



## University Senate Agenda

### September 2021 Meeting

TO: Members of the University Senate

FROM: Cristina Oancea, University Senate Chair, 2021-2022

SUBJECT: September 2<sup>nd</sup> University Senate Meeting


DATE: August 27<sup>th</sup>, 2021

The September 2021 meeting of the University Senate will be held on Thursday, September 2<sup>nd</sup>, 2021, from 3:30-5pm via Zoom. Voting members will receive a personalized link to join the webinar as a panelist. Please check your clutter/junk/spam folder if you do not see the invitation in your inbox. A public link for visitors will be posted on the Senate website and in the University Letter.

Call to Order (Outgoing Chair Elizabeth Legerski)

#### Senate Calendar:

- 1) Announcements/Chair opening remarks:
  - a. Overview of University Senate rules and procedures (Chair Oancea)
  - b. Comments on coming year
  - c. Council of College Faculties update (Richard Millspaugh)
  - d. Staff Senate update (Brian Schill)
  - e. Student Government update (Kaelan Reedy)
  - f. Updates from the Provost (Vice Provost Jeff Holm on behalf of Provost Eric Link)
- 2) Establish Quorum (Secretary Correll)
- 3) Review and approval of May 6, 2021 minutes (see attached, also located on the Senate website)
- 4) Senate Executive Committee (SEC) report (Chair Oancea)
  - a. SEC actions, May to August SEC meetings
    - i. Approved the following:
      1. Summer graduation candidates and petitions for early graduation approved
      2. Approved changes to the Faculty Handbook related to the new House Bill (HB) 1503
      3. Conflict of Interest (COI) in Research Interim Policy



4. English 110/130 Transfer Agreement with North Dakota State University  
(NDSU)

ii. Discussed the following

1. Fiscal Year (FY) 23 Research Driver Adjustment
2. Senate Faculty Instructional Development Committee (FIDC) White Paper

5) Question period (max 20 minutes)

**Consent Calendar:**

- 6) Faculty Handbook updates in response to HB 1503 (Approved by SEC 7-21) (attached)
- 7) English 110/130 Transfer Agreement with NDSU (attached)
- 8) University Senate Curriculum Committee Report (attached)

**Business Calendar:**

- 9) Election of Senate Vice-Chair/Chair-Elect (statements attached)
- 10) Election of Faculty Representative for Senate Executive Committee (statements attached)
- 11) Election of Staff Representative to the Senate Executive Committee
- 12) Election of Student Representative to the Senate Executive Committee
- 13) Election of two Senate faculty members for Committee on Committees

Minutes of the University Senate Meeting  
May 6, 2021

1.

The May meeting of the University Senate was held at 3:30 p.m. on Thursday, May 6, 2021, via Zoom Conference.

Chair Liz Legerski called the meeting to order at 3:31 pm and welcomed everyone to the final Senate meeting of the year.

2.

**The following members of the Senate were present:**

Alberts, Crystal	liams, Michele	Minnotte, Michael	Schlenker, Jared
Armacost, Andrew	Iseminger, Colt	Munski, Doug	Shivers, Jed
Barkdull, Carenlee	Jendrysik, Mark	Myers, Brad	Spaeth, Andria
Cherry, Emily	Juntunen, Cindy	Newman, Robert	Stupnisky, Robert
Chu, Qianli	Kassow, Benjamin	Nilles, Matthew	Tang, Clement
Correll, Scott	Kehn, Andre	Oancea, Cristina	VanLooy, Jeff
Denny, Dawn	Kenville, Kim	Olson, Devon	Wahl, Faith
Dodge, Michael	Lease, Jered	Park, Chan	Wasylow, Megan
Doze, Van	Legerski, Elizabeth	Pedersen, Daphne	Wilson, Nick
Feehery, Davis	Liang, Lewis	Rand, Kathryn	Wise, Richard
Halcrow, Steven	Lim, Howe	Reissig, Brad	Xiao, Feng
Halgren, Cara	Linder, Meloney	Robinson, Sarah	Yang, Wei
Hand, Laura	Matz, Adam	Rundquist, Bradley	Yousif, Zeineb
Henley, Amy	McGinniss, Michael	Sauer, Michelle	Zerr, Ryan
Hume, Wendelin	Millspaugh, Richard	Schill, Brian	Zhao, Julia

3.

**The following members of the Senate were absent:**

Bertsch, Breanna	Kraus, Robert	Perkins, Dexter	Tande, Brian
Cory, Claire	Light, Steve	Peterson, Karen	Ternus, Matthew
Cowdrey, Hunter	Liu, Jun	Plowman, Austin	Walker, Stephanie
Dusenbury, Mark	Mihelich, John	Reedy, Kaelan	Wynne, Joshua
Foster, Nathan	Murphy, Eric	Saligumba, Amanda	
Kostrzewski, Diana	Ng, Lilly	Storrs, Debbie	

4.

1. Liz called the meeting to order and made the following announcement and opening remarks and events to note:

Senate Calendar:

Announcements/Chair Opening remarks

- i. Upcoming events to take note of: Special Announcement from President Armacost.

1. All Senate committees should choose a Chair for the next academic year before the semester ends. Please report who the Chair will be to Liz Legerski([elizabeth.legerski@und.edu](mailto:elizabeth.legerski@und.edu)) Please reach out to newly elected members as well.
2. J&J vaccine available to all students, faculty and staff tomorrow at Student Health.
3. TTaDA sent out a survey invitation on Monday related to teaching during the pandemic.
4. Next Senate Meeting will be September 2, Senate Exec will meet over the summer

President Armacost thanked Liz Legerski for chairing University Senate this year. He also made remarks on how helpful she is and how proud he is of her working this challenging year. He presented Liz with a plaque.

- ii. Reminder of annual committee report deadlines.

1. Due in September 23: Committee on Committees, Compensation, Faculty Instructional Development, Honors Program, University Assessment
- 2.

- iii. Any New Legislative session updates – Liz gave briefs updates on the following bills:
  - a. SB 2003 – main NDUS appropriations bill
  - b. HB 1323 – prohibits a state or local elected official, the state, or a political subdivision of the state to mandate a mask mandate, but allows schools to make their own mask policies
  - c. HB 1503 - campus free speech policy was passed and signed by Governor
  - d. SB 2030 – challenge matching grant was passed and is on the Governor's desk

iv. Council of College Faculties update (Tom Petros) - the last CCF meeting dealt with the SB 2030 bill. That is about all there is to say in addition to what Liz reported on their meeting.

v. Staff Senate update (Megan Wasylow/Brian Schill) – we had Coffee with Kathy, Wednesday, May 12 and it is the last meeting of the year. The gavel for the new staff senate president will be passed next Wednesday at their meeting. They have 48 of 50 spots filled that were elected to Staff Senate. Brian added that Staff Senate is working on a tuition waiver state wide task force and the dependent tuition waiver. Liz thanked Megan for her time as Staff Senate.

vi. Student Government update (Matthew Ternus/Kaelan Reedy) – Dawson Dutchak – newly sworn in Vice President. Not a very busy April, and they have some slots open to fill for the fall.

vii. Provost updates (Debbie Storrs) – Jeff Holm gave an update. Let everyone know that she has enjoyed working with the University Senate and the Senate Executive Committee. She wants everyone

to know that they have done a great job during the pandemic and making things work for students. Working with Deans to make sure that the raises for this year and next year are being followed. Liz wants to thank Provost Storrs for her leadership and help throughout this year.

b. Establish Quorum (Marci Mack, for Secretary Correll)

We have quorum.

- c. Review and approval of April 1, 2021 minutes.  
Are there any changes to the minutes?

With no changes, the minutes can be filed without objection.

d. Senate Executive Committee report (Chair Legerski)

- i. Approved May Graduation Candidates and ND General Education Council Constitution Changes
- ii. Discussed Faculty Handbook policy on Final Exams; Approved Faculty Handbook policy updates on External Reviews and Parental Leave.
- iii. Approved updates to several Senate Committee Charges (Online & Distance Ed, Library, and Scholarly Activities); Discussed need for and process for developing a standing committee on Diversity, Equity, and Inclusion
- iv. Items postponed for May SEC meeting: Research Drive Adjustment to MIRA model, Research COI interim policy, FID White Paper on shared governance, Healthcare study resolution
- v. Review of Goals for the year:
  1. Reigniting a commitment to shared governance
  2. Supporting diversity, equity, and inclusion efforts
  3. Supporting each other through the pandemic, so we may thrive into the future.Liz has met with the DEI Task Force and they agreed to put together a proposal to develop this committee under the University Senate umbrella.

Thanks to the task force on higher education and their recommendations for the future of academics at the University of North Dakota.

c. Question period (20 minutes) started at 3:58pm

Carenlee Barkdull was interested in follow-up to conversations from previous years about a report back to this body on the PEARSON model and our return on investment. Jeff is not aware of this request from the Senate, but he is sure that if a request to Jed Shivers and Deb Storrs was made, they would put together a report. He gave a brief summary of the current PEARSON programs at UND and how their enrollment/program growth is progressing.

Jed Shivers responded to Carenlee's question. We are looking into these questions/finances now and we would be willing to put the information together and we will give an update at the September meeting.

Mark Jendrysik – 2 questions:

Bookstore contract and what is the current status of our contract.

Had a question to what is going on all of the plexiglass that we have across campus and maybe we need to do something creative to use it.

Jed responded to the Bookstore question – we have signed a contract with them for another couple of years. Jed would like to hear some written feedback from faculty/staff who are having issues with Follett so he can address the issues with them.

Crystal Alberts – could you please explain what the Research Drive Adjustment to the MIRA model mean? The committee looked at how some colleges use their research dollars and it was decided that one college will lose some money and other colleges will receive more money.

Question period ended at 4:09 pm.

**Consent Calendar:**

- a. Budget Committee annual Report (see attached)
- b. Online and Distance Education Committee annual report (see attached)
- c. Online and Distance Education updates to committee charge (see attached)
- d. Senate Scholarly Activities annual report (see attached)
- e. Senate Scholarly Activities updates to committee charge (see attached)
- f. Library Committee updates to committee charge (see attached)
- g. ND General Education Council Constitution updates (see attached)

Dr. Munski made a motion to accept the changes made to the committee charges. Andre Kahn seconded the motion. The motion carries.

**Business Calendar:**

May 2021 Graduation Candidates (see attached)

Mark Jendrysik made a motion to accept the graduation candidates for spring 2021. Dr. Munski made a motion to second the motion. The motion carries.

Curriculum Committee April Report (see attached)

Curriculum Committee May Report (see attached)

Cristina Oancea made a motion to accept the curriculum committee April and May reports. Julia Zhao made a motion to second the motion. The motion carries.

d. Faculty Handbook Committee Final Exam policy proposal (see attached, plus email from committee chair)

Cristina Oancea made a motion to accept the changes to the final exam policy. Julia Zhao seconded the motion.

Michelle Sauer asked a question regarding item #2. Dustin McNally addressed her question. Crystal Alberts asked a question for departments that never have final exams, our chair would have several notifications that the instructor is making a change to their final date for their paper/exam. Discussion ensued. Jeff stated that they are trying to make all departments happy and with the numbers involved, they have done the best that they can, even with unique cases involved. Bradley Myers asked a question regarding the due date and how you could make it later than the due date, if needed. Emily Cherry Oliver stated that no policy is perfect and she feels that letting your Chair know one time, she is fine with this.

The motion carries.

e. Faculty Handbook Committee External Reviewers policy clarification (see attached)

Dr. Munski made a motion to accept the changes to the external reviewer's policy updates with the amendment. Julia Zhao made a motion to second the motion.

Bradley Myers asked a question regarding the policy. Will it be annually, ever 3 years or at the end of the contract for those non-tenured track faculty? This is only for tenure and promotion. It is an easy fix but important fix. Cindy stated that the first sentence under D, that is who it is relevant to.

It is in the section on tenure/promotion of the handbook. Brad eliminate the 3<sup>rd</sup> sentence to amend to add other faculty seeking promotion. Crystal Alberts asked for clarification on who this is targeting. Cristina said non-tenured track doing research moving towards promotion. Crystal – add friendly amendment, add other non-tenure track faculty who are seeking promotion and have a research requirement.

Crystal made motion to accept the friendly amendment. Cristina seconded the motion. Amendment carries.

Cindy just as a note, if you go to the faculty handbook, this section is only in the promotion and tenure section, not the annual evaluation portion.

Mark Jendrysik would like to move to extend meeting for 15 minutes. Crystal Alberts seconded the motion. The motion carries.

f. Faculty Handbook Committee Parental Leave Policy updates (see attached)

Dr. Munski made a motion to accept the updates to the parental leave policy. Mark Jendrysik seconded the motion.

Bradley Myers – will the six weeks start with the delivery or can it be before then if you are on bed rest. Dustin stated that they are only adjusting the language to be more inclusive. Amy Henley to add additional language with the date or placement not just the date of birth. Placement has already been added to the updated policy. Nick Wilson question regarding FMLA and who is eligible and when it would start. Dustin this is just addressing the parental leave policy and has nothing to do with FMLA. Liz stated that is policy was reviewed by the VPAA and legal office.

The motion carries.

Matters Arising

The meeting adjourned at 5:13 p.m.

Marci Mack, Acting Secretary  
University Senate



## VI. Academic Freedom

### 1. General Principles:

The primary responsibility of the academic community is to provide for the enrichment of intellectual experience. Essential to the realization of this ideal is a free and open academic community, which takes no ideological or policy position itself. The responsible academic community welcomes those who do take an ideological or policy position and jealously guards their right to do so. Conflict of ideas cannot occur unless there is opportunity for a variety of viewpoints to be expressed. Toleration of what may be error is an inescapable condition of the meaningful pursuit of truth. The academic community must be hospitable even to closed minds, and it must welcome the conflict of ideas likely to ensue. Academic responsibility to provide opportunity for expression of diverse points of view generates academic freedom.

A college or university is a forum for ideas, and it cannot fulfill its purpose of transmitting, evaluating, and extending knowledge if it requires conformity with any orthodoxy of content and method. Academic freedom and tenure are both important in guaranteeing the existence of such a forum. This policy is intended to enable institutions under the authority of the Board to protect academic freedom.

The purpose of tenure is to assure academic freedom. Academic freedom applies to all scholarly pursuits. [Faculty members who engage in scholarly work shall be subject to the full protections of speech and expression accorded to students under SBHE Policy 503.1 and 503.3](#) Freedom in scholarship is fundamental to the advancement of knowledge and for the protection of the rights of the faculty members and students. It carries with it duties and responsibilities correlative with rights. These duties and rights are set forth in policy [401.1](#), relating to Academic Freedom, and the 1940 Statement of Principles on Academic Freedom and Tenure (Rev. 1990), adopted by the American Association of University Professors and the Association of American Colleges. These policies apply to all institution faculty unless otherwise indicated.

Commented [WH1]: Addition pursuant to SBHE 401.1

### 2. Faculty:

Faculty members are entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties. They are also entitled to freedom in lecturing or conducting demonstrations in their subject or field of competence. [As a result, no faculty member may face adverse employment action for classroom speech unless the speech is not reasonably germane to the subject matter of the class as broadly construed and comprises a substantial portion of classroom instruction. As a general rule, faculty shall not face discipline or adverse employment action based on classroom speech unless such speech violates other institutional policies or procedures.](#)

Commented [WH2]: Addition pursuant to SBHE 401.1

[Faculty members](#)They are entitled, as any other member of the community in which they live, to establish membership in voluntary groups, to seek or hold public office, to express their opinions as individuals on public questions and to take action in accordance with their views. Cognizant of their responsibilities to their profession and to their institution, faculty accept certain obligations; they should attempt to be accurate, to exercise sound judgment and respect the rights of others to express opinions. They must make clear that their actions, their statements, and their memberships do not necessarily represent the views of the academic community. If there are controls to be exercised over faculty members, they are the controls of personal integrity and the judgment of the colleagues.

[SBHE Policies 503.1, 503.3](#)

### 3. Students:

Students are entitled to be taught by unfettered teachers and to have access to all information pertinent to their subjects of study. They are entitled to as complete freedom as possible in the selection of their curriculum, teachers, and associates. Moreover, they have a right to intellectual disagreement with their instructors and associates and to question them without fear of recrimination or punishment. They also are entitled to seek the publication of their views, to seek membership in voluntary groups, to seek or hold public office, and to take lawful action in accordance with their views. Students also have the responsibility to make clear that their actions, memberships, and statements do not represent the views of the academic community.

Students will not be disciplined or sanctioned for harassing conduct or expression unless the speech meets the definition of either "student-on-student discriminatory harassment" or student-student harassment" as defined by SBHE 503.1. Notwithstanding, student-on-student speech or expression which does not meet these definitions may be responded to by taking constructive, non-punitive actions to promote a welcoming, inclusive environment.

**Commented [WH3]:** Added to comply with SBHE 503.1. Must be submitted to Vice Chancellor of Academic and Student Affairs.

### 4. Guest Speakers, Movies, and Other Programs:

A college or university by its very nature cannot pay lip service to the concept of freedom of expression and then deny persons with whom it is in disagreement the opportunity of giving expression to their views. Furthermore, a policy that extends the right of freedom of expression to some persons and denies to the others, places the institution in the position of endorsing the past records and views of those who are given permission to speak. Therefore, a speaker, performer, or program may be presented under the sponsorship of any duly recognized student, student organization, faculty, or staff administrative organization or any individual officer of instruction, regardless of the anticipated content or viewpoint of the speaker or group's speech or expression. UND may not retract (or pressure or require students, a student organization, faculty or staff to retract) an invitation to speak based on the anticipated content or viewpoint of the speech or expression. It is not necessary that the point of view presented be congenial to the campus, members of the staff or student body individually, or to individual members of the wider community. Any fees charged in relation the free speech and expression of students, student organizations, faculty or staff, or their quests will only be imposed according to UND's policy on -Events, Demonstrations, Fixed Exhibits, and Short-Term Rentals.

**Commented [WH4]:** Additions in this section to comply with SBHE 503.1. Must be submitted to Vice Chancellor of Academic and Student Affairs

The speaker must be accorded the courtesy of an uninterrupted presentation. Except for ceremonial occasions, speakers must accept as a condition of their appearance the right of their audience to question or challenge statements made in their address. Questions must be permitted from the floor unless prevented by physical limitations, or the size of the audience. The invitation or scheduling of such a program must represent the desire of the institutional sponsor and not the will of external individuals or organizations. The sponsor must establish full responsibility for the program and should help to establish the concept that the point of view expressed in an address or performance does not necessarily represent the position of the academic community. Such presentations must at all times be consistent with the laws of North Dakota and the United States.

State Board of Higher Education Policy Manual, 05-11-84, Section 401.1 SBHE Policies 401.1, 503.1

SEE Also: UND's Policy on Events, Demonstrations, Fixed Exhibits, and Short-Term Rentals <https://und.policystat.com/policy/8921071/latest/>

## VII. Political Activities

The Board of Higher Education recognizes the importance of, and encourages, participation by individuals in the political, social, and economic affairs of the community, state, and nation. While the Board respects the deep concern of individual faculty members and students about current events and issues, and the committed desire to participate actively in elections, the Board must emphasize the distinction between involvement of an individual and involvement of an institution. The Board affirms its traditional concern of the well-being of the society, at the same time, the institution must remain outside the political arena. Adjustment of the academic calendar in order to free students, faculty, or other employees to engage in political activity is not consistent with the foregoing affirmation.

This policy does not bar anyone from [engaging in political activities, including advocating on issues of faculty or staff interest on – or off – campus, including through testifying or advocating before the legislature or other government entities. In fact, active participation by all Americans in the political process, which is fundamental to the democratic way of life, is encouraged. Similarly, the legislature or other government entities may communicate with their constituents using NDUS communications systems, including email, regarding such matters, provided that the communication makes clear on whose behalf the email is being sent and requests to opt out of such communications by individual faculty or staff members are respected. Such advocacy shall be protected by academic freedom and public employee free speech, and may not be the basis for discipline.](#)

**Commented [WH5]:** This section is added to comply with SBHE 308.3

~~active independent participation in political campaigns on behalf of candidates of his or her choice or in the advancement of his or her political beliefs or policy concerns outside the institution. In fact, active participation by all Americans in the political process, which is fundamental to the democratic way of life, is encouraged.~~

The Board does not believe it legitimate or wise for a college or university to make political commitments. Further, institutional participation in political activity, however worthy that activity might be in itself, would raise many legal questions.

The fundamental issue is the corporate involvement of an institution and any action that might involve institutional political unanimity, which would not represent the views of all members of the academic community.

There is a danger that an institution could evolve toward a kind of political orthodoxy, which in certain circumstances might even inhibit and discourage the expression of other opinions.

Any disruption of the normal processes of education at any institution endangers the very heart of our institutions; namely, freedom of inquiry, freedom of thought, and freedom of expression. Every effort must be made to make it as easy to present opposing viewpoints as it is for someone to express his or her views initially. An institution is not a place where anyone expressing a point of view, however much he or she is in minority, can be either silenced or threatened with language or physical actions. The common standards of courtesy that should characterize the academic community must be respected.

While class attendance may be no longer required in some institutions, every student has a right to expect every class for which he or she is registered to be held according to the university or college class schedule. In event of any class disruption or strike, students who choose to attend class must be able to do so without fear of intimidation or injury. Classes will be held in accordance with the academic calendar, and all members of the faculty are obliged to meet assigned teaching responsibilities.

A university or college must always be a place of learning, a place for discussion, a place to hear differing opinions, a place for dissent, but such dissent must be made in a rational, lawful, and peaceful manner. It must be made with due respect for the rights of others. While the Board protects

the rights of all those who choose to dissent in peaceful and lawful ways, it must defend, with all the power at its command, the rights of others when any actions by dissenters are clearly disruptive of the work and program of the university or college.

State Board of Higher Education Policy [Manual, 05-11-84](#), Sections [401.2 and 308.3](#)  
SEE ALSO: North Dakota Century Code [34-11.1-02](#) [Political Activities], [34-11.1-03](#) [Membership in organizations], [34-11.1-04](#) [Violations for misuse reported by employee], [34-11.1-05](#) [Prohibited acts], [34-11.1-06](#) [Penalties or threats prohibited]

## MEMORANDUM

TO: Essential Studies Committee

FROM: Lori Robison, Chair, Department of English

DATE: 4/12/2021

RE: Establishing an English Composition Transfer Agreement for NDSU Students

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Because the English Composition requirement at NDSU is unlike that of the rest of the NDUS system, students who transfer from NDSU to UND are sometimes unclear about the relationship of their composition coursework at NDSU to UND's composition requirement.

NDSU currently requires three English Composition courses, but because they have defined English 110/Comp I as largely remedial, NDSU often waives students from that course, leaving students to understand the NDSU sequence as a two-course requirement. In addition, at UND (and at other NDUS institutions), English 110 is a rigorous introduction to academic writing and critical reading strategies, yet because of its status as a remedial class at NDSU, transfer students from NDSU have had trouble understanding why they are being asked to take it here.

Most particularly, students who have completed only NDSU's ENGL 120 may transfer to UND believing they will be exempt from ENGL 110. Yet such a student will have only taken one English Composition class, while UND, NDSU, and the NDUS system all recognize a two-course English sequence to be in the best educational interest of students.

To address those educational needs, while also acknowledging the misunderstanding that the NDSU requirement may create for students, the UND Department of English proposes the following:

- If a student has completed **two** courses from among the following NDSU courses, their ENGL 110/ENGL 130 Essential Studies requirement will be waived upon transfer to UND:
  - ENGL 110 – Composition I/ ENGL 112—ESL Composition I
  - ENGL 120 – Composition II/ENGL 122—ESL Composition II/ENGL 121—Honors Composition II
  - ENGL 320 – Business and Professional Writing
  - ENGL 321 – Writing in the Technical Professions
  - ENGL 322 – Writing and the Creative Process

- ENGL 324 – Writing in the Sciences
- ENGL 325 – Writing in the Health Professions
- ENGL 326 – Writing in the Design Professions
- ENGL 357 – Visual Culture and Language
- ENGL 358 – Writing in the Humanities and Social Sciences

Notes:

This agreement will not affect students who have completed the general education requirements at NDSU; such students are exempted from the need to complete Essential Studies at UND.

This agreement should only apply to transfer students from NDSU to UND. We want to be very clear that UND means to honor the current English course equivalencies with the rest of the institutions in the state. We do not want to complicate our relationship with the NDUS system because of NDSU's unusual approach to the English Composition requirement.

## **University Senate Curriculum Committee Report September 2, 2021**

### **I New Course**

- POLS 509 :American Indian Politics and Contemporary Issues
- SOC 420 :Sociology of the Body

### **II Course Deactivation**

- T&L 488 :Senior Seminar

### **III New Program**

- UND-A&S :Certificate in Dyslexia and Language-Based Reading Disorders

### **IV Program Name Change**

- “Master of Engineering Energy Systems Engineering” to “Master of Engineering Energy Engineering”
- “Master of Science Energy Systems Engineering” to “Master of Science Energy Engineering”
- “Minor in Athletic Coaching” to “Minor in Coaching”

### **Senate Approval is not required for the following report items**

### **V Program Changes**

- BME-MS-Accelerated :Accelerated and Combined MS Biomedical Engineering
- CSD-MS :MS in Communication Sciences & Disorders
- EnE-Cert :Certificate in Environmental Engineering
- EnE-Meng :Master of Engineering in Environmental Engineering
- Engl-BA :BA with Major in English
- Ling-Minor :Minor in Linguistics
- PA-MPAS :Master of Physician Assistant Studies
- UND-CE: Ph.D. in Environmental Engineering
- UND-ME :M.Engr in Systems Engineering
- UND-ME :M.S. in Systems Engineering

### **VI Course Changes: Undergraduate**

- CE 482 :Civil Engineering Design I
- CSD 486 :Field Experience in Speech-Language-Hearing
- MLS 220 :Introduction to Clinical Laboratory Operations
- MLS 226 :Introduction to Clinical Immunology & Molecular Diagnostics
- MLS 332 :Introduction to Clinical Hematology
- MLS 334 :Introduction to Clinical Microbiology
- MLS 339 :Introduction to Evidence Based Practice

- N&D 494 :Research in Nutrition and Dietetics
- SOC 250 :Diversity in American Society
- T&L 339 :Educational Technology
- T&L 410: Teaching Reading in the Elementary School Classroom (TEAM)
- T&L 430: Social Studies in the Elementary School (TEAM)
- T&L 440: Mathematics in the Elementary School (Team)
- T&L 470: Science in the Elementary School (TEAM)
- T&L 487 :Student Teaching

**VII Course Changes: Graduate**

- EDL 513 :Leading Curriculum and Learning
- T&L 528 :Children's and Young Adult Literature in the Classroom



## **Nominees for Election to University Senate Committees, September 02, 2021**

### **University Senate Vice-Chair nominees (elect 1):**

#### **Senator Robert (Bob) Newman**

I was born in Georgia (USA) and lived in 8 different states before I was 14 years old (my Dad was in the Navy). So don't ask me where I'm from! I'm up to 11 states now, but I've lived in North Dakota since 1995, making it the state I've lived in longest by far. I earned a B.S. in Zoology and completed the requirements for a degree in Math from Duke University in 1981. The most impactful course I took there was a two-semester sequence in the History of Science. I received my Ph.D. in Biology (Ecology/Evolution) from The University of Pennsylvania in 1987, where I focused on how environmental variation affects wildlife populations. I've done field work in hot, dry, remote places like the desert southwest in TX and for the last 26 years on the colder (at times), northern Great Plains here in ND, where my focus is on how wildlife interact with intensively human-used landscapes. All of my work has involved climate effects in one way or another and now I am involved in climate change adaptation strategy development at the national level in collaboration with a lot of federal scientists and conservation organizations.

After my Ph.D. work I did post-doctoral research on desert ecology for a year and taught as a part-time instructor at Penn, trying to convince pre-meds that Evolution was important to them. I next took a temporary job (Visiting Assistant Professor) at Virginia Tech, in Blacksburg, VA and taught high enrollment undergraduate courses in Ecology and Zoology, graduate Ecology, and created their first Conservation Biology course. Following that I took a job as the Coordinator of an NSF-funded graduate Research Training Group (RTG) at the Kellogg Biological Station of Michigan State University. While there I applied for and was successful in funding an NSF Research Experience for Undergraduates (REU) Site and securing renewal NSF funding for the RTG.

I'm now starting my 27<sup>th</sup> year at UND! I've maintained an active research program focused on northern prairie ecology and actively contributed to teaching and service. I taught one of our Intro Biology courses (Bio 150 now) for 21 years. I was in the first UND cohort that received training in SCALE-UP pedagogy and transitioned from lecture bowl to the big SCALE-UP classroom in O'Kelly 61. I also teach undergrad and grad Population Biology, and several graduate courses, including Scientific Inference and Statistical Analysis, and seminars on climate change or the interface between science and policy. For the last two years I have taught our senior Capstone course for Fish and Wildlife Biology majors. In 2017 I co-led the restructuring of the

Environmental Studies major (housed in Geography) and teach the Intro to Environmental Studies seminar (now in its 3<sup>rd</sup> edition). I believe that helping students prepare for their future is our primary reason for being, as an institution. I believe strongly in the value of interdisciplinary problem-solving and education. This includes all dimensions of a strong Liberal Arts education; no department or discipline is, or can be, an island; we need all of us in order to deliver a high-quality education for our students.

In addition to teaching, I have served UND in a variety of capacities, most notably as Graduate Director in Biology, two terms on the SGS Graduate Committee, as a Gradvocate when that was a thing, on the College of A&S Resources and Infrastructure committee, on the McNair selection committee, in the Senate, and on the Future of Higher Education Task Force in Spring 2021. On a professional level, I am active in the Ecological Society of America (ESA), where I just completed a term as Chair of the Communication and Engagement Section and serve on the leadership team of the Traditional Ecological Knowledge Section. I was a member of the DEIJ Task Force of the ESA over the past year and now serve on the Diversity Committee. I am also Chair of the Climate Change Working Group in The Wildlife Society and serve on the board of the Native Peoples' Wildlife Management Working Group, and on the Climate Change and Sustainability Committee.

I am honored to be nominated for Vice Chair/Chair-elect of the UND Senate. Faculty and staff deliver the Mission of the university and are best positioned to understand the implications of policy decisions and budget priorities and we should always be involved in decision-making. My philosophy is that we each bring a unique and valuable perspective, that diversity leads to greater collective wisdom, and that consensus-building yields better results.

### **Senator Pamela J. Kalbfleisch**

I am the Charles R. "Chuck" Johnson Endowed Professor of Communication at the University of North Dakota. This is my third time serving on the University Senate at UND. I am honored to have been asked to stand for election to Vice-Chair of the University Senate.

I serve or have served in several leadership positions on campus and in our community. I am President of the Board of Directors of the Greater Grand Forks Community Theatre. This is my second term being elected to the Board of Directors and my second term elected as Board President. I serve as Chair of the Executive Committee in the Department of Communication, and this is my seventh year as Chair of this committee.

Prior to coming to the University of North Dakota, I was a Full Professor in the Department of Journalism and Communication at the University of Wyoming. While a faculty member at UW, I

was Chair of the Faculty Senate having served several years on the Faculty Senate, the Executive Committee of the Faculty Senate, and the Parliamentarian of the Faculty Senate.

I have over forty years' experience as a Parliamentarian having served in this role for three different faculty senates, one university senate, and one faculty of a College of Communication. I have been a member of two University Presidents' Cabinets, one Vice President for Academics Cabinet, one Council of Arts and Sciences, and numerous other decision-making and decision-recommending bodies. I am an American Council on Education Fellow.

Originally from Southern Idaho, I grew up on a farm in Idaho. My Bachelor of Arts degree is from Boise State University, my Master of Arts degree is from the University of New Mexico, and my Doctor of Philosophy is from Michigan State University.

### **Senate Executive Committee Faculty nominees (elect 1):**

#### **Senator Mark Jendrysik**

Mark Stephen Jendrysik is a Professor in the Department of Political Science and Public Administration. He has been a faculty member at the University of North Dakota since 1999. He received his M.A. and Ph.D. from the University of North Carolina at Chapel Hill. He is proud to share Chicopee, Massachusetts as his hometown with famed utopian author Edward Bellamy. (Be sure to read *Looking Backward* someday.)

Prior to his appointment at UND he held visiting positions at Bucknell University (1996-98) and the University of Mississippi (1998-99). He also held a post-doctoral appointment at the Center for Survey Research of the University of Virginia (1995-96). He likes to say that he was "seeing America one college at a time."

Dr. Jendrysik serves on a number of University Committees, including the Standing Committee on Faculty Rights, the University Honors Committee, and the Legislative Affairs Committee. Previously he has served on the Essential Studies Committee, the Chester Fritz Distinguished Professor Committee, the Honorary Degree Committee and others. He has served as a member of the Senate Executive Committee as well.

Dr. Jendrysik does research in political theory with a specialization in utopian political thought and contemporary American political thought and culture. His latest book, *Utopia* was published in May 2020 as part of the Key Concepts in Political Theory series by Polity (UK).

His teaching interests include ancient and modern political thought, utopian political ideas, contemporary American political culture, ethics, and American government. He believes, as did Friedrich Nietzsche, that “a teacher has an obligation to make himself accessible to every level of intellect.” He is committed to the high ideals of universal, public education. He believes, as did Mark Twain, that “public education IS democracy.”

### **Senator Deborah Worley**

I grew up in rural southwest Virginia and earned my college degrees from a trio of southern schools (BA in Romance Languages from the University of Georgia, MS in College Student Personnel from the University of Tennessee, PhD in Higher Education Administration from the University of Mississippi). In between the pursuit of my master’s and doctoral degrees I worked in career services-related roles at Cornell University and Bowling Green State University, primarily managing cooperative education and internship programs for undergraduate students. I joined UND in 2008 as an Assistant Professor of Higher Education in the Department of Educational Leadership (re-named Education, Health, and Behavior Studies) in the College of Education and Human Development. I earned tenure and promotion to Associate Professor in 2014, and promotion to Professor in 2021.

At UND, I teach a variety of courses including college student development, collegiate environments, higher education administration, higher education curriculum, and the history of higher education. Over the years I have been the program coordinator or director for all of the Higher Education graduate programs (MS, PhD, and EdD). Currently, I am the graduate director for the Education, Health, and Behavior Studies (EHBS) PhD program. My research focuses on the assessment of college student experiences both in and out of the classroom. I also examine college student experiences from a historical perspective, which provides a knowledge base to better understand contemporary college student learning experiences and higher education learning environments. My work is published in multiple academic and professional journals and books.

I enjoy serving my profession as a peer reviewer for the Higher Learning Commission (HLC) and through involvement in multiple professional associations. At UND, I have been involved in University Senate activities as a senator as well as on senate committees, such as the Honorary Degrees Committee and the University Assessment Committee (both of which I have chaired). Currently, I am a co-chair of UND’s HLC reaccreditation executive leadership team, and I am a co-facilitator of the Alice T. Clark New Faculty Scholars Program for second-year faculty. In addition to these activities, I have served on ten university-wide committees or task forces, nine college committees, 12 faculty search committees, and 14 faculty evaluation committees since I arrived

at UND. Overall, I strive to be a good, fair, and contributing member of the academy and I am committed to serving students and colleagues at our institution. If elected as the Senate Executive Committee (SEC) Faculty Representative, I will approach this role in the same manner. I will listen, I will learn, and I will communicate the message of those I represent to the SEC. I will also contribute new ideas based on my skills, knowledge, and expertise on topics such as assessment and accreditation, shared governance, and institutional leadership structures. I look forward to working for you.

### **Senate Executive Committee Student Rep nominees (elect 1):**

Kaelan Reedy

### **Senate Executive Committee Staff Rep nominees (elect 1):**

Brian Schill

### **Committee on Committees nominees (elect 2):**

- Nick Wilson, Aerospace
- Rhoda Owens, Nursing
- Sandra Moritz, Education
- Leslie Martin, Aerospace