TO: Members of the Senate
FROM: Secretary of the Senate
SUBJECT: Senate Meeting on April 7, 2016
DATE: March 30, 2016

The April meeting of the University Senate will be held on Thursday, April 7 2016, at 4:05 p.m. in Education, Room 113.

AGENDA

1) Announcements

2) Minutes of the previous meeting and business arising from the minutes

3) Question period

CONSENT CALENDAR:

none submitted

BUSINESS CALENDAR:

4) Report from the Senate University Curriculum Committee (handout at meeting)

5) Senate Committee elections, Senate Committee on Committees

6) Proposed changes to the Ad Hoc Committee for the Study of Practices for the Evaluation of Administration (SPEA) charge (attachment #1)

7) Proposed changes to the Good Academic Standing Policy, Senate Academic Policies & Admissions Committee (attachment #2)

8) Endorsement of the Senate Scholarly Activities Committee (SSAC) and Faculty Instructional Development Committee (FIDC) reports (attachment #3)
Ad Hoc Committee for the Study of Practices for the Evaluation of Administration (SPEA) Finalized Dec 2015

Purpose: This committee will perform a study of current practices at the University of North Dakota for evaluating administrators, including the President, Vice Presidents, Associate Vice Presidents, and Deans and will provide a descriptive report to be presented to the University Senate for discussion, as part of an ongoing commitment to collaborative governance.

Membership:
- 2 Co-chairs, members of the SEC
- 1 Administrator, someone with experience performing evaluations and knowledge of current process and best practices
- 2 Faculty members, one with research experience in evaluation
- 1 Student
- Staff Senate president and vice-president and one additional staff member
- One Dean

Selection: The staff member would be chosen by the Staff Senate President. The student member would be chosen by the Student Body President. All other members would be appointed by the SEC.

Functions and responsibilities: This committee will:
- Meet regularly as necessary to conduct a thorough study of practices of evaluating administrators over the last ten years.
- Investigate SBHE policies and procedures as well as University, and College level policies and procedures for administrative evaluation.
- Investigate best practices in administrative evaluation nation-wide to provide a comparison point for our own practices.
- Investigate any requirements for administrative evaluation mandated as part of accreditation bodies.

Guiding Principles:
This committee is created under the principle that regular, systematic, and professionally gathered feedback from a variety of constituents creates the best opportunity for useful input that can be formative in one's work performance and under the knowledge that administrators at the University of North Dakota have a commitment to excellence in their performance.

Reporting: This committee should provide regular updates to the SEC
with the ultimate goal of presenting findings and recommendations to the University Senate by the May meeting of 2016.

Source of information:  Source of information: State Board Policy 604.1 and 2, University Senate minutes, November 11, 2015. See Business item number 8, SEAP Committee authorization.
To: Rebecca Weaver Hightower,
From: Janet Jedlicka, Chair, Academic Policies and Admissions Committee
Dr. Deborah Melby, Secretary Academic Policies and Admissions Committee
CC: Marcia Mack, Interim Registrar
Lori Hofland, Administrative Assistant, Office of the Registrar
Date: March 10, 2016
Re: Good Academic Standing Policy

Good Academic Standing Policy
A motion was made to change The Good Academic Standing policy from “A transfer student must be in good academic standing and be eligible to return to any college or university attended” to the following (provided SASC agreed to hear appeals). SASC did agree to hear the appeals.

APAC’s Recommendation: Students in good academic standing may apply for admission after completing 24 credits from a regionally accredited institution that they are currently attending. Students who have less than two full time semesters or less than 24 credits and who are not in good academic standing at their current institution can petition the eligibility for admission after four years of not attending an institution. If approved by Senate this change in policy would be effective fall 2017.
To: President Schafer, Vice President McGimpsey, Vice President DiLorenzo, Vice President Brekke, Vice President Reesor, Vice President Wynn, and University Senate Executive Committee
From: Cynthia Prescott, Chair, Senate Scholarly Activities Committee
       Rebecca Weaver-Hightower, Chair, University Senate
Date: March 16, 2016
RE: Continued Funding of the SSAC

We are writing to share qualitative data that shows the positive impact of the University Senate Scholarly Activities Committee (hereafter “SSAC”) on research at the University of North Dakota. This data is meant to supplement that found in the report submitted to the University Senate and President’s Cabinet last year (attached), which included a range of quantitative measures arguing not only for the need for continued SSAC funding but also the insufficiency of it. We understand that in a time of budget stress, it is difficult to make an argument for increased travel and research funding for faculty, but as we are setting campus priorities and making funding decisions accordingly, the University Senate asks that faculty research funding through the Senate Scholarly Activities Committee be set as a campus priority.

Introduction and Overview:
To gather our qualitative data, we sent out a list of questions to 112 recipients of SSAC funding from 2014-2015. We chose that date range because it was recent enough to provide valid data and yet distant enough for faculty to assess the outcomes of that funding. Again, our goal was not to show the need for SSAC funding, which is unarguable, but to show the impact that funding has on faculty research. The answers we received made that argument loud and clear. The quotations below come from across the twenty-five respondents. We have removed identifying markers.

We received twenty-five responses to our questions from twenty departments in seven colleges. All but two respondents argued vehemently for the impact of the SSAC funding they received on their research. Both outlying answers made clear that the SSAC funding they received was not highly significant to their activity simply because of its small amount. As one said, “it is hard to say $200-300 is a make it or break it amount of financial support, but I would say that on the margin it does provide extra incentive to attend conferences and allows for the attendance of more conferences given the fixed amount I receive from [my] college.” Over half of our respondents pointed out that the money SSAC provided was insufficient (only covering half of one plane ticket per year), but yet these respondents expressed gratitude for what they did receive.

Again, we have tracked the insufficiency of travel funds available through the SSAC for years. As last year’s research report documents, the $57,000 SSAC has available through Research, Development & Compliance, which serves the entire university, has not increased since 1985. This budget has remained absolutely static for thirty years, even as air travel, research equipment, and other research costs have increased dramatically. Though past Provosts regularly provided additional discretionary funds to raise SSAC’s total budget to $100,000, that practice has been discontinued.
Most of our respondents, however, argued that, despite its small amount, SSAC funding was crucial to supplementing the insufficient funds available through their college and department. One respondent explained that “since 2009, SSAC became the only UND funding I could get for presenting at professional conferences.” SSAC is also, as several others noted, as crucial for research/creative activity as for travel. One faculty member argued that “if this program did not exist at the University of North Dakota, I can say without a doubt that I would not continue at UND as a researcher or professor.” SSAC funding is that important to the approximately 100 faculty who apply for it each year. Faculty know that they will only be funded once per year—a policy one faculty member argued against—so we would like to remind that the need for the supplemental funding SSAC provides is actually far greater than demonstrated by our figures.

**SSAC Funds as “Seed Money”**

Respondents provided a range of qualitative data about the positive outcomes from their SSAC travel grants, including other grants this funding enabled them to seek and the publication of peer reviewed essays coming out of conference papers supported with SSAC funds. Most respondents attributed a journal publication to a paper presented at a conference, one explaining that she presented a paper at an SSAC-funded conference that received thirteen offers of publication. Several respondents described meetings with publishers about books as a result of the SSAC funding. One respondent explained, “My second book came about from a meeting with a publisher during a conference partly funded by SSAC.” Others mentioned meetings with grant officers at conferences: “Without SSAC travel support available, I probably would not consider some of the conferences I attended where I met with the grants officers from the National Science Foundation.” More than one respondent spoke of SSAC funds as an investment: “the indirect costs that I bring to the institution can easily repay the University for their investments in myself and others.” Another respondent explained that he used SSAC funds to purchase software that was important to “to prepar[ing] a venture grant proposal, which is recently funded and is worth $100,000.”

Others described the new perspectives on research that were gained as a result of conferences, as well as the importance of travel for establishing a national or international reputation, for establishing the networking connections that lead to grants and publications, and for gaining the letters of reference necessary to support grant applications and promotion. One respondent explained, “I also had the opportunity to do important networking that helped to strengthen that professional organization, and that led me to new research-related activities, and [to] mentor[ing] a graduate student from another institution… Colleagues that I met at conferences also now serve as references for me on grant applications, most recently for a major grant from the National Endowment for the Humanities (NEH Public Scholar Award).” And finally, respondents spoke about the collaborations that grew out of SSAC funded travel. As one respondent explained, “an SSAC conference this fall resulted in an edited collection collaboration among the twelve participants of two paired session, a book I will be co-editing.”
SSAC Contributing to Teaching and Professional Development:
As many respondents noted, faculty travel is also crucial for students, both for recruiting students (one respondent mentioned traveling with UND brochures that they leave on tables at conferences and give to prospective students) and for the students who accompany faculty to conferences and have their horizons expanded. As one respondent said, “I have always benefitted tremendously from conference travel to learn more about what is happening that might not yet be published, expand research and get students exposed to the bigger research world beyond North Dakota.” Another spoke about the positive results of travel for her students, noting that “UND students who have worked with and who have benefited from SSAC support have gone to graduate school at Dartmouth College, and are currently a postdoc at MIT.”

The strongest argument for faculty travel might be, however, the simple need to stay current in one’s field, to do professional development, and to keep up to date on evolving issues, a crucial point that most respondents raised: “These trips have allowed me to increase my network internationally, and also aided me in recruiting high quality graduate students to aid in my research. Travel to these conferences is integral in staying up to date in the field and in talking with other researchers so I can continue to perform cutting edge high impact research.” Another scholar, at the end of a long list of accomplishments, summarized, “Many of these academic achievements are the result of contacts I made at conferences supported by UND Senate Scholarly Activities travel grants. I am very grateful for this support.” More than one respondent remedied, however, that attending conferences is part of the required activity for faculty, questioning why it is so difficult to get this required travel funded.

SSAC For Publication Costs and Interdisciplinary Work:
The SSAC doesn’t, of course, just fund faculty travel; it also sponsors research and funds publication costs (for instance, for indexing, typesetting, transcription, and page costs). The small amount of money dispersed through the SSAC New Faculty Scholar and Research and Creative Activity Awards allow faculty to do critical work. Scholars in the Humanities, where few other research grants are available, reported using SSAC research funds for travel to work in archives. SSAC research funds also support the purchase of equipment. A respondent in the sciences explained a breakthrough research method that resulted in fewer resources needing to be used and that resulted from his SSAC funding, which he described as “a great boon for my research because many times the [resource he studies] are very precious and cannot be replenished so easily.”

Another value of these funds that several respondents mentioned is that they are that they are comparatively easy to get and have flexible categories that lend themselves to supporting interdisciplinary work that doesn’t fit protocols for big grant agencies. One respondent explained,

As my work intersects with the social sciences, arts and linguistics, and merges qualitative and quantitative methodologies, it has been challenging to apply for pure “physical” scientific funding in the past. For this reason I view the SSAC as a critically important at our institution for those researchers whose work can benefit significantly from infrastructure that may not be available through more “traditional” sources such as the NSF, NIH, DOD, DOE, NEH etc.”
Conclusion:
One respondent quantified the dramatic results of the continued travel and research funding he has received from the SSAC:

Since arriving at UND ..., I have received $18,378 in SSAC research funding, which has contributed to over 20 separate ... field expeditions..., and "seeded" the preliminary work leading to the acquisition of $264,631 in external funds, including the National Science Foundation (2009 and 2012). This work, with SSAC support has produced 45 peer-reviewed publications, including articles in high impact ... journals... Each year at UND I have also received SSAC travel funds, which have allowed me to present my research to a broad [international] audience. Since arriving at UND in fall 2005, I have authored or coauthored 51 national or international conference presentations. The ability to attend multiple conferences in these varied locations has been central to my continued development as a scholar, and has greatly aided the development of my board network of collaborators in the US, Europe, and Africa."

We know that the data speaks for itself as to the need and impact of SSAC funding, and we urge the administration and Research and Development Office to make SSAC funding a campus priority and not only not cut its funding, but finally bring its funding up to the amount a research university like UND needs to be fully functioning.
To: President Schafer, Vice President McGimpsey, Vice President DiLorenzo, Vice President Brekke, Vice President Reesor, Vice President Wynn, and University Senate Executive Committee
From: Jeff Carmichael, Acting Director, Office of Instructional Development (OID)- this office oversees and administers FIDC activities
Rebecca Weaver-Hightower, Chair, University Senate
Date: March 20, 2016
RE: Continued Funding of the FIDC

We are writing to demonstrate the impact of the University Senate Faculty Instructional Development Committee (hereafter “FIDC”) on teaching-related activities at the University of North Dakota (e.g., recent faculty development support for teaching in the SCALE-UP room is just one example of FIDC-supported activities). FIDC provides funds for travel to teaching-related workshops and conferences, salary for faculty to work extra time in summer months on major course-related projects, and support for teaching-related developmental leaves. This summary report is based, in part, on proposals submitted to FIDC in 2015-2016 and preliminary reports filed by funded faculty (note: most reports are preliminary since final reports are not due until summer 2016).

FIDC projects include a wide range of activities from faculty in diverse disciplines all across campus. We understand that in a time of budget stress, it is difficult to make an argument for increased funding for teaching-related activities, but as we set teaching and learning as a high priority at UND, and make funding decisions accordingly, the University Senate asks that faculty funding through the Faculty Instructional Development Committee be set as a campus priority.

Indeed, with impending cuts to travel funds and other teaching-related funds available to faculty within their departments and other venues, it is imperative now more than ever to invest in FIDC so that faculty can continue to provide innovative teaching and a forward-looking learning experience in order to attract and retain students at all levels.

The descriptions below summarize projects recently funded by FIDC. PDF files with complete proposals and preliminary reports are attached separately. Note that additional projects for FY 16 are currently being reviewed and are not reflected in this summary report. A common theme of FIDC supported activities is that much gets accomplished with a relatively modest budget.

1. FIDC Summer Instructional Development Professorships (SIDPs):
FIDC Professorships were recently awarded as clusters- these involved groups of faculty members working collaboratively toward some common goal to make major course improvements. SIDP recipients receive a modest salary to work full time for roughly one month in the summer on their project. The SIDP program represents one of the major sources of teaching innovation on campus. It should also be noted that results of SIDPs often result in SoTL (Scholarship of Teaching and Learning) publications. Recent SIDPs funded by FIDC are summarized below.
• **Flipping Aviation Classrooms.** This collaborative project involved three faculty and three separate courses. The aim was to reconstruct the way in which three key courses are taught. Instructional videos were created for viewing outside of class time with students working on higher order cognitive skills in class. Preliminary results indicate a notable increase in student performance and attitude toward these key courses.

• **How Living Things Work: Putting The Pieces Together Through Course Integration.** This collaborative project involved five faculty and five separate courses. The aim was to provide a more vertically integrated learning experience for students in the life sciences from their first introductory course up through their capstone experience. Preliminary results indicate that students now experience an integrated approach to physiological processes that are fundamentally important to the survival of organisms (e.g., water balance and retention) from their freshmen through senior years.

• **Integrating Quantitative Literacy across the Sociology Curriculum.** This collaborative project involved four faculty and eight separate courses. The aim was to develop learning tasks and provide sequential quantitative competencies for students from their freshmen year through their senior year. Preliminary results reveal that assignment tasks and assessment tools have been developed that focus on the following quantitative literacy goals: understand and use hypotheses; work with statistical tables; understand and use statistics; and interpret and present statistical findings.

2. **FIDC Mini Projects:**
FIDC Mini Projects are similar to SIDPs (described above), but are funded on a smaller scale. Mini Project recipients receive a modest salary to work full time for one or two weeks in the summer on their project. *The Mini Projects program represents one of the major sources of teaching innovation on campus.* Recent Mini Projects funded by FIDC are summarized below.

• **Chemical Engineering Laboratory Safety Fundamentals.** This project led to the development of a much-needed graduate level Laboratory Safety Course in Chemical Engineering.

• **“Teaching for Transfer” in Law Clinic with Simulations.** This project led to the development of simulation modules that capture the intersectional nature of law and the challenges of direct client representation.

• **Strengthening Learning Activities and Local Relevancy in Geology 342: Environmental and Conservation Hydrology.** This project led to the development of regionally and locally relevant quantitative exercises and a course module that helps students understand the hydrology water budget of the English Coulee.

• **Flipping Developmental Psychology: Creating a Learner Centered Classroom.** This project resulted in the development of instructional videos, podcasts, and in-class active learning activities.

• **Redesign of Interactive Labs (in Chemistry).** This project resulted in the development of assignments that integrated lecture concepts and lab-based oral presentations and writing assignments.
• **Integrative Learning: Deepening Students’ Understanding of the Power of Language Learning and Humanities in Solving Complex Problems.** This project led to the development of a set of deliverables including learning objectives, model syllabus, embedded assignments, assessment rubrics, and assessment plan used by all faculty who teach Lang 380: Global Gateways.

• **Instructional Collaboration between Special Educators and Speech-Language Pathologists in the area of AAC.** This project resulted in the collection and development of instructional videos of Augmentative and Alternative Communication (AAC) users to create authentic learning opportunities and case studies and other assignments to promote collaborative learning.

• **Development of an Interprofessional Global Health Immersion Course.** This project led to a new much-needed course in the College of Nursing offered to undergraduate and graduate students.

• **Developing Assessment Tools for the GISc Certificate Program: A Pilot Effort.** This project resulted in new surveys administered to students when they enter the GISc program, exit the program, and also as alumni of the program.

• **Online Chinese Course Development.** As a result of this project, two online Chinese courses were developed and offered online for the first time in North Dakota.

• **Developing Clinical Application Activities to Enhance and Develop Students’ Breadth of Knowledge in Speech-Language Pathology.** This project led to the development of enhanced activities and assignments in two key CSD courses that provide students with clinical skills in the areas of assessment and intervention in speech-language pathology.

3. **FIDC Travel and Materials Grants:**
FIDC provides funding to support faculty travel to teaching-related workshops and conferences as well as materials used to enhance student learning on campus. This support is crucial to help faculty keep abreast of evidence-based best practices in higher education and to facilitate presentation of SoTL work conducted at UND. *FIDC travel grants are especially relevant given the reduced amount of travel funds likely available at the departmental level.* Some of the recent Travel and Materials Projects funded by FIDC are summarized below.

- National Forum on Active Learning Classrooms Workshop. Travel.
- ASHA Convention. Travel.
- AOTA Education Summit. Travel.
- Annual Conference for the Association of Interdisciplinary Studies. Travel.
- Association of Middle level Education National Conference. Travel.
- GSA Annual Meeting. Travel.
- National Communication Association Convention. Travel.
- Microbiology Lab Software. Materials.
- International Workshop on Case Method for Computing Education. Travel.
- National Social Science and Technology Conference. Travel.
- Annual Conference on Higher Education Pedagogy. Travel.
- Social Work Distance Education Conference. Travel.
- Materials Education Symposium. Travel.
• International Symposium of Engineering Education. Travel.
• POGIL National Meeting. Travel.
• American Educational Research Association Conference. Travel.
• Civil Engineering Lab Equipment. Materials.
• Higher Learning Commission Annual Conference. Travel.
• SACHe Faculty Workshop. Travel.

4. **FIDC Developmental Leave Supplemental Salary:**
FIDC has provided supplemental salary for faculty working on teaching-related projects as part of their developmental leave. Recent Developmental Leave Projects funded by FIDC are summarized below.

- Improve and expand existing faculty development work on campus and add to the national literature on new faculty development. Director, Office of Instructional Development.
- Begin a new body of creative scholarship that builds upon historic traditions in Western art. Professor, Art and Design.
- Development of case studies in upper-level space studies courses. Professor, Space Studies.

**Conclusion:**
We know that the data speaks for itself regarding the far-reaching impact of FIDC activities. We urge the administration to make FIDC funding a campus priority and not cut it’s funding. FIDC-supported programs have a positive impact on students all across campus and help keep UND at the forefront of educational innovation. Without these activities, UND will begin to lag behind peer institutions in terms of faculty development and student teaching and learning.