University Senate Meeting Minutes

12-3-1981

December 3, 1981

University of North Dakota

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MINUTES OF THE UNIVERSITY SENATE MEETING

December 3, 1981

1.

The December meeting of the University Senate was held at 4:05 p.m., on Thursday, December 3, 1981, in room 7, Gamble Hall. Carla Hess presided.

2.

The following members of the Senate were present:

Clifford, Thomas	Keel, Vernon	O'Kelly, Marcia
Antes, James R.	Kemper, Gene	Peterson, Fred
Bolonchuk, William	Kinghorn, Norton	Phillips, Monte
Bostrom, Donald	Kolstoe, Ralph	Plawecki, Judith
Brown, Ralph	Korbach, Robert	Prigge, Glenn
Brumleve, Stanley	Lambeth, Sharon	Reid, John
Bzoch, Ronald	Langemo, Mark	Ring, Benjamin
Glassheim, Patricia	Lewis, Robert	Rowe, Clair
Goodall, William	Lockney, Tom	Schubert, George
Hamerlik, Gerald	Loendorf, Lawrence	Selbyg, Arne
Hampsten, Richard	Ludtke, Richard	Simmons, Jim
Hess, Carla	Markovich, Denise	Smiley, Mary Helen
Hill, Lawrence	Markovich, Stephen	Tomasek, Henry
Humphrey, Molly	Miller, Jack	Wakefield-Fisher, Mary
Kasdan, Jay	Modisett, Sandra	Wermers, Donald

The following members of the Senate were absent:

Boyd, Robert	Johnson, A. William	Reinbold, Russ
Bryan, William	Johnson, Tom	Schackle, Scott
Carlson, Jed	Kelly, Jim	Schwartz, Paul J.
Clark, Alice	Krueger, David	Seabloom, Robert
Curry, Mabel	Mahoney, Michael	Simon, Craig
Dokken, Wade	Myhra, Allison	Skogley, Gerald
Fletcher, Alan	O'Kelly, Bernard	Smith, Don
Helgason, Donna	Oring, Lewis	Warden, Karl
Henry, Gordon	Pederson, Steven	Warner, Edward
Jacobsen, Bruce	Perrone, Vito	

3.

The Chair stated that a correction should be made in the minutes of the November 5, 1981, minutes. The first sentence under #5 should read: Mr. Markovich moved

the following clarification to his amendment to amend Mrs. Curry's motion of October 1, 1981, to receive the report and to approve the procedure to be effective during the 1981-82 academic year. (The words that were added are underlined.) Mr. Schubert moved that the minutes as distributed be approved, as corrected. Mr. Bzoch seconded the motion which was voted upon and carried.

4.

The Chair made the following announcements:

1) The Senate Executive Committee will reinstitute the Codification Committee so the Senate Bylaws can be updated.

2) The Statewide Tenure Study Committee met in Bismarck on November 18. Mr. Selbyg reported that the Committee will meet in Fargo on December 10 and 11 to draft a proposal.

5.

Mr. Markovich moved to table the item on Promotion Procedures until the Senate Executive Committee decides on a date to hold a special meeting concerning this topic. Mr. Ring seconded the motion which was voted upon and carried.

Mr. Kinghorn moved to receive the report of the Promotion Procedure's Committee. Mr. Bolonchuk seconded the motion. The motion was voted upon and carried. (See attachment # 1.)

6.

Mr. Schubert moved to receive the report of the Student Policy Committee. Mr. Reid seconded the motion which was voted upon and carried. (See attachment # 2.)

7.

Mr. Bostrom presented the recommendations from the Academic Policies Committee with the first one modified as follows:

1) Registration for a course after the deadline for adding a course will be granted if a properly executed petition has been approved by the instructor of the course, the Chairperson of the department in which the course is offered, and the dean of the college in which the student holds primary registration.

2) Petitions to drop a course after the last day to drop will continue to follow the current procedures.

Mr. Kasdan moved to divide the question. Mr. Tomasek seconded that motion. The motion to divide the question was voted upon and carried.

Mr. Bostrom moved item # 1. Mr. Phillips seconded the motion. The motion was voted upon and carried. Mr. Bostrom moved item # 2. Mr. Schubert seconded the motion which was voted upon and carried.

8.

Mr. Richard Balsley, Director of Institutional Research, reported on the Faculty Activities Record (FAR) form. He stated that the FAR form was no longer required to match the PAR form. Revised instruction for completing the FAR form will be sent out with the Spring form during the month of February, after the third week of classes and updated class rolls. Discussion followed Mr. Balsley's report. Mr. Rowe moved that the Senate move on to the next topic. Mr. Phillips seconded the motion which was voted upon and carried.

9.

Mr. Wermers presented the tentative list of Candidates for Degrees in December, 1981, and moved that the list be approved for recommendation to the State Board of Higher Education for the awarding of the degrees indicated, upon satisfactory completion of the work of the present semester. Mr. Goodall seconded the motion which was voted upon and carried. (See attachment # 3.)

10.

Ms. Hess presented the ballot from the Committee on Committees listing the candidates for election to the Committee on Committees. Those nominated for election were Stanley Brumleve, Lawrence Hill, Sharon Lambeth, Mark Langemo, Robert Lewis, and Benjamin Ring. The Chair called for nominations from the floor. There being none, a ballot was taken and Lawrence Hill, Sharon Lambeth, Mark Langemo and Robert Lewis were elected as members of the Committee on Committees.

11.

Mr. Bostrom presented the annual report of the Academic Policies Committee and moved that the Senate receive the report. Mr. Reid seconded the motion which was voted upon and carried. (See attachment # 4.)

12.

Mr. Ring presented the report from the ad hoc Committee on the Institutional Goals Inventory and moved that the report be accepted and distributed to the Chairs of all departments with instructions to circulate the report among the members of the department and that the report be transmitted to all members of the University's Curriculum Committee and the Committee on General Education Requirements with the recommendation that they review the implications of this report for their activities. Mr. Simmons seconded the motion. Discussion followed. The motion was voted upon and carried. (See attachment # 5.)

13.

Mr. Bostrom moved the recommendation of the sub-committee to review the auto-matic drop policy. The recommemdation was termination of the currently pending Senate actions on the matter, leaving in force the policy passed by University Senate on May 6, 1976: At the end of the third class day, an instructor may sub-mit a list of students who have not attended those meetings or contacted the instructor and the Registrar will automatically delete their names from the class roll. Mr. Kinghorn seconded the motion which was voted upon and carried.

14.

Ms. Hess expressed her appreciation to Bonniejean Christensen as past Chairperson of the Senate and as a current member of the Senate's Executive Committee. Mr. Bzoch moved that the Senate express its appreciation to Bonniejean Christensen. Mr. Hampsten seconded the motion which was voted upon and carried.

15.

Mr. Kolstoe moved to adjourn. Mr. Phillips seconded the motion which was voted upon and carried. The meeting adjourned at 5:03 p.m.

D. J. Wermers
Secretary

Attachment # 1

PROPOSED DRAFT OF PROMOTION PROCEDURE

The procedures set forth below should not be interpreted so as to diminish the department chairperson's or dean's continuing responsibility to counsel faculty under his or her administrative jurisdiction as to their professional performance and development

A. Initiation of Promotion

(1) Recommendations are normally initiated within the department either by the faculty member desiring promotion, a department committee or the department chairperson. Because of the close and frequent professional association between the initiating committee or the department chairperson and the faculty member, appropriate consideration should be given to the chairperson's recommendation at all stages of the reviewing process.

(2) In addition to the normal procedure described in A(1) above, eligibility for promotion will be reviewed for instructors in their fourth year in rank, assistant professors in their fifth year in rank and associate professors in their seventh year in rank whenever promotion to the next rank has not been recommended earlier. The review is normally initiated in the department as described in A(1) above. The time periods specified above are not intended to indicate the normal or usual time spent in a particular rank prior to promotion. If the decision is negative, the faculty member must be informed in writing by the department chairperson of the basis for the decision.

B. The Reviewing Process

(1) RECOMMENDING AUTHORITIES. Promotions are normally made by the President with authorization or approval by the Board upon recommendation by the department chairperson, the dean of the college or school involved and the Vice President for Academic Affairs.

All recommendations from the department chairperson, the dean, the Vice President for Academic Affairs, and the President must be in writing, and each must include a statement supporting the recommendation. Both the recommendation and the statement must be made part of the promotion file. After each recommendation is made, the candidate for promotion must be informed of said recommendation and must be given access to the promotion file in order to review the recommendation and respond, if desired, in the form of a written statement, to any material in his or her promotion file.

(2) GROUPS AND PERSONS ADVISORY TO THE RECOMMENDING AUTHORITIES. The department chairperson must seek the advice of a department committee. The dean of the college or school involved must seek the advice of a college or school advisory committee. The Vice President for Academic Affairs must seek the advice of a University Promotion Committee appointed by the President. All advisory groups must be composed of faculty and must record votes for and against promotion. The record of the votes must be made part of the promotion file.

The Vice President for Academic Affairs must seek the individually written advice of deans for whom the candidate for promotion has done considerable work. If the candidate for promotion is a member of the graduate faculty, the Vice President for Academic Affairs must seek the written advice of the dean of the Graduate School. All written advice must be made part of the promotion file.

STUDENT POLICY COMMITTEE
Annual Report to University Senate
1980-1981

The Student Policy Committee (SPC) met bi-weekly during the year (13 meetings). SPC at that time was comprised of ten members: five students, four faculty, and the V.P. for Student Affairs. SPC Secretary is Patricia M. Nies. Members of the Committee for 80-81 were:

    Students: Dave Hentges, Don Ondrasek, Ron Jensen, Jeff Bulger (V. Chair), and
               Burel Lane
    Faculty: Graciela Wilborn, Lee Furman, Toby Howell, Scot Stradley (Chair) and
               Bill Bryan

CONSTITUTIONS/REVISIONS APPROVED
One of the functions of SPC is recognizing student organizations by approving constitutions and constitutional modifications. The following groups were approved: Alliance for the Future, UND Personnel Association, UND Rodeo Club, Maranatha Fellowship, UND Lacrosse Club, Black Student Union, UND Siouxper Skaters, Association for Women Students, and Forum for Intellectual Exchange.

COMMITTEE CONCERN
SPC expressed concern about the severely limited number of women and minorities serving on University committees.

ACTIONS TAKEN
1. SPC and University Senate passed a provision making malicious and/or negligent tampering with fire equipment on the UND campus an offense under 8-2-II of the September 1980 Code of Student Life.

2. The Committee rewrote the section of the Code dealing with SPC in an effort to put the description more in line with what the committee actually does. The new committee description was approved by University Senate and is in the 9/81 Code.

3. The Committee rewrote the section of the Code dealing with conduct reviews for student organizations in order to parallel the procedures used for an individual student. SPC now has appellate, not original, jurisdiction in this area. This section was approved by University Senate and appears in the September 81 Code. Since the Dean of Students Office now has original jurisdiction in this area, the Vice President for Student Affairs asked to be removed from voting membership on the Committee and was replaced by a fifth faculty member. The V.P.S.A. now serves as an advisor without vote.

UNFINISHED BUSINESS
1. The Committee did not receive the task force report it expected from Student Senate on the rights and responsibilities of general election campaigners.

2. A statement is due from Association of Residence Halls and Student Senate re political activities in residence halls.

3. The committee began consideration of solicitation guidelines on campus.

4. The committee decided to begin work on the question of what constitutes acceptable campaigning practices

5. The Committee will examine the question of student organization liability for injury, etc.

DISCIPLINARY HEARING

A disciplinary hearing was held for the UND Rugby Club which had been charged with violations of the Code of Student Life by the Office of Student Activities. The group was found guilty and placed on Conduct Probation with specific directives for action. This probation extends 5/1/81-5/1/82.

TENTATIVE

NOT FOR PUBLICATION

University of North Dakota
Office of Admissions and Records

LIST OF CANDIDATES FOR DEGREES

December 19, 1981

GRADUATE SCHOOL
Dean A. William Johnson

DEGREE OF DOCTOR OF EDUCATION

Adeline Katie Jaeger

DEGREE OF DOCTOR OF PHILOSOPHY

Thosapol Arreenich	Phillip Lee Stepanik
George Eddy Birrer	Katherine Ann Sukalski
James R. Cash	Darrell William Swank
John Dennis Culbertson	Ronald Anthony Szymankowski
Fereshteh Nazeradeh Gransar	Mary Louis Hill Turner
Robert Arlyn Harms	Eric Oliver Uthus
Russell Macdonald Morris	Rick Lee Van Buren
Joel Patrick Newman	Krishnakhivt P. Vora
Mark Daniel Schuler	Laramie Martin Winczewski
Vijay Raju Srinivas	

DEGREE OF MASTER OF ACCOUNTANCY

Claude Lee Beach	William James Violet
Anthony Charles Berdahl	

DEGREE OF MASTER OF ARTS

Janell Elaine Brakel	Timothy Ian Marcy
Albert David Burnham	Douglas E. Mootz
Dee Rene Doeling	Stephen A. Motz
Angela M. Fox	Henrietta M. Ness
Lee Kenneth Gangelhoff	Brian John Nichelson
Jan Marie George	Donna Marie Nudd
Mark Leslie Haugen	Gregory Thomas Oxley
Douglas E. Hiney, Jr.	Gregory Allan Poremba
Kris Neumann Koester	James Edward Sampson
Michael Joseph Kramer	Kristin Ruth Sorenson
Philip Elijah Levinson	Pete Unseth
Jane Annette Lien	Cynthia Ann Walker
Jean Pendray Logan	

DEGREE OF MASTER OF SCIENCE

Donavon Bruce Bender
Marvin Wilbert Christianson
Cecelia M. Conway
Cathy Marie Evenson
Marc Wayne Eyring
Charles Robert Farlow, Jr.
Janet Claire Forrest
Cari Ann Guemple-Stenseth
Jeanette K. Van Camp Halcrow
Sharon Gail Halldorson
Richard Earl Halle
Richard Eric Jacobsen
Jill Marie Keena-Severson
Mohammed F. Kereem
Brian Charles Labashosky
Jill D. Landry
Linda Mae Larson
Garth D. Luer
Judy Kae Magnuson
Randal Lee Narloch
John P. Nelson, Jr.
Jody Lee Newman

Wayne Arthur Olson
Holly Lisa Ostlund
Chris Ann Otto
Darlene Frances Parker
Deborah Elaine Partridge
Anthony James Pascuzzi
Timothy James Pennings
Michael Scott Rathbun
Jerry Dale Reinisch
Jon Charles Reiten
James P. Samson
Sunil Vidyadhar Sapatnekar
Arthur Warren Schnacke, Jr.
Mary Ann Skurdell Schuler
Paulette Rae Swartz
Fiona Mary Walton
Gregory Francis Weber
Randall Merle Wilson
Karen Jean Wischow
Margaret Mary Zidon
Bruce Joseph Zobeck

DEGREE OF MASTER OF BUSINESS ADMINISTRATION

Sohail Ali
Marlin J. Belgarde
James Gary Bice
David Gene Burnett
Thomas Paul Conner
James Frederick Diehl
Alan Todd Evans
Juanita M. Eylands
Susan Christine Frodyma Gray
Gregory Paul Keefer
Jetta Lou Kleinsasser
Keith M. Larson
Scott Frederick March

Philip Ramsay McLean
Stephen Michael O'Connell
~~Lynsey Lee Oster~~
David Charles Reeve
Thomas L. Sadowski
Robert John Schmidt
Matthew J. Sveen
Calvin Russell Thorson
Thomas Joseph Tomasik
Joseph Gerard Traczynski
Stephen Dee Vining
David Errett Whipkey
Charles Edgar Youlden

DEGREE OF MASTER OF PUBLIC ADMINISTRATION

Stanley Thomas Bieleski, Jr.
Barbara Jean Gitter
Ronald Eugene Grimm
Joseph Michael McKenna
Jon H. Mielke
Jeffrey Lee Obst

James Philip Pedersen
John Campbell Staley
Terrill Joseph Stallman
Larry Patrick Valk
Richard Milton Winant

TENTATIVE - NOT TO BE RELEASED - 3

DEGREE OF MASTER OF EDUCATION

Sheila Ballweg
Dennis Blue
Carol Hughes Connelly
Jerome John Feigum
Pamela Ann Franko
Karen Starr Gillis
Mary Noreen Haslerud
Nancy Marie Haunz
Joyce Gayle Becker Hinman
William Martin Holtan

Linda Howard
Kathleen Berna Joyce
Sharon Molenaar Litchy
Thomas Franklyn Nagle
Barbara Leslie Schelar
Norman Gene Sortland
Virginia Lee Tupa
Barbara Jean Weber
Beth Grim Williams
Don Yellow Bird

DEGREE OF MASTER OF FINE ARTS

Brian C. Gran

DEGREE OF MASTER OF ENGINEERING

Craig Patrick Kipp

Lih-in Wang

COLLEGE OF ARTS AND SCIENCES
Dean Bernard O'Kelly

DEGREE OF BACHELOR OF ARTS

Rebecca Jane Anderson
Wendy Jeanne Bahneman
Quincey Diane Baker
LoRia A. Bertsch
Thomas Joseph Biolo
Robert Charles Christensen
Michael Chapman Coash
Lisa Katherine Coley-Donohue
John Charles Cottrell
Rebecca Rae Danzeisen
Daniel Brian Dunlevy
Ronald E. Enabnit
Bonnie BJ Fernow-Carlson
Kiam Hiong Foo
Mark Anthony Gibbens
Peter G. Haffner
Dana Carl Hanson
Daniel Anthony Holzer
Bonita Arlene Kallestad
Della Lavergne Kelly
Von Karin King
Yvonneda Fisher King

Joan Lesli Kourajian
Leslie C. Lien
Laurie Noel Lind
Alan Darol Miller
Mary Ruth Mitchell
Lori Lynn O'Brien
Jeanne Marie Odermann
Kristen Ann Owen
Kevin Donald Pifer
Cathryn Mary Rice
Abigail K. Ring
Steven R. Schaible
Laurie H. Shields
Kathleen Joyce Slick
Paul Gregory Stenseth
Kelly Jean Sweeny
William Kenneth Thiessen
Joseph Edward Unger
Maynard Dean Wedul
Chris A. Wilborn
Kathy Lee Wolfson
Denise Carol Young

DEGREE OF BACHELOR OF SCIENCE IN FISHERIES AND WILDLIFE BIOLOGY

Greg Joseph Power

Sarah Wharton

DEGREE OF BACHELOR OF SCIENCE

Timothy William Bohan
Sheree Roth Chromy
Timothy Scott Claseman
Teresa Marie Cooney
Judith Diane Dodd
Donna Jean Doll
Lana Jean Engelhardt
Greg D. Gangl
Rudd Michael Greene
Janine Louise Henning
Tracy Marie Howatt
Bentaro Jonathan Huset
Tore Istre
Brian Charles Knilans
James Michael Kram
Ronald Stanley LaMoine
Gregory Herbert Leno

John Eric Lillfors
David Alan Linder
James Ray Mantos
Margery A. McCanna
Terry Lee Moore
Paul David Munyer
Joseph Michael Murphy
Linda Ann Pirkl
Lex Arthur Prenevost
James Waldow Sand
Victoria Kay Sculley
Heather Mary Short
Jeffrey James Simon
Gerald B. Slag
Paula Rae Smith
Mahmoud M. Tayeb
Barbara Jean Wade
Melissa Ann Witthauer

DEGREE OF BACHELOR OF SCIENCE IN AERONAUTICAL STUDIES

Gail Robin Baldwin
Kathleen Elizabeth Bangs
Drew Gene Gauwitz
Peter Ralph Hansen
Alan Dean Iverson

Robert Bruce MacDougal
Geoffrey Stuart Morton
Vikki Lee Sprain
Glenn Bradley Thomas
Wayne Alan Tranby

CENTER FOR TEACHING AND LEARNING
Dean Vito Perrone

DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Ellen Kaye Aamot
Lori Faye Auren
Kimberly Elizabeth Barney
Donna Josephine Benke
Rhonda Kay Bergman
Jean Marie Blanding
Sharyn Marie Blue
Jan Kristen Boeddeker
Barbara Lou Bostrom
Victoria Eve Bowman
Cheryll Renee Burkhardt
Amy Kathryn Burns
Sheree Roth Chromy
Eileen Diane Clark
Ann Elise Cosgriff
Susan Margaret Dahl
Elizabeth Suzanne Deitz
Stephen Edward Egan
Nancy JoAnn Fisher
Robin Jean Flurer
Susan Elizabeth Gooden
Robert William Graupe

Kathy Jo Haley
Laurie Elaine Harris
Barbara Marie Hoggarth
Diana Jean Iverson
Marilyn Kay Iverson
Steven Scott Johnson
Theresa LeAnn Johnson
Nancy Jean Jorgenson
Mary Roberta Lahaise
Kathryn Louise Little
Marilyn Josephine Manderville
Lee Angela Manns
Kathleen Kerry McBeth
Kathleen Lois Meissner
Sandra Gayle Meyer
Nancy Ann Moe
Judith Nadine Nudell
Lloyd Allan Olson
Michaael Gerrard Pepera
Julie Doreen Ross
Mary Patricia Schwan
Dorothy Ann Smette
Kevin James McGauley

DEGREE OF BACHELOR OF SCIENCE IN EDUCATION (CONT.)

Marjorie Jean Sobolik
Lori Jean Sorensen
Debra Lynn Sussex
Kelly Jean Sweeny
Leslee Jane Thorpe

Lori Ann Wegge
James John Wilebski
Pearl F. Winkler
Sandra Jean Wohlfeil
Gale T. Yanish

SCHOOL OF ENGINEERING AND MINES
Dean Alan G. Fletcher

DEGREE OF BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING

James Arthur Anderson
James Stanley Biondich
Timothy Bruce Meland

~~Timothy Bruce Meland~~
Hardayal Prashad
Jeffrey Jay Sieler

DEGREE OF BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Peter John Carlson
Bruce Charles Drobnick
Farouq H. Fathalla
Steven Henry Kosmatka

Gary Walter Krueger
Roger James Lage
Michael Ray Rentz

DEGREE OF BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

Paul Raymond Andrys
Brian Eric Bakke
Joesph Eugenio Collins
Duane Howard Cotton
Leslie Stephen Fetter
David Paul Grenier

Robert T. Joersz
Joseph Peter Kerzman
Brian Scott Krefting
William Fred Molyneux
John Frederick Nelson
Glennys Mark Wittenberg

DEGREE OF BACHELOR OF SCIENCE IN ENGINEERING MANAGEMENT

Steven Richard Casey
Ronald Franklyn Kruse

Randall Lewis Severson

DEGREE OF BACHELOR OF SCIENCE IN GEOLOGICAL ENGINEERING

Robert Theodore Eifealdt
Paul Steven Fendt
Kirk Alan Marchell

Randy Lawrence Nesvold
Michael Eugene Pickering

DEGREE OF BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

Daniel Leroy Ewert
William Scott Heglund
Quang Viet Hoang
Daniel Allen Lyons
Ronald Joseph Petri

Lowell Bryan Sherwin
Bret Raymond Shoberg
Lyle Wesley Shuey
Bradley Theodore Thoreson
Brian Stuart Zak

COLLEGE OF FINE ARTS
Dean Bruce C. Jacobsen

DEGREE OF BACHELOR OF FINE ARTS

Edward George Ericson
Elizabeth Sarah Ferguson
Joan Lorraine Kargel
David Charles Krueger

Shannon Marie Martin
Craig Mathew Melges
Howard Soule Rice

COLLEGE FOR HUMAN RESOURCES DEVELOPMENT
Dean Henry J. Tomasek

DEGREE OF BACHELOR OF SCIENCE IN CRIMINAL JUSTICE STUDIES

Bruce MacDonald Cameron
Melvin Ross Donnelly

James Michael Flannery
Lynn David Murray

DEGREE OF BACHELOR OF SCIENCE IN HEALTH, PHYSICAL EDUCATION AND RECREATION

Mary Whalen Dvorak
Julie Ann Lange
Blanche E. Naastad

Mary Cushing Noble
Jodi Rae Rosemore

DEGREE OF BACHELOR OF SCIENCE IN HOME ECONOMICS

JoAnne Ruth DeVries Kelty
Kathleen Jean Reardon

Cynthia Kay Schumaier
Camille Ann Wilhelmi

DEGREE OF BACHELOR OF SCIENCE IN INDUSTRIAL TECHNOLOGY

Maureen Gloria Endres
Curtis Dean Hoekstra

Daniel Joseph Widman

DEGREE OF BACHELOR OF SCIENCE IN OCCUPATIONAL THERAPY

Debra Ann Canfield
Margaret Mary Conway
Mary Lynn Florence
Emilie Riehl Gibbons
Lori Lee Gray
Donna Kay Hart
Wanda Sue Junnila

Lisa Ann Kriegl
Daniel James Kucera
Dianne Marie McNamee
Sara Lynn Savage
Beth Naomi Schaible
Carol Ruth Sire
~~Janis Ann Zimniewicz~~
Melissa Ann Witthauer

DEGREE OF BACHELOR OF SCIENCE IN SOCIAL WORK

Louis James Hovda
Marilyn Kathryn Maack
Sharon Marie Riopelle
Monica Jo Sculley
Victoria Kay Sculley

~~Roxane Taszarek~~
Roxanne T. Taszarek
Ruth Kay Waller
Donna Wallace Williams

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION
Dean Clair D. Rowe

DEGREE OF BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

James Robert Abernethy	Larry Julian Jacobson
Kevin Ray Anderson	Mark Allen Jaster
David Leslie Arnold	Helena Marie Johnston
Murray John Auger	Duane Gerald Jonasson
Timothy Joseph Beach	Susan Marie Joos
Gary M. Bergsrud	Randy Duane Jorgensen
Boyd Larry Binde	James Elmo Kaiser
Jay William Bjornstad	Cheryl Ann Kalka
Susan M. Blewett	Dianna Lynn Kindseth
Laura Jean Block	Cynthia Marie Kjensrud
Gregory John Bohlman	Janelle Marie Klave
Norman Jon Bowen	Timothy Allen Klein
William Dean Brandt	Marlin Kent Kling
Blair Wane Brattvet	Julie M. Koll
Candace Renee Brown	David Martin Kvidt
James H. Buck	Debra Slama Larsen
J. Timothy Butler	Jeffrey Todd Larson
Charles Maurice Cherekos	Curtis Duane Leibrand
Chris Steve Cherekos	Mark Alan Letich
Samuel Mark Christensen	James Harry Lightfoot
Brian Kent Cox	Sharon Faye Lindeman
Dennis Allen Dahl	Lori Ann Lindemann
F. Dante Dalan	David J. Manna
Gregg Lyle Dirks	Greig Wesley Markwart
Steven Joseph Dolbinski	Marilyn Diane Marple
Bruce Jon Doll	Donna Marie Mattson
William Joseph Dudley	David Scott Michaels
Mark Anthony Dylla	Timothy James Michalski
June R. Eddy	James Russell Minette
Clinton Louis Emerson	~~Tina G. Moe~~
Mark Stephen Erickson	Fred Robert Mohrfeld
Laurie Beth Evanson	Joan Louis Morris
Susan Kay Fiedler	Adrian Allen Newman
James Alan Fischer	Terence Allen Nyquist
Mark Brian Flaa	Judith Ann Obst
Terrence George Ford	Diane Marie Paulson
Sheila Joan Foss	Michael Scott Peyton
Kent Ellis Friederich	David John Ratchenski
David Bryan Gackle	Adele Victoria Rehder
Henry Holland Galloway, Jr.	Scott Harlan Sannes
Jeffrey Brett Griffin	Jon Paris Schlegel
Mark Arlyn Habberstad	Loretta Kay Schultz
Connie Kay Hamre	Thomas Michael Schuster
Brian Walter Hankla	Patrick Steven Scott
Kyle R. Hanson	JoAnn Rae Sletto
Daryl Eugene Haugland	Timothy O. James Smith
Diana Helen Hayes	Eric William Snelgrove
Rebecca Jane Hinz	Vicki Lynn Sorenson
Mark David Holm	Patricia Beck Stalker
Daniel Anthony Holzer	Mark Steven Statz
Kathryn Marie Jackson	Troy Edwin Stavens
	Debra Lou Sailors

DEGREE OF BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (CONT.)

Peter Lawrence Sterle
David Creston Stewart
Richard Allen Stigen
Elizabeth Mary Thelen
Dwight William Thompson
Linda Beth Thompson
Randy Lee Traynor
Mary Ellen Tweden
Paul Anthony Veit
Cor Claude Wagner
Anthony John Waller

Jeffrey Lee Wanek
Lynn R. Watson
Timothy Wayne Weber
Brian Francis Weimer
Mark Steven Werlinger
Jeffrey Todd Westrem
Dave Michael Wilson
Carol Elaine Fischer Winkjer
Timothy Ray Wolff
Steve B. Zabriskie

DEGREE OF BACHELOR OF SCIENCE IN PUBLIC ADMINISTRATION

Travis Allen Detke
David Brian Johnson

Steven Lee Shea
Steven Nels Voldal

COLLEGE OF NURSING
Dean Elisabeth Zinser

DEGREE OF BACHELOR OF SCIENCE IN NURSING

John William Ackerman
Marty Jolene Aho
Renae Louise Anderson
Ardon Shopshire Barnes
Jacqueline Kay Bednar
Kay Martha Berube
Nancy Joanne Bjork
Diane Gail Cary
Sheryll Mae Clapp
Kathleen Rand Dunn
Deborah Kaye Flicek
Janell Marie Gust
Karen Elaine Hanson
Laurel Jane Haugen
Robert Jon Held
Tom John Hock
Dianne A. Hutton
Geralyn Marie Johnson
Robert Wayne Kautzman
Deborah Faith Larson

Nancy Elizabeth Larson
William Edward Lorenz
D. Nathan Lunde
Rebecca Ann Martel
Pamela Kathleen McGurk
Kathryn Jo Monson
Pamela Ann Nedberg
Janet Elaine Nordmark
Mary Jean O'Briant
Susan Kaye Parkin
LeAnn Andrea Pearson
Corliss Ann Schroeder
Beverly Ann Snyder
Debbie Kay Speidel
Jason Randall Stotts
Kim Marie Swenson
Ruth Helen Tongen
Jerald Anthony Turk
Kristi Ann Webb
Colleen Orlee Wightman

SCHOOL OF MEDICINE
Dean Tom M. Johnson

DEGREE OF BACHELOR OF SCIENCE IN CYTOTECHNOLOGY

Laura Lizbeth Eider

DEGREE OF BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY

Sally Elizabeth Stout

DEGREE OF BACHELOR OF SCIENCE IN MEDICINE

Earl Joseph Dunnigan

DEGREE OF DOCTOR OF MEDICINE

Michael Caroll Shannon

SCHOOL OF LAW
Dean Karl Warden

DEGREE OF JURIS DOCTOR

Roderick Bruce Crane   Eugene Ephraim Just

UNIVERSITY COLLEGE
Dean George W. Schubert

DEGREE OF ASSOCIATE IN ARTS

Laura Jean Antognozzi   Francine Marie Hagel
Beverly Marie Bina   Tiffany Lynn Jaques
Laurie Ann Bossart   Mary Ellen Larson
Kerry Lynelle Crotty   Bonnie Lorraine Olafson
Robin Rae Daugherty   Sharon Louise Rohweder
Sharon Rose Deis   Judith Marie Schultz
Lora Rae Elliott   Kristi Belle Todahl
Susan Heckert Freeland   Lynn Renee Weltz
Brett Duane Gilbertson   Kathy Lee Wolfson
Michael Wesley Haberman
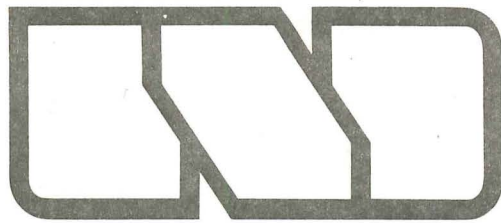
UND memorandum

TO: University Senate   DATE: November 19, 1981

FROM: UND Academic Policies Committee

RE: Annual Report

The Committee on Academic Policies is a standing committee charged by Senate By-Laws "to recommend to the University Senate and/or the student Senate policies and plans of action relating to the academic life of the University (curricula, teaching methods, and those aspects of student and faculty affairs which affect academic life) which are consistent with the acknowledged purposes of the University."

1980-1981 Academic Year		1981-1982 Academic Year	
John Whitcomb, Chair	Mathematics	Don Bostrom	Accounting
Don Bostrom	Accounting	Lee Kraft	Nursing
Lee Kraft	Nursing	Ralph Kolstoe	Psychology
John Reid	Geology	Ernest Norman	Social Work
Barbara Shaver, rep	(ex off) VPAA	Alice Clark	(ex off) VPAA
Celeste Gagelin	Student	Paul Colwell	Student
Lori Kinzler	Student	John Welch Jr	Student
(Vacant)	Student	Mark Young	Student

Activities of the past twelve months:

4/13/81. Interviewed Robert Boyd, Dean of Outreach Programs. Recommended establishment of Course Visitor's Program to allow any person not currently enrolled in a credit course at UND to become a Course Visitor in classes offered through the Evening Class Office, on permission of instructor and purchase of a $10 permit. Approved by Senate April 30. Recommended the time for adding a full-term course be changed from seven to ten days. Approved by Senate April 30.

9/18/81. Reviewed referral from Senate April 30 concerning proposal that permission to drop a course after the last day to drop a course and add a course after the last day to add a course shall be a decision of the college of the petitioning student's enrollment. Recommended that permission for late adds be decided in the college offering the course, with approval of instructor, chair, and dean; and that petitions for late drops continue to follow present procedures. Action currently pending on Senate agenda.

10/13/81. Reviewed action referred from Senate October 1 concerning alternative modes of satisfying eight hours of the last-thirty-hours residency requirement. Research pending.

11/6/81. Acting with interview consultation from Donald Wermers, Director of Admissions and Records; and Edward Chute, Department of English; a Joint Subcommittee, mandated by Senate action December 4, 1980, and composed from this Committee and the Committee on Administrative Procedures, reviewed and resolved the matter referred from Senate December 4, 1980, concerning the third-class-day instructor-optional "automatic drops" policy. The Joint Subcommittee recommended termination of all pending Senate actions on the matter, leaving in force the policy passed by the Senate May 6, 1976.

11/17/81. Interviewed Donald Wermers, Director of Admissions and Records. Reviewed mid-term deficiency reporting requirements. Crystallized areas of concern, for potential future action.

Other matters currently active in the committee or docketed for agenda: situations involving repeat for S-U credit of courses originally taken for letter grades; situations involving lumpy summer enrollments, with unbalanced loads within the term; situations concerning students who transfer in virtually all but the final thirty semester hours for undergraduate degrees at UND; student deadlines for dropping courses.

REPORT OF THE UND SENATE <u>AD</u> <u>HOC</u> COMMITTEE ON

THE INTITUTIONAL GOALS INVENTORY

Suggestion for reading:

The committee suggests that the reader begin with the committee report proper and then turn to specific goals areas which are of greatest interest from his or her specific perspective. Take care to note that the goal areas are in descending order of the perceived descrepancy between what the university <u>is</u> and what it <u>should be</u>. Also note that each goal statement on which there is a deviation of 1.0 (a quartile) between <u>is</u> and <u>should be</u> is specially indicated.

Contents:

Report of the Senate ad hoc Committee on the Institutional Goals Inventory and Long-Range Planning at the University of North Dakota

The University of North Dakota has engaged in three major long-range planning exercises in the last fifteen years. The first, initiated in July, 1966 eventuated in Priorities for Progress which was released in September, 1967. The second began in early 1971 and resulted in the SCOPE Report for the 70's of April, 1973. The most recent effort was initiated, soon after the arrival of VPAA Connie Nelson, with the collection of baseline data for planning. In September, 1977 President Clifford informed the faculty that this operation was underway and outlined the stages through which the operation was to unfold. Operating from planning priorities established by the president, and coordinated through the Office of the Vice President for Academic Affairs, all elements of the University were to develop a planning program for the 1980's. This stage of the process produced A Strategy for the '80s which was issued in March, 1979. This document was then subjected to a full review and critique by a planning council appointed by the President in September, 1979 and the results of that work was Toward the Second Century which appeared in January, 1980. This document was to serve as the basis for the work of a Program Evaluation Committee (PEC) whose duty it was to review each degree program in the University and see how it fitted into the long-range plan. PEC was to recommend, in each case, that the program either be strengthened, maintained, or dropped and was to cite its specific findings. The PEC recommendations were submitted in May, 1981. Those findings have been under review by the President and, in time, will be submitted to the Senate and to the Board of Higher Education. Unfortunately many members of the University community, including some members of this committee, have not realized that we have been involved in a single continuing planning operation since 1977. Many seem to have seen this exercise as three separate planning operations.

Meanwhile, in 1978 the State Board of Higher Education directed all institutions of higher learning under its control to undertake a long-range planning program which would generate, for each institution, a plan for the decade of the '80s. It further specified that these programs would follow the planning model developed by the American Association of State Colleges and Universities (AASCU). This model, A Futures Creating Paradigm: A Guide to Long-range Planning from the Future for the Future, prescribed a ten-stage planning operation. Because UND had already launched on its own planning operation it was exempted from following this paradigm, but it was required to administer one element from that model, namely, an Institutional Goals Inventory developed by the Educational Testing Service at Princeton, New Jersey. This inventory consisted of 90 statements. To each of these statements the respondent was supposed to indicate, on a scale that ranged from 1 to 5, the degree of importance that statement had at the institution at the present time, and the importance the respondent believed the statement should have.

The Institutional Goals Inventory (referred to hereafter as the IGI) was administered at UND after the work of the President's Planning Council was already complete. That fact, however, does not render the findings either invalid or useless. Since the instrument is designed to contrast ideals with achievements its provides a yardstick for seeing how well the planning operation moves us toward the university of our dreams. In broader time span it provides some perspective on earlier planning exercises and on their effectiveness. Perhaps

even more importantly, since there seems to be wide agreement (albeit with some lack of enthusiasm) that the University is, and should be, constantly involved in long-range planning, it provides one indication of where further planning efforts should be directed. It should be clear that the IGI does not answer any questions, nor dictate any particular course of action. It does provide some empirical evidence about campus attitudes and concerns, and for that reason it could open important discussions and debates which could play a significant part in continued planning. As Formulating College and University Goals: A Guide for Using the Institutional Goals Inventory says,

> "an IGI study is of no value to anybody unless its results are
> published and distributed in some way. Even if a study is con-
> ducted in response to an external mandate, the results...ought
> to be disseminated.... Surely all but the most circumscribed
> campuses should be receptive to an occasion for viewing fresh
> data about institutional goals and engaging in some systematic
> thinking on a topic patently of importance to the college."

Unfortunately the IGI results for the University of North Dakota run to over 300 pages of densely packed statistical data. As the IGI handbook goes on to say, "The task, then, is how to disseminate so that people will, in fact do these things--so that they will not just read about the study results, but will actively confront the data to bring forth meanings and implications for the functioning of the institution." In what follows, the committee hopes to prompt such consideration.

The detailed analyses of each of the specific goal areas and other tables, which are attached to this report may prompt many more reflections than those which have occurred to this committee, but there are some areas which seem to us to merit special attention. It is noteworthy, we believe, that several areas seem to be of high importance to the UND community but do not seem to that community to be areas in which we are achieving results commensurate with our ambitions. In this respect the concern with producing an intellectual orientation at this University, the desire to develop a sense of community, and the concern with the individual personal development of our students stand out. The gap between "Is" and "Should Be" in these areas is of interest for several reasons. The first is that the most recent planning effort seems to have devoted little or no attention to these areas. The second is that two earlier planning efforts did give a good deal of attention to these areas but much of that attention faded when it came to the matter of providing specific recommendations to improve the University. Despite earlier attention these areas continue to be ones where there is significant agreement that the University is not achieving as it should.

The very nature of the IGI is such that it tends to encourage perception of gaps and to emphasize the fact that our ambitions usually exceed our grasp, but if one considers the relative importance which we assign to certain areas in our ideal of what "Should Be," as opposed to what "Is," other anomalies stand out. Thus for instance, Research and Accountability/Efficiency stand much higher in the current hierarchy of importance than they would if the University was closer to our ideals. This becomes even more significant when one examines our planning experiences. The most recent exercise for instance, puts considerable emphasis on these two areas and on Social Egalitarianism, Public Service, and Off-Campus Learning. But in the eyes of the university community none of these concerns

Ad Hoc Senate Committee Report--IGI Results, page 3

seems to be of very high priority. If our planning stresses areas which do not
seem to be of very great importance to the members of the university community,
it bodes ill for both the success of those plans and for university morale. This
is not to say that such plans are necessarily ill-conceived, but it does suggest
that if they are of compelling importance much work remains to be done to produce
a climate of opinion which will sustain the necessary effort, and certainly it
suggests that our planning has not grown from a pre-existent popular consensus
or spontaneous "grass roots" support.

The IGI, or any sensible planning approach, as almost all the literature stresses,
does not demand, or even encourage a monolithic view of the University and its
goals. Pluralism and room for individual and disciplinary diversity is vital to
a healthy academic community. On the other hand, it is necessary to become aware
of such diversity and to understand its basis. For this purpose the IGI is a
useful instrument and one which does not necessarily confirm our stereotypes.
The degree to which the small sample of graduate and professional students devi-
ates from the university norms seems especially deserving of attention, especially
as this group assumed a growing importance in the University. On the other hand,
it is probably to be expected that seniors see the world differently than faculty
or administrators, but that does not negate the significance of these differences.
Graduating seniors, after all, will carry an image of this University into the
world and if we have failed, after four years, to convey impressions which seem
central to our faculty and administrators, then we might ask whether we are
achieving our educational mission. This seems especially important since our
planning documents repeatedly stress the claim that teaching is the primary mission
of the University. Differences between and within other sub-groups of the univer-
sity population at least should prompt speculation and further exploration to
determine how real and how significant such differences are and to promote greater
mutual understanding.

Also, the results of the IGI should prompt discussion and exploration of the
internal consistency of our aspirations and our plans. If, for instance, our
greatest desire is for an institution which is intellectually oriented and
known as an exciting and stimulating place, can we hope to achieve these goals
when we assign relatively low importance to Freedom, Innovation, and Cultural
and Aesthetic Awareness. Or can we put an item at the very top of our scale
which suggests that we should be producing a mathematically and verbally literate
graduate (but feel that we are falling far short of this goal) while in respond-
ing to another statement we show great disinclination to support the basic reme-
dial work needed to achieve such an end.

Past planning efforts at UND have been carried out with the best of intentions.
They have included faculty, staff, and students in the creation of planning docu-
ments. There has been a fatal flaw in these efforts, though. This flaw has been
the lack of a framework within which the respective parties could work. Put
simply, there have been a multitude of management efforts without clear objectives.
All past planning documents suffer from the very pluralistic manner in which ob-
jectives were formulated. Where objectives were offered they were formulated in
committees which were broadly representative. This method suffers from the same
defects as policy making at the state and federal level. Some committees have
attracted avid interest groups while others had difficulty attracting members
at all. Add to this the fact that at any given time particular groups have

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widely varying views about the importance of any specific issue. Thus uneveness of input yields uneveness of output.

One possible source of this uneveness may be like the one that occurs at the federal level. There we have a tradition which allows interests groups which have trouble organizing, or staying organized, to acquire representation within the administrative system. Policy making in such cases is usually derived from administrative input rather than from grass-roots demand. Policy, in these cases, is formed by bureaucrats who are insulated from the voters whose interests they seek to represent. In the case of universities the division of labor has emphasized the separation of administrative functions from teaching and research functions. Teachers and researchers come to expect that administrative duties will be undertaken and carried out by administrators rather than by faculty. Thus, through specialization and through the nature of the political process, teachers and researchers are under-represented in the making of plans which will control their work.

Since all planning at the University has been initiated through the committee system it has suffered from a lack of what management specialists call "Management by Objectives." The objectives emphasized in the planning documents are the most traditional objectives which are associated with the idea of a university: Teaching, Research, and Service. But at the next level beyond these generally and habitually accepted statements the planning documents lack any concise and clearly articulated set of consistent objectives. It is this very defect that the IGI was designed to attack, both by identifying where consensus exists and by providing the basis for discussion when consensus is lacking.

The IGI suggests that there is a basic gap between our perception of the University as it is and our vision of the University as it should be. We see UND as being very much like the two-year and four-year vocational training institutions in the California system, which serve as a model for one kind of education. Yet our perceptions of the "Should Be" categories make us resemble the California universities which serve as a model for another kind of education. This says that we see UND as a training mill, whereas we would like it to conform to a more traditional "higher education" model. The IGI also shows serious discrepancies between the goals which have dominated planning, and the goals the respondents thought ought to dominate planning.

The most important recommendation which this committee might offer the University Senate is that it should take the lead in developing more sophisticated methods of learning the objectives of the workers within the system. Management which is out-of-tune with worker goals is management which is not accountable to its workers. At least, the committee urges that the results of the IGI be widely disseminated and discussed and that they be taken into account not only in evaluating planning decisions, but in the deliberations of those university committees which are concerned with monitoring or directing the conduct of university affairs. The results also could, we believe, be of significant importance in departmental and faculty planning and evalution. For each reader we think the results will offer some surprises, some confirmation of personal perspectives and desires, and some disquieting challenges or unpleasant prospects. At very least, in the spirit of academic inquiry, the document should suggest areas where we need

further collection of data and analysis of results.

The IGI suggests important new possibilities for continuing self-examination and continuing revision and modification of planning processes at UND. We hope that this report will stimulate others to examine the IGI results in greater detail. For those who do have their interest piqued, the full results of the IGI are on file with the Bureau of Institutional Research. This committee also has some additional material which has not been distributed with this report but which it will file with that bureau.

Respectively submitted,

    Carol Hill
    Paul Kannowski
    Benjamin A. Ring, Chrm.
    Helen Smiley
    Scot Stradley

26. October 1981

APPENDIX TO THE

REPORT OF THE COMMITTEE ON

THE INSTITUTIONAL GOALS INVENTORY

Tables and Observations

Explanatory Note:

The IGI was answered by 517 persons:

310 Faculty
31 Administrators
134 Seniors
33 Graduate and Professional Students

We have results for the University of North Dakota and for each of its constituent colleges. For each individual item, and for each of the 20 goal areas we have the mean value of responses for the "Is" and "Should Be" categories, the standard deviations, the percentage of responses in each quartile, and the discrepancy between the mean value for "Is" and the mean value for "Should Be." Those results are further broken down into the responses for each of the categories of respondents.

The tables which follow are designed to show graphically the results for UND as a whole on the 20 goal areas and the 10 miscellaneous goal statements. The facing page contains the committee's observations on the nature of the goal area, the planning efforts relevant to that area, and the implications of the IGI relative to that area. The observations sometimes point to findings which are not included on the graphic tables.

The guide for using the IGI results says the degree of discrepancy between "Is" and "Should Be" "...suggests possible priorities for institutional change; the goals at the top of the list ... should receive greater emphasis than they are presently receiving." For this reason we have presented goal areas in an order of descending discrepancy between the "Is" and the "Should Be" values for the total UND sample, but the tables show the responses of each sub-set of respondents. Note that for each sub group we indicate, in order ranking from 1 for highest to 20 for lowest, where that item ranked on the "Is" scale, the "Should Be" scale, and the "Discrepancy Scale."

GOAL AREA: INTELLECTUAL ORIENTATION

Nature of the area:

The items in this area are directed at the concern of the institution with pro-
ducing what most people think of as an educated person, i.e., one who believes
in the value of learning, who is able to think critically, who knows something
about the methodologies of various disciplines, who is able to initiate and carry
out self-directed learning, and able to synthesize findings from various and di-
vergent sources.

How has long-range planning addressed this area:

Our most recent planning effort hardly addresses the area at all. The original
baseline data did not speak to this area. The original presidential planning
priorities referred to it only by possible implication. Only the mission state-
ments of the College of Arts and Sciences, CTL, and the Honors Program seem to
address this area. The mission statements of English, Humanities, Philosophy,
Physics, and Religious Studies are the only ones which, at departmental level
explicitly address this area. In data provided for PEC no relevant data seems
to have been collected or even considered. The earlier SCOPE report (1973) ad-
dressed the area directly in its description of the nature of the University and
in its list of the five basic goals of the University, but of its 124 specific
recommendations only one (#31) specifically addresses this area and we know of
no follow-up to see how effectively this recommendation has been implemented.
The Priorities for Progress (1967) focused strongly on this area in discussing
the basic aims of the University, but in its 111 recommendations and suggestions
only 2 third level recommendations and 7 suggestions address this area.

What are the implications of the IGI results for our long-range planning process:

In no other area is there such a great discrepancy between perceptions of what
UND is, and what it should be. This perception is widely shared by all elements
involved in the survey. It was ranked as the area of greatest discrepancy by 4
out of 6 colleges, and second by the other two. Only senior students deviate at
all from this pattern and even they ranked it third out of the 20 goal areas. The
failure of seniors to rank the discrepancy higher is further evidence of the gap
between the University's aspirations and its achievements. In this respect it
may be equally significant that it is our graduate and professional students
who perceive the greatest disparity between "is" and "should be" in this area.
On the face of it this discrepancy would seem to rate a very high priority in
future planning efforts. It would seem reasonable to seek other instruments and
data by which we could test the implications offered by the IGI. We might also
ask ourselves several important questions, e.g., Are we really serious in the
esteem which we assign to this goal area? Are there some external pressures
which prevent us from achieving aims which we all seem to share, and, if so, is
there any way in which we can mitigate these pressures or counteract them? Is
it possible that we have adopted a system of rewards (grades, salaries, promotions,
and public recognition) which militates against achieving the ends that we profess?
Are there any objective measures by which we could determine how effectively the
University and the different elements in the University community are actually
encouraging or cultivating the sort of intellectual orientation which we profess to value
so highly?

GOAL AREA: INTELLECTUAL ORIENTATION (GOAL STATEMENTS 2,5,7 & 10)

TOTAL GROUP   IS RANK: 10   SHOULD BE RANK: 1   DISCREPANCY RANK: 1

Is/Should Be Measure of importance**

Statement	None	Low	Medium	High

2. Train in methods of scholarly inquiry.

5. Increase desire & ability to undertake self-directed learning.

7. Develop ability to synthesize knowledge.

10. Instill a life-long commitment to learning.

FACULTY   IS RANK: 9   SHOULD BE RANK: 1   DISCREPACNY RANK: 1

2. Train in methods of scholarly inquiry.

5. Increase desire & ability to undertake self-directed learning.

7. Develop ability to synthesize knowledge.

10. Instill a life-long commitment to learning.

ADMINISTRATORS   IS RANK: 9   SHOULD BE RANK: 1   DISCREPANCY RANK: 1

2. Train in methods of scholarly inquiry.

5. Increase desire & ability to undertake self-directed learning.

7. Develop ability to synthesize knowledge.

10. Instill a life-long commitment to learning.

SENIOR STUDENTS   IS RANK: 10   SHOULD BE RANK: 4   DISCREPANCY RANK: 3

2. Train in methods of scholarly inquiry.

5. Increase desire & ability to undertake self-directed learning.

7. Develop ability to synthesize knowledge.

10. Instill a life-long commitment to learning.

GRADUATE & PROFESSIONAL   IS RANK: 11   SHOULD BE RANK: 1   DISCREPANCY RANK: 1

2. Train in methods of scholarly inquiry.

5. Increase desire & ability to undertake self-directed learning.

7. Develop ability to synthesize knowledge.

10. Instill a life-long commitment to learning.

1   2   3   4   5

KEY: ⊙ Is   □ Should Be   [⊡] Should Be which differs by 1.0 or more from Is.

GOAL AREA: INDIVIDUAL PERSONAL DEVELOPMENT

Nature of the Goal Area:

This is a student-oriented area and aims at the production of individuals who
have a clear sense of personal identity, faith in their own capacities, and a
consequent ability to respect others as genuine peers.

How has long-range planning addressed this area:

Again, the most recent long-range planning failed to address this area. Plan-
ning data bearing on this area was not included and it is doubtful that much
data is available, there are, though, Counseling and Guidance studies bearing
on the subject, and studies of incoming freshmen, have regularly shown that
this was an area of high importance. There is no suggestion that PEC evalua-
tions gave consideration to this area. Earlier planning efforts, and most
especially the SCOPE report, devoted considerable attention to this area, but
it is not clear how effectively these concerns were mirrored in actual reforms.

What are the implications of the IGI results for our long-range planning process:

The fact that this area was not addressed in the most recent planning effort
should be a matter of some concern in view of the relatively high importance
attached to it by all elements. The perceived discrepancy also suggests that
the concern expressed in earlier planning efforts has not resulted in programs
which have effectively met perceived concerns. Not surprisingly it is the
undergraduate colleges (A & S, Business, CTL and HRD) which assign the greatest
importance to this area, but it should be noted that it also ranks high with
graduate and professional students as an area of dissatisfaction. Faculty and
administrators, while ranking this high as an area of dissatisfaction, do rank
it somewhat lower than the other sub-groups. In this area it seems reasonable
to see what steps were actually taken to implement earlier planning programs and
to ask what steps are currently being taken to gather relevant data on this sub-
ject. The Senate might well consider what agencies on campus are responsible
for monitoring the University's success or failure in this area and how the results
of their work could or should be regularly reported to the Senate so responsible
policy making decisions could be made.

TOTAL GROUP   IS RANK: 14   SHOULD BE RANK: 6   DISCREPANCY RANK: 2

Statement	Is/should be Measure of Importance			
	None	Low	Medium	High
#3 to help students identify their own personal goals and develop means of achieving them.			⊙	⊡
#8 to help students develop a sense of self-worth/self-confidence and a capacity for impact on events		⊙		⊡
#11 to help students achieve deeper levels of self-understanding		⊙	⊡	
#13 to help students be open, honest, and trusting in their relationships with others		⊙	⊡	

FACULTY   IS RANK: 12   SHOULD BE RANK: 6   DISCREPANCY RANK: 4

Statement	None	Low	Medium	High
#3			⊙	⊡
#8		⊙	⊡	
#11		⊙	⊡	
#13		⊙	⊡	

ADMINISTRATORS   IS RANK: 15   SHOULD BE RANK: 11   DISCREPANCY RANK: 4

Statement	None	Low	Medium	High
# 3		⊙	⊡	
# 8		⊙	⊡	
#11		⊙	⊡	
#13		⊙	⊡	

SENIOR STUDENTS   IS RANK: 15   SHOULD BE RANK: 1   DISCREPANCY RANK: 1

Statement	None	Low	Medium	High
# 3		⊙		⊡
# 8		⊙		⊡
#11		⊙	⊡	
#13		⊙	⊡	

GRADUATE & PROFESSIONAL   IS RANK: 15   SHOULD BE RANK: 9   DISCREPANCY RANK: 2

Statement	None	Low	Medium	High
# 3		⊙		⊡
#8		⊙		⊡
#11		⊙	⊡	
#13		⊙	⊡	

1   2   3   4   5

KEY: ⊙ Is   ⊡ Should Be which differs by 1.0 or more
       ⊡ Should Be   from Is.

GOAL AREA: COMMUNITY

Nature of the Area:

This area deals with community in terms of faculty commitment to the institution
and in terms of open, candid communication based on mutual trust and respect
among students, faculty, and administration.

How has long-range planning addressed this area:

Priorities for Progress cited this area as constituting part of the three basic
aims of the University, i.e., it stressed that faculty and students should be con-
sidered as learners together, but it offered no specific plans for achieving
this end. SCOPE confirmed the desirability of creating a community of learners
but its specific proposals--at least eight proposals bear on this area--empha-
sized procedural and due process reforms, most of which have been implemented.
Recommendations 31 and 171, which were designed to provide institutional en-
couragement for creating a community atmosphere, do not seem to have had any
specific consequences. The most recent planning effort made no effort to address
this area.

What are the implications of the IGI results for our long-range planning process:

Since this is the goal area which shows the third highest discrepancy between
"Is" and "Should Be" it would seem that serious attention should be given to
considering how we could move closer to the ideal. Obviously pious good inten-
tions have not achieved the desired results. We should perhaps ask in what ways
the University recognizes and rewards activities which create a community atmos-
phere. We might also ask whether some of our current practices and emphases in
fact militate against such a goal. A number of critics of higher education have
suggested that the emphasis on competitiveness in fact undermines trust and candor.
Do we undermine our desire for community by actually rewarding anti-community
behavior?

TOTAL GROUP	IS RANK: 7	SHOULD BE RANK: 3	DISCREPANCY RANK: 3

Is/should be Measure of Importance

Statement	None	Low	Medium	High
56. Maintain a climate in which faculty commitment to the goals and well being of the institution is as strong as commitment to professional careers.				
59. Maintain a climate in which communication throughout the organizational structure is open and candid.				
62. Maintain a campus climate in which differences of opinion can be aired amicably and openly.				
65. Maintain a climate of mutual trust and respect among students, faculty, and administration.				

FACULTY	IS RANK: 7	SHOULD BE RANK: 2	DISCREPANCY RANK: 2

56.

59.

62.

65.

ADMINISTRATORS	IS RANK: 5	SHOULD BE RANK: 2	DISCREPANCY RANK: 3

56.

59.

62.

65.

SENIOR STUDENTS	IS RANK: 6	SHOULD BE RANK: 2	DISCREPANCY RANK: 6

56.

59.

62.

65.

GRADUATE & PROFESSIONAL	IS RANK: 8	SHOULD BE RANK: 2	DISCREPANCY RANK: 3

56.

59.

62.

65.

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        1        2        3        4        5
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KEY: ⊙ Is
      ⊡ Should Be

⊡ Should Be which differs by 1.0 or more from Is.

GOAL AREA: HUMANISM/ALTRUISM

Nature of the area:

The area reflects the concern that an educated person be aware of, and capable
of understanding, people from backgrounds different than our own. It is con-
cerned with a need to develop an awareness that mankind is one family travel-
ing on space ship earth. It emphasizes the need for an informed moral under-
standing and the role of such an understanding in ordering and guiding culture.

How has long-range planning addressed this area:

Priorities for Progress and SCOPE placed a good deal of emphasis on this area.
The first listed as one of the three basic aims of UND "to pursue learning that
provides direction for a moral and aesthetic life, for a dedication to the ser-
vice of others." SCOPE, particularly in recommendations 11-19 addressed this
in terms of trying to develop a more hetrogeneous university population. The
most recent planning effort has not addressed the area at all except insofar as
it is dealt with in the mission of the College of Arts and Sciences. The PEC
evaluations, insofar as we have been able to judge them, have not considered
this goal area.

What are the implications of the IGI for our long-range planning process:

The results of the IGI suggest that this is still an area of serious dissatis-
faction, but they also suggest that there is wide disagreement within each sub-
group about how much commitment should be given to the area. The findings show
that while we perceive a wide gap between what is and what should be in this
area, we do not seem to think it merits the centrality assigned in both Priorities
for Progress and SCOPE. The findings also show that the College of Arts & Sciences
(the only agency to mention the importance of this area in our most recent planning
venture) is the college which sees the greatest discrepancy between what is and
what should be. It is also noteworthy that earlier plans, while emphasizing the
importance of the area, made few proposals about how such goals could be achieved.
It is interesting to note that no curricular proposals were made although it
would seem that both courses and course distributions might be one major instru-
ment for achieving the goals.

GOAL AREA: Humanism/Altruism

TOTAL GROUP	IS RANK: 18 SHOULD BE RANK: 15 DISCREPANCY RANK: 4			
	Is/should be Measure of Importance			
Statement	None	Low	Medium	High
#14 to encourage students to become conscious of the importance of moral issues in our time		⊙	▣	
#17 to help students understand and respect people from diverse backgrouns		⊙	◉	
#20 to encourage students to become committed to world peace		⊙	▣	
#23 to encourage students to make concern about the welfare of all mankind a central part of their life		⊙	▣	

FACULTY	IS RANK: 18 SHOULD BE RANK: 12 DISCREPANCY RANK: 5
#14	⊙ ▣
#17	⊙ ▣
#20	⊙ ▣
#23	⊙ ▣

ADMINISTRATORS	IS RANK: 19 SHOULD BE RANK: 12 DISCREPANCY RANK: 6
#14	⊙ ◉
#17	⊙ ▣
#20	⊙ ▣
#23	⊙ ▣

SENIOR STUDENTS	IS RANK: 19 SHOULD BE RANK: 15 DISCREPANCY RANK: 2
#14	⊙ ◉
#17	⊙ ◉
#20	⊙ ◉
#23	⊙ ◉

GRADUATE & PROFESSIONAL	IS RANK: 19 SHOULD BE RANK: 15 DISCREPANCY RANK: 3
#14	⊙ ◉
#17	⊙ ▣
#20	⊙ ◉
#23	⊙ ◉

KEY: ⊙ Is
      ▣ Should Be
      ◉ Should Be which differs by 1.0 or more from Is.

1   2   3   4   5

GOAL AREA: INTELLECTUAL/AESTHETIC ENVIRONMENT

Nature of the area:

The area seems to concern the extra-curricular counterpart of the Intellectual Orientation goal area. It concerns the intellectual emphasis in campus climate and the enhancement of that emphasis through a rich program of lectures, concerts, art-exhibits, and the like.

How has long-range planning addressed this area:

Priorities for Progress contains several statements emphasizing this goal area:

> ...faculty and students should be considered learners together, faculty accomplished in fine arts should be recognized and encouraged, a cultural center should be located on the campus, inexpensive chartered transportation should be provided for to Minneapolis and Winnipeg for cultural events, more informal lectures, discussions, etc., should be encouraged as well as the visiting lecture series.

Similarly SCOPE gave attention to this area through the following recommendations:

> ..."to express publicly a commitment to the personal cultural growth of the individual," investigate the costs of a museum, establish coordinated programs to make cultural activities available to ND communities, establish a central university office to coordinate programming of social/cultural events. The contextual statement includes the goal of a "basic commitment to the life of the mind."

The most recent planning document assumes that, in fact, this area will be displaced by concerns with security and personal care. Its measures therefore, approach the problem tangentially by emphasizing faculty development programs, strengthening the library resources, and modifying the University's reward system to encourage research and creative activity.

What are the implications of the IGI for our long-range planning process:

In view of the relatively high importance assigned to this area by all groups and all colleges, and the further agreement that the discrepancy between "Is" and "Should Be" is great, it would seem that earlier planning efforts were on track in the importance they assigned to the area, while the most recent planning effort should have devoted greater attention to this area. This would seem to be another area in which we should evaluate the effectiveness of the devices adopted to enrich the Intellectual/Aesthetic Environment and search for new and more imaginative ways to enhance our existing programs.

TOTAL GROUP IS RANK: 11 SHOULD BE RANK: 5 DISCREPANCY RANK: 5			
Statement	None	Low	Medium	High
#66 to create a campus climate in which students spend much of their free time in intellectual and cultural activities		⊙	⊡	
#69 to create a climate in which students and faculty may easily come together for informal discussion of ideas & interests.		⊙	⊡	
#73 to sponsor each year a rich program of cultural events.			⊙ ⊡	
#76 to create an institution known widely as an intellectual exciting and stimulating place.			⊙	⊡

FACULTY IS RANK: 10 SHOULD BE RANK: 4 DISCREPANCY RANK: 3			
#66			⊙ ⊡	
#69			⊙ ⊡	
#73			⊙ ⊡	
#76			⊙	⊡

ADMINISTRATORS IS RANK: 10 SHOULD BE RANK: 5 DISCREPANCY RANK: 2			
#66		⊙	⊡	
#69			⊙ ⊡	
#73			⊙ ⊡	
#76			⊙	⊡

SENIOR STUDENTS IS RANK: 11 SHOULD BE RANK: 8 DISCREPANCY RANK: 5			
#66		⊙	⊡	
#69			⊙ ⊡	
#73			⊙ ⊡	
#76			⊙ ⊡	

GRADUATE & PROFESSIONAL IS RANK: 13 SHOULD BE RANK: 5 DISCREPANCY RANK: 4			
#66		⊙	⊡	
#69			⊙	⊡
#73		⊙		⊡
#76			⊙	⊡

1   2   3   4   5

KEY: ⊙ Is
        ⊡ Should Be   ⊡ Should Be which differs by 1.0 or more from Is.

GOAL AREA: INNOVATION

Nature of the area:

The area is concerned with the ease with which curricular, instructional, or evaluative innovation can be instituted and the degree to which innovation in these areas is accepted as a normal feature of academic life.

How has long-range planning addressed this area:

Priorities for Progress and SCOPE both gave considerable emphasis to encouraging innovation. The most recent planning exercise fails to address this area.

What are the implications of the IGI results for our long-range planning process:

The IGI results are somewhat confusing in that innovation ranks only as a mid-range goal objective in the view of what should be and it ranks noticeably below mid-range when considering what is. None the less, it ranks well above average when we consider the discrepancy between "Is" and "Should Be". It should be noted that there seems to be wide divergence within sub-groups as to the desirability of encouraging innovation. The discrepancy between what "Is" and what "Should Be" is especially noticeable in the Center for Teaching and Learning and the Law School. One premise of the most recent planning effort seems to have been that the '60's and early '70's were the period for innovation and that thrust was now spent. The IGI findings suggest that there is some truth to this position, but that we have exaggerated that truth at the expense of a number of members of the academic community who still desire room for experimentation and innovation. One must also ask how a university can achieve its desire to be intellectually oriented (see Goal Areas: Intellectual Orientation and Intellectual/Cultural Environment) without encouraging innovation. Most particularly it is hard to imagine how an institution can be known as an "intellectually exciting and stimulating place" if it does not encourage innovation. This is clearly an area which would benefit from a good deal of discussion preparatory to the development of specific plans to encourage innovation.

GOAL AREA: Innovation

TOTAL GROUP   IS RANK: 15   SHOULD BE RANK: 11   DISCREPANCY RANK: 6

Is/should be Measure of Importance

Statement	None	Low	Medium	High
#67 to build campus climate where continuous educational innovation is accepted as institutional way of life		⊙	⊡	
#70 to experiment with different methods of evaluating and grading student performance		⊙	⊡	
#74 to experiment with new ways of individualized instruction such as tutorials, flexible schedule, etc.		⊙	⊡	
#77 to create procedures so that curricular and instructional innovations may be readily initiated		⊙	⊡	

FACULTY   IS RANK: 15   SHOULD BE RANK: 11   DISCREPANCY RANK: 6

	None	Low	Medium	High
#67		⊙	⊡	
#70		⊙	⊡	
#74		⊙	⊡	
#77		⊙	⊡	

ADMINISTRATORS   IS RANK: 13   SHOULD BE RANK: 10   DISCREPANCY RANK: 5

	None	Low	Medium	High
#67		⊙	⊡	
#70		⊙	⊡	
#74		⊙	⊡	
#77		⊙	⊡	

SENIOR STUDENTS   IS RANK: 14   SHOULD BE RANK: 12   DISCREPANCY RANK: 8.5

	None	Low	Medium	High
#67		⊙	⊡	
#70		⊙	▣	
#74		⊙	⊡	
#77		⊙	⊡	

GRADUATE & PROFESSIONAL   IS RANK: 14   SHOULD BE RANK: 11   DISCREPANCY RANK: 7

	None	Low	Medium	High
#67		⊙		▣
#70		⊙	▣	
#74		⊙		▣
#77		⊙		▣

1   2   3   4   5

KEY: ⊙ Is
⊡ Should Be   ▣ Should Be which differs by 1.0 or more from Is

GOAL AREA: DEMOCRATIC GOVERNANCE

Nature of the area:

In general, the area is concerned with seeing that campus governance is free, open, and democratic.

How has the long-range planning addressed this area:

The most recent planning venture gives no attention to this area, but that may only indicate the extensive attention given to this area earlier. Most of our system of governance at UND came into being before Priorities for Progress. Our governance documents gave a formal basis for very open and democratic governmental structures. Priorities for Progress recommended some reforms to extend the involvement of students in governance. The SCOPE report recognized the need to clarify rights and responsibilities and the need for the participation of all elements of the university community in shaping the "meaning and value of the community," and it listed 15 specific recommendations (#51-66) regarding rights and governance. Most of these specific recommendations have been implemented, though no mechanism was suggested for seeing whether the implementation achieved the desired effects.

What are the implications of the IGI results for our long-range planning process:

In general the results seem to indicate that democratic governance is not the highest priority on campus, but that it is of moderate importance. The discrepancies between "Is" and "Should Be" are seen as moderately large by most groups, but this does not seem to be an area of most serious concern. It should be noted, however, that administrators see this area somewhat differently than all other elements on campus. Their view of what "Is" is somewhat rosier on several items, and their view of what "Should Be" is noticeably restrained. This difference is especially noticeable in relation to item 64. It is also significant perhaps, that students, and especially graduate and professional students, seem to notice a larger gap between is and ought in this area than do administrators and faculty. At the very least it would seem as though this should lead to some effort to get a clearer picture of the basis for these differences. Much of the effort of earlier planning efforts went into "improving" student involvement in university decision-making but these results suggest a noticeable residue of discontent. It should also be noted that there seems to be significant disagreement among administrators regarding what should prevail regarding governance, and among both faculty and administrators regarding the virtues or faults of decentralization of decision-making. Lastly it should be noted that the discrepancy between "Is" and "Should Be" is notably greater in some colleges then others. It seems particularly high in the School of Medicine and the College of Human Resources Development. What implications this might have for planning may depend on further research to find out how reliable IGI data is and to pinpoint more precisely what issues are at stake.

GOAL AREA: DEMOCRATIC GOVERNANCE

TOTAL GROUP	IS RANK: 8	SHOULD BE RANK: 7	DISCREPANCY RANK: 7

Is/should be Measure of Importance

Statement	None	Low	Medium	High
55. to create a system of campus governance genuinely responsive to concerns of all on campus.				
58. to develop ways for students, profs. & administration to be significantly involved in campus government.				
61. to decentralize decision making on campus to the greatest extent feasible.				
64. To assure that everyone may participate/ be represented in making decisions effecting them.				

FACULTY-	IS RANK: 8	SHOULD BE RANK: 7	DISCREPANCY RANK: 7

55.

58.

61.

64.

ADMINISTRATORS	IS RANK: 7	SHOULD BE RANK: 8	DISCREPANCY RANK: 13

55.

58.

61.

64.

SENIOR STUDENTS	IS RANK: 9	SHOULD BE RANK: 7	DISCREPANCY RANK: 7

55.

58.

61.

64.

GRADUATE & PROFESSIONAL	IS RANK: 12	SHOULD BE RANK: 5	DISCREPANCY RANK: 6

55.

58.

61.

64.

1   2   3   4   5

KEY: ⊙ Is

⊡ Should Be which differs by 1.0 or more from Is

▫ Should Be

GOAL AREA: VOCATIONAL PREPARATION

Nature of the Area:

This area is concerned, as the name implies, with the institution's commitment to preparing students for specific vocational careers and to helping older students retool.

How has the long-range planning addressed this Area:

Priorities for Progress did not address this area. SCOPE recognized preparing students for professional careers as an institutional goal and called for increased academic advising and career counseling.

Our most recent planning effort accepts the responsibility of the University to prepare students for careers. It recongizes that career mobility is on the increase and that we will have to meet the needs of older students for programs that facilitate career changes. Implicitly it gives even more emphasis to this area by singling out the Schools of Nursing and Business as having top priority for additional resources.

What are the implications of the IGI results for our long-range planning process:

Overall the IGI results seem to indicate relative satisfaction with the University's position on vocational preparation. It is seen as standing slightly higher on the ranking of what "Is" than it does on the ranking of what "Should Be" but most elements think we should be doing somewhat better than we do. The most noticeable differences seem to occur between colleges with two of them perceiving relatively noticeable differences between what "Should Be" and what "Is" and one (Arts & Sciences) finding little discrepancy. It should be noted that seniors, when the IGI was administered, were the group most concerned with this area.

GOAL AREA: VOCATIONAL PREPARATION

| TOTAL GROUP | IS RANK: 6 | SHOULD BE RANK: 8 | DISCREPANCY RANK: 8 |

Is/should be Measure of Importance

Statement	None	Low	Medium	High
#26 to provide opportunities for students to prepare for specific occupational careers.				⊙ ▣
#30 to develop educational programs geared to new & emerging career fields.			⊙ ▣	
#36 to provide retraining opportunities for individuals whose job skills have become out of date.		⊙ ▣		
#38 to assist students in deciding upon a vocational career			⊙ ▣	

| FACULTY | IS RANK: 6 | SHOULD BE RANK: 6 | DISCREPANCY RANK: 11 |

#26				⊙ ▣
#30			⊙ ▣	
#36		⊙ ▣		
#38			⊙ ▣	

| ADMINISTRATORS | IS RANK: 8 | SHOULD BE RANK: 7 | DISCREPANCY RANK: 9 |

#26				⊙ ▣
#30			⊙ ▣	
#36		⊙ ▣		
#38			⊙ ▣	

| SENIOR STUDENTS | IS RANK: 5 | SHOULD BE RANK: 3 | DISCREPANCY RANK: 6 |

#26				⊙ ▣
#30			⊙	▣
#36		⊙		▣
#38			⊙	▣

| GRADUATE & PROFESSIONAL | IS RANK: 6 | SHOULD BE RANK: 8 | DISCREPANCY RANK: 10 |

#26				⊙ ▣
#30			⊙	▣
#36		⊙		▣
#38			⊙	▣

1   2   3   4   5

KEY: ⊙ Is
      ▣ Should Be which differs by 1.0 or more from Is.
      ⊡ Should Be

GOAL AREA: SOCIAL CRITICISM/ACTIVISM

Nature of the Area:

The area is somewhat confusing in that three of the items are basically intellectual while only one involves actual activism, but all items are concerned with developing a critical assessment of our present social system.

How has the long-range planning addressed this area:

As might be expected the documents of 1967 and 1973 were concerned with creating "intellectual ferment" and they suggested the need to teach students how to take an active role in changing their society. Neither of these documents however, suggested that UND, as an institution, should be engaged as an institution in working for basic changes in the society. It is probably equally predictable that the most recent planning effort gives no recognition to this area and, indeed, suggests that in the future people will be increasingly privatistic and by implication correspondingly disinterested in social criticism and activism.

What are the implications of the IGI results for our long-range planning process:

It is clear that all groups agree that UND, as an institution, has no business working for basic changes in society. It is equally clear that on other items we still perceive ourselves as doing noticeably less well than we should be in our role as critical intellects. This is not to suggest that there is much evidence that any group has the same enthusiasm for criticism that was evident a decade ago. It should be noted, however, that students do still perceive a noticeable gap between what the institution is doing and what it should be doing in teaching them how to bring about change in society.

GOAL AREA: Social Criticism/Activism

TOTAL GROUP IS RANK: 17 SHOULD BE RANK: 18 DISCREPANCY RANK: 9

Is/should be Measure of Importance

Statement	None	Low	Medium	High
#43 to provide critical evaluation of prevailing practices and values in today's society		⊙	☐	
#46 to serve as source of ideas for changing social institutions judged unjust/defective		⊙	☐	
#49. to help students learn how to bring about change in the society		⊙	☐	
#53 to be engaged, as an institution, in working for basic changes in the society		⊙ ☐		

FACULTY IS RANK: 17 SHOULD BE RANK: 17 DISCREPANCY RANK: 10

Statement	None	Low	Medium	High
#43		⊙	☐	
#46		⊙	☐	
#49		⊙	☐	
#53		⊙ ☐		

ADMINISTRATORS IS RANK: 19 SHOULD BE RANK: 18 DISCREPANCY RANK: 11

Statement	None	Low	Medium	High
#43		⊙	☐	
#46		⊙ ☐		
#49		⊙ ☐		
#53		⊙☐		

SENIOR STUDENTS IS RANK: 16 SHOULD BE RANK: 17 DISCREPANCY RANK: 9

Statement	None	Low	Medium	High
#43		⊙	☐	
#46		⊙	☐	
#49		⊙	☐	
#53		⊙ ☐		

GRADUATE & PROFESSIONAL IS RANK: 17 SHOULD BE RANK: 18 DISCREPANCY RANK: 11

Statement	None	Low	Medium	High
#43		⊙	☐	
#46		⊙	☐	
#49		⊙	☐	
#53		⊙ ☐		

Scale: 1   2   3   4   5

KEY: ⊙ Is
☐ Should Be   ☐ Should Be which differs by 1.0 or more from Is

GOAL AREA: PUBLIC SERVICE

Nature of the Area:

This area is concerned with the degree to which the University has a commitment to use its resources to help deal with social problems. The emphasis is on cooperating with government or community organizations to meet their needs.

How has long-range planning addressed this Area:

Priorities for Progress proposed the establishment of "an institute whose primary role would be the periodic assessment of life in North Dakota and the recommendation to appropriate agencies and organizations of social, economic, and governmental means to improve that life." SCOPE has seven re- commendations germane to this goal area, six of them regarding the division of continuing education. Towards the Second Century mentions the need for a "comprehensive, university-wide outreach program" and acknowledges that the "higher education has been called on increasingly to supply personnel to implement new public social initiatives." None of our planning efforts, however, has been very specific in suggesting planning to deal with this area.

What are the implications of the IGI results for our long-range planning process:

This area does not rank very high in either "Is", "Should Be" or "Discrepancy" rankings. The lack of planning in this area seems to accurately reflect a lack of university interest.

GOAL AREA: Public Service

TOTAL GROUP IS RANK: 13 SHOULD BE RANK: 14 DISCREPANCY RANK: 10

Statement	Is/should be Measure of Importance			
	None	Low	Medium	High
44. Help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities				
47. Work with government agencies in designing new social and environmental programs				
50. Focus the resources of the institution on the solution of major social and environmental problems.				
51. Be responsive to regional and national priorities when considering new educational programs.				

FACULTY IS RANK: 13 SHOULD BE RANK: 15 DISCREPANCY RANK: 13

44.

47.

50.

51.

ADMINISTRATORS IS RANK: 14 SHOULD BE RANK: 14 DISCREPANCY RANK: 10

44.

47.

50

51.

SENIOR STUDENTS IS RANK: 13 SHOULD BE RANK: 13 DISCREPANCY RANK: 11

44.

47.

50.

51.

GRADUATE & PROFESSIONAL IS RANK: 10 SHOULD BE RANK: 12 DISCREPANCY RANK: 13

44.

47.

50.

51.

1   2   3   4   5

KEY: ⊙ Is
▫ Should Be
▣ Should Be which differs by 1.0 or more from Is

GOAL AREA: CULTURAL/AESTHETIC AWARENESS

Nature of the Area:

This area overlaps with Intellectual/Aesthetic environment but its emphasis
is more on the aesthetic element and on student involvement in this area.

How has long-range planning addressed this area:

The 1967 and 1973 reports give relatively high emphasis to this area, but it
is hard to tell which items refer to this area and which to Intellectual/
Aesthetic Environment. The most recent planning effort does give some atten-
tion to this area and does include as a priority item the task of insuring
resources for the College of Fine Arts. In general, however, the most recent
planning effort does not exhibit a strong concern with this goal area.

What are the implications of the IGI results for our long-range planning process:

The IGI results suggest that this area deserves more attention than we now give
it but it does not suggest that it is very high in our priority system and
therefore it confirms the lack of attention given to this area in our most
recent planning effort.

GOAL AREA: CULTURAL/AESTHETIC AWARENESS (Goal statements 15, 18, 21, 24)

TOTAL GROUP	IS RANK: 16 SHOULD BE RANK: 17 DISCREPANCY RANK: 11			
Statement	Is/should be Measure of Importance			
	None	Low	Medium	High
#15 to increase students' sensitivity to and appreciation of various forms of art and artistic expression.				
#18 to require students to complete some course work in the humanities or arts.				
#21 to encourage students to express themselves artistically, e.g., in music, painting, film-making.				
#24 to acquaint students with forms of artistic or literary expression in non-western countries.				

FACULTY   IS RANK: 16 SHOULD BE RANK: 16 DISCREPANCY RANK: 9

#15

#18

#21

#24

ADMINISTRATORS   IS RANK: 17 SHOULD BE RANK: 16 DISCREPANCY RANK: 8

#15

#18

#21

#24

SENIOR STUDENTS   IS RANK: 17 SHOULD BE RANK: 18 DISCREPANCY RANK: 17

#15

#18

#21

#24

GRADUATE & PROFESSIONAL   IS RANK: 16 SHOULD BE RANK: 17 DISCREPANCY RANK: 8

#15

#18

#21

#24

KEY: ⊙ Is
       ⊡ Should Be

⊡ Should Be which differs by 1.0 or more from Is.

GOAL AREA: ACADEMIC DEVELOPMENT

Nature of the Area:

This goal area has to do with the acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.

How has long-range planning addressed this area:

This area was seen as the concern of the University and as one of the three basic aims of the University in the Priorities for Progress. It was described as follows:

> "To acquire, disseminate, and advance knowledge: to develop scholarly habits of mind, to foster greater understanding of the interrelationship of knowledge. The University will continuously strive to develope better programs of liberal and general education for all undergraduate students,"

But only three specific items in the rest of the report seem to have a direct relation to this aim and they were all only "suggestions" which do not seem to have had any persistent follow-ups. The SCOPE report had a similar statement concerning the goals of the University and it devoted a whole section to Academic Goals and Environments with a number of specific recommendations to this end. Some of the recommendations have been implemented, a number have not. Toward the Second Century reiterates the affirmation of the importance of this goal and cites its allegiance to the SCOPE position on this subject. This document specifically treats the staffing needs of a few of the university's specialized programs but not the general concerns of this goal area. Emphases of accreditation and establishment of new programs are related, but the concern with what students achieve and how well we prepare them for advanced work are not addressed.

What are the implications of the IGI results for our long-range planning process:

These results are somewhat confusing. All groups seem to agree that we believe strongly in the importance of acquiring knowledge in at least one academic discipline, but administrators seem to believe that we are not doing the job we should be doing in insuring that students "acquire a basic knowledge of humanities, social sciences, and natural science." Faculty and administrators both perceive a major gap between what we are doing and what we should be doing to hold students to high standards of intellectual performance. These differences become more noticeable when we look at the differences between faculty, administrators, and seniors in regard to statements 4 and 9. In relative rankings of individual questions both faculty and administrators put these items high on the list of importance while students perceive them as falling in the mid-range of responses. The following questions have not really been addressed in our planning efforts. How do we accomplish these goal statements? How do we determine that these goals are being accomplished? How do we ensure that instructors impart these goals in their instruction? What evidence do we have that students are achieving the academic development goals of the University?

GOAL AREA: Academic Development

TOTAL GROUP — IS RANK: 2 — SHOULD BE RANK: 3 — DISCREPANCY RANK: 12

Is/should be Measure of Importance

Statement	None	Low	Medium	High
1. Help students acquire knowledge in at least one academic discipline.				
4. Ensure that students acquire a basic knowledge of humanities, social sciences, and natural science.				
6. Prepare students for advanced academic work.				
9. Hold students to high standards of intellectual performance.				

FACULTY — IS RANK: 2 — SHOULD BE RANK: 3 — DISCREPANCY RANK: 9

1.

4.

6.

9.

ADMINISTRATORS — IS RANK: 2 — SHOULD BE RANK: 3 — DISCREPANCY RANK: 8

1.

4.

6.

9.

SENIOR STUDENTS — IS RANK: 2 — SHOULD BE RANK: 1 — DISCREPANCY RANK: 20

1.

4.

6.

9.

GRADUATE & PROFESSIONAL — IS RANK: 2 — SHOULD BE RANK: 2 — DISCREPANCY RANK: 17

1.

4.

6.

9.

| | 1 | 2 | 3 | 4 | 5 |

KEY: ⊙ Is
⊡ Should Be

⊡ Should Be which differs by 1.0 or more from Is.

GOAL AREA: OFF/CAMPUS LEARNING

Nature of the Area:

The statements in this area are concerned with granting credit or degrees for
work done away from the campus. The statements involve typical schemes to this
end, i.e., credit for study abroad, for work experience, for multiple-campus
study, and degrees to be awarded on the basis of examination(s).

How has long-range planning addressed this area:

This goal area bulks large in all planning documents from 1967-1981. Priorities
for Progress treats this goal area as lying within the main purposes of the Uni-
versity. The SCOPE Report makes its number one and two recommendations in this
area. Toward the Second Century includes this goal area within the top six goal
areas to be achieved without new external resources.

What are the implications of the IGI results for our long-range planning process:

The emphasis in planning documents runs directly counter to the findings of the
IGI. All groups thought it is and should be of low or medium importance and
faculty and administrators saw relatively little discrepancy between what we
are doing and what we should be doing. No group showed an interest in granting
degrees by examination.

GOAL AREA: Off-Campus Learning

TOTAL GROUP — IS RANK: 19 SHOULD BE RANK: 19 DISCREPANCY RANK: 13

Is/should be Measure of Importance

| Statement	None	Low	Medium	High
#68 to encourage students to spend time away from campus gaining credit for such acti- vities as a year of study abroad, in work..				
#72 to participate in a network of colleges through which students, according to plan, may study on several campuses...				
#75 to award degrees for supervised study away from campus--extension, corresp., field work				
#78 to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination with no college supervised study necessary.				

FACULTY — IS RANK: 19 SHOULD BE RANK: 19 DISCREPANCY RANK: 15

#68

#72

#75

#78

ADMINISTRATORS — IS RANK: 16 SHOULD BE RANK: 19 DISCREPANCY RANK: 16

#68

#72

#75

#78

SENIOR STUDENTS — IS RANK: 18 SHOULD BE RANK: 19 DISCREPANCY RANK: 11

#68

#72

#75

#78

GRADUATE & PROFESSIONAL — IS RANK: 18 SHOULD BE RANK: 19 DISCREPANCY RANK: 9

#68

#72

#75

#78

1   2   3   4   5

KEY: ⊙ Is
      [:] Should Be
      [⊡] Should Be which differs by 1.0 or more from Is.
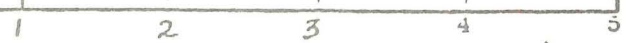
GOAL AREA: FREEDOM

Nature of the Area:

This goal area is concerned with academic freedom, political freedom, and freedom of life style.

How has long-range planning addressed this area:

This goal area is totally absent from the 1967 and 1981 planning documents. This goal area receives heavy emphasis in the SCOPE Report which presents "academic freedom" as the first on a list of five essential features of a supportive academic environment. The issue of academic freedom is not addressed, however, in any of the specific recommendations. It is treated as a theme rather than a specific objective of policy.

What are the implications of the IGI results for our long-range planning process:

The results are mixed, in general freedom does not rank as high in our vision of the hierarchy of values as it does in our perception of the University's present state. On the other hand, all groups feel that we could do a little better in these areas than we do now. It should be noted that this agreement masks the fact that within each group, but especially among faculty and administrators, there appears to be a wide divergence of opinion. On the whole, however, the IGI results would confirm our lack of interest in planning in this area. The questions might be asked though as to whether the desire for an intellectually oriented and exciting campus is consonant with our relative contentment regarding the need to hear controversial speakers or the need to protect faculty who present unpopular or controversial ideas in the classroom.

GOAL AREA: Freedom

TOTAL GROUP — IS RANK: 3 SHOULD BE RANK: 9 DISCREPANCY RANK: 14

Is/should be Measure of Importance

Statement	None	Low	Medium	High

#54 to ensure that students are not prevented from hearing speakers with controversial views

#57 to ensure the freedom of students and faculty to chose their own life-styles.

#60 to place no restrictions on off-campus political activities by faculty or student

#63 to protect the right of faculty members to present unpopular or controversial ideas

FACULTY — IS RANK: 3 SHOULD BE RANK: 8 DISCREPANCY RANK: 13

#54

#57

#60

#63

ADMINISTRATORS — IS RANK: 4 SHOULD BE RANK: 9 DISCREPANCY RANK: 18

#54

#57

#60

#63

SENIOR STUDENTS — IS RANK: 3 SHOULD BE RANK: 9 DISCREPANCY RANK: 15.5

#54

#57

#60

#63

GRADUATE & PROFESSIONAL — IS RANK: 3 SHOULD BE RANK: 6 DISCREPANCY RANK: 13.5

#54

#57

#60

#63

1 2 3 4 5

KEY: ⊙ Is   ⊡ Should Be which differs by 1.0 or more
      ⊡ Should Be   from Is.

GOAL AREA: MEETING LOCAL NEEDS

Nature of the Area:

This area is rather broadly defined and involves meeting local needs in educational, cultural, economic, and social respects. It implies the use of both faculty and student resources.

How has long-range planning addressed this area:

In Toward the Second Century one of the planning assumptions was that the University would face an increased demand from local government and business to supply research and expert service (assumption #7) and this would seem to have some correspondence to item #39 in the IGI survey. None of the other items seem to have any connection with the most recent planning effort. Moreover the document does not directly address the question of what kind of manpower might be needed locally nor what specific steps could be taken to meet this need. Presumably any steps which improve the quality of education at UND might be seen as relevant, but no critical examination of this assumption is considered.

In the SCOPE Report recommendation #137, "Develop more interest in the Grand Forks Community . . . in continuing education programs concerned with cultural enrichment, international affairs and other areas not related to professional education or job training" seems to address items 29 and 33, and recommendations 163 and 164 seem to address item 33. These call for coordinating social and cultural events to achieve balance and fit community interest and for the creation of a museum facility at UND. Recommendation 170 calls for promoting relations and understanding between students and the Grand Forks community, so too, in some measure, it addresses item 40.

Priorities for Progress, though it included a discussion of the need for service to the community, did not include any special recommendations or suggestions which were aimed specifically at the local community.

What are the implications of the IGI results for our long-range planning process:

In general the results would seem to indicate that we have been giving too much planning attention to local needs. It should be noted that in all respects this seems to be an area of relatively low concern. It is not seen as of great importance at present and, despite the fact that all groups think we should improve our performance in this area, it would rank lower in the importance we think should be assigned to it than it now does. The fact that this area ranks low in the discrepancy rank is another way of seeing this same fact. It is perhaps significant though that our concern with providing educational and cultural opportunities (items 29 & 33) is noticeably higher than our concern with providing trained manpower or involving students in community service. Lastly, it should be noted that administrators seem to be more widely divided on desirability of emphasizing this area than do other groups.

The lack of emphasis in the most recent planning effort seems to accurately reflect the relatively low importance assigned to some elements of this area but the "Should Be" scores on items 29 and 33 would seem to indicate that these areas deserve continuing attention and that the SCOPE Report reflects continuing concerns for long-range planning.

2199
36

GOAL AREA: MEETING LOCAL NEEDS

TOTAL GROUP — IS RANK: 9 SHOULD BE RANK: 13 DISCREPANCY RANK: 15

Is/should be Measure of Importance

Statement	None	Low	Medium	High
29. To provide continuing educational opportunities for local-area adults on a part time basis.				
33. To serve as a cultural center in the community served by the campus.				
39. To provide trained manpower for local area business, industry & government.				
40. To facilitate involvement of students in neighborhood and community service activities.				

FACULTY — IS RANK: 11 SHOULD BE RANK: 14 DISCREPANCY RANK: 15

29.
33.
39.
40.

ADMINISTRATORS — IS RANK: 11 SHOULD BE RANK: 13 DISCREPANCY RANK: 14

29.
33.
39.
40.

SENIOR STUDENTS — IS RANK: 8 SHOULD BE RANK: 11 DISCREPANCY RANK: 13

29.
33.
39.
40.

GRADUATE & PROFESSIONAL — IS RANK: 7 SHOULD BE RANK: 13 DISCREPANCY RANK: 15

29.
33.
39.
40.

KEY: ⊙ Is
      ▫ Should Be
      [▫] Should Be which differs by 1.0 or more from Is.

GOAL AREA: ADVANCED TRAINING

Nature of the Goal Area:

The statements concern the importance of graduate education or post-bacca-
laureate training.

How has the long-range planning addressed this area:

All planning documents since 1967 have stressed the importance of this area.

What are the implications of the IGI results for our long-range planning process:

The IGI shows that we are quite concerned with this area but it also shows that
we are pretty satisfied with what we are doing in this respect. It suggests
that relative to other concerns this ranks a little lower in the "Should Be"
categories than it ranks in the "Is" categories.

TOTAL GROUP   IS RANK: 1   SHOULD BE RANK: 4   DISCREPANCY RANK: 16

Is/should be Measure of Importance

Statement	None	Low	Medium	High
#27 to develop what would generally be regarded as strong and comprehensive graduate school				
#31 to provide training in one or more of the traditional professions such as law and medicine				
#32 to offer graduate programs in such "newer" professions as engineering, education, social work				
#41 to conduct advanced study in specialized problem areas--through research centers, graduate programs				

FACULTY   IS RANK: 1   SHOULD BE RANK: 5   DISCREPANCY RANK: 17

#27

#31

#32

#41

ADMINISTRATORS   IS RANK: 1   SHOULD BE RANK: 4   DISCREPANCY RANK: 15

#27

#31

#32

#41

SENIOR STUDENTS   IS RANK: 1   SHOULD BE RANK: 5.5   DISCREPANCY RANK: 15.5

#27

#31

#32

#41

GRADUATE & PROFESSIONAL   IS RANK: 1   SHOULD BE RANK: 3   DISCREPANCY RANK: 16

#27

#31

#32

#41

1   2   3   4   5

KEY: ⊙ Is

      ▫ Should Be

⊡ Should Be which differs by 1.0 or more from Is.

GOAL AREA: RESEARCH

Nature of the area:

The statements in this area concern how, and how much the University should
be committed to research.

How has long-range planning addressed this area:

All planning since 1967 has given great emphasis to this area and the most recent
planning effort gives the greatest emphasis to the importance of research and
to strengthening emphasis in that area.

What are the implications of the IGI results for our long-range planning process:

It is clear that the University considers research to be an important aspect of
this institution's work, but there is evidence that we may have somewhat overshot
the mark in the opinion of those responding to the IGI. It should be noted that
all groups think that research ranks higher in the hierarchy of goal areas than
it should. It is also noteworthy that on question 28 we have one of the few
cases where any group thinks what out to be is exceeded by what is. It should
also be noted that the School of Medicine is unusual in that its faculty feel
we should be doing much more in regards to research than we currently are.

GOAL AREA: Research

TOTAL GROUP   IS RANK: 4   SHOULD BE RANK: 10 DISCREPANCY RANK: 17

Is/should be Measure of Importance

Statement	None	Low	Medium	High
#28 to perform contract research for govt., business, or industry			⊙	
#34 to conduct basic research in the natural sciences			⊙ ⊡	
#35 to conduct basic research in the social sciences			⊙ ⊡	
#37 to contribute, through research, to the general advance of knowledge			⊙	⊡

FACULTY   IS RANK: 4   SHOULD BE RANK: 9 DISCREPANCY RANK: 15

	None	Low	Medium	High
#28			⊙	
#34			⊙ ⊡	
#35			⊙ ⊡	
#37			⊙	⊡

ADMINISTRATORS   IS RANK: 3   SHOULD BE RANK: 6   DISCREPANCY RANK: 12

	None	Low	Medium	High
#28			⊙	
#34			⊙ ⊡	
#35			⊙	⊡
#37			⊙	⊡

SENIOR STUDENTS   IS RANK: 7   SHOULD BE RANK: 15 DISCREPANCY RANK: 19

	None	Low	Medium	High
#28			⊙	⊡
#34			⊙ ⊡	
#35			⊙ ⊡	⊡
#37			⊙	⊡

GRADUATE & PROFESSIONAL   IS RANK: 4   SHOULD BE RANK: 10 DISCREPANCY RANK: 12

	None	Low	Medium	High
#28			⊙	⊡
#34			⊙	⊡
#35			⊙	⊡
#37			⊙	⊡

| 1 | 2 | 3 | 4 | 5 |

KEY: ⊙ Is
       ⊡ Should Be
       ⊡ Should Be which differs by 1.0 or more from Is

GOAL AREA: SOCIAL EGALITARIANISM

Nature of the Area:

The title may be somewhat misleading since the statements deal with open admission, affirmative action, and the development of remedial work in basic skills--a somewhat heterogeneous set of items.

How has long-range planning addressed this area:

Priorities for Progress called for limiting admission to those who had the "industry, ability, interest to profit from a university education."

The SCOPE Report gave great attention to the desireability of acquiring hetero-genity in the student body and to meeting the needs of minority groups including offering remedial work where needed. It called for the creation of a Women's Center.

The most recent planning effort assumed that there would be continuing governmental pressure for affirmative action and that the University would have to respond to these pressures. It also assumed that we would see an increase in the number of female students in the coming decade. But there were very few specific proposals for ways of responding programmatically to these forces.

What are the implications of the IGI results for our long-range planning process:

At the moment it would seem that the most recent planning effort misread the political direction of the national government. The IGI results suggest that social egalitarianism does not rank high on our priority list and that we see little need to improve on any of the items included in this area.

GOAL AREA: SOCIAL EGALITARIANSIM

TOTAL GROUP — IS RANK: 12 SHOULD BE RANK: 16 DISCREPANCY RANK: 18

Is/should be Measure of Importance

Statement	None	Low	Medium	High

#42 to provide educational experiences relevant to the evolving interests of women in America

#45 to move to or maintain a policy of essentially open admissions

#48 to offer developmental or remedial programs in basic skills

#52 to provide educational experiences relevant to the evolving interests of Blacks Chicanos, & American Indians.

FACULTY — IS RANK: 14 SHOULD BE RANK: 18 DISCREPANCY RANK: 18

#42

#45

#48

#52

ADMINISTRATORS — IS RANK: 12 SHOULD BE RANK: 17 DISCREPANCY RANK: 19

#42

#45

#48

#52

SENIOR STUDENTS — IS RANK: 12 SHOULD BE RANK: 14 DISCREPANCY RANK: 12

#42

#45

#48

#52

GRADUATE & PROFESSIONAL — IS RANK: 9 SHOULD BE RANK: 16 DISCREPANCY RANK: 19

#42

#45

#48

#52

KEY: ⊙ Is

⊡ Should Be

[⊡] Should Be which differs by 1.0 or more from Is

GOAL AREA: ACCOUNTABILITY AND EFFICIENCY

Nature of the Area:

This area seems to focus on the institution's commitment to the use of quantifi-
able data, (either in terms of monetary expenditures and measurable outputs or
in terms of the results of tests, surveys, career data or other such material)
to measure the effectiveness of our efforts.

How has long-range planning addressed this area:

The most recent planning effort, up to and including the PEC recommendations,
leaned very heavily on quantifiable evidence. The office of the VPAA provided,
initially, a set of baseline data which participants in the planning operation
were told should be used in subsequent planning. The nature of the planning
exercise was thus, in large measure determined in advance by the nature of the
base-line data collections. At all subsequent stages heavy emphasis was placed
on the use of such data. No particular effort was made to initiate the collec-
tion of other sorts of quantifiable data (e.g., a survey of alumni attitudes
toward their UND experience, a systematic sampling of graduating students to
determine standardized test scores, a systematic study of present occupations
of alumni in relation to undergraduate majors, etc.).

To some extent it seems as though our present situation is the result of earlier
planning ventures. Priorities for Progress noted a need for a systematic check
on the products of change and periodic evaluation of results and to that end
recommended the initiation of an ongoing program of institutional research (which
resulted in the creation of an office of institutional research). No recommen-
dations of the SCOPE Report seem to relate directly to this area, though it did
indicate that "Programs must demonstrate, through appropriate evaluation proce-
dures, that the objections are consistent with the mission of the University and
indicate how well the program has accomplished its intent." It also indicated
that effective evaluation depends on all elements of the University and of the
sponsoring agencies having free access to relevant information.

What are the implications of the IGI results for our long-range planning process:

Curiously enough the survey indicates that this area is now ranked higher in our
priority scale than most elements of the campus population believe that it should
be, but that does not mean that there are major differences between the mean scores
for "Is" and "Should Be." In those terms this is an item on which there is general
agreement that what we are now doing is in line with what we might do. All seem
to agree that cost factors are not the criteria by which university priorities
should be determined, and all elements seem to agree that they presently play too
important a role. Curiously enough, it is the students, and especially graduate
and professional students who think we should be doing more to demonstrate that
our results measure up to our promises. Administrators seem, understandably, to
be slightly more concerned with this area than are faculty, but there is more
consistency between the views of these two elements than one might have expected.
Perhaps more significant is the evidence that neither faculty nor administrators
are in internal agreement on this issue, (i.e., the standard deviation on items
in this area is relatively large). It would seem, however, in this case that
some planning efforts should at least be devoted to determining whether graduate
and professional students actually have such a different perception of reality
from the other elements of the campus population and whether that difference has
any basis that should be considered in our planning effort. It should be noted that
not much attention has been given to how priorities are determined for deciding on
what we should measure in terms of accountability and efficiency or who should de-
cide what data we should seek.

GOAL AREA: ACCOUNTABILITY & EFFICIENCY

TOTAL GROUP	IS RANK: 5	SHOULD BE RANK: 12	DISCREPANCY RANK: 19

Is/should be Measure of Importance

Statement	None	Low	Medium	High
79. To apply cost criteria in deciding among alternative academic & non-academic programs				
81. To regularly provide evidence that the institution is actually achieving its goals.				
83. To be concerned about the efficiency with which college/university operations are conducted.				
87. To be accountable to funding sources for the effectiveness of college/univ. programs				

FACULTY	IS RANK: 5	SHOULD BE RANK: 13	DISCREPANCY RANK: 19

79.

81.

83.

87.

ADMINISTRATORS	IS RANK: 6	SHOULD BE RANK: 12	DISCREPANCY RANK: 17

79.

81.

83.

87.

SENIOR STUDENTS	IS RANK: 4	SHOULD BE RANK: 10	DISCREPANCY RANK: 18

79.

81.

83.

87.

GRADUATE & PROFESSIONAL	IS RANK: 5	SHOULD BE RANK: 14	DISCREPANCY RANK: 18

79.

81.

83.

87.

KEY: ⊙ Is

▫ Should Be

▣ Should Be which differs by 1.0 or more from Is.

GOAL AREA: TRADITIONAL RELIGIOUSNESS

Nature of the Area:

This goal area was intended to mean a religiousness that is sectarian, doctrinaire, and traditional rather than "secular" or "modern," though items 19 and 22 do not have to be read that way.

How has long-range planning addressed this area:

It has not.

What are the implications of the IGI results for our long-range planning process:

This area is of low importance in the University and there is no evidence that we should expand it. On the other hand, this rejection of sectarian approaches to religion should not be read to indicate that the study of religious phenomena and issues within an academic context is inappropriate on this campus.

GOAL AREA: Traditonal Religiousness

TOTAL GROUP　　　　IS RANK: 20　SHOULD BE RANK: 20　DISCREPANCY RANK: 20

Statement	Is/should be Measure of Importance			
	None	Low	Medium	High
16. Educate students in a particular religious heritage				
19. Help students become aware of the potentialities of a a full-time religious vocation.				
22. Develop students' ability to understand and defend a theological position.				
25. Help students develop a dedication for serving God in everyday life.				

FACULTY　　　　IS RANK: 20　SHOULD BE RANK: 20　DISCREPANCY RANK: 20

16.

19.

22.

25.

ADMINISTRATORS　　　IS RANK: 20　SHOULD BE RANK: 20　DISCREPANCY RANK: 20

16.

19.

22.

25.

SENIOR STUDENTS　　　IS RANK: 20　SHOULD BE RANK: 20　DISCREPANCY RANK: 15

16.

19.

22.

25.

GRADUATE & PROFESSIONAL　　IS RANK: 20　SHOULD BE RANK: 20　DISCREPANCY RANK: 20

16.

19.

22.

25.

1　　　　2　　　　3　　　　4　　　　5

KEY:　⊙ Is

　　　□ Should Be

[⊡] Should Be which differs by 1.0 or more from Is.

GOAL AREA: MISCELLANEOUS GOAL STATEMENTS: 12, 71, 80, 82, 84

No effort is made to classify these statements and we have confined our comments to items that seem especially noteworthy.

Statement 12 indicates that we place a very high premium on graduating students who have basic competency in reading, 'riting, and 'rithmetic, but that we do not believe we are doing an especially good job in this area. No planning documents have addressed this question. It is not clear from responses to other statements, however, that the university community perceives a need for the remedial steps necessary to improve our position on this point.

Statement 80 indicates that we place a very high value on the image which the University has and that we feel there is a noticeable gap between "Is" and "Should Be" on this point.

MISCELLANEOUS GOAL STATEMENTS

| | 1 | 2 | 3 | 4 | 5 |

12. To ensure that students who graduate achieve some level of reading/writing/math competency.

Total
Faculty
Administrators
Seniors
Grad. & Profess.

71. To work for/maintain a large degree of institutional autonomy in relation to government & educational agencies.

Total
Faculty
Administrators
Seniors
Grad. & Profess.

80. To maintain or work for a reputable standing for the college or university in the academic world.

Total
Faculty
Administrators
Seniors
Grad. & Profess.

82. To carry on broad and vigorous program of extra-curricular activities and events for students.

Total
Faculty
Administrators
Seniors
Grad. & Profess.

84. To be organized for short, medium, and long-range planning.

Total
Faculty
Administrators
Seniors
Grad. & Profess.

KEY: ⊙ Is
⊡ Should Be
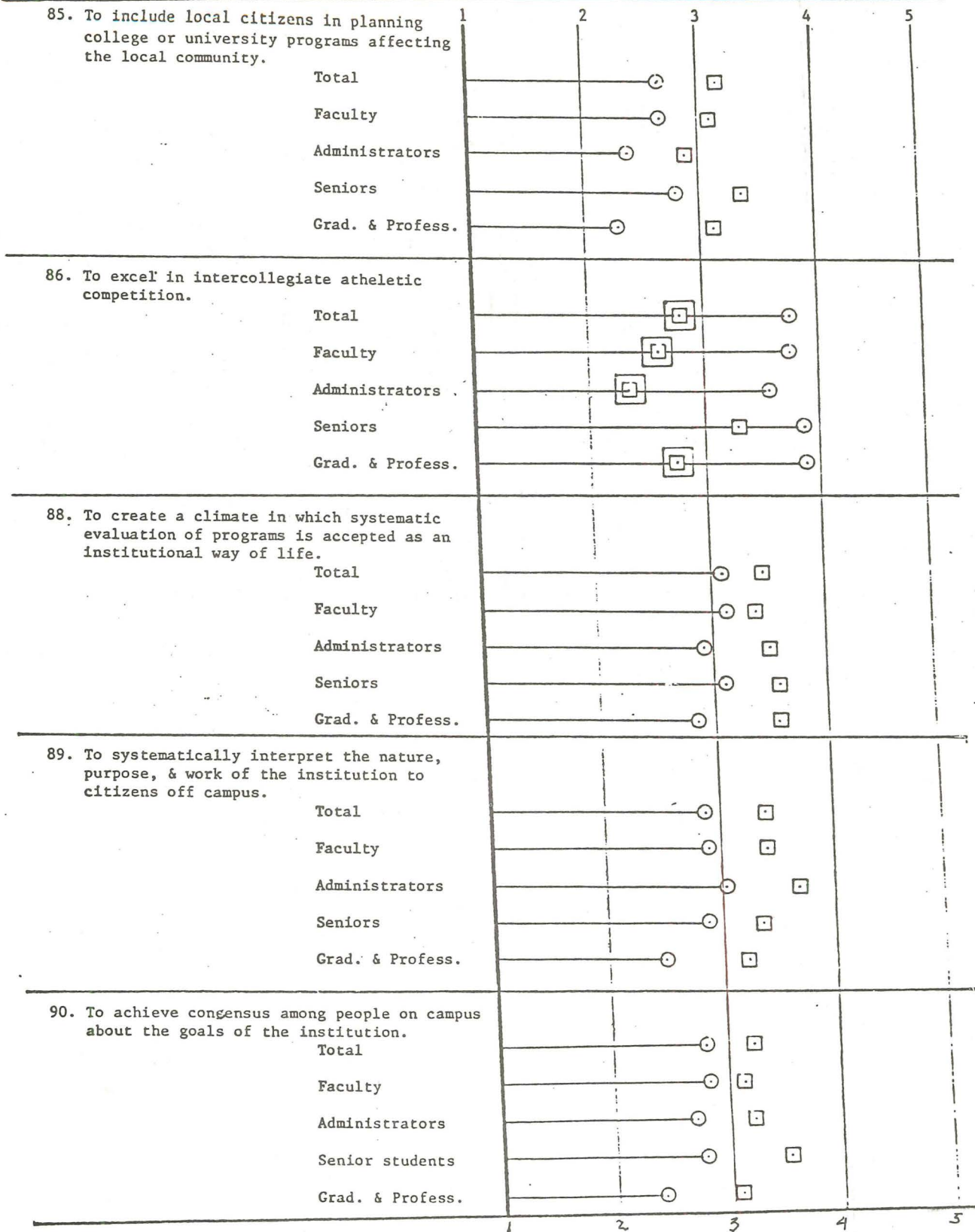▣ Should Be which differs by 1.0 or more from Is.

GOAL AREA: MISCELLANEOUS GOAL STATEMENTS; 85, 86, 88, 89, 90

As with the previous set of miscellaneous statements we have limited our comments.

Statement 86 is striking and anomolous. It is the only statement in which all groups agree that what "Should Be" is less than what "Is," and by a marked degree. It is also somewhat unusual in that it is an area which is not addressed in any of the planning documents.

Statement 90 is interesting because it indicates that we do not seem to believe consensus is very important, or put another way, it implies that we can accept diversity. It also suggests, when compared to the items in the community goal area, that we do not think community and lack of consensus are incompatible. It should be mentioned that this is a view shared by those who designed the IGI. They believe discussion is important but they indicate that institutions of higher education do not thrive as monoliths.

85. To include local citizens in planning college or university programs affecting the local community.

Total
Faculty
Administrators
Seniors
Grad. & Profess.

86. To excel in intercollegiate atheletic competition.

Total
Faculty
Administrators
Seniors
Grad. & Profess.

88. To create a climate in which systematic evaluation of programs is accepted as an institutional way of life.

Total
Faculty
Administrators
Seniors
Grad. & Profess.

89. To systematically interpret the nature, purpose, & work of the institution to citizens off campus.

Total
Faculty
Administrators
Seniors
Grad. & Profess.

90. To achieve consensus among people on campus about the goals of the institution.

Total
Faculty
Administrators
Senior students
Grad. & Profess.

KEY: ⊙ Is   ▣ Should Be which differs by 1.0 or more
       ⊡ Should Be   from Is.

List of additional charts available either from the committee
or from the Office of Institutional Research:

1. Statements fo what the university should be ranked
   in descending order of preference by the composite
   population (with rankings by each sub-population
   indicated).

2. Index of discontent: list of specific goal statements
   which deviate by more than 1.0 (a quartile) between
   is and should be.

3. I.G.I. goal areas ranked by perceived discrepancies
   and indicating ranking for the total sample population
   and for sub-populations.

4. I.G.I. goal areas ranked by perceived discrepancies
   for each participating college at U.N.D.

5. Comparitive chart of is and should be rankings
   by sub-populations at U.N.D.