

Task Force on the Future of  
Education at UND  
Appendices  
October 2021

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## Appendix A: Membership

# Task Force on the Future of Education at UND.

## *Membership*

### Task Force Charge

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

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

## Task force roster

## Co-chairs

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

## Support staff

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

## Members

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

## Member selection process

### Nomination surveys

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

### Looming Challenges

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

### Selection process

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

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

- Students

**Task force composition**

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

		<b>Unit</b>	<b>Count</b>
Assistant Professor	4	College of Arts & Sciences	8
Associate Professor	4	Acad Admin/Student Svcs	3
Clinical Associate Professor	1	Nistler College of Business & Public Admin	2
Instructor	1	College of Engineering and Mines	1
Lecturer	1	College of Education & Human Development	2
Professor	5	John D. Odegard Sch. of Aerospace Sciences	1
Teaching Assistant Professor	2	School of Law	1
Staff	2	School of Medicine & Health Sciences	2
Student	1	College of Nursing & Professional Disciplines	1
		Student	1
<b>TOTAL</b>	<b>22</b>	<b>TOTAL</b>	<b>22</b>

**Role of administration**

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

**Role of the university community**

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

### Member biosketches

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

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

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

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

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

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

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

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

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

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

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

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

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

Name	<b>Bob Newman</b>
Classification	<b>Faculty</b>
Acad Rank	Professor
Dept	Biology
Title	
Unit	College of Arts & Sciences
Senate	<b>Senate</b>
Senate Committee(s)	
Statement of interest	<b>Some career paths and problem-solving skills require specialized, technical training and probably conform well to a traditional approach to majors and departmental divisions. That is my background too, but I have progressively been moving into transdisciplinary work and thinking about the challenges even in building teams whose members have little common education. To be most in facilitating the development of problem-solving skills, perhaps we need a new model for students, with more interdisciplinary education than can be achieved through traditional approaches. I helped craft the new Environmental Studies major with this in mind. Even in a single discipline, we need to explore how to be more inclusive in how we think about problems and solutions. I have been working on this in a professional context (wildlife management), but if it is a good idea, we should explore how to facilitate it in education, and not wait to encounter it in the workplace.</b>
Other challenges	Possibly implicit in the above, but facilitating interdepartmental and interdisciplinary education to enhance student learning in a complex world. (i.e. we inhabitat [ sic ] and structure our programs along relatively rigid and traditional disciplinary lines. Is that the best model for the 21st century?)

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

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

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

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

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

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

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

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

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

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

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

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

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

## Appendix B: Storrs White Paper

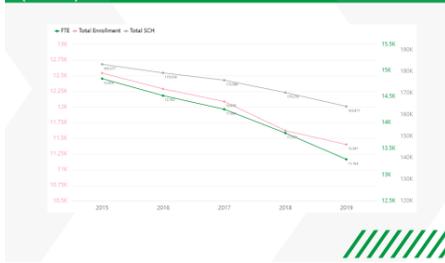
### Task Force on the Future of Education at UND

#### The Problem:

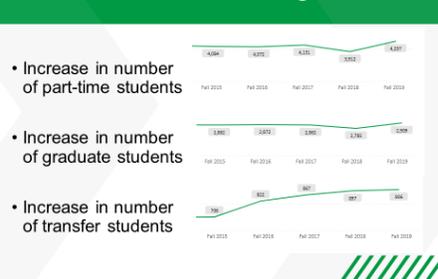
Higher education has experienced several years of significant enrollment declines accompanied by shifts in enrollment patterns and disruptions in delivery methods, operations, and budgets. COVID-19 has increased the pace of these disruptive changes as students have considered alternatives to traditional higher education and faculty have had to adopt new pedagogies and technologies to continue to sustain academic operations.

Consistent with changes seen nationwide, UND’s enrollment has declined as a consequence of demographic shifts, a competitive higher education landscape including increased efforts from surrounding states to retain their students in state, shifts in revenue streams, and an emphasis on technical, professional and specialized educational credentials in response to workforce development needs. Specifically, UND has seen an overall decline in the number of student credit hours, student FTE, and total enrollment, and we anticipate this trajectory will continue unless significant changes are made. To reverse these trends and thrive in the emerging competitive landscape, UND must adopt innovative strategies and initiatives that meet the educational needs of the state, region, and nation and attract new students. Shifts in enrollment patterns at UND reveal some growth opportunities as the numbers of part-time (63% online), transfer (51% online), and graduate students (43% online) have increased, primarily driven by enrollments in online educational opportunities.

Five-year Total Enrollment, Full-time (FTE) Enrollment, and Student Credit Hours (SCH)



Recent Student Changes



#### The Opportunity:

Higher education continues to provide citizens with opportunities to enhance their lives and employment outcomes. Studies reveal that lifetime earnings are significantly higher for individuals with a college degree over those with a high school degree. Further evidence of the value of higher education can be found in recent COVID-19 related job loss. Workers with some college, an associate degree, and bachelor’s degree or higher have lower unemployment rates

overall and certainly are less likely than those with only a high school education to be unemployed during the COVID-19 crisis. Those who experienced the highest COVID-19 job loss in North Dakota were workers in the leisure and hospitality industry, jobs that typically require no higher education.

Adults who have lost their jobs, or who are at risk for job loss during economic instability, are looking for career changes and more stable employment opportunities which often require additional education and retraining. Further, 74,058 North Dakotans have some college credit but no college degree credential, and in 2018-19, 42% (2,853) of ND high school graduates did not enroll in or have not yet gone college. Finally, a recent survey of North Dakota employers showed that the majority were interested in work-based learning programs addressing specific skills training needs of their workforce. These facts, highlight opportunities for UND to better serve North Dakota by meeting the diverse educational needs of our citizens and improving the quality-of-life and economic climate of the state. Successfully meeting these challenges will secure UND's current place as the premier institution of higher education in the state.

#### The Charge:

Maintaining our current status of programmatic offerings and relying on a four-year, two-semester, 16-week semester model in light of demographic changes in a competitive landscape will likely lead to continued declines in SCH, FTE, and overall enrollment at UND. The resulting decline in revenue, in conjunction with a continued anticipated decline in state support, will simply lead to further budget contraction threatening UND's ability to deliver on its mission of providing educational opportunities to North Dakotans. In the context of this likely scenario and outcomes, a task force will be assembled with the assistance of academic deans, UND senate executive committee members, and with co-chairs appointed by the president in consultation with SEC and the provost. The task force will be charged to consider the following questions:

- How should UND's academic programmatic offerings be structured, and strengthened to align with current and future educational needs of the state, region, country, and world?
- What type of educational credentials and experiences should we offer to meet the needs of underserved populations?
- What changes to length, structure, and function of programs should be considered to attract and serve different populations?
- What types of pedagogical, technological, and curricular changes are necessary to serve new populations of students?
- How might general education be organized at UND to ensure learning outcomes and heightened flexibility?
- How should UND assess prior learning and relevant workforce learning of new student populations?

- How should our institutional structure (our fiscal distribution, our academic units, our service units, etc.) be organized to best serve different student populations?
- How should faculty position descriptions and/or contracts be aligned to recommended changes in academic offerings/programs?

While these are initial questions, no doubt additional questions will be raised for the task force to address with regular engagement with and feedback from academic deans as UND moves forward with short and long term plans to ensure UND's ability to thrive.

#### Time Frame:

- Appoint faculty co-chairs by October 31, 2020
- Invite nominations, including self-nominations, for the task force Nov. 1-December 1.
- Deans, provost, president, and Senate Executive Committee review nominations and select task force members; outreach to individuals made and confirmation of task force membership by January 30.
- Task force meets February 1- March 30, 2021.
- Report of task force including specific short and long term action items to academic deans, provost, and president and faculty senate executive committee by April 15, 2021.

#### Other action steps:

- Identify staff support to the task force from VPAA office
  - Inform Amanda Moske of potential data access to PowerBi data that the task force might need to inform their work
  - Communication to faculty at large of process (UND Today Story, emails, chair leadership, and university senate notification)
- 
- Sources:[https://bismarcktribune.com/news/local/health/burgum-hopeful-about-north-dakota-unemployment-trend/article\\_95f1949e-7818-578a-912e-cdc59b15420d.html](https://bismarcktribune.com/news/local/health/burgum-hopeful-about-north-dakota-unemployment-trend/article_95f1949e-7818-578a-912e-cdc59b15420d.html)
  - [https://bismarcktribune.com/news/local/health/burgum-hopeful-about-north-dakota-unemployment-trend/article\\_95f1949e-7818-578a-912e-cdc59b15420d.html](https://bismarcktribune.com/news/local/health/burgum-hopeful-about-north-dakota-unemployment-trend/article_95f1949e-7818-578a-912e-cdc59b15420d.html)).

- (<https://www.kxnet.com/news/local-news/hundreds-of-north-dakota-oilfield-workers-laid-off/>)
- University of New Hampshire Carsey School of Public Policy – COVID-19 Economic Crisis: By State - May 22, 2020
- <https://www.grandforksherald.com/news/4494748-employee-development-among-top-takeaways-nd-workforce-survey>

## Appendix C: Nomination Survey Results

Future of Education at North Dakota Task Force Nomination survey results as of 11/1/2020.

Table 1. Survey response types based on intent to nominate

Row Labels	Nomination type
None	54
Other	82
Self	66
<b>Grand Total</b>	<b>202</b>

Table 2. Nominations by employment/student classification

Row Labels	Nomination type
Faculty	107
Staff	37
Student	4
<b>Grand Total</b>	<b>148</b>

Table 3. Nominations by Unit type (excludes student nominees).

Row Labels	Nomination type
<b>Acad</b>	<b>112</b>
A&S	51
BPA	10
CEM	8
EHD	7
JDO	6
LAW	2
MED	20
NUR	8
<b>Aux</b>	<b>7</b>
Athletics	3
Dining Services	1
Housing	3
<b>C&amp;I</b>	<b>3</b>
Center for Innovation	1
EERC	2
<b>Svc</b>	<b>22</b>
Academic Admin/Student Services	16
Business/Administration	3
Information Services/Operations	2
VP Marketing & Communications	1

<b>Grand Total</b>	<b>144</b>
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Table 4. Nominations by Primary Academic Unit.

Forty five departments are represented.

Row Labels	Count of Nomination type	Count of Name
<b>A&amp;S</b>	<b>51</b>	<b>51</b>
Art & Design	3	3
Biology	4	4
Chemistry	5	5
Communication Sciences & Disorders	1	1
Communications	1	1
Criminal Justice	3	3
Dean's Office	1	1
English	9	9
Geography	1	1
History	3	3
Languages	3	3
Mathematics	7	7
Music	3	3
Philosophy & Religion	3	3
Psychology	2	2
Sociology	2	2
<b>BPA</b>	<b>10</b>	<b>10</b>
Accountancy	2	2
Economics and Finance	3	3
Management	1	1
Political Science & Public Admin	4	4
<b>CEM</b>	<b>8</b>	<b>8</b>
Chemical Engineering	1	1
Civil Engineering	1	1
Geology & Geol Eng.	2	2
Mechanical Engineering	3	3
Petroleum Engineering	1	1
<b>EHD</b>	<b>7</b>	<b>7</b>
Education, Health & Behavior Studies	3	3
Teaching & Leadership	4	4
<b>JDO</b>	<b>6</b>	<b>6</b>
Aviation	4	4
Earth System Science & Policy	1	1
Space Studies	1	1

<b>LAW</b>	<b>2</b>	<b>2</b>
Law	1	1
Law Library	1	1
<b>MED</b>	<b>20</b>	<b>20</b>
Biomedical Sciences	5	5
Education Resources	2	2
Internal Medicine	1	1
Master of Public Health	2	2
Medical Laboratory Science	1	1
Pathology	1	1
Physical Therapy	2	2
Physician Assistant Studies	1	1
SMHS Library Resources	2	2
Sports Medicine	3	3
<b>NUR</b>	<b>8</b>	<b>8</b>
Graduate Nursing	1	1
Nursing	2	2
Nutrition & Dietetics	1	1
Social Work	4	4
<b>Grand Total</b>	<b>112</b>	<b>112</b>

Table 5. Nominees who are current senate and senate committee members.

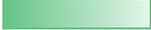
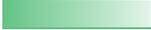
At least one member from each of the targeted committees was nominated.

<b>Values</b>	
Senate	27
Sen Committee members	42
Acad Policies & Admissions	1
Budget	3
Curriculum	3
Essential Studies	8
Executive	
Faculty Instructional Devel	1
Honors Program	6
Intercollegiate Athletics	4
Library	3
Online & Distance Educ	2
Student Acad Standards	1
University Assessment	3

Table 6. Prioritization of Looming Challenges by 174 unique nominators.

Each respondent chose up to four top looming challenges (LCs) that UND must face.

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

Values		% of respondents	LCs per respondent
Count of LC1 Students		129	65.15%
Count of LC2 Curriculum		126	63.64%
Count of LC3 Educ Cred		66	33.33%
Count of LC4 ID/IT		102	51.52%
Count of LC5 Gen Ed		57	28.79%
Count of LC6 Work Cred		44	22.22%
Count of LC7 Structure		105	53.03%
Count of LC8 Empower		106	53.54%
Count of Nomination type		198	

**Other Looming Challenges.** Ninety eight respondents provided further comments when asked to identify other looming challenges. Some new themes that emerged included:

1. Diversity (8). Most of the concern about diversity was related to institutional diversity, especially among the faculty ranks.
2. Research/scholarship (8). Several comments pointed out the need to balance education and research, some linking the value of research as experiential learning.
3. Quality/Standards (7). Some raised the need to be vigilant about maintaining admissions, and instructional standards and maintaining high quality faculty.
4. Partnerships/Community (8). Connecting with community and engaging with industry and other partners.

Table 7. Nomination survey responses addressing looming challenges not encompassed by those listed in Table 6.

	<b>Is there a topic not listed above that you think should be considered for the Task Force? Please explain.</b>
1	A career planning class for seniors. How to write resumes, cover letters, mock interviews.
2	A collective, honest, and difficult conversation that results in action(s) about changing the mission(s) of all the NDUS System institutions--including the possibility of closing, or merging, some of the institutions within the State. With decreased funding from State resources, the financial crippling all 11 institutions doesn't seem to be in the best interest to the overall higher education system in the State of North Dakota. Or, there needs to be a massive coordinated recruitment strategy at UND to generate more tuition revenue streams to off-set the continued loss of academic programs, etc.
3	Agreement on the essential skills needed and how to assess for competency - there are students graduating who cannot read and comprehend at the college level, who cannot demonstrate logical reasoning, and comprehension of complex ideas. We will attract more students if we can demonstrate that we are applying standards and not just marketing to whomever will come and then passing them through just to show numbers. The same goes with excellence in scholarship to be demonstrated by a higher percentage of faculty. Again, we will attract a larger market when we have a higher quality product. We cannot rely on success stories of niches of research when other research universities do better simply because a higher percentage of their faculty are producing higher impact work that is not just relevant for a state or a small region, but impact broad regions and where collaboration occurs among those regions.
4	Any initiative that centers student learning and both recognizes and celebrates students' different needs and backgrounds and attempts to incorporate these characteristics into UND's coursework and social environment to empower students to succeed are worthy for examination. It looks as though many of the charges embody this thinking.
5	Assessing and realigning physical spaces to maximize ROI. COVID-19 has shown us that not everyone has to be physically present on campus to provide the services. Assess how to reallocate spaces to be more flexible. Increase student wellbeing and sense of belongingness by creating spaces for students to gather, learn, and simply, hang-out.
6	Attracting and keeping excellent faculty.
7	Attracting international graduate student population
8	Balancing and stabilizing liberal arts (humanities, fine arts, social sciences) offerings in relation to our commitments to other science and applied science programs and disciplines.

9	Balancing education and research mission of UND, where research strongly support education mission
10	co-curricular programs/services needed support students in achieving their educational goals
11	Complete restructuring of Provost's Office to support openness and a vision of a role of how personnel in this office support and enhance the work of the academic units; this includes a vision for how the marketing resources at UND work collaboratively across the institution to support the sharing of good news with stakeholders Complete restructuring of research office to have a service ethos (Grant used to say that the "accountability tail wags the dog" and that we are out-of-balance; this remains an entrenched problem) Accountability for deans and upper-level administrators Transparency in budgets, including college-level decisions Evaluation of what's working about MIRA--and what isn't and transparency about this Serious consideration of the potential merits of UND becoming a Native American-serving institution, and what kinds of investments might be required Jettisoning the vision of UND surviving online only as partner with for-profit 3rd party vendors; transparency around what's actually happening with investments in Pearson
12	Decreasing expenses for students
13	Diversity and inclusion awareness and opportunities.
14	Each of the challenges presented offer an important piece of redefining and improving the robust educational experiences we offer at UND. I think it is essential for us to consider how we can enhance student learning and student experiences overall. How can we remove barriers that impede on our students' ability to learn and have an exceptional UND experience? If we are looking to increase our student populations of underserved or underrepresented students on campus, we need to address the concerns that encroach on their academic and social development. We need to enhance support systems on campus and make sure each student can succeed at UND.
15	Effective targeting, selection and persistent recruitment of students for the right fit
16	Empowering faculty as mentors for experiential learning, with a focus on their strengths with renewed/continued support of professional academic advisors for the retention and successful graduation of the new and undeserved student populations brought to campus.
17	Enhancing educational support and academic success programs for first-generation students and for students from underserved and under-represented communities.
18	Ensuring that classes use 21st century pedagogical skills to reach a generation that learns very differently than past generations have.
19	ensuring that our students can gain licensure in their field in a every US state.
20	Ensuring we continue to offer students a liberal arts education.
21	Ensuring we maintain our commitment to providing a liberal arts education.
22	Evaluating the impact of changes to manner in which higher education is delivered
23	Everything I can think of fits easily within the listed topics

24	Experiential learning opportunities and internships in the post-COVID era.
25	Faculty stability. We are losing faculty members due to various situations.
26	Focusing on and supporting strengths of the institution strategically--we cannot be driven only by societal needs because we cannot effectively meet all of those needs. There are some things that we may be exceptionally well positioned to address that are not necessarily in the top 5 societal needs--if we can do those better than 95% of the rest of the country, those are areas to focus on. Space, Aerospace, High-Speed Computing, Rural Health--these are areas that we are well positioned to address. At the same time, there are some areas that we cannot ignore such as liberal arts--Physics may not be in high demand by society, but we cannot be a university without a physics program. Finally, there is value in skating to where the puck will be, but how far down the ice do we need to skate? Societal needs that can be seen now may mask real opportunities further down the road--things like AI, data lakes, the internet of health may all present bigger opportunities that we can pursue on a longer time scale, which allows us to get there with our more restricted (than big institutions) resources. It will do us no good to pursue societal needs that every other school is also pursuing with their larger budgets, etc.
27	having a transparent governance and improved dialogue between UND community
28	I am concerned that UND is becoming a vocational/technical training institute. Students are prepared for specific jobs/professions, but due to rigid "four-year plans", they are not taking courses outside their majors, which disproportionately affects courses in Arts and Humanities. I think this means that students leave here with limited perspectives and reduces UND's credibility as a "university". UND must recommit itself to courses in arts and humanities and discourage students, parents and community members from thinking these courses are "superfluous".
29	I am not sure if it is the purview of this committee to do so, but perhaps in the spirit of attracting underserved student populations and/or in thinking about academic structures... I've been concerned that the impact of multiple rounds of budget cuts and subsequent loss of strong faculty to other institutions has further compromised the diversity of the faculty at UND (and who work closely with and mentor our students). Hiring freezes may also exacerbate imbalances across the ranks. Past data collection for ADVANCE grant initiatives demonstrates that this was already a problem with regard to gender and race/ethnicity. I hope it hasn't gotten worse, and would like to see some attention given to this in thinking about the "future of higher education at UND." Maybe the other task force (on diversity) is considering this problem?
30	I believe that the future of online education is huge. Many students are bringing in higher credit numbers, and the typical freshman is no longer our highest draw. We are seeing increased numbers of online and non-traditional students, so I believe this definitely needs to be a consideration. I could only select 4 on the previous page, but I do believe that some flexibility in credentialing for real-world experience for our non-traditional students would be an asset and potential draw for populations.

31	I would like to see "societal needs" explicitly include diversity and inclusion or for some aspect of global/diverse citizenship to stand as its own category
32	If we want to achieve visibility not only inside but also outside the US, as well as to enhance the learning experience, I would suggest to initiate more student exchange programs with international universities.
33	In alignment with "serving new or underserved populations," I would be very interested and excited to consider inclusion and social justice as a key topic that should be of importance to the task force.
34	In looking at diversity (all forms) and having real and meaningful conversations with all (faculty, staff and particularly students- as well as the community. Equality.
35	in person classes should be continued by wearing mask and practicing strict social distancing so that students still get the college education experience. Strict rules and monitoring during and after covid on personal and public health and hygiene, social gatherings; violators should be penalized to keep outbreaks minimized.
36	Incorporating more fully experiential learning and student research experiences in education.
37	Increasing campus diversity (in all facets including diverse faculty/staff/student populations as well as disciplines/subject matters)
38	Increasing diversity and inclusion among faculty to ensure equitable representation of minorities in college governance.
39	Industry partnerships to facilitate research, development and consideration to commercialization.
40	Integration of "community" into the learning experience whether it be physical or virtual, or on-campus or on-line.
41	Investing in and valuing core educational mission
42	Investing in and valuing the core educational mission of UND
43	It was covered in topics, but I think an emphasis on how to be a leader in hybrid and online instruction.
44	Limiting classroom sizes to 20 - 25 so students receive personal attention which in turn fosters positive relationships in the classroom. This also reinforces the culture surrounding the educational discipline.
45	maintain and increasing the University's emphasis on research, including at the undergraduate level
46	Many of these questions seem to presume that the best thing is having "flexibility"--multiple ways for students to meet requirements. I would like the Task Force to consider where the line is for an actual quality education. In other words, what should we NOT be flexible on to ensure that students are getting taught by actual experts in the fields, to standards that would be approved by experts in those fields.
47	More critical thinking required of students. Less propagandizing them.
48	More individual contact with incoming and current students

49	More support and collaboration between faculty/upper administration with the offices and departments, such as the libraries, international center, counseling center, etc., that support students' learning and health but do not get a seat at the table when changes are discussed and made.
50	No further suggestions.
51	None. I chose four on the previous question, but I believe that all the looming challenges presented would be important for this task force to pursue. These listed challenges provide a general summary that will guide the task force in developing more specific initiatives. It is very important for leadership, faculty, and staff to be involved at levels, departments, and colleges.
52	One major challenge that faces us is preparing students to be critical, creative, and empathic thinkers at a time when U.S. citizens struggle to differentiate fact from opinion/fiction, and when the forces of authoritarianism and white supremacy threaten the vibrancy of democracy.
53	One of the biggest challenges that I see is that UND is already pretty far behind the power curve in terms of our online and outreach education. If we look to where other peer institutions are now, we will still be behind at the end of this process. We need to figure out what others have done that has already worked, what sorts of things those institutions will do to innovate, and then we must innovate beyond that. If we are going to stay relevant we must offer students something new and novel.
54	Overall campus culture and campus morale among students, faculty, and staff. I realized the task force is education related, but the attitude of the campus community at large affects education as well.
55	Perhaps it is implied in "Shaping instructional design and technology to enhance learning", but library and information resources to support learning and curricula should be articulated as a priority. Budgetary concerns and access to these resources directly impact students' ability to participate in research and complete high quality academic work.
56	Physical spaces could be reimaged or examined as shifts in instruction occur.
57	Policies for adjunct/non-tenure track faculty. Universal design. Leadership Development as UND is marketing itself as #LeadersInAction Free speech guidelines Minimum and Maximum class sizes
58	Possibly implicit in the above, but facilitating interdepartmental and interdisciplinary education to enhance student learning in a complex world. (i.e. we inhabit and structure our programs along relatively rigid and traditional disciplinary lines. Is that the best model for the 21st century?)
59	Preserving some of the historical ideas about curriculum while reshaping it into new and relevant approaches.
60	Preserving some of the historical ideas about curriculum while reshaping it into new and relevant approaches.

61	Preserving some of the historical ideas about curriculum while reshaping it into new and relevant approaches.
62	Probably something to do with ensuring UND is poised to take advantage of the changing institutional landscape on a national and regional level.
63	Promoting collaboration and openness between different academic departments, staff divisions, and the greater community
64	Provide new hire and recurrent training to academic advisors. Provide new hire and recurrent training to faculty covering blackboard and starfish in detail.
65	Quality of instruction - without quality instruction, students will not attend, be retained, and will not urge their friends and future coworkers to attend. Instructional quality is a big selling point to students, hoping for R1 status is not, and faculty reviews should account for this better.
66	Raise the bar do not lower it. Expect more responsibility and accountability from students.
67	retaining clinical faculty
68	Securing external grant funding at UND
69	Starting in 2025, there is a substantial decline in the population of college-aged students - triggered by the start of the Great Recession. The birth rate did not rebound and has continued to decline. I assume this broader initiative is partly to address this birth dearth. The question I have related to this point, as many other colleges and universities attempt to address this, how will UND differentiate itself (meaningfully) to remain competitive? It remains to be seen whether offering online courses alone - absent other factors - may counteract demographic trends.
70	Strengthening Retention Reconciling Admission Standards with declining enrollment numbers Keeping kids home - North Dakotans studying in North Dakota Collegiate experience available to all
71	Student support and retention, particularly for underserved and underrepresented students. We shouldn't be recruiting any student (group) that we can't support in a holistic way (this includes DEI, lower SES, & students with families)
72	The constant move away from Tenure Track positions to more temporary faculty appointments.
73	The creeping control of software contractors over students' educational experience.
74	The loss of senior faculty/staff to buyouts and retirements that left a huge void in some areas. This will continue to be a problem especially as COVID has taken a toll on older faculty/staff.

75	The severe hesitation by the Provost's office to offer tenure to incoming faculty, there is no job security, or reason to relocate to GF without it. The constant revolving door of course and curricular changes. With an every-two catalog changes were tested before more changed occurred and you could measure the change. It is nearly to advise confidently with daily changes to program/degrees. The general lack of leadership within the graduate school - It is important that we produce worthy graduate students from an SGS with a DEAN - without it there is no quality control and high value of our degrees.
76	UND offerings, reduce collaborative impact on UND.
77	What has become more clear this year than ever before is we don't know how the educational needs of the next generation may change given the impact of unforeseen circumstances. It is my hope the Task Force through the study of the eight topics listed will create a framework that allows UND to respond to changes quickly and adeptly. Change is constant in our world. Like other successful entities, institutions of higher education who can meet the challenge of constant change by adapting quickly and seamlessly will thrive.
78	Reduce the administrative burden on faculty - give them a chance to work
79	Enhancing traditional role of the university is the first thing. Traditional academic disciplines, such as reading/writing skills, mathematics, languages, science and history, are still central to the mission of the University. Beyond that we need to focus on understanding modern students' learning difficulties, enhancing logical thinking and problem solving skills.
80	There was a problem with this survey where it didn't allow me to enter my willingness to serve value. I'm about 50% willing to serve. I believe my financial expertise coupled with my tenured status here would allow me to contribute uniquely, but I'm also concerned about my limited availability. I'm REALLY busy, but I'm willing to serve.
81	Instructional redesign given the current crisis
82	I feel very strongly that if we recruit students from underserved backgrounds that we must support them when they get here to ensure retention & a quality learning experience that will build our reputation. This includes recruiting & retaining diverse faculty/staff.
83	I am not necessarily proposing a separate topic, but I am suggesting a sub-topic to the challenge of attracting new and under-served student populations. This subtopic is about aligning students' needs with innovative college success strategies and developing outcome-based student support.
84	How changes in learning modalities will impact retention and completion rates of non traditional students.  One of the main issues that we may face relates to the ability of non traditional students to learn via distance learning methods. This ties into the technology question, as we need to be aware of tools and ways to enhance the educational experience for students who need to learn remotely.

85	I feel a rethinking, reimagining of what constitutes a degree is important and feel many of the topics provided get to this.
86	The ability to be creative and to respond quickly to changes needed to meet student need. For example, students are requesting to start courses based on readiness rather than course semester and to have an option to complete within individualized time frames. I think we need to think creatively on how to make this happen. The challenge has been that financial aid is based on semesters rather than the flexible needs of students. I think that if we think creatively we can figure this out. I am the admission coordinator for SPED and this is the number one request that I hear from students.
87	Attracting and keeping strong faculty and staff
88	A reinforcement of the importance of flexibility in considering new ways to engage the community and businesses as we consider credentialing and experiences.
89	reforming essential studies
90	I have 3. 1 - Retention of students once they are on campus, 2 - Energizing faculty (moral is low currently), 3 - Increasing institutional pride (make all groups proud to be a part of UND)
91	working with programs' existing accreditors to ensure flexibility during this time of institutional stress and to work out how to best resume full compliance with accreditation standards.
92	Ensuring evidence- and best-practices-based alignment of faculty responsibilities and workload with promotion, tenure, and evaluation standards.
93	providing education to active and retired military personnel
94	COVID is driving a major change in the current educational landscape. In this environment it will be crucial to develop comprehensive online course offerings and programs to enable students to succeed in the job market of the future.
95	Is UND still striving for R1 status? How will we achieve the necessary increased emphasis on research with the task force's increased emphasis on teaching?
96	Defining what the curriculum and academic structure of UND should look like, not just based on a market approach, but on long term skill sets that students can use throughout their career.
97	Consequences for failure to comply to mask-wearing policy.
98	Ensuring that UND provides a strong liberal arts education, graduating citizens who better understand and appreciate the diverse and ever-evolving world around them and their place in it.

## Appendix D: Task Force consensus on strategies

Task force members indicated their support for each strategy listed in Chapter 1 of the Task Force final report. The “No” column for the “Do you support?” question is conditionally formatted to show strategies with decreasing consensus. The green conditionally formatted columns for the “time frame” question show Task Force consensus for the expected time frame. The “No response” column is highlighted to indicate increasing degree of uncertainty about time frame. ND indicates No Data.

Do you support?					Time frame to achieve measurable outcome?					
Strategy	yes	No	No response		Strategy	0 to 2 yrs	2 to 5 yrs	5 or more yrs	No response	
				Total						Total
1.1.a	23	0	0	23	1.1.a	15	8	0	0	23
1.1.b	23	0	0	23	1.1.b	12	10	1	0	23
1.1.c	22	1	0	23	1.1.c	15	6	1	1	23
1.1.d	22	1		23	1.1.d	5	9	8	1	23
1.2.a	23	0	0	23	1.2.a	9	10	3	1	23
1.2.b	23	0	0	23	1.2.b	9	12	1	1	23
1.2.c	20	3	0	23	1.2.c	12	9	2	0	23
1.2.d	21	2		23	1.2.d	11	8	3	1	23
1.2.e	22	1	0	23	1.2.e	19	2	0	2	23
1.2.f	19	4	0	23	1.2.f	10	6	3	4	23
1.2.g	20	2	1	23	1.2.g	5	10	3	5	23
1.3.a	23	0	0	23	1.3.a	16	5	1	1	23
1.3.b	20	3	0	23	1.3.b	5	9	5	4	23
1.3.c	19	4	0	23	1.3.c	5	4	10	4	23
1.3.d	23	0	0	23	1.3.d	15	4	4	0	23
1.3.e	21	2	0	23	1.3.e	3	10	8	2	23
2.a	19	3	0	22	2.a	10	8	2	2	22
2.b.	20	2	0	22	2.b.	12	6	2	2	22
2.c.	20	2	0	22	2.c.	5	12	4	1	22
3.a.	22	1	0	23	3.a.	3	14	4	2	23
3.a.i.	18	5	0	23	3.a.i.	3	7	8	5	23
3.a.ii.	23	0	0	23	3.a.ii.	4	13	5	1	23
3.b.	23	0	0	23	3.b.	5	16	1	1	23
3.b.i.	19	4	0	23	3.b.i.	7	11	2	3	23
3.b.ii.	20	3	0	23	3.b.ii.	4	12	4	3	23
3.c.	23	0	0	23	3.c.	11	8	3	1	23
3.d.	21	2	0	23	3.d.	11	8	1	3	23
4.a.	22	0	0	22	4.a.	13	7	1	1	22
4.b.	21	1	0	22	4.b.	16	5	0	1	22
4.c.	21	0	1	22	4.c.	8	10	2	2	22
4.d.	21	1	0	22	4.d.	10	9	1	2	22

5.a.	22	1	0	23	5.a.	1	13	7	2	23
5.a.i.	21	2	0	23	5.a.i.	5	8	8	2	23
5.a.ii.	22	1	0	23	5.a.ii.	1	10	10	2	23
5.a.iii.	22	1	0	23	5.a.iii.	2	12	7	2	23
5.b.	22	1	0	23	5.b.	5	9	7	2	23
5.b.i.	21	2	0	23	5.b.i.	3	13	5	2	23
5.b.ii.	22	1	0	23	5.b.ii.	2	15	4	2	23
5.b.iii.	22	1	0	23	5.b.iii.	2	13	6	2	23
5.b.iv.	22	1	0	23	5.b.iv.	4	16	1	2	23
5.b.v.	18	4	1	23	5.b.v.	8	7	1	7	23
5.c.	20	3	0	23	5.c.	10	6	4	3	23
5.d.	19	4	0	23	5.d.	6	11	1	5	23
6.a.	22	1	0	23	6.a.	15	6	0	2	23
6.a.i.	22	1	0	23	6.a.i.	14	5	2	2	23
6.a.ii.	22	1	0	23	6.a.ii.	13	8	0	2	23
6.a.iii.	19	3	1	23	6.a.iii.	9	8	1	5	23
6.a.iv.	20	3	0	23	6.a.iv.	8	10	1	4	23
6.b.	21	1	1	23	6.b.	17	4	0	2	23
6.c.	22	0	1	23	6.c.	15	5	1	2	23
7.a.	22	1	0	23	7.a.	3	15	4	1	23
7.b.	21	2	0	23	7.b.	6	10	4	3	23
7.c.	21	2	0	23	7.c.	5	11	5	2	23
7.c.i.	22	1	0	23	7.c.i.	11	8	2	2	23
7.c.ii.	13	10	0	23	7.c.ii.	6	7	1	9	23
7.d.	21	2	0	23	7.d.	5	15	1	2	23
7.d.i.	22	1	0	23	7.d.i.	3	13	5	2	23
7.d.ii.	23	0	0	23	7.d.ii.	6	11	6	0	23
7.d.iii.	21	2	0	23	7.d.iii.	8	8	5	2	23
7.d.iv.	21	2	0	23	7.d.iv.	3	12	5	3	23
8.1.a.	23	0	0	23	8.1.a.	15	4	3	1	23
8.1.b.	23	0	0	23	8.1.b.	14	4	4	1	23
8.1.c.	19	3	1	23	8.1.c.	12	6	1	4	23
8.1.d.	19	4	0	23	8.1.d.	10	7	3	3	23
8.2.a.	22	1	0	23	8.2.a.	9	11	1	2	23
8.2.b.	23	0	0	23	8.2.b.	8	12	2	1	23
8.2.c.	ND	ND	ND	ND	8.2.c.	ND	ND	ND	ND	ND
8.2.d.	19	3	0	22	2.d.	17	2	0	3	22
8.3.a.	20	3	0	23	8.3.a.	7	9	4	3	23
8.3.a.i.	22	1	0	23	8.3.a.i.	14	6	2	1	23
8.3.a.ii.	21	2	0	23	8.3.a.ii.	6	10	4	3	23
<b>Grand Total</b>	1476	119	7	1602	<b>Grand Total</b>	596	628	221	157	1602

Task Force members were given opportunities to comment on their responses at the “Solution” level.

<b>Comments</b>
<b>Solution 1: Attract and retain new and underserved student populations</b>
In selected cases of disagreement, the solution is either not well-defined or not able to be measured.
Regarding more individualized advising and faculty mentoring--I would like more of those things, sure, but I don't think it's necessary or even possible for every student and not at the top of my wishlist.
My concern with this general theme is the potential for poor execution. I think Leadership needs to realize that if this is done right, it will have the potential to benefit LOTS of students in our community. It should not be done in a manner that is exclusive or prevents "normal" or "traditional" students from benefiting from these efforts.
These goals are crucial to the future of UND. If must prioritize holistic support of current and potential students, meaning we have to consider the student's whole life, not just who they are in the classroom.
<b>Solution 2: Recognize and value liberal arts education in the workforce.</b>
In selected cases of disagreement, the solution is either not well-defined or not able to be measured.
Some of these are not very specific about how they would happen. 2c and 2b
WE also need to survey employers to find out what their needs are. I remain convinced that many courses offered as ES on our campus are currently offered because the current finding model incentivizes credit hours within any given unit - NOT because that unit may be the best unit to teach those classes. If this remains the case, at the very least, we should consider co-teaching courses with faculty from departments where those courses would normally be found.
We should addend the mission statement to include excellence in teaching but not change it
We are a liberal arts institution, and we must act like one rather than just use it as a marketing strategy.
<b>Solution 3: Embrace and encourage collaboration in teaching and learning.</b>
In selected cases of disagreement, the solution is either not well-defined or not able to be measured.
Some of these are aspirational and require substantial buy-in from across the campus
Many of these are common-sense solutions, but they require faculty be rewarded for their time and efforts. HIPS (done right) take time and effort. UND's 10% rule for faculty contracts de-incentivizes these practices, especially in large enrollment course, because it is laughable to think that a faculty with 180 students who uses high impact practices only spends 10% of their contract on those efforts.
Strategy 3.a.i is the same as Strategy 2.b and 2.c. This is confusing to see these repeated in such a way. Also, strategy 3.b and 3.b.ii should be combined. Too similar of language to justify being separate.
If an ES Task Force is commissioned, further changes in that area should be studied and suggested by that group rather than this one..
Interdisciplinary course or degree offerings should be implemented ONLY where applicable, without penalizing if such offerings are not applicable for some areas.

<p>We anticipate that these may be some of the findings of the proposed ES Task Force. Regardless, many of the items suggested are actually encouraging UND to restore departments, courses, and practices that were cut under previous Deans, Provosts, and Presidents, even though most higher education policy suggests that these are the best possible things that institutions can do for student education. That said, the other big take away is that we MUST stop intra-institutional competition and the rhetoric of austerity that is contributing to a decrease in educational quality and causing the extremely low morale among faculty and staff across much campus. We need a culture change: one that favors collaboration and cooperation.</p>
<p>some of the directives in this solution are specific to ES program - with solution 2.a asking for a task force this may/can cause some issues unless what we have come up with informs that task force as 'looming challenges' to use as a starting framework (just as we had).</p>
<p><b>Solution 4: Enhance innovative and instructional design and delivery.</b></p>
<p>These solutions were better defined.</p>
<p>Regarding 4.b--there are already MANY opportunities that faculty do not take advantage of, so I'm not sure that this needs to be increased, but maybe incentivized.</p>
<p>All necessary to get it right. Important not to penalize faculty for trying to upgrade (i.e. in merit evaluation)</p>
<p>The problem I see here is that currently, there is no one on campus actually qualified to do this. Tech support and TTADA both try, but are not given the resources they need to do this well.</p>
<p>We are a teaching-focused institution first and foremost; we must invest and prioritize pedagogy, scholarly teaching, and the scholarship of teaching.</p>
<p><b>Solution 5: Provide flexible degree programs through an incremental credentialing framework and multiple entry and exit points.</b></p>
<p>Some degree options do need and benefit from specific ES course requirements. Removal of such requirements may not benefit the student, but they won't know that until they leave their program and have gaps in relevant knowledge.</p>
<p>Still feels like some duplication, but these are all good, so streamlining can wait</p>
<p>I think we should seriously consider anything we can do to encourage students to pursue unique and flexible degrees however. However, I am against anything that lowers the potential quality and/or preparedness of those entering our classes.</p>
<p>Strategy 5.a.i doesn't need to be included. It only further describes Strategy 5.a without providing anything new.</p>
<p>Partnerships are essential; the exploration/building should begin now, but the process and implementation will likely take several years.</p>
<p>All of this must be done without fundamentally undermining any relevant accreditation bodies (such as AACSB for Nistler)</p>
<p>I have concerns about "validating courses based on past life experience." It would need to be done very carefully and not at the expense of a well-rounded education, just because some disciplines are seen as not necessary.</p>
<p><b>Solution 6: Value and reward excellence in teaching, mentorship, and service.</b></p>
<p>I am strongly in favor of all of these. Currently, Teaching means nothing in my department. Frankly, evaluations as a whole are a joke because EVERYONE "meets expectations". We have been openly told that you CAN'T exceed expectations. All this does is encourage mediocre work by most people.</p>

<p>I appreciate that we want to "Incentivize and credit faculty for innovation in course creation, design, instruction, and assessment;" however, there are many disciplines who just consider this a part of their discipline, so it is a little irritating when some disciplines/faculty are "incentivized" financially (often when they are already paid more because they are STEM faculty) to do things that they just should be doing. It isn't great for the morale of other faculty.</p>
<p><b>Solution 7: Support inclusive and diverse educational experiences, HIP participation, and pedagogies.</b></p>
<p>Some of these goals we may already do. Some are conceptually sounds. Some may not be necessary or otherwise included problematic clauses which created either too much limitation or not enough detail which creates ambiguity.</p>
<p>Regarding 7.c.ii--this is not just about teaching students about the value of this education, but also about a long-term strategy of citizens better understanding and lobbying for higher education funding.</p>
<p>I was against the 1 credit ES course because I think we should instead do this with the current University Life courses, NOT by adding another class. But consistently within this theme, the data from primary literature will point out that HIPs benefit everyone, and they benefit underserved/minority populations most. Additionally, that same body of work points to the fact that most students who struggle do so early on in their academic careers, and that struggle translates to increased risk of them leaving. This group of points may be the most impactful for our current and future student success because if done correctly, it could help us keep many of the students we currently lose.</p>
<p>We are doing some of these things now but the focus of this recommendation is the institutional strength behind it, the resources to do things at a high level and the support to get this information to students in an effective way.</p>
<p>Riipen does not address the issues raised in this recommendation. However, this solution is implemented, it must come from faculty and students, not from yet another long-term contract with some piece of software or consultant. Moreover, I'm not a huge fan of the 1 credit class on higher education, especially if it has anything to do with G. Gordon Gee.</p>
<p>I think the framing of 7.d.iv needs work; I'm concerned that Riipen will be held out as the solution, as phrased. Greater institutional support is needed than a software program.</p>
<p><b>Solution 8: Build Institutional Capacity to support the educational mission of UND.</b></p>
<p>Some excellent concepts. Some concepts which are not well-defined or poorly framed, including several "double-barrel" solutions which include the use of "and" to connect two separate, potentially unrelated concepts.</p>
<p>Regarding an Essential Studies office--Essential Studies already has a university committee, comprised of faculty members. I think having a director is fine, but if the appointment is a substantial part of their contract, it shouldn't be someone on a tenure-track or they will never get tenure. Also, by saying it's only an option for tenure-track or tenured faculty, this excludes other full-time faculty who may be qualified and in many cases have a higher teaching load (and more experience teaching) than TT faculty.</p>
<p>These all sound useful, but I don't know what 8.3.a.i refers to?</p>

While I am in favor of many of these, I am against expanding TTADA to become a research-organization because I think this would not be received well by faculty, and thus result in their resistance to such changes (that WOULD be beneficial). Additionally, I want to state that there is a HUGE trust deficit that must be overcome if this institution is going to survive and prosper. Teaching is not valued or rewarded currently, and there is virtually no real faculty governance, and as such, many of us have become disengaged. I hope very much that our most recent administrative team will note the issues of the past and work to address them by giving faculty some meaningful say in our university.

This comment goes for all suggested solutions (1-8): We need to assess where we are before determining where we should go. The next two years should be devoted to a systematic assessment of a variety of areas to determine which solutions most directly meet the needs of both the UND community and the state.

UND must remember that faculty control the curriculum, as that fundamental responsibility has been slowly stripped away from faculty in the past several years under the since 2014. UND must include faculty/non-administrative staff in the decision making process, as we are no longer the checks and balances or experts or equals, but rather seen as "rank and file." Hard decisions were made in relation to the budget cuts over the past few years, and it will be difficult to repair the damage that has been done, especially if administration is in a fixed mindset, and those who are "prioritized" refuse to consider the health of the whole.

There is already a lot of pedagogical SoTL work that happens and I'm not sure UND has the resources to implement this recommendation with the level of quality and excellence necessary to make it worthwhile. This feels like reinventing the wheel, but without tools.

## Appendix E: Future of Education at UND Videos, Webinars & Information Sessions

### EAB videos: Themes and Pressures Driving Change in Higher Ed

This series of short videos on the state of the higher education sector were prepared by Rachel Tanner, EAB Consultant for the Task Force in December, 2020 and are available for public viewing. EAB is a best practices research and tech services consulting firm focused exclusively on education.

#### **Introduction to the Series**

A brief introduction to EAB and the six short videos that can be watched in any order, though “Adjusting to Declining Numbers of Traditional Students” is a good place to start. Watch the video (4:24).

#### **Adjusting to Declining Numbers of Traditional Students.**

COVID-19’s impact on an already contracting student enrollment market. Watch the video (28:04).

#### **What about “New Markets?”**

A brief overview of the demand for international, master’s and certificate programs. Watch the video (38:18)

#### **The Ethical and Financial Imperatives of Student Success**

Helping students to graduate is at the core of what we do – but in the current environment, it might also be integral to financial sustainability. Watch the video (23:28).

#### **Understanding Tomorrow’s Students**

What do we know about the priorities and behaviors of Generation Z? Watch the video (24:24)

#### **Addressing Concerns About Debt, Affordability, and Value**

Students and families are telling us they want to see “return on investment” – but what does that mean? Watch the video (19:20).

#### **Digital transformation in Higher Ed**

We all had to pivot to virtual work last fall, but what does a truly tech-enabled college campus look like? Watch the video (11:37)

### Task Force-hosted Future of Education webinars

The Task Force held a series of five public webinars in the February and March, 2021 as part of its charge to educate the public on challenges facing the future of education at UND. Hosted by Jeff VanLooy, these hour-long Zoom webinars featured local and regional experts who introduced a topic and then responded to questions from the Task Force and other participants. Livestreaming viewership averaged about 125 across all webinars. Recordings, which were posted on the /academics/university-

senate/task-force-education.html web page, were accessed by 280 unique users who viewed the page 602 times between February 3 and March 12. *UND Today* published stories on each of the five webinars.

### [Human Vitality in the Age of Digital Machines](#)

February 3, 2021

**Dr. Mark Hagerott**, North Dakota University System Chancellor

Chancellor Hagerott describes how the robotic/AI, cyber space, and human realms interact, emphasizing the critical need for humans to civilize these new technologies. He poses ways in which educators and leaders can shape education to prepare students for the future. [Watch the video.](#)

*UND Today* story

[Miller PC \(2021\) Chancellor: COVID-driven technologies may have costs as well as benefits.](#)

Higher ed can help society strike the right balance, NDUS Chancellor Mark Hagerott says to UND education task force. *UND Today*, February 9.

Additional resources:

[Hagerott, MR \(2020\) The Pandemic is accelerating digital transformation: What could be the downside for humanity? And what to do? Northern Plains Ethics Journal.](#)

Human Vitality in the Age of Digital Machines [presentation slides.](#)

Livestream participants: 153

### [Reaching Underserved Populations](#)

February 10, 2021

**Dr. Cynthia Lindquist**, President, Cankedeska Cikana Community College

**Dr. Laurel Vermillion**, President, Sitting Bull College

**Dr. Leander “Russ” McDonald**, President, United Tribes Technical College

**Dr. Donna Brown**, President, Turtle Mountain Community College

**Dr. Twyla Baker**, President, Nueta Hidatsa Sahnish College

North Dakota Tribal College Presidents discuss reaching underserved populations. The presidents emphasized the value of tribal college education for American Indian students in their journeys through higher education and the importance of knowing the challenges that face students and supporting them along the way and providing an environment for socialization. [Watch the video.](#)

*UND Today* story

[Dennis, T \(2021\) Enrollment advice from five very special alums.](#) UND graduates all, North Dakota's five Tribal College presidents give tips on attracting and retaining American Indian students. *UND Today*, February 16.

Additional resources

[Lindquist, C \(2016\) Voice of the National Leader. American Indian Voice: A National Perspective. In Overcoming Educational Racism](#) in *The Community College: Creating Pathways to Success for Minority and Impoverished Student Populations*. Angela Long, ed. Stylus Publishing.

[Lindsey Malcom-Piqueux \(2020\) Transformation in the U.S. Higher Education System: Implications for Racial Equity.](#) Commissioned paper for the Symposium on Imagining the Future of Undergraduate STEM Education, organized by the National Academy of Sciences, Engineering, and Medicine, and supported by the National Science Foundation.

Livestream participants: 139

[The Future of Education in a post-COVID World](#)

February 17, 2021

**Karyn Plumm**, Vice Provost for Student Success and Director of Essential Studies

**Brad Rundquist**, Dean, College of Arts and Sciences

**Michael Dodge**, Professor, Dept. of Space Studies and Essential Studies Committee past Chair

**Brooke Solberg**, Chair, Dept. of Medical Laboratory Sciences and Essential Studies Committee current Chair

UND Essential Studies Executive Committee and UND Strategic Plan Goal #1 Captains give a brief overview of our current Essential Studies program and discuss the future of general education in a post-COVID world. [Watch the video.](#)

*UND Today* story

[Dennis, T \(2021\) As UND progresses, Essential Studies evolves.](#) Essential studies already equips students for success, panelists at a UND seminar agreed. Now, here's how it can do even better. *UND Today*, February 23.

Additional resources

[Hanstedt, P \(2020\) Higher ed needs to redesign gen ed for the real world \(opinion\).](#) *Inside Higher Ed*.

[Klein-Collins R. \(2020\) Learning Recognition and the Future of Higher Education – A vision for a Post-Pandemic Learning Ecosystem.](#) Western Interstate Commission for Higher Education.

Aoun JE (2017) Chapter 3: A Learning Model for the Future in *Robot Proof: Higher Education in the Age of Artificial Intelligence*. MIT Press.

Livestream participants: 122

[Ensuring Educational Opportunities at UND Continue into the Future](#)

February 24, 2021

**Jeff Holm**, Vice Provost for Online Education and Strategic Planning

**Amanda Haage**, Assistant Professor, Department of Biomedical Sciences

**Robert Warren**, Instructor, Department of Marketing

**Dawson Dutchak**, undergraduate student in Public Affairs and Resource Management

This seminar focuses on the critically important issue of ensuring that our educational opportunities at UND continue to serve our communities and our students into the future. You will learn whom and how we serve now and into the future, and hear examples of how faculty are innovating their instructional strategies to meet the needs of the changing student demographic. You will also hear a student perspective on what students want in their education today. [Watch the video.](#)

*UND Today* story

Dennis, T (2021) Flexibility, affordability and practicality. As UND's student population trends older, more online and more diverse, expect to hear those watchwords more often, Task Force panelists say. *UND Today*, March 4.

Additional resources

[Selingo J \(2018\) The Future of College Looks Like the Future of Retail. \*The Atlantic\*.](#)

Grawe, ND (2021) Chapter 8, Program Reforms *in* The Agile College. Johns Hopkins University Press.

Grawe, ND (2021) Chapter 10, Growth Plans *in* The Agile College. Johns Hopkins University Press.

Gavazzi SM and Gee EG (2018) Chapter 7, Charting the Future of American Public Education *in* Land Grant Universities for the Future. Johns Hopkins University Press.

Livestream participants: 118

[UND as a "Servant University"](#)

March 3, 2021

North Dakota State Senator **Ray Holmberg**

North Dakota State Representative **Mark Sanford**

Government leaders talk about how UND can better serve North Dakotans across the state. They ask - are you considering your presence across the state? Is it as strong as it can be? Cooperation, can pay dividends. [Watch the video.](#)

*UND Today* story

[Dennis, T \(2021\) Step 1 in Bismarck: Start with the title – the University of North Dakota.](#) The more UND can help North Dakota statewide, the more receptive lawmakers will be to UND proposals, Grand Forks legislators say. *UND Today*, March 9.

Additional resources

[Klein, E and Woodell, J \(2015\) Higher Education Engagement in Economic Development: Foundations for Strategy and Practice.](#) Association of Public and Land-Grant Universities.

[North Dakota WICHE Fact Sheet \(2020\).](#) Western Interstate Commission for Higher Education.

[Bransberger P, Falkenstern C, and Lane P \(2020\) Knocking at the College Door: Projections of High School graduates](#) – December 2020. Western Interstate Commission for Higher Education.

Livestream participants: 92

### College of Arts and Sciences-hosted Eye of the Hawk Lecture

An Evening with Tressie McMillan Cottom on the Future of Education.

March 11

Sociologist, writer, and public scholar Dr. Tressie McMillan Cottom studies For-profit college industry practices that exploit race, gender, and class inequities to attracting students who are confronted by barriers to enrolling in and achieving success at traditional higher education institutions. [Watch the video.](#)

Additional resources

McMillan Cottom, T (2017) *Lower Ed: the Troubling Rise of For-Profit Colleges in the New Economy.*

### Other Task Force information sessions

In addition to public webinars, The Task Force met with other experts and focus groups during its work sessions.

- Q&A follow-up with NDUS Chancellor Mark Hagerott. February 5, 2021
- Incentive-based Resource Allocation or MIRA (Model for Incentive-based Resource Allocation). Presenters: **Odella Fuqua**, Director Resource Planning and Allocation; **Sarah Abentroth**, Associate Director, Resource Planning and Allocation. February 12, 2021
- Q&A follow-up with Essential Studies panel **Karyn Plumm, Brooke Solberg, Michael Dodge, Brad Rundquist.** February 26, 2021

- Overview of PowerBi. Presented by **Amanda Moske**, Director of University Analytics and Planning. March 12, 2021
- Q&A follow-up with Eye of the Hawk speaker **Tressie McMillan Cottom**. March 12, 2021
- Q&A with student panel. Panelists: undergraduate students **Carly Shukiar, Jacob Tupa, Michelle Nguyen** and graduate students **JoJamba Matthews, Alexander Reed**. March 24, 2021

## Appendix F: Task Force Member Stories

### Introduction

On December 4, 2020, the newly formed Task Force on the Future of Education at UND held its first meeting. During that meeting, Task Force members were given 15 minutes to complete the following assignment:

Reflect on an aspect of today's education at UND that is in need of realignment with our [University Mission and Core Values](#). Write a story about what that educational realignment would look like two years, 5 years, or 10 years from now. You may want to use the [One UND Strategic Plan](#) Goals and Action Steps as prompts to get you started.

Members submitted their stories to the Task Force Teams site where they could be shared with their peers. Over the ensuing months of Task Force work, members were encouraged to revisit, edit, and revise their stories with the promise that all stories would be published as an appendix to the Task Force final report. What follows are those stories. Collectively, they are a testament to the diversity of voices that came together for a few months in the winter and spring of 2021 to think deeply and communally about the future of education at UND.

### A Parent's Story on UND

*Kay Powell*

Last year of high school: After taking a UND class for college class for credit while in high school, my son Levi knew he enjoyed the University of North Dakota. He had visited the campus already for a summer camp and an athletic event when he was younger. Looking at the cost/benefits of other colleges in the area, Levi was confident he would earn a good education within our state. During his application process, he was contacted by a faculty member, Dr. Kim. After a few emails back and forth, they met via Zoom to discuss his interests. While Dr. Kim didn't have all the answers, they knew others to help Levi with those issues. Dr. Kim told Levi to take few classes his first year that might be new & different from his declared major. My son got a follow-up email with some recommended books, videos on emerging issues in his current major, clubs on campus, and even a few suggestions for something called "Interdisciplinary Studies" classes and was told to pick one. Levi was told they are smaller courses where he would meet all types of students (majors and backgrounds) and know everyone by the end of the first week. The course is more than just reading an incredibly expensive textbook, but is focused on real-world problems, like discussing controversial issues in the news. He was given several seminar options: how sitcoms of the mid-20<sup>th</sup> century changed the American Dream, a seminar on the Peace Corps, the history and ethos of punk, a series of class on the most important books ever written, or a class discussing efforts to advance trade and human rights around the world. I must admit I was a little jealous of those topics, and even looked to see if I could take one, just for my own curiosity.

Levi's admissions contact made sure that he had lots of information for move-in-weekend (almost overloaded!) but there was a "move-in and get involved" application for his phone that helped so much.

There were many options for residence halls and living-learning communities. Levi went to an opening-weekend party at the Wellness Center and an involvement fair, as well as a more formal convocation—like “graduation in reverse.” His first semester, he also took a small one-credit course on the how universities are set up, how to speak up about his needs, and how to be successful there. Levi said it was helpful for understanding big picture ideas plus he enjoyed hearing from a legislator about the future of our state. It also helped Levi connect with a tutor for his writing class; it’s never been his best subject, but he didn’t know his professor’s expectations were different than high school.

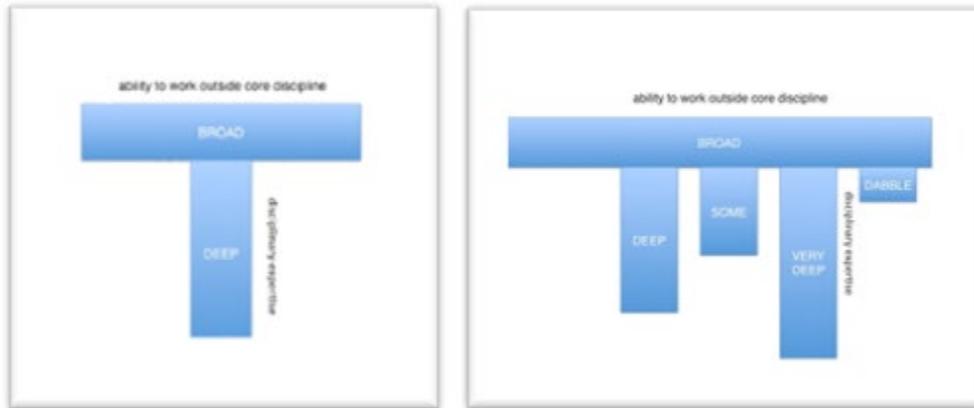
A few months later: My son Levi told me he met with Dr. Kim again a few months later before picking classes for the spring. Dr. Kim asked about those of same questions Levi had nine months ago. Dr. Kim was supportive about the changes Levi had made & that he had developed a passion for a different major. Dr. Kim connected him with a new faculty member in Engineering, since they co-teach one of those seminars every few years. Levi’s academic advisor both made sure he knew different paths within his field, in order to get Levi ready for the job market. Levi tells me he did a couple of workshops with his friends at the Career Center, taking some career tests, writing his resume, and even practicing for interviews on camera. Levi never seems lost for things to do. He also joined a club on leadership and plays intramurals.

Two years later: My son has changed so much! Levi started doing some research (already!) with Dr. Brown in his new major, on water systems in the Grand Forks area. So, on top of his classes, his friends, and some work-study job he does on campus, he gets to see how knowledge is created at UND. Levi is hoping to do a summer internship! His favorite instructor is an adjunct, a professional who teaches part-time, has some work contacts in the Western area of North Dakota, but Levi was also interested in looking out-of-state where we have family. Levi tells me he’s attended a Career Fair, practicing speaking with employers. His friend Charlie who is studying education, has enrolled in something called “citizen app development program.” Their team is learning coding and creating an app for local high school students to use for their plans for colleges. Their friend Olivia is planning to spend next semester in Costa Rica; she’ll be taking classes that will help her with her minor in Spanish. She wants to be a veterinarian, so she’s excited to see all the creatures and plants in that area. Olivia’s roommate Lee is from Texas. They came here at UND for its noted UAS program. Lee is a veteran and about 10 years older than Olivia. Since Lee couldn’t get home for the U.S. Thanksgiving holiday, Levi, Lee, and the other two friends celebrated that break with us. Their enthusiasm about the future is remarkable!

The following semester: Levi’s father became very ill unexpectedly. Levi worked with UND to make sure he could take some time with the family, including the possibility of a semester “off,” away from UND. We very much wanted him to finish school, but so much was uncertain at the time, including our finances. UND’s Student Support, Financial Aid, Levi’s advisors & faculty, all talked with him about what it would take to finish his degree, when it was time to come back or what to take online if he wanted to be part-time. This process was less painful that we expected; they made it normal for students to “step away” without losing any credits. He’s done enough in his math classes so that he only needs one more class to get a minor when he returns. His advisors offered a relatively new degree that is shorter than a bachelor's degree, but Levi is choosing to finish original 125 credit program.

Back to UND: Even though Levi is happy about his major and back on campus, faculty members explained “Key Shaped Skill Sets” to him. His mentors encouraged him to broaden his approach to study. T-shaped competency models were explained: a “T-shaped professional is endowed with both

‘vertical’ competences in specific disciplines/systems, and ‘horizontal’ capabilities to deal with different problematic contexts effectively addressing change.” Faculty explained a newer model of this paradigm has emerged, changing the metaphor to a “Key-shaped” worker. His advisors said Levi would be better prepared by adding a minor, certificate, or to pivot and use Engineering as his minor and switching his major to math. They gave him these images (T on the left, Key on the right):



Levi's Final Year: Levi is living with a classmate he met at UND who had done his first two years of higher education at a nearby Tribal College. Levi convinced his room to take that one class on his plan that Levi had been avoiding (Theater); it's not his favorite but his little brother came up to go with the paid to some live performances with students on campus. I was amazed that Levi has started talking about how our local community could encourage the arts (I said: "who is this kid who never even talked about this before?"). Dr. Brown, from Levi's second year of UND, even contacted him about a special seminar they created to invite him to participate as a speaker. I've been so pleased with seeing him succeed AND the support Levi has had, I myself applied and have started a short, advanced degree in Communications. I'm doing my classes online because of family and work. I'm confident and optimistic that my work at UND will give me a new set of skills.

Five years after Levi's graduation:

Levi is a parent now. His firm has faced some budgetary cutbacks. While he was lucky to keep his current job for now, he's looking to broaden his skills and credentials for a lateral move or even a promotion, to have the choice to stay close to his daughter. Levi is currently taking a few undergraduate level classes in accounting. After that he is planning some graduate level courses in data analysis at UND (broadening those his "Key-Set Skills.") Levi can change paths at any point and know he will have the skills to solve complex problems, be an entrepreneur, and/or be part of a project team. UND will always be a part of his future, having a solid critical thinking and an educational foundation for however society changes in the future.

Author's Note:

As an adjunct instructor who has taught at UND for 15 years and have child who recently graduated from UND in STEM, I wrote my story from those perspectives. I won't name that was subject she did not want to take. Adjunct instructors bring industry or specialized expertise to the classroom, but not necessarily with a PhD. Our current system for adjuncts is not sustainable on semester-only or year-to-year contracts. The character of Mr. Brown represents to me both the need for adjuncts balanced with

the promise that they will still be at UND over the course of time, for the students. Faculty tenure is dependent on research; even the acquisition of a PhD is focused on “the discovery of new knowledge.” These are experts in their field and can role model systems-thinking and learning from research but are not necessarily incentivized to make their primary focus solely being “professional educators.” The free market, competing with other institutions of higher education, also allows those publishing PhDs to require a higher salary than I do. Adjuncts are adept at teaching introductory or Essential Studies courses for large numbers of students, including so-called “at-risk students.” But to encourage mentoring, individualized attention, and letters of reference, many adjuncts like me should plan to be at UND over a longer time period, as students cycle on and off in classes as the character Levi did. Let me insert a quotation from the Task Force’s reading:

*“If your department regularly demonstrates a need for first-year writing or social-science statistics over a 10-year period, but that need isn’t staffed by a permanent faculty position, there’s a clear mismatch between stated institutional mission and provisions for achieving that mission.” - Aaron Hanlon, “The University is a Ticking Time Bomb,” Chronicle of Higher Education.*

I hope that UND will continue to make more room for “teaching track” adjuncts, possibly those without PhDs like me. I think some multiple semester or multiple year contracts are appropriate, even if these professionals choose to remain teaching part-time. I teach entry-level classes, and the occasional special topics class or faculty-led study abroad, so having a PhD is not a requirement. UND should set up space and resources to empower these “lower-salaried” adjuncts to develop their instructional skills. I hope to see adjuncts with the tools to carry a cognitive load of 200+ vastly different students each semester, who are set-up for to be great teachers, resources for “at-risk students,” and to be mentors for years after students leave UND.

The story of Levi is based on my own relationships with my children and friends; much of my first-hand experience with the newest generation in school is that students believe they are searching for the “perfect major for the perfect job.” It’s not that simple anymore. In my Management courses, I use the metaphor that “it’s not a career ladder anymore; it’s a jungle gym.” It is out-of-the-ordinary for someone to spend fifty years of their career at one company. Higher education author Jeff Selinger explained that 57% of current students are seeing the purpose of higher education as “planning for a specific career.” [Emphasis is mine]. How does UND prepare students for job agility and match with the reports (like author Aoun) that approximately half of today’s jobs will be automated in the future? Jobs, especially those that are analytic and rote, will shift to jobs that require different literacies and capacities. According to the book *Robot Proof*, jobs soon will require professionals with data, technological, and human literacies. Since we have an abundance of information “at our fingertips,” we need future citizens of ND who have cognitive capacity, systems thinking, entrepreneurial leadership, cultural agility and critical thinking (xix). Each student will need to be ready to pivot based on innovation, market conditions, and offer a “Key-shaped” set of skills.

Also note, I use the T-shaped versus Key-shaped skill set metaphor in my leadership class. The T-shaped skill set has been credited to either Tim Brown or the McKinsey studies in the early 2000s.

## Envisioning the Future of Education

*Simona Barbu*

As I reflect on the future of education and how this can align with University of North Dakota's core values – community, discovery, diversity, inclusivity, lifelong learning and the liberal arts – I believe the following considerations to be of significant importance for a successful future of our institution.

### 1. Enhancing the delivery of and accessibility to education.

Education has changed drastically since the start of the 2020 pandemic, and everyone has come to accept a more diversified way of relating and receiving information and knowledge. Currently the online/hybrid offerings have been proven to be more or less efficient in different disciplines, however in some situations it is the only way of getting the information to students. Universities need to find the right balance between human and cyber delivery of education required for student success. This might include the offering of the hybrid courses for the long term, while creating improvements for interaction with students on and off campus; Offering proper training for the teachers presenting such courses and resources to faculty and students. It is important to mention that such offerings should not be done at the expense of the benefits presented by the in-person experience, and therefore this will not be appropriate to be adopted by courses where physical interaction is a crucial tool to the learning process. In addition, we should enhance the human-interaction courses (e.g. Music Ensembles) at the same pace we expand the online/hybrid offerings.

### 2. Enlarging our targeted audience: Education for life.

Education must broaden its view of whom to serve and when by going beyond undergraduate and graduate degrees, and by offering education to enhance the need for skills at all different stages of life. Therefore, we should include offerings of micro-credentials in most disciplines, evening and weekend offerings for working students, more online offerings, and to serve the older-student population. We should also aim at serving the broadest range of students and to include more support for lower income prospective students, and to find talent in the rural population of our state and the region.

### 3. Support for students, faculty and staff

Provide resources to students, faculty and staff, which will show holistically support and care for the well-being of each individual. In return, this will enhance the quality of their performance (study/work).

- a. To increase retention of students, university should provide to students the possibility of being mentored by faculty or upper-classmen in their area of expertise in order to provide greater sense of community and to provide specialized help; and other similar considerations for a more holistic support.
- b. To increase the retention of faculty/staff, university should provide a safe place (outside departments) for faculty/staff to seek advice, in order to reduce the feeling of being trapped and to promote correct understanding of university guidelines and bylaws. This should be something in addition to what currently is offered via the Human Resources office. And other similar considerations that show a holistic support.

### 4. Promote viable and valuable programs prioritized by departments.

These should be defined as: programs that provide invaluable service to the university, community and state; programs that extend the reach of the university; programs that are collaborative with other institutions/entities; programs in demand and that increase enrollment, programs that bring in new offerings and “new money.”

### Career development and exploration opportunities

*Dawson Dutchak*

I think that college students in general struggle to figure out what they want to do as a career. We are constantly asked what we want to be when we grow up, but there is very little ability to truly discover what it is we want. How can we know what career we want to go into when we have no experience working? Or even more difficult, how can we choose a career when there are such varied opportunities in today's world that we can't possibly know all of our options? I think many graduates end up working very hard for a degree only to find out that they hate where it's taken them in terms of job opportunities. Especially for specialized degrees, it is really unfortunate to invest four years of hard work and thousands of dollars into either a life/career that isn't fulfilling, or a degree that is basically worthless. I don't know how to solve this issue, genuinely. Would it be a shift toward more general degrees based on broader skill sets? Well, then we would be lacking in the technical skills needed to perform in the job market. But it would allow for more flexibility. Would it be better to somehow engage students more with the job market? This could be done through internships, freshman seminars, or experiential learning devoted to figuring out what a student wants to do. I think if students were helped to find their passion that would also greatly increase graduation rates and job placement. Students are going to work harder on subjects they are interested in, or when they have a clear goal in mind of where they want to go. It is hard to find a solution to a problem that isn't defined. And for students that do have a clear career path planned out, they should be allowed to tailor their course choices toward achieving success along that path rather than being restricted by traditional degree programs.

Going forward in coming years, identifying ways to address these issues and include more career development and exploration opportunities into students' educational paths will lead to much greater success and long-term satisfaction for students.

There is also a great issue of equity when it comes to students affording school, along with all of the necessary expenses that students need to account for. There is a glaring disparity in how financial aid is assigned to students; high-performing students are allowed to stack multiple large scholarships and receive a refund due to excess aid covering their costs, while many students must utilize the Angel Fund and food pantries just to afford survival. Moving forward, UND needs to address how it allocates aid and collects tuition and fees to create a more equitable environment that helps to reduce poverty rather than perpetuate it.

## A course on the University's critical role in training future leaders

Heather Terrell

When this Task Force began meeting, we were asked to draft a “story” about our vision for the future of UND. The first draft I wrote focused on making UND a more inclusive place, increasing retention and graduation rates, and an emphasis on the importance of a providing a liberal arts education in a rapidly changing world. The value of a liberal arts education, to me, has never been solely about jobs. Of course, employment is important, but I want students to leave our institution as more educated, engaged citizens who are equipped to be active participants in shaping the future.

That first story focused on things like smaller class sizes, more communal gathering spaces, and more opportunities for faculty to engage with students through independent projects and individualized mentoring. However, during my time on this Task Force, I've become increasingly disheartened by the constant reminder that resources are finite and resources that are allocated to one domain must be taken away from another. Many of our recommendations focus on adjustments to budgets or faculty contracts, but with only so many faculty to go around, who picks up the slack? If we increase service percentages for some faculty, what happens to the classes those faculty give up? If we can't hire more faculty, moving around contract percentages doesn't solve many of our underlying resource problems.

We know we can't raise tuition, and even if we could, we all want education to be accessible and affordable. Where, then, does the money come from? Research dollars are increasingly scarce. We, as well as many institutions across the country, rely on funding from our state legislatures, but the general trend seems to be decreases in funding for higher education.

If legislators don't prioritize higher education, it doesn't get funded. If constituents don't advocate for higher education, it isn't prioritized. If people don't understand how funding for higher education works (as I, myself, did not understand until the last few years), then even citizens who value it won't know how to advocate for it. Even more concerning, some may not see any value in public education, and that's an even bigger challenge.

The good news is that our students represent current and future constituents! Perhaps we can educate our students about the history of public education, how it's funded, how governing boards work, and why public education is valuable. Perhaps we can teach our students about how the university is organized, what faculty do with their time, and what kinds of opportunities are available to them outside of the classroom.

Gavazzi and Gee (2018) make a compelling case for an undergraduate course to foster land-grant advocates and leaders (pp. 163-166). They even created an example syllabus! Although UND is not *technically* a land grant university, we are nonetheless a state-funded public institution with a comparable mission. A course similar to the one proposed by Gavazzi and Gee could be designed as a one-credit, Essential Studies course that includes information typically covered in a University Life course (how the university is structured, where to find help, resources available, etc.) as well as information about the broader value of public education and the context in which it's embedded. Gavazzi and Gee have noted that many current governors and legislators have received at least one degree from a land-grant or other publicly funded institution. They note that if these elected officials had taken such a course, it might have influenced the current relationship between legislative bodies

and public institutions across the country. I would argue that it's not only future legislators who could be impacted by such a course, but their constituents as well.

These authors also point out that the material and activities in such a course would help students hone their leadership potential by exploring different ways their desire to make a difference in the world could be achieved by the activities they become involved in at their university. Given UND's focus on training future leaders, a course like this would fit nicely with the broader mission of our institution.

Many recommendations from this Task Force are dependent upon on continued, or increased, resources and funding. I am excited about the ideas we discussed and the solutions that we have proposed. However, I have become increasingly fixated on broader, long-term, concerns about the perceptions of public education. I want to focus on how we can better cultivate an appreciation and passion for the value of public education and train our future leaders to be advocates. I'm not naïve enough to believe that a one-credit course can fix our funding problems, but I believe that it's a step in the right direction with longer-term payoffs. If we don't find ways to address the core problem of a lack of appreciation for public education, as well as the shortage of resources that accompanies such indifference, any short-term solutions will be short-lived.

## Community: A spirit of collaboration and connectedness across the University and beyond

*Daphne Pedersen*

One difficulty we face – absent Covid – is finding the time and space to connect interpersonally with faculty across disciplines and colleges. At a previous campus where I was employed, there was a restaurant for faculty and staff. When I ate lunch there, I always saw people stopping to talk with others - often sitting down to have an uncoordinated and spontaneous lunch together. Similarly, I have heard rumors that UND used to have a faculty lounge. This sort of designated space does not currently exist on our campus, and such physical spaces help foster existing and new connections among faculty and staff and encourage conversations and ideas that might not otherwise occur so organically. Sadly, it seems that the campus is moving towards 'space efficiency' and the reduction of potential gathering spots for faculty and staff.

Why is interpersonal contact and relationship building important among faculty and staff? UND is suffering from a morale crisis... the worst I have seen in my 17 years here. There is a deep sense of mistrust following the revolving door of administration, heavy budget cuts, and poor campus communication surrounding decision making and change. Doing more with less, in terms of teaching, research and service, means that even before the pandemic, burnout had reached epic proportions. Fostering good working relationships with colleagues and open communication are key ways to facilitate both morale and innovation.

**In two years**, we could have a space on campus designated and outfitted as a lounge (with or without food is great!). This could be an area in the library, the Union, or in a newly renovated building. It does not have to be fancy, but it does have to exist to let people come together organically.

**In five years**, faculty and staff will have found the space, many of them making time spent there – working, meeting with other faculty/staff, eating – part of their weekly or at least monthly routine.

**In ten years**, the space will be well utilized and one of the first places people think of when leaving their offices for another location on campus. External grant proposals, publications, new team-taught courses, interdisciplinary projects, academic programs, cross-course student projects, etc. will have resulted from (chance?) contacts made in the lounge.

### Realign institutional values to better support faculty

*Anne Kelsch*

Alignment between institutional values and the structure of pay and support needs to change. UND has long been on the high side of most institutions in terms of the ratio of non-tenure track to tenure track faculty and full- to part-time faculty. That balance has shifted in the last 5 years with budget cuts and voluntary separations, and that trend will likely continue. Although we are increasingly reliant on non-tenure track faculty and they generate significant FTEs as well as service, advising and other institutional work, we are not offering many of them the job security, pay incentives or professional development opportunities commensurate with the degree to which we and our students rely on them. This undermines all of our stated values (and in particular community, diversity, and inclusivity) and potentially undermines the quality of teaching at UND.

In two years' time I'd like to see institution-wide guidelines on hiring, benefits, contracts and a track for promotion. Non-tenure track faculty need to be given support for their own professional development and their time devoted to service, students and other non-contractually specified work needs to be compensated.

### Contemporize the traditional degree structure

*Cindy Flom-Meland*

I believe when looking at the future of education at UND we can live out our Mission and Core Values in a way that can contemporize how people have traditionally looked at the typical degree structure. Is there a new way to look at how our students go from learner to professional without the typical structure of bachelors, masters, PhD or EdD? Is there a better structure to the essential studies that allow for flexibility for and how students complete essential studies?

In addition, can we also contemporize how we look at the categories of general education that are required for degree completion? For example, does it need to be the same for those that want to work in health care field versus those who want to teach history or English? The students' goals are quite different and equally important. Can we develop flexibility that will truly allow for essential studies / graduate requirements that will build the student for their own chosen career path versus taking something they have zero interest in and are just checking off a box to 'get it done'? This is frustrating for faculty and students alike.

By doing so, we can provide transformative learning to develop tomorrow's leaders while creating community, developing lifelong learners, and moving out into the world with inclusive mindsets.

I feel much of this relates to the Liberal Arts Core Value. Can a person do and be all of that without the traditional liberal arts background? Yes, I think so. The well rounded, critical thinker can be developed in diverse ways. By no means am I suggesting no humanities are required, I do believe some requirements are essential. I am coming at this from a perspective where an additional year of pre-professional course work was added to 'make' a student more well-rounded and yet we cover the 'humanities' in our professional programs. We discuss the core skills (aka soft skills), ethics, communication (all types), empathy, lifelong learning, etc. I believe we can be creative in how we develop the requirements to meet the essential studies. Is it possible to consider other experiences students may have to demonstrate breadth and depth in certain areas? By considering these possibilities, we also have the potential to reduce student debt, which is on the minds of many.

### Interdisciplinary, integrated, with intent

Bob Newman

**There are three cornerstones of our mission at UND**, all related to knowledge: Discovery, Learning, and Application to benefit society, aka service. Although all three pieces are interlocking and mutually supportive, education and opportunities for students are the essential keystone. We are not, for example, a standalone research center, although research is an important enabler of experiential learning for students and for community engagement. Because of our student-centered mission, we need to offer meaningful, rewarding education, experiences, and opportunities to justify their investment of time, effort, and dollars. This should be at the forefront as we deliberate potential pathways forward. We need to be cognizant of what students need to help them prepare for a future that will inevitably be different from the past (as it always is), but in ways we may not be able to anticipate. What we offer should be valuable in the present and near-term, but create a flexible mind, ability to adapt, to see connections among interrelated problems, and skillsets that are robust to uncertainties (good solutions to prepare for whatever may come). Coursework, programs, curricula need to be tailored to meet these needs, driven by what students need, not our own specialized interests.

**Solutions?** First, realize there are two elements under discussion here, they are connected but should not be conflated. One is what I just described, namely the educational model that will deliver most effectively for our students. The other is the administrative structure that can enable or inhibit meaningful educational practices and reforms. All the discussion about leadership, accountability, and finance, etc, is critical in creating an environment in which the educational mission can flourish, but administrative per se is not the future of HE, it is an enabler (or not) of it.

**Everything should be on the table.** Traditional majors and programs will continue to be part of the mix, but are they still sufficient? Departments and disciplines have deep roots and are still relevant, but is our current model for implementing education the right solution for the future? In many cases, we do still need traditional programs, but we cannot be limited to that if there are other or additional ways to structure programs that transcend traditional divisions.

**Interdisciplinary, integrated, with intent.** Courses, sequences of courses, not necessarily tied to traditional departments or even colleges can offer necessary flexibility. But interdisciplinary education must be thoughtful, intentional solutions to student needs. Integration means connections between

learning across courses. What students learn in one course helps them understand what they learn in other courses, and ultimately yields a higher dimensional understanding of complex problems. Such a framework does not limit the disciplines involved either, but focuses on what a student needs to know to fully understand all aspects of a problem. We transcend traditional boundaries such as STEM versus Humanities because problems involve both. Interdisciplinary integration needs to be assessed that way too. Is there evidence that the network of learning that spans integrated courses leads to a deeper, more complete understanding than simply taking a haphazard collection of courses? Modular structure lends itself to certificates, multiple minors, adding up to a synergistic network of learning that needs to be nimble and responsive as new possibilities or needs emerge.

Under this model, we need to think about where on campus or across institutions our students will have access to what they need. We need to look past the ends of our departmental noses and think about other departments and how we can collaborate. How can we work together, knowing that our own programs depend on the viability and support for other programs: no department is or can be an island.

We also should think more broadly than our traditional, possibly narrow systems of thinking. Students need exposure and understanding of knowledge systems and values so they are able to navigate the broader social contexts they may find themselves in later. Diversity (DEIJ) is not just a nice idea, it is essential to critical evaluation of knowledge and the political and social systems in which knowledge is used and decisions made. If we accept this view, then we can ask if our current model (ES) for provisioning students with Diversity education is adequate, or if we need to intentionally center DEIJ throughout the curriculum. One immediate and high priority opportunity to do this is through collaborations with the TCs.

**Administrative structure needs to enable this approach, not inhibit it.** Which department or college “owns” the program when a program should naturally span traditional academic divisions? Should it even matter? Courses should be taught or co-taught by relevant subject-matter experts so students are assured of a high-quality experience and outcome. Courses, to the extent possible, should allow multiple points-of-contact (a more connected network) to ensure sufficient enrollment. The more that can be done via distance-learning, the larger the pool of students.

This should not be called “Interdisciplinary Studies”. That is too vague and students won’t know what that is or why it is a good fit for their needs. There should be a framework for interdisciplinary studies, but carefully structured programs should be named to reflect the learning outcome (Environmental Studies, for example). A better model might be Essential Studies, but rather than a menu-driven set of check boxes, the collection of courses should be more curated and individually formulated (i.e., the course content and connections to other courses) to achieve functionally interdisciplinary learning objectives.

**Marketing.** If we build it, will they come? Not if prospective students do not know about it. If we create innovative degree programs, modular credentialing, flexible entry paths, expanded opportunities and recruiting for a wider range of potential students, and provide the necessary support services to maximize student success, we have to loudly proclaim that we offer something unique and valuable. And, of course, we have to deliver.

## Develop High Impact Practices for students to supplement traditional curricula

*Dana Harsell*

In the next 2, 5 and 10 years, UND will be well served to provide crosscut many of its efforts for Goal 1 (Liberal Arts), Goals 2 and 3 (Graduation and enrollment) and Goal 7 engaging alumni.

The gateway to this end are developing HIPs for students to supplement traditional curricula. Engaging students in these ways have been shown to decrease first year attrition and to increase persistence to graduation rates. We can provide release time or overload/summer funds to help faculty develop these. Our respective accreditation bodies can also be a resource. Also to this end, a portfolio of well-thought out HIPs may help with recruitment and admissions.

Finally, developing HIPs is a significant way to increase stakeholder and alumni support, through monetary giving, but through other means such as mentorship, establishing internships and hiring alumni after graduation.

## Structured mentorship opportunities for students

*Tammy Pettino Oltz*

I would like to see more structured opportunities for mentorship for students, not just within one's own department, but across campus. I believe that these mentorships are fundamental to providing an inclusive environment and for creating a sense of commitment to the University. Students from a variety of backgrounds need to see mentors that look like them: their race or ethnicity, their gender or gender identity, their economic background, etc. Departments have differing levels of diversity in their faculty and administration, so it is important that students have a way to reach individuals outside of their own department – that they know this greater community is there. On a related note, I think more collaboration between undergraduate and graduate departments could help to create both these mentorship opportunities as well as a community of graduates who would like to stay at or return to UND for their graduate work.

Blue sky, every student who wanted one would be able to have a faculty, staff, or peer mentor who shares some commonalities with them - kind of like an "Alice Clark program" for new (freshmen, transfer, grad) students. This mentor would provide them with advice and guidance on navigating the University path, even if they were outside of that person's discipline.

There may also be opportunities to engage alumni here; perhaps community members (especially alumni) would be willing to serve as mentors as well. This could help to create a networking pipeline for the student being mentored.

Goals 3: Enrollment; 5: Diversity, 7: Alumni; Core values: Collaboration and diversity

Additional thought after group meeting: Including a basic "coding" requirement as part of essential studies. The ability to understand the basics of programming, even if one doesn't program themselves, is becoming an asset in many professions and a necessity in some.

## Mission and core values as guides to the future of education at UND

*Rhoda Owens*

This past year due to the COVID pandemic, faculty and students have and continue to experience challenges related to converting on campus course delivery to online and other forms of delivery models. Many challenges have been encountered related to student engagement, faculty support, and resources essential to promote student learning and success. In addition, student recruitment and retention must be considered. Experiencing these challenges have resulted in learning opportunities to help us improve the overall student education experience and environment at UND. I have chosen to write about my vision based on UND's mission and core values. I believe the mission and core values can assist the task force members in the development of strategies that can better meet the educational needs of future UND students.

**Mission of UND:** "Our mission is to provide transformative learning, discovery, and community engagement opportunities for developing tomorrow's leaders".

We must also keep in mind UND's core values which include **community, discovery, diversity, inclusivity, liberal arts, and life-long learning**.

My vision is based on the following recommendations:

- Curriculum and courses must include innovative learning objectives, teaching strategies, evaluation and assessment methods that focus on helping students master skills such as communication, critical thinking, collaboration, and problem solving. Efforts will better help prepare students for their careers and to enter the workforce. The value of life-long learning must be instilled in students.
- A strong liberal arts education is essential to further prepare students for their careers. The importance must be conveyed to students, parents, faculty, and the community.
- Experiential and active learning opportunities in and outside of the classroom must be provided to students that provide them further application of knowledge, experience, and skills necessary to prepare them for future careers and workplace settings.
- Assessment of student learning must be completed by faculty and students. Students must be involved in self-assessment of their learning. The evaluation and assessment methods must be reliable and valid.
- Because of the changing student population demographics, UND must provide high quality flexible course delivery options. This would include offering courses using various models such as in the classroom, online, hybrid, and hyflex. In addition, offering courses for different lengths such as full and half semester, etc. Courses would include essential study courses and program required courses.
- Expand research, evaluation, and assessment to determine the quality of course offerings using alternative innovative delivery methods. Retention of online students must be further studied. These efforts must involve administration, faculty, and students collaborating. Faculty

development needs will be determined based on assessment results. The Scholarship of Teaching and Learning must be valued at UND by faculty and administration.

- Strive to increase the diversity of their student populations and provide better support for underserved and nontraditional student populations. For example, UND must build articulation agreements and collaborations with the tribal colleges to help prepare their students for a supportive transition to UND. Partnerships and articulation agreements should be further developed with the state's and bordering state's community colleges. In addition, education programs could be offered at these colleges at a distance by UND to provide improved student access to higher education in their communities.
- Provide further opportunities for online, on campus, graduate, and undergraduate students to connect and collaborate are essential. One technique would be to assign them to cohorts and provide different methods such as space, zoom rooms, etc. for them to meet regularly.

## Beyond the classroom: Planning for the future of online and hybrid learning at UND

*Radha Panini*

2020 has been all about changes. The pandemic paired with the current social environment has accelerated a set of transformative changes to the higher education system. It has forced both students and faculty, even traditional on-campus students and faculty, to get comfortable with a new world of online and hybrid teaching. Students, especially those who have families or work to support their college education, will find this newfound flexibility highly desirable and hard to relinquish. This flexibility is something universities will (and should) embrace, especially because it will help serve a wider and more diverse student population. Furthermore, excellence in online and hybrid modes of instruction could be a competitive advantage in a future where universities vie for an ever-shrinking pool of students. My vision for the future of education at UND involves planning and preparing for these changes and being a leader in this arena among our peer institutions.

UND's UAP enrollment data shows an 18% growth in the online enrollments from 2019 to 2020. However, this impressive growth is not guaranteed to continue at the same rate in the years to come. Before the pandemic, UND already had several online programs and was offering high quality online courses at both the graduate and undergraduate level. These programs attracted students, a majority of who were non-traditional learners, from all over the country. However, the pandemic has also forced other colleges (both small and big, locally and nationally) to go online and offer courses that were never before offered in an online format. In the short term, we will be forced to compete with other institutions in the cost, quality and flexibility of our course offerings. In the long term, education, especially in the online format, will need to be realigned to be more personalized and relevant to the job market of the future.

Another potential lasting effect of the pandemic will be that, along with online students, our traditional on-campus students will also seek the convenience and flexibility offered by remote learning. UND can prepare and plan for this by offering more blended/hybrid courses. UND Strategic plan's Goal 1 espouses a strong liberal arts foundation. The on-campus, face-to-face experience is crucial to achieving

this goal. However, I believe that blended/hybrid courses and programs, if designed well, can be used to enhance learning experiences in the liberal arts setting while reaching a much wider audience.

Keeping these factors in mind, here are some recommendations I propose.

1. Create university-wide infrastructure tailored specifically to the needs of online students. This would include tutoring services, retention specialists, faculty advisors, and online course coordinators.
2. Offer greater modularity and flexibility for online students. Online students, especially non-traditional students/adult learners, typically have higher withdrawal rates due to family/job commitments. To address retention of these students, UND should explore options to offer modular and stackable credentials/certificates. This modularity will enable on/off ramps for non-traditional students and help retain and motivate them.
3. Design blended and hybrid courses to serve our on-campus students. Certain on-campus courses may benefit from a blended/hybrid learning approach, one that allows for flexibility while maintaining the benefits of in-person learning. We should identify or create courses (or certain aspects of a course) which lend themselves to such blended learning environments.
4. Create a virtual campus-wide hub to share innovative practices, new technologies and research in scholarship of teaching and learning across different disciplines.
5. Take advantage of the growth in remote learning brought on by the pandemic to significantly expand virtual K-12 outreach – for example, offer more online summer/bridge programs to attract students from across ND (and beyond) to UND.

I truly believe that UND is uniquely positioned to be among the leaders in the online teaching arena. I think that this advantage can be cultivated to not only grow UND's reputation, both regionally and nationally, but also better serve the needs of under-served and diverse student populations.

### A robust, comprehensive liberal arts education for all

*Lori Robison*

How do I imagine the future of UND? I imagine a future in which UND delivers a robust, comprehensive liberal arts education for all: for students from rural North Dakota; for first-generation students; for indigenous students and students from other under-represented populations; and for students who did not know they could afford the kind of education that is increasingly reserved for the wealthy.

UND should embrace what it has always been: the state's flagship liberal arts institution, the affordable public University that serves its community and contributes to a well-educated citizenry. To embrace that identity is not to ignore the demographic challenges of the future, nor is it to fear change; it is instead to recognize, as Joseph Aoun argues in *Robot Proof*, that a quality liberal arts education will continue to serve students as they prepare for the careers of the future. Students will enroll in—and persist in—a University that demonstrates its commitment to them by providing them with a meaningful and rewarding education.

To achieve this future, UND must prioritize the educational experience of its students. However, over the last several years, this has not been the institution's priority. Instructional budgets have been slashed; faculty are not replaced; class enrollments are getting larger; course offerings have narrowed; courses that students need are offered less frequently; students get less personalized attention from tenure-track faculty members as the institution hires more adjunct instructors with higher teaching loads. Innovative educational options for students like Integrated Studies have been dismantled. Every time we have faced a budget shortfall, there is talk of raising enrollment caps in the Composition courses—which is one of the few places in the current first-year curriculum where students experience a set of high-impact teaching practices, where students receive individualized feedback and attention.

As Gavazzi and Gee assert in *Land-Grant Universities for the Future*, being able to claim the mantle of the "servant university," is, first and foremost, dependent upon the public having no question that the institution is providing a first-rate education to students. Yet I have heard both students and parents from the larger community complain about changes at UND that have depersonalized the educational experience, especially for first-year students: we need to consider if changes like the math lab, online advising for incoming students, and the increasing consolidation of ES requirements into large lecture classes—which might all seem cost-effective—are worth the potential loss of public faith in the institution, especially when that public faith is tied to recruitment and retention. And, perhaps even more to the point, are these changes having an impact on the quality of the education undergraduates are receiving at UND?

Over the last several years, the contributions of faculty members to the educational mission of the University have been severely limited. Faculty members here were once engaged in the Essential Studies program—and in campus-wide assessment events for ES. I know faculty members who were working on innovative, low budget ways to achieve a first-year experience for all students. Several years ago, I contributed to a proposal for integrative ES courses that would have had students studying real-world social issues from a range of disciplinary perspectives. Many of my colleagues worked on a plan to infuse HIPs across the curriculum. The English Department's Comp II course, *Writing for Public Audiences*, was created with the potential to create real-world writing experiences for students by partnering with community groups. My point is that the faculty at UND has always been committed to students and has been pedagogically creative, even with a limited budget. Yet, over the last several years, all of these activities have been actively stopped, discouraged, or drained of any resources. It is easy to dismiss faculty members as old-fashioned or recalcitrant, but it is ultimately students that suffer when the faculty is not empowered to find educational solutions.

I think it is important to heed the warning that Dr. McMillan Cottom delivered to us. It is tempting, in the face of demographic shifts and less state funding for higher education, to adopt the practices of the for-profit educational sector: investments in marketing, recruiting, advising, and technology. These kinds of investments are exactly what we have seen at UND over the last few years. We want to believe that these investments will bring us financial stability, yet if these investments come at the cost of providing the educational experience we have promised students, we do not fulfill our mission as a public liberal arts institution. We sacrifice public faith, and we will eventually lose the very students we mean to attract.

My work on this Task Force—and my understanding of the documents we have produced this semester—is characterized by a sense that UND needs to better meet its educational mission. It needs

to spend more on putting instructors in classrooms and less on the latest software programs or marketing tools. It needs to stand by its faculty and empower them to find meaningful educational and student-oriented solutions, and, in so doing, recognize that consultants and corporations peddling the latest trends in higher education might not always have the best understanding of this particular institution. UND needs to commit to providing, to as many students as possible, a meaningful liberal arts education.

### Insist that our students stay connected and respectful of our natural world

*Jared Schlenker*

An area that I believe fall within the potential of a realignment with UND's core values is student learning and "discovery." As a lover of nature and as I frequently take noon walks outdoors, I often reflect upon how our students are becoming too dependent on "consuming" information (my own children included) and that creativity and discovery are being stifled. I am member of another task force on Innovative Education within our College of Education and Human Development, and after several meetings over the last couple of years, we ultimately (and perhaps paradoxically) decided that nature education and Learning Gardens were what PK-12 students need in order to foster innovation. Based upon the "modern" ideas of John Dewey, students need to experience a phenomenon to truly learn it.

What will education at UND look like in two years? Our current disruption has caused us all to rethink online education. Although UND has been pioneers of distant education for several years, COVID has forced ALL instructors to become adept at online delivery. In two years, most professors will reach proficiency in this area, which will mean a more fluid model of courses and a hybrid model will become the norm. UND's Teaching Transformation and Development Academy (TTaDA) will take on a more critical role within the structure and systems of the university. Additional expertise and resources in addition to increased delegation of staff to specific departments will be necessary to provide awareness and subsequent training to the latest technological teaching innovations.

To look even further down the road, yet definitely still within our sites, in five years Artificial Intelligence will become more prominent within the structure of our curriculums. Artificial, yet authentic assessments will be used in all departments, and in 10 years will be infused within all modes of delivery. The trick will be to not look at these changes as detrimental to the learning process but to embrace them as valuable teaching tools for the generations to come. Recognizing these advances in technology, coupled with a sincere focus on highlighting what makes us human and harmoniously insisting that our students stay connected and respectful of our natural world will be our duty as higher education representatives.

## Casting a Wider Net: Education Partnerships with Community and Business Serve to Benefit UND and for UND to Benefit the Community through Education of Non-Traditional Learner Populations

Nick Wilson

**Goals:** (Re)introduce new learner populations to the University of North Dakota. While supporting the on-going development needs of the community, opportunity exists to retain non-traditional, part-time or career-embedded learners towards more formal degree or certificate opportunities.

**Present-State Problem:** The University is seeking to address forecast reduction to the traditional pool of applicants (college-aged students), beginning around 2026 (Grawe, 2021). The effects of these demographic changes will not be felt equally across the nation, nor within specific populations traditionally associated with post-secondary education. Yet, all institutions of higher learning (IHLs) should expect some modifications to their present student enrollments and demographic makeup of these cohorts. How we address these challenges should be explored.

**Statement of Solution (Visionary):** The University of North Dakota has become not only a place for traditional college-aged students to seek further learning, but a place for the community at-large to seek continual growth and development. The recruitment structure has been redesigned to ensure groups who do not traditionally seek service from higher education are strategically welcomed and encouraged to embrace lifelong learning. As a specific mechanism by which the university has sought to expand the audience, substantial investment has occurred into educational partnerships with local, state, and federal governments as well as private enterprise. These partnerships involve opportunities for current employees to seek out badges, certificates and eventually progress into more formal degree options as their entities and needs for personal growth allow.

Government and business leaders may enroll their respective organization in a service-level which offers a certain number and frequency of courses to be made available to their constituencies. In turn, a specialized group of faculty and staff coordinate these offerings to support the educational and development needs of their organization. Courses may be offered in a variety of modalities with a particular inclination towards supporting the needs of non-traditional adult learner populations.

**Alignment with Mission Statement:** UND's Mission statement is "Our mission is to provide transformative learning, discovery and *community engagement* opportunities for developing tomorrow's leaders" (UND.edu). To establish partnerships with government and business to re-engage learning for non-traditional groups seems to be well-aligned with the current mission statement.

**Timeframe:** "A Wider Net". Conducting educational needs assessment and engaging community partners for "small group trials" (T+0 to T+18 months). Conduct small group trials of three to four courses with 10-12 students each from a subset of partners (T+18 to T+30 months). System refinement (concurrent with small group trials). Expansion of life-long learning initiative to broader state/regional base (T+24 to T+60 months).

**Related Actionable Steps:** Related to the timeframe above, faculty and staff who participate in the initiative will need additional training to understand needs of learners who may never enrolled in IHL or considerable time has passed since last enrollment. Development of an initial specialized (short course) for new learners is recommended to acclimate them to the process and available resources. Existing

courses which are currently delivered at UND may be used after review and approval to align with desired outcomes for the program and learner population. A separate enrollment system or method may need to be developed to fit the needs of the adult learner population who will not be following the same timeline and trajectory as a traditional undergraduate student. A fee schedule should be developed which can be tailored to the size of the organization and level of education sought. Recommendation to create an annual service level (Enterprise, Continuing and Individual Course) fee schedule which streamlines revenue prediction as well as allows for flexibility for individual or organizational needs.

**Investment/Measurable Outcomes:** Initial investment of approximately 1 FTE staff and 1 FTE faculty prime to establish the core program. After this point, individual departments may allocate faculty time to course development or refinement, as demanded. After two years of program launch, it is expected the program will be positive cash-flow assuming course materials can be re-used on a routine basis without substantial investment. Learner and community partner satisfaction surveys (similar to SELFI) to be initiated with launch of the program. Scores expected to consistently remain at 4.0/5 or better or course/instructor modification needed.

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## Sociological Imagination of the Future of UND

*Zarrina Azizova*

It is about students. It is about their future. It is about why UND can be best equipped to take students to their future. It is about our collective institutional responsibility and engagement with partners to make that happen. It is about supporting students' aspirations and efforts, while carefully and actively listening to their identities and mitigating systemic inequities that affect their education opportunities. It is about their liberal arts, multi-disciplinary, integrated education that will sustain future and humanity for us all.

As an international scholar of student success in higher education in the United States, I had a privilege of learning and teaching history of the American higher education through the comparative lens. I am certain in my observation that this system is the most complex and fascinating one in the world. Most fascinating features remain to be its pragmatism, idealism, innovation, and emphasis on access and opportunity. Historically, access to higher education has been evolving from the tensions of who gets to go to college, innovations of a college type, and ideals of expanding the opportunity structures. This relationship between a student and an institution - that kind of partnership - has been at the center of the evolving educational practices, curricular, and pedagogies. I am convinced that this relationship will continue to shape all future higher education models and practices.

Relating to C. Wright Mills's *sociological imagination*, I also know that my critical observations of the relationship between systems/colleges and individuals/students shape my personal epistemology and scholarly work on student success and experiences. In the wake of pressing issues associated with the calls for diversification of the American higher education, I cannot ignore the existing research evidence that shows conditional [unequal] effects of macro-factors on diverse student groups. The common theme that ties my scholarly work together is a critical knowledge about *the producing forces and the produced* in the American *educational ecosystem* spreading out from K-12 to graduate education and in other social, political, and economic macros. This theme means taking a critical social thought into the realm of transformative practice and praxis with a particular attention to the role and responsibilities of colleges and universities. In plain words, my scholarly work and works of others in my field help me know that there are no *at-risk* students, but there could be at-risk educational practices and systems that fail our students.

With that knowledge, I aspire to support and see UND becoming a university that takes collective responsibility and leads in student success, by advancing access of historically underrepresented students and new generations of learners, increasing and innovating college persistence and educational attainment, developing students' career readiness and human capital formation, and playing a significant role in the socio-economic mobility of all students. As an institution, we are responsible for student success, and we can mitigate historical and systemic inequities that underrepresented students and new generations of learners endure. All these goals should be achieved without losing an institutional identity as a flagship liberal arts university. For example, to develop a holistic model of student success, the institution may require revisions of the liberal arts curricular and embed first-year and college-transitions experiences into the essential studies' academic requirements (e.g., make FYE inclusive and theme- and cohort- based for traditional, transfer, and non-traditional students alike). Curricular may need to aim at depth rather than breadth of content and the incremental credentialing frameworks for experiential learning, problem/solution-oriented projects, and HIPs. Specifically, throughout the course of the 36-credit essential studies, students may earn up to three 12-credit academic certificates that are designed as theme-based interdisciplinary sub-plans and offered in a course sequence (i.e., let's call them road maps). UND Goals 1,2,3,5 are interconnected to allow to build a holistic approach to student success, develop an infrastructure for it, and gauge student progress and achievements. UND should be growing significance and capacity of learning analytics and institutional research in the efforts of increasing student success. Institutional data should be available for all areas of student experiences (i.e., course-levels, degree-levels, HIPs participation, other involvements with college). Institutional data should enable building active feedback loops to which we all are already accustomed in our daily activities of eating, sleeping, exercising, socializing, traveling, and the like through a myriad of tech applications. By utilizing our personal data through those applications, we learn and know ourselves better. Why can't we build one for a college experience at UND? We should if we truly care and want to know our students comprehensively and our institutional impact on their educational success and long-term accomplishments upon the graduation.

To conclude, I want to reiterate that I see us, all citizens of UND, to be in this educational experiment and sociological imagination together not only because of the crises we have faced and endured, but also because of opportunities and possibilities of a higher education impact on a kind of future we want to live in. It is about the strength of the liberal arts and mastery of new knowledge/s that we want our students to take into a future world. We are together in this promise of a future.

## Appendix G: Bibliography

This list includes works cited in the final report. It also includes other recommended sources identified by members of the Task Force and by members of the broader UND Community. Citations are organized by topic. When available, links retrieved in May, 2021, are provided.

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    - i. NSSE 2018-2019 [Link](#)
    - ii. NSSE 2016-2017 [Link](#)
    - iii. NSSE 2014-2015 [Link](#)
  - b. Faculty Survey of Student Engagement (FSSE)
    - i. FSSE 2018-2019 [Link](#)
    - ii. FSSE 2016-2017 [Link](#)
  - c. Outcomes (Employment) Placement Survey
    - i. August 2019, December 2019, & May 2020 Graduates [Link](#)
    - ii. August 2018, December 2018, & May 2019 Graduates [Link](#)
    - iii. December 2017 & May 2018 Graduates [Link](#)
    - iv. August 2014, December 2014 & May 2015 Graduates [Link](#)
  - b. SELFI Reports (Fall 2020) [Link](#)
  - c. Yield Rates of New Students – Fall Semester in *Fact Book 2019-2020*. [Link](#)
2. Wellness Center

- a. Student Health Data [Link](#)
- b. American College Health Association-National College Health Assessment III University of North Dakota Executive Summary (Spring 2020) [Link](#)
- d. 2020 North Dakota Student Wellness and Perception Surveys (NDSWAPS) University of North Dakota Institutional Report. [Link](#)
3. Student Life
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5. Admissions
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6. Law School
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  - b. One UND Strategic Plan. <https://und.edu/about/mission/strategic-plan.html>
  - c. Diversity & Inclusion Task Force. <https://und.edu/about/mission/diversity-inclusion-task-force.html>
10. Finance
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3. Essential Studies Feedback Survey (February 2021)
4. UND NCHA Survey (Spring 2020)
  - a. LGBTQ+
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5. Mgmt 475 Survey
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6. FY21 Q2 Marketing Report. Division of Marketing & Communications.
7. Reasons for student withdrawal/transfer survey results. Student Success.
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  - i. North Dakota State College of Science Institutional Report

- j. North Dakota State University Institutional Report
- k. University of North Dakota Institutional Report. [Link](#)
- l. Valley City State University Institutional Report
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