



## University Senate Agenda

### April 2021 Meeting

TO: Members of the University Senate

FROM: Liz Legerski, University Senate Chair, 2020-2021

SUBJECT: April 1 University Senate Meeting

DATE: March 25, 2021

The April meeting of the University Senate will be held on **Thursday, April 1, 2021, from 3:30-5pm via Zoom**. Voting members should use the link they will be sent one day prior to the meeting to join the webinar as a panelist. This email will come from [und.webinar](mailto:und.webinar). Please check your clutter folder if you do not see the invitation in your inbox. A public link for visitors is available on the Senate website and in the University Letter.

I. Call to Order (Chair Legerski)

II. **Senate Calendar:**

a. Announcements/Chair opening remarks


i. Upcoming events to note

1. Spring University Council meeting, Tuesday, April 27, 3-4:30pm
2. Staff Senate is accepting nominations for Staff Senate members through April 6 – please encourage your staff to become a Staff Senate Senator (see announcement attached).
3. Following feedback received, TTaDA is putting efforts to cleanup outdated/unused YuJa content on hold (see email attached).
4. UIT is in the process of developing technology standards for our learning spaces, using the services of a consultant, to help standardize technology across the university. They are looking for about 10 faculty to participate in a session on April 21 (1-2 hours) to gather feedback on learning spaces and technology requirements. If you are interested in participating, or would like to recommend faculty to participate, please let Liz Legerski know ASAP [elizabeth.legerski@und.edu](mailto:elizabeth.legerski@und.edu).
5. Congratulations to those elected to Senate Committees (see attached). Elections for USenate at-large members and College/School representatives will happen in early April – please keep an eye out for nomination and election ballots.

ii. Reminder re committee annual report deadlines

1. Due April 23: Budget Committee, Online & Distance Education, and Scholarly Activities
2. Overdue: COI/Scientific Misconduct

iii. Legislative session updates (Peter Johnson)

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- iv. Council of College Faculties update (Tom Petros)
  - v. Staff Senate update (Megan Wasylow)
  - vi. Student Government update (Matthew Ternus)
  - vii. Provost updates (Debbie Storrs)
- b. Establish Quorum (Marci Mack, for Secretary Correll)
  - c. Review and approval of March 4, 2021 Senate meeting minutes (see attached)
  - d. Senate Executive Committee report (Chair Legerski)
    - i. Approved placement of new Syllabus Policy as the second subsection under Section III Teaching Policies & Procedures in Faculty Handbook.
    - ii. Reviewed proposed updates to the Family Leave Policy in the Faculty Handbook. Will be sent to Faculty Handbook committee for review.
    - iii. Passed resolutions opposing SB 2030 and supporting research on health insurance in ND (being considered in Staff Senate and by Student Government)
    - iv. Approved the following: FHC Final Exam policy and UCC vote to include Director of Assessment & Accreditation as non-voting member of committee.
  - e. Question period (20 minutes)

### **III. Consent Calendar:**

- a. Intercollegiate Athletics Committee Annual Report (see attached)
- b. Committee on Committees Annual Report (see attached)
- c. Curriculum Committee voted to approve adding the Director of Assessment and Accreditation as a non-voting member to the committee. SEC also approved.

### **IV. Business Calendar:**

- a. Runoff election for second seat on Online & Distance Education Committee
- b. Essential Studies Assessment Proposal withdrawn by committee (see attached)
- c. SEC resolution in opposition to SB 2030
- d. Faculty Handbook Committee Final Exam policy proposal (see attached)
- e. Essential Studies Policy Manual updates (see attached)
- f. Guidelines for Essential Studies Transfer updates (see attached)

V. Matters arising

VI. Adjourn

# STAFF SENATE

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## UNIVERSITY OF NORTH DAKOTA

### Get on the Ballot for April Elections!

The Staff Senate not only is a voice for staff, it also provides Senators with professional development opportunity options to strengthen leadership skills, learn new skillsets, and get a deeper connection to the UND, Grand Forks, and NDUS communities. If you are interested in becoming a senator, or want to nominate someone, please go to the [2021 Staff Senate Nomination form](#).

## Become a Senator!

## Nominations are open!

NOMINATIONS ARE OPEN UNTIL APRIL 6

STAFF  SENATE  
UNIVERSITY OF NORTH DAKOTA

### 2021 Staff Senate Nomination

### Senator information and eligibility requirements

If you're nominating someone else, PLEASE obtain the nominee's permission first.

The nominee will also be required to obtain a signature of **support from their supervisor**.

If you would like to nominate more than one person, please submit this form for each person you are nominating.

If you have any questions, please contact Tyler Clauson at 701-777-4194 or [tyler.clauson@UND.edu](mailto:tyler.clauson@UND.edu).

## Update on Seat Availability and Current Nominations

DIVISION	SEATS AVAILABLE for 2021 Election	Nominations with supervisor signature	Nominations that still need supervisor signature
Academic Affairs	5	3	
Finance & Operations	3	1	2
Marketing & Communications	0		
President's Office (includes Athletics and EERC)	5	1	
Research & Economic Development	2		
School of Medicine	4	2	
Student Affairs & Diversity	1	2	
<b>Total</b>	<b>20</b>	<b>9</b>	<b>2</b>

If you're voted in as a new senator, your first Staff Senate meeting will be May 12 from 3:00 to 4:30 p.m. **Meeting information can be found on the Staff Senate website.**



## YuJa Storage Cleanup Update

Teaching Transformation and Development Academy <noreply@und.edu>

Thu 3/11/2021 2:15 PM

To: Legerski, Elizabeth <elizabeth.legerski@und.edu>

# TEACHING TRANSFORMATION AND DEVELOPMENT ACADEMY

Hello,

The Teaching Transformation and Development Academy (TTaDA) would like to provide an update regarding efforts to clean up outdated/unused YuJa content. After reviewing your feedback, we have decided to temporarily place this project on hold. Additional communication will be shared prior to proceeding with future cleanup efforts.

In consideration of our limited storage allocation, we strongly encourage you to remove any unused recordings from your YuJa account to help reduce the amount of storage utilized on UND's instance of YuJa. View our [instructions for bulk downloading and saving YuJa content](#) to learn more.

If you are using YuJa Proctoring, the records retention schedule states that these may be removed when no longer needed. We recommend removing these recordings at the end of the semester after grades are submitted, unless there is a question of academic integrity.

We appreciate the effort required to move content to long term storage and the continued assistance to ensure UND makes effective use of YuJa storage by removing content that is no longer needed. Please let TTaDA know if you have any questions or concerns about the YuJa content removal process.

Thank you,

Teaching Transformation & Development Academy (TTaDA)

University of North Dakota

P 701.777.2129

[und.academic.technologies@und.edu](mailto:und.academic.technologies@und.edu) | <http://UND.edu/academics/ttada/>



## For Information Only

### Spring 2021 Senate Committee Election Results - Top Vote Getters Noted in Red.

\*A tie in votes occurred, a runoff election will take place at the next Senate meeting.

COMMITTEE	CONTINUING MEMBERS	TERM EXPIRES (FALL)	NOMINEES	TERM EXPIRES	VOTE
1. Academic Policies & Admissions Committee				2024	Elect 1 until 2024
	Hans Broedel (A&S)	2022	Michele Iiams (A&S)		
	Andrea Young (MED)	2022	Rachel Jordan (A&S)		
	Kathryn Rand (LAW)	2023	Kanishka Marasinghe (A&S)		<b>Kanishka Marasinghe (A&amp;S)</b>
	Steven Light (BPA)	2023	Sarah Robinson (A&S)		
2. Administrative Procedures			<b>NOMINEES</b>	2023	Elect 3 until 2023
	Soizik Laguette (JDO)	2022	Hans Peter Broedel (A&S)		
	Karen Peterson (MED)	2022	Paul Sum (BPA)		<b>Paul Sum (BPA)</b>
			Josh Crowell (CEM)		<b>Josh Crowell (CEM)</b>
			Leslie Martin (JDO)		<b>Leslie Martin (JDO)</b>
			Amanda Haage (MED)		
3. Budget			<b>NOMINEES</b>	2024	Elect 3 until 2024 (1 NUR, 1 BPA, 1 LAW)
	Alena Kubatova (A&S)	2022	Laura Hand (BPA)		<b>Laura Hand (BPA)</b>
	Tom Petros (A&S)	2022	Patrick O'Neill (BPA)		
	John Shabb (MED)	2022	Kathryn Rand (LAW)		<b>Kathryn Rand (LAW)</b>
	Robert Stupnisky (EHD)	2023	Paul Traynor (LAW)		
	Clement Tang (CEM)	2023	Dawn Denny (NUR)		<b>Dawn Denny (NUR)</b>
	Gary Ullrich (JDO)	2023	Bret A Weber (NUR)		
4. Compensation			<b>NOMINEES</b>	2024	Elect 1 until 2024 (non-tenured)
	Ali Alshami (CEM) (TT)	2022	Sattar Dorafshan (CEM)		
	Julia Zhao (A&S) (T)	2022	Jered Lease (JDO)		
	Jane Berne (A&S)	2023	Janna Schill (MED)		<b>Janna Schill (MED)</b>
	Kenneth Flanagan (CNPDP)	2023			
	Steven LeMire (EHD)	2023			
5. Conflict of Interest/Scientific Misconduct			<b>NOMINEES</b>	2024	Elect 2 until 2024 (1 LIB, 1 BPA)
	Shannon Grave (EHD)	2022	Xiaoli Guo (BPA)		
	Kimberly Porter (A&S-humanities)	2022	David Hollingworth (BPA)		<b>David Hollingworth (BPA)</b>
	Dawn Denny (NURS)	2022	Rosemary Flynn (LIB)		<b>Rosemary Flynn (LIB)</b>
	Kouhyar Tavakolian (CEM)	2022	Zeineb Yousif (LIB)		
	Chris Cooper (JDO)	2022			
	Ric Ferraro (A&S-natural/social scienc	2023			
	Kathryn Rand (LAW)	2023			
	Ursula Running Bear (MED)	2023			
6. Curriculum			<b>NOMINEES</b>	2024	Elect 2 until 2024 (1 JDO, 1 A&S-humanities)
	Bruce Reeves (NUR)	2022	Rebecca Rozelle-Stone (A&S-humanities)		<b>Rebecca Rozelle-Stone (A&amp;S-humanities)</b>
	Janna Schill (MED)	2022	Michelle M. Sauer (A&S-humanities)		
	Kathy Smart (EHD)	2022	Colt Iseminger (JDO)		
	Jessica Foley (A&S-math/science/soci	2023	Joseph Vacek (JDO)		<b>Joseph Vacek (JDO)</b>
	Jun Liu (CEM)	2023			
	Steven Light (BPA)	2023			

COMMITTEE	CONTINUING MEMBERS	TERM EXPIRES (FALL)		TERM EXPIRES	VOTE
7. Essential Studies			<b>NOMINEES</b>	2024	<b>Elect 4 until 2024 (1 BPA, 1 NUR, 1 A&amp;S-humanities, 1 any)</b>
	Brooke Solberg (MED)	2022	Thyra Knapp (A&S - hum)		<b>Thyra Knapp (A&amp;S - hum)</b>
	Forrest Ames (CEM)	2022	Lori Robison (A&S-hum)		<b>Lori Robison (A&amp;S-hum)</b>
	Christopher Felege (A&S-science)	2022	Michele Iiams (A&S)		
	Donovan Widmer (A&S-fine arts)	2022	Steve Light (BPA)		
	Julie Robinson (EHD)	2023	Paul Sum (BPA)		<b>Paul Sum (BPA)</b>
	Craig Carlson (JDO)	2023	Janna Schill (SMHS)		
	Jody Paulson (A&S-social science)	2023	Craig Burns (NUR)		
			Stephanie Homstad (NUR)		<b>Stephanie Homstad (NUR)</b>
8. Faculty Handbook			<b>NOMINEES</b>	2023	<b>Elect 2 until 2023 (1 Tenure-Track, 1 Non-Tenure)</b>
	Sandra Moritz (EHD) (T)	2022	Timothy Prescott (A&S) - NTT		<b>Timothy Prescott (A&amp;S) - NTT</b>
	Adam Matz (A&S) (T)	2022	Dustin McNally (CEM) - NTT		
			Bob Mocado (BPA) - TT		
			Virginia Clinton-Lisell (EHD) - TT		<b>Virginia Clinton-Lisell (EHD) - TT</b>
9. Faculty Instructional Development			<b>NOMINEES</b>	2024	<b>Elect 2 until 2024</b>
	Krista Lynn Minnotte (A&S)	2022	Rachel Jordan (A&S)		<b>Rachel Jordan (A&amp;S)</b>
	Kristen Borysewicz (LIB)	2022	Josh Crowell (CEM)		<b>Josh Crowell (CEM)</b>
	Matt Gilmore (JDO)	2023	Lewis Archer (JDO)		
	Virginia Clinton (EHD)	2023	Nicole Redvers (MED)		
10. Honorary Degrees			<b>NOMINEES</b>	2026	<b>Elect 1 until 2026 (college members eligible only from BPA, EHD, CEM or A&amp;S)</b>
	Thomasine Heitkamp (NUR)	2022	F. Richard Ferraro (A&S)		<b>F. Richard Ferraro (A&amp;S)</b>
	Kirsten Dauphinais (LAW)	2023	Amebu Seddoh (A&S)		
	Steven Halcrow (MED)	2024	David Flynn (BPA)		
	Daniel Kwasi Adjekum (JDO)	2025	Yeo Howe Lim (CEM)		
11. Honors			<b>NOMINEES</b>	2024	<b>Elect 3 until 2024</b>
	Sonja Brandt (EHD)	2022	F. Ric Ferraro (A&S)		
	Mark Jendrysik (BPA)	2022	Wendelin Hume (A&S)		<b>Wendelin Hume (A&amp;S)</b>
	Heather Terrell (A&S)	2022	Grant Tompkinson (EHD)		<b>Grant Tompkinson (EHD)</b>
	Enru Wang (A&S)	2023	Nikola Datzov (LAW)		
	Wayne Seames (CEM)	2023	Kristen Borysewicz (LIB/CFL)		<b>Kristen Borysewicz (LIB/CFL)</b>
	Soizik Laguette (JDO)	2023	Craig Burns (NUR)		
12. Intellectual Property			<b>NOMINEES</b>	2024	<b>Elect 2 until 2024</b>
	Eric Murphy (MED)	2022	Deniz Cakir (A&S)		
	Min Wu (MED)	2023	Rebecca Simmons (A&S)		<b>Rebecca Simmons (A&amp;S)</b>
			Ronald Marsh (CEM)		<b>Ronald Marsh (CEM)</b>
			Leslie Martin (JDO)		

COMMITTEE	CONTINUING MEMBERS	TERM EXPIRES (FALL)		TERM EXPIRES	VOTE
13. Intercollegiate Athletics			<b>NOMINEES</b>	2024	<b>Elect 3 until 2024</b>
	Brandon Wild (JDO)	2022	Jon Maskaly (A&S)		<b>Jon Maskaly (A&amp;S)</b>
	John Fitzgerald (EHD)	2022	Sandy Braathen (BPA)		<b>Sandy Braathen (BPA)</b>
	Amebu Seddoh (A&S)	2023	Sandra E Moritz (EHD)		
	Donna Pearson (EHD)	2023	Mark Dusenbury (JDO)		<b>Mark Dusenbury (JDO)</b>
	Crystal Alberts (A&S)	2023	Janna Schill (MED)		
	Tammy Gerszewski (CEM)	2023	Andrew Williams (MED)		
			Gary Schindler (MED)		
14. Legislative Affairs			<b>NOMINEES</b>	2024	<b>Elect 1 until 2024</b>
	Elizabeth Bjerke (JDO)	2022	Adam K. Matz (A&S)		<b>Adam K. Matz (A&amp;S)</b>
	Virginia Clinton (EHD)	2023	Patrick B. O'Neill (BPA)		
	Mark Jendrysik (BPA)	2023	Mary Coleman (MED)		
15. Library			<b>NOMINEES</b>	2024	<b>Elect 3 until 2024 (1 A&amp;S, 1 LAW, 1 JDO)</b>
	Isaac Karikari (NUR)	2022	Melissa Gjellstad (A&S)		<b>Melissa Gjellstad (A&amp;S)</b>
	Stacy Bjorgaard (CEM)	2022	Michelle M. Sauer (A&S)		
	Linda Ray (MED)	2022	Zach Waller (JDO)		<b>Zach Waller (JDO)</b>
	Sagini Keengwe (EHD)	2023	Nicholas D Wilson (JDO)		
	Devon Olson (LIB)	2023	Laurie McHenry (LAW)		<b>Laurie McHenry (LAW)</b>
	Matthew Notbohm (BPA)	2023	Karthyrrn Rand (LAW)		
16. Online & Distance Education			<b>NOMINEES</b>	2024	<b>Elect 2 until 2024 (1 BPA &amp; 1 NUR)</b>
	Ali Alshami (CEM)	2022	Laura Hand (BPA)		<b>Laura Hand (BPA)</b>
	Doug Munski (A&S)	2022	Bob Mocadlo (BPA)		
	Heather Terrill (A&S)	2022	Stephanie Homstad (NUR)		<b>*Stephanie Homstad (NUR)</b>
	Daryl Sieg (MED)	2022	Rhoda Owens (NUR)		<b>*Rhoda Owens (NUR)</b>
	Paul Traynor (LAW)	2022			
	Emily Brink (EHD)	2023			
	Gary Ullrich (JDO)	2023			
17. Scholarly Activities			<b>NOMINEES</b>	2024	<b>Elect 3 until 2024</b>
	Zeineb Yousif (LIB)	2022	Deniz Cakir (A&S)		
	Andre Kehn (A&S-natural/soc science)	2022	Vasyl Tkach (A&S)		<b>Vasyl Tkach (A&amp;S)</b>
	David Hollingworth (BPA)	2022	Seong-Hyun Nam (BPA)		<b>Seong-Hyun Nam (BPA)</b>
	Patrick Luber (A&S-fine arts/humanitie)	2023	Sattar Dorafshan (CEM)		
	Xuesong Chen (MED)	2023	Yeo Howe Lim (CEM)		
	Melanie Nadeau (MED)	2023	Zach Waller (JDO)		<b>Zach Waller (JDO)</b>
18. Student Academic Standards			<b>NOMINEES</b>	2024	<b>Elect 2 until 2024</b>
	Jeremiah Neubert (CEM)	2022	Wendelin Hume (A&S)		
	Minou Rabiei (CEM)	2022	Douglas C. Munski (A&S)		<b>Douglas C. Munski (A&amp;S)</b>
	Sheryl O'Donnell (A&S)	2023	Donna K. Pearson (EHD)		<b>Donna K. Pearson (EHD)</b>
	Steven LeMire (EHD)	2023	Brett Venhuizen (JDO)		
19. University Assessment			<b>NOMINEES</b>	2024	<b>Elect 3 until 2024 (1 BPA, 1 MED &amp; 1 EHD)</b>
	Amber Johnson (NUR)	2022	Steven Light (BPA)		<b>Steven Light (BPA)</b>
	Kirsten Dauphinais (LAW)	2022	Seong-Hyun Nam (BPA)		
	Sherrie Fleshman (A&S)	2023	Grace Keengwe (EHD)		
	Soizik Laguette (JDO)	2023	Donna K. Pearson (EHD)		<b>Donna K. Pearson (EHD)</b>
	Frank Bowman (CEM)	2023	Nicole Redvers (MED)		
			Sarah Sletten (MED)		<b>Sarah Sletten (MED)</b>



Minutes of the University Senate Meeting  
March 4, 2021

1.

The February meeting of the University Senate was held at 3:30 p.m. on Thursday, March 4, 2021, via Zoom Conference.

Chair Liz Legerski called the meeting to order at 3:31 pm.

Started with procedural communications and the link that you should receive for panelists (voting members of Senate). Wants to make sure that those people who are voting members, should be voting. Try to use the yes/no feature in the Participants panel.

2.

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

Crystal Alberts	Colt Iseminger	Douglas Munki	Brian Schill
Carenlee Barkdull	Mark Jendrysik	Robert Newman	Jared Schlenker
Emily Cherry	Cindy Juntunen	Lilly Ng	Jed Shivers
Qianli Chu	Andre Kehn	Cristina Oancea	Andria Spaeth
Scott Correll	Kim Kenville	Devon Olson	Debbie Storrs
Dawn Denny	Mohammad Khavanin	Chan Park	Clement Tang
Michael Dodge	Elizabeth Legerski	Daphne Pedersen	Jeffrey VanLooy
Van Doze	Lewis Liang	Dexter Perkins	Stephanie Walker
Davis Feehery	Steve Light	Karen Peterson	Nick Wilson
Isaiah Germolus	Howe Lim	Kathryn Rand	Richard Wise
Steven Halcrow	Robert Kraus	Brad Reissig	Feng Xiao
Cara Halgren	Adam Matz	Sarah Robinson	Wei Yang
Laura Hand	John Mihelich	Brad Rundquist	Zeineb Yousif
Wendelin Hume	Richard Millspaugh	Amanda Saligumba	Ryan Zerr
Michele Iiams	Michael Minnotte	Michelle Sauer	Julia Zhao

3.

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

Andrew Armacost	Benjamin Kassow	Eric Murphy	Robert Stupnisky
Brenna Bertsch	Diana Kostrzewski	Bradley Myers	Brian Tande
Claire Cory	Jered Lease	Matthew Nilles	Matthew Ternus
Hunter Cowdrey	Meloney Linder	Austin Plowman	Faith Wahl
Mark Dusenbury	Jun Liu	Kaelan Reedy	Megan Wasylow
Nathan Foster	Mike McGinniss	Don Sens	Joshua Wynne

4.

1. Liz called the meeting to order at 3:31 pm and made the following announcement and opening remarks and events to note:

Senate Calendar:  
Announcements/Chair Opening remarks

1. Upcoming events to take note of:
  - a. Faculty/Staff Town Hall scheduled for Tuesday, March 9, noon.
  - b. Eye of the Hawk Lecture “Tressie McMillan Cottom on the Future of Education”, Thursday, March 11, 2021 5:30 – 6:30 pm CST register at [https://und.zoom.us/webinar/register/WN\\_cmMwHrEiS1aIXE93Ux](https://und.zoom.us/webinar/register/WN_cmMwHrEiS1aIXE93Ux)
  - a. Spring University Council meeting, Tuesday, April 27, 3-4:30pm
  - b. Use of Novelution web-based platforms for Sponsored Research proposal and IRB protocols is required starting July 1, 2021
  - c. Starfish Midterm Progress Survey will close on 3/7/21 at 11:59 pm.
  - d. Please complete the NDUS Strategic Planning Survey sent Monday
  - e. CCF is seeking faculty will to be nominated to service on the NDUS Retirement Plan Oversight Committee
  - f. Writer Conference, March 24-26 Free
  - g. Next Senate meeting will be April 1, 2021
  
2. Reminder committee annual report deadlines
  - a. Due March 18: Committee on Committees, COI/Scientific Misconduct, Curriculum, Intercollegiate Athletics
  - b. Overdue Intellectual Property committee
  
3. Student Recruitment activities – Jennifer Aamodt  
 Jen gave a brief overview of her position and the recruitment process not just during the pandemic but on a regular basis. Slide presentation on: University Admissions – Recruiting during a Pandemic: **(we could get Jens slide show if you want them in the minutes.)**
  
4. ES Assessment proposal – Brooke Solberg, Karyn Plumm  
 Brooke who is the current chair of committee gave a quick overview of ES. Seeking out artifacts from current capstone courses and sending to the value institution for assessment and then we get the data back from them. There are limitations with this process. Hoping the proposal will help them with the assessment. Any questions: all individual courses will feed the results of the ES proposal. Each course would be evaluated for validation/revalidation. Daphne Pedersen – point of clarification – both programmatic and course assessment. Which is it that this proposal seeks? Moving from course by course to add to Task Stream. Brooke – going to get different snap shots with the new proposal you will get other courses other than the capstone to meet the needs of the ES. As a dept. if you want to look at all of our es courses/or one course/capstone as what is being measured. As long as the outcome relates to the ES goal. 2<sup>nd</sup> piece – in Task Stream you put an added program outcome.

Tim Burrows - The selected ES goal will be entered into TaskStream like any other outcome. The data from the ES courses would be used to assess the outcome.

What is TaskStream – software system for assessment reporting? It is new.

Crystal Alberts – 1 – may be programmatic outcomes that are added that are being asked for by administration rather than faculty outcomes. Lots of questions from Crystal – Tim states it is HLC driven as we need to provide evidence we are meeting the goals. With TaskStream we can run reports, etc. to gather the information/data needed. At the end of the day, UND must do this. TaskStream is the tool to collect the data that we are already collecting for ES evaluation.

5. Legislative session updates – Chair Legerski

SB2003 – main NDUS appropriations bill, passed in the Senate and on to the House. Looking optimistic.

SB 2030 – challenge matching program bill. This bill has gotten lots of attention recently. Two Amendments to this bill – 1: would allow University of Mary and University of Jamestown to get funding. 2: would restrict funding if an institution pairs with any abortion related items or if they don't prioritize normal childbirth. This may be a threat to academic integrity/freedom.

HB1503 - campus free speech policy – requires a campus to adopt a campus free speech policy and each campus had their own policy. The policy included some questionable statements.

HB1323 - prohibits mask requirements – this could impact our institutions.

Michele Sauer from English asked a question about the letter that NDSU drafted and was wondering if UND was going to join in with NDSU on their letter?

6. Council of College Faculties update (Tom Petros) – Tom sent his report to Liz to share. The committee met on February 9 – the policy changes, but since the bills have been passed, lots of discussion on what CCF can/should do. It will be on the CCF agenda for their next meeting and they will make a statement on behalf of all the faculty across the state.

7. Staff Senate Update (Megan Wasylow) - no report. Staff Senate is working on nominations for the committee. Due April 16<sup>th</sup> (or 6<sup>th</sup>).

8. Student Government update (Matthew Ternus) - Dawson will be presenting for Matt as he is in Bismarck. Student Government has passed the Health and Wellness bill. 1 - Expanding tampon program, Association of Residence Halls has partnered to put one in Wilkerson, 2 – students are helping to fund the City of GF Bike Share, allocating them money 3 – student government is providing some distress kits, voucher to Archives, etc. to get through end of semester. Created an Ad Hoc for DEI to work to promote the goals for this committee. They have created a Cookies and Complaints committee where students can voice their concerns. Election packets are out for Student Government positions and they are due April 14<sup>th</sup>.

9. Provost updates (Debbie Storrs) – Quick update. The President approved a proposal out of Academic Affairs on how to allocate the student portion of the Cares 2.0. \$ 8.9 million dollars and a % of that must go to students. This spring they will be allocating \$1.8 million to students who are Pell eligible they will get \$1100 around 1300 students will get the cash. With the rest of the money, students can complete the application for this financial need. Allocate \$75000 for summer, \$2.4 million in the fall of 2021. Hoping all of you are watching the Task Force of higher education webinars.

10. Establish Quorum (Marci Mack, for Secretary Correll)  
We have quorum.

11. Review and approval of February 4, 2021 minutes.

Are there any changes to the minutes? With no changes, the minutes can be filed without objection.

12. Senate Executive Committee report (chair Legerski)

- a. The Faculty Handbook Committee has recommended that we place the newly approved Syllabus Policy as the second subsection under Section III Teaching Policies & Procedures. Can this be approved by SEC?
- b. Review 3 proposed updates to the Family Leave Policy in the Faculty Handbook, made recommendation to Provost
- c. Heard about plans to centralized printing and changes to mail distribution/package delivery. We will be setting up a future presentation for Senate.
- d. Discussed interest in electric car charges on campus and Online and Distance Education Committee work.
- e.

SEC held an emergency meeting to respond to these bills. Decided that working through CCF would be the best way to go to send a united front and no individual institution for retribution. Asked CCF to make a statement regarding the bills.

13. Question period (20 Minutes) 4:36 pm

Mark Jendrysik wants to thank Jen for her presentation. We have lots of students coming to campus for the first time – is there any plan for activities/orientations that have not been on campus for a long time? Make sure we make a big to do to open up the campus for fall 2021.

Cara Halgren responded to Mark. They have been working on the plan. How to open up the fall 2021 semester – Lots of new changes to see all of the changes that are happening. We welcome any feedback you may have regarding the plan for fall 2021.

Michelle Sauer question about ES proposal. She feels it prohibits the campus wide discussion. How does it foster a sense of community/shared vision?

Karyn stated that it is a faculty committee and they encourage the members to work with their faculty/departments to talk about the process and what is going on.

Dr. Munski asked if it was appropriate to made a motion to ES for further discussion per what is needed as there has been a horrendous communication between the ES committee members from A&S and feels there should be more discussion/comment/town hall meeting.

Bob Newman – echo what Dr Munski said. He says that he has never heard anything about this until it was discussed at Senate. He would support an idea of a broader conversation regarding the ES Proposal.

Dr. Munski what difference will one month make – can you answer this question. As the motion that was pulled last meeting that we wait till April. Karyn and Tim don't think that a month will make a difference but we need to make some decisions so it can be implemented. We are missing deadlines to show on going improvement for our accreditation.

Daphne Pederson – A&S had a question for the committee. If you have some sort of report that can be shared to include alternatives and why this proposal was chosen as compared to the other choices. Brooke said they only had 1 proposal and the committee did not feel the need to pursue other options. Dexter asked why we need this proposal and why it is a good idea.

Crystal Alberts – since we are asking to delay the decision – while we are being thoughtful of solving the assessment issue – why do we not wait more than 1 month. What about the old model of doing it? Can we not use it as a stop gap measure until we can come up with the right answer for this issue.

Karyn Plumm said they were looking for option that would make less work for the faculty? That is one of the reasons they chose the proposal they did.

Mark Jendrysik moved to add 20 minutes to the Question period. Dr. Munski seconded the motion. The motion carried.

Question period closed at 4:59 pm.

**Consent Calendar:**

- a. Administrative Procedures Committee Annual Report
- b. Student Academic Standard Committee Annual Report

The reports were filed without opposition/objection.

**Business Calendar:**

- a. Spring University Senate Committees Election – Liz talked about the link to vote for the elections. The email would have come from Jeff VanLooy. We have extended the vote till March 11 at the end of the day to vote.
- b. Essential Studies Assessment Proposal

This motion was made at the last meeting. Michael Dodge made a motion to approve the Essential Studies Assessment Proposal. Julia Zhao seconded the motion.

Then the motion was made by Dr Munski to postpone to next meeting. Crystal Alberts seconded the motion. The motion carries.

Jeff VanLooy made a motion to postpone the motion for further discussion. Michelle Sauer seconded the motion.

Jeff amended to postpone temporarily until next meeting. Michele seconded the amendment to the motion. The motion carries.

Kathryn Rand made a motion to send the proposal back to the committee to consider the questions raised today. Dr. Munski seconded the motion. A friendly amendment by Crystal to get additional proposal or get other option to way against the option what was chosen.

Ask committee to return to the issue based on concerns and consider whether there are other options and make response back to Senate regarding the comments that were raised at today's meeting. The motion carried.

Kathryn Rand asked is the point to get more discussion in Senate, or to send back to Committee to consider what has been discussed.

- c. February Curriculum Committee Report  
Jeff VanLooy made a motion to approve our February Curriculum Report. Colt Iseminger seconded the motion. The motion carries.
- d. Essential Studies Revalidations and Validations 2020-21  
Dr Munki made a motion to approve the Essential Studies Revalidation and Validations 2020-21 Report. Julia Zhao seconded the motion. The motion carries.

Matters Arising

The meeting adjourned at 5:18 p.m.

Marci Mack, Acting Secretary  
University Senate

## Intercollegiate Athletics Committee

### • Intercollegiate Athletics Committee Members

- Chair
  - Brandon Wild
- Faculty Representatives
  - Eric Murphy
  - Jeremiah Neubert
  - Grant Tomkinson
  - John Fitzgerald
  - Crystal Alberts
  - Tammy Gerszewski
  - Donna Pearson
  - Amebu Seddoh
- Faculty Athletic Representatives
  - Sue Jenö
- Athletic Coach Representative
  - Brad Berry
- Athletic Staff
  - Bill Chaves
  - Kara Helmig
- Alumni Representatives
  - Annika Schwenzfeier
  - Brian Westlund
- Student Representatives
  - Megan Larson
  - Jocelyn Kirk
  - Matthew Russell

### Operations and Marketing

- Agenda
  - Evaluate facility contracts of the athletics department
    - Review fan behavior policies for each home venue
    - Assess fan experience programs
- Athletics Facility Contracts
  - Ralph Engelstad Arena/Betty Engelstad Sioux Center
    - Sports || Men's Hockey, Volleyball, Men's Basketball, Women's Basketball, Soccer
      - Terms || 52% of ticket sales expensed as rent, REA net income distribution to Athletics at year end
      - Contract Expiration || 9/30/2030
      - Land Lease Expiration || 9/30/2030
  - Alerus Center
    - Sports || Football

- Terms || \$27,332.50 per game (rate increases annually by CPI index) with ancillary expenses and co-promotional splits and \$200k annual turf payment
    - Contract Expiration || 7/31/2022
  - Choice Health & Fitness
    - Sports || Men's and Women's Tennis
      - Terms || \$47,500 per year with last two years of contract to be \$50,000 per year (FY21 & FY22)
      - Contract Expiration || 7/31/2022
    - Apollo Field
      - Sports || Softball
        - Terms || \$10,000
        - Contract Expiration || 12/31/2020
    - King's Walk Golf Course
      - Sports || Men's and Women's Golf
        - Terms || \$300 per student-athlete per year
        - Contract Expiration || 12/31/2020
    - Grand Forks Country Club
      - Sports || Men's and Women's Golf
        - Terms || \$750 per program
        - Contract Expiration || 12/31/2020
  - Fan Experience Programs || 2020-2021 Enhancements
- Football
  - New turf
  - New uniforms
- Tennis
  - New scoreboard, sound system, court resurfacing
- Soccer
  - Fencing around field
- Tennis
  - New scoreboard, sound system, court resurfacing
- General
  - Mobile ticketing
- Apps
  - Combine game day (REA) and Fighting Hawks (website) app
- **Fan Experience Programs || Attendance 2019-2020**
  - Football: 8,340 (38<sup>th</sup> of 127 in FCS)
  - Volleyball: 739 (76<sup>th</sup> in NCAA, 3<sup>rd</sup> Summit)
  - Men's Basketball: 1,551 (6<sup>th</sup> Summit)
  - Women's Basketball: 1,488 (3<sup>rd</sup> Summit)
  - Hockey: 11,300 (1<sup>st</sup> NCAA)



- **Fan Experience Programs**
  - Sioux Kids Club/Jr. Champions Membership
  - Sioux Crew/NoDak Nation Membership
- **FightingHawks.com**
  - FY19 3,556,211 page views
  - FY20 3,647,819 page views

## **Compliance and Governance**

- Agenda
  - Staffing
  - Institutional Control and monitoring
  - Education efforts
  - Changes for 2020-21
    - Front Rush
    - Transfer Portal
  - Legislation Cycle
  - Waivers & Violations
- **Staffing**
  - Three full-time staff
    - 4 part-time workers: 4 legal externs – 1 for credit; 3 volunteers
- **Institutional Control and monitoring**
  - Per NCAA bylaws UND must have institutional control over the athletics program and boosters
  - This is maintained through our relationships and processes being housed in out-of-athletics offices: registrar, financial aid, admissions, housing
  - Monitoring is done through audits, Front Rush, conference reviews and compliance reviews. Next review is fall 2021 with the conference.
- **Education efforts**
  - All staff and coaches meetings – monthly
  - Sport meetings at beginning & end of year and as needed
  - Newsletters (2)
  - Campus meetings: Admissions, Housing, Registrar’s Office, Financial Aid, OSRR, Career Services, One-Stop, TREO, UCC, sports medicine, Union services, plus others
- **Changes for 2020-21**
  - Front Rush
  - Transfer Portal

- **Legislation Cycle**
  - Autonomy Legislative Concepts
  - Health and Wellness – Pac-12: To require an institution to provide mental health resources to student-athletes through the athletics department or institutional services; further, to require the development and periodic distribution of a mental health resource guide for student-athletes.
  - Time Demands – ACC: To permit a team meeting to occur during the seven-day discretionary period after the championship segment of the playing and practice season.
  - Insurance and Career Transition – All: Resolution to identify and address issues concerning the use of agents in sports other than men’s basketball to assist student-athletes with career planning and decision making.
  - Pre-enrollment Expenses – Big 12: To specify that an institution may provide expenses to prospective student-athletes and student-athletes to participate in required summer athletic activities.
  
- **Waivers and Violations**
  - Multiple covid waivers, two transfer waivers
  - As of 3/8/2021: we have reported 2 Level III violations during 20-21 year
  - Dead period impact
  - Average year report: 8 secondary violations

## **Fiscal Integrity**

- Agenda
  - Staff and Reporting Structure
  - Fiscal Integrity Oversight – Internal Audit (UND)
  - Fiscal Integrity Oversight – EADA
  - Fiscal Integrity Oversight – AUP Audit
  - Recap of FY20 Financials & Comparisons
  - Challenges for FY21 / FY22
  
- **Business Operations Staff & Reporting Structure**
  - Karla Mongeon-Stewart (Associate VP Finance)
  - Chad Karthaus (Associate AD, Chief Financial Officer)
  - Deb Beiswenger (Senior Assistant AD, Business Operations)
  - Kristi Turano (Director of Student-Athlete & Sports Medicine Insurance Services)
  - Cathy Anderson (Business Operations Coordinator)

- **Fiscal Integrity – Internal Audit**
  - Office of Internal Audit: University of North Dakota
    - Provides an independent evaluation of the adequacy and effectiveness of internal controls and quality of performance
    - Also provides management with recommendations designed to improve department operations
    - Most recent report issued for the time period 2/1/2020 – 1/7/2021
    - Based on results, general opinion is the responsibilities of Athletics have been administered effectively and that an adequate system of control has been established
  
- **Fiscal Integrity – EADA**
  - EADA Survey: Equity in Athletics Disclosure Act
    - Web-based data collection that is required by all co-educational postsecondary institutions that receive Title IV funding (i.e. federal student aid programs)
    - Sponsored by the Office of Postsecondary Education and must be completed annually by October 30<sup>th</sup>
    - EADA is **not** an accounting report; it collects data about revenues and expenses that are similar to data from an income statement
    - Information must be made available to the public
    - Link can be found here: <https://ope.ed.gov/athletics/#/>
  
- **Fiscal Integrity – AUP Audit**
  - AUP Audit: Agreed-Upon Procedures
    - The NCAA requires institutions to have an independent public accountant review their revenues and expenses according to NCAA AUP Guidelines
    - Required annually for D-I members; once every three years for D-II members; not required for D-III members
    - Primary purpose is to ensure the President/Chancellor is made aware of all financial activity for athletic purposes
    - Must be completed annually by January 15<sup>th</sup>
    - Due to \$\$\$ amount, an RFP must be done for these services
    - [https://ncaaorg.s3.amazonaws.com/ncaa/finance/2020NCAAFIN\\_AgreedUponProcedures.pdf](https://ncaaorg.s3.amazonaws.com/ncaa/finance/2020NCAAFIN_AgreedUponProcedures.pdf)
  
- **Fiscal Integrity – AUP Audit**
  - James Moore – Independent Accountant’s Report
  
- **Fiscal Integrity – NCAA FRS**
  - NCAA Membership Financial Reporting System
    - The NCAA requires institutions submit revenues and expenses for their athletic department online annually

- Revenue can be reported in one of 19 categories
  - Expenses can be reported in one of 22 categories
  - Revenue & expenses are allocated by sport
  - All information reported should match AUP Audit Report
  - Must be completed annually by January 15<sup>th</sup>
  - For FY20, the report for UND was 79 pages Because all NCAA schools are required to report their numbers in this format, it can be used as a means of comparison (WinAD)
- **FY20 Financials & Comparisons**
  - Comparisons to 227 Division I Athletic Depts
    - Data reported via USA Today using NCAA FRS: <https://sports.usatoday.com/ncaa/finances/>
    - Based on FY19 financial activity
    - Total Revenue (1) - University of Texas, \$223,879,781
    - Total Revenue (227) - Coppin State University, \$3,225,541
    - Total Expenses (1) - Ohio State University, \$220,572,956
    - Total Expenses (227) - Mississippi Valley State, \$4,107,811
    - North Dakota was #110 in Total Revenue (\$30,499,909), and #111 in Total Expenses (\$30,414,914)
- **Challenges**
  - Fiscal Year 2021 & 2022 – Challenges
    - Drop in Generated Revenues (COVID-19)
      - Ticket Sales / Contributions
      - Game Guarantees
      - Distributions (NCAA, Conference)
    - Decrease in Student Fees
    - Decrease in some operational expenses, but continued increase in scholarships expense
    - Increase in salary/fringe expense due to contractual and potential MERIT-based salary increases

## **Gender Equity and Diversity**

- **SAID: YEAR 2!**
  - Ambassador model hybrid
  - NCAA social media campaign
  - NCAA initiatives
- Climate study in athletics
- Campus partners
- Concerns link

- **Data Source National Center for Education Statistics**
  - Study Body
    - Percentile Rank in DI
      - 2018 – 47%
      - 2019 – 47 %
- **UND Student-Athlete Ethnicities**
  - 2018
    - African Americans 45
    - Other 73
    - White 340
  - 2019
    - American Americans 40
    - Other 70
    - White 355
- **UND Student-Athlete Gender**
  - Men 249
  - Women 216
- **Roster Numbers**
  - MBB 16
  - MCC 12
  - MFB 104
  - MGO 8
  - MIH 27
  - MTE 11
  - MTI 34
  - MTO 37
  - WBB 15
  - WCC 16
  - WGO 11
  - WSB 21
  - WSO 32
  - WTE 10
  - WTI 45
  - WTO 48
  - WVB 18

## **Academics**

- **University 101 - Introduction to University Life**
  - Learning Objectives
    - Promote academic success and a positive transition to university life
    - Encourage discovery and engagement with the University of North Dakota community

- Prepare students for engaged and responsible lives in a dynamic and diverse world
  - Assist students in understanding what it means to be a student-athlete
- **Community Service**
  - 4,984 Total Hours
  - 86 % Participation
    - Women's Soccer 91 hours
    - Women's Softball 83 hours
    - Men's Ice Hockey 64 hours
    - Men's Golf 63 hours
    - Men's Football 62 hours
    - Women's Tennis 62 hours
    - Women's Volleyball 61 hours
    - Women's T&F/Cross Country 60 hours
    - Men's Basketball 59 hours
- **Hawkademy**
  - UND Student-Athlete Leadership Academy
    - Cohort System
  - Emerging Leaders (Sophomores)
    - Leadership Self Awareness
  - Rising Leaders (Juniors)
    - Leading Others and Teamwork
  - Soaring Leaders (Seniors)
    - Professional Development
  - Developing the Leaders of Next Generation
    - Habitudes for Student-Athletes - Dr. Tim Elmore
    - NCAA Leadership Development
      - NCAA Leadership Academy Workshop
      - NCAA Effective Facilitation Workshop
    - N4A Student-Athlete Development Best Practices Subcommittee
    - Hawkademy Board of Directors

### **UND Department of Sports Medicine**

- Housed within the UND School of Medicine and Health Sciences
  - Mission Statement
    - *The mission of the Department of Sports Medicine is to serve the region through provision of education, research and service in sports medicine. It is recognized that sports medicine is a multidisciplinary field involving many facets of the health care community. The Department of Sports Medicine functions as a coordinating entity to help other disciplines provide education, research and service in this area.*



- Athletics pays for service of athletic trainers through Sports Medicine/SMHS.
  - NCAA Recommends independent medical care legislation to ensure health of student athletes. (2017)
- Sports Medicine is allowed to use athletics as a learning lab to clinically educate variety of students.



# Memo

To: UND University Senate  
From: University Senate Committee on Committees  
Re: Biannual Report for Academic Year 2020-2021 (spring)  
Date: March 8, 2021

The activities of the Committee on Committees (CoC) during the current academic year fall into three categories:

1. Populating the ballot for the University Senate elections held in September 2020. Nominations were obtained for University Senate Vice Chair/Chair Elect (2 nominations for one vacancy), Senate Executive Committee (2 nominations for one vacancy), and Committee on Committees (5 nominations for two vacancies).
2. Populating the ballot for the University Senate elections held in March 2021 for the University Senate Committees. Nominations were obtained from a campus-wide Qualtrics survey in January 2021. The survey resulted in 189 nominations, with 91 nominees placed on the ballot for 43 open Senate Committee positions. Nominees elected to the open Senate Committee positions will be announced at the April 2021 University Senate meeting.
3. Filling periodic committee vacancies as they arise, mostly during the Fall 2020 semester. There were 22 such vacancies this year.

Respectfully submitted by the 2020-2021 Committee on Committees:

Melissa Gjellstad

Wendelin Hume

Doug Munski

Crystal Alberts

Jeff VanLooy

**From:** Solberg, Brooke <brooke.solberg.1@und.edu>

**Sent:** Monday, March 8, 2021 4:26 PM

**To:** Legerski, Elizabeth <elizabeth.legerski@und.edu>

**Cc:** Correll, Scott <scott.correll@und.edu>; VanLooy, Jeffrey <jeffrey.vanlooy@und.edu>; Plumm, Karyn <karyn.plumm@und.edu>; Burrows, Timothy <timothy.burrows@und.edu>; Dodge, Michael <michael.s.dodge@und.edu>

**Subject:** ES Assessment Proposal update

Hello University Senate Members,

This is Brooke Solberg, current chair of the UND Essential Studies (ES) Committee. In light of discussion regarding the ES assessment proposal at the University Senate meeting on 3-4-21, I wanted to follow-up and give an update on a few things.

First, I fear that my response to one question asked during the University Senate meeting may not have portrayed the ES Committee's efforts in regards to development of the assessment proposal accurately, and I do not want my lack of articulation to shed a negative light on the work of the passionate ES Committee members. Specifically, when asked how many proposals the ES Committee reviewed in development of the current assessment proposal, I indicated "one". What I meant by that was that the ES Committee was not reviewing multiple, separate proposals, but rather was working to develop a single proposal (the "one"). In the process of developing that single proposal, many other ideas, possibilities, and suggestions were discussed and continuous modifications were made...all leading up to a final proposal that the ES Committee voted to approve and forward to University Senate for consideration.

Second, I will say that I was a bit taken aback by the overall tone of the University Senate meeting, which at times almost felt accusatory or questioning of the efforts of the ES Committee. From everything I have witnessed as a member and now chair, the faculty members making up the ES Committee continuously put in efforts to thoughtfully contemplate issues, all with positive intentions of doing what is best for UND students, faculty, and programs. The ES assessment proposal development process was no exception to that. The issues brought up by University Senate were not purposefully avoided or neglectfully averted during development by the ES Committee, but rather seem like additional considerations brought to the table from fresh eyes. We are thankful for the Senate's additional feedback and find it valuable...because we want to get this right for all involved.

Third, after a thorough discussion of the concerns voiced by University Senate members, the ES Committee has voted to remove the current ES assessment proposal from consideration by Senate, so that we can take the time to do just that...get it right. Here are just some things that the ES Committee will continue to work on and consider as we move forward with an updated assessment proposal: eliciting additional feedback from faculty/programs; considering faculty/program workload; considering opportunities for facilitation of campus-wide discussions of ES assessment results; ensuring that processes will be feasible for ES program structure; factoring in UND-level considerations such as requirements for HLC accreditation; etc.

Finally, if you have additional feedback or things you would like us to consider in regards to ES assessment, please contact me (ES Committee chair; [brooke.solberg@UND.edu](mailto:brooke.solberg@UND.edu)), Michael Dodge (ES Committee past-chair; [michael.dodge@UND.edu](mailto:michael.dodge@UND.edu)), Tim Burrows (UND Director of Assessment & Accreditation; [timothy.burrows@und.edu](mailto:timothy.burrows@und.edu)), Karyn Plumm (Essential Studies

Director; [karyn.plumm@UND.edu](mailto:karyn.plumm@UND.edu)), or any other representative of the ES Committee ([CLICK HERE](#) for current roster) as soon as possible. We are looking forward to a positive outcome from this collaborative process!

*Brooke Solberg, PhD, MLS(ASCP)<sup>CM</sup>*

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## UND University Senate

# University Senate Resolution 2020-1

**To:** The University Senate of the University of North Dakota (UND)  
**Author:** Liz Legerski, University Senate Chair 2020-2021  
**Sponsors:** University Senate Executive Committee  
**CC:** President Andy Armacost  
**Date:** March 24, 2021  
**Re:** Opposition to SB 2030 Amendment

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1 Whereas, the North Dakota Senate Bill 2030 provides funding to the State Board of Higher Education  
2 (SBHE) to advance academics and provide student scholarships at North Dakota University System  
3 (NDUS) institutions through a challenge matching grant program that provides \$1 of state funding for  
4 every \$2 raised by the institutional foundations, and

5 Whereas, SB 2030, as originally written, was a popular, non-political, bipartisan program that received a  
6 do pass recommendation from committee, and

7 Whereas, the North Dakota State Senate adopted an amendment to SB 2030 on February 18, 2021, to  
8 include an eligibility clause stating that “The institution is not sponsoring, partnering with, applying for  
9 grants with, or providing a grant subaward to any person or organization that performs, or promotes the  
10 performance of, an abortion unless the abortion is necessary to prevent the death of the woman, and not  
11 participating or sponsoring any program producing, distributing, publishing, disseminating, endorsing, or  
12 approving materials of any type or from any organization, that between normal childbirth and abortion, do  
13 not give preference, encouragement, and support to normal childbirth,” and

14 Whereas, this amendment introduces language into the North Dakota Century Code which would limit  
15 eligibility for the challenge matching grant program, and

16 Whereas, this amendment represents significant political overreach, and

17 Whereas, this amendment threatens academic freedom, a central principle of higher education, and  
18 faculty research, an important source of scholarship and funding across the NDUS, and

19 Whereas, this amendment may have other significant unintended consequences for faculty and students’  
20 access to scholarship funding and academic programming across NDUS institutions;

21 Therefore, be it resolved that the UND University Senate strongly disapproves of this amendment to SB  
22 2030, and

23 Therefore, be it resolved that the UND University Senate urges the North Dakota State House of  
24 Representatives to remove this amendment to SB 2030.  
25  
26 \_\_\_\_\_  
27 Liz Legerski, PhD, University Senate Chair

### **Section III, V, #2. Final Exam Policy**

A course's final exam as scheduled by the Registrar during the final exam period is included as part of the required academic year class days under SBHE policy 406.1 *Academic Calendars* and in the approximation of classroom instruction hours for determining course credit hours under federal accreditation standards. A course shall include a final exam or alternative assessment in one of three ways:

1. By administering a traditional final exam during the final exam period. For courses that employ traditional final exams, the final exam must be held as scheduled by the registrars' office or college in consultation with the registrar's office during the final exam period.
2. By requiring an alternative assessment in lieu of a traditional final exam, such as papers, projects, presentations, etc., that is due during the final exam period. For courses that employ an alternative assessment that is due during the final exam week, the due date must be the same as the scheduled exam time.
3. Some courses may have a final graded component, whether an exam or an alternative assessment, that may need to be due before the final exam week. In such a case, this should be noted on the syllabus and the instructor must inform, in writing, the department chair or program director. The department chair or director may follow up with a request for more information to ensure academic quality.

No student should be obliged to submit three or more final exams or alternative assessments on the same day. If the student has three or more final exams or alternative assessments scheduled to be due the same day, the student wishing to schedule an accommodation should contact the instructor(s), at least one week before the final exam week, to establish a mutually acceptable time to reschedule the due date. If an accommodation cannot be reached, the student should contact the department chair(s) or program director(s) to find a mutually agreeable time. If no agreement is reached, the appropriate dean(s) should be contacted. The final appeal, if no mutually convenient time has been found, will be to the Vice President of Academic Affairs.

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*Current Final Exam Policy (from 1987)*

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*Section III, V, #2. Final Examination Policy*

An examination from which no student is exempt is held at the end of most courses according to the published examination schedule. In all other courses in which alternate evaluation methods and schedules are appropriate, the use of such methods is subject to the recommendation of the departmental faculty and the approval of the dean of the college in which the course is offered. Any change in time from the published schedule requires the recommendation of the chairperson of the department and approval of the dean of the college; any student who would be disadvantaged by such a change should report this in advance to his or her academic dean, who will ensure that satisfactory alternate arrangements will be made by the instructor.

A student who is absent from such a regularly scheduled examination without an excuse considered valid by the instructor is normally given an F for the course. If the excuse is valid, the policy on Incompletes will apply.

However, no undergraduate student should be obliged to write three or more finals on the same day. If the student has three or more finals scheduled the same day, the student wishing an accommodation regarding final exams should contact her or his instructors to establish a mutually acceptable time to reschedule one or more of the exams. Any student request for the rescheduled final exam must be presented to the instructor before the end of the tenth week of the semester; otherwise, the student's rescheduling right is forfeited. If an accommodation cannot be reached, he or she should contact the department chair(s) to find a mutually agreeable time. If no agreement is reached, the appropriate dean(s) should be contacted. The final appeal, if no mutually convenient time has been found, will be to the Vice President of Academic Affairs.

*Approved: UND Senate, 12-10-87*

**Notes for Discussion about changes to the Policy:**

- Adjusted time frame for 3 or more exams to be rescheduled to at least one week before finals week, instead of by the 10<sup>th</sup> week of the semester.
- Removed the policy on automatic failure for missing the exam
- Allows for Alternative Assessments, such as papers, projects, demonstrations, etc.
- Maintains the expectation that exams will be held during the scheduled exam time
- But also allows for courses to have the assessment before final exam week, if needed, such as for classes with project demos or presentations that would not fit within the 2 hours exam time block with notification to the Chair.
- Does not explicitly address asynchronous or fully online scheduled exam times, as that falls under guidance from the Registrar's office.

# Essential Studies Policy Manual

Addressing policies affecting the ES Program and the ES Committee

Last Revised: ~~September 5, 2019~~ March, 2021

**Commented [PK1]:** Date may be changed to reflect when changes are approved at Senate.

History: Developed by Joan Hawthorne and Anne Walker, May 2015

Revised by ES Committee, August 28, 2015

Revised by ES Committee, September 8, 2015

Revised by ES Committee, May 3, 2016

Revised by ES Committee, March 28, 2017

Revised by ES Committee, March 25, 2019

Revised by ES Committee, September 5, 2019

Revised by ES Committee, February 8, 2021

**Commented [PK2]:** This is when the committee approved current changes.

## **Introduction**

This document serves as the repository for information pertaining to the UND Essential Studies Program, including policies adopted by the ES Committee, the Bylaws of the ES Committee, and the duties and responsibilities of the ES Director.

As would be expected, policies pertaining to the Essential Studies Program may change according to the shifting needs of the program and the University. When such changes occur, the policies and bylaws contained in this document will be revised. The current version of this document may be obtained by going to the ES website or by contacting the ES Director.



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### **Essential Studies Program Mission Statement**

UND's Essential Studies Program is committed to producing graduates who are prepared for productive and fulfilling public, private, and professional lives. To this end, the program provides an education through which students acquire knowledge across a range of disciplines and develop intellectual skills that are key for future success.

### **Essential Studies Committee Mission Statement**

To provide faculty guidance and oversight of the University's general education program—"Essential Studies"--by defining the principles and goals of Essential Studies, developing and implementing Essential Studies policies, and setting standards for courses that carry Essential Studies credit. To offer guidance and advice to the Director of Essential Studies regarding the administration of the Essential Studies program and to the Senate University Assessment Committee regarding the assessment of the Essential Studies program.

### **Essential Studies Director Mission Statement**

The mission of the Essential Studies Director at the University of North Dakota is to make it possible for students and faculty to focus their attention on the important aspects of the Essential Studies Program – learning related to the ES Program's goals. The ES Director handles all administrative matters pertaining to the Program, accepts and responds to student and faculty inquiries, assists individuals and offices across campus with matters pertaining to the Program, works in conjunction with the ES Committee to formulate Program policy and revisions, and serves as the UND connection point with the wider general education community.

## University Senate Charge to the Essential Studies Committee

**Purpose:** To provide faculty guidance and oversight of the University's general education program—"Essential Studies"—by defining the principles and goals of Essential Studies, developing and implementing Essential Studies policies, and setting standards for courses that carry Essential Studies credit. To offer guidance and advice to the Director of Essential Studies regarding the administration of the Essential Studies program and to the Senate University Assessment Committee regarding the assessment of the Essential Studies program.

**Membership:** Academic Dean or designee (one) (voting)  
Faculty (twelve, including Chair and Chair-Elect)  
Past-Chair (one, voting)  
Students (three)  
Vice-President for Academic Affairs or designee (one)(voting)  
Registrar or designee (non-voting)  
Dean of Libraries or designee (non-voting)  
Director of Essential Studies; ~~currently part of Assistant Vice Provost for Student Success duties~~ **appointed by the Vice President for Academic Affairs** (non-voting)

**Terms:** Academic Dean or designees - one year  
Faculty - three years  
Past Chair - one year  
Students - one year  
Vice President for Academic Affairs or designee - concurrent with office  
Registrar or designee - concurrent with office  
Dean of Libraries or designee – concurrent with office  
Director of Essential Studies – concurrent with ~~office appointment (AVP Student Success)~~

**Selection:** Academic Dean or designee - elected by Dean's Council in April and assuming responsibilities May 1.  
Faculty - one third elected each year by the Senate in April and assuming responsibilities May 1. At least one member from each of the colleges with undergraduate programs, and at least four members from the College of Arts and Sciences (one from each of its divisions: Humanities; Fines Arts; Sciences; and Social Sciences).  
Candidates are selected from colleges in accordance with membership criteria as described above.  
Students – three by the Student Senate in April and assuming responsibilities May 1.  
Vice-President for Academic Affairs or designee - ex-officio  
Registrar or designee - ex-officio  
Director of Essential Studies – ex-officio

### Functions and Responsibilities:

Acting in conjunction with the Director of Essential Studies, upon the request of the Senate and/or others, the Committee shall assume the following responsibilities:

1. Address all issues regarding Essential Studies (ES) requirements, including possible Essential Studies program revision. Forward recommendations for ES Program change to the University Senate for final approval.
2. Heighten University-wide interest in Essential Studies and its role in providing a strong liberal arts foundation for UND undergraduates.
3. Foster interdisciplinary discussion about Essential Studies.
4. Encourage experimental courses ~~including an integrated alternative program in Essential Studies~~ **that align with Essential Studies goals.**
5. Define the principles of Essential Studies, set criteria for ES courses, and review courses for inclusion within the ES requirements. Forward recommendations for inclusion of courses in the ES Program to the University Senate for final approval.
6. Through regular reporting via the Director of Essential Studies, maintain an active line of communication with the University Curriculum Committee in order to receive and provide feedback on issues of mutual concern.
7. Establish guidelines for implementation of ES policies.
8. Serve as an appeal board regarding determinations of the applicability of transferred work to meet the ES requirements. In those cases where general education articulation agreements are recommended by the committee, forward those recommendations to the University Senate for final approval.
9. Act on student petitions for exceptions to ES requirements.
10. In conjunction with the ES Director, keep current the content of the committee website.

**Commented [PK3]:** Title has changed. Updated to reflect this and to be more general so as to not have to change as frequently. Regardless of Director's title, they are always appointed by the VPAA.

**Commented [PK4]:** Same as above.

**Commented [PK5]:** Committee members were unsure what this integrated alternative program is referring to. We do encourage experimental courses (such as those approved for ES during intersession).

## Functions & Responsibilities of the ES Director

The Director of Essential Studies provides vision, leadership, and advocacy for excellence in general education for all undergraduate students. The Director coordinates the Program; collaborates with academic units in the development, implementation, and ongoing validation of a broad array of Essential Studies courses and curriculum; and works closely with faculty, staff, advisors, and students to inspire innovative teaching and learning and support student success.

The Director reports directly to the Office of the Provost and Vice President for Academic Affairs, assisting academic leadership throughout the university to develop, promote, and achieve strategic initiatives and innovation across the undergraduate Essential Studies curriculum, and works closely with the University Senate Essential Studies Committee (ESC), academic units, faculty, and campus advisors to ensure academic quality and integrity.

## Primary Responsibilities

### Vision, Leadership, and Advocacy

- Provide vision and leadership for the ES Program, particularly in communicating with students, faculty, staff, and administration the importance of the ES Program, its objectives, and its requirements.
- Serve as ES liaison to academic units and leadership throughout the university, and to support units, including OID, Student Affairs, Registrar's Office, and Enrollment Services.
- ~~Coordinate and implement recommendations of the 2014-2015 Essential Studies Program Review in accordance with the Program's mission and vision.~~
- Align ES Program with national and university best practices in general education, state higher education policies, and university mission and vision.
- Serve as ex-officio member on the University Senate Essential Studies and Assessment Committees.
- Serve as UND's delegate and spokesperson for ES and general education at state and national meetings and conferences. Participate in such events to ensure that UND is part of state and national conversations in matters relating to general education.

Commented [PK6]: Removing outdated information.

### Implementation and Coordination of ES Program

- Work with faculty, chairs, and deans to ensure that optimal number of ES courses will be offered each semester, on campus and online, in relation to ES goals and requirements, departmental four-year plans, and university retention, persistence, and completion goals.
- Work with faculty, chairs, and deans to promote the creation of innovative or interdisciplinary ES courses, especially those integrating High-Impact Practices (HIPs) in teaching and learning.
- Facilitate the implementation of the ES Program and address issues that may arise in coordination with departments, colleges/schools, and other university units.
- Work with departments to educate and support their chairs, faculty, and advisors about the validation & revalidation of ES courses. Work with the ES Committee to support a positive and effective process for the ES validations and revalidations.
- Work with students who have questions or concerns about their ES programs of study. This includes helping and advising them about petitions, course choices, and alternative options for successfully completing their ES work.
- Collaborate with advisers—both central and faculty—to provide advice and guidance about ES that is accurate and helpful. Support advisers by providing up-to-date ES information and help them educate students about the purposes and value of ES learning.

- Collaborate with ES course instructors so they are knowledgeable about the ES purposes and value and so they are aware of their course's specific contributions to the ES program (as per the course's validation).

#### Assessment of ES Program

- Work with the Director of University Assessment to develop, manage, and conduct assessment activities for Essential Studies, including its effectiveness in promoting student learning outcomes as well as student retention and completion. This includes direct assessments by ES learning outcome and other assessments that might be developed to help UND examine what our students are learning in their ES work.
- Host (or co-host) campus discussions on the results of assessment activities so that UND "closes the loop" on assessment activities for the purpose of analyzing and goal-setting related to the improvement of student learning in ES.

#### Promotion of Essential Studies

- Develop web-based or social media and other informational materials that help prospective and current students, parents, faculty, staff, and advisers understand and promote the purposes and benefits of a quality general education, with specific links to Essential Studies as a means for students to gain a quality general education that will help them succeed in the workplace and in their communities.

#### Faculty Development

- Develop and implement ES instructor and adviser support system for delivering and promoting Essential Studies learning.

#### Office Management

- Manage ~~the~~ ES related business ~~and budget~~.
- Ensure proper and effective keeping and maintaining of ES records. Coordinate records management with the Office of the Registrar and with the ES Committee.
- Ensure regular hours and support for campus ES stakeholders: students, faculty, advisers, administration, and the public.

Commented [PK7]: We currently have no budget.

## Policies of the Essential Studies Program

### 1. Course Credits Not Earned at UND

These policies are contained in the document “Guidelines for ES Course Transfer” (GUEST), included as an appendix to this policy manual, and also available on the Essential Studies webpage.

### 2. Student Petitions for Essential Studies Credit

*Policies:*

- 2a. Per UND’s Advising Policy, students have a responsibility for knowing the requirements for graduation and for taking an active role in their academic planning. Therefore petitions will not be approved solely on the basis of expediency, such as a petition being filed in a student’s last semester before graduation where the only argument is impending graduation.
- 2b. If a student is requesting a petition because of advisor error, a letter from the advisor should be submitted in support of the petition.
- 2c. Petitions may be approved for courses which were not ES courses at the time they were taken but which were validated for ES the following semester AND were taught in a way that met the ES goals as evidenced by the course syllabus or a letter from the instructor.
- 2d. Petitions to substitute a course or experience for an ES requirement must either demonstrate that the student has met the ES goal through college-level, academic-oriented work or study or:  
Petitions for off-campus or work experiences may be approved if the student can provide evidence of their theoretical and/or conceptual learning in relationship to the goal.
- 2e. Students cannot petition for intercultural knowledge and skills special emphasis requirements simply on the basis of having personal experiences with people from different cultures.
- 2f. High school courses cannot be petitioned to meet ES requirements.
- 2g. College credits earned through tests (such as AP and CLEP) may not be counted towards special emphases.
- ~~2h. Students who have earned an associate of arts, associate of science, or baccalaureate degree from a U.S. regionally or CHEA accredited institution will be considered to have completed the Breadth of Knowledge requirements but must still complete the capstone and special emphases requirements, except where existing transfer policies also waive special emphases.~~
- 2h. In cases where multiple students are petitioning for the same reason, a group petition may be submitted by an instructor on behalf of the group of students.
- 2ji. Petitions must be received by the ES Director 5 business days in advance of the next meeting of the ES Committee in order to be put on the next meeting agenda.
- 2kj. A sub-committee of at least two voting committee members, as determined by the ES Committee, plus the Director of Essential Studies, reviews the petitions and makes one of 3 recommendations to the full committee: to approve the petition, to deny the petition, or to have the full committee discuss the petition (in the case when the sub-committee is not unanimous in its recommendation).
- 2kk. The full committee votes on each petition.
- 2ml. Petitions submitted in the summer may be acted on by the three person petition review sub-committee in lieu of the full ESC since the ESC does not meet in the summer.
- 2am. The student may appeal the decision a maximum of one time by submitting a revised petition.
- 2en. The Essential Studies Committee grants the Director of Essential Studies authority to rule on petitionable matters, and requires the Director to include in an annual report to the committee the number and type of such actions. Such rulings by the Director do not preclude the student from submitting a petition on the same matter to the ES Committee.

**Commented [PK8]:** Clarifying language as we do take into account the urgency of requests but they are never judged solely on that urgency.

**Commented [PK9]:** Clarifying language.

**Commented [PK10]:** These policies related to transfer students were moved to the GUEST document.

**Commented [PK11]:** We had made this change previously but it was not updated in our bylaws. It was updated due to chairs serving more than their typical term and allows for some flexibility when situations like that arise.

**Commented [PK12]:** To be consistent with above.

*Notes and Additional Considerations:*

- Decisions on petitions should take into account previous petition decisions for similar issues and be thoughtful about making precedents that will affect future petitions.
- The Essential Studies Director facilitates the student petition process and answers students' questions about petitions.
- Full information on how to submit a petition plus information on reasons why petitions may be denied are listed on the ES website.
- The Essential Studies Director notifies the student of the committee's decision.

### 3. ES Course Validation

*Policies:*

- 3a. When there is a desire to add a special emphasis designation to a currently-validated ES course, that course must go through course validation, using the validation form provided, prior to approval for the special emphasis.
- 3b. All special emphasis requests must be approved through the ESC as a whole rather than through a subcommittee.
- 3c. Newly validated ES courses are included in the listing of ES course (and thus eligible for ES status) by the Fall semester following the year approved (if the approval is completed by February 15). If the approval occurs after February 15, the course will be eligible for ES status and listed in the online catalog by the following Fall semester (typically a bit more than a year away). [Note: This policy is to maintain ES program compliance with expectations for the online course catalog.]

*Notes and Additional Considerations:*

- The committee provides guidance for the ES director in generating text that explains expectations for ES courses, including specifying expectations for how the identified ES goal is taught in the course and how alignment of all required ES elements should be clarified. This includes providing clarity regarding the expectation to ensure that appropriate language about the designated ES goal is included on the syllabus for an ES course.

### 4. ES Course Revalidation

*Policies:*

- 4a. All revalidation requests must be submitted by October 1 of the scheduled year.
- 4b. ESC members will review the revalidation proposals during the October 1 – January 31 time period, with subcommittee review preceding whole committee action. The assessment data form must be submitted for ESC review prior to full committee action.
- 4c. The ESC must take final action on all revalidation requests in time for decisions to be reflected in the next academic catalog, which typically means a February 15 final action due date. The exact date needs to be worked out in advance with the Registrar who oversees catalog publication.
- 4d. No revalidation work will be brought to the ESC as a whole until at least two subcommittee reviews have occurred by different readers.
- 4e. Revalidation decisions are to be approved by a subcommittee before being brought to the ESC Committee as a whole. At least half of the members of a subcommittee should have seen and reached agreement on the language of the assessment data form as well as on the decision itself prior to forwarding. If there is disagreement among initial readers, additional members of the subcommittee shall read and render an opinion. If any reviewer should note concern about materials submitted for revalidation, the course submission will be brought to the full

**Commented [PK13]:** We have not requested an assessment data form in years. Updating policy to follow practice.

committee for discussion.

**Commented [PK14]:** We have updated our review procedures to allow for full committee discussion of more courses. Many members were not comfortable making decisions on validations without broader consultation. This allows the entire group to discuss any courses reviewers are unsure of.



~~4f. When members of a subcommittee find the issues to be novel or complex and are thus unable to reach consensus (or uncertain about the appropriate course of action), the issue should be brought to the ESC as a whole for resolution and action.~~

4g. Any revalidation action that includes a delay in the decision (e.g., request for more information) should specify the need to be addressed prior to revalidation. This should be in writing, with the comments available both to the revalidating department/individual and members of the ESC.

*Notes and Additional Considerations:*

- ~~• When revalidation requests are received, all the checked boxes should be reviewed prior to distribution to subcommittee members. This administrative review should ensure that the identified goal, special emphasis, breadth of knowledge area, etc. in the revalidation are consistent with those in the previous validation/revalidation.~~
- ~~• All assessment data forms should include clear language documenting what was noted in the revalidation request. This should include description of strengths in courses approved for revalidation, identification of any areas needing improvement in future revalidations, and identification of information to be submitted in a future semester for any provisional revalidations. The aim is to be helpful and supportive to faculty who teach ES courses.~~

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Commented [PK15]: We no longer do these things.

## Bylaws of the Essential Studies Committee

The Essential Studies Committee charge, including membership and the committee's functions and responsibilities, as adopted by the University Senate and contained in the University Senate Committee Manual, appears in an earlier section of this document.

### 1. Committee Operations

#### *Policies:*

- 1a. Quorum for the ESC is 1/3 of all voting members, as per University Senate rules.
- 1b. Each ESC member is expected to serve as a member of a subcommittee (in addition to serving on the ESC itself) as assigned by the chair. Involvement in other ESC work (e.g., additional ad hoc subcommittees, Assessment Week planning) is generally at the discretion of the member.
- 1c. ESC meeting times and places (for the semester) are to be publicly posted as soon as they are determined. ESC agendas are to be publicly posted at least one day prior to each meeting in order to enable interested parties to attend if desired. [Note: Names of student petitioners should not be identified on agendas.]

#### *Notes and Additional Considerations*

- All committee members should go through training prior to involvement with validations, revalidations, or other outreach to campus generally.

### 2. Roles of Committee Officers

#### *Policies:*

- 2a. The chair of the ESC calls all meetings, prepares agendas, and presides over ESC meetings.
  - i. The chair will serve on the executive committee.
  - ii. The chair of the ESC, in consultation with the past-chair and ES director, appoints subcommittees, including a chair for each subcommittee.
- 2b. An ESC chair-elect will be identified in the fall semester, ideally fairly soon after the semester begins.
  - i. The chair-elect will serve on the executive committee.
- 2c. The past-chair remains an official member of the ESC for a full year after ~~her/his~~ the chair term is over.
  - i. The past-chair will serve on the executive committee.
  - ii. ~~She/he~~ **The past chair** assists with any outreach and follow-up on extensions or other business carried over from the previous year.
- 2d. An executive committee of the ESC is comprised of the past-chair, current chair, and chair-elect.
  - i. Meetings (face-to-face or electronic) of this body will occur at the request of the ES Director to provide input or guidance as needed, e.g., in planning activities related to ES.
  - ii. The executive committee does not stand in for the ESC in making any committee decisions.
  - iii. Chairs of subcommittees may be invited to participate in any executive committee meetings as the ES Director sees appropriate.

Commented [PK16]: Updating gendered language

Commented [PK17]: Updating gendered language

### 3. ESC Relationship with the ES Director

*Policies:*

- 3a. The ES Director writes letters for all non-approved course proposals and petitions, explaining the committee's decisions and/or any needed next steps.
- 3b. When the ESC acts to deny a petition or postpone action on a course (grant an extension or a provisional revalidation, or request more information for a validation), the ES Director should keep records of the reason for the delay or denial in order to improve clarity and consistency in future communications with the same individual or department.
- 3c. The ESC Director ensures timely action on all requests to the committee, whether for petitions, validations, revalidations, or other decisions. All requests of any sort are tracked and files are maintained to ensure appropriate and timely responses.
- 3d. The ESC Director is responsible for ensuring that all letters needed to report committee actions are sent, on a timely basis, to students or faculty submitting requests of any sort. In cases where the letter is to be written by another individual, the ESC Director still serves as the conduit, tracking progress and ensuring timely reports back.
- 3e. The Director of the ES program is responsible for maintaining a record of policy decisions of the ESC and updating this record of policies on a timely basis. Revisiting previous policy decisions will occur when either the Director or the ESC perceives a need.



University of North Dakota  
Essential Studies Program

GUIDELINES FOR ESSENTIAL STUDIES TRANSFER

“Essential Studies” is UND’s undergraduate program in general education.

*UND received the “Improvement in General Education” award from the Association of General & Liberal Studies in Fall 2008 for the campus’ work in revising general education and developing the Essential Studies program.*

Commented [PK1]: Removing outdated information.

The University of North Dakota welcomes transfer students and accepts credits awarded by regionally accredited institutions. Specific questions or inquiries not addressed by the Guidelines can be addressed to:

Registrar’s Office

[christina.fargo@@mail-und.edu](mailto:christina.fargo@@mail-und.edu)

701.777.2148 or 777-2711  
Twamley Hall 201 (Stop 8382)

Commented [PK2]: Correcting email address.

Additional information about UND’s Essential Studies program can be found at the ES website:

<http://und.edu/academics/essential-studies/>

This document was initially approved by the Essential Studies Committee on: April 1, 2011. It was revised and approved by the Essential Studies Committee in 2015. The current version was revised and approved by the Essential Studies Committee in 2019-2020.

**UND Essential Studies Program  
2019 GUIDELINES FOR ESSENTIAL STUDIES COURSE TRANSFER (G.U.E.S.T.)**

This document describes how courses taken at other institutions align with UND’s Essential Studies (ES) program requirements for both Breadth of Knowledge (BOK) requirements and Special Emphasis (SE) requirements. It is intended to help with course transfer into the ES program.

Students under Essential Studies. The ES program applies to all first-year students who entered UND in Fall 2008, or later, and for all transfer students who entered UND in Fall 2009, or later. Updated requirements in the Special Emphasis categories of Diversity of Human Experience and Analyzing Worldview apply to all students who begin at UND in Fall 2020 or later.

Transfer Agreements. Some transfer credit decisions are determined by the North Dakota University Systems’ (NDUS) “General Education Requirements Transfer Agreement” (GERTA). UND’s BOK categories are the same as the GERTA categories. GERTA is used to facilitate transfer between the 11 institutions in the state public college and university system; it is often used for transfer from the ND tribal colleges and the ND private institutions. In addition to GERTA, NDUS also has a “Common Course Numbering” policy, which applies primarily to courses in general education.

Besides the NDUS agreements, UND has also established articulation agreements with a large number of schools and systems outside the state. See the Registrar’s Office for current list.

~~Students who have earned an associate of arts or associate of science from a U.S. regionally or CHEA accredited institution will be considered to have completed the Breadth of Knowledge requirements but must still complete the capstone and special emphases requirements, except where existing transfer policies also waive special emphases. Students who have earned a baccalaureate degree from a U.S. regionally or CHEA accredited institution will be considered to have fulfilled all Essential Studies requirements.~~

**Commented [PK3]:** Adding ES waivers that were previously approved to correct location (as they apply only to transfer students).

~~UND is part of the Interstate Passport Network, and thus accepts completed Passports from other Interstate Passport Network institutions.~~

**Commented [PK4]:** Removing outdated information.

Transfer Credit for Majors. Requirements for majors and pre-requisites within majors are *not* addressed by this document. Questions about this aspect of transfer should be addressed to the major department.

If the course equivalent at UND and the guidelines are different: When a transfer course receives a UND equivalency that is not an approved ES course but based on GUEST would fulfill ES requirements, the student has the one-time option of having the equivalency removed so the course may be used to fulfill the ES requirement. The student would need to contact the Registrar’s Office with the request to remove the equivalency.

**Caution Concerning Use of the Guidelines.**

Readers are reminded that the purpose of this document is to provide general guidance that can be used by advisors to provide advice regarding evaluation of course credit for Essential Studies. While students should always check their Academic ~~Requirement Advising Report or Degree Map~~\*, all final decisions are made as part of an official transcript review by the Office of the Registrar. Decisions made by consulting this document will not supersede that review.

**Commented [PK5]:** Updating language throughout to reflect what students are currently using.

\*Each student can access his/her Academic [Requirement Advising Report](#) through Campus Connection or [Degree Map](#). The report tells which program requirements in Essential Studies and in the major that the student has completed to date. It also tells which requirements remain to complete. The [AAR](#) is a key tool that helps students and their advisers plan their programs of study wisely and efficiently.

### **Checklists for ES Transfer Steps to be followed in Addressing Inquiries about ES Transfer Credit**

#### **Prospective Students**

1. Inform the student about the articulation agreements that are available online. If the student's transfer institution is one with whom we have an agreement, they will be able to find that information online.
2. Advise prospective transfer students to contact their college advisor for other questions about transferring. Advise students who have not yet decided on a major to contact the College of Arts & Sciences to inquire about the Bachelor of General Studies degree. Any other questions related to transfer should be directed to the Registrar's Office.

#### **Newly Admitted Students**

1. All admitted transfer students will have a course-by-course evaluation of their incoming transfer credit. The Office of the Registrar will determine which credits will transfer to UND, including how those credits will be applied toward UND's Essential Studies requirements.
2. The individual college or department determines how the accepted courses may be used toward the student's major.
3. Check the Academic [Requirement-Advising Report](#) or [Degree Map](#)--it will be used to reflect how courses apply toward the student's degree requirements.
4. If a course was not marked as equivalent to a specific UND course, a Breadth of Knowledge or Special Emphasis requirement and the student thinks it should have been, it is the student's responsibility to contact their [College Transfer Academic Core](#) Advisor for review and investigation of the transfer equivalency decision.
5. If a satisfactory decision is not reached through departmental consultation, the student may appeal by petition directly to the Essential Studies Committee. Students and advisors may also contact the Director of Essential Studies for help with petitions.

#### **Currently Enrolled Students**

1. All currently enrolled UND students who have taken courses at another institution will have their incoming transfer courses evaluated by the Office of the Registrar. The Office of the Registrar will determine which credits will transfer to UND, including credits to be applied toward UND's Essential Studies Requirements.
2. The individual college or department determines how the accepted courses may be used toward the student's major.
3. The Academic [Requirement-Advising Report](#) or [Degree Map](#) will be used to reflect how courses apply toward a student's degree requirements.
4. If a course was not marked as equivalent to a specific UND course, a Breadth of Knowledge or Special Emphasis requirement and the student thinks it should have been, it is the student's responsibility to contact their advisor for review and investigation of the transfer equivalency decision.
5. If a satisfactory decision is not reached through departmental consultation, the student may appeal, with an ES petition, directly to the Essential Studies Committee. Students and advisors may also contact the Director of Essential Studies for help with petitions.



GUIDELINES FOR ESSENTIAL STUDIES TRANSFER:  
**BREADTH OF KNOWLEDGE REQUIREMENTS**

Reminder: the following covers courses other than those governed by Common Course Numbers, GERTA, Articulation Agreements, and/or other NDUS policies.

Information below is organized first by Breadth of Knowledge (BoK) area--Communication, Social Sciences, Arts and Humanities, and Math/Science/Technology-- and second by department.

NOTE: Guidelines included here may be used to address questions about ES credit. These guidelines do not address course equivalency.

**I. Communication:**

- ✓ TRANSFER CREDIT OK'd for English Composition I: (UND's English 110), College Writing I, College Composition I, Composition I, Freshman Writing.
- ✓ OK for English Composition II (UND's English 130): NDUS English 120 and 125, Research Writing courses, College Writing II, College Composition II, Composition II, Professional/Business and Technical Writing courses, Public Writing courses.
- ✓ NO: Writing courses with a technical program prefix will not normally count toward the ES Communication requirement.
- ✓ NO: Courses in literature will not count toward the BOK requirement in Communication. However, they may count toward the Humanities requirement.
- ✓ OK for Oral Communication: Any 3-credit course that is clearly a public speaking course. E.g., Speech, Introduction to Public Speaking.

*(NOTE: Courses such as "Introduction to Communication," "Mass Communication," and "Interpersonal Communication" do not normally fulfill this requirement because they may be about communication rather than provide students with opportunities to practice and receive feedback on their oral communication skills.)*

**II. Social Science**

Anthropology:

- ✓ OK: Introduction to Anthropology or course in Cultural Anthropology, Archaeology or Pre-History.

*(NOTE: Courses in Physical Anthropology or Biological Anthropology or Human Origins do not fit here but they may fit under Math/Science/Technology.)*

Economics:

- ✓ OK: Intro, Micro, Macro, Survey of Economics.

*(NOTE: Courses in Statistics will count under Math/Science/Technology).*

## Guidelines for Essential Studies Transfer (GUEST): 2019 Edition

## Gender studies:

✓ OK: Any women or gender studies course that contains a social science discipline in the title (e.g., Psychology of Women or Gender Sociology).<sup>7</sup>

## Geography:

✓ OK: Human, Cultural or Introduction to Geography. Regional Geography courses.

*(NOTE: Courses in Physical Geography, Weather or Climate may fit Under Math/Science/Technology.)*

## Indian Studies:

✓ OK: Introduction to Indian Studies or courses in Culture or Politics.

*(NOTE: Courses in Art, Religion, History, Languages or Literature fit instead under Humanities.)*

## Political Science:

✓ OK: Any regular academic Political Science course.

✓ NO: experiential courses or work in political science, e.g., student government.

## Psychology:

✓ OK: Introduction to Psychology, General Psychology, Developmental (e.g., Child Psychology, Adolescent), Abnormal, Personality, Cognitive, Social, Sport, Forensic, Positive, Learning, Educational, or other sub-field area in Psychology

*(NOTE: Statistics courses count under Math/Science/Technology; "Self-Help" courses do not apply to ES but would transfer in as elective credits.)*

## Sociology:

✓ OK: Introduction to Sociology, General Sociology, and most other Sociology courses.

*(NOTE: Statistics courses count under Math/Science/Technology; Self-Help courses or 100 or 200-level courses on marriage or family normally do not apply to ES but would transfer in as elective credits.)*

## Social Science:

✓ OK: Introduction to Social Sciences.

**III. Fine Arts:**

✓ OK: Any course in Art, Music or Theatre.

✓ OK: Creative Writing.

**IV. Humanities:**

## English:

✓ OK: Any literature course. Examples include: Courses with phrase "literature" or "literary" in the title (e.g., "Literary Analysis," or "Introduction to Literature"). Also, Poetry, Short Story, Fiction, Novel, Drama, or "Introduction to" any of these. American or British "survey" or "authors." Courses that explore various kinds of "writers" or "writing" (e.g., American, Native American, African American, Minnesota, Midwestern, Women, Twentieth-Century).

*(Note: Creative Writing counts under Fine Arts).*

## Gender studies:

## Guidelines for Essential Studies Transfer (GUEST): 2019 Edition

- ✓ OK: Any women or gender studies course that contains a humanities discipline in the title (e.g., History of Women or Gender Philosophy).

History: ✓ OK: Any regular academic History course.

Humanities course:  
 ✓ OK: Any regular academic introductory or survey course in Humanities, e.g., Intro to Humanities, Humanities Survey, Humanities I, Humanities plus an era (e.g., Humanities: Greek and Roman).

American Indian Studies:  
 ✓ OK: Courses in History, Languages, Literature, Religion.

Languages:  
 ✓ OK: Any regular academic foreign language or Native American language course.  
 (NOTE: American Sign Language is not accepted as Humanities for UND and transfer courses.)

Philosophy:  
 ✓ OK: Any regular academic Philosophy course with a Philosophy prefix.

Religion:  
 ✓ OK: Any course from public colleges and universities.  
 ✓ OK: Any course from private colleges without religious affiliation.  
 (NOTE: Courses from colleges with a religious affiliation must be reviewed by the Philosophy & Religious Studies department for ES applicability).

Art/Music/Theatre:  
 ✓ Art/Music/Theatre courses in appreciation, history, or literature will count toward the BOK requirement in Fine Arts. However, students may request to use these courses to count toward the BOK requirement in Humanities instead (cannot count “both ways”). Students or advisors should contact the Registrar’s Office if they want to make such a request.

## V. Math/Science/Technology:

*Special Note about Laboratory courses: To fulfill the Lab Science portion of the MST requirement, the classes approved below must be at least 4 semester credits (or 3+1) and include a lab (see section on Notes for information on fractional credit, p.13). The lecture and lab must be for the same course, e.g., General Biology 3 credits + General Biology Lab 1 credit.*

Anthropology:  
 ✓ OK: Physical Anthropology, Biological Anthropology or Human Origins.  
 (NOTE: Other Anthropology courses may fit under Social Sciences.)

Biology:  
 ✓ OK: Standard Biology courses, e.g., Introduction to Biology, General Biology, Principles of Biology, Concepts of Biology, Environmental Biology, General Ecology, Microbiology.  
 ✓ OK for Lab: General Biology, Concepts of Biology, Human Biology, Anatomy & Physiology, Biochemistry, Microbiology. (See also Special Note above about Labs)

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## Chemistry:

- ✓ OK: Standard courses in general Chemistry, e.g., Preparatory Chemistry, Introduction to Chemistry, Introduction to General Chemistry, Fundamentals of Chemistry, Aspects of Chemistry, General Chemistry, Principles of Chemistry.
- ✓ OK: standard courses in Organic Chemistry, Inorganic Chemistry, Biochemistry.
- ✓ OK for Lab: General Chemistry, Chemistry for Non-Science Majors. (*See also Special Note about Labs*)

## Geography:

- ✓ OK: Physical Geography, Weather and Climate, Earth Science.
- ✓ OK for Lab: Physical Geography, Earth Science. (*Note: see also Special Note about Labs*)

*(NOTE: Introductory courses, such as "Introduction to Geography," fit under Social Sciences.)*

## Geology:

- ✓ OK: Introduction to Geology, Physical, Historical, Environmental.
- ✓ OK for Lab: Introduction to Geology, Physical, Historical. (*See also Special Note about Labs*)

## Meteorology/Atmospheric Science:

- ✓ OK: Introduction to Meteorology, Introduction to Atmospheric Science.
- ✓ OK for Lab: Introduction to Meteorology. (*See also Special Note about Labs*)

## Nutrition:

- ✓ OK: Introduction to Nutrition.

## Physics:

- ✓ OK: Introduction to Physics, College Physics, Engineering Physics, Astronomy, Physics for Non-Science majors.
- ✓ OK for Lab: All of the above. (*See also Special Note about Labs*)

## Physiology and/or Anatomy:

- ✓ OK: Any standard Anatomy or Physiology or combined Anatomy & Physiology course.
- ✓ OK for Lab: Any of the above. (*See also Special Note about Labs*)

## Mathematics:

- ✓ OK: College Algebra, Trigonometry, Pre-Calculus, Survey of Calculus, Applied Calculus, Calculus.
- ✓ MAYBE: Courses with titles like "Math for Liberal Arts" will be evaluated individually, normally by UND's Department of Math. Check with the Registrar's Office first.

*(NOTE: Courses that are a pre-requisite for College Algebra do not count, nor do Math courses geared specifically for a vocational program.)*

## Computer Science:

- ✓ OK: Introduction to Computers, Introduction to Computer Science.

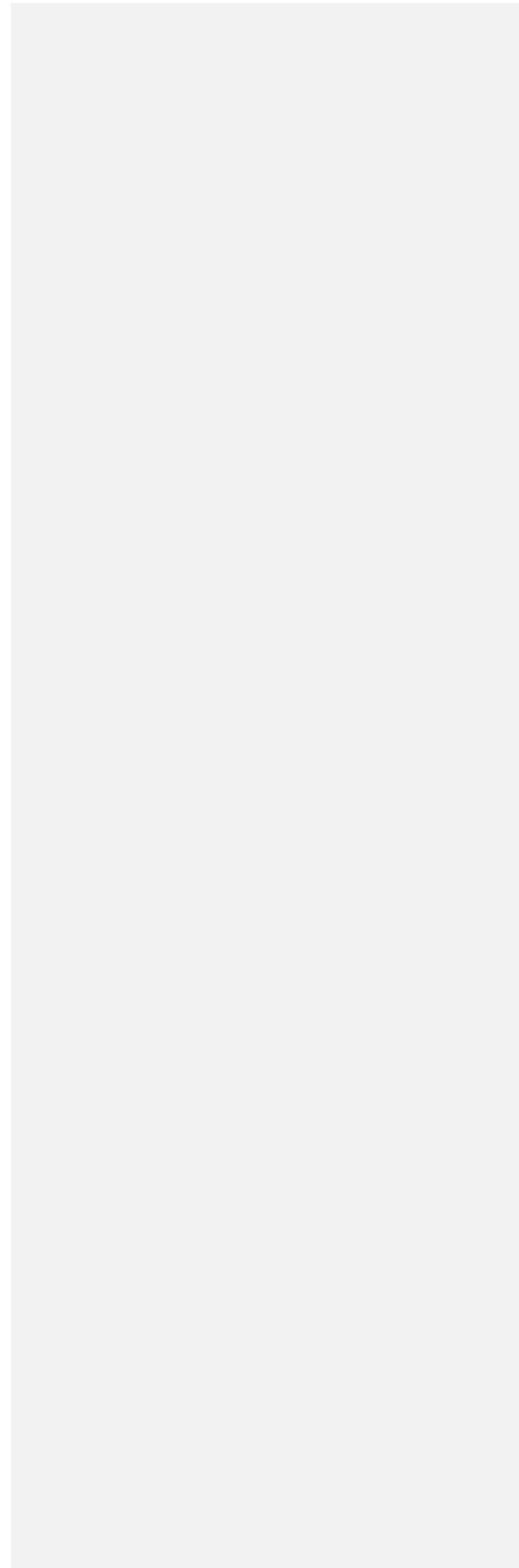
*(NOTE: Data entry courses, programming language courses, and computer courses with a technical program prefix do not normally apply to ES but would transfer in as elective credits.)*

## Statistics:

- ✓ OK: Any course labeled Statistics under Business, Economics, Mathematics, Statistics, Psychology, Sociology, or similar programs.

*(NOTE: Statistics courses within a technical or vocational program normally do not apply to ES but would transfer in as elective credits.)*

***REMINDER: An official transcript review must be completed before any credit decision can be considered as final. Also remember that this document addresses ES applicability, not transfer equivalence.***



GUIDELINES FOR ESSENTIAL STUDIES TRANSFER:  
**SPECIAL EMPHASIS REQUIREMENTS**

*NOTE: Guidelines included here may be used to address questions about ES credit.  
These guidelines do not address course equivalency.*

**I. Quantitative Reasoning: (“Q”)**

Mathematics:

- ✓ OK: College Algebra, Trigonometry, Applied Calculus, Survey of Calculus, Finite Math, Calculus, Differential Equations, Statistics.
- ✓ MAYBE: Courses with titles such as “Math for Liberal Arts” will be evaluated individually, normally by UND’s Department of Math. Check with the Registrar’s Office first.

Sciences:

- ✓ OK: any regular academic course in general Chemistry.
- ✓ OK: Physics, Atmospheric Sciences (Meteorology).
- ✓ OK: Geography courses in Global Physical Environment or Global Climate
- NO: Organic Chemistry, Inorganic Chemistry, Biochemistry.

Statistics:

- ✓ OK: Any course labeled Statistics under Business, Economics, Mathematics, Statistics, Psychology, Sociology, or similar disciplines.

**II. Global Diversity: (“G”)**

Anthropology:

- ✓ OK: Course in Cultural Anthropology, Archaeology or Pre-History.

Foreign Languages

- ✓ OK: Any second language courses

Geography:

- ✓ OK: World Regional Geography, Cultural Geography, Human Geography.
- ✓ OK: Regional Geography courses other than North America.

History:

- ✓ OK: History of a single country or region outside the United States.
- ✓ OK: History of World Civilization I or II, Western Civilization I or II.

Philosophy/Religion:

- ✓ OK: World Religions, Asian Philosophy or Religion Courses, such as Hinduism, Buddhism, and Islam.

Other:

- ✓ OK: Courses in an academic discipline about a country or region or culture outside the United States (e.g., World Music, Art of Asia, International Literature, Comparative International Politics, World Food Patterns, Global Health)
- ✓ OK: Courses in Women Studies and Gender Studies

**III. United States Diversity: (“U”)**

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- ✓ OK: American Indian Studies courses that fit under BOK categories Social Sciences or Humanities.
- ✓ OK: Courses, although housed in various departments, which fulfill a similar diversity requirement at the home school, e.g., Multicultural Education, Diversity in American Society, Race in America.
- ✓ OK: Courses dealing with specific identities and minority groups in the United States, e.g., Black American Writers, Latino Culture, LGBTQ+ Communities.

**IV The Diversity of Human Experience: (“D”) – beginning Fall 2020**

- ✓ OK: Courses in an academic discipline about a specific country or region or culture (e.g., World Music, Art of Asia, International Literature, Comparative International Politics, World Food Patterns, Global Health, LGBTQ+ Studies, Women or Gender Studies courses, or any discipline-specific course focused entirely on culture or diversity).
- ✓ OK: Any study abroad credit earned would satisfy this requirement.
- ✓ OK: Any transferred language acquisition course (whether that language is taught at UND or not) would fulfill this requirement.

**V Analyzing Worldview (“W”) – beginning Fall 2020**

- ✓ OK: Courses in an academic discipline at the 200 level or above that contains *Multi- or Inter-cultural* in the title or are deemed equivalent to the courses on the Analyzing Worldview list would fulfill this requirement.

**VI. Advanced Communication: (“A”)**

- ✓ OK: Advanced Composition (i.e., college composition courses beyond Composition II).

**CAPSTONE REQUIREMENTS****I Capstone Courses for Essential Studies (“C”)**

- ✓ OK: Courses equivalent to any approved ES Capstone course at UND

*(Note on “C” courses: Most students will find that their departments have developed “C” courses in their majors. Students in majors that do not have a “C” course should be advised to take a “C” course that is open to all students.)*

### Notes

#### Applying to special transfer issues not addressed in the previous sections.

1. North Dakota University System (NDUS) and Essential Studies transfer.
  - GERTA (NDUS policy: General Education Requirements Transfer Agreement). All GERTA courses will apply to Breadth of Knowledge ES requirements according to the UND Gold Page.
  - Common course numbers. All NDUS courses that have CCNs with UND courses will fulfill both Breadth of Knowledge (BoK) and Special Emphasis (SE) requirements in the same ways that UND courses do.
  - Oral Communication. Courses in GERTA under ND: COMM will fulfill the Comm 110 requirement, as will similar Public Speaking courses.
  
2. Other Articulation Agreements. All courses from schools with which we have articulation agreements will fulfill the BoK and SE requirements according to the existing agreement. If an articulation agreement has not yet been updated, the student should contact the Office of the Registrar.
  
3. Transfer Credit By Examination or Test.
  - Credits earned through AP, CLEP, IB, and DSST will fulfill BoK-breadth of knowledge requirements. ~~and they will fulfill UND Special Emphasis requirements up to Fall 2016. Effective Fall 2016, they~~ They will NOT fulfill any SE-special emphasis requirements. This will apply to all students, whether from North Dakota or elsewhere.
  - In accordance with UND policy and practice, credits earned through UND Challenge Exams and Language Placement and Credit Exams will fulfill BoK-breadth of knowledge requirements only. They will NOT fulfill any SE-special emphasis requirements.
  - Lateral language credits earned will satisfy both BOK and SEbreadth of knowledge and special emphasis requirements.
  - Placement Exams taken for placement only (not for credit) do NOT fulfill any BoK or SEbreadth of knowledge or special emphasis requirements.
  
4. ACT Scores and Essential Studies Transfer
  - English ACT of 27 or above will waive the English 110 requirement for Essential Studies or the old GER. *Note: the effect of this waiver is that the student needs to complete 6 of the 9 credits in the BoK Communication category (e.g., English 130 + Communication 110). However, the student is still required to complete at least 120 credits for graduation.*
  - Math ACT does not waive an Essential Studies requirement. It only counts as a pre-requisite for the next level.
  
5. Study Abroad Credit. If possible, students planning to study abroad should get prior approval of their planned work and how it will transfer. Arrangements are best made in advance if a student wants to earn ES credit for an international learning experience. Contact the International Programs Office for more information. For major requirements, see the faculty advisor in the department or college. The Study Abroad paperwork can be obtained from the International Programs Office ~~or at the Registrar's Office~~.
 

*NOTE: UND does not grant credit for study abroad based solely on the experience of living in a foreign country. We require that, for ES credit, the experience must be a) a learning experience, b) guided or directed by a qualified instructor, c) designed so the student reflects seriously on the*

Commented [PK6]: Updated language to spell out information.

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*learning they have gained from the experience, and d) the student's experience and reflection is assessed by the instructor.*

6. **Fractional Transfer Credit.** The following guidelines show how ES credit is judged when a student inquires about transferring coursework that carries fewer credits than the UND equivalent. This most often occurs when transfer is from institutions with a quarter system.

**Lab Sciences**

- ✓ OK: Two quarters (2 2/3 + 2 2/3) of lab sciences--either same or different sciences.
- ✓ OK: A 3 1/3 credit lab science (5 quarter hours). Note: 9 credits Lab Sciences total still needed.
- ✓ OK: A 3-credit lab science course. Note: 9 credits total still needed.
- ✓ NO: A 2 2/3 credit (4 quarter hours) lab science.

**Speech**

- ✓ OK: A 2 2/3 credit (4 quarter hours) speech course.
  - ✓ OK: 2-credit speech course.
- Note: at least 8 credits total of English Composition plus Speech are still needed as minimum under Communication.*

**English Composition**

- ✓ OK: for these combinations of fractional credits for Comp I & Comp II: 3 + 2 2/3. Or, 2 2/3 + 2 2/3. Or, 3 + 2.
- NO: 2 + 2.

*Note: as for Speech above, at least 8 credits total of English Composition plus Speech are still needed as minimum under Communication.*

**Fine Arts**

- ✓ OK: A 2 2/3 credit fine arts course.
- ✓ OK: A 2-credit fine arts course.
- ✓ OK: Three 1-credit fine arts courses. Maximum of 3 both for transfer and UND.
- ✓ OK: Two 1-credit fine arts courses--both for transfer and UND.

**Special Emphasis Requirements: "A," "Q," "U" and "G" or "D and "W"**

- ✓ OK: 2 2/3 credits but still requiring 9 credits total in each: A&H, SS, and Math/Science/Tech
- NO: 2 credits or fewer. The ES Committee will consider petitions for 2.0 credits if the coursework can be shown that it met the UND criteria for Special Emphasis learning outcomes and learning experiences.

7. **Dean's Waivers:** Under Essential Studies, academic deans may approve a reduction of up to 1 credit in one of the following Breadth of Knowledge categories: Communication, Arts & Humanities, or Social Sciences. However, deans may not approve a reduction in the 9 credits of Math/Science/Technology. Dean's waivers also do not apply to Special Emphasis or Capstone requirements.

How G.U.E.S.T. Was Developed and Approved.

The initial version of the guidelines was developed by an ad hoc Essential Studies transfer group in Fall 2010. This version is also a revision of the first ES transfer guidelines (2009), which were developed as part of UND's implementation of Essential Studies, and which replaced the former transfer document for the old program (Guidelines on Transfer for the General Education Requirements, 1993).

Each version of GUEST is approved by the Essential Studies Committee (ESC). Future versions will be reviewed and revised every other year. The ESC will be responsible for the biennial review and revision.

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 Lori Robison, Essential Studies Committee  
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The Guidelines were revised in 2015, and they were approved by the ES Committee on May 12, 2015.

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The Guidelines were revised in 2018-19, and they were approved by the ES Committee

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Guidelines for Essential Studies Transfer (GUEST): 2019 Edition

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