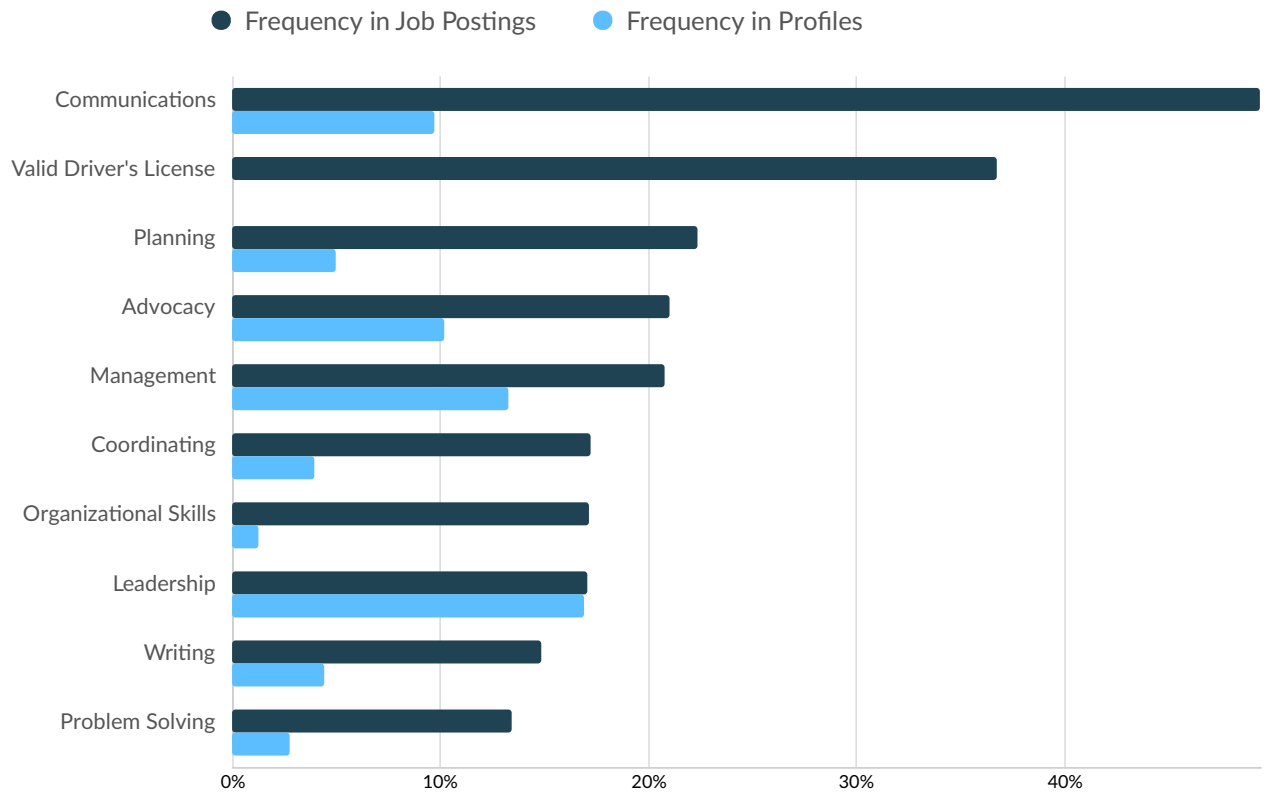
Job Title	Total/Unique (Apr 2021 - Jun 2022)	Posting Intensity	Median Posting Duration
Program Supervisors	2,873 / 705	4 : 1 	31 days
Culinary Services Aides	1,711 / 489	3 : 1 	35 days
Program Coordinators	1,535 / 344	4 : 1 	33 days
Human Services Technicians	621 / 219	3 : 1 	39 days
Directors of Social Services	589 / 185	3 : 1 	40 days
School Social Workers	254 / 172	1 : 1 	52 days
Family Advocates	348 / 158	2 : 1 	34 days
House Supervisors	587 / 136	4 : 1 	26 days
Case Aides	261 / 120	2 : 1 	33 days
Certified Peer Specialists	321 / 120	3 : 1 	39 days

## Top Specialized Skills



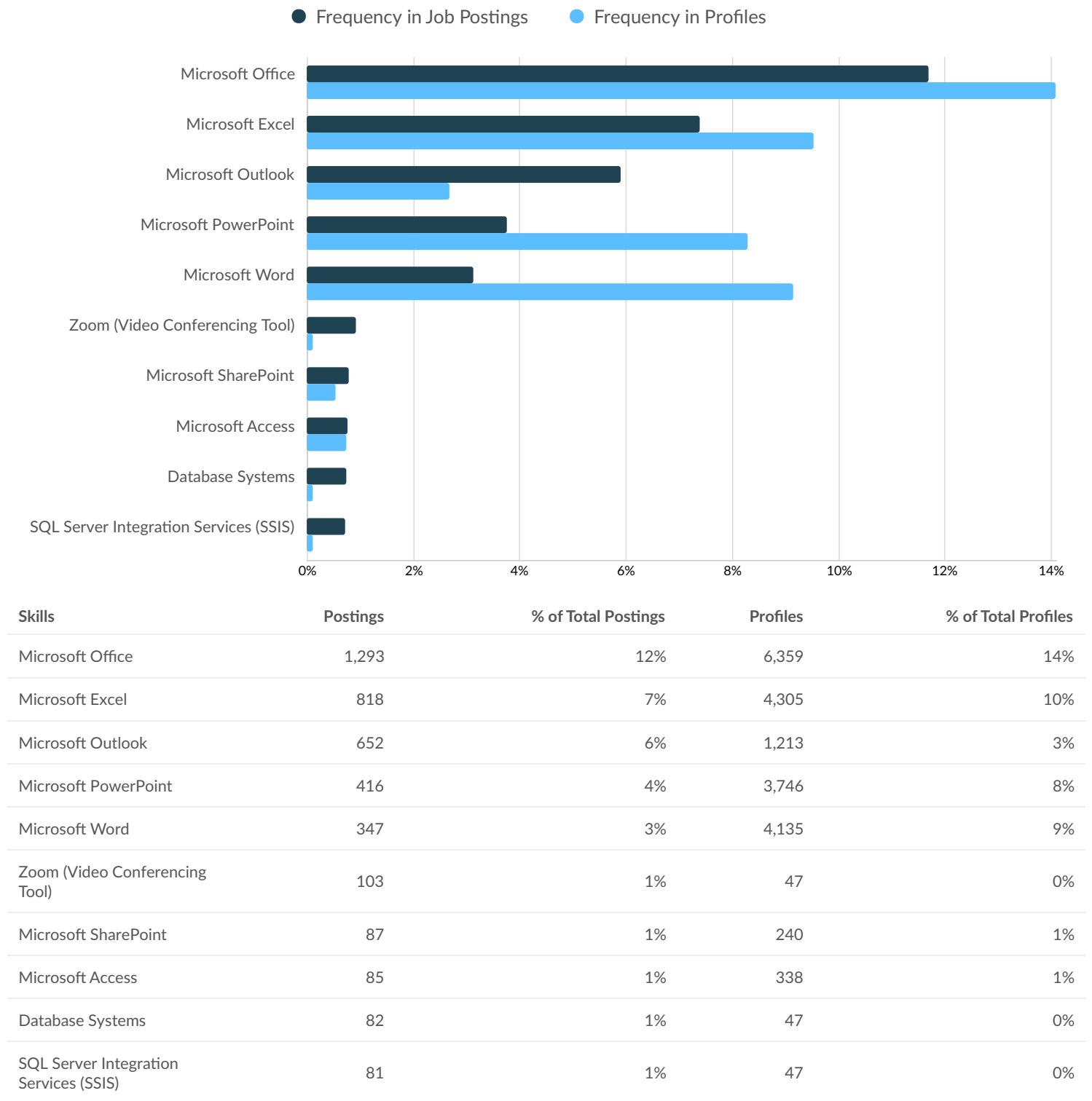
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Social Work	3,145	28%	3,825	8%
Human Services	2,618	24%	1,424	3%
Case Management	1,771	16%	2,684	6%
Mental Health	1,493	14%	3,057	7%
Psychology	1,245	11%	1,119	2%
Medication Administration	959	9%	458	1%
Meal Planning And Preparation	849	8%	124	0%
Crisis Intervention	709	6%	1,649	4%
Fundraising	632	6%	4,035	9%
Disabilities	588	5%	774	2%

# Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	5,465	49%	4,377	10%
Valid Driver's License	4,068	37%	9	0%
Planning	2,474	22%	2,237	5%
Advocacy	2,329	21%	4,599	10%
Management	2,298	21%	5,992	13%
Coordinating	1,902	17%	1,772	4%
Organizational Skills	1,897	17%	579	1%
Leadership	1,893	17%	7,653	17%
Writing	1,640	15%	1,998	4%
Problem Solving	1,487	13%	1,254	3%

# Top Software Skills





## Top Qualifications

Qualification	Postings with Qualification
Licensed Social Worker	311
Licensed Independent Clinical Social Worker	231
Licensed Marriage And Family Therapist (LMFT)	170
Licensed Professional Clinical Counselor	137
Licensed Clinical Social Worker (LCSW)	102
Certified Nursing Assistant	72
Licensed Graduate Social Worker	70
Licensed Practical Nurse	60
Basic Life Support (BLS) Certification	54
Certified Psychiatric Rehabilitation Practitioner	47

# Appendix A

## Program Selection Details

CIP Code	Program Name
44.0201	Community Organization and Advocacy

# Appendix B - Data Sources and Calculations

## Institution Data

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## Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

## Occupation Data

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## Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

## State Data Sources

This report uses state data from the following agencies: Minnesota Department of Employment and Economic Development; Montana Department of Labor and Industry; North Dakota Job Service; South Dakota Department of Labor and Regulation

# New Academic Program Request

**Institution:**

Valley City State University

**Program Name:**

Sports Marketing

**Degree Types:**

Undergraduate Program Certificate

**What day did AAC review the Academic Program Exploration Notice for this New Academic Program?**

2023-04-04

**CIP Code:**

31.0504

**Academic Program Code:**

UGSPM

**Academic Department/Division/College:**

Business

**Semester of Program:**

Spring

**Year of Program:**

2024

**Other Participating Institutions:**

Not Applicable

**Delivery Method:**

On Campus

Hybrid (on campus & distance)

Online Only

**Describe the delivery methods and location(s) to which the program will be delivered:**

This program certificate will be delivered through a combination of on-campus only, online only, and hybrid formats.

**Funding Source:**

Tuition Revenue

**Describe the funding source:**

The sole source of funding instructional costs associated with this program will be tuition revenue.

**Is the program eligible for Financial Aid?**

Yes

**Degree Types eligible for Financial Aid:**

Undergraduate Program Certificate

**Does the program require a criminal background check described in NDUS Procedure 511?**

No

**Describe a brief description of the program:**

The Sports Marketing Certificate is a 14-credit combination of courses covering marketing principles, sports marketing, Name Image & Likeness (NIL), sports ethics, and sports communication. Sports marketing is a specialized area of marketing that is designed to prepare students to develop skills necessary to address marketing issues specific to the sports industry. Required courses will explore the strategies necessary for success in marketing sports events, products, and services. This certificate also addresses Name Image & Likeness (NIL) which is quickly become a topic of interest with athletes and marketers alike. NIL is not just for the athletes, NIL marketing is a whole new area for marketers to work in to help brand, find, and negotiate deals for clients of marketing firms that focus on athletes.

**Address student demand and employment availability for students completing the program:**

The full-time undergraduate student population at VCSU for Fall 2021 was 823 of which 253 or 30.7% percent were athletes. A majority of VCSU student athletes are seeking degrees through the departments of Kinesiology and Human Performance (KHP) and Business. Students in several marketing courses were surveyed during Spring and Fall 2022 to gauge interest in the sports marketing certificate. Overwhelmingly, students in majors related to both KHP and Business were very interested in adding a certificate in sports marketing to strengthen their knowledge in the field as well as enhance their resumes. • According to a March 2021 article on Bestvalueschools.com, "With the introduction of e-sports and the increasingly global face of traditional athletics, sports marketing jobs have been exploding it's one of the fastest-growing specialties within the marketing industry." <https://www.bestvalueschools.com/careers/what-is-the-employment-outlook-for-sports-marketing-jobs/> • According to BLS.gov, Overall employment of advertising, promotions, and marketing managers is projected to grow 10 percent from 2021 to 2031, faster than the average for all occupations. About 35,300 openings for advertising, promotions, and marketing managers are projected each year, on average, over the decade. <https://www.bls.gov/ooh/management/advertising-promotions-andmarketing-managers.htm>

**Describe how this need was assessed and indicate sources for data used and indicated anticipated enrollment rates for the first five years:**

Initially, VCSU students expressed an interest in a credential in sports marketing. Surveys of students substantiated students interest and Lightcast was used to verify the need to employees with sports marketing skills. It is anticipated there will be five first-year completers of the sports marketing certificate. Thereafter, the number of completers will vary between 10 - 20 students.

**Describe how the program addresses the institutional strategic plan:**

This proposed certificate relates to VCSU's mission to be part of a learner-centered community and to the VCSU Vision as an innovative university, we deliver distinctive, learner-centered experiences. This certificate also links to VCSU's Strategic Plan 2022–2025 - Quality: Create quality experiences through innovation - 2.1 New programs and innovation: Enrich and update academic experiences and programs into high-demand degrees and credentials utilizing our expertise, labor market data, advisory boards, and alumni feedback. Finally, this program aligns with the following University Core Values: o Student-Focused: We place students at the center of all decisions. o Innovative: We try new things to help create the future.

**Describe how the program addresses the NDUS strategic plan:**

Aligns with NDUS Strategic Plan Goal3: Student Success, Outcome 3.1D: Improved total degrees and certificates awarded to Pell recipients.

**Are there similar programs that exist within NDUS or state?**

No

**What is the length of the program?**

Two to four semesters

**Identify the proposed program-level accreditation organization, if applicable:**

None

## Sports Marketing Certificate Curriculum Proposal

### 14 credits Sports Marketing Certificate

New Course	MRKT 3XX	Sports Marketing	3 credits	Summer even or odd
New Course	MRKT 3XY	Name, Image & Likeness	3 credits	Summer even or odd
	MRKT 305	Principles of Marketing	3 credits	Fall/Summer
	MRKT 310	Digital Marketing	3 credits	Spring/Fall
	HPER 350	Sports Ethics	2 credits	Spring/Fall

### New Course: Sports Marketing Course Description:

Sports Marketing is a specialized marketing course that is designed to prepare students to develop skills necessary to address marketing issues specific to the sports industry. This course will analyze the field of sports in terms of the practices, applications, and strategies of mainstream marketing. The subject includes Sponsorship, Endorsements, Licensing, Segmentation of the Sports Market, Promotional Strategy for the Marketing of Sports Products, and Emerging Issues in Sports Marketing. In addition, this class touches on the unique opportunities and challenges associated with marketing in the entertainment industry as an aggregate. To provide students with practical experience addressing sports and entertainment marketing issues, the class is organized around four projects.

This course will explore the strategies necessary for success in marketing sports events, products, and services. The course will build knowledge, skills, and a practical understanding of the nature, contexts, and dynamics of sports marketing and critically explore the product, price, promotion, and placement within the sports marketing context.

This course emphasizes the exploration of the essentials of effective sports marketing. Topics include the application of marketing principles in the sports arena, licensing issues, sponsorships and endorsements, stadium and arena marketing, broadcasting and media considerations, public policy and sports, and the unique marketing challenges for sport-specific products (football, basketball, baseball, motorsports, etc.)

### New Course: NIL: Personal Branding Course Description:

Whether you are a star student-athlete playing in a high-profile sport or a walk-on, there are now vast opportunities for using your name, image, and likeness (NIL) that are potentially lucrative. In order to take advantage of NIL opportunities, student-athletes need to focus on building their strong, positive, and engaging personal brands. Student-athletes today can command attention from businesses, organizations, and individuals by flexing their influence, popularity, and name, image, and likeness.

This course will detail opportunities, marketing strategies, best practices, pitches, and how to capitalize on these new NIL opportunities while you are a student-athlete and beyond.

**NOTE:** NIL is not just for the athletes, NIL marketing is a whole new area for marketers to work in to help brand, find, and negotiate deals for clients of marketing firms that focus on athletes.

## Sport and Fitness Administration/Management (31.0504)



## Contents

About Lightcast .....	1
Program Definition .....	2
Competitive Landscape .....	3
Labor Market Demand .....	5
Relevant Skills .....	15

## About Lightcast

Lightcast is a labor market analytics firm that is passionate about providing meaningful data for colleges and their students.

Our data is trusted by a breadth of users including researchers at colleges and universities, economic development organizations, and Fortune 500 companies.

Lightcast data offers a three-pronged approach to labor market information:

1. Our traditional LMI combines dozens of government sources from agencies like the Bureau of Economic Analysis, U.S. Census Bureau, and Bureau of Labor Statistics into one dataset that details industries, occupations, demographics, academic programs, and more.
2. Lightcast's job posting analytics give a real-time look into the needs of employers in today's labor market. Each month, millions of postings are scraped from employer sites and job boards, de-duplicated, and compiled into an actionable dataset.
3. Lightcast also leverages workforce profiles—an innovative database of more than 100 million resumés and professional profiles that are aggregated from the open web. These profiles unify information for workers—such as education, employment history, skills, and more—to reveal robust detail on what is happening in today's workforce.

Together, these data related to labor market demand, relevant skills, and the competitive landscape help colleges and universities make informed decisions about their program offerings.

## Program Definition

Institution:

Code	Description
200572	Valley City State University

Program in Question:

Code	Description
31.0504	Sport and Fitness Administration/Management

## Competitive Landscape

Institution Sectors:

Description
Administrative Unit Only

Education Levels:

Description
Award of less than 1 academic year

Description
Award of at least 1 but less than 2 academic years

Program Type:

Description
Distance Offered (Includes Hybrid & Mixed Modality Programs)

Description
Non-Distance Offered Programs

Region:

Code	Description
38	North Dakota
46	South Dakota

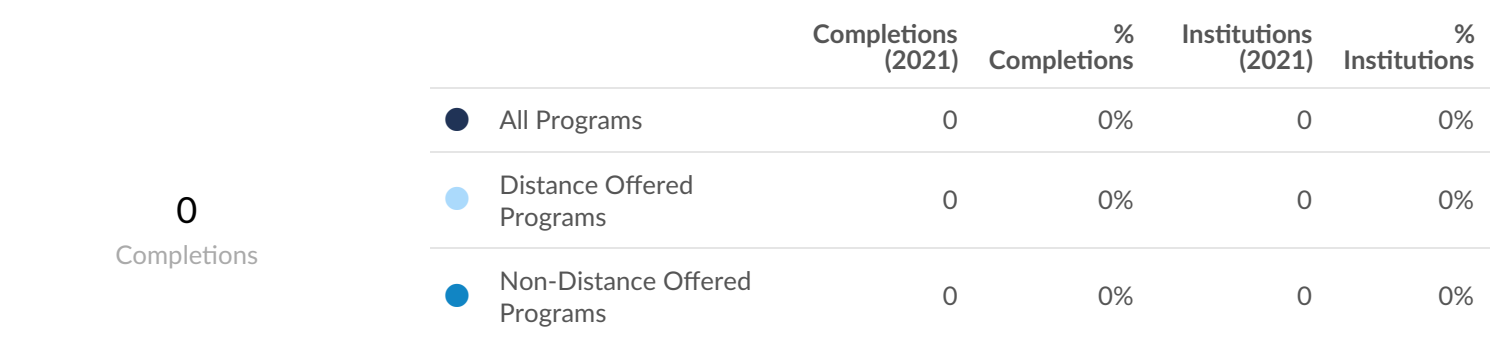
Code	Description
27	Minnesota
30	Montana

Student Charges Type:Tuition & Fees

Student Charges Grad Status:Undergraduate

Student Charges Residency:In-State

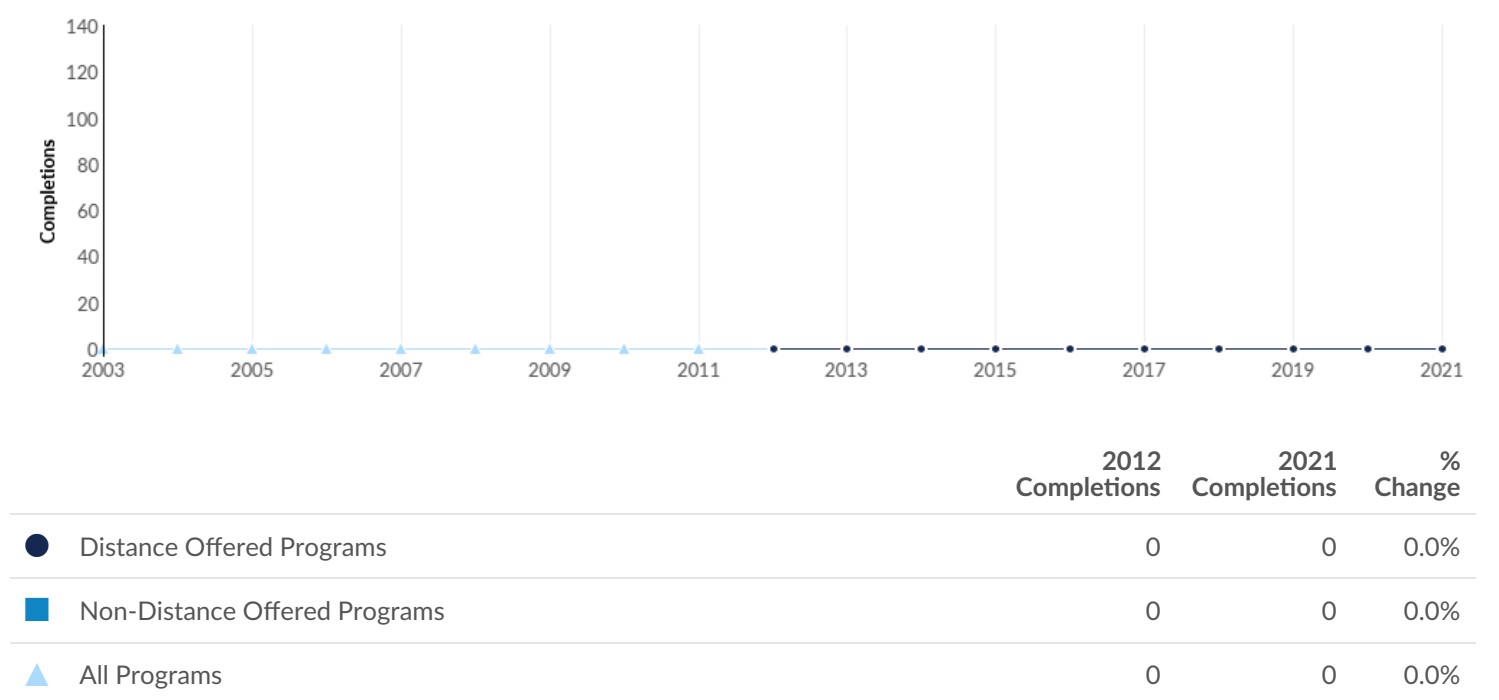
## Program Overview



## Completions by Institution

There are no regional training providers for your selection.

## Regional Trends



## Labor Market Demand

Labor Market Area Selection:

Code	Description
38	North Dakota
46	South Dakota

Code	Description
27	Minnesota
30	Montana

Target Occupations:

Code	Description
13-1011	Agents and Business Managers of Artists, Performers, and Athletes
27-2021	Athletes and Sports Competitors
27-2022	Coaches and Scouts

Code	Description
27-2023	Umpires, Referees, and Other Sports Officials
39-9031	Exercise Trainers and Group Fitness Instructors

Degree Levels:Any

Completions Year (default):2021

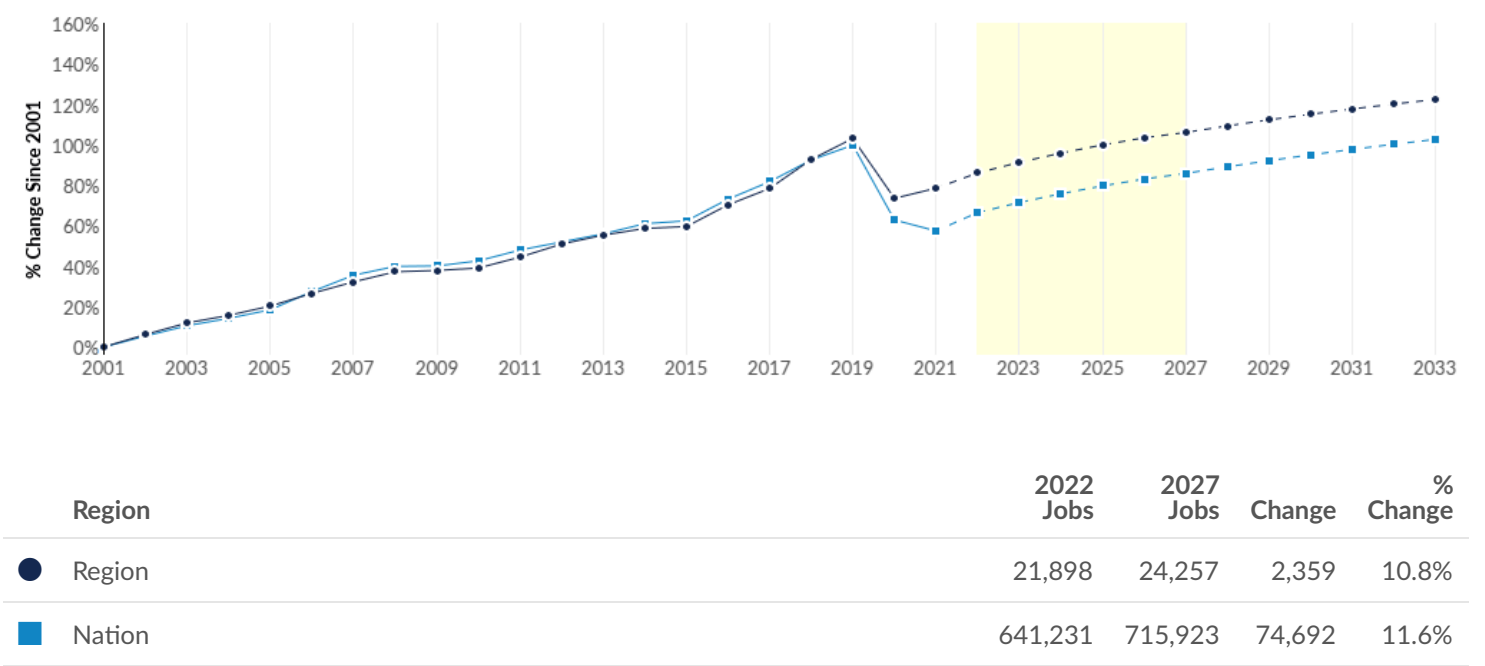
Jobs Year (default):2022

## Target Occupations

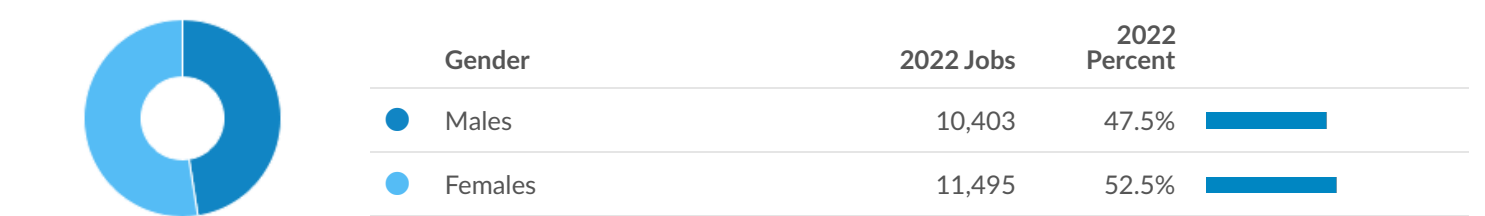
<p>21,898</p> <p>Jobs (2022)</p> <p>21% <span>above</span> National average</p>	<p>+10.8%</p> <p>% Change (2022-2027)</p> <p>Nation: <span>+11.6%</span></p>	<p>\$17.80/hr \$37.0K/yr</p> <p>Median Earnings</p> <p>Nation: \$19.61/hr; \$40.8K/yr</p>	<p>4,045</p> <p>Annual Openings</p>
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Occupation	2022 Jobs	Annual Openings	Median Earnings	Growth (2022 - 2027)
Exercise Trainers and Group Fitness Instructors	10,284	2,160	\$17.75/hr	<span>+11.01%</span>
Coaches and Scouts	10,282	1,625	\$17.30/hr	<span>+10.42%</span>
Umpires, Referees, and Other Sports Officials	584	136	\$18.67/hr	<span>+6.16%</span>
Athletes and Sports Competitors	443	79	\$55.23/hr	<span>+16.70%</span>
Agents and Business Managers of Artists, Performers, and Athletes	306	46	\$27.13/hr	<span>+14.71%</span>

## Regional Trends



## Occupation Gender Breakdown



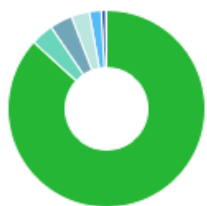


## Occupation Age Breakdown




Age	2022 Jobs	2022 Percent	
14-18	2,505	11.4%	<div></div>
19-24	4,300	19.6%	<div></div>
25-34	5,067	23.1%	<div></div>
35-44	4,078	18.6%	<div></div>
45-54	2,815	12.9%	<div></div>
55-64	1,982	9.1%	<div></div>
65+	1,151	5.3%	<div></div>

## Occupation Race/Ethnicity Breakdown



Race/Ethnicity	2022 Jobs	2022 Percent	
White	19,001	86.8%	<div></div>
Hispanic or Latino	817	3.7%	<div></div>
Black or African American	808	3.7%	<div></div>
Two or More Races	654	3.0%	<div></div>
Asian	427	1.9%	<div></div>
American Indian or Alaska Native	165	0.8%	<div></div>
Native Hawaiian or Other Pacific Islander	26	0.1%	<div></div>

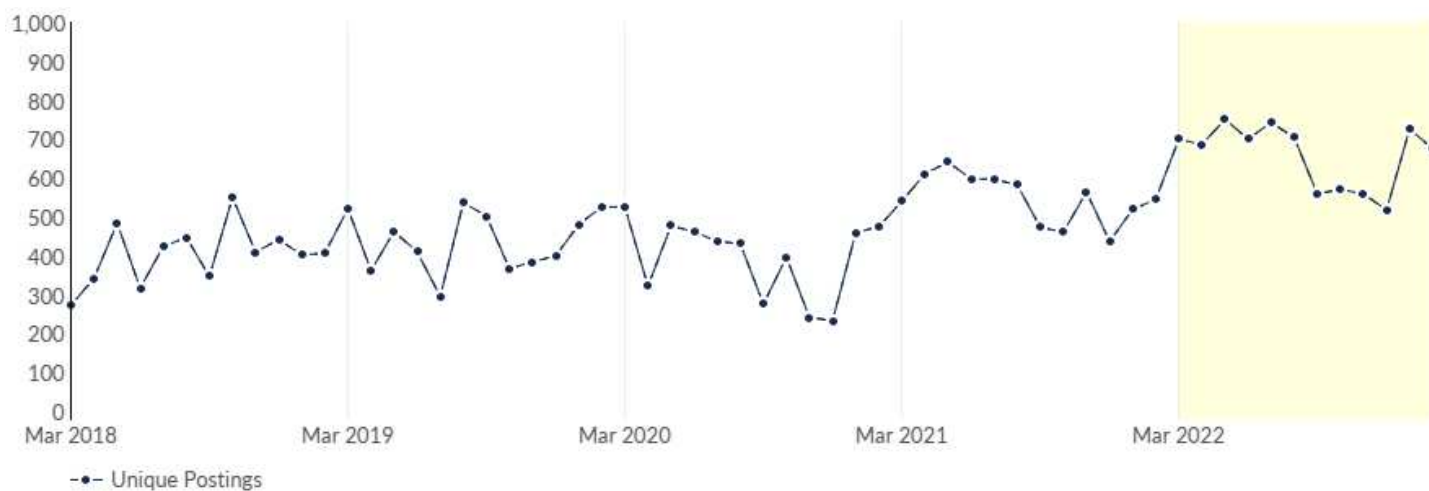
## Job Postings Summary

<div>7,892</div> <div>Unique Postings</div> <div>15,893 Total Postings</div>	<div>2 : 1</div> <div>Posting Intensity</div> <div></div> <div>Regional Average: 3 : 1</div>	<div>33 days</div> <div>Median Posting Duration</div> <div>Regional Average: 29 days</div>
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There were **15,893** total job postings for your selection from March 2022 to February 2023, of which **7,892** were unique. These numbers give us a Posting Intensity of **2-to-1**, meaning that for every 2 postings there is 1 unique job posting.

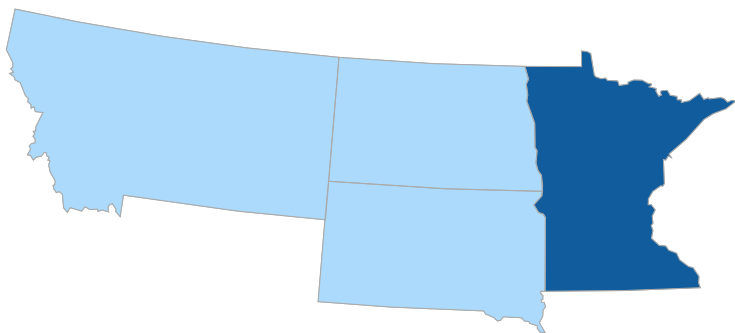
This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

## Unique Postings Trend













Month	Unique Postings	Posting Intensity
Feb 2023	675	2 : 1
Jan 2023	726	2 : 1
Dec 2022	518	2 : 1
Nov 2022	559	2 : 1
Oct 2022	571	2 : 1
Sep 2022	559	2 : 1
Aug 2022	704	2 : 1
Jul 2022	743	2 : 1
Jun 2022	700	2 : 1
May 2022	751	2 : 1
Apr 2022	686	2 : 1
Mar 2022	700	2 : 1

## Job Postings Regional Breakdown













State	Unique Postings (Mar 2022 - Feb 2023)
Minnesota	5,891
South Dakota	729
North Dakota	706
Montana	566






## Top Companies Posting

Company	Total/Unique (Mar 2022 - Feb 2023)	Posting Intensity	Median Posting Duration
YMCA	479 / 300	2 : 1 	37 days
Life Time	480 / 249	2 : 1 	25 days
Lincoln International High School	186 / 185	1 : 1 	31 days
Osseo Area Schools	152 / 137	1 : 1 	30 days
Sioux Falls School District	269 / 116	2 : 1 	41 days
St. Cloud Area School District 742	131 / 116	1 : 1 	29 days
South Dakota Board of Regents	132 / 100	1 : 1 	29 days
Minnetonka Public Schools	140 / 99	1 : 1 	29 days
Anytime Fitness	201 / 75	3 : 1 	30 days
Foss Swim School	329 / 73	5 : 1 	39 days











## Top Cities Posting

City	Total/Unique (Mar 2022 - Feb 2023)	Posting Intensity	Median Posting Duration
Minneapolis, MN	3,545 / 1,179	3 : 1 	33 days
Saint Paul, MN	2,074 / 828	3 : 1 	34 days
Sioux Falls, SD	799 / 321	2 : 1 	38 days
Fargo, ND	573 / 299	2 : 1 	31 days
Minnetonka, MN	380 / 236	2 : 1 	29 days
Osseo, MN	326 / 220	1 : 1 	30 days
Rochester, MN	284 / 192	1 : 1 	30 days
Billings, MT	288 / 191	2 : 1 	33 days
Hopkins, MN	374 / 191	2 : 1 	33 days
Eden Prairie, MN	509 / 179	3 : 1 	33 days

## Top Posted Occupations

Occupation (SOC)	Total/Unique (Mar 2022 - Feb 2023)	Posting Intensity	Median Posting Duration
Coaches and Scouts	10,243 / 5,766	2 : 1 	32 days
Exercise Trainers and Group Fitness Instructors	5,331 / 1,929	3 : 1 	33 days
Umpires, Referees, and Other Sports Officials	247 / 148	2 : 1 	39 days
Athletes and Sports Competitors	39 / 27	1 : 1 	35 days
Agents and Business Managers of Artists, Performers, and Athletes	33 / 22	2 : 1 	20 days

## Top Posted Job Titles

Job Title	Total/Unique (Mar 2022 - Feb 2023)	Posting Intensity	Median Posting Duration
Group Fitness Instructors	427 / 211	2 : 1 	32 days
Swim Instructors	282 / 162	2 : 1 	35 days
Personal Trainers	211 / 112	2 : 1 	24 days
Assistant Football Coaches	159 / 101	2 : 1 	25 days
Head Swim Instructors	173 / 90	2 : 1 	22 days
Student Success Coaches	123 / 87	1 : 1 	42 days
Fitness Instructors	202 / 83	2 : 1 	38 days
Job Developers	167 / 83	2 : 1 	26 days
Assistant Softball Coaches	116 / 82	1 : 1 	20 days
Middle School Coaches	87 / 74	1 : 1 	36 days

## Rank as a Talent Provider

Lightcast's workforce profile data shows Valley City State University has 38 alumni working regionally in the occupations *Agents and Business Managers of Artists, Performers, and Athletes, Athletes and Sports Competitors, Coaches and Scouts, Umpires, Referees, and Other Sports Officials, and Exercise Trainers and Group Fitness Instructors*. These 38 alumni represent 0.21% of regional profiles working in these occupations, which ranks your institution 65th among regional talent providers.

<div>38</div> <div>Your Alumni in Region Working in Target Occupations</div>	<div>0.21%</div> <div>Percent of Regional Profiles Working in Target Occupations</div>	<div>65</div> <div>Your Rank as a Regional Talent Provider</div>
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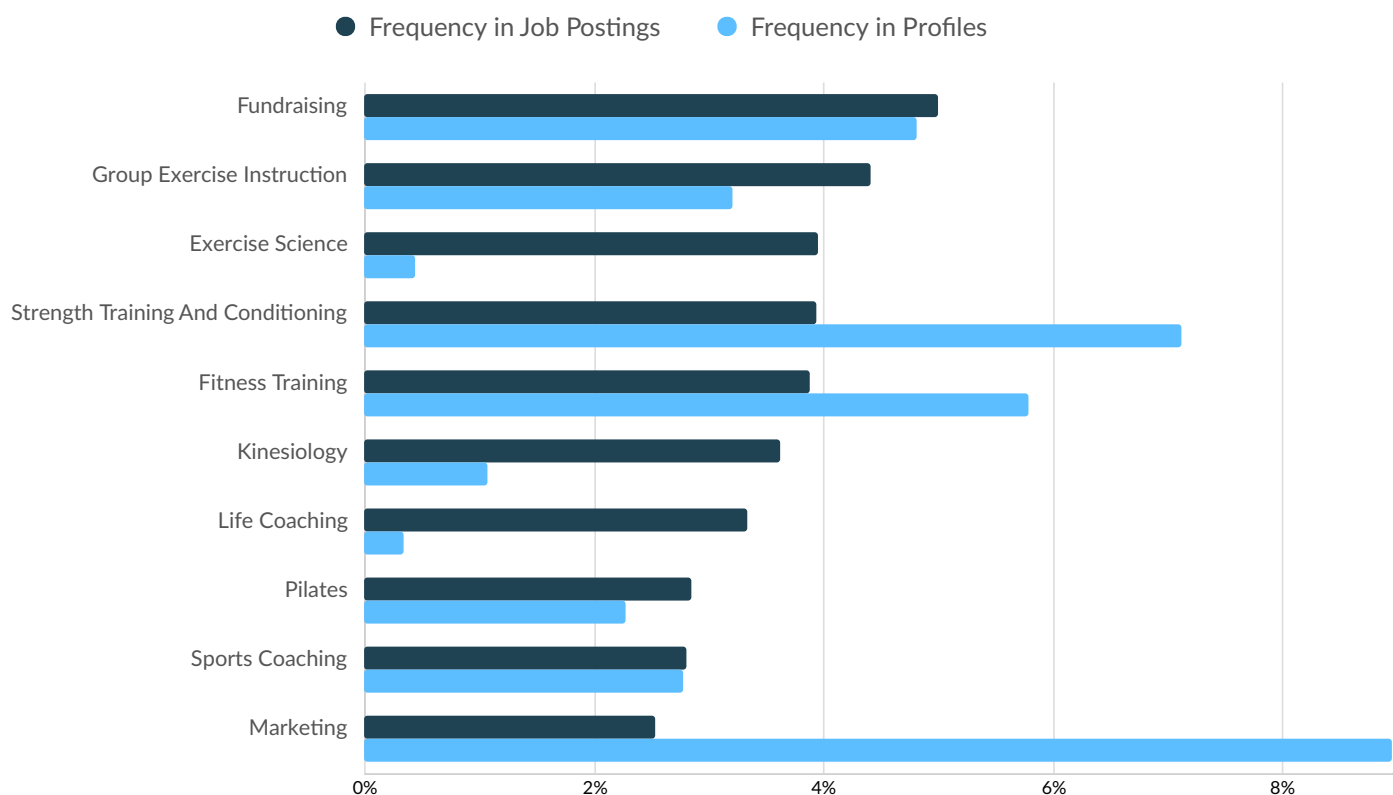
## Top Talent Providers

The top regional institutions supplying the labor market with workers employed in the target occupations listed above, based on Lightcast’s workforce profile data.

School	Profiles	Percent
University of Minnesota-Twin Cities	1,336	7.49%
Minnesota State University-Mankato	465	2.61%
Saint Cloud State University	388	2.18%
University of St Thomas	324	1.82%
University of Minnesota-Duluth	292	1.64%
North Dakota State University-Main Campus	266	1.49%
Winona State University	239	1.34%
University of North Dakota	226	1.27%
Concordia University-Saint Paul	217	1.22%
Bethel University	210	1.18%

# Relevant Skills

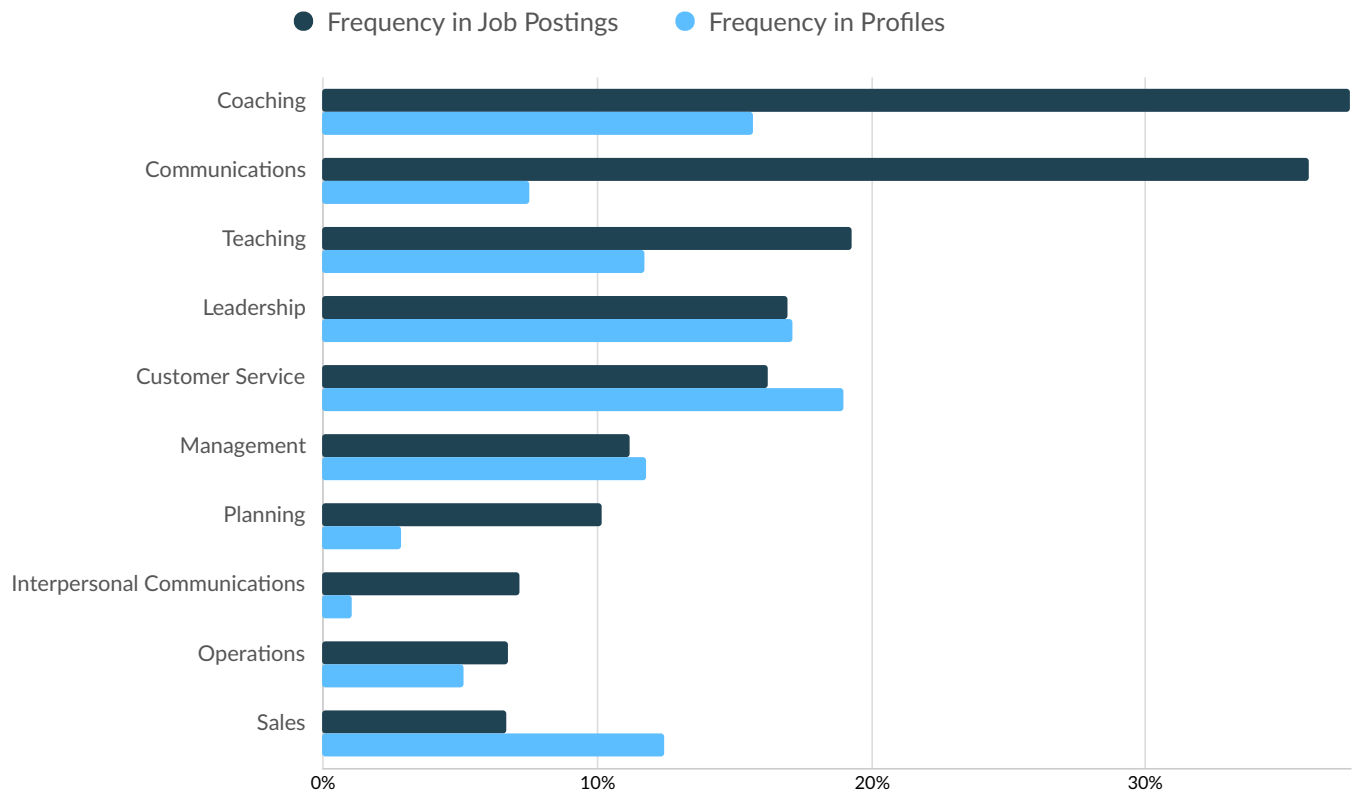
## Top Specialized Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Fundraising	395	5%	737	5%
Group Exercise Instruction	348	4%	492	3%
Exercise Science	312	4%	67	0%
Strength Training And Conditioning	311	4%	1,090	7%
Fitness Training	306	4%	887	6%
Kinesiology	286	4%	164	1%
Life Coaching	264	3%	52	0%
Pilates	225	3%	348	2%
Sports Coaching	222	3%	426	3%
Marketing	200	3%	1,372	9%

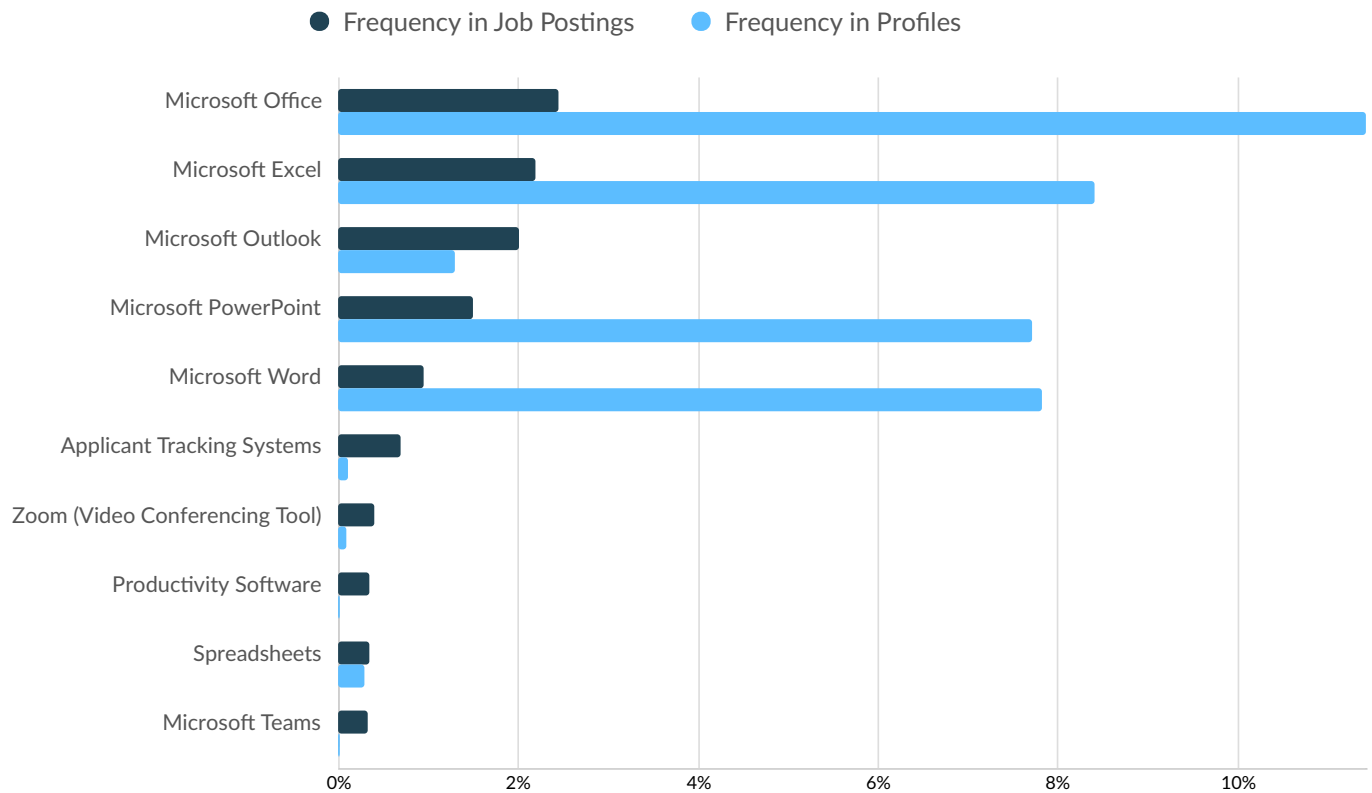


## Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Coaching	2,957	37%	2,409	16%
Communications	2,841	36%	1,161	8%
Teaching	1,523	19%	1,797	12%
Leadership	1,338	17%	2,622	17%
Customer Service	1,283	16%	2,908	19%
Management	886	11%	1,808	12%
Planning	802	10%	437	3%
Interpersonal Communications	567	7%	169	1%
Operations	536	7%	791	5%
Sales	528	7%	1,908	12%

## Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Microsoft Office	194	2%	1,751	11%
Microsoft Excel	173	2%	1,290	8%
Microsoft Outlook	159	2%	200	1%
Microsoft PowerPoint	119	2%	1,181	8%
Microsoft Word	75	1%	1,198	8%
Applicant Tracking Systems	55	1%	17	0%
Zoom (Video Conferencing Tool)	32	0%	15	0%
Productivity Software	28	0%	2	0%
Spreadsheets	27	0%	46	0%
Microsoft Teams	26	0%	3	0%

## Top Qualifications

Qualification	Postings with Qualification
Cardiopulmonary Resuscitation (CPR) Certification	1,340
Automated External Defibrillator (AED) Certification	959
First Aid Certification	748
Valid Driver's License	720
Personal Trainer Certification	358
American College Of Sports Medicine (ACSM) Certification	299
Athletics And Fitness Association Of America (AFAA) Certification	236
Group Fitness Instructor Certification	225
American Red Cross (ARC) Certification	149
Lifeguard Certification	120

# New Academic Program Request

**Institution:**

Valley City State University

**Program Name:**

Strategic Communication

**Degree Types:**

Undergraduate Program Certificate

**What day did AAC review the Academic Program Exploration Notice for this New Academic Program?**

2023-03-07

**CIP Code:**

9.0909

**Academic Program Code:**

UGSCC

**Academic Department/Division/College:**

Communication

**Semester of Program:**

Spring

**Year of Program:**

2024

**Other Participating Institutions:**

Not Applicable

**Delivery Method:**

On Campus

Hybrid (on campus & distance)

Hybrid (Distance Education Only)

Online Only

**Describe the delivery methods and location(s) to which the program will be delivered:**

Some courses have both face-to-face sections and online sections; some will not. Students who live on campus will be able to take some courses f2f and some online. Students who live at a distance will be able to complete the certificate online.

**Funding Source:**

Tuition Revenue

**Describe the funding source:**

Tuition revenue would cover the costs associated with the delivery of courses in this certificate.

**Is the program eligible for Financial Aid?**

No

**Does the program require a criminal background check described in NDUS Procedure 511?**

No

**Describe a brief description of the program:**

Strategic Communication focuses on specifically crafted messages that assist organizations in carrying out their mission. This is housed in Public Relations departments. Therefore, this certificate incorporates courses in public relations, social media management, digital communication, and design or marketing courses to provide a rounded set of information in this growing field.

**Address student demand and employment availability for students completing the program:**

Communication is one of the top five, and usually the top requirement or skill in job position descriptions. According to the Lightcast report, jobs have increased slightly for PR Specialists and are on the rise for PR Managers. The ratio is 2:1 for jobs open in this field vs. jobs filled. Students with strong communication skills clearly have the edge. Additionally, research shows that communication and effective change programs will lead the organization to outperform the competition by 3.5 times more (ThinkTalent). Strategic communication is a necessary skill that not everyone is familiar with. For example, IBM states that 72% of employees lack understanding company strategy. Many companies lack strategies for their internal publics (Workforce). Even more so, when it comes to crisis communication, just 47% of employers report they would be able to successfully manage a crisis ((Deloitte) In. this age of rapid change and transformation, as well as watching the handling of recent crises in banks railroads, it's clear that strategic and crises communication skills are necessary.

**Describe how this need was assessed and indicate sources for data used and indicated anticipated enrollment rates for the first five years:**

As stated in #19, communication and leadership are important skills needed by managers and executives in any company. Industry is experiencing rapid change, and people in leadership need these skills to successfully guide their employees through such changes. An exploration of programs in the area found no true interdisciplinary certificates in this area. We also looked at the viability of the areas via Lightcast, and discussed this certificate with faculty here at VCSU in other disciplines. Additionally, with this program available online, professionals who already have their degrees could take these courses to enhance their skill and worth at their organization. We anticipate 10-15 people in the first year and growing exponentially during this decade.

**Describe how the program addresses the institutional strategic plan:**

This certificate also supports VCSU Strategic Plan Strategy 2.1 Learning and Instruction, Outcome 2.1.5 Enrich and update academic experiences and programs into high-demand degrees and credentials utilizing our expertise, labor market data, advisory boards, and alumni feedback. Lightcast (2022) indicates that communication one of the two most listed skills desired of employees in management positions. This certificate would provide expertise and authentic experiences to prepare students for disruptive change and evolving strategies in communication.

**Describe how the program addresses the NDUS strategic plan:**

This program supports the NDUS strategic plan goal Responsive: Provide access to programs people want, where and when they need them. Furthermore, it meets Objective 2.1: Ensure programs are relevant, valuable, and timely. While this is a certificate, not a degree, it could be argued that it meets Outcome 2.1A: Increase degrees at all levels and Outcome 2.1 C: Increase the number of non-traditional students (age 23+).

**Are there similar programs that exist within NDUS or state?**

Yes

**Identify similar programs that exist within NDUS or state:**

The University of North Dakota has a certificate in Strategic Communication, Advertising, and Public Relations.

**Briefly discuss if and how the program duplicated similar NDUS programs:**

The only duplication is that both programs require a class in public relations and both programs are offered face-to-face and online.

**Briefly justify the duplication of existing program(s) in NDUS or state:**

UND's program is focuses on messages for both advertising and public relations campaigns. VCSU's focus is more on public relations and the strategic creation of messages and images. Students have the opportunity to take electives from not only communication courses, but also related art and marketing courses to tailor the certificate to their interests and directions.

**Discuss whether the potential students will be drawn from the same population as those in existing program in NDUS or state:**

Because this is a certificate, we expect mostly students already enrolled at VCSU to take complete this certificate. It is possible for people currently employed to earn this certificate, but overall, we will be meeting the needs of our current students and alumni.

**Discuss whether a collaborative program has been considered with an institution where the program exists:**

We have not. While both UND and VCSU have the words "Strategic Communication" in the title of their certificates, we feel they differ in content and scope.

**How will tuition be charged:**

Base rate

**Is this the same tuition model method as the existing NDUS program:**

Yes

**What is the length of the program?**

This certificate can be completed in two semesters.

**Identify the proposed program-level accreditation organization, if applicable:**

Not applicable.

## **Strategic Communication 15 credits**

### **Core Requirements (12 credits):**

- COMM 314 Public Relations (3 credits)
- COMM 315 Digital Communication (3 credits)
- COMM 414 Social Media Management (3 credits)
- COMM 444 Event Planning (3 credits)

### **Elective (Choose 1 course; 3 credits)**

- ART 215 Graphic Design (3 credits)
- ART 245 Introduction to Web Design (3 credits)
- COMM 330 Understanding Statistics
- COMM 340 Research Methods
- MRKT 305 Introduction to Marketing (3 credits)
- MRKT 310 Digital Marketing (3 credits)

# Program Overview

Communication Management and Strategic Communications

Lightcast Q4 2022 Data Set

November 2022

North Dakota



# Parameters

Completions Year: 2021

Jobs Timeframe: 2020 - 2021

Job Postings Timeframe: Apr 2021 - Jun 2022

Programs:

Code	Description
09.0909	Communication Management and Strategic Communications

Regions:

Code	Description	Code	Description
27	Minnesota	38	North Dakota
30	Montana	46	South Dakota

Education Level: Any

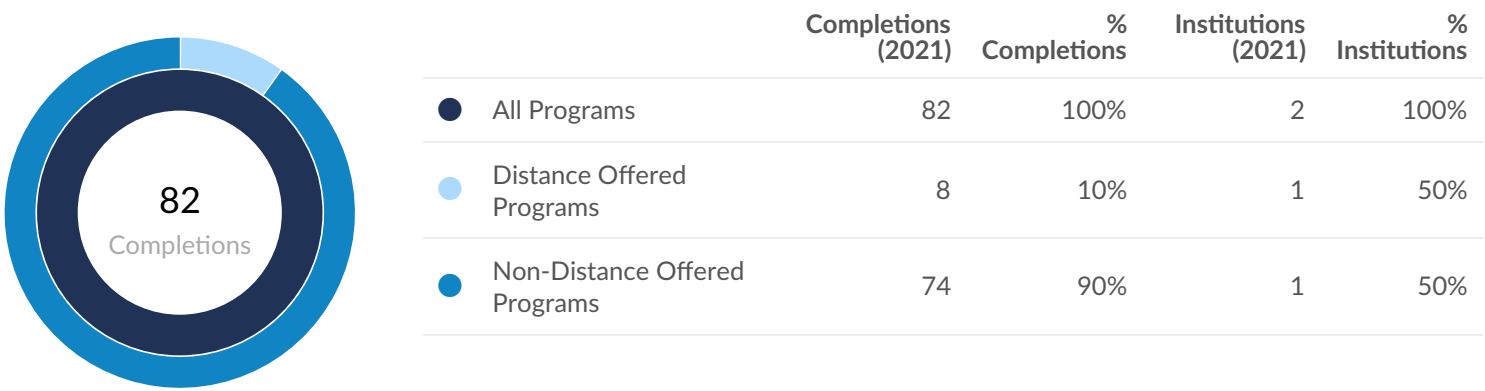
Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

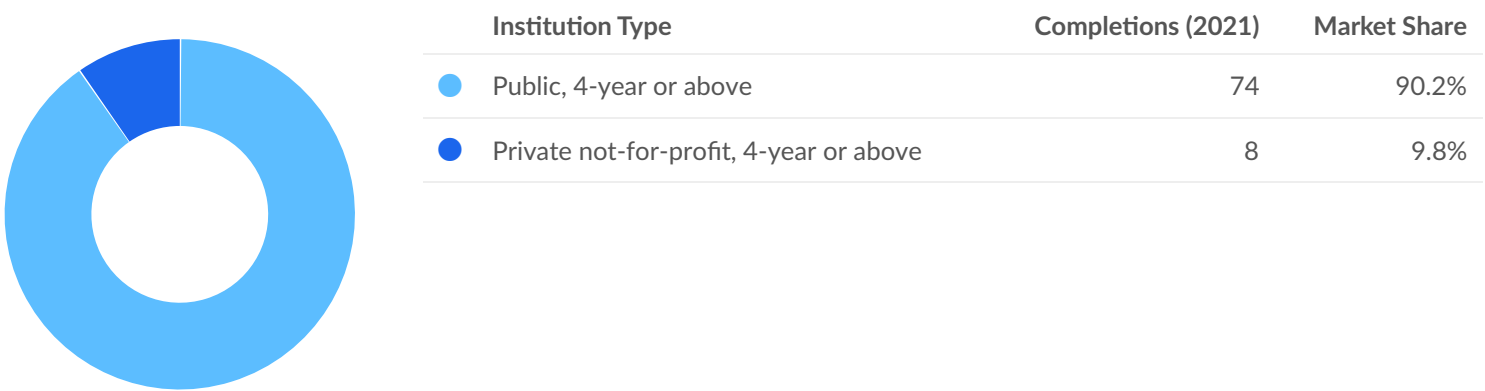
Residency: In-State

2 Institutions	82 Completions	Completions Distribution <div> 8 <div> Average: 41 Median: 41 </div> 74 </div>
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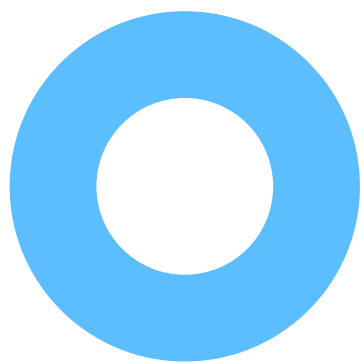
## Program Overview



## Market Share by Institution Type



## Market Share by Program

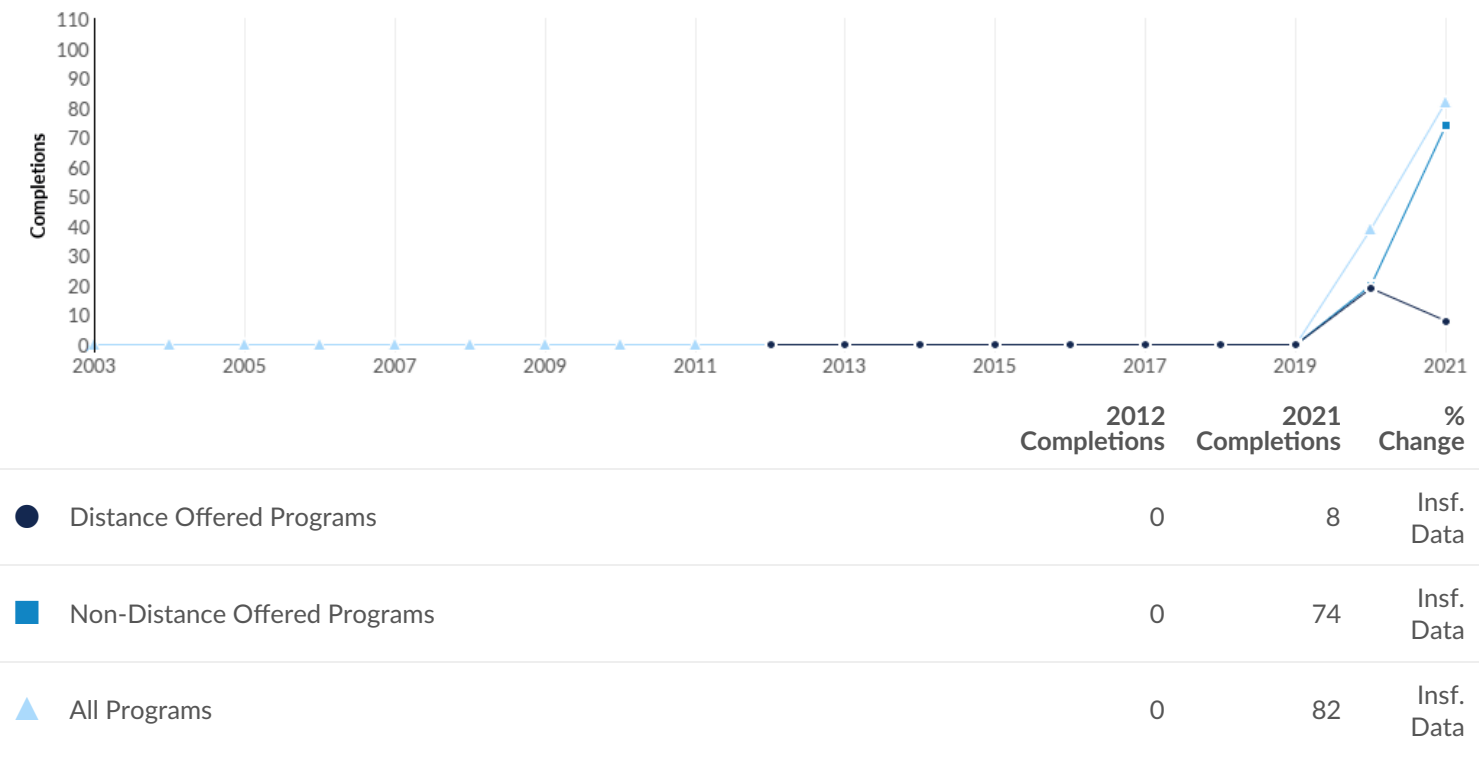


Program	Completions (2021)	Market Share
● Communication Management and Strategic Communications (09.0909)	82	100.0%

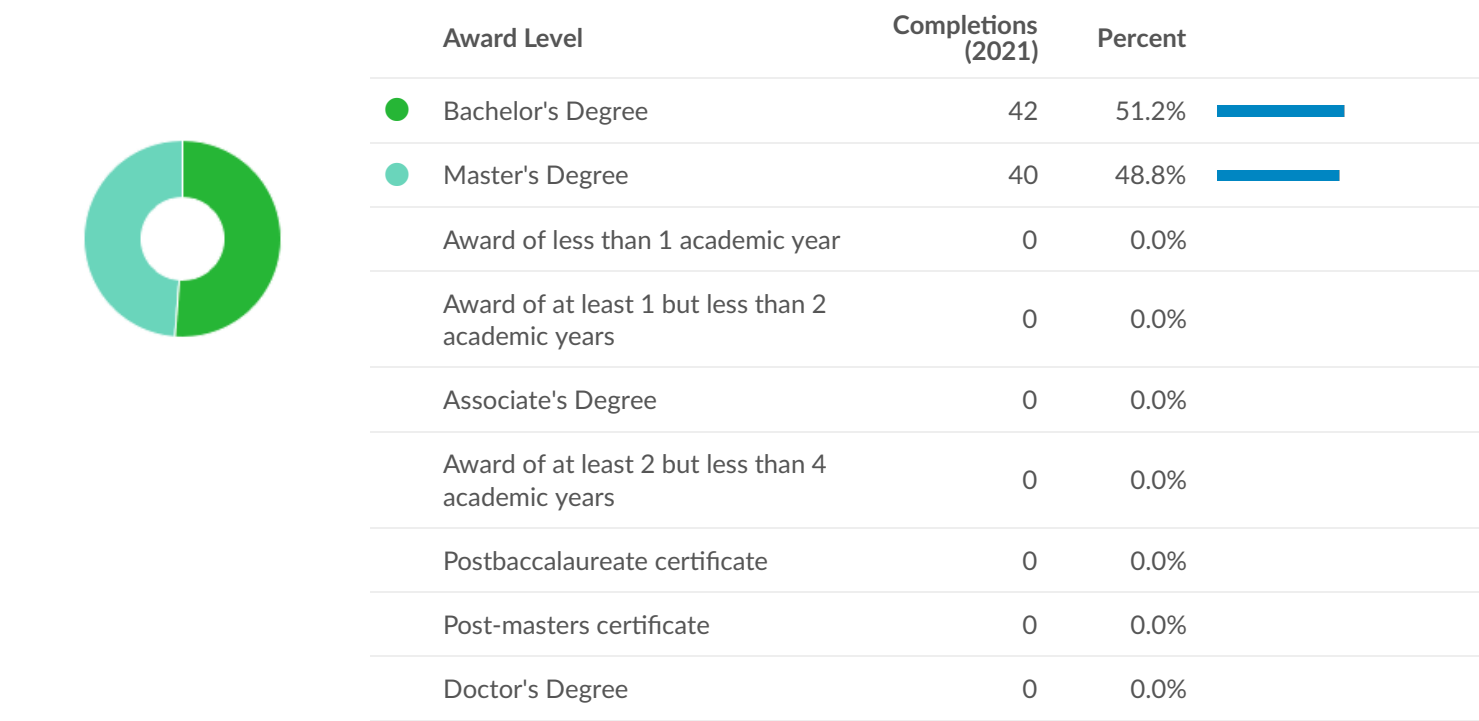
## Completions by Institution

Institution	Completions (2021)	Growth % YOY (2021)	Market Share (2021)	IPEDS Tuition & Fees (2021)	Completions Trend (2017-2021)
University of Minnesota-Twin Cities	74	270.0%	90.2%	\$15,254	
Concordia University-Saint Paul	8	-57.9%	9.8%	\$23,900	

## Regional Trends



## Regional Completions by Award Level



## Similar Programs

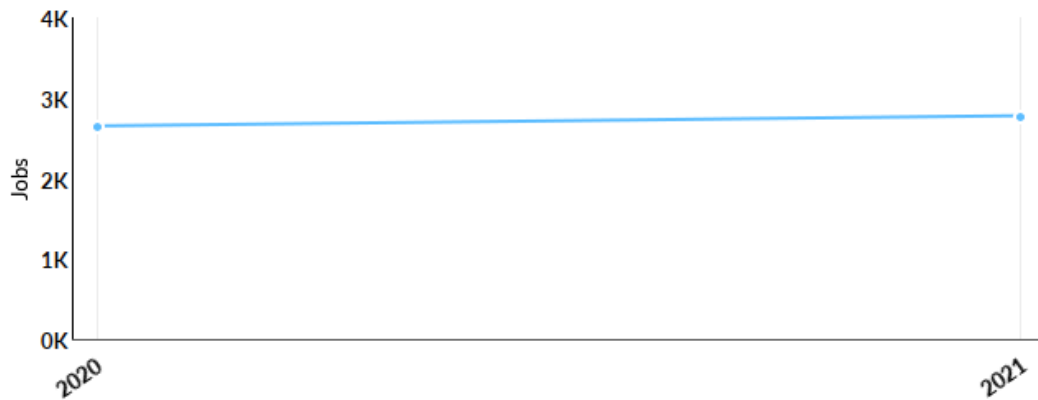
<div>19</div> <div>Programs (2021)</div>		<div>4,611</div> <div>Completions (2021)</div>
CIP Code	Program	Completions (2021)
51.0701	Health/Health Care Administration/Management	1,833
09.0101	Speech Communication and Rhetoric	559
52.0211	Project Management	497
52.0213	Organizational Leadership	417
09.0100	Communication, General	411
09.0102	Mass Communication/Media Studies	332
51.2207	Public Health Education and Promotion	180
52.0206	Non-Profit/Public/Organizational Management	121
51.1504	Community Health Services/Liaison/Counseling	97
09.0900	Public Relations, Advertising, and Applied Communication	45

## Target Occupations

2,649 Jobs (2020) 0% <span>above</span> National average	+4.8% % Change (2020-2021) Nation: <span>+5.9%</span>	\$53.93/hr \$112.2K/yr Median Earnings Nation: \$56.98/hr; \$118.5K/yr	442 Annual Openings		
Occupation	2020 Jobs	Annual Openings	Median Earnings	Growth (2020 - 2021)	Location Quotient (2020)
Public Relations Managers	1,759	264	\$58.77/hr	<span>+3.75%</span>	0.97
Fundraising Managers	891	178	\$43.67/hr	<span>+6.85%</span>	1.06

## Growth

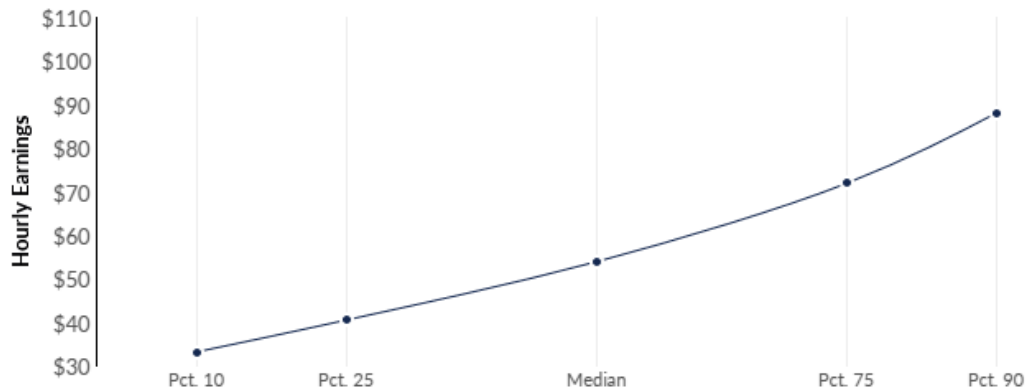
2,649 2020 Jobs	2,776 2021 Jobs	127 Change (2020-2021)	4.8% % Change (2020-2021)
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Occupation	2020 Jobs	2021 Jobs	Change	% Change
Public Relations Managers (11-2032)	1,759	1,825	66	4%
Fundraising Managers (11-2033)	891	952	61	7%

## Percentile Earnings

<p>\$40.54/hr</p> <p>25th Percentile Earnings</p>	<p>\$53.93/hr</p> <p>Median Earnings</p>	<p>\$71.96/hr</p> <p>75th Percentile Earnings</p>
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Occupation	25th Percentile Earnings	Median Earnings	75th Percentile Earnings
Public Relations Managers (11-2032)	\$45.34	\$58.77	\$76.22
Fundraising Managers (11-2033)	\$35.82	\$43.67	\$61.04

## Job Postings Summary

<p>3,757</p> <p>Unique Postings</p> <p>8,004 Total Postings</p>	<p>2 : 1</p> <p>Posting Intensity</p> <p>Regional Average: 3 : 1</p>	<p>34 days</p> <p>Median Posting Duration</p> <p>Regional Average: 34 days</p>
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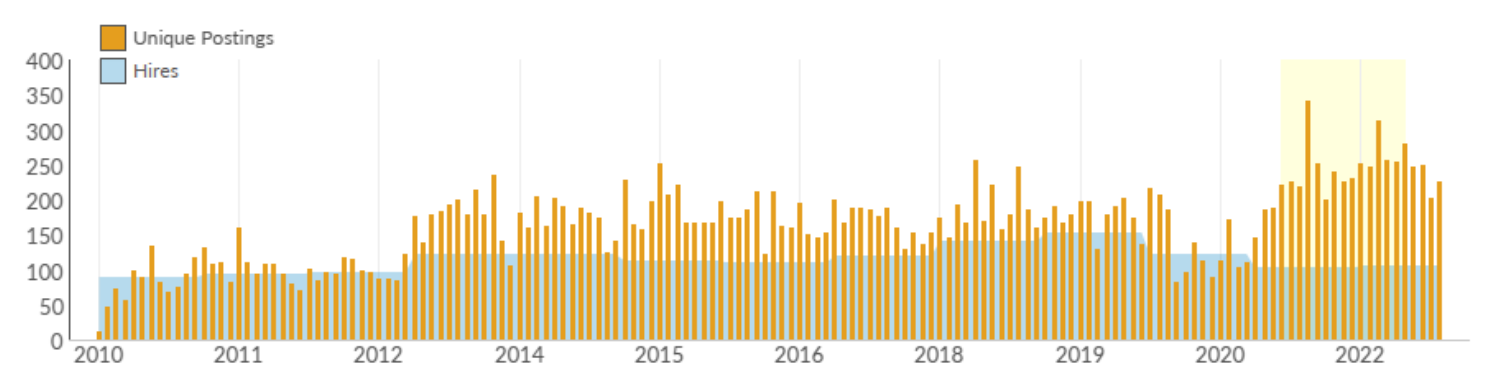
There were 8,004 total job postings for your selection from April 2021 to June 2022, of which 3,757 were unique. These numbers give us a Posting Intensity of 2-to-1, meaning that for every 2 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

# Job Postings vs. Hires

250 Avg. Monthly Postings (Apr 2021 - Jun 2022)	104 Avg. Monthly Hires (Apr 2021 - Jun 2022)
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In an average month, there were 250 newly posted job postings for 2 Occupations, and 104 actually hired. This means there was approximately 1 hire for every 2 unique job postings for 2 Occupations.













Occupation	Avg Monthly Postings (Apr 2021 - Jun 2022)	Avg Monthly Hires (Apr 2021 - Jun 2022)
Public Relations Managers	246	67
Fundraising Managers	4	37



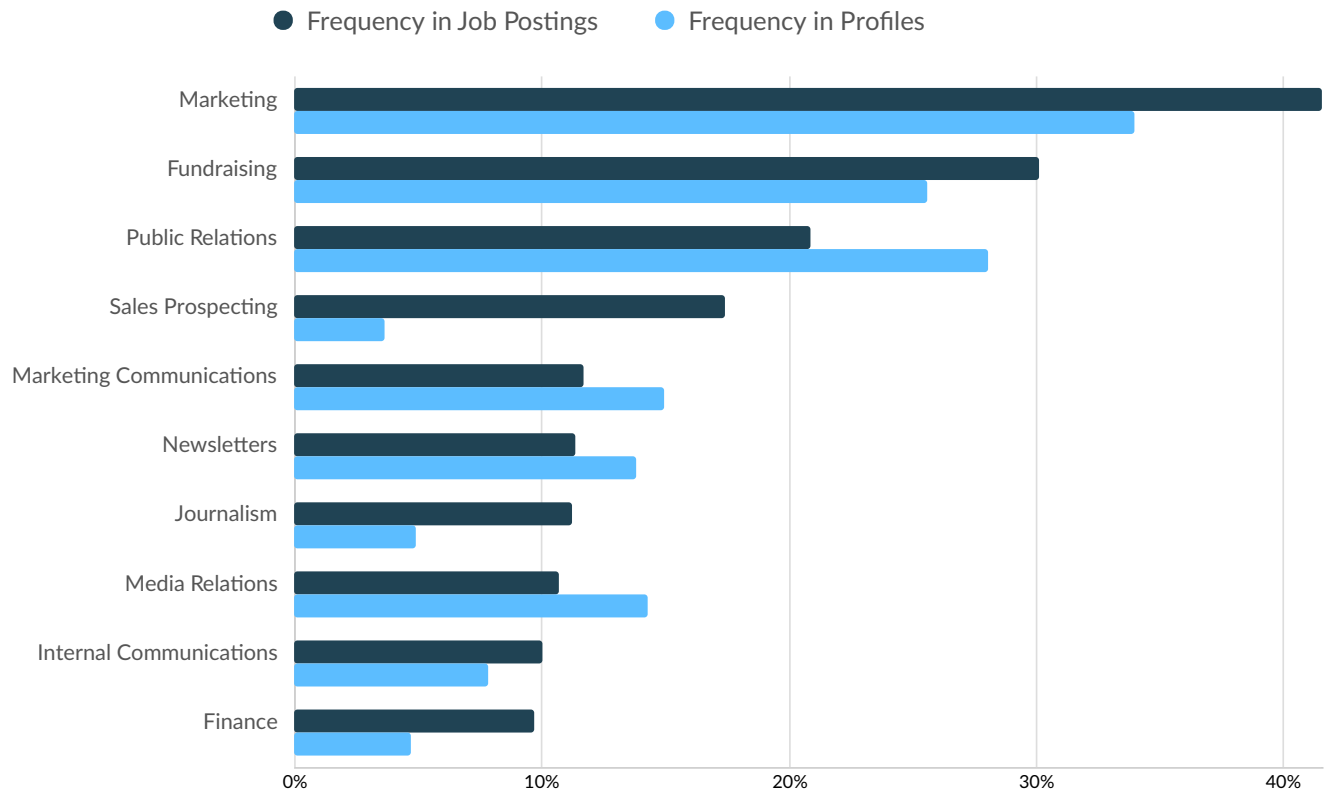
## Top Companies Posting

Company	Total/Unique (Apr 2021 - Jun 2022)	Posting Intensity	Median Posting Duration
University of Minnesota	235 / 114	2 : 1 	28 days
UnitedHealth Group	152 / 67	2 : 1 	36 days
Ameriprise Financial	245 / 58	4 : 1 	40 days
Humana	107 / 56	2 : 1 	52 days
State of Minnesota	69 / 44	2 : 1 	43 days
US Bank	111 / 44	3 : 1 	1 day
University of St. Thomas	63 / 40	2 : 1 	20 days
General Motors	48 / 38	1 : 1 	49 days
The University of Montana	39 / 34	1 : 1 	30 days
State of Montana	61 / 31	2 : 1 	24 days

## Top Posted Job Titles

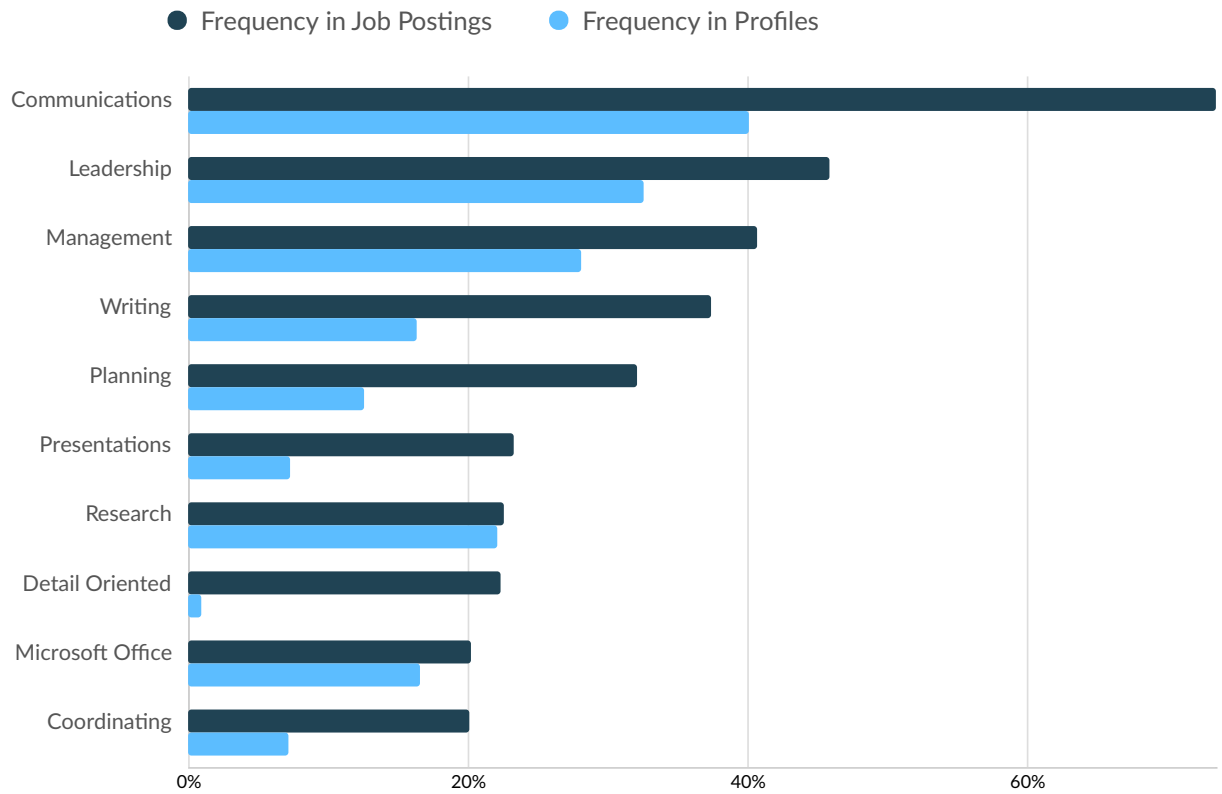
Job Title	Total/Unique (Apr 2021 - Jun 2022)	Posting Intensity	Median Posting Duration
Directors of Development	523 / 312	2 : 1 	34 days
Communications Managers	337 / 186	2 : 1 	33 days
Marketing and Communications Managers	228 / 109	2 : 1 	34 days
Communications Directors	216 / 108	2 : 1 	33 days
Outreach Coordinators	148 / 87	2 : 1 	33 days
Development Officers	127 / 81	2 : 1 	31 days
Grants Managers	134 / 54	2 : 1 	34 days
Directors of Marketing and Communications	80 / 50	2 : 1 	30 days
Major Gifts Officers	125 / 50	3 : 1 	34 days
Internal Communications Managers	102 / 42	2 : 1 	38 days

## Top Specialized Skills



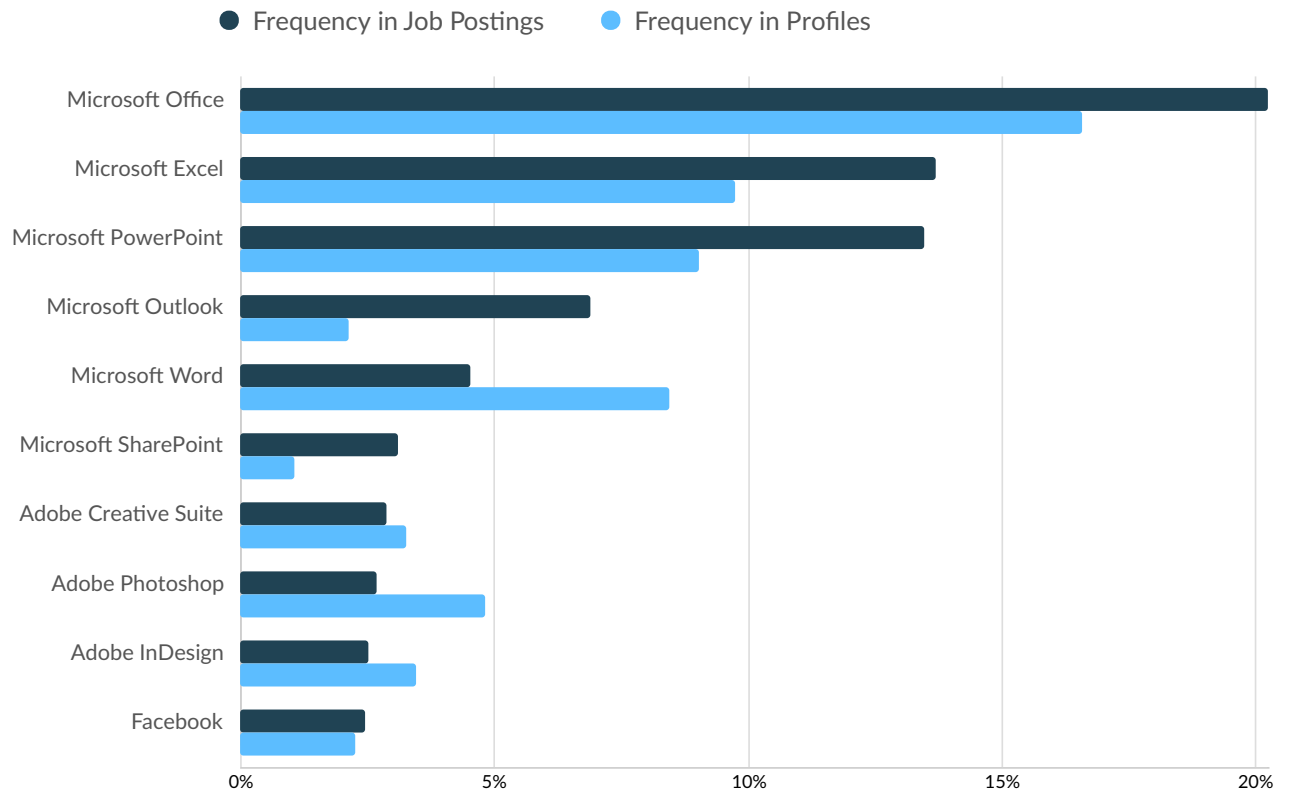
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Marketing	1,562	42%	4,148	34%
Fundraising	1,132	30%	3,124	26%
Public Relations	784	21%	3,428	28%
Sales Prospecting	655	17%	443	4%
Marketing Communications	439	12%	1,827	15%
Newsletters	427	11%	1,684	14%
Journalism	422	11%	601	5%
Media Relations	402	11%	1,743	14%
Internal Communications	378	10%	957	8%
Finance	366	10%	579	5%

## Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	2,763	74%	4,890	40%
Leadership	1,724	46%	3,973	33%
Management	1,528	41%	3,438	28%
Writing	1,407	37%	1,995	16%
Planning	1,206	32%	1,541	13%
Presentations	874	23%	884	7%
Research	849	23%	2,701	22%
Detail Oriented	841	22%	111	1%
Microsoft Office	761	20%	2,025	17%
Coordinating	755	20%	872	7%

# Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Microsoft Office	761	20%	2,025	17%
Microsoft Excel	515	14%	1,191	10%
Microsoft PowerPoint	506	13%	1,104	9%
Microsoft Outlook	259	7%	260	2%
Microsoft Word	170	5%	1,033	8%
Microsoft SharePoint	117	3%	129	1%
Adobe Creative Suite	108	3%	398	3%
Adobe Photoshop	101	3%	591	5%
Adobe InDesign	95	3%	425	3%
Facebook	93	2%	275	2%

## Top Qualifications

Qualification	Postings with Qualification
Certified Fundraising Executive	97
Project Management Professional Certification	26
Series 7 General Securities Representative License (Stockbroker)	22
Change Management Certification	14
Certified Financial Planner	11
Certified Public Accountant	8
Security Clearance	7
Insurance License	6
Certified First Responder	6
Microsoft Certified Professional	6

# Appendix A

## Program Selection Details

CIP Code	Program Name
09.0909	Communication Management and Strategic Communications

# Appendix B - Data Sources and Calculations

## Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

## Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

## Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

## Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

## State Data Sources

This report uses state data from the following agencies: Minnesota Department of Employment and Economic Development; Montana Department of Labor and Industry; North Dakota Job Service; South Dakota Department of Labor and Regulation