



2-5-2015

February 5, 2015

University of North Dakota

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Minutes of the University Senate Meeting
February 5, 2015

1.

The February meeting of the University Senate was held at 4:05 p.m. on Thursday, February 5, 2015 in Room 113, Education. Chair Melissa Gjellstad presided.

2.

The following members of the Senate were present:

Anderson, Ernest	Henderson, Pam	Poochigian, Donald
Anderson, Julie	Hill, Robert	Quinn, Andrew
Anderson, Suzanne	Hunter, Cheryl	Rand, Kathryn
Baker, Mary	Jendrysik, Mark	Reissig, Brad
Bibel, George	Johnson, Brett	Routon, Claudia
Bridewell, John	Jones, Nicholas	Rozelle-Stone, Rebecca
Burgess, Gaye	Kelley, Robert	Schwartz, Rhonda
Christopherson, Anne	Kenville, Kim	Smart, Kathy
Cowden, Kimberly	Kurtz, Sharley	Stofferahn, Curt
DeLong, Loretta	Lawrence, David	Tanaka, Tomohiro
Ernst, Julia	Liang, Lewis	Walker, Anne
Fevig, Ron	Lim, Howe	Weaver-Hightower, Rebecca
Flanagan, Ken	Marasinghe, Kanishka	Weber, Bret
Franklin, Tanner	McHenry, Laurie	Williams, Margaret
Gedafa, Daba	Medina, Shannon	Wood, Robert
Geiger, Jonathan	Mikulak, Marcia	Young, Tim
Gjellstad, Melissa	Milavetz, Barry	Zerr, Jessica
Grant, Vincent	Munski, Doug	Zerr, Ryan
Harsell, Dana	Murphy, Eric	

3.

The following members of the Senate were absent:

Badahdah, Abdallah	Frank, Daniel	Roux, Gayle
Beattie, Robert	Halgren, Cara	Schroeder, Janie
Bradley, April	Jeno, Sue	Schuster, Shane
Brekke, Alice	Johnson, Chase	Semke, William
Brown, Ryan	Martin, Will	Sheridan, William
Campbell, Katherine	Mitzel, John	Smith, Bruce
Cerkoney, Marissa	Mosher, Sarah	Storrs, Debbie
DiLorenzo, Thomas	Onchwari, Grace	Sum, Paul
Drewes, Mary	Petros, Tom	Swisher, Wayne
El-Rewini, Hesham	Popehn, Montana	Walton, Susan
Enright, Jeremiah	Reesor, Lori	Wynne, Joshua

4.

The following announcements were made:

a. Ms. Gjellstad made the following announcements:

- A thank-you luncheon for Senate committee chairs will be held this month.
- The senators were thanked for responding to the parking survey.
- The Committee on Committees also thanked the senators for responding to the preference survey.
- There will be a Budget 101 workshop held for faculty on the new budget process.

- There are legislative fact sheets available and a legislative bill tracker that is refreshed each Friday and populated by bills through auto-update.
- b. Nancy Vogeltanz-Holm, Chair of the Senate Legislative Affairs Committee, indicated that the Committee is responding to legislative requests. She described the matters to which they have responded. She also indicated that their responses are on behalf of students, faculty and staff. She asked the senators to supply their input on the bills.
- c. Eric Murphy presented an update from the Council of College Faculties. He indicated that the search process for the Chancellor is underway and the position is now being advertised. He encouraged nominations for candidates for the position. The search committee will look at applications in March, so time is of the essence.

5.

Ms. Gjellstad called attention to the minutes of the January 15, 2015 meeting. There was a motion of approval by Mr. Munski. Ms. Smart seconded and the minutes were approved as distributed.

6.

The question period was opened at 4:19 p.m. There were no questions.

7.

Ms. Gjellstad called attention to the annual report from the Senate Academic Policies & Admissions Committee. Mr. Poochigian moved to accept and file the annual report. There was a second by Ms. Mikulak, and the motion was approved.

8.

The University Curriculum Committee report was reviewed. Ms. Gjellstad introduced Leslie Martin, Chair of the Curriculum Committee, and thanked her and the Committee for all their work to complete the process for the 2015-16 catalog production. Mr. Murphy asked a question about two English course deletions. Ms. Weaver-Hightower explained the deletions. Mr. Quinn moved to approve the report. Mr. Harsell seconded and the report was approved.

9.

The Faculty Senate Proposal was reviewed. Ms. Gjellstad reported on the responses to the Faculty Governance Survey. She asked the senators to share with their neighbors at the meeting the feedback they got from their constituents regarding a Faculty Senate. Discussion ensued. Ms. Gjellstad reviewed all the steps that will need to be taken for this proposal to become legal, including approvals and constitution changes. Senators reported what is being said by constituents and colleagues. Discussion ensued. Ms. Smart moved that the Senate Executive Committee conduct a survey of all benefited faculty regarding the formation of a faculty senate. Mr. Munski seconded. Mr. Harsell offered a friendly amendment for a referendum rather than a survey. The friendly amendment was accepted by Ms. Smart and Mr. Munski. There was discussion of whether the option of a caucus should be presented. The vote was called and the motion carried.

10.

Kim Kenville, Honorary Degrees Committee chair, shared the criterion for receiving an honorary degree. She presented three anonymous candidates as A, B, and C. Following the presentation, Ms. Kenville moved approval of all three candidates. The motion was seconded by Mr. Munski and approved. Ms.

Kenville requested that the senators keep the information confidential since the approval process was not complete.

11.

Deborah Worley, member of the Ad Hoc USAT Committee, presented a report from the Committee. She described the Committee's process and called attention to both the executive summary and the link to the full report. She then described the analysis of the data that was conducted. The Committee's conclusion was that a new form is needed. Ms. Worley described the recommendations regarding a Student Evaluation of Teaching (SET). Mr. Gedafa shared the next steps to be taken. It was moved by Mr. Gedafa to establish a new committee with membership from both the Senate Executive Committee and the Ad Hoc USAT Committee to conduct open forums, select a new form and conduct a pilot. There was a second by Mr. Quinn and the motion was approved.

12.

Mr. Murphy moved to extend the meeting to 5:45 p.m. Mr. Munski seconded and the motion was approved.

13.

There was a presentation by Sima Noghianian, vice-chair of the Senate Scholarly Activities Committee (SSAC), and Rebecca Weaver-Hightower, member of the Senate Executive Committee (SEC), on the Faculty Travel and Research Funding report. Ms. Weaver-Hightower described the activities that will occur with SSAC and SEC to gather information and the wish to conduct a survey regarding research funding support. She asked for questions. Ms. Mikulak expressed appreciation for what they are doing and there was applause. There was further discussion and Ms. Weaver-Hightower indicated that there will be more information to come.

14.

The meeting adjourned at 5:30 p.m.

Suzanne Anderson, Secretary
University Senate

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To: Lori Hofland, Administrative Assistant, Office of the Registrar
From: Matt Cavalli, Chair, Academic Policies and Admissions Committee, 2014-2015
Re: APAC Annual Report, 2013-2014
Date: January 22, 2014

The following issues were discussed and voted upon during the 2013-2014 academic year:

Distance courses were categorized into one of four types for the purposes of assigning credit hours. The adopted policy read:

Academic units are expressed in terms of semester credit hours at the University of North Dakota. For face-to-face courses, one semester credit hours represents one 50-minute class period (lecture or structured student/faculty interaction) or 2-3 hours of laboratory session for each week of the semester. For online or distance courses, UND academic units are assigned according to the classification of the distance course:

- *Type 1: Distance course sections taught synchronously with face-to-face sections with equivalent student learning objectives and expectations for student effort – The distance section is assigned the same credit hours as the face-to-face section.*
- *Type 2: Distance course sections taught asynchronously with face-to-face sections with equivalent student learning objectives and expectations for student effort – The distance section is assigned the same credit hours as the face-to-face section.*
- *Type 3: Distance courses not classified as Type 1 or 2 that share equivalent student learning objectives and expectations for student effort as face-to-face sections of the course at UND – The distance section is assigned the same credit hours as the face-to-face section.*
- *Type 4: Distance courses not classified as Type 1 or 2 that do not have corresponding face-to-face sections at UND for comparison – The department or unit providing the course must document the expected level of student effort, expected student/faculty interactions, course assessment plan, and student learning objectives for the course. This information will be reviewed by the appropriate Department, College/School, and University curriculum committees for assignment of appropriate credit hours.*

The charge of the APAC was changed as follows:

To perform a thorough review of Committee policies in even-numbered years and this review is to be submitted to the Senate Executive Committee.

In addition, number (5) under Functions and Responsibilities should read as follows:

Correspondence and ~~extension courses~~ distance/online, transfer of credits

Several discussions were held with Sol Jensen regarding a tuition confirmation deposit and priority application deadline. Ultimately, the tuition deposit proposal presented by Sol was approved by APAC under the condition that a deferral process be included. The priority application deadline proposal was also approved under the condition that the intent of the deadline be clearly communicated to students and that the admissions webpage post whether or not applications were still being accepted after the deadline due to available seats.

The following major declaration policy was presented to the APAC and ultimately approved:

In order to progress toward the timely and successful completion of an undergraduate degree, it is in the best interest of students at the University of North Dakota to declare a major early in their academic career. During the semester in which a General Studies: Undeclared student will reach 45 undergraduate credit hours (typically the third semester), a Major Declaration notice will be added to the student's To Do list in Campus Connection. In addition, the Student Success Center will use multiple means of communication and connect a student to resources to assist in exploring program of study options. This notification will prompt a student to take the necessary steps to move from General Studies: Undeclared, and begin working with an advisor in the program of study the student plans to pursue. Upon reaching 60 credit hours in a General Studies: Undeclared status, a negative service indicator hold will be placed on a student's account prohibiting registration for the following semester until a program of study other than General Studies: Undeclared is chosen. The Student Success Center will further assist the student through additional communication and contact to prompt major declaration. Once a major is declared, the negative service indicator hold will be removed by the Student Success Center, allowing the student to register for courses based on the intended program of study. A student who has reached 60 or more credit hours would be allowed to retain or move to General Studies: Undeclared status only with permission from the Student Success Center.

Additional discussions were held about whether or not a hard application deadline should be implemented (First day of class? Two weeks before class? Another alternative?) due to the difficulty of putting together a full schedule for incoming students at that point and the likelihood of student success. No formal actions were taken on these issues.

Honors Committee University Senate Report; December 11, 2014

Voting Members:

Faculty

Joe Vacek (Chair)
Amanda Boyd
Sonya Hung
Vikki McCleary
Peter Meberg
Kim Porter
Tom Steen
Cliff Staples
Kathy Sukalski

Students

Michelle Bonapace-Potvin
Jaford Burgad
Kristen Canham
Trista Kirchgesler
Andrew Owen
Jonathon Prezler
Brady Roemmich
Jolie Schmidt

Non-Voting Members (Honors Program Faculty and Staff):

Sally Pyle, Director
Robin David, Associate Director
Emily Hill, Student Life Coordinator
Brian Schill, Undergraduate Research Coordinator
Diane Kinney, Administrative Secretary

The Honors Committee met twice during the 2013-2014 Academic Year, although Honors Committee members work throughout the academic year with the Sophomore Honors Portfolio process and with Senior Honors Thesis students. These tasks are ongoing.

December 9, 2013 Meeting Summary

Action Items:

Approval of minutes from the May 2013 meeting;
Approval of December 2013 graduates;
Approval of Honors Faculty Reports.

Other Business:

Discussion of Honors Faculty Reports;
Report on the progress of the Honors Experience Working Group;
Volunteers for Subcommittees: Tuition Waiver Application Review & Grievances.

May 7, 2014 Meeting Summary

Action Items:

Election of Chairperson for 2014-2015 Academic Year: Joseph Vacek;
Approval of minutes from December 9, 2013;
Approval of May 2014 graduates;
Approval of Honors Faculty Reports.

Other Business:

Outgoing committee members were recognized and incoming committee members were introduced;

Recognition of the Student Award Winners from the Undergraduate Research Banquet, April 2014;

Discussion of Honors Faculty Reports;

Report on the progress of the Future of Honors Project;

**University Senate Curriculum Committee Report
January 15, 2015**

I New Program

- Minor in Geospatial Technologies - New Program Proposal

II Program Deactivation

- Thea-BFA-Perf : BFA in Performance with Major in Theatre Arts – Program Deactivation Proposal

III New Courses

- ATSC 552 : Satellite Meteorology – New Course Proposal
- ATSC 553 : Advanced Satellite Meteorology - New Course Proposal
- AVIT 143: AVIT 143. Private Pilot-Helicopter Certification - New Course Proposal
- AVIT 242 : Introduction to Commercial Flying-Helicopter - New Course Proposal
- AVIT 343 : Instrument Rating-Helicopter Certification - New Course Proposal
- AVIT 445 : Commercial Pilot-Helicopter Certification - New Course Proposal
- CHE 480: Undergraduate Research – New Course Proposal
- CHE 380 : Service Learning – New Course Proposal
- CHE 381: Experiential Learning – New Course Proposal
- COMM 345 : Social Media Strategy – New Course Request
- COMM 374 : Principles of Strategic Communication – New Course Proposal
- COMM 451 : Risk and Crisis Communication – New Course Proposal
- NURS 525 : Applied Multivariate Statistics - New Course Proposal
- NURS 557 : Foundations of Nursing Science - New Course Proposal
- NURS 558 : Research Design - New Course Proposal
- NURS 565 : Rural Populations and Rural Health - New Course Proposal
- NURS 581 : The Nurse Scientist – New Course Proposal
- NURS 586 : Rural Health Programs and Research – New Course Proposal
- PSYC 320 : Professional Development & Ethics – New Course Proposal
- T&L 546 : College Students with Special Needs – New Course Proposal

IV Course Deletions

- AVIT 101 : Survey of Flight - Course Drop Proposal
- AVIT 348 : Commercial Certification-Helicopter Additional Rating - Course Drop
- AVIT 349 : Instrument Certification - Helicopter Additional Rating - Course Drop Proposal
- COMM 201 : Visual Communication – Course Drop Proposal
- COMM 303 : Principles of Public Relations – Course Drop Proposal
- COMM 308 : Argumentation – Course Drop Proposal
- COMM 331: Survey of Broadcasting – Course Drop
- COMM 332 : Television Studio Production – Course Drop Proposal
- COMM 341 : Advertising Creative Strategy – Course Drop Proposal
- COMM 354 : Electronic Field Production – Course Drop Proposal
- COMM 368 : Criticism and Controversies – Course Drop Proposal
- COMM 397 : Cooperative Education – Course Drop Proposal

- NURS 570 : Epistemology and Philosophy of Nursing - Course Drop Proposal
- NURS 571 : Theoretical Development in Nursing - Course Drop Proposal
- PSYC 120: Orientation to the Major – Course Drop

Senate Approval is not required for the following report items

V Program Changes

- AVIT-BSAERO-CA : BS in Aeronautics with Major in Commercial Aviation - Program Change Request
 - Change in program requirements
- AVIT-BBA-AM : BBA with Major in Airport Management - Program Change Request
 - Change in program requirements
- AVIT-BSAERO-ATC : BS in Aeronautics with Major in Air Traffic Control – Program Change Request
 - Change in program requirements
- AVIT-BSAERO-ATM : BS in Aeronautics with Major in Aviation Technology Management – Program Change Request
 - Change in admissions requirements
 - Change in program requirements
- AVIT-BSAERO-FE : BS in Aeronautics with Major in Flight Education - Program Change Request
 - Change in program requirements
- CE-BS : B.S. in Chemical Engineering – Program Change Request
 - Change in program requirements
- Comm-BA : BA with Major in Communication – Program Change Request
 - Change in admissions requirements
 - Change in program requirements
- Comm-Minor : Minor in Communication – Program Change Request
 - Change in admissions requirements
 - Change in program requirements
- Geog-Cert : Certificate in Geography - Program Change Request
 - Change in program requirements – addition of GEOG 476 to elective courses
- NURS-PhD : Doctor of Nursing – Program Change Request
 - Change in mission statement and program goals
 - Change in degree requirements
- PA-MPAS : Master of Physician Assistant Studies - Program Change Request
 - Change in admissions structure and requirements
- Psyc-BA/BS : BA/BS with Major in Psychology – Program Change Request
 - Change in program requirements – delete PSYC 120 and replace it with proposed course PSYC 320.
- Thea-BA : BA with Major in Theatre Arts – Program Change Request
 - Change in program requirements – divided into three tracks.
 - Foreign language requirement removed from two of the tracks.

VI Course Changes: Undergraduate

- ATSC 441 : Radar Meteorology - Course Inventory Change Request
 - Prerequisite change
- AVIT 142 : Introduction to Aviation-Helicopter - Course Inventory Change Request
 - Prerequisite change
 - Revise course description
 - Terms typically offered: from Fall to Fall and Spring
- AVIT 208: Aviation Safety – Course Inventory Change Request
 - Prerequisite change
- AVIT 310: Public Safety Aviation – Course Inventory Change Request
 - Prerequisite change
 - Terms typically offered: from Fall and Spring to Spring
- AVIT 311 : Safety Management System (SMS) – Course Inventory Change Request
 - Terms typically offered: from Fall to Fall and Spring
- AVIT 313: Aviation Insurance – Course Inventory Change Request
 - Terms typically offered: from On Demand to Fall
- AVIT 408: Fleet Planning and Aircraft Acquisition – Course Inventory Change Request
 - Prerequisite change
 - Terms typically offered: from Fall and Spring to Fall
- AVIT 243 (241): Aircraft Systems Helicopter - Course Inventory Change Request
 - Course number change from 243 to 241
 - Title change to Commercial Helicopter
 - Change in credit hours from 3 to 4
 - Prerequisite and Corequisite change
 - Revise course description
- AVIT 246 : Helicopter Turbine Transition - Course Inventory Change Request
 - Prerequisite change
 - Revise course description
- AVIT 346 (444): Aerodynamics and Performance Helicopter -Course Inventory Change Request
 - Course number change from 346 to 444
 - Title change to Helicopter Advanced Operations
 - Prerequisite change
 - Terms offered from: On Demand to Fall
 - Revise course description
- AVIT 244 (342): Basic Attitude Instruments and Navigation Helicopter -Course Inventory Change Request
 - Course number change from 244 to 342
 - Title change to IFR Regulations and Procedures-Helicopter
 - Prerequisite and Corequisite change
 - Terms offered from: On Demand to Fall and Spring
 - Revise course description
- AVIT 397 : Cooperative Education - Course Inventory Change Request
 - Change in credit hours from 1 to 1-2
 - Prerequisite change
- CHE 315 : Statistics and Numerical Methods in Engineering – Course Inventory Change Request
 - Prerequisite change
- CHE 411 : Plant Design I: Process Design and Economics – Course Inventory Change Request

- Prerequisite change
- CHE 412 : Plant Design II: Process Project Engineering – Course Inventory Change Request
 - Prerequisite change
- CHE 397: Cooperative Education- Course Inventory Change Request
 - Change in credit hours from 1 to 1-2
 - Prerequisite change
- CHEM 397 : Cooperative Education – Course Inventory Change Request
 - Change in credit hours from 1 to 1-2
 - Change in total credits allow from 12 to 6
 - Revise course description
- CHEM 492: Senior Research
 - Change in credit hours from 1 to 1-3
 - Revise course description
- COMM 206 : Digital Communication: Fundamentals – Course Inventory Change Request
 - Corequisite change
- COMM 246 : Journalistic Reporting and Editing – Course Inventory Change Request
 - Prerequisite change
- COMM 300 : Communication and Society – Course Inventory Change Request
 - Prerequisite change
- COMM 302 : Popular Culture – Course Inventory Change Request
 - Prerequisite change
 - Revise course description
- COMM 305 : Web and Mobile Publishing Publications – Course Inventory Change Request
 - Title change to Web and Mobile Publishing
 - Prerequisite change
 - Terms offered from: Fall to Spring
- COMM 310 : Media and Diversity – Course Inventory Change Request
 - Prerequisite change
 - Terms offered from: Spring to Fall
- COMM 319 : Digital Communication: Imaging – Course Inventory Change Request
 - Prerequisite change
 - Terms offered from Spring to Fall
- COMM 324 : Feature and Opinion Writing – Course Inventory Change Request
 - Prerequisite change
- COMM 328 : Community Journalism – Course Inventory Change Request
 - Prerequisite change
 - Terms offered from: Fall to Spring
- COMM 329 : Practicum – Course Inventory Change Request
 - Change in credit hours from 1 to 3
 - Change in total hours allowed from 5 to 6
 - Prerequisite change
 - Revise course description
- COMM 352: Writing for Public Relations – Course Inventory Change Request
 - Prerequisite change
 - Change in terms offered from Fall and Spring to Fall
- COMM 394: Individual Projects and Reading – Course Inventory Change Request

- Change in credit hours from 1 to 3
- Prerequisite change
- Revise course description
- COMM 401 : Organizational Communication – Course Inventory Change Request
 - Prerequisite change
- COMM 402 : Intercultural/International Communication – Course Inventory Change Request
 - Prerequisite change
 - Terms offered from: Fall to Spring
- COMM 404 : Advertising and Society – Course Inventory Change Request
 - Prerequisite change
- COMM 405 : Social Implications of the Information Society - Course Inventory Change Request
 - Prerequisite change
 - Terms offered from: Fall to Spring
- COMM 410 : Research Methods in Communication - Course Inventory Change Request
 - Prerequisite change
 - Terms offered from Spring to Fall and Spring
- COMM 414 : Media Law and Ethics - Course Inventory Change Request
 - Prerequisite change
 - Terms offered from: Fall to Spring
 - Revise course description
- COMM 428 : Media History - Course Inventory Change Request
 - Prerequisite change
- COMM 430 : AD/PR Campaigns: Research - Course Inventory Change Request
 - Title change to AD/PR Campaigns
 - Revise course description
- COMM 497 : Internship – Course Inventory Change Request
 - Change in credit hours from 1 to 3
 - Change in total hours allowed from 5 to 6
 - Prerequisite change
 - Revise course description
- EE 397: Cooperative Education – Course Inventory Change Request
 - Change in credit hours from 1 to 1-2
 - Prerequisite change
- GEOE 301 : Petrophysics – Course Inventory Change Request
 - Terms offered from: Fall to Spring
- POLS 250 : Politics of Public Administration – Course Inventory Change Request
 - Title change to Introduction to Public Administration
- POLS 433: The Administrator and Public Affairs – Course Inventory Change Request
 - Title change to Public Administration Behavior and Theory
- POLS 531: Seminar: Public Administration – Course Inventory Change Request
 - Title change to Foundations of Public Administration

VII Course Changes: Graduate

- **NURS 573 : Research Grantsmanship - Course Inventory Change Request**
 - Title change to Research Funding
 - Prerequisite change
 - Term typically offered : from Spring to Fall
- **NURS 574 : Quantitative Nursing - Course Inventory Change Request**
 - Prerequisite change
 - Revise course description
- **NURS 575 : Qualitative Research Methods in Nursing - Course Inventory Change Request**
 - Title change to Qualitative Nursing Research
 - Prerequisite change
 - Revise course description
- **NURS 577 : Healthcare Ethics and Diversity - Course Inventory Change Request**
 - Title change to Rural Healthcare Ethics
 - Revise course description

**University Senate Curriculum Committee Report
February 5, 2015**

I New Program

- Five-year B.S.-M.S. Degree Program in Physics

II Program Suspension

- RTS-BS : BS in Recreation & Tourism Studies

III New Courses

- BIOL 360 : Soil Ecology
- BIOL 390 : Endocrinology
- BIOL 396 : Fisheries and Wildlife Biology Pre-Internship Seminar
- BIOL 430 : Human Dimensions of Wildlife and Fisheries
- BIOL 435 : Large Mammal Ecology and Management
- CHE 597 : Graduate Cooperative Education
- COMM 339 : Digital Video Production
- ECON 506 : Econometrics
- ENGL 234 : Introduction to Writing, Editing, and Publishing
- ENGL 334 : Practicum in Writing, Editing, and Publishing
- ENGR 556 : Engr 556: System Dynamics I
- ENGR 558 : Engr 558: System Dynamics II
- GEOL 316 : Earth Materials
- GEOL 551 : Heat Flow
- GEOL 560 : Geothermics I
- GEOL 561 : Geothermics II
- IS 358 : American Indians and Sovereignty
- MRKT 340 : Integrated Marketing Communications
- MRKT 386 : Field Experience in Marketing
- MATH 092 : Algebra Prep II
- MATH 093 : Algebra Prep II
- ME 566 : Introduction to Machine Vision
- ME 580 : Introduction to Autonomous Robotics
- MUSC 511 : Chamber Music Literature
- MUSC 592 : Individual Lessons: Collaborative Piano
- N&D 997 : Independent Study
- PHYS 520 : Cosmology
- SPST 508 : Quality Engineering for the Space Industry
- SPST 542 : Risk Management of Space Organizations

IV Course Deletions

- COMM 301 : Psychology of Communication
- COMM 366 : Business and Professional Speaking
- COMM 461 : Political Communication
- COMM 407 : Communication Technologies and the Future
- COMM 403 : Community Relations
- EE 304L : Laboratory
- ENGL 425 : Introduction to Editing and Publishing
- ENGL 426 : Professional Writing and Editing
- HON 490 : The University: An Interdisciplinary Capstone
- MATH 102 : Intermediate Algebra
- MRKT 312 : Advertising
- MRKT 412 : Promotional Strategy
- N&D 549 : Nutrition Education Assessment
- N&D 597 : Nutrition Education Practicum

Senate Approval is not required for the following report items

V Program Changes

- AIS-BA : American Indian Studies
 - Change in program requirements
- AIS-Minor : Minor in American Indian Studies
 - Change in program requirements
 - Revised for format and language consistency
- AVIT-BSAERO-UAS : BS in Aeronautics with Major in Unmanned Aircraft Systems Operations
 - Change in program requirements
- AVIT-MS : MS in Aviation
 - Added the following language: Law courses available on-campus only (not available via distance education)
- Biol-BS-F&W : BS with Major in Fisheries & Wildlife Biology
 - Change in program requirements
- Biol-BS-MOL : BS with Major in Molecular & Integrative Biology
 - Change in program requirements
- Biol-BS-PHS : BS with Major in Biology (Pre-Health Sciences)
 - Change in program requirement
- Biol-BS : BS with Major in Biology
 - Change in program requirements
- BS in Medical Laboratory Science : Medical Laboratory Science
 - Change Pathology to Medical Laboratory Science
- MLS-Cert : Certificate in Medical Laboratory Science
 - Change Pathology to Medical Laboratory Science
- COUN-PhD : PhD in Counseling Psychology
 - Change in degree requirements
- CSci-BA : BA with Major in Computer Science

- Addition of “C” or better in required courses that are prerequisites to other required courses.
- Inserted “UND” in the elective rule
- CSci-PhD : PhD in Scientific Computing
 - Change in degree requirements
- ECON-MSAE : MS in Applied Economics
 - Change in degree requirements
- EE-BS-AE Focus : BS in Electrical Engineering with Aerospace Focus
 - Change in program requirements
- EE-BS-BE Focus : BS in Electrical Engineering with Biomedical Engineering Focus
 - Change in program requirements
- EE-BS-CS Focus : BS in Electrical Engineering with Computer Science Focus
 - Remove “Includes Minor in Mathematics”
 - Change in Program requirements
- EE-BS : BS in Electrical Engineering
 - Change in program requirements
- EE-MEng : Master of Engineering in Electrical Engineering
 - Change in degree requirements
- EE-MS : MS in Electrical Engineering
 - Change to Thesis option
 - Change to Non-Thesis option
- ENG-PhD : PhD in Engineering
 - Change in degree requirements
 - Addition of requirements for Ph.D. students in the EE track
- GeoE-MS : MS in Geological Engineering
 - Change in language of admission requirements
 - Revised for format and language consistency
- Geol-MA : MA in Geology
 - Revised for format and language consistency
 - Calculus requirement moved from a degree requirement to an admission requirement
- Geol-MS : MS in Geology
 - Revised for format and language consistency
 - Calculus requirement moved from a degree requirement to an admissions requirement
- Master of Public Administration
 - Addition of Social Entrepreneurship as a track.
- ME-BS : BS in Mechanical Engineering
 - Change in program requirements
- N&D-BS : BS in Community Nutrition
 - Change in program requirements
- NUR-MS-N&D : Master’s Degree in Nutrition & Dietetics
 - Combined two specializations (Nutrition Counseling and Nutrition Education) into a single specialization
 - Change in degree requirements
- PA-MPA : Master of Public Administration
 - Change in degree requirements
- PtrE-BS : BS in Petroleum Engineering

- Change in program requirements
- Psyc-MA-FP : MA in Forensic Psychology
 - Change in Admissions Requirements
 - Change in degree requirements
- Psyc-MS-FP : MS in Forensic Psychology
 - Change in Admission Requirements
- T&L-BSED-EE : BSED with Major in Elementary Education
 - Revised for format and language consistency

VI Course Changes: Undergraduate

- ART 100 : Introduction to Sculpture – Course Inventory Change Request
 - Terms offered: Fall
- ART 212 : Concepts of Art – Course Inventory Change Request
 - Terms offered: Fall
- ART 245 : Black and White Photography I – Course Inventory Change Request
 - Terms offered: Fall and Spring
- ART 413 : History of Graphic Design – Course Inventory Change Request
 - Terms offered: Spring
- ART 480 : Advanced Graphic Design – Course Inventory Change Request
 - Terms offered: Fall and Spring
- ART 494 : Professional Exhibition – Course Inventory Change Request
 - Terms offered: Spring
- ART 498 : Seminar in Art and Design Capstone – Course Inventory Change Request
 - Terms offered: Spring
- ATSC 270 : Computer Concepts in Meteorology
 - Prerequisite change
 - Terms offered: Spring
- AVIT 226: Introduction to UAS Operations
 - Course number change from 226 to 126
 - Prerequisite change
 - Terms offered: Fall and Spring
- AVIT 331 : UAS Flight Systems
 - Prerequisite change
- AVIT 332 : UAS Ground Systems
 - Prerequisite change
- AVIT 333 : UAS Remote Sensing
 - Prerequisite change
 - Terms offered: Fall and Spring
- AVIT 334 : UAS Communications and Telemetry Systems
 - Prerequisite change
 - Terms offered: On demand
- AVIT 337 : Survey of Unmanned Aircraft Systems

- Prerequisite change
- Terms offered: Fall, Spring, and Summer
- AVIT 338: UAS Operations
 - Course number change from 338 to 438
 - Prerequisite change
 - Terms offered: Fall, Spring, and Summer
- AVIT 397: Cooperative Education
 - Change in credits from 1 to 1-2
 - Prerequisite change
- AVIT 412: Aviation Safety Assurance
 - Course title change to Aviation Safety Analysis
 - Terms offered: Spring
- BIOL 121 : Introduction to Fisheries and Wildlife Biology
 - Terms offered: Fall
- BIOL 150 : General Biology I
 - Revise course description
 - Terms offered: Fall
- BIOL 151 : General Biology II
 - Revise course description
 - Terms offered: Spring
- BIOL 418 : Systems Biology
 - Terms offered: Spring
- BIOL 431 : Wildlife Management
 - Change in credit hours from 3 to 4
 - Revise course description
- BIOL 432 : Techniques in Wildlife Population Assessment
 - Change in credit hours from 3 to 4
- BIOL 450 : Molecular Genetics
 - Terms offered: On Demand
- BIOL 460 : Molecular Biology of the Cell
 - Terms offered: On Demand
- BIOL 470 : Biometry
 - Change in credit hours from 3 to 4
- COMM 313 : Persuasion
 - Prerequisite change
 - Terms offered: Fall
- COMM 499 : Special Topics
 - Change in credit hours from 1 to 1-3
 - Prerequisite change
 - Revise course description
- CSCI 492 : Senior Project I

- Change in credit hours from 1 to 2
- Terms offered: Fall
- EE 206 : Circuit Analysis
 - Terms offered: Fall
- EE 306 : Circuits Laboratory I
 - Terms offered: Fall and Summer
- EE 307 : Circuits Laboratory II
 - Terms offered: Spring and Summer
- EE 313 : Linear Electric Circuits
 - Terms offered: Spring
- ISBC 397 : Cooperative Education
 - Change in credit hours from 1 to 1-2
 - Change in total credits allowed from 3 to 2
 - Revise course description
- LING 451 : Phonology I
 - Prerequisite change
- MLS 325L: Hematology Laboratory
 - Prerequisite change
 - Terms offered: Fall, Spring, and Summer
- MGMT 397 : Cooperative Education
 - Change in credit hours from 1 to 1-2
 - Revise course description
- MRKT 397 : Cooperative Education in Marketing
 - Change in credit hours from 1 to 1-2
- MUSC 415 : Song Literature
 - Course title change to Vocal Literature
 - Change in credit hours from 2 to 3
 - Prerequisite change
 - Terms offered: Fall odd years
 - Revise course description
- PTRE 201 : Introduction to Petroleum Engineering
 - Prerequisite change
 - Revise course description
- PTRE 311 : Petroleum Fluid Properties
 - Revise course description
- SOC 110 : Introduction to Sociology
 - Terms offered: Fall, Spring, and Summer
- SOC 250 : Diversity in American Society
 - Terms offered: Spring
- SOC 331 Rural Sociology
 - Title change to Community Sociology

- Revise course description
- SOC 335 : The Family
 - Terms offered: Fall
- SOC 340 : Sociology of Gender and Sex Roles
 - Change of credit hours from 2-4 to 3
 - Terms offered: Spring
- SOC 431 : Organizations and Behavior
 - Terms offered: On demand
- SOC 361 : Social Psychology
 - Terms Offered: Spring
- SOC 435 : Racial and Ethnic Relations – Course Inventory Change Request
 - Prerequisite change
 - Terms Offered: On Demand
 - Revise course description
- SOC 450 : Deviant Behavior – Course Inventory Change Request
 - Change in credit hours from 3-4 to 3
- SOC 475 : Sociology Capstone - Course Inventory Change Request
 - Terms offered: Fall and Spring
- SWK 317 : Social Work Research & Data Analysis
 - Course title change to Social Work Research
 - Change in credit hours from 4 to 3
 - Prerequisite change
 - Revise course description
- T&L 350 : Development and Education of the Adolescent – Course Inventory Change Request
 - Revise course description
- T&L 432 : Classroom Management – Course Inventory Change Request
 - Title change to Learning Environments
 - Revise course description

VII Course Changes: Graduate

- AERO 530: Advanced Earth Systems Sciences
 - Prefix change from AERO to ATSC
 - Course number change from 530 to 538
 - Prerequisite change
 - Terms offered Fall Even Years
- ATSC 505 : Advanced Atmospheric Dynamics
 - Change in credit hours from 3 to 4
 - Terms offered: Fall
- CHE 501 : Advanced Transport Phenomena
 - Terms offered: Spring Even Years
- CHE 509 : Advanced Chemical Engineering Thermodynamics

- Prerequisite change
- Terms offered: Fall Even Years
- COUN 501 : Ethics: Counseling and Counseling Psychology
 - Terms offered: Fall
 - Revise course description
- COUN 531: Psycholgy of Women, Gender and Development
 - Course title correction to Psychology of Women, Gender and Development
 - Grading basis change rom S/U to Graded
 - Terms Offered: On Demand
 - Revise course description
- COUN 552 : Counseling Psychology Professional Seminar I
 - Terms Offered: Fall
 - Revise course description
- COUN 555 : Advanced Psychometrics
 - Terms offered: Fall Even Years
 - Revise course description
- COUN 560 : Supervision Theory and Technique
 - Prerequisite change
 - Terms Offered: Spring
 - Revise course description
- COUN 583 : Doctoral Practicum
 - Change in credit hours from 3 to 2
 - Change in total credits allowed from 15 to 12
 - Terms Offered: Fall, Spring, and Summer
 - Revise course description
- EE 570 : Seminar
 - Repeatable for credit from No to Yes
 - Total credits allowed: 3
 - Terms offered: On Demand
 - Revise course description
- GEOL 500 : Sedimentary Geology A,B,C&D
 - Title change to Sedimentary Geology
 - Change in repeatable for credit from No to Yes
 - Total credits allowed from 6 to 12
 - Terms offered: Fall
 - Revise course description
- GEOL 515 : Advanced Paleontology
 - Prerequisite change
 - Terms offered: On Demand and Spring
 - Revise course description

- LING 506 : Field Methods
 - Prerequisite and Corequisite change
 - Terms offered: Summer
- LING 519 : Introduction to Literacy Principles
 - Prerequisite and Corequisite change
 - Revise course description
- LING 530 : Introduction to Writing Systems
 - Prerequisite and Corequisite change
 - Terms offered: Summer
 - Revise course description
- MUSC 525 : Vocal Literature
 - Terms offered: Fall odd years
 - Revise course description
- MUSC 578 : Collaborative Piano
 - Course title change to Seminar for Collaborative Piano
 - Total credits from 99 to 2
 - Revise course description
- MUSC 579 : Chamber Ensembles
 - Revise course description
- N&D 550 : Nutrition Education
 - Title change to Nutrition Education and Program Planning
 - Change in credit hours from 2 to 3
 - Prerequisite change
 - Terms offered: Fall Even Years
- N&D 560 : Nutrition Counseling
 - Change in credit hours from 2 to 3
 - Prerequisite change
 - Terms offered: Spring Odd Years
- N&D 596 : Nutrition Counseling Practicum
 - Title change to Nutrition Education and Counseling Practicum
 - Change in credit hours from 1 to 2
 - Prerequisite change
 - Terms offered: Summer Even Years
 - Revise course description
- POLS 997 : Independent Study
 - Prerequisite change
 - Grading basis change from ANC to Graded
 - Revise course description
- PSYC 997 : Independent Study
 - Change in credit hours from 2 to 3
 - Grading basis change from ANC to Graded
 - Terms Offered: Fall, Spring, and Summer
 - Revise course description
- SPED 506 : Introduction to Emotional Disorders

- Change in credit hours from 2 to 3
- Terms offered: Fall, Spring, and Summer
- SPED 507 : Introduction to Intellectual Disabilities
 - Change in credit hours from 2 to 3
- SPED 508 : Introduction to Learning Disabilities
 - Change in credit hours from 2 to 3
- SPED 510 : Early Intervention for Children with Special Needs
 - Change in credit hours from 2 to 3
- SPED 560 : Introduction to Autistic Spectrum Disorder
 - Change in credit hours from 2 to 3
 - Terms offered: Fall, Spring, and Summer
- SPED 561 : Methods for Autistic Spectrum Disorder
 - Change in credit hours from 2 to 3
 - Terms offered: Fall, Spring, and Summer
- SPED 562 : Autistic Spectrum Disorder: Supports Across the Lifespan
 - Change in credit hours from 2 to 3
 - Prerequisite change
 - Terms offered: Fall and Spring
- SPED 563 : Autistic Spectrum Disorder: Medical Issues and Trends
 - Change in credit hours from 2 to 3
 - Prerequisite change
 - Terms offered: Fall and Spring
- SPED 565 : Methods for Students with Asperger Syndrome
 - Change in credit hours from 2 to 3
 - Prerequisite change
 - Terms offered: Summer
- SPED 566 : Autistic Spectrum Disorder Intensive Early Intervention
 - Change in credit hours from 2 to 3
 - Prerequisite Change
 - Terms offered: Fall and Summer
- SPED 567 : ASD Assessment
 - Change in credit hours from 2 to 3
- SPED 591 : Readings: Special Education
 - Change in credit hours from 1 to 1-4
 - Prerequisite change
 - Terms offered: Fall, Spring, and Summer
- SPED 995 : Scholarly Project
 - Prerequisite change
 - Terms offered: Fall, Spring, and Summer
- SPST 500: Introduction to Orbital Mechanics
 - Prerequisite Change

- Terms offered: On Demand
- SPST 501: Survey of Space Studies I
 - Revise course description
 - Terms offered: Fall
- SPST 502: Survey of Space Studies II
 - Prerequisite change
 - Revise course description
 - Terms Offered: Spring
- SPST 519: Closed Ecological Systems for Life Support
 - Prerequisite change
 - Terms Offered: On Demand
- SPST 520: Asteroids, Meteorites and Comets
 - Prerequisite change
 - Terms Offered: On Demand
- SPST 521: The Planet Mars
 - Prerequisite change
- SPST 524: Current Topics in Astrobiology
 - Prerequisite change
 - Terms offered: On Demand
- SPST 526: Advanced Observational Astronomy
 - Course title change to Astronomical and Spacecraft Instrumentation
 - Prerequisite change
 - Revise course description
 - Terms Offered: On Demand
- SPST 527: Extraterrestrial Resources
 - Prerequisite change
 - Terms offered: On Demand
- SPST 528: Space Environment and the Sun
 - Prerequisite change
 - Terms Offered: On Demand
- SPST 540 : Space Economics and Commerce
 - Prerequisite change
 - Terms offered: On demand
- SPST 541 : Management of Space Enterprises
 - Prerequisite change
 - Terms offered: On Demand
- SPST 545 : Space and the Environment
 - Prerequisite change
 - Terms offered: On Demand
- SPST 552: History of Astronomy and Cosmology
 - Prerequisite change

- Terms Offered: On Demand
- SPST 555 : Military Space Programs
 - Prerequisite change
 - Terms offered: On Demand
- SPST 560 : Space Politics and Policy
 - Prerequisite or Corequisite change
 - Terms Offered: On Demand
- SPST 561: Public Administration of Space Technology
 - Prerequisite change
 - Terms Offered: On Demand
- SPST 565 : Space Law
 - Prerequisite or Corequisite change
 - Terms Offered: On Demand
- SPST 574: Remote Sensing in Developing Countries
 - Prerequisite change
 - Terms Offered: On Demand
- SPST 575: Remote Sensing Law and Policy
 - Prerequisite change
 - Terms Offered: On Demand
- SPST 581 : Field Visit to Space Centers
 - Prerequisite change
 - Terms Offered: On Demand

University Senate Ad-hoc Committee on Shared Governance Redrafted Proposal From the Subcommittee on Governance Structures

At this time there is no body that has the single focus, authority or responsibility to consider issues of importance to faculty or to represent faculty concerns and issues. This is in contrast to student and staff who each have formal bodies to identify and determine positions on critical issues and to provide advice and input on behalf of the members of their constituency. To better align UND's shared governance structure we propose the formation of a Faculty Senate to provide faculty a similar opportunity for inclusive participation through a formal body.

From campus discussions and a recent survey of faculty, this proposal recommends the creation of a UND Faculty Senate; the creation of a Faculty Senate will alter the work of the University Senate. Thus, there would be a need to revise the purpose of the University Senate. Both bodies would make recommendations and serve in an advisory role to the President.

It is recommended the Faculty Senate be constituted by the faculty members elected to the University Senate. This would ensure broad representation of faculty from all academic units. Thus, by virtue of election to University Senate, a faculty member will also represent their constituents on the proposed Faculty Senate.

Work of the university will be assigned to either the Faculty Senate or the University Senate. The responsibilities of the Faculty Senate include:

1. Issues related to the terms and conditions of faculty employment including but not limited to tenure and promotion, professional development, working conditions, grievances and other disciplinary process.
2. Academic program development and curriculum.
3. Academic performance and progress of students.
4. Research, scholarly and creative activities and related activities.
5. Organization and reorganization of the schools, colleges, and departments

Each of these areas of responsibility would become a Standing Committee of the proposed Faculty Senate. Based on the agenda, assignments and tasks that are required each academic year, the Standing Committees would identify sub-committees, ad hoc committees, and/or task forces to carry out the responsibilities of the Standing Committees. Decisions and recommendations made by the Faculty Senate would be forwarded to the President for review and implementation.

The University Senate constitution outlines eight Powers and Functions. We have identified five of the Powers and Functions that should be reassigned to a Faculty Senate [1, 2, 3, 5, 7 & part of 8].

University Senate

The Powers and Functions of the current **University Senate** are:

1. ~~Requirements and methods for admission to the institution and questions related to advanced standing.~~
2. Requirements for degrees and certificates.

3. Determination of curricula, authorization of new courses of study, and changes in courses of study.
4. Questions of scholarship and attendance, coordination of outside activities, class standing and credits, examination schedules, and the institution's catalog and calendar.
5. Institutional prizes, honors, and honorary degrees.
6. General relations and interests of students, including health, conditions of living, regulations of social life, intramural and intercollegiate athletics, student organizations and publications.
7. The general policies of the Library and the Office of Extended Learning (formerly Division of Continuing Education).
8. Acting as a consultant to the President in matters pertaining to: planning; organization or reorganization of the schools, colleges, and departments; disputes arising between or among schools and/or colleges; matters of budget apportionment; and decisions regarding physical resources." (The University of North Dakota Constitution, May 9, 1994; amended Feb. 5, 1998; amended June 26, 2003)

As the constitution states, the intent of the University Senate is to address issues that are traditionally seen as faculty responsibilities in the administration of the university. However, because of the representative membership of administrators, faculty, staff and students, the University Senate is more often regarded as the university executive body rather than a faculty body.

In making this proposal to form a UND Faculty Senate, we recommend the format of the North Dakota State University constitution as a model. <http://www.ndsu.edu/facultysenate/constitution/>

"The Faculty Senate is the University's legislative body responsible for the review and approval of policy with respect to the following matters: Academic freedom, including rights and responsibilities

1. All curricular matters, including establishment, dissolution, and substantial changes to degree programs
2. Research and scholarship
3. Admissions standards and prerequisites
4. Requirements for regular certificates and degrees
5. Regulations regarding attendance, examinations, grading, scholastic standing, and honors
6. Teaching quality
7. Professional standards and criteria for positions accorded academic rank
8. Policies and procedures for promotion, tenure, and evaluation
9. And other academic matters."

Proposed Revision of the University Senate

Based on the proposed Faculty Senate the Power and Functions of The University Senate constitution would include:

University Senate

The Powers and Functions of the proposed **University Senate** that would be retained:

- ~~1. Requirements and methods for admission to the institution and questions related to advanced standing.~~
- ~~2. Requirements for degrees and certificates.~~
- ~~3. Determination of curricula, authorization of new courses of study, and changes in courses of study.~~
4. Questions of scholarship and attendance, coordination of outside activities, class standing and credits, examination schedules, and the institution's catalog and calendar.
- ~~5. Institutional prizes, honors, and honorary degrees.~~
6. General relations and interests of students, including health, conditions of living, regulations of social life, intramural and intercollegiate athletics, student organizations and publications.
- ~~7. The general policies of the Library and the Office of Extended Learning (formerly Division of Continuing Education).~~
8. Acting as a consultant to the President in matters pertaining to: planning; ~~organization or reorganization of the schools, colleges, and departments;~~ disputes arising between or among schools and/or colleges; matters of budget apportionment; and decisions regarding physical resources." (The University of North Dakota Constitution, May 9, 1994; amended Feb. 5, 1998; amended June 26, 2003)

The proposed revised University Senate will bring together representative membership of administrators, faculty, staff and students to participate in meaningful shared governance on issues we hold in common.

This proposal recommends a Faculty Senate be chartered at the University of North Dakota. The concepts about a Faculty Senate incorporated in this proposal are intended to illustrate the direction that the ad-hoc committee recommends. The powers and functions of a Faculty Senate as well as its membership and structure will be determined in the drafting of the constitution and by-laws for the Faculty Senate.

Appendices

Current University Senate Standing Committees (by body and function)

Standing Committees of the University Senate	Body	Function
1. Senate Academic Policies and Admissions Committee	F	S
2. Senate Administrative Procedures Committee	F	S
3. Senate Budget, Restructuring and Reallocation Committee	U	P&B
4. Senate Committee on Committees	F & U	
5. Senate Compensation Committee	F	HR
6. Senate Conflict of Interest/Scientific Misconduct Committee	F	R
7. Senate Online & Distance Education Committee	F	AP
8. Senate Curriculum Committee	F	AP
9. Senate Essential Studies Committee	F	AP
10. Senate Executive Committee	F & U	
11. Senate Faculty Handbook Committee	F	HR
12. Senate Faculty Instructional Development Committee	F	AP
13. Senate Honorary Degrees Committee	F	
14. Senate Honors Program Committee	F	AP
15. Senate Intellectual Property Committee	F	R
16. Senate Intercollegiate Athletics Committee	F	S
17. Senate Legislative Affairs Committee	U	
18. Senate Library Committee	F	AP
19. Senate Scholarly Activities Committee	F	R
20. Senate Special Review Committee Pool	F	HR
21. Senate Standing Committee on Faculty Rights	F	HR
22. Senate Student Academic Standards Committee	F	S
23. Senate University Assessment Committee	F	PRA/AP

Body

F Faculty
 S Students
 F&U Faculty/University

Function

S Students
 P/B Planning / Budget
 HR Human Resources
 R Research
 AP Academic Planning
 PRA Program Review / Assessment

2013-2014 Proposed Timeline for Decision-Making

Decision-Making Step	Proposed Date to Occur
Proposal presented to University Senate Executive Committee	16 April 2014
Proposal announced at University Council	30 April 2014
Proposal announced at University Senate	1 May 2014
Proposal disseminated to faculty and other constituent groups	2 May 2014
Open Comment Period	2 May 2014 – 15 September 2014
Faculty Forum	TBD 8 May 2014
Summer Break	
Faculty Forum	TBD September 2014
Proposal Revision based on Forum feedback and comments	September and October 2014 December 2014
Revised Proposal disseminated to faculty and other constituent groups with survey results	January 2015
Motion to University Senate <i>To approved the concept of a Faculty Senate and revision of the University Senate. The Chair of University Senate will appoint constitutional committees for both bodies.</i>	Jan/Feb 2015
IF MOTION PASSES:	
Appoint constitutional committees with a deadline for draft constitutions to be available for comment	Feb 2015
PROCESS FOR ADOPTION:	<i>This process still needs to be clarified/finalized</i>
University Senate (twice)	
UND President	
NDUS Chancellor	

AD HOC USAT COMMITTEE FINAL REPORT

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Senate Ad-Hoc Student Evaluation of Teaching Committee Charge

Purpose: To review the content and administration of the student evaluation of teaching forms and their application.

Membership: Faculty, at least one of whom has experience teaching online courses, representatives from the Provost's Office, the Office of Institutional Research, and the ES Committee or the Director of ES. A student representative.

Terms: 5/1/2014—12/31/2014

Selection: Appointed by the Senate Executive Committee.

Functions and Responsibilities:

1. To review the current administration of the student evaluation of teaching forms in all settings and courses – on campus, in hybrid courses, in online courses and in graduate, undergraduate and professional courses; this would include issues related to the possibility of paperless evaluations for all courses, both on campus and online;
2. To review the effectiveness of the current situation relative to evaluation of Essential Studies courses, and, if warranted, to recommend changes to how student evaluation of teaching forms could be constructed and used to assess Essential Studies goal achievement.
3. To review the current application of summary and written results from student evaluation of teaching forms in annual review, promotion and tenure decisions;
4. To review the current research literature on student evaluation of teaching; to review the best practices in the administration of student evaluation of teaching in all settings; to review the best practices in the use of the summary results of student evaluation of teaching in annual review, promotion and tenure decisions; and to develop, if necessary, a new student evaluation of teaching form for use in all settings;
5. To propose procedures for uniform administration of student evaluation of teaching forms in all settings;
6. To propose policies for the use of data obtained from student evaluation of teaching forms in decisions regarding annual review, promotion and tenure;
7. To develop recommendations to the University Senate for policies regarding the application of and use of data obtained from student evaluation of teaching forms.

Guiding Principles:

Input from all affected parties including lecturers, non-tenured and tenured faculty;
Use of most recent research on student evaluation of teaching;
Development of valid and reliable student evaluation of teaching questions;
Consistency in use of the student evaluation of teaching forms;
Consistency in the application of student evaluation of teaching results.

Reporting: To the University Senate Executive Committee and to the University Senate

Source of Information: Bylaws: Committees -- 2. Permanent and ad hoc committees
Senate Executive Committee minutes, February 21, 2014 and March 25, 2014.

Key Topics and Questions Related to Student Evaluation of Teaching

Based on completion of the study prescribed by the charge, *a list of topics was developed for consideration and discussion when framing recommendations:*

- Transparency of evaluation processes and results
- The feasibility of a paperless student evaluation of teaching system
- Appropriateness of the current student evaluation of teaching tool (the USAT)
- Options for adapting the current USAT form vs. adopting/adapting a new tool
- Options for flexibility according to course type
- Use of open vs. closed questions (or a combination)
- Desire/need to quantitative and/or qualitative data
- Consideration of piloting, if a new form were to be recommended
- Guidelines for campus/colleges/departments when using student evaluation of teaching information
- How student evaluations should fit as part of the information mix in personnel processes (e.g., T&P, merit raises)
- Midterm course evaluations
- Communication (with students, faculty, other) around student evaluation of teaching processes and use
- Appropriateness of using “cut scores” for personnel process decisions
- The need for improved student evaluation information related to ES learning outcomes
- Options for presenting findings/recommendations and regarding soliciting campus-wide input prior to a campus decision-making processes

These topics were subdivided and organized. Subcommittees formed for further study and development of possible recommendations for consideration by the full committee. Subcommittees organized the larger committee’s research/findings around the *following questions and concerns:*

1. Should UND adopt a different “student evaluation of teaching (SET)” form? If yes, what should the new SET form be, an established form in use elsewhere or create/adopt to a new form?
2. If a new SET form is adopted, how many quantitative (closed, Likert style) vs. qualitative (open-ended, written) questions should be included? How should the qualitative data be used?
3. If a new SET form is adopted, what options can be provided to offer more flexibility for course type?
4. If a new SET form is adopted, how will it be pilot-tested and ultimately “rolled out” for use in all UND courses?
5. What SET methods could generate more useful (and trustworthy) information from students?
6. Student perception that feedback they provide on the USAT doesn’t make a difference have been documented, and those perceptions likely contribute to the very low response rates that are currently seen in cases where a SET form is not administered during class time (typically in paper form). Can we address those perceptions (a) to improve response rates in online and hybrid courses and (b) to make it plausible to consider a paperless SET process?
7. There seems to be little clarity (and virtually no cross-campus consistency) regarding the meaning, value, and use of student evaluation information. How can that be addressed?
8. A review of the literature suggests that best practices and cautions regarding the use of SET information are not fully reflected in UND’s current use of the results. How can UND personnel practices be brought more in line with best practices?

Ad Hoc USAT Committee List of Recommendations

1. UND should adopt a new set of quantitative (closed, Likert style) questions for a portion of the UND student evaluation of teaching (SET) form. These questions should be derived from an existing, publicly available SET form such as the Students' Evaluation of Educational Quality (SEEQ). The current open-ended questions used in UND's USAT should be retained on any new form.
2. Instructors and departments that complete SETs online should be provided the opportunity to include unique questions (drawn from a question bank or written by a department) in the online form. Questions should be used consistently by departments over time. If a paper-and-pencil SET form is used, the evaluation packet should include a "supplemental questions" section, such that departments could include a separate leaflet of questions for students to complete.
3. UND should adopt a small set (5-6 questions) of quantitative (closed, Likert style) questions for students to use to inform other students of their perceptions of the course. The responses to these questions should then be made publicly available.
4. UND should implement a paperless version of its new SET form, available to all UND faculty, conducted using an online survey. The overall aim is to begin a gradual transition to online student evaluations.
5. UND is strongly encouraged to pilot a new SET form (if use of a new form is approved).
 - a. A pilot of a new instrument should involve testing the form in a variety of disciplines and course types, as well as on-campus and online. Instructors should be asked to volunteer to use the new form in their courses, and it might be wise to involve only tenured faculty in an initial pilot. One strategy that could be used in large classes is to give the new form to one half of the class and the current (USAT) form to the other half.
 - b. Data analysis should follow the steps utilized in the USAT Data Analysis Report.
6. Response rates typically drop with a paperless evaluation process, which appears to be related to expecting completion of the SET to occur outside of class. Intentional and systematic communication with students about the importance of and use of the student evaluation process is essential. Such communication should be rooted in careful strategizing, potentially including incentives, to ensure maximum response rates.
 - a. Whenever possible, student evaluations of teaching should be completed during the class period to maximize return rates.
 - b. Departments and colleges should be encouraged to adopt policies governing any possible use of bonus point incentives for maximizing student participation.
7. UND should establish a website that provides transparency about student evaluations. The site should include scores from the subset of questions written to allow students to provide information for use by other students (see recommendation #2, above). This section of the website should be interactive, allowing students to search by course and instructor. But it should also include information about how SET information is used by the university, individual colleges/departments, and faculty themselves (via links where appropriate).
8. Use of midterm student evaluations should be strongly recommended but optional. UND should support use of formative midterm evaluations by providing a subset of student evaluation questions for use as a midterm evaluation and/or by publicizing other methods of completing such an evaluation. Information from such evaluations would (if implemented) be collected and analyzed by the instructor for use in improving teaching rather than for use in personnel actions.

9. Specific questions on the SET that are most appropriate for use in personnel processes, such as tenure and promotion, should be identified for departmental and college consideration for use.
10. In no case should SET scores serve as the sole meaningful measure of teaching quality. This principle is applicable regardless of the specific form used or the specific subset of questions considered. Numerical teaching scores should be triangulated with other indicators of teaching practices and quality. Examples of other indicators may include works related to scholarship of teaching and learning, presentations on classroom teaching methods, documentation of successful advising, materials supporting use of innovative teaching methods, midterm student evaluation of teaching reports (excluding SGIDs), substantive peer evaluations constructed according to departmental standards, teaching portfolios scored using a rubric, teaching proposals, etc.
 - a. When student evaluation-of-teaching scores are included in personnel processes, it makes sense that standards for scores may vary depending on college, department, and type of class.
 - b. The use of "cut scores" for delineation of merit categories is not optimal. When scores are incorporated into departmental or college personnel processes, conclusions should be supported through additional documentation of successful teaching practices.
 - c. Good practice with data includes triangulation of findings so that no particular measure dominates the definition.
11. Guidelines for documentation of teaching evaluation materials associated with personnel processes should be developed institutionally and used as the basis for policies or guidelines developed by individual colleges and departments.
 - a. Summaries of teaching merit are written by deans, chairs, and faculty committees as part of personnel processes. Guidelines for writing those summaries should be provided so that portfolio reviewers forward information in ways that can reasonably be evaluated at the institution level.
 - b. Guidelines for writing the faculty-generated portions of teaching effectiveness documentation that are prepared for use in personnel actions should be provided; this will enable faculty to appropriately contextualize SET results for consideration by reviewers.
12. The institutionally-generated SET results are officially public documents at UND given the state's laws. Although the *Faculty Handbook* discourages the use of students' written comments in personnel actions or for other administrative purposes, those documents can legally be used at the discretion of the appropriate supervisor or administrator. Faculty should be made aware of this since state law means that those documents will continue to remain available. On the other hand, faculty have a genuine need to solicit student input for formative use (i.e., use in improving their teaching and the course). Given the importance of student perspectives in determining course design, curriculum, and pedagogy, faculty should be encouraged to explore other means of soliciting informal student feedback. The regular use of Classroom Assessment Techniques (which can be done anonymously and thus can function in ways similar to the written section of the current USAT form) is one such strategy. However, there may be other means of encouraging systematic input from students as well, and soliciting such input should be strongly encouraged. (In fact, faculty commitment to collecting and benefiting from student perspectives may be one meaningful indicator of teaching quality.)

Summary of Key Research Findings and Sources

Recommendations listed on the previous pages were derived from review of a number of studies and documents. Examples include policies for use of USAT information in various departments/colleges at UND, a factor analysis of the USAT, a best practices report compiled by the Educational Advisory Board, practices for use of SET information on other campuses, examples of SET forms in use at other institutions where SET practices are considered exemplary, and various research articles and studies. Subcommittee reports found on the following pages identify the issues each group was studying, materials subcommittee members considered in drafting recommendations for whole-group discussion, and summaries of the findings that informed their reports to the ad hoc committee. All three subcommittee reports are included in their entirety.

For more information and background regarding individual recommendations, please refer to Subcommittee Reports as listed below.

- Recommendation 1: See Subcommittee One Report
- Recommendations 2: See Subcommittee One Report
- Recommendation 3: See Subcommittee Two Report; (see Subcommittee One Report for information on closed Likert questions)
- Recommendation 4: See Subcommittee Two Report
- Recommendation 5: See Subcommittee One Report
- Recommendation 6: See Subcommittee Two Report
- Recommendation 7: See Subcommittee Two Report
- Recommendation 8: See Subcommittee Two and Three Reports
- Recommendation 9: See Subcommittee Three Report
- Recommendation 10: See Subcommittee Three Report
- Recommendation 11: See Subcommittee Three Report
- Recommendation 12: See Subcommittee Three Report