11-7-2013

November 7, 2013

University of North Dakota

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Minutes of the University Senate Meeting
November 7, 2013

1.

The November meeting of the University Senate was held at 4:05 p.m. on Thursday, November 7, 2013 in Room 7, Gamble Hall. Chair Ryan Zerr presided.

2.

The following members of the Senate were present:

Allmer, Alison	Jackson, Jon	Rakow, Lana
Anderson, Ernest	Jeno, Sue	Rami, Manish
Anderson, Suzanne	Johnson, Brett	Ray, Linda
Baker, Mary	Kalka, Joseph	Reesor, Lori
Barkdull, Carenlee	Keeley, Kim	Reissig, Brad
Brekke, Alice	Keengwe, Jared	Rice, Dan
Burke, Molly	Kelley, Robert	Schultz, Kasey
Cherry, Emily	Khavanin, Mohammad	Smart, Kathy
Combs, Barbara	Kuntz, Susan	Smith, Bruce
Creamer, Nick	Kurtz, Sharley	Stolt, Wilbur
De Long, Loretta	Lawrence, Shaina	Stone, Jan
Dennis, Steven	Lemire, Steve	Sturges, Denyse
Dewar, Graeme	Lien, Ross	Suleiman, Nabil
DiLorenzo, Thomas	Marasinghe, Kanishka	Sum, Paul
Doze, Van	Maury, Debra	Swisher, Wayne
Fazel-Rezai, Reza	McGinniss, Michael	Thorson, Kyle
Gedafa, Daba	McHenry, Laurie	Walker, Anne
Halgren, Cara	Mitzell, John	Walton, Susan
Hanson, Lexi	Munski, Doug	Young, Tim
Harsell, Dana	Noghanian, Sima	Zerr, Ryan
Hoffert, Rachel	Oberg, Alan	
Hume, Wendelin	Porter, Kim	

3.

The following members of the Senate were absent:

Antonova, Slavka	Hill, Robert	Rand, Kathryn
Berg, Kate	Hillebrand, Diane	Shafer, Richard
Campbell, Katherine	Johnson, Phyllis	Storrs, Debbie
Casler, James	Laguette, Soizik	Towne, Gary
Elbert, Dennis	Light, Steven	Urlacher, Brian
El-Rewini, Hesham	Masko, Meganne	Weber, Brett
Ernst, Julia	Mikulak, Marcia	Worley, Paul
Geiger, Jonathan	Petros, Thomas	Wynne, Joshua
Gjellstad, Melissa	Poochigian, Donald	

4.

The following announcements were made:

a. The Provost provided an update on campus initiatives. He first reported that the bridge behind Gustafson Hall will open in the next couple of weeks. The Collaborative Governance leadership seminars are going well. There are meetings taking place regarding research infrastructure. The Great Conversations concept is supported by the Provost and President. He indicated that he was present to welcome students from the Lunar Habitat and that it was a great event. The final touches are being made on the Advance grant. The campus is already gearing up for orientation and advisement for next summer. The Dashboards initiatives are ongoing. He indicated that there are now enough Dashboard licenses for the campus.

There is continuing work on the One-Stop Shop. There is discussion of a tuition deposit for new students that would be applied to tuition. There is investigation on common course scheduling proposals. Currently, the Provost is looking at the extent of the problem and there will be future discussions. He has asked the deans to work with chairs and faculty to look at promotion and tenure documents to make sure all essential elements are included.

b. Mr. Zerr reported on the progress on the Shared Governance and Leadership group. He indicated that this is an ongoing group and he will continue to update the Senate on the progress.

c. The Committee on Committees has made appointments for Senate committee vacancies. Greg Gordon has been appointed to the Scholarly Activities Committee. Brad Reissig has been appointed to the Conflict of Interest Committee. Collin Combs has been appointed to the Intellectual Property Committee.

d. The University Council meeting will be held at 3:30 p.m. on November 19 in the Lecture Bowl at the Memorial Union.

e. The University Senate meeting is moving to the new Education building starting with the December 5, 2013 meeting. It will be held in Room 113 and Mr. Zerr will email the Senate to confirm the location prior to the December meeting.

5.

Mr. Zerr called attention to the minutes of the October 5, 2013 meeting. He asked if there were any corrections or additions; hearing none, Mr. Munski moved approval of the minutes and Ms. Ray seconded the motion. The minutes were approved as distributed.

6.

The question period was opened at 4:19 p.m.

1. Ms. Hume asked if there is an organizational chart on the UND website including historical data. Mr. Sum indicated that there is one in the Faculty Handbook but the current chart is out-of-date. The review of the Handbook for updating and changes is going more slowly than hoped but it will be forthcoming. He further clarified that there is no historical information. Mr. Sum will have an approximate date when he will have the first Handbook updates ready after the Handbook meeting on Wednesday, November 13.

2. Mr. Rice asked about the status of the funding for the UND Writers Conference. It was reported that Dean Storrs has worked with finalizing the conference for this year. Perhaps a report from Dean Storrs could be provided at a future meeting. Mr. Zerr will check into the matter.

3. Mr. Sum asked the Provost for an update on the new budget model including when it would be operative. Provost DiLorenzo indicated that work with the Huron consulting committee continues. Ms. Gjellstad is representing faculty for this initiative. He hopes that in four weeks the information will begin to be available. The group is looking at several models and it will be six months before there is a decision on what, if anything, will be proposed.

The question period closed at 4:25 p.m.

7.

Mr. Zerr called attention to the annual reports from the Senate University Assessment Committee and the Senate Student Policies Committee. Ms. Rakow moved to accept and file the annual reports. There was a second by Ms. Smart and the motion was approved.

The report from the Curriculum Committee was reviewed. There was one item on the report and it did not require Senate approval. Leslie Martin, chair of the Committee, announced that due to changes in the curriculum approval process, the Provost wanted more information presented to the campus; therefore, two training sessions have been scheduled: the first is on November 21 from 8:30-9:30 a.m. on learning outcomes; the second is on November 26 from 3:00 to 4:00 p.m. regarding budget. Both sessions are in the River Valley Room at the Union.

9.

Mr. Zerr presented the following proposed changes to the Senate Committee Manual: changes to the General Guidelines, a clean-up of the Senate Administrative Procedures Committee responsibilities, and a title change for the University Assessment Committee. He also indicated that the standard language regarding review of policies in regard to the legislative session will be removed from all committees. Mr. Jackson moved approval. There was a second by Mr. Munski. There was a question on removing the review of policies. Mr. Zerr indicated that it still can be done if the committee chooses or SEC recommends conducting a review. The changes were all approved unanimously.

10.

The recommended Intellectual Property Committee policy change was reviewed. The change was to 5.1.3.1 and 5.1.3.2 of the policy. Mr. Munski moved approval. There was a second by Mr. Stolt and the motion was approved unanimously.

11.

The meeting adjourned at 4:40 p.m.

Suzanne Anderson
Secretary to the Senate

The One-Stop Shop concept is not new for the University of North Dakota (UND). Over the years, groups have explored options, visited existing operations, and written proposals. The difference now, is a readiness to move forward in search of providing even greater collaborative service to students to enhance their experiences at the University along with aiding in their focus and direction toward graduation.

Vice President for Finance and Operations, Alice Brekke, Provost Tom DiLorenzo, and Vice President for Student Affairs Lori Reesor tasked a group of individuals to provide guidance in the establishment of a One-Stop Shop operation at UND. The members of the group were Lisa Burger (Assistant Vice President for Student Academic Services), Lexi Hanson (student), Amanda Heubach (student), Sol Jensen (Assistant Vice President for Admissions and Financial Aid), Matt Lukach (Account Relations Manager – Student Account Services), and Josh Riedy (Vice Provost).

The charge to the group consisted of the following items:
- Identifying a physical space
- Exploring the coordination of communications
- Recommending operation staff
- Suggesting reporting structure
- Determining budget needs
- Establishing functions within the operation

Keeping the charge in mind, the group established its own scope of purpose which led to a unified understanding of the task moving forward, and ultimately produced a working document addressing the items in the charge. The group identified the following as key considerations in the establishment of a One-Stop Shop. The operation should:
- Provide greater customer service in one visible/identifiable location
- Use technology in developing greater service to students
- Create an environment where sharing of information is natural – enhanced communication
- Provide One-Stop Shop staff with full access/information to make decisions – create an environment where the Director/Manager can make decisions on site
- Establish an environment that promotes guided training/self-service so students are able to answer questions that might surface in the future
- Establish connections between offices to move complex questions from the One-Stop generalist to campus specialist; the campus specialist would be brought to students via technology within the One-Stop Shop space
- Create a point of intervention when issues arise

After several meetings of the group throughout the month of September, involvement with the University architect, conversations with colleagues who currently work with One-Stop Shop operations, examination of existing UND One-Stop Shop proposals/recommendations, and web searches to gain a better understanding of existing models on other college campuses, the group established a working document to be used as a guide in further decision making toward the development of a One-Stop Shop operation at UND. A proposal was submitted by September 30, 2013, which addressed each area of the charge as the process moved forward in the establishment and implementation of a One-Stop Shop.

It is evident that establishment of a One-Stop Shop may provide the rare opportunity to significantly strengthen campus-wide initiatives such as early alert/intervention, academic advising, first year experiences, and career service components. To move a One-Stop Shop operation forward, a phased in approach is suggested in order to enhance existing operations prior to moving a particular unit/function into the proposed One-Stop Shop location.

Phase I

Physical space

As options were explored, it became apparent that space on the first floor of the Memorial Union should be targeted as a prime location for the One-Stop Shop. The University architect provided sketches of possible locations on the first floor to give the group options to consider. It was determined that the One-Stop Shop location should include both free-flowing, open-air seating, along with self-help kiosk areas, and private office space for staff in addition to accommodating conversations with students that warrant privacy. It is important to establish a flexible environment to adjust to the growth and changes within the space, and to accommodate the phases of development. Based on the options provided and the existing landscape of the first floor of the Memorial Union, the One-Stop Shop will be located in the area which currently is occupied by Sign and Design Studio, the Info Desk, and the staff offices behind those two locations.

Functions within the space

The immediate services and support functions to be addressed by the staff within the One-Stop Shop operation should be those from Student Financial Aid, Student Account Services, the Registrar's Office, Parking Services (i.e., assistance with online services), incoming and outgoing communications (i.e., phone/live chat/email in addition to coordinated outgoing communications), and entry-level technical support services (i.e., email/sign-on issues). The functions provided within the space will reach students, faculty, and staff – with a focus on service to students. Training of the One-Stop Shop staff will be critical to also include navigating Campus Connection to answer general questions pertaining to a student's overall record. An important responsibility of the staff within the One-Stop Shop should be to recognize aspects of a student's situation that might be outside of which the individual initially sought assistance – enhancing an overall early alert/intervention process. It will be critical that staff within the One-Stop Shop are provided with the necessary tools/ability/training to access records to fully assist the students in need. Being able to provide a breadth of service in the One-Stop Shop location is key.

It is crucial for strong relations to exist between the One-Stop Shop staff and the rest of the campus departments. There might be occasions when students would need to seek assistance from others outside the One-Stop Shop operation. The staff within the One-Stop Shop should be able to serve as a conduit to assist students in scheduling appointments with other campus offices when the scope of service reaches beyond what can occur in the One-Stop Shop operation.

In order for services to be truly integrated, it will be necessary for the University to invest in technology infrastructure to allow for the One-Stop Shop to function at its highest level of support to students, faculty, and staff. Minimally, these infrastructure needs should include a campus-wide early alert system (such as Symplicity), an updated ID card system, an appointment scheduling

system, a notes page function, and a queuing system (such as QLess) to be able to recognize and manage the flow of traffic in the One-Stop Shop location.

Staff within the operation
Conversations with other campus colleagues who have responsibility for current One-Stop Shop operations provided direction for the group to suggest the following potential staffing arrangement:
- Director– strong leader in customer (student) service; lead and provide vision for the overall operation; meet with home functional areas/offices to provide ongoing staff training
- Staff – provide face-to-face, web-based or phone interactions with students; rotate in and out to address the incoming communications
- Communication Specialist – provide leadership for the creation and ongoing management of the incoming and outgoing communications
- Student Assistant staff – answer basic entry level questions, assist with student check-in, and prep for One-Stop Shop Staff

To address the shift in campus culture as a result of the creation of this new space, it is likely that staff from the home functional areas provide assistance to the One-Stop Shop staff during peak times throughout the academic year. This is anticipated only on a short-term basis, until systems and processes are in place to assist students with what currently are manual transactions. Over time, enhanced technology services would allow for changes in the way in which students, faculty, and staff are served, negating the need for the additional assistance from the home functional areas. It is anticipated that the home offices will be asked to provide appropriate staff reductions because of the new staffing and services provided, and efficiencies created, by the One Stop Shop.

Reporting structure
After considering various reporting options, the One-Stop Shop operation will report to Student Affairs via the Assistant Vice President for Student Academic Services. The director position will also have a dotted line relationship with the Chief Strategy Officer/Chief Information Officer in Academic Affairs. The rational for this recommendation is based on multiple factors. The first is that this is principally a collaborative effort between Academic Affairs and Student Affairs. The primary mission of the Student Academic Services unit within Student Affairs should be to provide programs and services such as the early alert/intervention, academic advising, and the first year experience. Student Academic Services is prime for movement to this new scope and focus. Student service and intervention should be front and center to the One-Stop Shop operation. Another consideration in suggesting this reporting structure, is the need to identify an entity that is removed from the day-to-day operations/functions that will primarily exist in the One-Stop Shop location. To effectively design and develop the One-Stop Shop concept, an objective approach is important.

Even with this suggested reporting structure, the group recognizes the complexities of the proposal that reach across Student Affairs, Academic Affairs, and Finance and Operations. There are many opportunities that exist beyond the charge given to the group to explore a One-Stop Shop concept. The creation of the One-Stop Shop opens up the possibilities to build upon and strengthen campus-wide initiatives such as early alert/intervention, academic advising, first year experiences, and career service components.

Coordination of communications
Students, faculty, and staff who enter the One-Stop Shop space will be a high priority to the operation staff; however, a system will be created to respond to the incoming communications efficiently as well (phone, email, and live chat). This might mean rotating the One Stop Shop Advisors throughout the day and/or extending operating hours for email, phone, and live chat that would be shared by staff through flexible scheduling. It is important to recognize that a coordinated process needs to be formulated for the incoming and outgoing communications to students. Currently, many messages are sent to students from the various home offices that the One-Stop Shop will functionally support. By coordinating the communication process, streamlined and targeted messaging can be created to allow for a much more unified approach. Messaging from the One-Stop Shop would create a strategy that signals it to be the place that individuals turn to with questions.

Phase II
The One-Stop Shop will ultimately include other services such as the U-Card operation. Current technology issues need to be resolved before that can occur. There potentially are other functions that could flow from the One-Stop Shop; a determination will be made once the operation is running and needs can be assessed. By designing the space with flexibility in mind, the One-Stop Shop staff will have the ability to adapt to the changing needs of the campus community. Ongoing training and connections with the home functional units will be necessary to provide the best possible service in the One-Stop Shop location and to think creatively to include other future programs and services.

Timeline for implementation

Design/Construction phase	October 2013 – March 2014
Position descriptions created and posted	October 2013 – November 2013
Campus announcement	Week of October 28, 2013
Prepare for realignment of home office processes	October 2013 – January 2014
Director hired	November or December 2013
Other staff hired	January/February 2014
Coordinate training between One-Stop Shop staff and home functional areas	January 2014 – March 2014
Soft opening	May 2014
Broader outreach during Summer Orientation	June 2014
Full opening to campus community	Fall 2014

Next Steps

There will need to be continued work in order for the concept to meet the set timelines. The next steps include:

- Working this plan for space into the overall Memorial Union and McCannel building planning and remodeling

- Identifying appropriate technology support
- Begin selection process for director; then once hired continue with hiring of additional staff and training

A One-Stop Shop concept has great potential at the University of North Dakota – a focus on service built into a single location, leading to greater overall satisfaction and improved retention and graduation rates for students.

We would like to thank the One-Stop Shop Committee with doing an excellent job in a short period of time. We are delighted to launch this new student-friendly initiative that has grown out of our Strategic Enrollment Management planning sessions.

Alice Brekke
Vice President for Finance and Operations

Tom DiLorenzo
Provost and Vice President for Academic Affairs

Lori Reesor
Vice President for Student Affairs

Senate University Assessment Committee
Annual Report for
Academic Year 2012-2013

The Senate University Assessment Committee (UAC) provides faculty guidance and oversight to the Office of the Vice President of Academic Affairs and Provost in developing and implementing the University Assessment Plan. In addition, the committee analyzes and interprets assessment results, develops appropriate reports, and disseminates assessment results to the Office of Vice President of Academic Affairs and Provost, the University Senate, and the community.

The University Assessment Committee was able to accomplish the tasks and responsibilities charged to it by the University Senate, in part due to the support provided by Joan Hawthorne, Director of Assessment & Regional Accreditation. The Committee is grateful for her continued support and expertise.

Much of the work of assessment has been, and is, conducted outside the University Assessment Committee. The UAC wishes to thank the Essential Studies Committee, the Office of Institutional Research (OIR), and the University community for their assessment efforts. Every contribution is vital to the assessment process at the University of North Dakota. Special thanks are also offered to Carmen Williams, Sue Erickson, and Nancy Krom who willingly shared their research expertise and UAC experience with the University Assessment Committee on an ongoing basis.

The Senate University Assessment Committee for the 2012-2013 academic year consisted of the following individuals:

> Mary Askim-Lovseth (BPA)
> Wayne Barkhouse (Graduate School Designee)
> Paul Drechsel (JDO)
> Odella Fuqua (VPF&O Designee)[1]
> Jacob Gapp, Student Representative[2]
> Joan Hawthorne (Director of Assessment & Regional Accreditation)
> Roxanne Hurley (Nursing)
> Sukhvarsh Jerath (CEM)
> Krista Lynn Minnotte, Chair (A&S)
> Bradley Myers (Law)
> Shari Nelson (VPSA Designee)
> Kenneth Ruit (MED)
> Tom Steen (Director, Essential Studies)
> Carmen Williams (VPAA Designee; Institutional Research)
> Deborah Worley (EHD)
> Sue Erickson (Visitor/Consultant; Institutional Research)
> Nancy Krom (Recorder; Institutional Research)

Functions and Responsibilities of the University Assessment Committee

Committee members are expected to review committee policies in even numbered years as preparation for any issues arising in the State legislative session in odd-numbered years. No concerns about policies or recommendations for changes surfaced.

The University Senate has identified six areas of responsibility for the University Assessment Committee. The responsibilities of the Committee and its accomplishments during the 2012-2013 academic year are addressed as follows:

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[1] This position was eliminated during this past academic year with the approval of the University Senate.

[2] The second student representative position on the committee was vacant during the 2012-2013 academic year.

I. Address all issues regarding assessment of student achievement and development.

The University Assessment Plan recognizes the role of the Academic Curriculum (implicit and explicit) in student learning and development. Through a review process of departmental annual reports, assessment plans, previous assessment reviews, and departmental documents, the assessment activities of departments and programs within the College of Education and Human Development, the College of Nursing, the School of Law, and the School of Medicine and Health Sciences were reviewed in 2012-2013. The results were communicated to the department chairs through the Director of Assessment & Regional Accreditation.

In addition, the University Assessment Committee conducted reviews of six non-academic units including: the Dean of Students Office, Disability Services for Students, the McNair Program (TRIO), the Student Success Center, the Women's Center, and the Writing Center. The Committee recognizes their contributions in the achievement of Institutional, Essential Studies, and Program goals relative to student learning and development.

Finally, the committee reviewed seven OIR (Office of Institutional Research) tools regularly used by various University stakeholders. These include: the Sophomore Satisfaction survey, the Graduating Seniors Survey, ES Student Evaluations, the First Year Experience Survey, the Faculty Survey of Student Engagement (FSSE), the Beginning College Survey of Student Engagement (BCSSE), and the National Survey of Student Engagement (NSSE).

II. Develop, review, and evaluate the University Assessment Plan in conjunction with the Director of Assessment & Regional Accreditation.

This document is to be reviewed every other year. The University Assessment Plan was reviewed in the fall semester of 2011. Minimal revisions were made to the document at that time. The plan should be reviewed again in the fall of 2013. The University Assessment Plan can be found online at:
http://und.edu/university-senate/assessment/_files/docs/univ-asmt-plan.pdf

III. Oversee and evaluate the implementation of the University Assessment Plan, evaluate assessment activities and the interpretation of assessment results, and evaluate the overall effectiveness of the Plan.

Assessment of Student Learning and Development: Program Level

As noted above, the UAC reviewed the assessment documents for the departments and programs within the College of Education and Human Development, the College of Nursing, the School of Law, and the School of Medicine and Health Sciences during the spring of 2013. A total of 33 programs within these areas were reviewed. Findings were documented and forwarded to departments through the Director of Assessment & Regional Accreditation.

The Director of Assessment & Regional Accreditation and the UAC continue to provide guidance to departments as they develop, implement, and make use of their assessment plans. Taken collectively, the reviews help determine the state of assessment for the University as a whole. It is noted that departments and programs are doing well in the following areas: a specific plan is in place, student learning goals are well-articulated, and direct and indirect methods of assessment are implemented. Areas where the committee sees needed improvement for a small number of programs are as follows: assessment methods are not clearly described, no results are reported, and results are not clearly tied to stated goals and closing the loop (decision-making is not tied to evidence).

Assessment of Student Learning and Development: Institutional Level

The University has many assessment tools at its disposal. As noted in section I above, seven tools were reviewed this past year.

Some of the tools delivered and analyzed by the Office of Institutional Research are mandated by the North Dakota University System (NDUS). Others have been developed by UND for internal purposes. Many of the surveys do not directly measure student learning; they do address the infrastructures and environments that promote and enhance student learning. Thus, even though survey findings are of special importance to administration, academic departments may also find results noteworthy in further understanding student learning.

Full reports of the survey findings were relayed to the appropriate departments by the Office of Institutional Research. UAC reviews were also forwarded to the respective administrative or academic departments via the Director of Assessment & Regional Accreditation and/or the OIR. Departmental chairs and individual faculty are encouraged to access survey results through communications by the Director of Assessment & Regional Accreditation, via the University Newsletter, and/or in the On Teaching publication.

Assessment of Non-Academic Units

It is recognized that many non-academic units have a direct involvement in student learning and development. As noted in section I above, six non-academic units were reviewed during the 2012-2013 academic year. UAC reviews were forwarded to the respective units via the Director of Assessment & Regional Accreditation.

IV. Make recommendations regarding how to address any deficiencies that are revealed by assessment activities.

A process for providing feedback from the Committee to administrators and departments continues to be provided by the Director of Assessment & Regional Accreditation. Changes in the process continue as appropriate.

Additionally, a luncheon for Chairs and Deans of reviewed programs was held in May of 2013. Many members of the Assessment Committee attended. The Director of Assessment & Regional Accreditation facilitated a brief presentation by departments who have developed and maintained successful assessment systems.

V.   Review University Accreditation Report when issued and advise the Senate regarding the Report and its implications.

The 'Report of a Comprehensive Evaluation Visit,' as written by the Higher Learning Commission of the North Central Association [Higher Learning Commission (NCAHLC] (HLC of the NCA)) in October 2003, helps drive and motivate many of the activities of the University Assessment Committee. A focused visit by the HLC was completed in April 2008 with very favorable results.

The University Assessment Committee provided representation to UND's Steering Committee preparing for the HLC Focused Visit. Documents from the Assessment Committee, including meeting minutes, the University Assessment Plan, templates, procedures, and completed reviews were made available to the Steering Committee upon request.

The Director of Assessment & Regional Accreditation, the University Assessment Committee, and the Essential Studies Committee continue to work together to address the assessment of student learning and development throughout the campus.

In preparation for a planned comprehensive visit from the HLC of the NCA in Fall 2013, faculty, staff, administrators, and students were organized for self-study in Spring 2011 and conducted much of that self-study, including a review of assessment activities, in 2011-12 and 2012-13. Members of the University Assessment Committee were recruited to serve key roles on teams studying UND's efforts regarding criterion three (Teaching and Learning: Quality, Resources, and Support) and criterion four (Teaching and Learning: Evaluation and Improvement). Drafts of individual criterion chapters became available for campus review in Spring 2013. The final self-study report will be released by the end of August for dissemination across campus and examination by members of the HLC team assigned to UND's reaccreditation review.

VI. Work with Institutional Research to keep the Assessment Committee's website current.

Institutional Research continues to update the content of the website, including a number of enhancements and improvements added within the last year, including revised versions of the templates used for committee work. Assessment resources (procedures, forms, templates, contact persons, and model plans) are posted. The Assessment Plans of Academic Departments and non-academic units that attend to student learning and development are available to the campus and public. The Committee website can be found at: http://www.und.edu/dept/datacol/assessment/index.htm

Summary: During 2012-2013, the University Assessment Committee fulfilled its purpose, function and responsibilities including annual reviews of academic and non-academic assessment activities, and OIR (Office of Instruction Research) tools, and a review of templates for assessment reviews.

Respectfully Submitted,
Krista Lynn Minnotte
Chair, University Assessment Committee

July 2013

Annual Report of the
Student Policy Committee
University of North Dakota
2012-2013

Meetings

Committee met at least one time per month, from September 2012 to May 2013.

Members

Student Members	Faculty Members
Lindsey Eckmann	Craig Carlson (Term expires 2013)
Kaileen Flaherty	Gene DeLorme (Term expires 2013)
Shane Gerbert	Victor Lieberman (Term expires 2015)
Kjiesta Gorney	Sally Pyle (Term expires 2014)
Tyler Tandeski	Gary Ullrich (Term expires 2014)
Jennifer Vetter (chair)	

Ex-Officio and Staff Members
Missy Burgess, Student Involvement and Leadership Office
Cassie Gerhardt, Student Involvement and Leadership Office

Actions

I. Approval of Student Organization Constitutions
    A. Approved as New Organizations:
        1. Wings of Gold – October 16, 2012
        2. Water Polo Club – October 16, 2012
        3. Public Health Association – October 16, 2012
        4. Running Club – October 23, 2012
        5. Games Club – October 23, 2012
        6. Operations & Supply Chain Club – October 23, 2012
        7. Footbag & Hackysack Club – October 30, 2012
        8. American Constitution Society – October 30, 2012
        9. Sports Business Student Association – February 1, 2013
        10. UND Forensics Team – February 1, 2013
        11. UND Wrestling – February 21, 2013
        12. Journalism Club – February 21, 2013
        13. Graduate Student Association – April 3, 2013
        14. Social Hour – April 3, 2013

    B. Approved as Reforming Organizations:
        1. Bass Fishing Club – February 1, 2013

    C. Tabled after initial discussion, no further action taken:

    D. Constitution Revisions Approved:
        1. Asian Cultural Association – October 16, 2012 (previously approved as Asian Student Association)
        2. Early Childhood Education Student Organization – October 30, 2012
        3. Fencing Club – February 21, 2013
        4. Women's Rugby Club – April 3, 2013

    E. Organizations Dissolved for not filing a roster card since receiving approval from SPC
        1. Rollerblading Club – February 21, 2013
        2. Students for Democracy – February 21, 2013

3. Hip Hop Club – February 21, 2013
4. Game Design Club – February 21, 2013

F. Organizations Dissolved for failing to file a roster card for four or more semesters
   1. Eloquence Unlimited
   2. Fellowship of Christian Athletes
   3. Newman Center Activities Association
   4. North Word Undergraduate Reading Series
   5. Power On!
   6. Project 88
   7. Racquetball Club
   8. Students for Concealed Carry on Campus
   9. Students for Sensible Drug Policy
   10. UND Indoor Soccer Club
   11. UND Paintball Club

Compiled by Cassie Gerhardt

University Senate Curriculum Committee Report

November 2013

I   New Program with New Courses

- ➤ M.S. in Curriculum and Instruction – New Program
- ➤ T&L 577 – New Course
- ➤ T&L 579 – New Course

Senate approval is not required for the following report items

II   Program Changes

- ➤ Approval of B.G.S with a sub plan of Health Studies
- ➤ Approval of B.A. in Philosophy and Religion – Pre-Law Concentration
- ➤ B.A in Political Science
  - Increase the minimum GPA graduation requirement from 2.0 overall and 2.2 for courses within major to 2.5 overall and 2.5 for courses within major.

II   Course Change

- ➤ GEOG 397
  - Add prerequisite: "or consent of Department Co-op Coordinator and Chair"
- ➤ THEA 494
  - Add prerequisite: "Theatre BA or BFA students only"
- ➤ AVIT 499
  - Increase credits from 1-3 to 1-12.
  - Increase repeatable total credits from 8 to 18.
- ➤ PHYS 317
  - Term typically offered: from Summer to Fall

University Senate Curriculum Committee Report

November 2013

I **Program Suspension**
> B.S. in Cytotechnology

GENERAL GUIDELINES

FOR

COMMITTEES OF THE UNIVERSITY SENATE

A. Election of Committee Members - With the exceptions noted below*, all committee members elected by the University Senate will be elected and notified in April of each academic year. Students selected to serve on Senate committees will be selected and notified in April of each academic year. The committees will organize in May in order that each committee may be ready to function at the beginning of each academic year.

B. Terms of Committee Members - The term of membership of all committees is staggered to provide continuity to committees from year to year. Committee members are eligible for re-election, but not to consecutive terms.

C. Committee Support - Senate committees should have financial and centralized clerical support. The lack of such support leads to reduced effectiveness of committees and/or use of limited departmental resources. A minimal budget for each committee for operational expenses such as photocopying would make committees more productive and eliminate the inequitable drain on limited departmental resources.

D. Reporting To Senate - Each committee will provide a short, written and oral report of its activities once each year or as required. The method and date of reporting is part of the committee description. The date of reporting is also included on the list of committees.

E. Communications with Committees - The Secretary of the Senate chair promptly notifies members in writing of their selection and the duties of the committee. If necessary Tthe chair of the Senate will designate the member responsible for calling the first meeting. Unless specified in the committee description, the committee will elect its chair.

F. Motivation of Faculty Participation in Committees - Participation by more faculty in committee work is encouraged. Committees are the means for the faculty to self-govern. Committees address matters of faculty concern and self interest. A robust committee system assists in advancing these. Committee work is expected of all faculty as part of their obligation to the University.

G. Voting Status of Committee Members - Unless otherwise stipulated in the description of each committee, all committee members are full voting members of the Committee.

H. Permanent or Ad Hoc Committee - Unless otherwise stipulated in the description of each committee, all committees are permanent committees of the Senate. When a committee is created, the Senate Executive Committee will prepare an entry containing the new committee's name, functions, responsibilities, status as a permanent or ad hoc committee, method and schedule for the determination of its membership, and the date by which it shall report to the Senate (see Appendix).

*Exceptions: 1.Election to the Committee on Committees and Senate Executive Committee takes place at the October September Senate meeting.

2. Membership on the Funding or Enrollment Emergency Committee is commensurate with the members' selection to the University Budget Committee or the Faculty Advisory Budget Committee.

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> 3. Election to the Standing Committee on Faculty Rights is
> coincidental with and conducted in the same manner as the election of
> members of the Council to University Senate.

I. Quorum for all Committees of the University Senate shall be set at 33% of eligible voting members, except in those instances where a committee chooses to establish quorum at a higher level. Any such changes to quorum will be in effect only until the end of the academic year in which they are adopted, unless altered by the committee before that time. Seats deemed to be vacant by the committee chair on account of resignation or two unexcused absences should not be considered when establishing quorum.

J. In order to insure the full and proper functioning of all committees of the University Senate, committee chairs shall have the authority to declare a seat on their committee vacant if the member resigns or has two unexcused absences from committee meetings. When a vacancy has occurred, the committee chair shall notify the Chair of the University Senate who will then, in consultation with the Committee on Committees and the Senate Executive Committee, arrange for the appointment of a replacement who shall hold office ~~until the next regularly scheduled set of committee elections.~~ for the remainder of the term for which they were appointed.

SENATE ADMINISTRATIVE PROCEDURES COMMITTEE

Purpose: To provide academic guidance and overview of requests for exceptions to
                        University-wide policy.

Membership: Deans (two)

                        Registrar or designee, non-voting chair (one)

                        Faculty (five)

                        Student (one)

Terms: Deans - two years with one being replaced each year

                        Registrar - concurrent with office

                        Faculty - two years

                        Student - one year

Selection: Deans - appointed by the President in April and assuming responsibilities
                        May 1

                        Faculty - approximately one-third elected by the Senate

                        in April and assuming responsibilities May 1

                        Student - elected by the Student Senate in April and
                        assuming responsibilities May 1

                        Registrar or designee - ex-officio (non-voting)

Functions and

Responsibilities: To perform a thorough review of Committee policies in even- numbered
                        years as preparation for any issues arising in the State legislative
                        session in odd-numbered years. This review is to be submitted to the
                        Senate Executive Committee and the Senate Legislative Affairs Committee.

                        Acting of its own volition, upon the request of the Senate and/or others,
                        the Committee shall assume responsibility for the following:

                        1.   Act on petitions of appeals regarding university-wide
                        requirements and policies except for ES/GER and Honors
                        requirements. These petitions relate to the following:

                             a. Change of Grade

                             b. Registration

                             c.   Credit in course not allowed for credit

                             d. Transferability of undergraduate work to UND

                             e.   All other university-wide academic requirements
                                    except the following which are reserved to the jurisdiction
                             of the of the Deans and faculty:

                        (1) Graduate without being enrolled (dean 1)

                        (2) Extension of time to remove an incomplete
                             (instructor, department chair, and dean 2)

                        (3) Special and validating examinations and re-
                        examinations (instructor, department chair,
                        and dean 2)

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(4) Graduate from one college while enrolled in another (both deans)

(5) Add a course late during a term (instructor, advisor, dean 2)

(6) Take or give examinations at times other than those specified (department chair and dean 2)

(7) Repeat a course with grade of C or better and

    have the last grade only counted in averages (advisor, department chair, and dean 2)

(8) Take correspondence course in major while enrolled (advisor, department chair, and dean 1)

(9) Take non-major correspondence course while enrolled (dean 1)

(7~~10~~)   Complete a major with fewer than 15 hours of

institutional credit in the major (chair of

major department and dean 1)

(8~~11~~)   Complete a minor with fewer than 4 hours of

institutional credit in the minor (chair of minor department and dean 2)

(9~~12~~)   Graduate with fewer than 30 of the last credits for a

first baccalaureate degree earned as institutional

credit, of fewer than the last 15 for a second or

subsequent degree (dean 1)

(10~~13~~)   Be enrolled for more than 21 credit hours in a

regular semester, or for more than 15 in a summer session

(advisor and dean 1)

(11~~14~~)   Graduate with fewer than 36 upper level credit hours (advisor and dean 1)

(12~~15~~)   Have a similar, but differently named, course constitute a repeat of a previous course chair of department offering course and dean 2)

(13~~16~~)   Change a grade mis-recorded in a course (instructor and dean 2)

2. Maintain and keep current committee website.

Notes: A.   Dean 1 = dean of the student's college/program

            Dean 2 = dean of the college offering the course(s)

            B.   Appeal of decisions in these ~~16~~13 matters shall be acted on by the appropriately established review and appeal committee in the respective colleges; the same committee shall resolve cases of divided decisions.

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C. Items 1-3 were assigned to the jurisdiction of the
Dean by the Council on March 1, 1962 and items 4-~~7~~ 6
were assigned later by the Council or Senate. Items
~~8-16~~ 7-13 are additional assignments approved on Oct. 16, 1991.

Report to Senate: Prepare an annual report which addresses each function and responsibility
and submit it to the Senate secretary two weeks before the March Senate
meeting.

Source of

Information: University Senate By-laws

University Senate Minutes - March 1, 1962

University Senate Minutes - May 15, 1969

University Senate Minutes - January 20, 1983

University Senate Minutes - February 3, 1983

University Senate Minutes - May 15, 1983

University Senate Minutes - February 6, 1992

University Senate Minutes - March 4, 1999

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SENATE UNIVERSITY ASSESSMENT COMMITTEE

Purpose: The Senate University Assessment Committee provides faculty guidance and oversight in developing and implementing the University Assessment Plan, analyzing and interpreting assessment results, developing appropriate reports, and disseminating assessment results to the Office of Vice President for Academic Affairs and Provost, the Faculty Senate and the University community.

Membership: Vice President for Academic Affairs and Provost or designee(two, one voting and one non-voting)

Vice President for Student Affairs or designee

School of Graduate Studies Representative

Faculty (eight, one from each college)

Students (two)

Terms: Vice President for Academic Affairs and Provost or designee - concurrent with office

Vice President for Student Affairs or designee -

concurrent with office

School of Graduate Studies Representative - one year

Faculty - three years with approximately one-third elected each year

Students - one year

Selection: Vice President for Academic Affairs and Provost or designee - ex-officio

Vice President for Student Affairs or designee - ex-officio

School of Graduate Studies Representative appointed by Graduate Committee in consultation with Graduate Dean

Faculty - About one-third are elected every year by the Senate in April and assuming responsibilities May 1.

Students - approximately one-third elected by the Student Senate in April and assuming responsibilities May 1

Functions and

Responsibilities: Perform a thorough review of Committee policies in even-numbered years as preparation for any issues arising in the State legislative session in odd-numbered years. This review is to be submitted to the Senate Executive Committee and the Senate Legislative Affairs Committee.

Acting of its own volition, upon the request of the Senate and/or others, the Committee shall assume the following responsibilities:

1. Address all issues regarding assessment of student achievement and development.

2. Develop, review and evaluate the University Assessment

   Plan in conjunction with the Assistant Provost for Assessment Assessment Director.

3. Oversee the implementation of the University Assessment

   Plan, evaluate assessment activities and the

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interpretation of assessment results, and evaluate the
overall effectiveness of the Plan.

4. Make recommendations regarding how to address any
deficiencies that are revealed by assessment activities.

5. Review University Accreditation Report when issued and
advise the Senate regarding the Report and its
implications.

6. Work with Institutional Research to keep the assessment
website current.

Report to Senate: Prepare an annual report which addresses each function and
responsibility and submit it to the Senate secretary two
weeks before the October Senate meeting.

Source of

Information: University Senate Minutes - May 6, 1999

University Senate Minutes - February 7, 2002

University Senate Minutes - May 4, 2006

University Senate Minutes - February 7, 2013

5. PATENT POLICY

5.1   All rights to and interests in inventions, patent-pending and patented, shall be determined as follows:

> 5.1.1 Inventions resulting from work, research, or investigation conducted in the course of the creator's employment at UND shall be owned by UND.
>
> 5.1.2 Inventions resulting from work created by a UND employee outside the scope of employment and without the use of institutional resources belong to the employee.
>
> 5.1.3 UND may not claim any rights to, or any ownership interest in, inventions developed solely by student(s) unless:
>
>> 5.1.3.1 The student has received financial support from UND, in the form of wages, salary, stipend, or grant funds, for the research leading to the development of the invention; or
>>
>> 5.1.3.2 The invention was developed in cooperation with other students or UND employee(s) as part of resulted from a cumulative, multi-semester classroom project under the supervision of UND facultyutilizing UND resources, in which case UND shall be entitled to a non-commercial, royalty-free license; or
>>
>> 5.3.1.3 The work leading to the invention was funded by a sponsorship agreement, federal funding agreement, other agreement, or governed by a material transfer agreement that restricts ownership of the invention.
>
> 5.1.4 To protect students' academic progression, UND may not impose an embargo greater than six (6) months on research output, unless otherwise agreed upon in writing.