



4-3-2008

April 3, 2008

University of North Dakota

[How does access to this work benefit you? Let us know!](#)

Follow this and additional works at: <https://commons.und.edu/und-senate-minutes>

Recommended Citation

University of North Dakota. "April 3, 2008" (2008). *University Senate Meeting Minutes*. 532.
<https://commons.und.edu/und-senate-minutes/532>

This Minutes is brought to you for free and open access by the UND Publications at UND Scholarly Commons. It has been accepted for inclusion in University Senate Meeting Minutes by an authorized administrator of UND Scholarly Commons. For more information, please contact und.common@library.und.edu.

Minutes of the University Senate Meeting
April 3, 2008

1.

The April meeting of the University Senate was held at 4:05 p.m. on Thursday, April 3, 2008 in Room 7, Gamble Hall. Tom Petros presided.

2.

The following members of the Senate were present:

Anderson, Collin	Grandstrand, Tyrone	Myrick, Matthew
Anderson, Suzanne	Graves, Corey	Nelson, Susan
Axtman, Benjamin	Hoffarth, Janice	Petros, Thomas
Baker, Mary	Hume, Wendelin	Poochigian, Donald
Bass, Gail	Hunter, Susan	Potvin, Martha
Behrmann, William	Iiams, Michele	Reza, Hassan
Berne, Jane	Iverson, Joneen	Richards, Thomas
Berwald, Olaf	Jackson, Margaret	Riedy, Joshua
Boyd, Robert	Jeno, Sue	Rieke, Judy
Bradley, April	Jerath, Sukhvarsh	Schwartz, Rhonda
Broedel, Hans	Khavanin, Mohammad	Smith, Bruce
Buhr, Jordan	Kitzes, Adam	Stolt, Wilbur
Covington, Chandice	Lawrence, David	Sun, Jeffrey
DeMers, Judy	Light, Steven	Tepper, Nadine
Elbert, Dennis	Little, Michael	Weisenstein, Greg
Elsinga, Lillian	Lothspeich, Jason	Wettersten, Kara
Faruque, Saleh	Marshall, David	Widmer, Donovan
Ferraro, Richard	Mayzer, Roni	Wittgraf, Michael
Gallager, Robert	Mertz, Tara	Wu, Min
Gourneau, Bonni	Moen, Jan	

3.

The following members of the Senate were absent:

Anderson, Katherine	Grant, Emanuel	Melland, Helen
Beneda, Nancy	Halvorson, Isaac	Mortinson, Matthew
Benoit, Joseph	Haskins, James	Murphy, Eric
Campbell, Katherine	Jackson, Jon	Perkins, Dexter
Cripe, Haylee	Johnson, Gary	Rendahl, Stephen
Doze, Van	Kaler, Amanda	Rice, Daniel
Drewes, Mary	Kupchella, Charles	Rosenberger, Thad
Fisher, Jay	LeBel, Paul	Schnellert, Gary
Ghribi, Othman	Liu, Rugao	Watson, John
Gordon, Gregory	Mamaghani, Iraj	Wilson, H. David

4.

The following announcements were made:

- a. Tom Steen reported on the Essential Studies program, reminding the Senate that this year is a transition year. The Fall 2008 incoming freshmen will follow the new program. The General Education Requirements Committee (GERC) and the Registrar's Office have worked on the list of courses and the expectation is that the website will tentatively be available by April 21.

On April 11, there is an Essential Studies workshop which includes a revalidation workshop and sessions on the new requirements and advising students. The Essential Studies Task Force or GERC are willing to meet with departments if there are questions about the new program. The Office of Instructional Development has funds available for grants to faculty for designing or redesigning courses to meet new Essential Studies program goals.

- b. Joan Hawthorne reminded the senators of the Higher Learning Commission visit on April 7 and 8. She called attention to a handout and many other ways she has communicated the information to the campus. The visitors have scheduled meetings on Monday and open sessions for faculty and students late in the day. She encouraged attendance at the open sessions. The Tuesday morning schedule is open and the visitors may make drop-in visits at that time.
- c. Josh Riedy, Dean of the Division of Continuing Education, spoke about term-based online courses. He indicated that letters have been sent out to students and faculty regarding term-based online instruction. He shared a presentation with information on the history of correspondence courses and the need for UND to change the online term-based course format. There is an initiative to develop term-based online courses. The initiative has targeted summer and fall 2008. There is a new tuition and tuition sharing model for these courses. Questions regarding quality, transparency, target audience, intellectual property, and tuition were addressed.
- d. Tyrone Grandstrand was introduced as the new student body president. He shared his concerns regarding racism and the recent incident at UND. He introduced Dr. Boyd to speak to the issue. Dr. Boyd shared the speech that he made to the student government.

5.

The chair asked for corrections or additions to the March 13, 2008 minutes. Hearing none, the minutes were approved as distributed.

6.

The question period was opened at 4:50 p.m.

There was a request of the Senate to allow Mike Loewy, chair of the Counseling Department, to address the Senate. The request was approved. Dr. Loewy directed his questions to the administration. He indicated that there was an approved 5% increase for faculty salaries but understood 2.36% was held back for administration. He heard this hold back was due to enrollment reduction, a scholarship funding error, the Division I transition, and dependent tuition waivers. He understands that the administration stood by the 5% salary increase but there was still a reduction in other ways. He is concerned about the impact on departments and the University. The Provost spoke to the matter. First, he reaffirmed that all major budget centers were affected by the reduction. Salary increases were not impacted. The reasons for reallocation were multiple: dependent waivers, increased scholarships due to new scholarship programs, more presidential scholarships, transition to DI as previously announced, and a tuition shortfall due to several years in decline in enrollment and credit hours. The hope and expectation is that the enrollment shortfall will turn around for next year. The picture for the future is quite bright but we need to get through this period. He spoke of the value of DI to UND for visibility and the ability to tell the academic story more broadly. Dr. Loewy requested more communication to the departments. Mr. Weisenstein was open to developing better ways of communicating with the departments.

The question period was closed at 5:10 p.m.

7.

A motion was made by Mr. Marshall, and seconded by Ms. DeMers, to accept and file the Senate Conflict of Interest/Scientific Misconduct Committee annual report. The motion was approved.

8.

Mr. Petros called attention to the Nomination to Senate Committees ballot. He requested deleting #9 which will be addressed at the May meeting. Michele Iiams moved acceptance of the ballot with the deletion. The motion was seconded. There was an observation that Roni Mayzer was not reflected on the ballot as a nomination from the floor. Roni Mayzer's name was added to #8 of the ballot for the record. The motion to confirm the nominations passed with a vote of 46 for and 1 against.

9.

The report from the Curriculum Committee was presented. Approval was moved and seconded. The motion passed unanimously.

10.

Chandice Covington, on behalf of the Maternity Benefit Task Force, presented the following maternity benefit policy and moved for Senate support:

"A female faculty member who bears a child during the academic year is entitled to 6 weeks of paid maternity leave to commence immediately following the birth of her child."

The motion was seconded by Mr. Marshall. Questions and discussion occurred. The point was made that there are other areas that need to be addressed on the broader issue of fathers and adoptive births. These future areas will be reported to the Provost for decisions on future directions. The motion passed with a vote of 43 for and 1 abstention.

11.

Mr. Poochigian moved, and Mr. Buhr seconded, to extend the meeting time by 10 minutes. The motion passed.

12.

Ms. Potvin called attention to the handout for a Faculty Handbook change presented by the Chairs' Role and Compensation Task Force. Ms. Potvin moved approval and Mr. Marshall seconded the motion. The motion was approved with a vote of 45 for and 2 abstentions.

13.

Ryan Zerr, chair of the Senate General Education Requirements Committee, presented a proposal to change the name of the General Education Requirements Committee to the Senate Essential Studies Committee. Mr. Kitzes moved approval and Mr. Wittgraf seconded the motion. The motion was approved with a vote of 45 for and 1 abstention.

14.

Mr. Light presented a resolution recognizing the service of the UND Presidential Search Committee and its chair, Paul LeBel. There was a motion and a second to approve the resolution. The motion passed with a vote of 44 for and 1 abstention.

FRIDAY, APRIL 11, 2008

15.

With no objection to an additional agenda item, Mr. Petros called Jason Lothspeich to present an agenda item. Mr. Lothspeich requested approval of Dr. Marcia Mikulak as the faculty member representative for the student government Multicultural Affairs Committee. There was a motion and second to approve Dr. Mikulak. The motion was approved unanimously.

16.

The meeting was adjourned at 5:30 p.m.

Suzanne Anderson
Secretary to the Senate

10:00-10:30 Q&A REVELATION WORKSHOP (River Valley Room)

10:30-11:00 How to Get Your Church's Budget (or Financial) And What to Do to Get Your Goals and Objectives

10:00-11:00 THE MEETS AND DEBTS OF ES FOR ADVISORS, BRUFF & FACILITY (Lecture Room)

11:00-11:30 What's New in the ES Program? (Lecture Room)

11-12:00 ES PROGRAM GOALS AND OBJECTIVES (Lecture Room)

12:00-12:30 The Evolution of the ES Program and its Goals for Student Learning

12:45 ES REPORTING DECISIONS (Lecture Room)

12:45-1:00 Journal Presentation (Lecture Room)

RSVP to CHD at chd@und.edu by March 11 to reserve a box lunch

ESSENTIAL STUDIES (ES) TRANSITION SUMMIT

FRIDAY, APRIL 11, 2008

The new ES Program will be implemented for entering first-year UND students in fall 2008 and for transfer students in fall 2009. The program emphasizes a stronger focus on specific learning goals and advocates practices that will help students better understand the value of General Education. If you have questions about the program, its goals or the Special Emphasis courses and would like more information, join us for any or all of the sessions.

Please contact oid@und.nodak.edu or 777-3325 to indicate which sessions you will attend. To reserve a box lunch for the discussion at noon, you must RSVP by March 31. All sessions are in the Union.

8:30-10:00 GERC REVALIDATION WORKSHOP (River Valley Room)

How to Get Your Course(s) Validated or Revalidated (And, What to Do to Fit Your Course Into the ES Transition)

10:00-11 THE NUTS AND BOLTS OF ES FOR ADVISORS, STAFF & FACULTY (Lecture Bowl)

What Faculty, Programs, Advisors & Support Staff Need to Know About Essential Studies

11- 12:00 ES PROGRAM GOALS & SPECIAL EMPHASIS COURSES (Lecture Bowl)

The Development of the ES Program and its Goals for Student Learning

12-1 ES ROUNDTABLE DISCUSSIONS (Swanson 10-12)

Informal lunch and table conversation about various aspects of the program

RSVP to OID at oid@und.nodak.edu by March 31 to reserve a box lunch

JAS
to UNO SENATE 6614
4/3/08

HLC Report Executive Summary

On April 7-8, 2008, two site visitors will be on campus to evaluate progress made at the University of North Dakota (UND) on assessment of student learning. This will be a mandated follow-up to the Fall 2003 accreditation site visit from the Higher Learning Commission (HLC) of the North Central Association. In the report written after that visit, UND was informed of several institutional deficiencies regarding assessment of student learning. For example:

- All programs should have learning goals identified.
- All programs should be using direct measures of student learning (i.e., evidence collected from systematic examination of student work products or performances).
- Assessment of student learning is "neither consistently understood nor consistently implemented" by UND faculty, which must be corrected.
- Assessment in general education and graduate degree programs (as well as a handful of specifically identified undergraduate programs) was inadequate.
- Many programs relied too heavily on indirect assessment (i.e., surveys and other tools for collecting perceptions about learning).
- All programs should be able to identify actions they have taken, based on assessment data, to improve student learning.

As a result of the inadequacies in assessment, the university was told that it would receive a focused visit on assessment in 2007-08. During the focused visit, the university would be required to demonstrate that significant progress had been made on assessment, and that systems were in place to ensure the continuation of that progress.

UND has indeed made significant progress since the last comprehensive visit and those negative comments regarding assessment activities. Several kinds of evidence serve to demonstrate the progress that has been made in the past few years:

- Effective systems are in place to ensure that assessment plans are developed and implemented for all academic programs and units with student learning and development within their mission – leading to almost 100% compliance with this "first step" in effective assessment.
- Regular review of assessment activities occurs through the University Assessment Committee, along with feedback to departments (and to deans responsible for those departments) and other units.
- Extensive faculty development has created greater knowledgeability about assessment among faculty and staff across campus; furthermore, this heightened expertise is widely dispersed and continues to spread.
- There are people and positions with assessment of student learning as a designated area of responsibility; yet most work is done by and responsibility rests with the faculty and staff who conduct assessment for their own programs and oversee campus-wide assessment through their committee service (including departmental and college committees, the University Assessment Committee, and the General Education Requirements Committee).
- All departments now have assessment plans for their own programs; most non-departmental (interdisciplinary) programs and non-academic units with student learning as part of their mission have plans as well.

- Many departments have reached the “loop-closing” stage of assessment, and can now serve as models for others, demonstrating both the feasibility of meaningful assessment and the value of such work.
- Assessment is a priority in general education and has led to important changes.

On the other hand, challenges remain. For example:

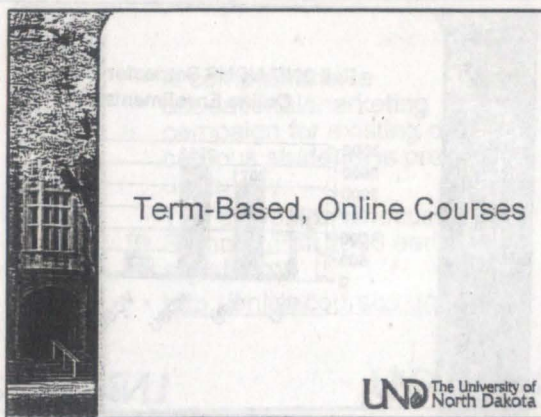
- It is very difficult to “reward” faculty engagement in assessment at a level commensurate with the time it takes to get an effective program of assessment up and running – and until such a program is well-established, the likelihood of highly interesting findings is minimal. Faculty need to see “highly interesting findings” in order for the process (and work) to become intrinsically rewarding.
- Some departments/programs and some faculty lag behind. It is especially easy for this to occur in departments with no professional accreditation and a strong research tradition. Assessment of student learning – and other aspects of teaching improvement – may not be perceived as of sufficient centrality to expectations for tenure, promotion, and merit pay in order for the work to be done thoughtfully and thoroughly. A few faculty likely will never engage in meaningful assessment of student learning as a means of program improvement.
- Programs that are not owned by a single department can easily slip through the cracks of assessment. No one feels responsible for the program, no one is compensated for program-specific work, and no one is obligated to report on the program (or make decisions about improving it). Progress has been made, but this is an area for on-going monitoring within the institution.
- Learning to document data collection and use has been a challenge, making it difficult to fully track assessment that occurs. The pressure of reporting on assessment within the annual report is a means of encouraging chairs and directors to ensure that the collection, analysis, and use of data are documented.

Finally, it is critically important that the university continue to emphasize assessment of student learning (and other practices related to effective teaching and learning) to provide additional time for the culture of assessment to become well-established. Momentum is being achieved and a culture of assessment is being established. But in the early years, such changes are fragile and can quickly disappear. Until a strong tradition of assessment is established across higher education, it will remain particularly important that upper level administrators continue their strong support for high quality assessment. Actions and practices that have enabled progress must continue, including the following:

- Faculty development and support for assessment must continue to be available, likely through the Assistant Provost and the Office of Instructional Development.
- Funds must be available to support innovative assessment projects, to support occasions at which assessment findings can be discussed, and to support travel related to learning about assessment and presenting at assessment conferences.
- University committees, especially the University Assessment Committee and the General Education Requirements Committee, must continue active involvement in the oversight of assessment activities within their purview.
- Faculty must perceive that assessment is highly valued as a part of teaching and, when appropriate, as a form of teaching and learning scholarship – and that work in this area will be viewed as important during decisions on tenure, promotion, and merit pay.

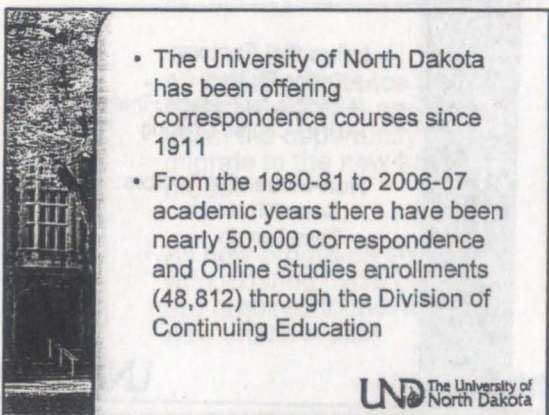


UND The University of North Dakota



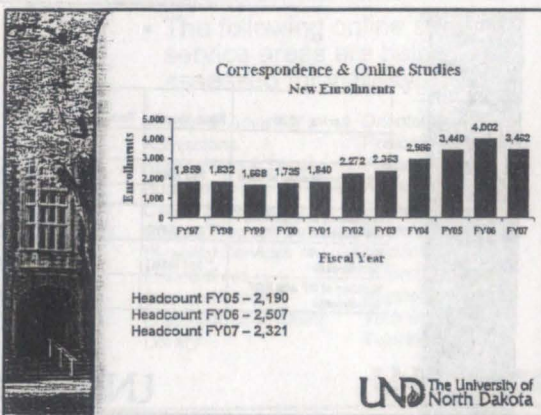
Term-Based, Online Courses

UND The University of North Dakota

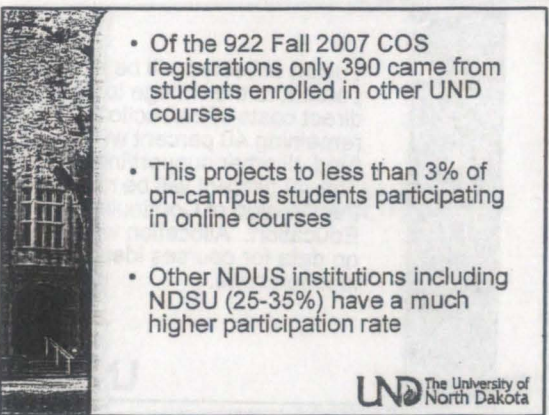


- The University of North Dakota has been offering correspondence courses since 1911
- From the 1980-81 to 2006-07 academic years there have been nearly 50,000 Correspondence and Online Studies enrollments (48,812) through the Division of Continuing Education

UND The University of North Dakota



UND The University of North Dakota



- Of the 922 Fall 2007 COS registrations only 390 came from students enrolled in other UND courses
- This projects to less than 3% of on-campus students participating in online courses
- Other NDUS institutions including NDSU (25-35%) have a much higher participation rate

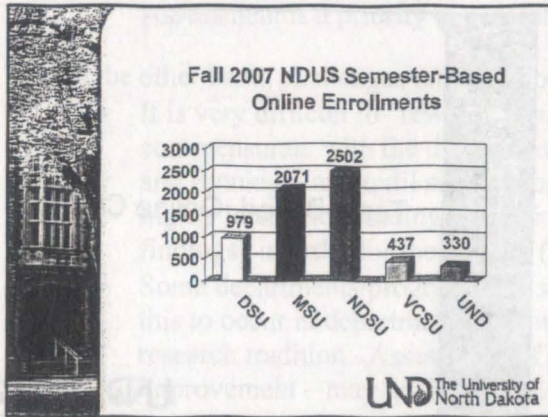
UND The University of North Dakota



- A recent report jointly created by the Midwest Higher Education Compact and the Sloan Consortium reveals that nationally nearly 3.2 million students were taking at least one online course during the fall 2005 term.
- Midwestern states alone represent nearly 15 percent of online enrollments, with more than 460,000 students taking at least one online course in fall 2005.

UND The University of North Dakota

Many departments have reached the "full-blown" state of assessment, and can now serve as models for other departments both in the feasibility of providing an assessment and the value of such work.



- UND has few online courses offered through the Division of Continuing Education available to students that are eligible for federal student financial aid
 - Presently students must be part of an online degree program to enroll in online courses eligible for federal student financial aid
- UND** The University of North Dakota

Spring 2008	Nine-Month	Term-Based	Totals
Total Enrollments to Date	788 (78%)	221 (22%)	1009
Number of UND Student Enrollments	278 (35%)	148 (67%)	426
Number of ND Enrollments	331 (42%)	132 (60%)	463
Number of GF and EGF Enrollments	178 (23%)	88 (40%)	266

UND The University of North Dakota


- **Influential Factors:**
 - Online Delivery
 - Eligible for Federal Financial Aid
 - UND Course Offering
 - **Non-Influential Factors:**
 - Cost of Tuition
 - Term Length
- UND** The University of North Dakota

- A list of existing online COS and DDP courses was shared with corresponding Deans
 - Deans/Chairs were asked to contact course authors to solicit transition of course to term-based format
 - \$1000 per course paid for transition
- UND** The University of North Dakota

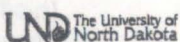
Tuition collected will be allocated 60 percent to the college to pay the direct costs of instruction. The remaining 40 percent will be used to fund all other support/indirect costs. The 40 percent will be managed by the Division of Continuing Education. Allocation will be based on data for courses identified by location code.

UND The University of North Dakota


Report of the SENATE CONFLICT OF INTEREST/SCIENTIFIC MISCONDUCT COMMITTEE, 2007-2008



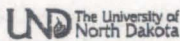

- Tuition for online courses is charged on a per credit basis regardless of the total number of credits in which students are enrolled. The UND tuition rate for summer 2008 is \$209.39 per undergraduate credit and \$225.23 per graduate credit (fall 2008 and subsequent semester tuition increases will apply). Students will pay the same amount of mandatory student fees per credit up to the credit cap* regardless of the course delivery type (online or on-campus). Course fees may also apply. All course fees proposed by the department/college must be reviewed by the University Fee Committee (chaired by the Vice President for Finance and Operations) with final approval by the President.
- Credits for online courses count toward totals for financial aid but are not covered under the tuition credit cap* and are not eligible for tuition waivers (except as required by statute).
- *Credit cap for charging tuition is as follows:
 - Fall and Spring: 12 credits for undergraduate and graduate.
 - Summer: 9 credits for undergraduate and graduate.




- A comprehensive educational/marketing campaign for existing on-campus students is presently underway
- The campaign is focused on Summer/Fall 2008 early registration
- <http://onlinecourses.und.edu>

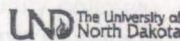




- All existing Distance Degree Programs (DDP) are being given the opportunity to migrate to the new tuition model
- All new programs and those with expiring cycle budgets are required to move to the new tuition model

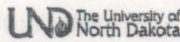



- The following online student service areas are being assessed for viability:

Academic Advising	Orientation
Admissions	Personal Counseling
Assessment & Testing	Placement Services
Bookstore	Registration
Career Services	Schedule of Classes
Course/Program Catalog	Student Accounts
Disability Services	Student Activities
Financial Aid	Student Population
Communications	Segments
(Institution-to-Student)	Technical Support
Library	Tutoring

Questions



Report of the
SENATE CONFLICT OF INTEREST/SCIENTIFIC MISCONDUCT COMMITTEE: 2007-2008

THE COMMITTEE MEMBERSHIP

2006-2007

David G. Bruno (Social Work)
 Katherine Campbell (Accountancy)
 Gene A. Homandberg (Biochemistry &
 Molecular Biology)
 Jon A. Jackson (Anatomy & Cell Biology)
 Evguenii I. Kozliak (Chemistry)
 Barry I. Milavetz (RD&C, ex officio)
 Rosanne B. McBride (Family Medicine)

2007-2008

Katherine Campbell (Accountancy)
 Paul V. J. Drechsel (Aviation)
 Julie A. Evans (General Counsel)
 Philip J. Gerla (Geology & Geological
 Engineering)
 Corey M. Graves (Administration & Finance,
 School of Medicine and Health Sciences)
 Thomasine L. Heitkamp (Social Work)
 Gene A. Homandberg (Biochemistry &
 Molecular Biology)
 Kayla C. Hotvedt (Registrar's Office)
 Jon A. Jackson (Anatomy & Cell Biology)
 Arlinda F. Kristjanson (Clinical Neuroscience)
 Barry I. Milavetz (RD&C, ex officio)
 Bradley K. Myers (Law)
 Donald V. Poochigian (Philosophy & Religion)
 Lek Seal (Family and Community Nursing)

FUNCTIONS AND RESPONSIBILITIES

The Constitution and By-Laws of the University Senate charge the Committee to develop, revise, and update the conflict of interest and misconduct in research and creative activity policies for the University, in accordance with federal and non-federal funding agency policies. Additionally, the Committee has the responsibility to consider referrals or complaints relative to conflict of interest or scientific misconduct.

MEETINGS

Jon Jackson (Anatomy and Cell Biology) was elected as chair in October. The Committee began the year with a review of progress during 2006-2007. Further meetings would not be held until the President's Cabinet had reviewed and made new suggestions on new implementation of the recently approved policy, and the University General Counsel had completed a review of these Conflict of Interest suggestions. This has taken place and we are finishing our academic year by working to fit the suggestions of the University Counsel and Cabinet into a slightly revised policy, which we hope to bring before the Senate soon.

The committee has met six times thus far during the 2007-08 academic year. The principal business before the Committee concerned:

- 1) Increasing the size of the Committee to include representatives from each college on campus (with two from the College of Arts and Sciences, one to represent the arts and humanities, the other to represent the sciences) and from Staff Senate. This was

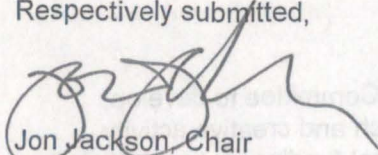
considered necessary because the new policies reviewed/approved by the Committee will pertain to all employees of the University.

- 2) Revising the "Conflict of Interest Policy" that was modified and approved by the UND Senate and President Kupchella in spring 2006 to ensure that it conforms to federal, state, SBHE, and University policies.
- 3) Revision of the current acting "Ethical Conduct in Research, Scholarship and Creative Activity" Policy to be more in line with new revisions to the updated policies of the Federal granting agencies. This revision of the UND policy was postponed when it was learned that further revisions to federal government policy were in the offing.

Issues/priorities for the Conflict of Interest/Scientific Misconduct Committee to address during the 2008-2009 academic year include:

- 1) Implementation of the new Conflict of Interest and Misconduct in Sciences policies (after approval is received from the President and the University Senate).
- 2) Reviewing new federal policy guidelines on Scientific Misconduct (and potentially, Conflict of Interest, again) to facilitate updating and revising of the UND policy on Scientific/Scholarly Misconduct to align with those policies.
- 3) Serving as a resource to departments and academic units in order to achieve compliance with the UND policies.

Respectively submitted,



Jon Jackson, Chair
Senate Conflict of Interest/Scientific Misconduct Committee

approved w/ revisions [COI/SM Committee] – 3/28/08

Nominations for Senate Committees
Committee on Committees - April 2008

For Information only: official ballot will be distributed at meeting

COMMITTEE	CONTINUING MEMBERS	TERM EXPIRES (FALL)	NOMINEES	TERM EXPIRES	VOTE
1. Academic Policies and Admissions Committee			Elect 2 until 2011		
	C. Berry (BPA)	2009	John Bridewell (JDO)	2011	X
	D. Munski (A&S)	2010	Leslie Martin (JDO)	2011	
	J. DeMers (MED)	2010	Alexi Novikov (A&S)	2011	X
				2011	
2. Administrative Procedures			Elect 2 until 2010		
	H. Broedel (A&S)	2009	Tim Schroeder (EHD)	2010	X
	E. Bjerk (JDO)	2009	James Higgins (JDO)	2010	X
	J. Jedlicka (MED)	2009		2010	
				2010	
3. Budget, Restructuring and Reallocation			Elect 2 until 2011		
	K. Ruit (MED)	2009	Michael Wittgraf (A&S)	2011	X
	T. Petros (A&S)	2009	Kim Kenville (JDO)	2011	X
	K. McLennen (A&S)	2010		2011	
	S. Dennis (BPA)	2010		2011	
4. Compensation			Elect 3 until 2011 (all Tenured)		
	M. Zahui (SEM) (TT)	2009	Douglas Marshall (JDO)	2011	X
	K. Marasinghe (A&S) (T)	2010	John Vitton (BPA)	2011	X
	S. Dennis (BPA) (NT)	2010	Wendelin Hume (A&S)	2011	X
				2011	
5. Conflict of Interest/Scientific Misconduct			Elect 3 until 2011 (2 A&S: 1 natural/social science & 1 humanities/fine arts)		
	B. Myers (LAW)	2009	Don Poochigian (A&S)	2011	X
	K. Campbell (BPA)	2009	Ric Ferraro (A&S)	2011	X
	L. Seal (NUR)	2009	Jon Jackson (MED)	2011	X
	T. Heitkamp (EHD)	2010		2011	
	A. Kristjanson (MED)	2010		2011	
	P. Gerla (SEM)	2010			
	P. Drechsel (JDO)	2010			
6. Continuing Education			Elect 2 until 2011		
	K. Chiasson (EHD)	2009	Richard Van Eck (EHD)	2011	X
	J. Rieke (LIB)	2009	Ruth Paur (MED)	2011	X
	L. Rakow (A&S)	2010	Hossein Salehfar (SEM)	2011	
	S. Fleshman (A&S)	2010		2011	
7. Curriculum			Elect 2 until 2011 (1 BPA & 1 SEM)		
	D. Hansen (A&S)	2009	Kate Campbell (BPA)	2011	X
	C. Robertson (JDO)	2009	Naima Kaabouch (SEM)	2011	X
	E. Tyree (NUR)	2010		2011	
	B. Gourneau (EHD)	2010		2011	
	M. Riske (MED)	2010			

COMMITTEE	CONTINUING MEMBERS	TERM EXPIRES FALL OF	NOMINEES	TERM EXPIRES	VOTE
8. Faculty Instructional Development			Elect 2 until 2011		
	C. Barrentine (A&S)	2009	Kathy Sukalski (MED)	2011	X
	K. Kenville (JDO)	2009	Tom Steen (EHD)	2011	X
	B. Goodwin (A&S)	2010	Brij Singh (MED)	2011	
	K. Smart (EHD)	2010		2011	
9. General Education Requirements			Elect 3 until 2011		
	S. Jerath (SEM)	2009	Mary Coleman (MED)	2011	X
	T. Reese (A&S)	2009	Victor Lieberman (LIB)	2011	X
	D. Hansen (A&S)	2009	Dorothy Keyser (A&S)	2011	
	G. Gagnon (A&S)	2010	Lori Robison (A&S)	2011	X
	D. Poochigian (A&S)	2010		2011	
	C. Moretti (SEM)	2010		2011	
10. Honorary Degrees			Elect 1 until 2013 (JDO, A&S, BPA or SEM)		
	J. DeMers (MED)	2009	Mark Jendrysik (BPA)	2013	
	B. Combs (EHD)	2010	Elizabeth Scharf (A&S)	2013	X
	M. Moore Jackson (LAW)	2011		2013	
	L. Heuer (NUR)	2012		2013	
11. Honors			Elect 3 until 2011		
	A. Bradley (A&S)	2009	Joseph Vacek (JDO)	2011	X
	T. Carmichael (A&S)	2009	Andy Hultquist (BPA)	2011	X
	K. Gershman (EHD)	2010	Vikki McCleary (MED)	2011	X
	L. Helgeson (EHD)	2010	Brad Gibbens (MED)	2011	
	B. Rundquist (A&S)	2010		2011	
12. Intellectual Property			Elect 1 until 2011		
	C. Moretti (SEM)	2009	Colin K. Combs (MED)	2011	X
	J. Stamp (BPA)	2009		2011	
	O. Berwald (A&S)	2010		2011	
	CCF Representative			2011	
13. Intercollegiate Athletics			Elect 3 until 2011		
	J. Antes (A&S)	2009	Judy DeMers (MED)	2011	X
	B. Smith (JDO)	2009	Gail Ingwalson (EHD)	2011	X
	P. Todhunter (A&S)	2009	Audrey Rombough (MED)	2011	
	G. Olsen (EHD)	2010	Greg Gagnon (A&S)	2011	X
	J. Jackson (MED)	2010		2011	
	S. Nelson (BPA)	2010		2011	
14. Legislative Affairs			Elect 1 until 2011		
	M. Picklo (MED)	2009	Joshua Fershee (LAW)	2011	X
	L. Rakow (A&S)	2010		2011	
	A. Walker (EHD)	2010		2011	
	CCF Representative			2011	

COMMITTEE	CONTINUING MEMBERS	TERM EXPIRES FALL OF	NOMINEES	TERM EXPIRES	VOTE
15. Library			Elect 3 until 2011 (1 JDO, 1 BPA & 1 EHD)		
	C. Barrentine (A&S)	2009	Mary Baker (EHD)	2011	X
	G. Bass (MED)	2009	Xiaodong Zhang (JDO)	2011	X
	B. Myers (LAW)	2009	John Vitton (BPA)	2011	X
	C. Anderson (NUR)	2010		2011	
	N. Hammami (MED)	2010		2011	
	Z. Zeng (SEM)	2010		2011	
16. ROTC			Elect 1 until 2011		
	R. Fiordo (A&S)	2009	Craig Carlson (JDO)	2011	
	E. Murphy (MED)	2009	Albert Berger (A&S)	2011	X
	D. Pearson (EHD)	2009	David Whalen (JDO)	2011	
	T. Rosenberger (MED)	2009		2011	
	S. Seddoh (A&S)	2010		2011	
17. Scholarly Activities			Elect 3 until 2011 (1 JDO, 1 SEM & 1 LAW)		
	P. Carr (MED)	2009	Michael Hill (JDO)	2011	X
	S. Nam (BPA)	2009	Iraj Mamaghani (SEM)	2011	
	T. Schroeder (EHD)	2009	Gregory Gordon (LAW)	2011	X
	D. Lawrence (A&S)	2010	Matt Cavalli (SEM)	2011	X
	F. Cuzzo (A&S)	2010	Paul Hardersen (JDO)	2011	
	B. Ide (NUR)	2010		2011	
18. Student Academic Standards			Elect 2 until 2011		
	S. Takahashi (A&S)	2009	Peter Schumacher (JDO)	2011	
	M. Zahui (SEM)	2009	Tina Anderson (JDO)	2011	X
	S. Zimmerman (MED)	2010	Michael Wittgraf (A&S)	2011	X
	B. DiCristina (A&S)	2010	Glenda Lindseth (NUR)	2011	
19. Student Policy			Elect 2 until 2011		
	E. Yurkovich (NUR)	2009	Amanda Boyd (A&S)	2011	X
	Patrick Luber (A&S)	2010	Gary Ullrich (JDO)	2011	X
	J. Holen (EHD)	2010		2011	
				2011	
20. Summer Session			Elect 2 until 2011		
	A. Badahdah (A&S)	2009	Mohammed Khavanin (A&S)	2011	
	D. Hollingworth (BPA)	2009	Steven LeMire (EHD)	2011	X
	K. Anderson (EHD)	2010	Abdallah Badahdah (A&S)	2011	X
	R. Romsdahl (JDO)	2010		2011	
21. University Assessment			Elect 2 until 2011 (1 JDO and 1 SEM)		
	B. Combs (EHD)	2009	Naima Kaabouch (SEM)	2011	X
	M. Askim-Lovseth (BPA)	2009	Fred Remer (JDO)	2011	X
	J. Jackson (MED)	2009		2011	
	D. Adams (NUR)	2010		2011	
	K. Dauphinais (LAW)	2010		2011	
	G. Burgess (A&S)	2010		2011	

University Curriculum Committee Report
Spring Semester 2008
April 2008

New Academic Program

B.B.A. with a major in Operations and Supply Chain Management

New Academic Program with new courses

Minor in Sports Business

Sprt 205	Introduction to Sport Business	3 crs
Sprt 310	Economics of Sport	3 crs
Sprt 320	Sport Financial Management	3 crs
Sprt 330	Sport Law	3 crs
Sprt 440	Sport Branding & Sponsorship	3 crs
Sprt 450	Facility & Event Planning	3 crs
Sprt 497	Internship in Sport Business	1-6 credits

New Courses

AtSc 598	Dissertation Research	1-8 crs, repeatable to 15
Avit 371	Global Perspectives	2 crs
Biol 380	Disease Biology	3 crs
CSD 438	Craniofacial Anomalies	2 crs
Nurs 405	Introduction to Nursing Informatics	3 crs
SpSt 574	Remote Sensing in Developing Countries	3 crs

Course Deletions

CSD 382	Introduction to Clinical Practicum	3 crs
---------	------------------------------------	-------

Senate approval is not required for the following report items

Course Change Requests

A&S 225	Intro to the Study of Women – change in prefix to WS
A&S 480	Feminist Theory – change in prefix to WS
A&S 492	Senior Study, Women Studies – change in prefix to WS
AtSc 599	Supervised Research – change course number to 596; add Master's degree student to the prerequisites
Avit 327	Gas Turbine Engines – change prerequisites from Avit 324 to Avit 324 or Avit 142
Avit 399	Special Topics – add letter grade to grading basis
Avit 411	International and Long Range Navigation – change prerequisites from Avit 325 and Math 146 to Avit 325 or Avit 243 and Math 146
Avit 430	Crew Resource Management – change prerequisites from Avit 250 and 325 to Avit 325 or Avit 245 and Avit 250
CSD 333	Articulation and Phonologic Development and Disorders – change in credits from 4 to 3
CSD 343L	Language Development Laboratory – change in credits from 1 to 2
CSD 484	Clinical Practicum I: Speech Language Pathology – change in credits from 2 to 3
CSD 485	Clinical Practicum II: Speech Language Pathology – change in credits from 2 to 3
Entr 201	The Entrepreneur and the Economy – changed title to The Entrepreneur and the Enterprise; change in course description
Nurs 425	Practicum Theory – change in course description
Nurs 475	Practicum – change in course description
Span 494	Individual Hispanic Readings – change repeatable to 6 credits to maximum of 3 credits

Program Requirements Change Requests

Communication Science and Disorders – program update to reflect changes made to CSD 333, 343L, 382, 484, 485 and 438

Entrepreneurship certificate program – change title for Entr 201; remove Entr 387 from required courses and replace it with Entr 366

Language removed (in blue)

New language (underlined)

Departmental chairpersons (at equivalent) perform a critically important leadership and administrative function for the University and report directly to the dean. Chairpersons are administratively responsible for the department and its programs, as well as ensuring that the teaching, scholarship, and service missions of the department, school, college, and institution are carried out with integrity. They have the responsibility for selecting and recommending new faculty members, for helping faculty become more effective teachers and researchers, for supervising support staff, for administering the department's faculty and staff evaluation policies, for conducting department meetings, and for making recommendations on such critically important matters as tenure, promotion, and compensation. Additional responsibilities of the chairperson to be carried out in collaboration with the faculty, include developing and updating the department's strategic plan, providing for ongoing evaluation of the curriculum and the assessment of student learning, assisting with recruitment of students, providing an appropriate advisement of students, monitoring the quality of teaching by all persons with instructional responsibilities, managing the department's budgets, representing the department to internal and external constituents, assisting with fund raising when requested by the dean, and other duties as may be assigned by the dean from time to time. Chairs may delegate responsibilities as appropriate, including the appointment of an assistant or associate chairperson.

Chairpersons report annually to the dean regarding the condition of the department. Every department must have governance policies determined by the faculty in the department.

Appointment Procedure: Any full-time member of the department may be considered eligible to be chairperson. Generally, it is expected that the chairperson be a tenured faculty member at the associate or professor rank. The chairperson of a department should be appointed before the start of the spring term by the dean, after consultation with departmental faculty and with the written concurrence of the Vice President for Academic Affairs. After receiving approval from the Vice President for Academic Affairs, the dean will notify the appointee and the department faculty and staff. Normally, the chairperson of the department will be appointed for three successive years with a starting date to be negotiated with the dean.

1. If the department requests that the current chairperson be appointed to serve another term, and the dean agrees, the normal appointment procedure (described above) will be followed.
2. If the department requests that the current chairperson be appointed to serve another term and the dean does not agree, the department and the dean will seek to agree upon an

DRAFT DOCUMENT

From the Chairs' Role and Compensation Task Force

Revised 3/31/08

Language removed (*italics*)

New language (underlined)

Department chairpersons (or equivalent) perform a critically important leadership and administrative function in the University and report directly to the dean. Chairpersons are administratively responsible for the department and its programs, as well as ensuring that the teaching, scholarship, and service missions of the department, school/college, and institution are carried out with integrity. They have the responsibility for screening and recommending new faculty members, for helping faculty become more effective teachers and researchers, for supervising support staff, for administering the department's faculty and staff evaluation policies, for conducting department meetings, and for making recommendations on such critically important matters as tenure, promotion, and compensation. Additional responsibilities of the chairperson, to be carried out in collaboration with the faculty, include developing and updating the department's strategic plan, providing for ongoing evaluation of the curriculum and the assessment of student learning, assisting with recruitment of students, providing for appropriate advisement of students, monitoring the quality of teaching by all persons with instructional responsibilities, managing the department's budgets, representing the department to internal and external constituents, assisting with fund raising when requested by the dean, and other duties as may be assigned by the dean from time to time. Chairs may delegate responsibilities as appropriate, including the appointment of an assistant or associate chairperson.

Chairpersons report annually to the dean regarding the condition of the department. Every department must have governance policies determined by the faculty in the department.

Appointment Procedure: Any full-time member of the department may be considered eligible to be chairperson. Normally, it is expected that the chairperson be a tenured faculty member at the associate or professor rank. The chairperson of a department should be appointed before the end of the spring term by the dean, after consultation with departmental faculty and with the written concurrence of the Vice President for Academic Affairs. After receiving notice from the Vice President for Academic Affairs, the dean will notify the appointee and the department faculty and staff. Normally the chairperson of the department will be appointed for three successive years with a starting date to be negotiated with the dean.

1. If the department requests that the current chairperson be appointed to serve another term, and the dean agrees, the normal appointment procedure (described above) will be followed.
2. If the department requests that the current chairperson be appointed to serve another term and the dean does not agree, the department and the dean will seek to agree upon an

alternative candidate from within the department and make an appointment, using the procedure described above.

3. If the department and dean cannot agree on a candidate from within the department, if there is no member of the department willing to serve as chair, or if there is no member of the department willing to serve who is acceptable to the dean, the dean and the department need to find a workable solution. There may be various options. For example, an external candidate may be employed through the normal faculty recruitment process, or a senior faculty member from within the college may be asked to serve as chair. Ultimately, the dean is responsible for finding a satisfactory administrative solution and for following the appointment procedure specified above.
4. An external candidate may be recruited and appointed as the chair of the department, according to the policies of the college and the department.
5. If a chairperson is unable to complete the full three year term for any reason, the dean, after consulting with the department, may appoint an acting chairperson to fill the remainder of the term, following the appointment procedure described.

Chair Evaluation: Chairpersons will be evaluated on an annual basis in accord with a policy developed by the college. The policy must provide for periodic input from department faculty, staff, and, where appropriate, students and/or external constituents. The dean is ultimately responsible for the evaluation of the administrative performance of the chair.

Compensation: Chair compensation will be determined in accordance with *(four basic principles)* these four considerations. First, additional compensation for chairs, beyond the faculty base salary, is appropriate because of the additional authority and responsibility of the position. The additional compensation may be in the form of a stipend and/or release time from other duties. Second, chair compensation and chair responsibilities extend beyond the typical nine-month faculty contract. In every case it is important that plans are in place for chair responsibilities to be carried out during the summer as necessary within the specific department. Third, compensation should be appropriate for workload and should take into account factors such as departmental size and complexity. Fourth, the dean, in cooperation with chairs, will develop and use a process within each college to ensure that chair compensation is consistent, equitable within the college, and fair.

Professional Development: The university, through the Office of the VPAA, will provide professional development opportunities for department chairpersons on a regular basis to assist new chairpersons with developing the skills and understanding of the role and to enable all chairpersons to carry out the duties of this important position.

School of Medicine and Health Sciences. Given that the School of Medicine and Health Sciences has policy and practices specific to that unit, this policy does not apply. (Affix the SMHS policy here.)

Motion to Recognize the UND Presidential Search Committee
and Committee Chair Paul LeBel

Whereas, President Charles Kupchella has announced that he will step down as the University of North Dakota's 10th President at the end of academic year 2007-2008; and

Whereas, to continue its mission to serve the state of North Dakota, the region, the nation, and the world community through teaching, research, creative activities, and service, UND needed to select a new president who has the necessary qualifications, experience, and vision to lead the university into the future; and

Whereas, the process of conducting a presidential search requires sound leadership and judgment and extensive commitments of time and energy by all of those involved in the process; and

Whereas, the UND Presidential Search Committee, chaired by UND School of Law Dean Paul LeBel and comprised of Alice Brekke, Rick Burgum, Bev Clayburgh, Duaine Esegard, Jay Fisher, Cynthia Lindquist Mala, Glenda Lindseth, Doug Munski, Tim O'Keefe, Myrna Olson, Judi Paukert, John Paulsen, Bruce Pitts, John Stewart, David Yearwood, William Goetz (ex-officio), and Linda Hurst-Torgerson (administrative assistant), conducted a search that culminated in the successful selection of UND's next president,

Now, therefore, it is hereby resolved as follows:

Resolved, that the University Senate hereby recognizes and commends the members of the Presidential Search Committee and Committee Chair Paul LeBel for their diligent service culminating in the selection of Dr. Robert Kelley as UND's 11th President.

Steve Light
At-Large Faculty Senator, CoBPA