



4-4-1985

April 4, 1985

University of North Dakota

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MINUTES OF THE UNIVERSITY SENATE MEETING

April 4, 1985

1.

The April meeting of the University Senate was held at 4:05 p.m. on Thursday, April 4, 1985, in room 7, Gamble Hall. Randy Lee presided.

2.

The following members of the Senate were present:

Akers, Thomas K.	Johnson, A. William	Odegard, John
Antes, James R.	Kannowski, Paul B.	Oring, Lewis
Beiswenger, Lyle	Keel, Vernon	Owens, Thomas C.
Bender, Myron	Kolstoe, Ralph H.	Perrone, Vito
Bostrom, A. Joy	Korbach, Robert	Ramsett, David
Bostrom, Donald	Kraus, Olen	Rylance, Daniel
Boyd, Robert	Kweit, Mary	Saggau, David
Chute, Edward J.	Lambeth, Sharon	Schubert, George
Clark, Alice	Larson, Omer R.	Selbyg, Arne
Dando, William A.	Laughlin, Jody	Tomasek, Henry
Dick, David	Lee, Randy H.	Turner, Charles
Donaldson, Sandra	Lewis, Robert W.	Uherka, David J.
Elsinga, Lillian	Loendorf, Lawrence	Walsh, William
Engel, Dean C.	Ludtke, Richard L.	Warren, Roy
Fletcher, Alan	Manderfeld, Donald	Wells, Rockwell
Hamerlik, Gerald	Markovich, Denise E.	Wermers, Donald
Hampsten, Elizabeth	McElroy-Edwards, J.	White, Harvey
Helgeson, Diane	Norman, Ernest J.	Wrenn, William J.
Hill, Richard L.	O'Donnell, Sheryl	Wright, Paul H.
Hinsvark, Inez	O'Kelly, Bernard	
Hoffarth, Al	O'Kelly, Marcia	

The following members of the Senate were absent:

Clifford, Thomas J.	Gilbert, Jay	Olson, Linda
Ahler, Janet	Heimdal, Monica	Olson, Mark
Becker, Pamela	Henry, Gordon	Pynn, Ronald E.
Bott, Alexander	Irwin, Carol	Rowe, Clair
Davis, Jeremy	Jacobsen, Bruce	Warner, Edward
DeMers, Judy L.	Johnson, Tom	Wilkie, Lawrence
Erickson, Jeff	Kinghorn, Norton D.	
Frein, George	Larson, R. Al	

3.

Mr. Boyd moved that the minutes of the March 7, 1985, meeting be approved, as distributed. The motion was seconded, voted upon and carried by a vote of 46 for, 1 abstaining and 2 other.

4.

Donald Kohns, Chair of the Continuing Education Committee, presented the annual report of the committee. Mr. Boyd moved receipt of the report. Ms. Elsinga seconded the motion which was voted upon and carried by a vote of 49 for and 2 other. (See attachment # 1.)

5.

Mr. Korbach moved that the annual report of the Intercollegiate Athletics Committee be received. Mr. Bender seconded the motion which was voted upon and carried by a vote of 53 for and 1 other. (See attachment # 2.)

6.

Mr. Lewis, Chair of the Committee on Committees, presented the report on nominees to Senate Committees and distributed the ballots. The Chair called for additional nominations from the floor for each committee. There being no additional nominations, the Senate proceeded to vote. (See attachment # 3 for the results.)

7.

Fred Schneider, Chair of the Curriculum Committee, presented the report of the committee. Mr. Tomasek moved approval of the report and the three new programs. Mr. Johnson seconded the motion which was voted upon and carried by a vote of 57 for and 2 abstaining. (See attachment # 4.)

8.

Mr. Chute, Chair of the ad hoc Committee on Faculty Grievances, moved approval of the report of the committee and adoption of the policy and procedures. Mr. Tomasek seconded the motion which was voted upon and carried by a vote of 58 for and 1 abstaining. (See attachment # 5.)

9.

Cecilia Volden, Chair of the ad hoc Committee on Policy for Resolving Student Academic Grievances, presented the revised report of that committee. She asked that a change be made under 7.2,B, The Grievance Process. In the third sentence, the words, "of the party against whom," should be removed and the words, "in which," should be inserted. Ms. Lambeth moved that the report be approved. Ms. Elsinga seconded the motion. Discussion followed.

Ms. Hampsten moved to amend the motion by substituting attachment # 7 for Section 7.1 and 7.2 (A and B). Mr. Chute seconded the motion to amend. Further discussion followed. The motion to amend was voted upon and defeated by a vote of 8 for, 49 against and 2 abstaining. The original motion was voted upon and carried by vote of 48 for, 8 against and 3 abstaining. (See attachment # 6.)

10.

Mr. Rylance requested that he be allowed to add a resolution to the agenda memorializing Professor Elwyn Robinson. Mr. Tomasek moved that the item be added. Mr. Johnson seconded the motion which was voted upon and carried by a unanimous vote. The resolution is as follows:

Professor Elwyn Burns Robinson died Sunday, March 25, 1985. He was 79 years old.

Elwyn Robinson came to the University of North Dakota in the Fall of 1935. He came at the invitation of Dr. Orin G. Libby for a salary of \$1,400. He taught a 15 hour teaching load. Eva, his wife of one day, came with him. In 1973, Robinson recalled his coming to North Dakota in an article in the Dakota Student: "We were married in the morning, I believe it was Labor Day. Our families took us down to the bus station that same day to leave for North Dakota. Eva and I always say it's still going on -- our honeymoon in Grand Forks. And I can still remember our first impression of Grand Forks. We looked out the window and said, 'I think we're going to like it here'." Their first home was a small apartment behind the Canterbury House. Rent was \$28.00 a month.

After ten years in the state, Professor Robinson developed an interest in the history of North Dakota. In 1947-48 he prepared forty quarter-hour radio talks on personalities in North Dakota history. Recorded at the University's station KFJM, the "Heros of Dakota" series was broadcast in numerous communities across the state. His preparation of a North Dakota history well launched by the work done on the "Heroes" talks, he began teaching a course about the state. The shape of the projected book and its great distinction grew out of the outstanding public lecture "The Themes of North Dakota History" in November 1957, inaugurating the gala, year-long observance of the 75th Anniversary of the University's founding. In it he developed six propositions about the state and its people, including the "Too-Much Mistake," which some persons, viewing it as an attack on the pioneers, resented. By 1964 he completed the manuscript of the first scholarly history of the state. Published in the fall of 1966, THE HISTORY OF NORTH DAKOTA was well received by reviewers, sold handsomely, and provided North Dakotans with the first serious, interpretative treatment of their home. In the intervening years it has been recognized as a model for works of its genre.

Professor Robinson's contributions were not limited to writing. As an elected member of the University's Graduate Committee and of the University Senate he was a doughty champion of high academic standards and of innovation in the pursuit of them. Indeed, his cogent argument for both contributed much to the progress made by the University after 1945. His skill in the classroom won recognition; in 1959 he received a distinguished Teacher Award and in 1967 was designated University Professor of History -- a high distinction.

On July 1, 1970 Professor Robinson retired from the University of North Dakota and as a member of the State Historical Society of North Dakota Board. In May 1984 he received the Distinguished Service Award of the University's Alumni Association. Professor Robinson was preceded in death by his wife Eva Foster Robinson, who died on February 26, 1984.

Mr. Rylance moved adoption of the resolution. Ms. Clark seconded the motion which was voted upon and carried. The Senate stood for a moment of silence in Professor Robinson's honor and memory.

11.

Mr. Odegard moved that a request from the Center for Aerospace Sciences be added to the agenda. Mr. Boyd seconded the motion. Discussion followed. The motion was voted upon and defeated by a vote of 23 for, 26 against and 1 abstaining.

12.

Mr. O'Kelly moved that the meeting adjourn. The motion was seconded, voted upon and carried unanimously and the meeting adjourned at 5:00 p.m.

D. J. Wermers
Secretary

THE UNIVERSITY OF NORTH DAKOTA

OUTREACH PROGRAMS
DIVISION OF CONTINUING EDUCATION
Box 8277, University Station
Grand Forks, North Dakota 58202
(701) 777-2661

DATE: March 20, 1985

TO: Members of the University Senate

FROM: Donald Kohns, Chair
Continuing Education Committee

RE: ANNUAL REPORT

During the 1984 calendar year the Senate Continuing Education Committee had seven meetings. The committee members were as follows:

Spring, 1984

Glinda Crawford, Home Economics & Nutrition, Chair
Edmon Adams, Math
Herbert Boswau, Languages, Vice Chair
Robert Boyd, Continuing Education
Donald Kohns, Business & Vocational Education
Brian Reynolds, Communication Disorders
Rachel Scott, Nursing

Fall, 1984

Donald Kohns, Business & Vocational Education, Chair
Herbert Boswau, Languages, Vice Chair
Robert Boyd, Continuing Education
Betty Gard, Chester Fritz Library
Donald K. Lemon, Educational Administration
Brian Reynolds, Communication Disorders
Rachel Scott, Nursing

SUMMARY OF ACTIVITIES

1. The Continuing Education Committee prepared a response to the Graduate committee regarding the format of graduate workshops. This response recommended that no changes be made concerning the present approval process and that the number of workshops to be offered each year not be allocated on a predetermined basis.

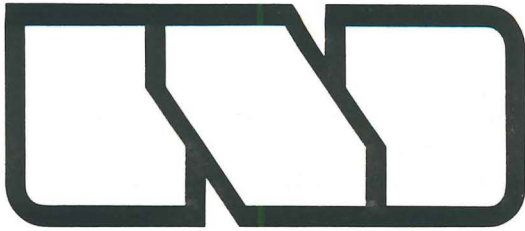
2. A report entitled "Historical Review of Faculty Compensation and Student Fees" was reviewed by Robert Boyd.
3. Special seminars were planned for faculty designed to acquaint them with how they can be involved in presenting conference. Those seminars were presented in September, October, and November, 1984. A one-day seminar will be presented to the Human Resources and Development Faculty in May.
4. Robert Boyd presented the Annual Report for Continuing Education for fiscal year, 1984. The committee reviewed the report.
5. The committee offered its assistance to the continuing Education Staff regarding a departmental self-study. An agenda of topics was developed by staff members and is being presented to the committee on a scheduled basis during the academic year of 1984-85. Committee members are offering observations, reactions, and recommendations to staff members with respect to Continuing Education programs, concerns, and operations.
6. An Outreach Program Survey was distributed to the faculty to identify perceptions regarding the importance of a variety of outreach programs and faculty involvement. A report of findings was forwarded to UND faculty and administrators. The respondents agreed that outreach was a part of the University's service to the state. They identified University, department, and faculty benefits derived from outreach participation. However, potential barriers to maximum faculty participation in outreach were evident. One of the most significant barriers was the recognition that outreach is a role of the University, yet less of a perceived responsibility of the individual faculty member. Other barriers included the lack of recognition for outreach participation by one's peers, perceived interference with one's regular faculty responsibilities, and the lack of understanding of benefits from outreach participation. While outreach activities have increased at the University of North Dakota, attention to reducing these barriers is needed in order for outreach programs to reach their full potential. (See Appendix A, Statement Response for a compilation of report findings).

APPENDIX A

STATEMENT RESPONSE

	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Number of Response</u>
1. Outreach activities may yield significant recognition for the University.	54%	39%	3%	3%	1%	208
2. Outreach can act as a stimulant for on-campus program development.	27%	56%	11%	5%	1%	208
3. Outreach teaching benefits the faculty member's teaching in the instructional program on campus.	18%	40%	24%	13%	5%	206
4. Outreach activities may stimulate subsequent research.	18%	46%	22%	10%	4%	209
5. Outreach teaching is helpful in securing grants by providing experiences, connections and credentials.	5%	39%	39%	14%	3%	186
6. Outreach teaching aids professors in bridging the gap between theory and practice.	26%	42%	18%	11%	3%	204
7. Outreach teaching can be important in gaining recognition among one's professional peers.	16%	31%	16%	26%	11%	207
8. Outreach activities off campus tend to negatively influence on-campus enrollments.	2%	8%	23%	50%	17%	204
9. Outreach materials which are developed or information which is gathered are useful for presentations at professional meetings or for professional publications.	10%	38%	31%	19%	2%	211
10. Outreach activities can help to identify previously unrecognized educational needs.	22%	65%	10%	3%	0%	206
11. Outreach materials originally produced for outreach use are useful in the instructional program on campus.	14%	53%	26%	5%	2%	205

	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Number of Responses</u>
12. Outreach is a part of the University's service to the State.	57%	36%	4%	2%	1%	206
13. Outreach is something in which I should have a responsibility to participate.	28%	38%	15%	14%	5%	205
14. Outreach teaching done on an over-load basis should be given equal consideration toward tenure and promotion as teaching done as part of load.	36%	33%	13%	14%	4%	206
15. Outreach activities should be evaluated using the same methods as on-campus activities.	18%	31%	22%	25%	4%	205
16. Outreach teaching interferes with the regular responsibilities of a faculty member.	13%	30%	21%	30%	6%	204
17. Outreach activities are beneficial to the departments that participate.	20%	54%	16%	7%	3%	201
18. Outreach activities develop important linkages between scholars and practitioners.	26%	48%	18%	6%	2%	200
19. Outreach activities detract from the reputation of the University.	3%	3%	8%	48%	38%	202
20. Outreach activities should be supported by State appropriated funds.	37%	38%	19%	2%	4%	199
21. Outreach activities included as a faculty member's assigned job responsibilities should be considered in tenure and/or promotion reviews.	48%	37%	9%	2%	4%	197



memorandum

TO: Dr. Don Wermers, Director of Admissions and Records, and; Secretary University Senate Executive Committee
 FROM: Dr. Luvern R. Eickhoff, Chairman
 Intercollegiate Athletics Committee
 RE: 1984-85 Annual Report of the Intercollegiate Athletics Committee.

DATE: March 21, 1985

The purpose of this memorandum is to present to you the 1984-85 Annual Report of the Intercollegiate Athletics Committee as directed me in your memorandum of October 1, 1984, for presentation to the University Senate on April 4, 1985.

This report includes the meeting dates from March 23, 1984 to March 21, 1985. The March 23rd date is included because in the previous report the Board did not meet for the March meeting. The March 1985 meeting is included because we are meeting the date of this memorandum.

REPORT TO THE UNIVERSITY SENATE, AND REPORT TO THE EXECUTIVE COMMITTEE OF THE UNIVERSITY SENATE, FROM THE UNIVERSITY OF NORTH DAKOTA INTERCOLLEGIATE ATHLETICS COMMITTEE (ATHLETIC BOARD OF CONTROL)

This annual report of the Intercollegiate Athletics Committee is submitted to the University Senate pursuant to the February, 1975 resolution of that body requiring a brief annual report; this annual report of the Intercollegiate Athletic Committee is submitted to the Executive Committee of the University Senate pursuant to paragraph IV of the Standing Committees article of the Bylaws of the University Senate.

The last annual report of the committee was submitted March 22, 1984. This report purviews the twelve months since that submission. During the entire period of report, the Chair of the committee has been Luvern R. Eickhoff. Athletic Business Manager, Jerry Kvidt, acts as the Committee's secretary, and maintains the committee's records and minutes.

VOTING MEMBERS*- Until June 30, 1984, faculty representatives on the committee were Randy Lee (Law), Bill Wrenn (Biology), Luvern Eickhoff (Industrial Technology), Diane Langemo (Nursing), Larry Loendorf (Anth. & Arch.), and Paul Ray (Biochem. & Mol. Bio.); after June 1984, faculty representatives on the Committee have been Bill Wrenn, Luvern Eickhoff, Diane Langemo, and Paul Ray from the previous list, plus Ronald Pynn (Political Science), and Robert Korbach (Economics). Until September 1984, student members were; Jon Jonasson, Bill Altringer, and Kathy Hill; after September 1984, student members have been Brad Dolan, Cindy Davies, and Kevin Kamrowski. The Alumni representatives throughout the period have been Gordon Caldis (Grand Forks) and Mark Foss (Fargo). The Director of Athletics, Carl Miller, served until August, after August until October, Helen Smiley served as Acting Director. Since October, John "Gino" Gasparini, has served as Director of Athletics.

OTHER MEMBERS* - Other members of the committee include Associate/Assistant Director of Athletics, Helen Smiley, Athletic Business Manager, Jerry Kvidt, UND Vice President for Finance, Lyle Beiswenger and UND's Institutional Representative to the NCAA, George Schubert,

MEETINGS - The committee has met during the reporting period, on the following dates: March 29, 1984; April 12, 1984; September 19, 1984; October 18, 1984; November 15, 1984; December 13, 1984; January 28, 1985; February 19, 1985; and, March 21, 1985. Minutes for each meeting occurring during the period of this report will be available at the Senate meeting to which this report is presented. Minutes for all meetings of the committee are available and on file in the Department of Athletics.

ACTIVITIES - The regular business of the committee, which it continues to pursue, consists of; reviewing and acting on the minutes of the previous meeting, reviewing the monthly financial statements, cash reports, and status reports; monitoring the performance of the budget for the programs of athletics; through a sub-committee and full committee membership, monitoring compliance with University protocol on appointments to the administration, faculty, and staff of the Department of Athletics; assisting and advising in the preparation of future budgets; reviewing and approving athletic schedules; reviewing and approving recommendations from coaches for recognition as "letterwinners" in respective sports; monitoring the program of athletics for consistency and compliance with the University of North Dakota Athletic Manual 1983-84; and, as appropriate, commending various athletics for marks of excellence.

In addition, the committee services the Director of Athletics as an advisory body, providing the Director with discussion and consultation on matters of concern for the programs of athletics.


 Chairman, Intercollegiate
 Athletics Committee,
 March 21, 1985

*Who is a "member" of the Board, and which members (or even nonmembers) have a vote? These are not issues on which there is absolute clarity. See the "Wright Report" (the "Final Report of the Task Force on University Senate Committees," September, 1980). No doubt some of the confusion can be traced to the Senate's understandable point of view that the Committee is a Senate Committee, whereas, to others, it is a body having the aspects both of a Presidential and a Senate Committee. The hybrid nature of the Board is probably a result of the fact that the Committee does not exist because the Senate created it, but, rather, because UND, as a member of the National Collegiate Athletic Association bound to that organization's constitution, is required to lodge "control and responsibility for the conduct of intercollegiate athletics" in "the institution itself and ... the conference ... of which it is a member." The NCAA constitution [at 3-(1)-(i)-(2)-(a)] defines institutional control as "Administrative control or faculty control, or a combination of the two ...". UND appears to be an institution which has chosen the combination. The Committee has experienced no difficulty in the conduct of its business during the period of report, notwithstanding the absence of a recognized clarity on membership and votes.

APRIL 1985

BALLOT FOR

SENATE COMMITTEES

COMMITTEE	CONTINUING MEMBERS	TERM EXPIRES	NOMINEES	TERM EXPIRES
ACADEMIC POLICY	F. Howell	A&S (86)	ELECT 2 M. Wakefield-Fisher	Nsg (87) <u>X</u>
	D. Sheridan	A&S (86)	H. Straus	A&S (87) <u> </u>
			T. Akers	Med (87) <u>X</u>
ADMINISTRATIVE PROCEDURES	J. Bostrom	HRD (86)	ELECT 2 D. Helgeson	Nsg (87) <u>X</u>
	R. Ludtke	A&S (86)	D. Bodine	Engr (87) <u>X</u>
			W. Bolonchuk	HRD (87) <u> </u>
BOARD OF PUBLICATIONS*	B. Ring	A&S (87)	ELECT 1 Z. B. McGlashan	A&S <u>X</u>
			R. King	CTL/A&S <u> </u>
COMPENSATION	S. Lundberg	BPA (86)	ELECT 2 T. Robinson	A&S (88) <u>X</u>
	J. A. Williams	A&S (86)	H. White	HRD (88) <u>X</u>
	J. Reed	BPA (87)		
	A. Selbyg	A&S (87)		
CONTINUING EDUCATION	R. Scott	Nsg (86)	ELECT 2 J. Basuray	Nsg (88) <u>X</u>
	B. Reynolds	A&S (86)	Q. Brunson	CTL (88) <u> </u>
	B. Gard	Lib (87)	B. Vickrey	Law (88) <u>X</u>
	D. Lemon	CTL (87)		
CURRICULUM	M. Wright	Nsg (86)	ELECT 2 (one from each college) E. Hampsten	A&S (88) <u>X</u>
	L. Smiley	CTL (86)	D. Munski	A&S (88) <u> </u>
	L. Kubousek	Med (86)	B. Byrne	FA (88) <u>X</u>
	R. Kweit	BPA (87)	K. Koozin	FA (88) <u> </u>
	N. Bengiamin	Engr (87)		
	K. Oring	HRD (87)		
E. D. DeRemer	CAS (85)			

COMMITTEE	CONTINUING MEMBERS	TERM EXPIRES	NOMINEES	TERM EXPIRES
FACULTY BUDGET	D. Bostrom	BPA (86)	B. Bolonchuk	HRD (86) <u>X</u>
ADVISORY	L. Hill	FA (87)	R. Kauffman	BPA (87) <u>X</u>
(FUNDING OR ENROLLMENT EMERGENCY) *	M. Bender	HRD (85)	M. Kweit	BPA (88) <u>X</u>

*Highest vote getter will serve to 88 next to 87 and next 86 as previously elected

FACULTY IN-STRUCTURAL DEVELOPMENT			ELECT 2	
	J. Bostrom	HRD (86)	J. A. Williams	A&S (88) <u>X</u>
	S. Jalal	A&S (86)	F. Ceyhun	BPA (88) <u> </u>
	F. Peterson	CTL (87)	H. Slotnick	Med (88) <u>X</u>
	D. Poochigan	BPA (87)		

FACULTY RESEARCH			ELECT 2	
	N. Grewal	Engr (86)	R. Seabloom	A&S (88) <u>X</u>
	Z. B. McGlashan	A&S (86)	D. Bartak	A&S (88) <u>X</u>
	G. Iseminger	A&S (87)	D. Khactu	BPA (88) <u> </u>
	S. Peterson	A&S (87)		

GENERAL EDUCATION REQUIREMENTS			ELECT 3	
	E. Chute	A&S (86)	D. Poochigan	BPA (88) <u>X</u>
	R. Lee	Law (86)	A. R. Hasan	Engr (88) <u> </u>
	D. Bostrom	BPA (86)	W. Schwalm	A&S (88) <u>X</u>
	W. Gard	A&S (87)	W. Sheridan	A&S (88) <u>X</u>
	B. Uhlenberg	HRD (87)		
	D. Helgeson	Nsg (87)		

HONORARY DEGREE			ELECT 1	
	G. Prigge	A&S (86)	R. Kolstoe	A&S (90) <u> </u>
	J. Reid	Engr (87)	E. Norman	HRD (90) <u>X</u>
	J. LaBorde	Nsg (88)		

HONORS			ELECT 2	
	S. M. Jalal	A&S (86)	J. Waller	Med (88) <u>X</u>
	V. Keel	A&S (86)	R. Beringer	A&S (88) <u>X</u>
	M. Beard	A&S (86)	T. Potter	BPA (88) <u> </u>
	K. Hulley	A&S (87)		
	L. Lindholm	A&S (87)		
	M. Russell	HRD (87)		

COMMITTEE	CONTINUING MEMBERS	TERM EXPIRES	NOMINEES	TERM EXPIRES
INTERCOLLEGIATE ATHLETICS			ELECT 2	
	D. Langemo	Nsg (86)	J. Bostrom	HRD (88) <u>X</u>
	P. Ray	Med (86)	D. Wacker	BPA (88) <u> </u>
	R. Korbach	BPA (87)	J. Boelkins	Med (88) <u>X</u>
	R. Pynn	BPA (87)		
LIBRARY			ELECT 3	
	A. Fivizzani	A&S (86)	D. Bostrom	BPA (88) <u>X</u>
	J. Antes	A&S (86)	V. Norman	Nsg (88) <u>X</u>
	W. Dando	A&S (86)	R. Quesal	A&S (88) <u> </u>
	M. Anderegg	A&S (87)	P. Fry	Law (88) <u>X</u>
	F. D. Holland	Engr (87)		
	W. Gard	A&S (87)		
ROTC			ELECT 1	
	E. Norman	HRD (86)	R. Mower	A&S (88) <u>X</u>
	R. Molenaar	CAS (87)	D. Bodine	Engr (88) <u> </u>
SPECIAL REVIEW COMMITTEE POOL			ELECT 7	
	J. O'Hara	CTL (86)	J. Grinde	Nsg (88) <u> </u>
	J. Euler	Nsg (86)	H. Auer	HRD (88) <u>X</u>
	P. Wright	A&S (86)	P. Sadler	Engr (88) <u>X</u>
	C. Hill	Nsg (86)	E. Hampsten	A&S (88) <u>X</u>
	L. Smiley	CTL (86)	M. O'Kelly	Law (88) <u>X</u>
	W. Thoms	Law (86)	T. Lockney	Law (88) <u>X</u>
	K. McCleery	FA (86)	D. Ramsett	BPA (88) <u>X</u>
	D. Bostrom	BPA (87)	J. McElroy-Edwards	FA (88) <u>X</u>
	J. Crawford	A&S (87)		
	J. DeMers	Med (87)		
	R. Ludtke	A&S (87)		
	E. Norman	HRD (87)		
	R. Seabloom	A&S (87)		
STUDENT ACADEMIC STANDARDS			ELECT 2	
	R. Kweit	BPA (86)	H. Boswau	A&S (88) <u>X</u>
	T. Owens	Engr (86)	H. Stinnet	Med (88) <u>X</u>
	J. Euler	Nsg (87)	R. Tenenbaum	A&S (88) <u> </u>
	R. Kolstoe	A&S (87)		

COMMITTEE	CONTINUING MEMBERS	TERM EXPIRES	NOMINEES	TERM EXPIRES
STUDENT ACTIVITIES	A. Kapaun	FA (86)	ELECT 1 M. Joshi	Med (88) _____
	J. DeFlyer	A&S (87)	D. Miller	FA (88) <u> X </u>
STUDENT POLICY	L. Oechsle	HRD (86)	ELECT 1 P. Millar	HRD (88) <u> X </u>
	T. Howard	A&S (86)	S. Rondeau	HRD (88) _____
	D. Nelson	A&S (87)		
	M. Grabe	A&S (87)		
SUMMER SESSIONS	E. Gade	HRD (86)	ELECT 2 R. Hill	CTL (88) <u> X </u>
	M. J. Schill	A&S (86)	S. McIntyre	HRD (88) <u> X </u>
	J. Crawford	A&S (87)	M. Askim	HRD (88) _____
	C. Hill	Nsg (87)		
UNIVERSITY FACULTY DEVELOPMENT	D. Helgeson	Nsg (87)	ELECT 2 M. Langemo	BPA (88) <u> X </u>
	L. Hill	FA (87)	W. L. Cheng	HRD (88) _____
	J. Ahler	CTL (86)	G. Chute	Nsg (88) <u> X </u>
	G. Prigge	A&S (86)		

New Programs Approved

by the University Curriculum Committee

I. New Program Bachelor of Accountancy

- A. To provide a professional degree program in Accounting for students preparing to enter the fields of public accounting, private accounting, and/or governmental or not-for-profit accounting.

Principal areas of subject concentration in the program are financial accounting theory and practice; auditing; income taxation; business law; managerial accounting theory and practice; and accounting information systems. Accompanying these fields of emphasis are the full complement of accreditations-designated topics and areas identified by the American Assembly of Collegiate Schools of Business as comprising the "common body of knowledge" for degree programs in Business; the broader qualities of at least fifty semester hours required to be taken in nonbusiness areas, including meeting all UND General Education Requirements; and a provision for students to pursue a reasonable number of other specific-interest courses as free electives. No substantial changes in the program are anticipated during the first four years of operation.

Though organized for professional preparation, the program will utilize existing courses exclusively. Currently available courses and facilities are adequately designed to meet the objectives of the program when properly organized into the proposed new curriculum.

II. New Program Bachelor of Science in Airway Science: Electronic Systems and Aviation Maintenance Management Areas of Concentration

- A. New course associated with new program: Aviation 301, Aviation for Aviators, 3 credit hours.

B. Program Description

To graduate persons who are qualified to work in the technical areas of the airway science subjects but who also have the training and potential for assuming management positions both within the Federal Aviation Administration and the aviation industry.

There are three areas of concentration approved in 1983 and operational in 1984. They are:

Airway Science Management
Airway Computer Science
Aircraft Systems Management

This is a request for approval of the last two of the five Airway Science Areas of Concentration approved by Congress, which are:

Airway Electronic Systems
Aviation Maintenance Management.

Except for one new course (Avit 301) the Airway Electronic Systems AOC is comprised of existing courses. All coursework taken at UND for the Aviation Maintenance Management AOC is comprised of existing courses.

It has been found that existing courses at UND contribute well to all of the areas of knowledge needed in this curriculum.

III. New Program Master of Science Degree in Computer Science

A. New courses associated with new program:

CSci 501	Topics in Computer Science	1-3 credits
CSci 512	Advanced Data Structures	3
CSci 513	DBMS Design	3
CSci 517	Computer Networks	3
CSci 520	Computer Graphics	3
CSci 523	Foundations of Computer Science II	3
CSci 526	Artificial Intelligence	3
CSci 556	Real-time Systems	3
CSci 565	Software Engineering	3
CSci 575	Analysis of Algorithms	3
CSci 591	Directed Studies	1-3

B. B agenda items related to new program:

CSci 507	Compiler Design Change number from 407 to 507 and prerequisite.	3
CSci 522	Foundations of Computer Science Change number from 430 to 522 and prerequisites.	3

C. Description of Program

- 1) Prepare students for entry in to the computer field at a relatively high level of expertise and responsibility.
- 2) Prepare students for study beyond the masters level.
- 3) Provide opportunities for training and professional advancement for computer professionals in the area.
- 4) Provide an opportunity for students at UND to obtain graduate level training in computer science as a minor or cognate area in their graduate program.

The initial program will be general in nature, closely following the ACM (Association for Computing Machinery) recommendations for a master's level program in computer science (CACM, March 81). It is planned over the next four years to increase our offerings in areas of particular importance to aerospace sciences, such as computer graphics, simulation, artificial intelligence, and data communications.

Two existing courses (Compiler Design and Theoretical Foundations of Computer Science) will be changed to graduate level courses. All other courses in the proposed program will be new courses offered by the Computer Science Department.

U N D MEMORANDUM

TO: UND Senate Executive Committee
FROM: Ad Hoc Committee to Implement BOHE Faculty Grievance Policy
RE: Proposals for April Senate Meeting Action
DATE: April 19, 1985

Please find attached to this memorandum our recommendations for the implementation of the Board of Higher Education's Policy 612 -- Faculty Grievances.

Page 1 is our recommendation for a UND Policy Statement providing the required definitions and exclusions to implement BOHE Policy 612. Pages 2 - 3 contain our recommended procedure to implement BOHE Policy 612 at UND.

The material in brackets [] is for informational purposes only, either as a cross reference to BOHE Policies or as our recommendation for the placement in the faculty handbook of any UND adopted policy and procedure.

We suggest that copies of BOHE Policy 612 be attached to our recommendations and that Senate members be asked to bring their faculty handbooks to the Senate meeting.

UND Policy Statement to implement BOHE policy 612

[to be placed in UND Faculty Handbook at p. III-30]

- [612.2] At the University of North Dakota, a "faculty grievance" shall include all matters related to the terms or conditions of employment except matters related to dismissals, terminations, non-renewals, or other administrative actions which result in the imposition of sanctions upon an academic staff member under BOHE Policy 605.G.
- [612.4]
- [605.G]
- [612.3] This "Faculty Grievance Policy" shall apply to all probationary, tenured and special academic staff appointments to the faculty of the University of North Dakota who are at the rank of instructor, assistant professor, associate professor, or professor. This policy shall also apply to academic staff who are appointed without faculty rank or status as lecturers and to graduate teaching assistants (but only in their appointments as teachers, not as graduate students).
- [612.3] This policy at the University of North Dakota shall not apply to administrators or to classified staff.

UND Procedures to Implement BOHE Policy 612

[to be placed in UND Faculty Handbook at p. III-30]

1. An academic staff member shall discuss any problem, complaint, or resentment with other persons involved in an attempt to resolve the situation.
2. Whenever department, college, or professional school procedures exist and apply, the academic staff member shall follow these procedures in an attempt to resolve the situation.
3. If the problem still is not resolved, the academic staff member may initiate a formal grievance, in writing, describing the problem, how it affects the academic staff member, and the remedy sought. This statement shall be submitted to the next appropriate administrative level (department chair, dean, or vice-president) and shall request the establishment of a Special Review Committee to attempt a mediation of the grievance.
4. The administrator receiving the request for a grievance review shall provide copies of the formal grievance to any person involved and shall discuss the problem with those involved. If the situation cannot be resolved at this level within 15 days from the initiation of the formal grievance, the administrator shall request the president of the faculty senate to appoint a Special Review Committee to mediate the situation.

[612.1]

- [612.5] 5. The special review committee shall attempt to resolve the grievance. If the grievance remains unresolved by the Special Review Committee's attempt at informal mediation, then the Special Review Committee shall make its own independent recommendations in writing to the academic staff member, the others involved, the administrator receiving the grievance request, and the president.
- [612.6] 6. After consideration of the Special Review Committee's report, the president or his designee shall inform the academic staff member, the others involved, the administrator receiving the grievance request, and the Special Review Committee members of his or her decision.
- [612.7] 7. If, after receiving the president's decision, the academic staff member is unsatisfied, then the academic staff member may appeal the president's decision to the Commissioner of Higher Education whose decision shall be final.

NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION

POLICY MANUAL

PAGE: 612 (1 of 2)

SUBJECT: PERSONNEL

EFFECTIVE: March 9, 1984

ISSUED: March 9, 1984

Section: 612 Faculty Grievances

POLICY

1. A Special Review Committee as established by the faculty governance structure of each institution shall be available to attempt mediation of faculty grievances.
2. "Grievance" does not include matters related to dismissals, terminations, or non-renewals.
3. This policy shall apply only to faculty as defined in § 605(B)(1) of these policies, to lecturers, to adjunct faculty and to graduate teaching assistants. It shall not apply to staff in the classified service or to administrators.
4. The faculty governance structure at each institution shall define the actions or conditions subject to grievance in accordance with §305.1 of these policies and shall file them with the State Board of Higher Education.
5. The Special Review Committee shall attempt to resolve the grievance on an informal basis. Should the grievance remain unresolved, the Committee shall make its recommendations in writing to the complainant, head of the academic unit or program area, dean or academic vice president, and president.
6. The president or his designee shall inform the grievant of his or her decision concerning the grievance after consideration of the Special Review Committee's recommendation.
7. Should the grievant be unsatisfied after the decision pursuant to subsection 6, the grievant may appeal to the Commissioner of Higher Education whose decision shall be final.

NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION

POLICY MANUAL

PAGE: 612 (2 of 2)

SUBJECT: PERSONNEL

EFFECTIVE: March 9, 1984

ISSUED: March 9, 1984

Section: 612 Faculty Grievances

HISTORY: New policy. State Board of Higher Education
Minutes, March 8-9, 1984, page 5220.

MEMO

March 14, 1985

To: Senate Executive Committee; Randy Lee, Chair
 From: Ad Hoc Committee on Policy for Resolving
 Academic Grievance; Cecilia Volden, Chair
 Re: Section 7 of the Code of Student Life

The attached draft is offered by the Ad Hoc Committee on Policy for Resolving Academic Grievance to the Senate for their action after deliberation of the discussion held at the Senate Executive Committee meeting of Feb 20 and at the March 6 meeting of members of the Executive Committee (Sharon Lambeth, Elizabeth Hampsten, Ed Chute) and members of the Ad Hoc Committee (Jim Antes, Larry Dobesh, Cecilia Volden).

This draft differs from the draft discussed at the February Senate meeting in the following manner:

1. Wording changes. Portions of the draft which Elizabeth Hampsten presented to the Senate Executive Committee and the Ad Hoc Committee were incorporated as they lent style and understandability to our ideas.

2. Amendments. Amendments passed at the February meeting have been incorporated into the work.

3. Written statement. What is to be included in the written statement is spelled out.

4. Power of the Student Academic Standards Committee in these matters. The issue primary in the tabling of this matter at the February meeting related to the power of the committee. This draft further specifies the powers as indicated in the last paragraph of Section 7.2 B. We believe that although a change of grade is severe there may be extreme circumstances in which this is warranted. In those instances we do not believe academic freedom is compromised. The Board of Higher Education Policy on Academic Freedom states, "Cognizant of his responsibilities to his profession and to his institution, the teacher accepts certain obligations; he should attempt to be accurate, to exercise sound judgment and respect the rights of others to express opinions.....If there are controls to be exercised over the teacher, they are the controls of personal integrity and the judgment of his colleagues" (Faculty Handbook, Section II.5, Page II-10). This policy indicates that there are responsibilities as well as rights inherent in the concept of academic freedom. The judgment of colleagues may be necessary when the carrying out of these responsibilities is in question. Considering the composition of the Student Academic Standards Committee (6 faculty and 2 students) the Senate may wish to indicate that

decisions on these matter would necessitate a majority vote of the faculty on the committee; thereby providing for judgment of colleagues.

The committee refers Senators to the memo attached to the agenda for the February meeting to review the charge which was given this committee by the Senate.

Thank you for your consideration and action on this very important matter.

UNIVERSITY OF NORTH DAKOTA
CODE OF STUDENT LIFE

MARCH, 1985

PROPOSED SECTION 7. ACADEMIC CONCERNS

7.1 INTRODUCTION

The University's commitments to academic quality and integrity as well as to academic freedom rest upon honesty and fairness in all aspects of scholarly endeavor. Faculty must test, grade, and review student work in a manner that is fair and reasonable, and students must maintain scholastic honesty beyond reproach. Disputes that arise about fairness and honesty are best resolved through open and sincere communication among all parties--students, faculty, committees, and administrators. This section on Academic Concerns addresses procedures for resolving academic grievances and instances of scholastic dishonesty.

7.2 ACADEMIC GRIEVANCES

A. Definition

The term "academic grievance" is defined as: A statement expressing a complaint, resentment, or accusation lodged by a student about an academic circumstance (such as grading, testing, quality of instruction) which is thought by the student to be unfair.

Academic issues subject to grievance procedures differ from those subject to the academic petition process. The petition process includes a request by the student to have a university, college, or program requirement waived or modified. It may include the right to appeal under circumstances outlined in the petition process. The substance of petitions and appeals is under the jurisdiction of individual colleges, schools, programs, or designated University committees. If a student thinks that a petition has not been handled fairly, the student may initiate a grievance based upon unfair treatment, but not upon the substantive issue.

B. The Grievance Process

Each undergraduate, graduate, and professional school or college shall have written procedures for academic grievances. These procedures are to begin with discussion between the grieving student and the faculty member, committee, or administrator with whom the student has a grievance. If the grievance is not resolved at this stage, then the student may advance the grievance through the procedures of the college or school of the party against whom the grievance originated. (In grievances brought by

graduate school students that involve graduate school policies, the relevant school is the Graduate School.)

Grievances not resolved at the level of the academic unit may be brought by any of the parties to the Student Academic Standards Committee. If the grievance results because of action of a committee not associated with a specific college, it may be taken directly to the Student Academic Standards Committee. Grievances must be presented in writing to the chair of the committee. This written statement should describe the grievance, indicate how it affects the individual or unit, and include the remedy sought from the committee. It will be the committee's charge to review the academic grievance, consult with all parties significantly involved in the grievance, document its findings, and make a final decision within a reasonable length of time (not to exceed 20 school days) after the grievance has been filed. A copy of the decision will be sent to the originator of the grievance, the dean of the unit involved, and those against whom the grievance originated. This committee has the authority to resolve the grievance by such actions as upholding an earlier decision, requiring a re-examination or re-review, and, in extreme cases, changing a grade. The committee, however, has no authority to take or recommend disciplinary action in these cases either with faculty, administrators, or students or to require permanent changes in classroom, administrative, or committee procedures. The decision of this committee is the final step in the University Academic Grievance process.

7.3 SCHOLASTIC DISHONESTY

Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cases of dishonesty may be handled as a scholastic matter or as a disciplinary matter at the discretion of the instructor. Instructors choosing to treat the case as a scholastic matter have the authority to decide how the incident of dishonesty will affect the student's grade in the course. Instructors choosing to treat the case as a disciplinary matter will refer the case to the Student Relations Committee which will handle the matter under Section 8 of the Code of Student Life. If the instructor has treated the case as a scholastic matter involving the grade in the course and the student has a grievance related to this action, that grievance would be processed as outlined in Section 7.2.

A. Cheating on a test includes, but is not restricted to:

1. Copying from another student's test.
2. Possessing or using material during a test not authorized by the person giving the test.
3. Collaborating with or seeking aid from another

student during a test without authority.

4. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test.
5. Substituting for another student or permitting another student to substitute for oneself to take a test.
6. Bribing another person to obtain an unadministered test or information about an unadministered test.

B. Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work.

C. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

Code of Student Life

Section 7. Academic Concerns.

7.1 Introduction

The University's commitments to academic quality and integrity as well as to academic freedom rest upon honesty and fairness in all aspects of scholarly endeavor. Faculty must test, grade, and review student work in a manner that is fair and reasonable, and students must maintain scholarstic honesty beyond reproach. Disputes that arise about fairness and honesty are best resolved through open and sincere communication among all parties--students, faculty, committees, and administrators. This section on Academic Concerns addresses procedures for resolving academic grievances and instances of scholastic dishonesty.

7.2 Academic Grievances

A. Grievance Defined

An academic grievance is a written complaint of unfair treatment in such matters as grading, testing, or the quality of instruction. A grievance is initiated by a student against the faculty or academic unit thought to have administered unfair treatment in an academic matter. A student's written statement of grievance should describe the grievance and say what remedy is sought.

Academic issues subject to grievance procedures differ from those subject to the academic petition process, although petitions may turn into grievances. Petitions have to do with substantive academic issues, like program requirements that a student might want to have waived or modified, and they are subject only to appeal procedures within academic units. If a student thinks that a petition has not been handled fairly, the student may initiate a grievance based upon unfair procedures, but not upon the substantive issue.

B. The Grievance Process

Each undergraduate, graduate, and professional school or college shall have written procdures for academic grievances. (In grievances brought by graduate school students that involve graduate school policies, the relevant school is the Graduate School.)

Students may bring grievances not resolved to their satisfaction at the level of the academic unit to the Student Academic Standards Committee. These include grievances arising from petitions to committees not lodged in departments or colleges/schools, and must be presented in writing to the chair of the Student Academic Standards Committee. It will be the committee's charge to reconcile the parties whenever possible. When reconciliation is not possible, the Committee will send its recommendations in writing to the relevant academic unit for final determination.

Wajahat Hampster
March 20, 1985