



1-14-2016

January 14, 2016

University of North Dakota

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Minutes of the University Senate Meeting
January 14, 2016

1.

The January meeting of the University Senate was held at 4:05 p.m. on Thursday, January 14, 2016 in Room 113, Education. Chair Rebecca Weaver-Hightower presided.

2.

The following members of the Senate were present:

Basile, Eric	Jendrysik, Mark	Pupino, Kaaren
Beck, Pamela	Johnson, Chase	Quinn, Andrew
Bradley, April	Jorgenson, Terra	Rakow, Lana
Bridewell, John	Kitzes, Adam	Rand, Kathryn
Campbell, Katherine	Kopp, Matthew	Ray, Linda
Christopherson, Anne	Laguetta, Soizik	Reesor, Lori
DiCristina, Bruce	Lawrence, David	Reissig, Brad
DiLorenzo, Thomas	Lawrence, Wesley	Richards, Thomas
Doze, Van	Liang, Lewis	Schindler, Gary
El-Rewini, Hesham	Lim, Howe	Semke, William
Fazel-Rezai, Reza	Lindseth, Glenda	Staples, Cliff
Ferraro, Richard	Mack, Marci	Stofferahn, Curt
Flynn, Amber	Martin, Will	Storrs, Debbie
Gjellstad, Melissa	McGinniss, Mike	Takahashi, Shuzo
Halgren, Cara	Mosher, Sarah	Tanaka, Tomohiro
Hanson, Collin	Munski, Doug	VanLooy, Jeffrey
Harsell, Dana	Murphy, Eric	Walker, Anne
Henderson, Pam	Noghanian, Sima	Weaver-Hightower, Rebecca
Ho, I-Hsuan	Pettinato, Tammy	
Hunter, Cheryl	Porter, Kimberly	

3.

The following members of the Senate were absent:

Blanchard, Paige	Lerma, Sam	Sheridan, William
Brekke, Alice	McGimpsey, Grant	Smith, Bruce
Brown, Ryan	Nelson, Taylor	Stone, Lucian
Burgess, Gaye	Peshut, Conner	Sutton, James
Flint, Jamie	Ring, Tanner	Swisher, Wayne
Gedafa, Daba	Roux, Gayle	Walker, Stephanie
Keengwe, Jared	Sage, Melanie	Walton, Susan
Kelley, Robert	Schroeder, Nate	Williams, Margaret
Kenville, Kim	Sens, Donald	Wood, Robert
Lange, Jacob	Sens, Mary Ann	Wynne, Joshua

4.

Ms. Weaver-Hightower welcomed President Ed Schafer. Mr. Schafer stated how happy he was to be here on the UND campus and gave his first address to the University Senate. He provided a snapshot of his background and life. He talked about things that he learned from being Governor and how he felt these lessons could be applied to being President at the University of North Dakota.

The following announcements were made by Ms. Weaver-Hightower:

- a. The Thursday Fora schedule for January and February (all at 4:05 p.m. in Educ. 113) is as follows:
 - January 14 - Regular Senate meeting
 - January 21 - AVP Sandra Mitchell on diversity and inclusion initiatives
 - January 28 - The Academic Deans' Council, update on priorities
 - February 4 - Regular Senate meeting
 - February 11 - Discussion on collaborative governance
 - February 18 - Dean of Libraries & Information Resources, Stephanie Walker
 - February 25 - VP for Research, Grant McGimpsey, discussion of research initiatives
- b. At the invitation of the University Senate, Provost DiLorenzo will give updates on University priorities as follows:
 - Wednesday, February 24 - Education, Room 7
 - Tuesday, March 22 - Lecture Bowl
 - Monday, April 25 - Lecture Bowl
- c. The Provost's Working Group on Open Education Resource Seminar is January 28, 2016 in the River Valley Room.
- d. The Red River Valley Celebration of Dr. Martin Luther King, Jr. is January 18, 2016, 10:30 a.m. - 2:30 .m.
- e. There is a change in Staff Senate leadership. Sharley Kurtz will be leaving UND for a position at the University of Colorado. Pam Henderson will be the new Staff Senate President.
- f. Tim Prescott, Chair of the Senate Faculty Handbook Committee, gave an update on the Committee's work to date. Mr. Prescott gave examples of policies that are cited in the Handbook and how they are located in different places in the Handbook. One way the Committee is looking at cleaning up the documents is to provide a link to the stated policy. This will result in more consistent data internally and externally-in clearer delineation of who is responsible for the information.
- g. The University Senate Committee Preference survey has been sent. Senators were asked to encourage their constituents to complete it and to nominate themselves for Senate Committee elections. The survey is due January 29.
- h. Provost DiLorenzo will sponsor book groups on collaborative governance this semester.
- i. Review of Senate priorities: Ms. Weaver-Hightower asked how the University Senate might be addressing these issues. She asked that ideas be forwarded to her. The priorities are as follows:
 - Climate
 - Morale
 - Bullying/civility
 - Communications
 - Governance
 - Faculty governance
 - Shared governance
 - Research Support
 - Budget
 - Administration Evaluations

- Promotion and Tenure guidelines
 - Master Planning
 - Library Support
- j. Senate voting records will be published with the minutes (results for voting but not individual records).
- k. A motion was made by Ms. Hunter to add a Senate resolution on diversity and inclusion to the business calendar. Mr. Quinn seconded and the motion was approved.
- l. Updates on Committees included:
- Qualified Faculty Requirements Ad-hoc Committee (QFR). The Deans have been asked to recommend members for a committee to create this university policy that will be a fall-back policy. The committee will be announced in February.
 - Study of Procedures for Evaluation of Administrators Ad-hoc Committee (SPEAC). The committee members will be announced in February.
 - Master Planning Committee. The faculty member appointed to this committee is Emily Cherry.
- m. Updates on University hiring:
- The list of the candidates for the President will be posted on the State Board of Higher Education website; there are 38 candidates. The search committee will start reviewing applications later this week and a short list for off-campus interviews will be identified during the committee meeting on January 20. The off-campus interviews will take place on February 1 and 2 with campus visits to take place between February 11 and March 3. Please contact Eric Murphy, Matt Kopp, Alena Kubatova or Leon Osborne with questions.
 - Dean Storrs gave an update on the Graduate Dean search. The position description and marketing have been developed. The deadline to submit applications is February 15. The search firm will be going through the applicants, and on March 8 the committee will meet on campus with Peter Rosenberg. In March, phone interviews will be conducted. Some time in April, the candidates will be brought to campus for interviews. There will be ample opportunity for feedback regarding the candidates during the campus visits.
 - Steve Light gave an update on the Honors Director search. Sally Pyle is returning to the Biology department this summer. Six listening sessions regarding the honors program director were held and information was gathered. A national search will be launched for this position. A search committee with representation from across the campus and community will be formed and convened in January. Advertising and recruitment will begin in February. In March, video conferences will be held and in April on-campus finalist interviews will be held with the start date of approximately July 1, 2016.
 - The Registrar search is in its final stages. Three finalist candidates will visit campus the week of February 1.
- n. Updates on State-Wide Matters:
- Anne Christopherson gave a Council of College Faculties update.
 - Ryan Zerr gave an update on the North Dakota General Education Council work.

- o. Next steps for faculty senate documents. Ms. Weaver-Hightower distributed cards and requested senators to give their vision for shared governance at UND and to list elements (if any) of the proposed faculty senate that they would like to see incorporated in the University Senate.
- p. A straw poll was conducted regarding the faculty senate timeline: Should we wait to work further on the documents until a new president is hired and we know if he/she is supportive of a faculty senate? Results: 51% yes - 49% no.
- q. A reminder was given that the Thursday forum on collaborative governance is on February 11, 4:05 pm, Education Room 113.

6.

Ms. Weaver-Hightower called attention to the minutes of the December 3, 2015 meeting. Mr. Munski moved to approve the minutes and Mr. Murphy seconded. Ms. Rakow asked that under item #11 regarding the UND Constitution preamble, the following change be made to a statement attributed to her: "She said that in the new Constitution, this statement is gone, altering the faculty's standing to the governance and administration of the University." Mr. Munski made a friendly amendment to his motion and Mr. Murphy agreed. The minutes were approved as edited.

7.

The question period was opened at 4:52 p.m.

Mr. Murphy discussed the two issues that Ms. Christopherson presented to the Senate during her CCF update. He had a problem with the definition of "spouse" in the ND constitution. He felt that faculty and staff at both sides of that equation need to look at this policy and weigh in. The second issue was the tuition waiver policy. Mr. Murphy stated that it should be a system-wide benefit not a local benefit.

Mr. Murphy also spoke about special appointments, and how not all of these appointments have the same benefits of full faculty. The issue is on next week's CCF agenda to discuss that after two consecutive semesters of special appointments these faculty would be given the same rights as non-tenured faculty.

Ms. Gjellstad asked for more information on the budget gap email that came out. Ms. Weaver-Hightower stated that Alice Brekke will be coming to the February meeting to address this issue.

The Provost gave a brief update. He reported on fiscal year 2016 and 2017 and what changes are being discussed to close the gap. During fiscal year 2016 solutions are being explored so that faculty/staff will not lose jobs. Suggestions include: not starting a project; using savings; and not filling positions until July 1. Over the next couple of months, additional possible places to generate revenue for fiscal year 2017 will be investigated.

The question period closed at 5:11 p.m.

8.

Ms. Weaver-Hightower called attention to the annual reports of the Senate University Assessment Committee and the Senate Faculty Handbook Committee. Ms. Rakow made a motion to approve both reports. Ms. Gjellstad seconded, and the motion was approved.

9.

Ms. Weaver-Hightower called attention to the University Curriculum Committee report. A motion was made by Mr. Munski, with a second by Mr. Quinn, to accept the report. The motion carried.

10.

Ms. Hunter presented a resolution on diversity and inclusion for the Senate's support. She brought up the recent attack on the Juba Coffeehouse and how it has affected not only the UND community but the whole Grand Forks community and surrounding areas. It was stated that the University of North Dakota should reaffirm its commitment to the Statement on Diversity and Pluralism by asking the Student and Staff Senates to pass a similar resolution to show wide support of diversity on our campus and in the wider community. Mr. Munski made a motion to approve the resolution on diversity and inclusion. The motion was seconded by Ms. Rakow. Discussion followed. Mr. Martin suggested a friendly amendment to the motion to add: "to condemn the arson on the Juba Coffee house and extend our sympathy to its owners." The friendly amendment was accepted and the motion carried.

11.

The meeting adjourned at 5:28 p.m.

Marci Mack, Secretary
University Senate

**Senate University Assessment Committee
Annual Report for
Academic Year 2014-2015**

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 and Jodi Steiner 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 2014-2015 academic year was chaired by Deborah Worley (EHD) in Fall 2014 and co-chaired by Dr. Worley and Shari Nelson (VPSA Designee) in Spring 2015. Committee members for the 2014-2015 year included:

Mary Askim-Lovseth (BPA)
Kevin Buettner (Nursing & Professional Disciplines)
James Casler (JDO)
Surojit Gupta (CEM)
Devon Hanson (A&S)
Joan Hawthorne (Director of Assessment & Regional Accreditation)
Bradley Myers (Law)
Shari Nelson (VPSA Designee)
C. Casey Ozaki (Graduate Studies Designee)
Kenneth Ruit (MED)
Tom Steen (Director, Essential Studies)
Jodi Steiner (Recorder; Institutional Research)
Carmen Williams (VPAA Designee; Institutional Research)
Deborah Worley (EHD)

One undergraduate student and one graduate student were asked to serve on the Assessment Committee but they did not participate.

Functions and Responsibilities of the University Assessment Committee

The University Senate has identified six areas of responsibility for the University Assessment Committee. The responsibilities of the Committee and its accomplishments during the 2014-2015 academic year are addressed as follows:

- 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 annual assessment reports, assessment plans, previous assessment reviews, and departmental documents, the assessment activities of departments and programs within the School of Aerospace Science, College of Engineering & Mines, and the College

of Business & Public Administration were reviewed in 2014-2015. The results were communicated to the department chairs through the Assessment Director.

The University Assessment Committee also conducted reviews of five non-academic units including: American Indian Student Services, Financial Wellness, Housing, Multicultural Student Services, and Student Support Services (TRiO). 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 two OIR (Office of Institutional Research) tools regularly used by various University stakeholders: The Graduating Student Survey and the Collegiate Learning Assessment (CLA).

- II. Develop, review, and evaluate the University Assessment Plan in conjunction with the Assessment Director.

This document is to be reviewed every other year. The University Assessment Plan was reviewed in fall 2013. Minimal revisions were made to the document at that time. The plan should be reviewed again in fall 2015. To access the most recent version of the University Assessment Plan (January 2014), please visit: http://und.edu/university-senate/committees/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 previously indicated, the UAC reviewed the assessment documents for the departments and programs within the School of Aerospace Science, College of Engineering & Mines, and the College of Business & Public Administration were reviewed in Spring 2015. The committee reviewed assessment plans for 15 School of Aerospace Science programs, 18 College of Engineering & Mines programs, and 20 College of Business & Public Administration, including certificate, undergraduate, and graduate degree programs. Findings were documented and forwarded to departments through the Assessment Director.

The Assessment Director 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. In general, departments and programs have specific plans for assessment in place, and there are many programs where student learning goals are well-articulated in those assessment plans. Moreover, appropriate methods of assessment are implemented. However, the committee reviewed several programs where assessment methods need further description. A small number of programs did not provide any results of assessment activities or evidence of actions taken on the basis of assessment results.

Assessment of Student Learning and Development: Institutional Level

The University has many assessment tools at its disposal. As noted in section I, two tools were reviewed in the 2014-2015 academic year.

Tools that are administered by the Office of Institutional Research are a combination of national surveys, such as the National Survey of Student Engagement (NSSE) and surveys that have been developed by UND for internal purposes, such as the Advising Survey. Many of the surveys do not directly measure student learning; they do address the infrastructures, conditions, and environmental components 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 OIR tools were directed to the Office of Institutional Research. UAC reviews were also forwarded to the respective administrative or academic departments via the Assessment Director and/or the Office of Institutional Research. Departmental chairs and individual faculty are encouraged to access survey results at <http://und.edu/research/institutional-research/survey-timelines.cfm> or by contacting the Assessment Director or the Office of Institutional Research.

In addition, information specifically for students about the findings of the surveys is available online: <http://und.edu/university-senate/committees/assessment/for-students.cfm>

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, five non-academic units were reviewed during the 2014-2015 academic year. UAC committee members noted that non-academic programs do have assessment plans in place, and some programs include student learning goals in their plans. There is, however, room for improvement. For many programs, a single type of assessment method predominates. For a small number of programs, there is no evidence that results included in annual reports are directly tied to decision-making within the unit. UAC reviews were forwarded to the respective units via the Assessment Director.

- 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 institution's Assessment Director. Changes in the process continue as appropriate.

Additionally, a luncheon for Department Chairs and the Deans of the School of Aerospace Sciences, the College of Engineering & Mines, and the College of Business and Public Administration was held in May 2015. Many members of the Assessment Committee attended and provided general comments about the assessment plans that were reviewed. The Assessment Director moderated a series of brief presentations by departments who have developed and maintained successful assessment systems.

It should be noted that the Assessment Committee review is viewed as advisory to departments and programs. Program review is the place where action should occur if deficiencies noted in the Assessment Committee reviews are not addressed.

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

With guidance from the Assessment Director, members of the Assessment Committee reviewed the self-study report in preparation for the HLC visit that occurred in fall 2013. Committee members specifically reviewed Chapter 5, Criterion 4: Teaching & Learning: Evaluation and Improvement as this part of the self-study specifically discussed the committee's work. A special meeting time was set aside during the HLC visit for reviewers to meet with the Assessment Committee. The meeting was cancelled by the reviewers, however, just prior to the actual meeting day.

In 2014-2015, the Assessment Committee played a role in supporting institutional efforts to address "Opportunities for Improvement" or "Next Steps" in the Final Report of the Higher Learning Commission of the North Central Association [Higher Learning Commission (NCAHLC)] (HLC of the NCA), specifically those aligned with Criterion 4. For example, the Assessment Committee continued to support academic and non-academic programs in implementing and improving upon their assessment practices. They conducted annual reviews of assessment reports submitted by programs (academic and support unit) and engaged academic leaders in discussion of assessment work via a year-end Assessment Luncheon. The Assessment Committee also encouraged departments to make use of the new(er) assessment reporting system and to submit annual assessment reports, as these were the documents that members used to conduct their reviews of assessment activities across campus. One area for improvement, as noted by HLC, concerned the unevenness of assessment activities across campus. The Assessment Committee spent considerable time crafting feedback for academic and non-academic departments to provide tangible examples of how assessment plans can be elevated and to create systematic assessment activity at the program level. The Assessment Director and members of the Assessment Committee were also available to assist any department with assessment.

The Assessment Committee continues to support institutional efforts related to accreditation and will contribute as needed to help the institution prepare for the HLC focused visit in 2017.

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

The Office of Institutional Research continues to maintain the Assessment Committee's website. Several key features of the site include: a section on the basic steps of writing an assessment plan, a section for students that describes key findings from OIR tools, resources for campus constituents about assessment, and resources for committee members who conduct reviews of assessment plans, including posting of the most up to date assessment review templates (revised in fall 2014). In addition, the assessment plans of academic departments and non-academic units that attend to student learning and development are available to the campus and to the public on the Assessment Committee website. For more information, please visit: <http://und.edu/university-senate/committees/assessment/>

Summary: During 2014-2015, 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,

Deborah Worley and Shari Nelson
University Assessment Committee

December 2015

January 14, 2016

Faculty Handbook Committee Annual Report

The Faculty Handbook Committee did not meet during the 2014-15 academic year.

In the fall of 2015, we met three times: October 10, November 6, and December 4. Because the PTE working group is also examining the faculty handbook for necessary changes, we postponed examining section I of the handbook, which contains the PTE related passages. Instead, we began by focusing on section II, Personnel Information.

Current and Future Work

The existing handbook is comprehensive to the point of being unwieldy. Because it has everything, it is infeasible to browse through it, and no one knows that something is in the handbook unless they specifically look for it. It also tries to be a resource for all information, causing it to frequently be outdated when the authoritative source updates their policy. This also leaves the University Senate approving changes to the handbook regarding policies over which the senate has no control.

We are proposing to simplify the handbook by removing unnecessary and redundant information. The result should be clearer, more consistent with itself and UND, and more transparent as to the party responsible for the policy. Partially, this will be accomplished by linking to other UND websites when possible.

For example, Subsection II-1, Nondiscrimination:

is currently ten pages long

links to: NDCC, SBHE, Code of Student Life, itself, and the current and former Affirmative Action Office website

has a subsection for EEO/AA, a subsection for AA, and a subsection for EEO

has at least 6 sections describing how UND can't discriminate based on:

- race, gender, disability, color, religion, age

- national origin (5 times)

- sexual orientation, marital status (4 times)

- creed (3 times)

- veteran's status, political belief or affiliation, status with regard to public assistance, or participation in lawful activity (twice)

Without changing any policy, we propose to reduce this subsection to four pages with appropriate links to the Century Code, SBHE policy, and UND's Affirmative Action office. If a policy is listed in one of those references, then the Faculty Handbook can link to that page and not repeat the information itself. We propose similar simplifications to the remainder of the handbook that also do not modify any policy.

Timothy Prescott, Chair

Faculty Handbook Committee

**University Senate Curriculum Committee Report
January 14, 2016**

I Program Deactivation

- Lang-Minor-Ru : Minor in Russian
- Cyto-BS : BS in Cytotechnology

II New Course

- AVIT 238 : UAS Operator Certification
- POLS 537 : Program Evaluation
- EE 314L : Signal and Systems Laboratory
- EE 401L : Electric Drives Laboratory
- EE 405L : Control Systems Laboratory
- EE 534 : Advanced Wireless Communications Engineering
- ME 466 : Aerodynamics
- ME 999 : PhD Student Doctoral Dissertation
- PTRE 405 : Petroleum Economy and Law
- PTRE 521 : Advanced Production Engineering
- PTRE 531 : Reservoir Geomechanics
- PTRE 555 : Pressure Transient Analysis
- PTRE 571 : Petroleum Geostatistics
- PTRE 581 : Exploration methods in petroleum engineering
- PTRE 595 : Design Project
- PTRE 598 : Enhanced Oil Recovery
- PTRE 998 : Thesis
- PTRE 999 : Dissertation

III Course Deletion

- SPAN 151 : Basic Spanish for Medical Personnel
- SPAN 152 : Intermediate Spanish Medical Personnel
- SPAN 307 : Literary Analysis
- SPAN 310 : Spanish Civilization and Culture
- SPAN 311 : Spanish American Civilization and Culture
- MPH 560 : Fundamentals of Evaluation
- MPH 561 : Advanced Evaluation
- PATH 301 : Principles of Cytopathology
- PATH 382 : Cytotechnology Internship
- PATH 401 : Diagnostic Cytology I
- PATH 402 : Diagnostic Cytology II
- PATH 403 : Diagnostic Cytology III

Senate Approval is not required for the following report items

IV Program Changes

- Biol-BS-PHS : BS with Major in Biology (Pre-Health Sciences)
 - Change in program requirements
- Biol-BS : BS with Major in Biology
 - Change in program requirements
- BIOL-MS : MS in Biology
 - Change in admission requirements
- Chem-BS : BS in Chemistry
 - Change in program requirements
- Chem-BSMajor : BS with Major in Chemistry
 - Change in program requirements
- BA-Soc Science : BA with Major in Social Science
 - Change in program requirements
- Engl-Cert : Certificate in Writing & Editing
 - Change in program requirements
- Engl-Minor : Minor in English
 - Change in program requirements
- InSt-BA : BA with Major in International Studies
 - Change in program requirements
- InSt-Minor : Minor in International Studies
 - Editorial Changes
- Lang-BACHin : BA with Major in Chinese Studies
 - Change in program requirements
- Lang-BACS : BA with Major in Classical Studies
 - Change in program requirements
- Lang-BAFr : BA with Major in French
 - Change in program requirements
- Lang-BAGer : BA with Major in German
 - Change in program requirements
- Lang-BANor : BA with Major in Norwegian
 - Change in program requirements
- Lang-BASp : BA with Major in Spanish
 - Change in program requirements
- Lang-Minor-Sp : Minor in Spanish
 - Change in program requirements
- PH-Cert : Public Health
 - Editorial Change
- PH-MPH : Master of Public Health

- Change in program requirements
- AVIT-BSAERO-UAS : BS in Aeronautics with Major in Unmanned Aircraft Systems Operations –
- Change in program requirements
- AVIT-BSAERO-ATC: BS in Aeronautics with Major in Air Traffic Control
 - Program title change from “BS in Aeronautics with Major in Air Traffic Control” to “BS in Aeronautics with Major in Air Traffic Management”
 - Change in program requirements

V Course Changes: Undergraduate

- BIOL 150L : General Biology I Laboratory
 - Terms offered: Fall
- BIOL 151L : General Biology II Laboratory
 - Terms offered: Spring
- BIOL 438 : Fisheries Management
 - Prerequisite change
 - Terms offered: Spring Even Years
- RELS 466: Sex, Gender and Religion
 - Change in credits from 4 to 3
 - Terms offered: on Demand
 - Revise course description
- COMM 394 : Individual Projects and Readings
 - Change in credit hours from 3 to 1-6
- HON 489 : Senior Honors Thesis
 - Prerequisite change
 - Change in grading from ANC to Graded
 - Terms offered: Fall, Spring, Summer
- LANG 380 : Global Gateways
 - Terms offered: Fall and Spring
- MS 101 : Military Science I
 - Terms offered: Fall
 - Revise course description
- MS 101L : Leadership Lab
 - Course title change from “Leadership Lab” to “Leadership Lab I”
 - Terms offered: Fall
 - Revise course description
- MS 102 : Military Science I
 - Prerequisite change
 - Terms offered: Spring
 - Revise course description
- MS 102L : Leadership Lab

- Course title change from “Leadership Lab” to “Leadership Lab I”
- Terms offered: Spring
- Revise course description
- MS 201 : Military Science II
 - Terms offered: Fall
 - Revise course description
- MS 201L : Leadership Lab
 - Course title change from “Leadership Lab” to Leadership Lab II”
 - Terms offered: Fall
- MS 202 : Military Science II
 - Prerequisite change
 - Terms offered: Spring
 - Revise course description
- MS 202L : Leadership Lab
 - Course title change from “Leadership Lab” to “Leadership Lab II”
 - Terms offered: Spring
- MS 241 : Military Physical Conditioning
 - Course title change from “Military Physical Conditioning” to Military Physical Conditioning II”
 - Terms offered: Fall
- MS 242 : Military Physical Conditioning
 - Course title change from “Military Physical Condition” to “Military Physical Conditioning II”
 - Terms offered: Spring
- MS 290 : ROTC Basic
 - Terms offered: Fall, Spring, Summer
 - Revise course description
- MS 301 : Military Science III
 - Prerequisite change
 - Corequisite change
 - Terms offered: Fall
 - Revise course description
- MS 301L : Leadership Lab
 - Course title change from “Leadership Lab” to “Leadership Lab III”
 - Prerequisite change
 - Terms offered: Fall
- MS 302 : Military Science III
 - Prerequisite change
 - Corequisite change
 - Terms offered: Spring
 - Revise Course description

- MS 302L : Leadership Lab
 - Course title change from “Leadership Lab” to “Leadership Lab III”
 - Prerequisite change
 - Terms offered: Spring
 - Revise course description
- MS 341: Military Physical Conditioning
 - Course title change from “Military Phy Conditioning” to “Military Physical Conditioning III”
 - Terms offered: Fall
- MS 342: Military Physical Conditioning
 - Course title change from “ Military Phy Conditioning” to Military Physical Conditioning III”
 - Terms offered: Spring
 - Revise course description
- MS 401 : Military Science IV
 - Prerequisite change
 - Terms offered: Fall
 - Revise course description
- MS 401L : Leadership Lab
 - Course title change from “Leadership Lab” to “Leadership Lab IV”
 - Terms offered: Fall
- MS 402 : Military Science IV
 - Prerequisite change
 - Corequisite change
 - Terms offered: Spring
 - Revise course description
- MS 402L : Leadership Lab
 - Course title change from “Leadership Lab” to “Leadership Lab IV”
 - Corequisite change
 - Terms offered: Spring
- MS 441 : Military Physical Conditioning
 - Course title change from “Military Physical Conditioning” to Military Physical Conditioning IV”
 - Terms offered: Fall
 - Revise course description
- MS 442 : Military Physical Conditioning
 - Course title change from “Military Physical Conditioning” to “Military Physical Conditioning IV”
 - Terms offered” Spring
 - Revise course description
- CE 101 : Introduction to Civil Engineering
 - Course title change from “Introduction to Civil Engineering” to Introduction to Civil Engineering and Sustainable Design”

- Terms offered: Spring
- Revise Course description
- CE 202: Introduction to Digital Terrain Modeling – Course Change
 - Course title change from “Introduction to Digital Terrain Modeling” to “Civil Engineering and Sustainable Design II”
 - Terms offered: Spring
 - Revise course description
- EE 308: Junior Laboratory I – Course Change
 - Course title change from “Junior Laboratory I” to “Electronics Laboratory I”
 - Change in credit hours from 2 to 1
 - Terms offered: Fall
- EE 309: Junior Laboratory II – Course Change
 - Course title change from “Junior Laboratory II” to “Electronics Lab II”
 - Change in credit hours from 2 to 1
 - Terms offered: Spring
- PTRE 301 : Formation Evaluation – Course Change
 - Course title change from “Formation Evaluation” to “Reservoir Rock Properties”
 - Prerequisite change
 - Revise course description
- PTRE 445 : Advanced Reservoir Engineering – Course Change
 - Prerequisite change
 - Revise course description
- PTRE 471 : Numerical Reservoir Simulation – Course Change
 - Prerequisite change

VI Course Changes: Graduate

- LING 506: Field Methods
 - Prerequisite and Corequisite change
- LING 511 : Translation of Texts: Theory and Practice – Course Change
 - Prerequisite change
 - Terms offered: Summer Even Years
- LING 520 : Foundational Issues of Community-based Literacy in Multilingual Societies
 - Corequisite change
 - Terms offered: Summer Odd years
- LING 521 : Literacy Program Planning and Management
 - Corequisite change
 - Terms offered: Summer Odd years
- LING 522 : Materials and Methods in Adult Literacy
 - Corequisite change
 - Terms offered: Summer Odd Years
- PTRE 593 : Selected Topics in Petro Engr

- Change in course title from “Selected Topics in Petro Engr” To Selected Topics in Petroleum Engineering”
 - Terms offered: On Demand
- CSCI 537 : Graduate Cooperative Education –
- Change in credit hours from 1-3 to 1-2
 - Total credit allowed change from 3 to 2
 - Terms Offered: On Demand

Whereas recent events in our community directed toward the Somali restaurant included vandalism with Nazi symbols and the words “go home” followed by a deliberate fire, which destroyed the restaurant

the University Senate resolves:

to stand in support of diversity in our community; all must be valued for the richness their different cultures, heritages, perspectives, and ideas bring to the community. With the recent events in Grand Forks directed toward Somali community members we respond by extending our conviction that the Somali community is part of our faculty, our students, our staff, and our friends.

The University of North Dakota reaffirms its commitment to the Statement on Diversity and Pluralism*

The University of North Dakota takes pride in its mission to meet the individual and group needs of a diverse and pluralistic society through education, research, and service. The peoples served by and associated with the University vary widely; all must be valued for the richness their different cultures, heritages, perspectives, and ideas bring to the community. The University is in part, a conduit through which individual perspectives and global interrelationships are enhanced by a learning and teaching environment that is aware of and sensitive to the diversity of its constituents. Diversity in the University is constituted by the full participation of persons of different racial and ethnic heritage, age, gender, socio-economic background, religion, and sexual orientation; of persons with disabilities; and of people from other countries. Of special and particular importance is the University's longstanding commitment to the education of American Indian students and the cultures and traditions of the American Indian people. In addition, the University's commitment to diversity extends to historically underrepresented populations such as African Americans, Latino Americans, and Asian Americans. Furthermore, the University embraces our international student population as they enhance the culturally rich learning environment of campus. The University is committed to providing learning and teaching experiences which enhance all students' self-determination, educational advantages, and professional opportunities. Policies and procedures of the University oblige its students, faculty, staff, and alumni to foster the awareness and sensitivity necessary for acceptance and understanding of all people in society. The University of North Dakota strongly disapproves and does not tolerate acts of racism, sexism, bigotry, harassment, and violence in any form and actively uses its human and other resources to provide opportunities for its constituents and public to learn and appreciate the values of a diverse and multicultural world.

We ask the Student and Staff Senates to pass a similar resolution to show wide support of diversity on our campus and in the wider community.

* Approved by University Senate and President Kupchella
December 2006. Available at: <https://und.edu/provost/diversity/mission-statement.cfm>