

Task Force on the Future of Education at UND.

Membership

Task Force Charge

President Andy Armacost and Interim Provost Debbie Storrs, in consultation with the Deans of the University, appointed John Shabb and Jeff VanLooy to serve as co-chairs for a task force on the future of education at UND with work to be completed by April 2021. The charge is to

- Create a framework for developing short and long-term strategies to shape an academically and fiscally robust environment that satisfies the educational needs of the next generation of UND students.
- Educate the University community about big issues facing higher education today and what the future might hold for education at UND.

Task force roster

Co-chairs

- John Shabb, Associate Professor of Biomedical Sciences
- Jeff VanLooy, Associate Professor of Earth Systems Science and Policy

Support staff

- Michele Carroll, Administrative Assistant, Academic Affairs
- Taylor Hanson Wald, Academic Affairs Coordinator, Academic Affairs

Members

- **Crystal Alberts**, Associate Professor of English
- **Zarrina Azizova**, Assistant Professor of Education, Health & Behavior Studies
- **Simona Barbu**, Associate Professor of Music
- **Bailey Bubach**, Assistant Dean, Student Success, College of Engineering and Mines
- **Dawson Dutchak**, Student
- **Chris Felege**, Teaching Assistant Professor of Biology
- **Cindy Flom-Meland**, Professor of Physical Therapy
- **Dana Harsell**, Associate Professor of Political Sciences and Public Administration
- **Anne Kelsch**, Director of Faculty Development, TTaDA
- **Kizito Mukuni**, Instructional Designer, TTaDA
- **Bob Newman**, Professor of Biology
- **Tammy Pettino Oltz**, Assistant Dean for Law Library and Information Services
- **Rhada Panini**, Teaching Assistant Professor of Mathematics
- **Daphne Pedersen**, Professor and Chair of Sociology
- **Kay Powell**, Lecturer in Management
- **Rhoda Owens**, Assistant Professor of Nursing
- **Lori Robison**, Professor and Chair of English
- **Jared Schlenker**, Assistant Professor of Educational Leadership
- **Shannon Sporbert Webber**, Academic Core Advisor, Academic Affairs
- **Heather Terrell**, Assistant Professor of Psychology
- **Andrew Williams**, Assistant Professor, Master of Public Health
- **Nick Wilson**, Associate Professor of Aviation

Member selection process

Nomination surveys

The co-chairs disseminated a survey on October 13 soliciting nominations to the task force. Nominations were accompanied by a statement of interest/experience and reflection on eight looming challenges facing UND today. University Senate representatives and members of University Senate standing committees were especially encouraged to apply through a parallel Senate-specific survey. The university-wide survey was disseminated twice through email requests and was publicized in the University Letter and promoted by the President and Provost at various public venues. The survey closed on November 1. Individuals nominated by others from the University-wide and Senate surveys received a follow-up survey request to determine their interest level. This second survey closed on November 6. One new nomination was added after the close date.

Looming Challenges

LC1	Attracting new and underserved student populations.
LC2	Aligning UND's academic offerings with emerging societal needs.
LC3	Designing flexibility into educational credentialing and experience.
LC4	Shaping instructional design and technology to enhance learning.
LC5	Designing more flexibility into general education requirements.
LC6	Credentialing prior learning and work experience of new student populations.
LC7	Rethinking institutional fiscal and academic structure to improve student learning.
LC8	Empowering faculty to actualize educational change

Selection process

The co-chairs supplemented the survey results with publicly available demographic data for each nominee from the UND directory and University Senate rosters. The following guidelines were used. The final membership was an outcome of an extensive process that included consideration of the following task force characteristics:

- Knowledge about educational trends and practices in higher education
 - Diverse perspectives and experience in higher education.
 - Commitment to helping UND succeed in its educational mission.
 - A forward-looking outlook on the future of education.
 - Alignment with the eight identified looming challenges.
- Diversity of representation among UND stakeholders
 - Faculty
 - All primary academic units
 - All tenure track academic ranks
 - Non-tenure track faculty
 - Undergraduate and graduate educators
 - Staff
 - Students

Task force composition

The co-chairs received 231 survey responses from 165 individuals (some nominees were nominated by more than one nominator; some nominators nominated more than one nominee). Of the 113 individuals who were either self-nominated, nominated by a peer, or both, 88 (62 faculty, 24 staff, 2 students) confirmed their interest in being on the task force. Twenty-two finalists were selected, nineteen of which hold academic rank. Of the remainder, two are staff and one is a student. The table below shows the distribution by academic rank and primary or service unit.

Academic Rank	Count
Assistant Professor	4
Associate Professor	4
Clinical Associate Professor	1
Instructor	1
Lecturer	1
Professor	5
Teaching Assistant Professor	2
Staff	2
Student	1
TOTAL	22

Unit	Count
College of Arts & Sciences	8
Acad Admin/Student Svcs	3
Nistler College of Business & Public Admin	2
College of Engineering and Mines	1
College of Education & Human Development	2
John D. Odegard Sch. of Aerospace Sciences	1
School of Law	1
School of Medicine & Health Sciences	2
College of Nursing & Professional Disciplines	1
Student	1
TOTAL	22

Role of administration

Good-faith engagement with college and university administration will be critical to the creation of durable task force outcomes. It is in this spirit that the task force co-chairs have already been meeting regularly with Deans and other college and university administrators including the President and Interim Provost. This advisory arrangement the task force will be mindful of institutional perspectives and the administration will be responsive to the unfolding aspirations and concerns of the faculty-driven task force.

Role of the university community

Survey responses revealed high interest among faculty and staff. This made task force member selection challenging because of the many qualified nominees. The Task Force will attempt to capture that energy by offering opportunities to engage in the process.

Member biosketches

Demographic information was obtained from the UND Directory. It includes NDUS employment classification, academic rank as appropriate, and department. The department was linked to a primary academic unit or a service unit.

Current Senate membership and current service on Senate standing committees was determined by rosters available on the University Senate web site.

The “Statement of interest” and “Other challenges” are from the member’s self-nomination survey response. “Other challenges” are reflections on the eight looming challenges in higher education given in the survey.

Name	Crystal Alberts
Classification	Faculty
Acad Rank	Associate Professor
Dept	English
Title	Director, UND Writers Conference
Unit	College of Arts & Sciences
Senate	Senate
Senate Committee(s)	Intercollegiate Athletics, Administrative Procedures, Committee on Committees
Statement of interest	<p>I am a humanities faculty member, who is a vocal advocate of the liberal arts (A&H, especially); however, I have also worked with EPSCoR. I regularly work with the library, have worked in corporate and technology is a part of my teaching (Digital Humanities) and research. As such, I have worked across disciplines, across campus, and across the NDUS/TCUs. I am the director of the Writers Conference, which means I also work with the community and across the region for non-profits. I am active in University Senate and various committees. For years, I have been active in advocating for first generation college students, particularly lower SES, as I am also a 1stGen, working class former McNair student. In the past couple of years, I have spent a significant amount of time focused on transitioning student veterans. I am committed to pedagogy, the scholarship of teaching and learning, and improving the student learning experience. I also continue to do research, including publishing on Indigenous literatures.</p> <p>I know that this task force will be a lot of work, but I think that many voices need to be heard in order to make sure that UND thrives as a liberal arts institution.</p>
Other challenges	I feel very strongly that if we recruit students from underserved backgrounds that we must support them when they get here to ensure retention and a quality learning experience that will build our reputation. This same support and effort should be extended to recruiting and retaining diverse faculty/staff.

Name	Zarrina Azizova
Classification	Faculty
Acad Rank	Assistant Professor
Dept	Education, Health & Behavior Studies
Title	
Unit	College of Education & Human Development
Senate	
Senate Committee(s)	
Statement of interest	I am an assistant professor of higher education. My research centers on issues of college access, and student success and experiences, with the specific focus on diverse student populations. Through my research and knowledge of higher education, I see colleges and universities as ones holding responsibility and capabilities of mitigating inequalities in higher education access, student success, and college outcomes.
Other challenges	I am not necessarily proposing a separate topic, but I am suggesting a sub-topic to the challenge of attracting new and under-served student populations. This subtopic is about aligning students' needs with innovative college success strategies and developing outcome-based student support.

Name	Simona Barbu
Classification	Faculty
Acad Rank	Associate Professor
Dept	Music
Title	Graduate Director; Burgum Endowed Chair
Unit	College of Arts & Sciences
Senate	
Senate Committee(s)	
Statement of interest	This is my 10th year teaching at UND. During this time, I had the chance to experience the challenges the students and faculty face in the current offerings at our university. I hope my experience and insight will be of help in reshaping the future educational offerings at UND.
Other challenges	None

Name	Bailey Bubach
Classification	Faculty
Acad Rank	Instructor
Dept	Petroleum Engineering
Title	Assistant Dean, Student Affairs; Professional Advisor
Unit	College of Engineering and Mines
Senate	
Senate Committee(s)	
Statement of interest	I am interested in serving on the task force and hope that I can provide a different perspective outside of the traditional structure of in person teaching and learning. I have worked as an academic advisor and instructor and now am involved with student affairs. I have worked closely with the online transfer population in engineering and was a data fellow for the university. Recently I have been looking into the retention rates of students and trying to find data to pinpoint barriers for current students. Especially the online population tends to be at a higher risk, so what resources can we provide and how can we effectively develop our courses for learning in different formats.
Other challenges	<p>How changes in learning modalities will impact retention and completion rates of non-traditional students.</p> <p>One of the main issues that we may face relates to the ability of non-traditional students to learn via distance learning methods. This ties into the technology question, as we need to be aware of tools and ways to enhance the educational experience for students who need to learn remotely.</p>

Name	Dawson Dutchak
Classification	Student
Acad Rank	
Dept	
Title	
Unit	
Senate	
Senate Committee(s)	Intellectual Property
Statement of interest	I am currently the VP Chief of Staff in student government. I am a member of the Intellectual Property Committee of the University Senate (which was not an available option on the qualtrics survey). I previously served as a Residence Halls Senator, as well as a member of the Association of Residence Halls and Hall Government. I also have been very involved with the North Dakota Student Association. In all of these roles, I have gained large amounts of experience with various areas of the university, including lots of involvement with the housing P3 and the new Memorial Union project, along with many other issues and initiatives since coming to UND. My involvement with the North Dakota Student Association has also given me considerable experience with state-level higher education policy. I believe my experiences with representing students, both at the university and state level, give me a strong ability to provide useful student input that will add value to the task force.
Other challenges	None

Name	Chris Felege
Classification	Faculty
Acad Rank	Teaching Assistant Professor
Dept	Biology
Title	
Unit	College of Arts & Sciences
Senate	
Senate Committee(s)	Essential Studies
Statement of interest	I have been at UND for 10 years, and I have taught a variety of large enrollment courses for Biology, in addition to a number of other courses, in departments like Honors and T&L. I have also taught face-to-face, online, and in a hybrid model. I am also on the Essential Studies Committee. All of these make me fairly unique in the breadth of experience I have. I hope this makes me unique, and able to bring a valuable perspective to a group like this because the challenges we face are pretty substantial, and they are going to require some very passionate, creative people to address. I want to be part of the solution.
Other challenges	I have 3. 1 - Retention of students once they are on campus, 2 - Energizing faculty (moral [sic] is low currently), 3 - Increasing institutional pride (make all groups proud to be a part of UND)

Name	Cindy Flom-Meland
Classification	Faculty
Acad Rank	Professor
Dept	Physical Therapy
Title	
Unit	School of Medicine & Health Sciences
Senate	
Senate Committee(s)	
Statement of interest	<p>I have always valued education throughout my life and feel it is very important for all to be able to pursue. I do think the cost of education is at risk of an upcoming generation (and maybe others to follow) to really think critically as to whether or not it is 'worth it' in the current form. The traditional path to a bachelors, master, or doctorate degree have stood the test of time; however, does that mean this should continue? Are there alternative pathways to obtain a higher education degree that look different? I wonder if this would attract a different population of students and allow for the potential of reduced cost.</p> <p>I serve as Director of Clinical Education for the physical therapy program and I just completed 2 years of work on a task force (served as co-chair) that brought forth recommendations on an element of clinical education to member and institution organizations. This required us to look critically at our current processes and to imagine what could be done differently to make improve the functionality of the placement process - an element of clinical education. In the process, I learned to look at a number of issues from all sides in order to make informed decisions.</p> <p>In addition, I have served on a committee for our program that has worked on restructuring our curriculum. This has been a big undertaking as our curriculum model has stood for many years. This has required us to be willing to change and to also be visionary in how we want to educate our students to be ready for the challenges of professional practice for tomorrow and into the future.</p> <p>I think the value I can bring to the task force comes with the two experiences I shared above. I am excited about the conversation that will critically look at the future of education at UND. Thank you for your consideration.</p>
Other challenges	I feel a rethinking, reimagining of what constitutes a degree is important and feel many of the topics provided get to this.

Name	Dana Harsell
Classification	Faculty
Acad Rank	Associate Professor
Dept	Political Science & Public Admin
Title	MPA Director
Unit	Nistler College of Business & Public Administration
Senate	
Senate Committee(s)	
Statement of interest	<p>My service to the University Senate and the OneUND strategic planning committee will offer a strong foundation for connecting Taskforce efforts to our existing strategic plan (or having a conversation as to where it makes sense to modify existing strategic goals to better reflect our current situation and determine the best path forward).</p> <p>I am also serving my fourth (and final) year as a commissioner for the accreditation arm of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). As a Commission, we have been engaged with helping programs retain their accreditation in a time of great institutional stress.</p> <p>Finally, I was appointed as an American Council on Education (ACE) Fellow last year. As a Fellow, I have been attending development meetings from higher education leaders. Recent examples included enrollment management and crisis management webinars and a "micro course" on communicating finance and budgets.</p> <p>If selected for the Taskforce, I will be able to bring these experiences to bear on our efforts to chart a post-COVID path for achieving our core educational mission.</p>
Other challenges	working with programs' existing accreditors to ensure flexibility during this time of institutional stress and to work out how to best resume full compliance with accreditation standards.

Name	Anne Kelsch
Classification	Faculty
Acad Rank	Professor
Dept	History
Title	Director of Faculty Development
Unit	Academic Affairs, College of Arts & Sciences
Senate	
Senate Committee(s)	Faculty Instructional Development, Online & Distance Education
Statement of interest	I have worked in faculty development for the past 13 years and am active in the national conversations around higher education and support for faculty. Through this work with faculty, I am very aware of both the challenges and opportunities looming in higher education.
Other challenges	Attracting and keeping strong and diverse faculty and staff

Name	Kizito Mukuni
Classification	Staff
Acad Rank	
Dept	TTaDa
Title	Instructional Designer
Unit	Academic Admin/Student Services
Senate	
Senate Committee(s)	
Statement of interest	My experiences include assisting in the design and development of a new degree program and new courses based on research and best practices for teaching. I have also been involved in the redesign of institutional credentialing offerings. I am currently involved in research in educational trends and student engagement in online and face-to-face learning. I hope to bring these and other experiences to the task force.
Other challenges	Attraction and retention of students, faculty and staff

Name	Bob Newman
Classification	Faculty
Acad Rank	Professor
Dept	Biology
Title	
Unit	College of Arts & Sciences
Senate	Senate
Senate Committee(s)	
Statement of interest	Some career paths and problem-solving skills require specialized, technical training and probably conform well to a traditional approach to majors and departmental divisions. That is my background too, but I have progressively been moving into transdisciplinary work and thinking about the challenges even in building teams whose members have little common education. To be most effective in facilitating the development of problem-solving skills, we need a new model for students, with more interdisciplinary education than can be achieved through traditional approaches. I helped craft the new Environmental Studies major with this in mind. Even in a single discipline, we need to explore how to be more inclusive in how we think about problems and solutions. I have been working on this in a professional context (wildlife management), but if it is a good idea, we should explore how to facilitate it in education, and not wait to encounter it in the workplace. I am also committed to diversity, equity, and inclusion in education and scholarship and providing the support systems that promote student and faculty success for underrepresented populations. I am particularly interested in creating opportunities for Indigenous students and faculty both as a DEIJ matter and for a more expansive understanding of the world.
Other challenges	Possibly implicit in the above, but facilitating interdepartmental and interdisciplinary education to enhance student learning in a complex world. We should seek this in both undergraduate and graduate education.

Name	Rhoda Owens
Classification	Faculty
Acad Rank	Assistant Professor
Dept	Nursing
Title	
Unit	College of Nursing & Professional Disciplines
Senate	
Senate Committee(s)	Online & Distance Education
Statement of interest	I am in my 6th year as faculty at UND/CNPD and have taught a variety of courses with different designs such as hybrid, online synchronous and asynchronous, face-to-face, clinical and lab models. I have developed and revised several courses and been involved in curriculum design. Some of my research has focused on teaching effectiveness, adult learning theory, and promotion of student learning. I am dedicated to the scholarship of teaching and learning and improving student learning experiences and outcomes. We also need to keep in mind that we have several generations of students with different learning needs and styles enrolled in our academic programs. I am a UND alumnus with two degrees from UND. As a past UND student and current faculty member I can relate to the challenges faced by students and faculty. I currently serve as chair elect for the Senate Online and Distance Education Committee. Higher education challenges, issues, and student and faculty needs have changed over the years and will continue to change. I view serving on this task force as an opportunity to participate in developing strategies so that UND can continue to meet the educational needs of current and future student generations.
Other challenges	I believe that all the looming challenges presented would be important for this task force to pursue. The listed challenges provide general guidelines for the task force to use in developing more specific initiatives. I especially see a need to increase the diversity of UND’s student population and faculty. In addition, continue to attract and provide support for underserved student populations. It is very important for leadership, faculty, students, and staff to collaborate while pursuing the task force’s charge.

Name	Radha Panini
Classification	Faculty
Acad Rank	Teaching Assistant Professor
Dept	Mathematics
Title	
Unit	College of Arts & Sciences
Senate	
Senate Committee(s)	
Statement of interest	In addition to my teaching responsibilities, in the last few years, I have played an important role in the redesign and restructuring of our online and on-campus math courses to improve student outcomes. I believe that my contributions in these efforts along with my experience teaching and interacting with students both on-campus and online will make me a useful member of such a task force.
Other challenges	COVID is driving a major change in the current educational landscape. In this environment it will be crucial to develop comprehensive online course offerings and programs to enable students to succeed in the job market of the future.

Name	Tammy Pettino Oltz
Classification	Faculty
Acad Rank	Assistant Professor
Dept	Law Library
Title	Assistant Dean for Law Library and Information Services
Unit	School of Law
Senate	
Senate Committee(s)	Library
Statement of interest	<p>I was a first-generation student, who grew up working-class and used education to improve my economic status. As such, I have a unique understanding of the challenges and opportunities for students, the University, and the culture at large in recruiting, retaining, and graduating students who are first generation, from lower socioeconomic classes, or both. Such students are our future, and we are theirs.</p> <p>Additionally, I have had the unique experience of serving as a faculty member (both tenure-track and not), an administrator, or a staff member at multiple universities over the course of my career. I started my career as a law librarian and lecturer at UCLA, moved into a legal career services position at a smaller University (U. of La Verne), became a Visiting Asst Prof at the University of Louisville, started on the tenure-track at UND Law, then finally opted to step off of the t-t (for health and family reasons) and now serve as an Assistant Dean at the law school (primarily responsible for managing the Law Library). This path, winding though it may have been, has given me unique insight into the workings of Universities at various levels and how vital it is that all of our "groups" understand each other and work together for the good of our students and interdependent University community.</p>
Other challenges	None

Name	Daphne Pedersen
Classification	Faculty
Acad Rank	Professor
Dept	Sociology
Title	Chair
Unit	College of Arts & Sciences
Senate	Senate
Senate Committee(s)	
Statement of interest	I have served in a variety of capacities over the years, to consider the mission and goals of our institution and the college of which I am a member (A & S). I believe that I am able to think in terms of both the health of the institution and its needs, but also those of our students. My research focuses on the well-being and motivation of college students, and occupational health and well-being of faculty (particularly within STEM, and with regard to gender and diversity). I bring my personal experience as a first-generation college student who attended large, state universities.
Other challenges	In the spirit of attracting underserved student populations and/or in thinking about academic structures... I've been concerned that the impact of multiple rounds of budget cuts and subsequent loss of strong faculty to other institutions has further compromised the diversity of the faculty at UND (and who work closely with and mentor our students). Hiring freezes may also exacerbate imbalances across the ranks. Past data collection for ADVANCE grant initiatives demonstrates that this was already a problem with regard to gender and race/ethnicity. I hope it hasn't gotten worse, and would like to see some attention given to this in thinking about the "future of higher education at UND."

Name	Kay Powell
Classification	Faculty
Acad Rank	Lecturer
Dept	Management
Title	
Unit	Nistler College of Business & Public Administration
Senate	
Senate Committee(s)	
Statement of interest	<p>I've been teaching at UND since 2006, each time on a year-to-year contract. I helped develop the Leadership Minor and have taught the Intro class since 2008, when it started. I've done orientation advising for incoming students, been part of the Honors Program, an adjunct in the College of Arts and Sciences, and I am now teaching 4 classes per semester in the Nistler College of Business and Public Administration. At one point, was a Team Leader for Course Materials at the UND Bookstore for a year-and-a-half. In the last 14 years, I've completed three "faculty-directed study abroad programs" for UND students to go to Ireland, Italy, and China. I was a part of the HLC re-accreditation team. I'm also the parent of a UND student who is set to graduate in two months.</p> <p>I'm confident I can contribute a "unique perspective," knowing many departments, programs, and issues for undergraduates, as well as someone working on that "lecturer" position. I do hope you include at least one faculty who is not tenure-track! I do not think the Task Force would be complete without that population represented. I also identify with traditionally underrepresented populations, which I can explain in another format.</p>
Other challenges	<p>Policies for adjunct/non-tenure track faculty. Universal design. Leadership Development as UND is marketing itself as #LeadersInAction Free speech guidelines Minimum and Maximum class sizes</p>

Name	Lori Robison
Classification	Faculty
Acad Rank	Professor
Dept	English
Title	Chair
Unit	College of Arts & Sciences
Senate	
Senate Committee(s)	
Statement of interest	My work at UND has been characterized by an interest in bringing a better educational experience to all UND students through general education and the liberal arts. I directed the Composition program for 10 years and worked to develop a curriculum that would give every UND student a high impact first-year experience. I worked on the committee and transition that revised our general education program into Essential Studies, and, later, as chair of the ES Committee, I developed the change to the new diversity courses as a means of working to create a better set of courses that would reach every student at UND. As co-chair of the working group that wrote the student learning portion of the last UND accreditation report for the HLC, I learned a great deal about the instructional work of the entire campus.
Other challenges	None

Name	Jared Schlenker
Classification	Faculty
Acad Rank	Assistant Professor
Dept	Teaching & Leadership
Title	Graduate Director, Educational Leadership
Unit	College of Education & Human Development
Senate	Senate
Senate Committee(s)	
Statement of interest	As a UND alumnus in both the Educational Leadership Master's and Ed. D. programs, I take great pride in the future of our university. In addition to my responsibilities as an Educational Leadership professor, I also direct our college's Ed. D. program and have witnessed firsthand the popularity of our online offerings and would like to become involved in how we as an institution continue to evolve in this area. I have 19 years of experience in North Dakota PK-12 education as a high school English teacher and secondary school principal and, therefore, have perspective as to what potential students are looking for in a post-secondary career.
Other challenges	None

Name	John Shabb
Classification	Faculty
Acad Rank	Associate Professor
Dept	Biomedical Sciences
Title	
Unit	School of Medicine & Health Sciences
Senate	
Senate Committee(s)	Budget
Statement of interest	<p>During my 28-year career at UND I have been part of many physical and philosophical transformations. My first home was in the Ireland Research Lab (now a part of O’Kelly Hall). I then transitioned to the E. C. James Research Facility in the old school of medicine (scheduled to be razed in the next five years or so). I now reside in the current School of Medicine and Health Sciences building. I started in a department of eight biochemists. Now I am one of over forty faculty members in a department formed by the consolidation of four former departments. My macro-scale start-up research equipment was long ago replaced with micro-scale, high throughput, high technology instruments that are themselves becoming obsolete. The one constant about biomedical research is change. My instructional philosophy and practice has also evolved over the past quarter century. Where possible, I have replaced traditional lectures with learner-centered teaching. This is especially true of my undergraduate courses, where I have had the greatest freedom to experiment. Since 2013, I have been teaching lecture-free biochemistry to as many as 180 students in the SCALE-UP room (the same space where my first lab was located). The integrity of my small-group active learning paradigm is being stress-tested with the pandemic-induced pivot to online and hybrid modalities. This pivot worked only because UND had the necessary technology in place before the pandemic struck. Institutional investment in infrastructure and encouragement of innovation will continue to be requirements for UND if it is to continue to survive and thrive into the future.</p>
Other challenges	None

Name	Shannon Sporbert Webber
Classification	Staff
Acad Rank	
Dept	Academic Admin
Title	Academic Core Advisor
Unit	Academic Admin/Student Services
Senate	
Senate Committee(s)	
Statement of interest	I can bring a number of different perspectives to the Task Force. I graduated from UND, am a staff member, and a parent of current UND students. I served on my local school board for twelve years and worked for and volunteered with two different scholarship foundations. As a UND staff member, I have worked in the textbook department, financial aid, and advising. My role as a core advisor has allowed me to work with faculty and staff from multiple colleges, admissions, registrar, financial aid, and student services. Perhaps even more importantly, my role has allowed me to assist undergraduate and graduate students as they work to resolve problems they encounter while at UND. I have always known UND is an exceptional university. I believe my experience helping students navigate our processes and systems has given me insight into how changes will impact our current and future students.
Other challenges	What has become clear this year, more than ever before, is we don't know how the educational needs of the next generation may change given the impact of unforeseen circumstances. It is my hope the Task Force through the study of the eight topics listed will create a framework that allows UND to respond to changes quickly and adeptly. Change is constant in our world. Like other successful entities, institutions of higher education who can meet the challenge of constant change by adapting quickly and seamlessly will thrive.

Name	Heather Terrell
Classification	Faculty
Acad Rank	Assistant Professor
Dept	Psychology
Title	Director of Psychology Undergraduate Programs
Unit	College of Arts & Sciences
Senate	
Senate Committee(s)	Honors Program, Online and Distance Education
Statement of interest	Teaching is my passion and I believe that my experiences with teaching, service, and administration make me a good candidate to serve on this task force. I have a diversity of teaching experiences, in that I teach large service courses, medium enrollment courses, and smaller seminar-style courses across all levels of undergraduate education. I have taught both on-campus and online courses for several years now. Additionally, I have served as the Director of Psychology Undergraduate programs for five years, where I have overseen programs comprised of several hundred majors and minors. Previously, I served as the High-Impact Practices coordinator for Arts and Sciences and I was honored to win a teaching award for implementing High-Impact Practices into the classroom. I have served on the Essential Studies committee, the Senate Online and Distance Education Committee, and the Senate Honors Committee, all of which have helped to broaden my understanding of education at UND. I am excited to serve on this task force.
Other challenges	None

Name	Jeff VanLooy
Classification	Faculty
Acad Rank	Associate Professor
Dept	Earth Systems Science & Policy
Title	
Unit	John D. Odegard School of Aerospace Sciences
Senate	Senate
Senate Committee(s)	Committee on Committees, Executive, Faculty Handbook
Statement of interest	<p>Over my 11 years at UND I have been involved with a variety of curricular activities, having served as Graduate Director in my department, on the College Curriculum Committee, and chair of the University Curriculum Committee to name a few. However, my interest in the task force relates to my concern about students understanding of the world as they graduate from the university.</p> <p>I believe education in the future needs to focus on teaching students about the interconnectedness of our world. We often hear about working and teaching in “silos” as universities are typically made up of discipline specific departments. While we still need faculty and researchers to focus on these disciplines and dig deep into the research of their fields, the real world does not work in these compartmentalized disciplines. Instead, students should be exposed to the broad interconnects in our world, which should start with greater interdisciplinary teaching and should include systems thinking. This interdisciplinary teaching and learning should include all aspects of our world (physical and human), as understanding language and culture is just as critical to our civilization as physics and engineering. This is not to say that students won’t earn a degree in a specific field, but with greater interdisciplinary teaching and learning, they will gain skills and knowledge which will help them to “connect the dots” between their area of interest and the rest of the real world.</p>
Other challenges	None

Name	Andrew Williams
Classification	Faculty
Acad Rank	Assistant Professor
Dept	Master of Public Health
Title	
Unit	School of Medicine & Health Sciences
Senate	
Senate Committee(s)	
Statement of interest	<p>My interest in this Task Force derives from my interest in identifying structural barriers to inequality, and working to dismantle those barriers. As one of the 2 largest public universities in North Dakota, UND should be positioned to attract, retain, and promote a diverse body of students. While North Dakota has a large population of Native Americans, we are also seeing a sharp increase in New American families, Asian families, and Black families. We need to be positioned to best serve this diverse population in the future.</p> <p>I have experience teaching among a diverse student body at the University of Maryland, which has a large number of first-generation students, as well as being a minority-majority campus. I would be honored to contribute my passion and expertise to this Task Force.</p>
Other challenges	None

Name	Nick Wilson
Classification	Faculty
Acad Rank	Associate Professor
Dept	Aviation
Title	
Unit	John D. Odegard School of Aerospace Sciences
Senate	Senate
Senate Committee(s)	Scholarly Activities
Statement of interest	Having worked in the aviation/airline industry prior to returning to higher education, I have experience within an applied discipline which seeks high standards of performance from its workforce. This opportunity afforded me insight into the connection between what is offered at the University and how it translates into the working world. Additionally, I currently research undergraduate motivation factors and how such factors translate into academic performance and, ultimately, career transition.
Other challenges	Starting in 2025, there is a substantial decline in the population of college-aged students -triggered by the start of the Great Recession. The birth rate did not rebound and has continued to decline. I assume this broader initiative is partly to address this birth dearth. The question I have related to this point, as many other colleges and universities attempt to address this, how will UND differentiate itself (meaningfully) to remain competitive? It remains to be seen whether offering online courses alone - absent other factors - may counteract demographic trends.