



3-7-1991

March 7, 1991: Agenda

University of North Dakota

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TO: Members of the Senate
FROM: Secretary of the Senate
SUBJECT: Senate Meeting on March 7, 1991
DATE: February 27, 1991

The March meeting of the University Senate will be held on Thursday, March 7, 1991, at 4:05 p.m. in room 7, Gamble Hall.

fli

AGENDA

- 1) Announcements.
- 2) Minutes of the previous meeting and business arising from the minutes.
- 3) Question Period.

CONSENT CALENDAR:

- 4) Annual Report of the Summer Sessions Committee. George Schubert. (See attachment #1.)
- 5) Annual Report of the Academic Policy Committee. Charles Robertson, Chair. (See attachment #2.)
- 6) Annual Report of the Administrative Procedures Committee. Monty Nielsen. (See attachment #3.)
- 7) Annual Report of the Student Academic Standards Committee. Monty Nielsen. (See attachment #4.)
- 8) Annual Report of the Admissions Committee. John D. Williams, Chair. (See attachment #5.)
- 9) Report of Curriculum Committee on the program termination of Master of Education, Educational Research and Evaluation. Gene Mahalko, Chair.

BUSINESS CALENDAR:

- 10) Annual Report of the Library Committee. Lonny Winrich, Chair. (Report was distributed with the December agenda.)
- 11) Report of the Honorary Degrees Committee. Randy Lee. (See attachment #6.)
- 12) Change in Policy on Administrative Responsibilities. Alice Clark. (See attachment #7.)

- 13) Nomination and Election of Faculty to be considered for service on the Self-Study Committee for North Central Accreditation. The nominees of the Committee on Committees are CAS: Dale DeRemer, Tom Wiggen; A&S: Mark Grabe, Graciela Wilborn; Business: Art Hiltner, Jim Navara; Engineering: Nagy Bengiamin, Frank Karner; Fine Arts: Kris Koozin, Barbara Lewis; HRD: Leole Furman, Beverly Uhlenberg; Law: Patricia Fry, Barry Vickrey; Medicine: Tom Akers, Robert Nordlie; Nursing: LaVonne Russell; CTL: Ivan Dahl, Steve Harlow. Barry Vickrey, Chair of Committee on Committees.
- 14) Report from Academic Policy Committee on
- 1) Determination of Residence Credit - Holding for additional considerations. (See attachment #8.)
 - 2) Changing Drop Date for classes

Present Policy from p. 42, UND 1990-92 catalog

CHANGE OF REGISTRATION

After a student has registered, he or she cannot change his or her course without the written consent of the adviser. The last day to drop a course without a grade for all students is on the Friday five weeks preceding Reading and Review Day each semester. (See also Pre-Summer and Summer Sessions deadlines on p. iv.) Thereafter, a student may not cancel from individual courses but must carry them to completion.

The last day to drop a class of less than the full semester in length (a mini-class) is a day two-thirds of the duration of the class.

If a course is dropped within the first 10 days of the semester, no indication of enrollment is made on the student's permanent record. If a course is dropped after the first 10 days of the semester, the enrollment is recorded on the student's permanent record and a W is entered in the grade column.

No change in registration involving addition of a new course or a change of sections is permitted after the tenth day of instruction of the semester (except during Pre-Summer and Summer Sessions). Changes from credit to audit or to or from S-U grading are permitted to the end of the fifth week of instruction (except during Pre-Summer and Summer Sessions). The specific deadlines for the various types of changes of registration are published in the Time Schedule of Classes each semester.

I. Proposed change recommended by Academic Policy Committee

After a student has registered, he or she cannot change his or her course without the written consent of the adviser. Students are permitted to drop a course without a grade through the first five weeks of the semester (except during Pre-Summer and Summer Sessions). A course may be dropped with a grade after the first five weeks of instruction through the Friday five weeks preceding Reading and Review Day each semester. (See also Pre-Summer and Summer Sessions deadlines on p. iv.) A change of registration during this period will require written consent of the adviser and instructor, and a satisfactory/unsatisfactory grade on the student's progress to that date. Thereafter, a student may not cancel from individual courses but must carry them to completion.

The last day to drop a class of less than the full semester in length (a mini-class) is a day two-thirds of the duration of the class.

If a course is dropped within the first 10 days of the semester, no indication of enrollment is made on the student's permanent record. If a course is dropped after the first 10 days of the semester and through the first five weeks, the enrollment is recorded on the student's permanent record and a W is entered in the grade column. When a course is dropped after the first five weeks of instruction, WS or WU (withdraw satisfactory or withdraw unsatisfactory) is entered in the grade column of the student's permanent record.

No change in registration involving addition of a new course or a change of sections is permitted after the tenth day of instruction of the semester (except during Pre-Summer and Summer Sessions). Changes from credit to audit or to or from S-U grading are permitted to the end of the fifth week of instruction (except during Pre-Summer and Summer Sessions). The specific deadlines for the various types of changes of registration are published in the Time Schedule of Classes each semester. Charles Robertson.

II. Proposed change recommended by Mary Kweit:

After a student has registered, he or she cannot change his or her course without the written consent of the adviser. The last day to drop a course without a grade for all students is on the

Friday five weeks after the beginning of classes each semester. (See also Pre-Summer and Summer Session Deadlines on p. iv.) Thereafter, a student may not cancel from individual courses but must carry them to completion.

The last day to drop a class of less than the full semester in length (a mini-class) is a day one-third of the duration of the class.

- 3) Review and Recommendation on Early Graduation Policy - recommended no action.
- 4) Review and Recommendation on Dismissal Policy

Present Policy from p. 48, UND 1990-92 catalog

UNDERGRADUATE PROBATION - DISMISSAL POLICY

Any student who does not maintain minimum academic requirements will, at the end of the term in which he/she fails to meet minimum standards be placed on Academic Probation. Subsequent failure to meet these standards will result in dismissal from the University.

A student on Academic Probation may remove Probation by attaining Good Standing. A student will not be dismissed at midyear for academic reasons but will be continued on probation unless he/she has failed to meet a written stipulation imposed by his/her Academic Dean or the Academic Standards Committee. A student on Academic Probation for his/her Spring Semester who does not remove his/her probation at the end of that semester will be dismissed.

A student who is dismissed and whose Grade Point Deficiency is not more than 15 and whose hours earned are less than 90 may be reinstated, without time limit, by the Dean of the College in which he/she will enroll the next semester. If the Grade Point Deficiency is more than 15 or if he/she has earned 90 or more hours, and does not have at least a 2.00 average, to be reinstated the student must petition the college in which he/she will enroll the next semester.

I. Proposed change recommended by Academic Policy Committee

Any student who does not maintain minimum academic requirements will, at the end of the term in which he/she fails to meet minimum standards, be placed on Academic Probation. Subsequent failure to meet these standards will result in dismissal from the

University.

A student on Academic Probation may remove Probation by attaining Good Standing. A student on Academic Probation who does not remove his or her probation at the end of the next semester in which he or she is enrolled as a full time student or at the completion of 12 additional semester hours, will be dismissed unless he or she is continued by his or her Academic Dean or the Academic Standards Committee. A student who has been continued will be dismissed at the end of the next semester in which he or she is enrolled as a full time student or at the completion of 12 additional semester hours, if the student has failed to meet the conditions of the written stipulations.

A student who is dismissed and whose Grade Point Deficiency is not more than 15 and whose hours earned are less than 90 may be reinstated, without time limit, by the Dean of the College in which he/she will enroll the next semester. If the Grade Point Deficiency is more than 15 or if he/she has earned 90 or more hours, and does not have at least a 2.00 average, to be reinstated the student must petition the college in which he/she will enroll the next semester.

5) Student Load

Requested change.

A student wishing to enroll in more than ? hours must obtain approval from her/his adviser and the dean of the college in which the student is enrolled.

From: more than 21 hours....

Holding for additional discussion. Charles Robertson, Chair.

15) Exploration of Merit Pay Planning.

Be it resolved that the University Senate supports the principle of rewards for high levels of faculty achievement. It asks that the Alumni Association solicit funds to establish an endowment from which monetary rewards can be made. Further, the Senate asks the administration to develop a proposal to be submitted through channels which would ask the North Dakota Legislature during the next biennial session to establish an endowment which can be used to generate merit stipends. It should be clear that the state is

responsible to provide base salaries to all faculty which are commensurate with their responsibilities and that the merit stipends would be awarded over and above the base salary.

When the funds are sufficient to begin the merit program. The University Senate will establish a committee made up of faculty, administration, and students to establish criteria for allocating merit stipends.

Rationale:

See attachment which discusses the basic concept for merit pay provisions and allocation. This concept is designed to increase and reward productivity, especially in the areas of research and teaching. It would allow the University to support all faculty at the minimal level currently supported by the state legislature and would provide rewards and incentives for the most productive faculty to remain at UND and receive competitive salaries. Robert Kweit (See attachment #9.)

- 16) Resolution: Because of the separation from home and families, as well as international crisis and political/economic concerns, it is imperative that we be especially diligent about ensuring that our international students, faculty, and staff are guaranteed all of the rights of a higher education community. It is important for each of us to reach out to the people in the international community to a greater extent than we ever have before. We hope as a result of this caring, the university will be a better place in which we all can learn and grow.

Rationale: The Gulf War has created stress for everyone, but the tensions are especially acute for those who are separated from familiar surroundings. It is important that we all be especially sensitive to and respectful of the feelings of the international students, faculty, and staff. Mary Kweit.

*Annual Report of the
Summer Session Committee
January 1, 1990 through December 31, 1990*

1989-90 Summer Session Committee Members

Stuart Lundberg
Sandra Modisett
Elizabeth Rankin
Lowell Thompson
William F. Sheridan
Bulent Uyar

1990-91 Summer Session Committee Members

Stuart Lundberg
Harold Wilde
Elizabeth Rankin
Lowell Thompson
William F. Sheridan (replaced Sandra Modisett, deceased)
Bulent Uyar

Dates of Summer Session Committee Meetings

March 5, 1990
April 30, 1990
November 5, 1990

Summer Session Committee Activities

During the past twelve months the Summer Session Committee has considered the following items:

1. The concept of a four-day work week and a six class-period day continues to be discussed. Using this concept the class periods would be: Period one: 7:05 - 8:20; Period two: 8:30 - 9:45; Period three - 9:55 - to 11:10; Period four - 11:20 - 12:35; Period five - 12:45 - 2:00; Period six - 2:10 - 3:25. This concept has been placed "on hold" for possible implementation at a later date.
2. A very brief statement/survey was mailed to faculty to elicit their opinion on increasing Summer Session faculty salaries by decreasing the Summer Session FTEs by approximately 10. Surveys were sent to 550 faculty members. Only 196 surveys were returned. Of these, 125 or 63 percent, were in favor of the motion; 53 or 27 percent were not in favor of the motion; 15 or .08 percent, had no opinion; and 3 or .01 percent were returned with comments only.

Many of the faculty who responded yes to the survey commented that even though they supported increased Summer Session salaries, they were extremely concerned about the effect a reduction of 10 Summer Session FTEs might have on them personally or on their department. Many of the yeses were qualified yes responses. Also, many of the department faculty who responded no, commented that their department could barely operate a legitimate Summer Session program on the number of Summer Session FTEs presently allocated to their unit.

The topic of Summer Session salaries has been forwarded to the Reallocation Committee for consideration and recommendation.

3. Due to the cost of energy during the Summer Session, the topic of removal of the eighth class period was discussed. The main energy saving would be from air conditioning costs. After contacting some department chairpersons and the Council of Deans, it was determined that numerous activities continue during and after the eighth class period. Faculty cited unscheduled meetings with students, research and writing and labs as late afternoon activities.
4. There will be three on-campus programs during the Summer Session involving high school students: The Upward Bound program directed by Mr. Neil Reuter; the High School Juniors Program administered through the Honors Program, The Summer Academy, a new program for students with superior scholastic achievement which will be administered jointly by Continuing Education and University College and Summer Sessions.
5. Also new for 1991, a Twelve Week Experimental Aviation Program will be offered. It will commence during the 1991 Pre Summer Session and conclude at the end of the eight-week Summer Session. This program will allow more efficient use of aircraft, decrease overhead costs, make better use of ideal flying conditions and decrease the impact of student demand on flying time during the fall and spring semesters.

**CENTER for AEROSPACE SCIENCES**

TO: University Senate

FROM: Charles Robertson, Chair, Academic Policy Committee

DATE: February 21, 1991

RE: Annual Report for the Academic Policy Committee

Committee Membership 1990-91

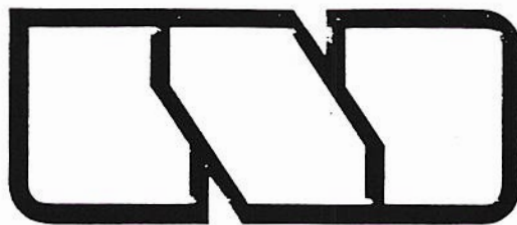
Diane Helgeson, Nursing
Nathan Irwin, Student
Charles Robertson, Aviation, Chair
Patricia Videtich, Geology
Stacie Wallace, Student
Pat White, Student
Tom Wiggen, Computer Science

The committee met once during the Fall semester and has met three times during the Spring semester. The committee will forward its recommendations to the Senate for changing the drop day policy, the dismissal policy, and the graduation date. The residence requirements policy has been referred to a subcommittee for further review. The review the maximum student load policy is being held for further discussions. Recommendations for both policies will be forwarded to the Senate at a later date.

DEPARTMENT OF AVIATION

UNIVERSITY OF NORTH DAKOTA
BOX 8216, UNIVERSITY STATION
GRAND FORKS, ND 58202-8216

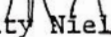
(701) 777-2791
(701) 777-3016 (FAX)



memorandum

TO: University Senate

DATE: 2/5/91

FROM:  Monty Nielsen, Chair

RE: Annual Administrative Procedures Committee Report to Senate

I. The Administrative Procedures Committee met on 15 occasions to review student petitions for deviations from university-wide academic requirements and policies, such as registration deadlines, grade changes, and all other administrative procedures not reserved to the jurisdiction of the Deans, except for general education requirements. The summary table below reports the activity of the committee from January 1, 1990 to December 31, 1990.

II. Membership:

Spring, 1990

Dean Schubert
 Dean Harris
 Robert Kweit
 Earl Mason
 Jack Miller
 Ronald Pynn
 Scott Stempson - Student member
 Monty Nielsen - ex officio,
 non-voting chair

Fall, 1990

Dean Schubert
 Dean Henriksen
 Jack Miller
 Ronald Pynn
 Mary Askim
 Michael Meyer
 Anthony Weiler - Student member
 Monty Nielsen - ex officio,
 non-voting chair

III. ADMINISTRATIVE PROCEDURES COMMITTEE SUMMARY REPORT FOR 1990

A. Petitions by type:	<u>Approved</u>	<u>Denied</u>	<u>Total</u>
1. Drops & cancellations after deadline	37	88	125
2. Instructors' grade changes	17	18	35
3. Permanent Incompletes	2	0	2
4. Repeat problems	1	4	5
5. Remove "W" or Inc. from record	2	3	5
6. Using Corres. as repeat or res. crs.	0	4	4
7. Changes in grading after deadline	7	9	16
8. Extension of Inc. after conversion	1	3	4
9. Rec. more crs than course app. for	0	2	2
10. Allow crs for two similar courses	0	1	1
	<u>67</u>	<u>132</u>	<u>199</u>
B. Re-considerations after denials (students appear before committee)	11	8	19
C. Referred back for additional information - 8			
D. Re-Submits - 7			

STUDENT ACADEMIC STANDARDS COMMITTEE SUMMARY REPORT FOR 1990

A. Students dismissed:		
1. Dismissed after Spring Semester 1990		347
2. Dismissed after Summer Session 1990		21
3. Dismissed after Fall Semester 1990		<u>149</u>
Total dismissed for year		517
B. Students reinstated by Deans		
1. Reinstated after Spring Semester 1990		120
2. Reinstated after Summer Session 1990		11
3. Reinstated after Fall Semester 1990		<u>79</u>
Total reinstatements by Deans for the year		210
C. Requests for Reinstatement by Committee		20
1. Approved	1	
2. Denied	19	
D. Personal Appeals of Denied Reinstatements		0
E. Academic Grievance Reviews		1

UNIVERSITY OF NORTH DAKOTA

DATE: February 14, 1991
 TO: Secretary of the University Senate
 FROM: John Delane Williams, Chairperson, Admissions Committee
 RE: *John Delane Williams*
 Annual Committee Report to the University Senate

Membership:

John Delane Williams (Chairperson)
 Charlotte Humphries
 Bruce Eberhardt
 Dory Marken
 Judy Demers
 Robert Kweit
 Shana Calbreath
 Rachel Greff
 Monty Neilsen (Ex-Officio)
 Donna Bruce (Ex-Officio)
 Dean Schieve (Consultant)
 Richard Balsley (Consultant)

Meetings were held on the following dates during 1990-91:

September 26
 October 9, 23
 November 13, 27
 December 11
 January 24
 February 13

Scheduled dates are:

February 27
 March 5, 26
 April 9, 23
 May 7

An appeals process was formulated and adopted on October 9, 1990.

(1) A student denied admission could submit his/her appeal to the Admissions Office and (2) a person in the Admissions Office, in receipt of this appeal, could convene the Appeals Committee, who could then act on the appeal. The composition of the Appeals Committee would include one representative each from University College, Student Affairs, and the Admissions Committee.

An appeals form was later constructed and approved by the Admissions Committee. A copy of that form is appended.

We had begun discussions of overhauling the admissions policy, and that discussion has continued. In light of the Senate's action at the January 24, 1991 meeting, that is, postponing the implementation of the restricted admission (restricted to one semester for students who score below 16 on the enhanced ACT and fall in the lower half of their graduating class) until Fall 1993, we have changed our direction slightly. Before leaving this, it should be pointed out that, until the admissions policies are changed, a student could achieve a low ACT score (say 6), be at the bottom of their graduating class, and still be admissible without stipulation if they are a graduate of a North

Dakota, Minnesota, South Dakota, Montana, Manitoba or Saskatchewan high school, or are a high school graduate from a WICHE compact state. Even if that student were a Minnesota resident, they apparently would summarily be rejected by Moorhead State University (minimum ACT of 21) and St. Cloud State University (minimum ACT of 25).

The dimensions of our present model of a new admissions standard would include high school rank, ACT scores and the courses and grades in courses that will be required for admissions in 1993; also number of years of study in foreign languages would be included. These sets of variables would be used in a regression equation with data beginning to be collected for Fall 1991. The criterion would be GPA for all courses attempted during 1991-92, yielding a predicted GPA. The adequacy of this model would be judged, and variables may be excluded that yield contra-indicated outcomes. It would be possible to set minimum predicted GPA's to restrict future class sizes, beginning in Fall 1993. Each year new data would be collected and the equation reformed. Special provisions should address two currently underrepresented minorities: Native Americans and Blacks. Separate equations could be run for the two groups, and the maximum predicted GPA could be used for decision making.

ADMISSION STATUS APPEAL

This form must be completed to appeal an admission denial or an admission with stipulations. Either type of admission decision indicates that you have scored below the national mean on the ACT (or SAT) and did not graduate in the top half of your high school class. Please describe the circumstances or conditions which may explain why you did not meet the admission criteria. Categories for various explanations are provided for your convenience. In addition to your responses, explanatory letters or documents from appropriate people must be submitted. The person(s) submitting the support letter(s) of explanation should send it directly to the Admissions Office. Appropriate people could include such people as: high school counselors, principals, special education teachers, social service workers, counselors and psychologists, or health care personnel.

Name _____ Social Security # _____
 High School _____ Composite ACT (SAT) Score _____

State what you believe were the chief reasons why you failed to meet the admission criteria at the University of North Dakota. Please write carefully as this is your opportunity to present your case to the Appeals Committee.

REASONS FOR FAILURE TO MEET ADMISSION CRITERIA

(Only answer questions relevant to your situation. You may attach additional pages, if needed.)

Health

1. Do you consider some ailment or illness to have contributed to your scholastic achievement or test performance? (State nature of illness and furnish written statement from physician.)

Scholastic

2. Do you believe a learning disability affected your scholastic achievement or test performance? (State nature of disability and furnish written statement from a qualified professional.)

SUMMARY STATEMENT FOR ADMISSION RECONSIDERATION

7. Explain why you believe that you will be a successful student at UND.

Signature of Student

This form should be brought or mailed to the Admissions Office, Box 8070, University of North Dakota, Grand Forks, North Dakota 58202. The supporting letters of reference should also be sent by the person providing the statement to the Admissions Office.

MEMORANDUM

TO: Donna Bruce, Undergraduate Admissions, for the Senate Executive Committee

FROM: R. Lee, Chair, Honorary Degrees

DATE: January 11, 1991

RE: Honorary Degrees Committee

The Honorary Degrees Committee asks to be placed on the February agenda of the University Senate for the purpose of recommending to the body the recommendation to the President of five (5) candidates for the award of an Honorary Degree from the University of North Dakota. Because, should the Senate concur in any of our recommendations, the President will need time to consider the matter, and must then request the action of the Board of Higher Education, and all of this must be finalized before Spring commencement exercises and schedules can be completed, we ask an agenda placement designed to render it more likely than less that the item will be reached.

We have followed the University's procedures for identifying and considering candidates. To honor and ensure compliance with the policy of the Board of Higher Education regarding confidentiality of the candidates' names until after Board approval (we recommend to the Senate; the Senate recommends to the President; the President recommends to the Board), we submit no names to you herewith.

Separate sheets on each of the five recommended candidates are enclosed. The qualifications adopted by the University Senate are the headings; each candidate's qualifications/accomplishments are arranged by criterion. We will add names to the facts at the Senate meeting, as is the usual practice. It is NOT the practice to distribute these with the notice of meeting, and that should NOT be done.

We assume that you will arrange for the five reporting forms to be copied sufficiently to provide each senator present with a complete set at the meeting. As is also the practice, we will collect these at the close of the Senate meeting. I will be present at the February Senate meeting, and will present our recommendations to our colleagues.

If you need further explanation, or will require my attendance at your Executive Committee meeting held to form the February agenda, please let me know. The Honorary Degrees Committee is composed of Alice Clark, Harvey Knull, Diane Langemo, Randy Lee, Steve Markovich, Rod Medalen, and Bette Olson.

RHL/js

1.2 Administrators' Responsibilities

The term "administrator" as used in this statement applies to the following positions at the University of North Dakota: the President, the Vice-Presidents, the Deans, the Department ~~Chairmen~~ Chairs and other directors of University programs and functions. The Statement on Faculty Responsibilities, adopted by the University Senate on November 4, 1971, applies equally to those administrators who exercise teaching responsibilities and/or hold faculty rank.

The University administrator has responsibilities in most of the following areas: financial administration, faculty and personnel administration, administration of the educational program, relationships with students, responsibilities as a teacher, responsibilities with his or her colleagues for the committee work of the University, the promotion of extracurricular activities within the area of his or her concern, and the provision of services to his or her profession and to the public. In order to discharge these responsibilities, two essentials must prevail: The administrator has the responsibility for defining in writing and publishing where appropriate the scope of work and the duties of those who are responsible to him or her. Authority to discharge these duties must be commensurate with the responsibilities assigned.

~~To attempt to insure that~~ Each administrator with faculty status continues and maintains (1) his or her responsibilities as a teacher and (2) his or her awareness of the nature of the student body and of the faculty's pedagogic concerns. Each administrator with faculty status should teach a course in his or her discipline (and preferably on the undergraduate level) at least once a year or advise as appropriate.

The University administrator should adhere to the following principles of democratic administration:

Respect for individuals.

Faith in the power of human intelligence to solve problems.

The right of each individual affected by policy formation or alteration to have an equitable part in the determination of that policy.

The right to act through his or her chosen representatives.

The right to equality of opportunity.

The exercise of fairness.

The right of ~~each~~ all individuals to appeal decisions and actions affecting ~~them~~ them and the right of ~~the~~ the individuals to be informed of avenues of appeal.

In the exercise of these basic principles, the administrator should nurture an atmosphere of mutual trust and honesty based on good communication.

The administrator also has a unique responsibility to keep abreast of the developments in his or her administrative field and to exercise leadership which encourages innovation and the development of receptivity to new ideas. As a leader the administrator functions within his or her group as its ~~spokesman~~ spokesperson, harmonizer, planner, executive, educator and symbol of its ideals.

Approved: UND Senate, 04-06-72

The University of North Dakota has developed a tradition of serving students through both on campus and off campus educational activities. Some of these activities are conducted for academic credit, others are not. The university governance structure and the Division of Continuing Education have developed mechanisms to assure the off campus for credit activities are as high quality as are their on campus counterparts. Indeed, the off campus for credit activities are approved university courses. It is the location of the student and the instructional delivery mode that seems to be the basic distinction between on campus and off campus for credit activities offered by the university.

The instructional delivery mode has led to descriptors such as correspondence work, extension work, and more recently telecommunicated courses (interactive video, delayed video, or educational telephone network). The location of the student has led to concepts such as residence requirement, in residence, and resident center. Concerns related to transfer coursework have led to terminology such as resident credit, residency credit, and also residence requirement.

A review of university policies suggests there are but two underlying concerns regarding the location of the student, the instructional delivery mode, and transfer coursework. Simply stated, the student must receive a quality educational experience to receive academic credit from the University of North Dakota. Furthermore, in order for a student to be awarded a University of North Dakota degree an appropriate portion of the educational experience must be received from the university. For a graduate degree a student might be expected to spend a portion of her or his experience in a scholarly setting, that is, normally, "in residence" on the university campus.

The relevant actions, dating back as far as 1940, form a basis for the present policies. Each policy addressed a particular concern at the time it was implemented. The terminology has increased as more policies became effective. Perhaps the time has come to recognize that university procedures have produced quality educational experiences regardless of the location of the student or the instructional delivery mode. Such recognition would be an acknowledgement of the efforts of the university faculty. This recognition could be achieved by accepting all university for credit activities as applicable toward a degree. This, however, would not limit a department, college, or the university from placing appropriate limitations on these credit activities. However, such limitations would normally be related to a curriculum issue and not to the location of the student or the instructional delivery mode. The following terminology could be used to facilitate the relevant university policies.

INSTITUTIONAL CREDIT: Academic credit awarded by the university or accepted as transfer credit.

RESIDENCE REQUIREMENT: The time required for a student, enrolled

in a specified course load, to be on the university campus or a designated resident center.

RESIDENT CENTER: A geographical location other than the university campus where the residence requirement can be fulfilled.

Presently coursework offered by the university or accepted as transfer coursework might apply toward the total credit hours requirement for a particular degree but might not apply toward the completion of a particular major or minor requirement. Thus, not all institutional credit activities will count toward a particular major/minor. This is an example of a limitation which is curriculum related and not a location or delivery mode consideration. The definition of Institutional Credit removes the distinction between on and off campus and between on campus, correspondence, and telecommunicated delivery modes.

The following two recommendations are made to promote University of North Dakota service to students regardless of location or instructional delivery mode and to clarify existing policies.

RECOMMENDATION 1: The University Senate approves the concepts and definition of Institutional Credit, Resident Requirement, and Resident Center being cognizant that such approval eliminates location of the student and instructional delivery mode as limitations.

RECOMMENDATION 2: The University Senate instructs the Academic Policy Committee to locate all current university policies affected by approval of Recommendation 1. Further, the committee is to bring to the Senate and identify those policies obviated by such approval and proposed language for the remaining relevant policies.

Walden State University

A "Utopian Essay," with appologies to B. F. Skinner.

February 13, 1991

by Dean C. Engel

B. F. Therow, Director of Quality Enhancement at Walden State University, looked out the window of his office in the administration building and crossed his arms in a kind of self-hug of satisfaction. It was 1998 and the University was looking forward to the turn of the century with confidence and anticipation. Walden State was strong and vital. Faculty morale was excellent. People throughout the state were proud of "Their University" and its accomplishments. They wanted their children and grandchildren to attend Walden if they possibly could.

Just eight years before Therow was discouraged and depressed by the sorry state of the University he loved so well. Back in 1990-91 faculty salaries, already low by national and regional standards had not been raised enough by the 1989 state legislature to even approach mediocrity and then half of that inadequate salary increment had been erased by an anti-education referendum. Budget tinkering, raising tuition, and increased state tax revenue restored some of the lost raise money, but the faculty still got the message from the voters. The people of the state felt no pride in their University. They saw no connection between their lives and higher education. Whether the University was good, bad, or even existed at all was of little concern to many people. There seemed no real prospect that things would get any better even with an economic upturn because there was that much alienation between higher education and the voters/taxpayers.

At that time Therow was Alumni Association Director, and following the referral, a major fund drive to "Save your

University" was mounted. A particularly effective fund drive chairman raised several million dollars and that was added to some of the considerable resources held in various forms by the Association and its affiliates. The fund totaled 25 million dollars with which he, Therow, was expected to solve the immediate and long-term problems of the University. That was a great deal of money, enough to raise faculty salaries up to and above the national average for a few years, but salaries are an ongoing expense, and there was no reason to believe that the state legislature or voters would be willing to continue to pay the increased salaries once the "Save your University" funds were expended. The legislature felt hard-pressed to appropriate monies to try to keep up with the cost of living, let alone replace an alumni contribution when that money ran out. Besides, the contributed money was to enhance the University, not relieve the state of the responsibility to provide higher education for their young people.

Therow visited his old Management professor, Herman German. Dr. German had already retired, but he still came into his office almost every day. Over coffee they discussed the dilemma which faced Therow. He had a really significant amount of funding with which to do something, but he didn't know what to do. Lots of people had suggestions, usually related to their own spheres of operation, but most of these proposals failed to look beyond a single department or college.

"Incentives," said the old professor. "Manufacturing operations which give the employees a share of the profits when the company is successful generally result in an improved product and higher morale. A University is not exactly a manufacturing

operation, but we do turn out a product and we do have a morale problem."

"Isn't a merit pay system supposed to provide incentives?" asked Therow.

"Merit pay systems are better than salary schedules in that regard, but few merit pay systems are capable of evaluating merit, and most of them end up rewarding longevity as much as productivity," answered German. "Faculty are rewarded for being productive and then they are paid at that rate for the rest of their career, whether they continue to be productive or not. Some of the differentials created by merit are decreased or eliminated by "equity" or "market" adjustments. There are certainly inequities that need to be addressed, but when "equity" and "market" distort the relative salaries in a department every equity adjustment tends to create new inequities.

"Another problem with merit pay systems is that the salary competition is limited to those within a department. Merit distinctions between departments are very minimal. And usually the persons making judgements about who and what is meritorious are competing for the same dollars, leaving more room for inequities. Besides, with pay as low as this state provides, even the higher paid faculty can find better pay elsewhere anyway and the meritorious scholars get the best offers."

"Exactly what are you suggesting?" asked Therow.

"My colleagues over in Psychology would call it 'consequation'," mused the professor. "People tend to do the things that get them something they want or need. Behavior is based upon the anticipated consequences of that behavior. Spend your bucks on consequating behavior. Decide what you want them to

do and offer annual rewards for that behavior. But you had better be damned sure you know what you want them to do, because they will quit doing some of the things they are doing now if you offer them sufficient incentives to change."

That was the beginning. Therow went back to his office and started to draft a plan which would have a major effect on his beloved Walden State in the years to come. A week later he had the plans worked out in sufficient detail to present them to his board of directors and to the University administration.

He asked the board of directors of the Alumni Association to replace him as Alumni Association Director and to fund his salary for a new position as Director of Quality Enhancement. The University administration agreed to that designation as long as they were not responsible for the costs of the position.

The plan was a long-range one which would require funding to continue for many years. Therow kept out money for the first year of his plan and put the remaining 23 million into a fund conservatively managed by an alumnus in investments from which he could draw on the income without touching the principle. Thus he had something over two million dollars per year in perpetuity.

He decided that since Walden was supposed to be distinguished from the other institutions of higher learning in the state by the quantity and quality of research/creative activity, he would begin by attempting to increase the quantity of research/creative activity being submitted. Quality could be addressed later.

With much fanfare he announced that a "bonus" of 500 dollars would be paid to faculty members for each article or creative activity submitted to a juried journal or other appropriate outlet. The Business Dean had done something like that on a

limited basis a couple of years before. Submission of grant proposals to outside sources of funding were also included in the reward system and some of the wiser heads spent considerable effort in that area of endeavor as well. The bonus assured them that the extensive effort to produce the grant request would be rewarded even if the grant request was not successful. Each submission was to be different, to be previously unpublished and to be peer-reviewed. A small committee was created by the graduate dean to determine if the guidelines of the offer were being followed for each submission.

The faculty were very interested in supplementing their regular salaries. The fact that salaries were low seemed actually to be an advantage in attracting bonus seekers. Copies of submitted articles came pouring in by the hundreds. Much of this did not represent new research, but faculty members dredged up the results of studies they had done in the last several years, rewrote and polished them, and sent them on their way. As might be expected, a relatively large percentage of them were not accepted, but there can be no publication without submission and most faculty were able to get something accepted. Some, particularly those who already had ongoing publishing activity going, got quite a few accepted. A number of faculty received bonuses of \$5000 or more, and almost everyone received something.

These bonus payments did not affect the base salaries of the faculty for the next year. They were in addition to the salary increments provided from state appropriated funds. The tenure, retention, promotion, and salary machinery of the University was left in place and was used in the same way as it always had been. Therow's bonus payments were contingent upon

specific outcomes and behaviors, not friendship, charisma, past inequities, or program strengths and weaknesses. Of course the regular salary process also addressed teaching, research, and service, so in a sense, productive faculty were being doubly rewarded.

At the same time the bonuses were offered for submissions during the first year of the plan, it was also announced that the following year a bonus of \$2000 would be paid for each research article or creative activity actually published in a peer reviewed journal. A rather complex system of rewards for various different kinds of research/creative activities was developed by a faculty committee. For example a scale of bonus payments was developed to include art exhibits, musical compositions and performances in competition, chapters of books, invited papers and submitted papers accepted at regional, national, and international meetings, computer applications, published study guides, inclusions in anthologies of poetry or short stories, performances of a play by other than a University group, grants awarded, etc.

During this second year of the implementation of the plan the amounts of the bonuses earned by various faculty became much more disparate. Several faculty earned bonuses of \$10,000 to \$20,000 over and above their regular salaries, while some received nothing at all. Research/creative activity on campus changed considerably during this time. Persons who excelled in these areas spent more time and effort doing their thing. The average work week for faculty became even longer than the 55 hours it had been before. But the effort and attention to one area of functioning subtracted from the time, effort, and attention paid to teaching, and service. Faculty were spending less time in class preparation, it

was harder to find faculty to serve on committees, and fewer faculty wanted to teach extension courses, consult with state agencies, etc.

Therow extended his bonus plan to include scholarly activity beyond research/creative activity. Research is easier to evaluate because getting it published requires that it be placed in competition in a national arena even though all juried publications are not equally selective. Deciding what to reward in the area of teaching was much harder to do. He knew that there were problems with just asking the students if they liked their teacher. Useful information can be obtained from the students. Most students know if their teacher is interesting or not, but they are often not in a good position to judge the worthwhileness, the currency or relevance of what they are being taught. Other factors also enter into students' evaluation of teaching. They are often influenced by the teacher's manner or style. If their teacher is funny, nice, gives lots of good grades, is well organized, shows lots of videotapes, requires more or less studying by the students, follows the textbook or even uses a textbook, etc., etc. affect their evaluation of the course. The importance of these and dozens of other factors is unknown, and each student weights them differently. The result is a very soft measurement of teaching effectiveness.

Therow preferred to base his bonus system for teaching on some measure of the product of the teaching, not the process. He noted that a number of professional disciplines had some sort of extra-mural examination at the end of the educational phase of their preparation. Sometimes this was a national examination, and sometimes a state board or licensure exam. How their graduates

compared with the norms on these tests reflected the department's teaching and their admission and retention policies. Rigorous and selective programs tended to show up well compared with the graduates of other programs. Marginal programs tended to reveal that in the way their graduates came through on the exams. So this measure of the program's products reflected both the quality of teaching and the quality of the students they recruited and retained.

Faculty of programs whose graduates performed above the norms for the test received a bonus. For example the faculty of a department in which 70% of their graduates scored above the national mean each received a bonus of \$4,000.

Programs who didn't have their graduates take a national examination quickly had possible national examinations screened by an instructional development committee to determine if they were appropriate for use in the system. Departments with service courses began to use CLEP tests to measure the students' proficiency following specific courses. English composition courses had students write a final paper. These were ranked from best to worst across all sections and instructors with more than 50% of their students' papers above the median got a bonus. This was local competition, but student papers accepted for publication earned the instructor an even greater bonus so students were encouraged to submit their writing for publication. Faculty and whole programs found themselves identifying and structuring instruction to accomplish outcomes beyond a score on a specific exam and the bonus schedule was adjusted to reward a range of these outcomes that showed students to compare favorably with the products of other programs.

One reaction to this was for faculty to raise the average performance of their course completers, eliminating the lower part of the academic aptitude spectrum by grading harder so there were fewer low achieving completers. The almost universal national phenomenon of "grade inflation" was at least temporarily reversed at Walden State. Surprising to some faculty was the discovery that many students responded to this by attending class, reading their textbooks, turning in their assignments on time, and working harder. Those who were unwilling or unable to respond, quickly got the message and transferred out of the University. As word of the rigor of programs got around, serious students were attracted to Walden while students who didn't belong there didn't even come in the first place. This enabled programs to maintain the critical mass of students they needed while employing stricter admission standards for their majors. Soon students in most programs topped national averages and the quality of students continued to get better and better. It became a mark of distinction in the highschools and around the small towns of the state for one of their brightest and best to be admitted to Walden.

The faculty also became more actively involved in improvement of their teaching. They became more concerned about what effect their classes had on the lives of their students. They attempted to prepare their students to organize and synthesize the facts and skills they were taught to be able to deal with questions and ideas they were to meet for the first time in the extramural tests. So most faculty conducted their classes and wrote their quizzes so that students could not survive by reproducing information without understanding. They were preparing students

for more than just passing their own course exams.

A change which Therow got the University to adopt related to the annual Excellence in Teaching awards. Instead of a one-time award from contributed funds, the winner of a teaching award had his/her base salary from appropriated funds increased by \$2000, much like a promotion increment. This was regardless of rank or degree. Tied to this change were procedures to keep inter-departmental politics out of the selection procedure. Teachers were eligible to win an award more than once which would raise his/her salary again, so there was continued incentive to strive for excellence, and by 1998 a few of the strongest teachers already had base salaries \$4000 or even \$6000 higher than their less effective peers.

The bonus system did not pay for participation in the committee system of the University, but service on at least one committee was made prerequisite to any bonus, so each faculty member would agree to serve on one, but only one, committee. Thus almost all faculty served on a committee, the most important committees were staffed and some committees were reduced in size or eliminated altogether.

Other kinds of service to the community, state, region and nation were factored into the bonus system. Election to a state or national office in one's discipline, being invited to present a workshop, participation in extension activities, consulting with local, state or national governmental or educational agencies, organizing and managing special events, and many other kinds of service activities became ways for faculty to supplement their incomes.

Administrators were not included in the system and some of

those with academic credentials were beginning to consider rejoining the faculty to advance their careers. Faculty became more reluctant to spend time serving as department chairs so the chair stipend had to be increased.

The bonuses were paid in November to maximize their effect on retention of productive scholars. The University had a system of Academic Record Supplement reports which were completed after the first month of the fall semester. Bonuses were awarded based upon information furnished in those reports. Faculty who left the University at the end of the academic year were not around in November for the windfall. Faculty who were not earning bonus dollars had much less to lose by leaving in the spring, but the most productive faculty were receiving 25 to 50 percent of their income from bonuses and it was a major decision to forego that many dollars for another job, even if they had a job offer with a higher base salary. Those who could gain the most from leaving were those who were least productive.

The appropriated salary monies were still slightly below regional and national norms in 1998. However, a certain kind of competitive, confident, competent individual was attracted to a setting in which strong, productive faculty were recognized and rewarded. Instead of hiring replacements at salaries higher than departing faculty who had been on the job a long time, new faculty were given a starting bonus. This kept their starting salary very competitive with the national market. The starting bonus was reduced their second year and reduced even further their third year as they broke into the bonus system.

Older faculty were worried by this system because they were no longer mobile in the academic marketplace. Their base salaries

tended to be higher because their past performance had earned them promotions and regular salary increases. Many of them found that some of their unpursued ideas from the past were still viable, and they got on the bonus bandwagon. Some of them took early retirement and some hunkered down to wait for retirement at their regularly determined state appropriated salaries.

The system was very good for several bright, but undisciplined faculty members. They found the incentive to produce as they never had before in their entire professional careers. They, their fields of study, their departments and the University benefitted from the concept of consequence.

The state legislature had followed this experiment with great interest. After the first couple of years they appropriated one million dollars for the bonus program which was added to the institutional salary base, but not assigned to individual faculty on a permanent basis. Therefore it was available for bonuses the next year, and the next, etc. They were so pleased with the results that they continued to add to this bonus fund at a rate of an additional half-million dollars each biennium. The faculty were awarded bonuses from the appropriated funds first because contributed funds not actually awarded could be carried over to the next year. The Alumni Association annual fund drive also regularly contributed dollars to the bonus fund. So the monies available for the bonus program had grown over the years to between four and five million dollars per year with the expectation that it would continue to grow.

In 1995 the State Board of Higher Education established a salary schedule for base salaries of faculty at Walden. Many academics at Walden had resisted that idea for years because they

believed that better faculty should be paid more. However, with the bonus system in place, they found themselves without that objection. At Walden it didn't have to be either a salary schedule or a merit system. With the two-layered salary system it could be both! the schedule was indexed on degree, rank, and years of service to set the base salary with the overlaid bonus system to reward productivity. The University was still in the transition to a scheduled base salary, but there were few reservations about it among the faculty.

In 1999 the legislature would again consider the possibility of giving state employees the right to collectively bargain their salaries. State employees and the legislature had come to realize that state employees could not bargain with individual institutions or departments who had no way to generate their own income, so legislation currently being prepared set up a legislative committee with whom the various employee groups would negotiate. The proposed measure would preserve the bonus system for Walden State and only negotiate the base salaries, sparing the bonus committee from being boxed in by the complex contracts that tend to evolve from union negotiations.

Therow wondered whether the bonus program could have been created without such a fantastic alumni response. The existence of that huge fund had caused him to think of ways it might be productively spent, but he realized that there were probably a number of other ways such a two-layered system of faculty compensation could have been implemented.

By 1998 the bonuses were computer-adjusted annually to keep the expenditures within budget. A bonus committee with a faculty majority considered applications, appeals, recommendations for

bonus factors to be added to or adjusted in the formula. Fine tuning the bonus schedule became a critical matter because the ebbs and flows of the University were remarkably responsive to these changes. This gave the faculty a real and powerful voice into what the character and spirit of the University should be.

Therow wished old Herman German were still alive to see what had grown out of his coffee-break suggestion, but he had gone to that great campus in the sky about five years ago. "I wonder if he would be pleased?" thought Therow as he looked out his window.

Almost in answer to his unspoken question Therow saw a rainbow form in the mist from a water sprinkler in a flower bed just outside Professor German's old office.