

University Senate Minutes

Fargo, ND 58105

North Dakota State University

March 21, 2005

University Senate Meeting Minutes March 21, 2005

The University Senate met at 3:30 p.m. in the Peace Garden Room of the Memorial Union with Dr. C. Harter presiding and the following senators present: T. Ambrosio, B. Bahrami, S. Beck, M. Bhandary, K. Brooks, V. Clark Johnson, D. Comez, J. Cook, J. Council, D. Danbom, L. Disrud, T. Esslinger, J. Foertsch, J. Garden-Robinson, A. Grazul-Bilska, C. Gross, R. Groves, C. Gustafson, W. Hannon, H. Hatterman-Valenti, C. Hawley, J. Hektner, D. Hopkins, K. Howatt, I. Justitz, A. Kallmeyer, A. Kamel, T. Knoepfle, J. Larson, J. Leitch, M. Mahinfalah, L. Manikowske, F. Michael, D. Miller, A. Montgomery, D. Moser, W. Nganje, C. Peterson, S. Rasmussen, T. Riley, M. Robinson, N. Rogers, R.C. Schnell, D. Scott, C. Skauge, D. Steele, D. Terbizan, B. Welk, A. White, and D. Wittrock.

Substitutions: R. Harrold for E. Berry, D. Rider for M. Boetel, T. Adhikari for L. del Rio Mendoza, J. Venette for K. Grafton, M. Abdelrahman for D. Katti, M. Mallett for C. Kilber, and K. Teigen for L. Presser

Reminder: Current senators may not serve as substitute for other senators.

Approval of Minutes

MOTION (Mahinfalah/Hopkins) to approve minutes of February 14, 2005, meeting as posted.

General Announcements

1. Provost Schnell provided the following reports and updates:
 - *Honorary Doctorate*-James Rosenquist, artist, has been selected as NDSU's honorary doctorate recipient for the May 2005 commencement ceremony to be held at the FargoDome on Friday, May 13.
 - *New Institute*-The State Board of Higher Education approved an Institute for Barley and Grain Quality at NDSU. The board also approved the termination of the Agricultural Economics minor at NDSU.
 - *Equity*-One state senator included \$6.5 million of new money in a bill. The leadership of the house later said the problem is bigger than simply adding more money, and challenged the SBHE to find a solution to inequity in the system. The University System ultimately requested additional funding. A final decision will likely not be reached until the end of the legislative session in a few weeks.
 - *National Awards*-President Chapman and Vice President Wallman are being recognized with awards of excellence at the annual National Association of Student Personnel Administrators (NASPA) conference in Florida.

2. Presiding Officer Harter announced the following:

- *Senate Nominations*-Nominations for the 2006-2007 presiding officer, as well as 2005-2006 vacancies on the Standing Committee on Faculty Rights and the Council of College Faculties will be sought at the April University Senate meeting.
- *PeopleSoft/Payroll*-Payroll had fewer than 50 errors in its last pay cycle, and these problems should be rectified by the next pay period.
- *Quorum*-Now that the Senate is using PRS units for voting purposes, whether or not a quorum exists is no longer questionable.

Committee Reports

1. *Academic Affairs* ([Attachment 1](#)):

D. Meyer, chair, introduced course/program proposals, changes and deletions. HNES 366 will be changed to HNES 368 in the minutes, if approved. MOTION (Hopkins/Terbizan): to approve the Academic Affairs proposal with the one announced change.

MOTION TO AMEND: (Danbom/Justitz) to remove CDFS 474 from the list of proposed courses until the History Department and others disciplines in Arts, Humanities and Social Sciences are consulted. MOTION TO APPROVE THE AMENDMENT CARRIED WITH A VOTE OF 45-4-1. The following senators or their substitutes voted aye: Balaz, Beck, Boetel, Clark Johnson, Cook, Council, Danbom, Disrud, Esslinger, Foertsch, Garden-Robinson, Grazul-Bilska, Gross, Groves, Gustafson, Hannon, Hatterman-Valenti, Howatt, Justitz, Kallmeyer, Kamel, Kilber, Knoepfle, Larson, Mahinfalah, Michael, Miller, Montgomery, Moser, Nganje, Peterson, Presser, Rasmussen, Riley, Robinson, Rogers, Scott, Skauge, Steele, Terbizan, Welk, White, and Wittrock. The following senators or their substitutes voted no: Ambrosio, Berry, Hektner, Leitch, and Manikowske. Provost Schnell abstained.

MOTION, AS AMENDED, CARRIED WITH A VOTE OF 50-1-1. The following senators or their substitutes voted aye: Ambrosio, Bahrami, Balaz, Beck, Boetel, Clark Johnson, Comez, Cook, Council, Danbom, del Rio Mendoza, Disrud, Esslinger, Foertsch, Garden-Robinson, Grazul-Bilska, Gross, Groves, Gustafson, Hatterman-Valenti, Hawley, Hektner, Howatt, Justitz, Kallmeyer, Kamel, Kilber, Knoepfle, Larson, Mahinfalah, Manikowske, Michael, Miller, Montgomery, Moser, Nganje, Peterson, Presser, Rasmussen, Riley, Robinson, Rogers, Scott, Skauge, Steele, Terbizan, Welk, White, and Wittrock. Senator Hannon voted no. Provost Schnell abstained.

2. *General Education (Attachments 2 and 3):*

L. Peterson, chair, reported that the General Education Committee decided to defer the approval of the online offering of COMM 110: Fundamentals of Public Speaking as general education to the University Senate ([Attachment 3](#)). Peterson introduced Deanna Sellnow, Department of Communication, who fielded questions and presented her perspective on the validity of this course as general education. Course requirements and expectations, service to a niche population, and the self-critique process were discussed. MOTION (Ambrosio/Council): to approve the online version of COMM 110 as general education. MOTION CARRIED WITH A VOTE OF 47-6-1. The following senators or their substitutes voted aye: Ambrosio, Bahrami, Balaz, Beck, Berry, Boetel, Clark Johnson, Council, Danbom, del Rio Mendoza, Disrud, Esslinger, Garden-Robinson, Grafton, Grazul-Bilska, Gross, Groves, Gustafson, Hawley, Hektner, Howatt, Justitz, Kallmeyer, Kamel, Kilber, Knoepfle, Larson, Mahinfalah, Manikowske, Michael, Miller, Montgomery, Moser, Nganje, Peterson, Presser, Riley, Robinson, Rogers, Scott, Skauge, Steele, Terbizan, Welk, White, and Wittrock. The following senators or their substitutes voted no: Comez, Cook, Foertsch, Hannon, Hatterman-Valenti, and Rasmussen. Provost Schnell abstained.

Peterson announced that 5-year reviews of many general education courses are due. He will send out reminder notices to departments, but indicated that the final reminder (if necessary) will be copied to deans.

MOTION (Peterson/Ambrosio): to approve the courses identified for continued five-year approval as general education ([Attachment 2](#)). MOTION CARRIED WITH A VOTE OF 49-2-1. The following senators or their substitutes voted aye: Ambrosio, Balaz, Beck, Boetel, Clark Johnson, Cook, Council, del Rio Mendoza, Disrud, Esslinger, Foertsch, Garden-Robinson, Grafton, Grazul-Bilska, Gross, Groves, Gustafson, Hatterman-Valenti, Hawley, Hektner, Howatt, Justitz, Kallmeyer, Kamel, Kilber, Knoepfle, Larson, Leitch, Mahinfalah, Manikowske, Michael, Miller, Montgomery, Moser, Nganje, Peterson, Presser, Rasmussen, Riley, Robinson, Rogers, Scott, Skauge, Steele, Terbizan, Welk, White, and Wittrock. The following senators or their substitutes voted no: Comez and Hannon. Provost Schnell abstained.

3. *Policy Coordinating Committee:*

J. Council, chair, presented the following policies for input by the Senate:

- Policy 101-Personnel Definitions ([Attachment 4](#)), deals with redefining full-time employees.

The following policies all replace the language ‘permanent employee’ with ‘regular employee’:

- Policy 103-Equal Opportunity/Affirmative Action Policy on the Announcement of Position Openings ([Attachment 5](#))
- Policy 126- Salary-Regular Employee ([Attachment 6](#))
- Policy 171 – Staff and Faculty Recruitment and Moving Expenses ([Attachment 7](#))

MOTION (Council/Howatt): to approve updates as presented for policies 101, 103, 126 and 171. MOTION CARRIED 51-1. The following senators or their substitutes voted aye: Ambrosio, Bahrami, Balaz, Beck, Boetel, Clark Johnson, Comez, Cook, Council, del Rio Mendoza, Disrud, Esslinger, Foertsch, Garden-Robinson, Grafton, Grazul-Bilska, Gross, Groves, Gustafson, Hatterman-Valenti, Hawley, Hektner, Howatt, Kallmeyer, Kamel, Kilber, Knoepfle, Larson, Leitch, Mahinfalah, Manikowske, Michael, Miller, Montgomery, Moser, Njanje, Peterson, Presser, Rasmussen, Riley, Robinson, Rogers, Schnell, Scott, Skauge, Steele, Terbizan, Welk, White, and Wittrock. Senator Hannon voted no.

4. *Council of College Faculties:*

H. Hatterman-Valenti provided the following updates:

- *Equity-CCF* does not plan to get involved with equity issue
- *Learning Management System- NDUS* is pulling back some of its funding for this project. Provost Schnell added that MSUM is experiencing difficulty in its implementation of Desire to Learn. NDSU will remain a pilot campus and will collect information through its trial stage, but the BlackBoard contract has been renewed for three years.
- *ACT Writing Requirement-Dickinson State* is the only NDUS institution requiring the written requirement for ACT. The SBHE supports this requirement because they believe it will encourage high schools to focus on improvement of writing skills.
- *English Proficiency Bill (HB 1364)-SBHE* plans to adopt a policy that would require institutions to inform students of their rights to file complaints regarding instructors’ English proficiency levels, and have a tracking system for such complaints.
- *Release Time for CCF Officers-The CCF* meets with the SBHE in May to discuss budget and time release for faculty time and service on this committee.

Special Item of Business

Resolution Pertaining to Equity Funding ([Attachment 8](#)):

Harter recognized President Chapman for his outstanding work with the legislature in trying to secure more funding for NDSU. Danbom offered a resolution. MOTION (Beck/Comez): to approve the resolution as presented.

MOTION TO AMEND THE RESOLUTION (Montgomery/Foertsch): with edited language. MOTION TO APPROVE THE AMENDMENT CARRIED WITH A VOTE OF 47-5-2. The following senators or their substitutes voted aye: Ambrosio, Bahrami, Balaz, Beck, Berry, Bhandary, Boetel, Clark Johnson, Cook, Council, del Rio Mendoza, Disrud, Esslinger, Foertsch, Garden-Robinson, Grafton, Grazul-Bilska, Gross, Gustafson, Hatterman-Valenti, Howatt, Justitiz, Kallmeyer, Kilber, Knoepfle, Larson, Leitch, Mahinfalah, Manikowske, Michael, Miller, Montgomery, Moser, Nganje, Peterson, Presser, Rasmussen, Riley, Rogers, Schnell, Scott, Skauge, Terbizan, Welk, White, and Wittrock. The following senators or their substitutes voted no: Brooks, Groves, Hannon, Hektner, and Robinson. The following senators or their substitutes abstained: Hawley and Steele.

MOTION, AS AMENDED, CARRIED WITH A VOTE OF 51-3. The following senators or their substitutes voted aye: Ambrosio, Bahrami, Balaz, Beck, Berry, Bhandary, Boetel, Brooks, Clark Johnson, Cook, Council, del Rio Mendoza, Disrud, Esslinger, Foertsch, Garden-Robinson, Grafton, Grazul-Bilska, Gross, Groves, Gustafson, Hawley, Hektner, Howatt, Justitiz, Kallmeyer, Kilber, Knoepfle, Larson, Leitch, Mahinfalah, Manikowske, Michael, Miller, Montgomery, Moser, Nganje, Peterson, Presser, Rasmussen, Riley, Robinson, Rogers, Schnell, Scott, Skauge, Terbizan, Welk, White, and Wittrock. The following senators or their substitutes voted no: Hannon, Hatterman-Valenti, and Steele.

Unfinished Business:

1. *Policy 190-Employee Responsibility and Activities: Intellectual Property (Attachment 9 and Attachment 10).*

Discussion continued from the January and February Senate meetings. Vice President Boudjouk explained that if NDSU turns back a patent by a faculty member, there still are costs incurred by NDSU. These include expenses related to patent searches, applications and consultants. Being able to request up to 30% of income on a patent will allow flexibility and coverage of these expenses. NDSU has offered as little as 10% in past. NDSU Research Foundation must be able to demonstrate to the board that resources are handled well and that costs are covered as soon as possible. NDSU is on track to handle 50 disclosures, but financial resources currently don't exist to fund them all; the University would like to be able to do more. Costs to cover patent applications can be a few thousand dollars up to \$15,000. More provisional patent applications have been filed this past year to allow scientists to gather more data. In the current fiscal year, NDSU has already spent over \$300,000 to cover costs associated with patent applications.

MOTION TO APPROVE THE AMENDMENT TO CHANGE THE LANGUAGE IN SECTION 3.3.C FROM 30% TO 5% (as made at January 2005 Senate meeting) FAILED WITH A VOTE OF 21-25-8. The following senators or their substitutes voted aye: Ambrosio, Balaz, Berry, Bhandary, Cook, del Rio

Mendoza, Esslinger, Gustafson, Hannon, Hawley, Kallmeyer, Knoepfle, Larson, Mahinfalah, Nganje, Rasmussen, Robinson, Skauge, Welk, and White. The following senators or their substitutes voted no: Bahrami, Beck, Boetel, Clark Johnson, Council, Disrud, Foertsch, Garden-Robinson, Grafton, Grazul-Bilska, Gross, Groves, Hektner, Howatt, Leitch, Michael, Miller, Montgomery, Moser, Peterson, Riley, Rogers, Schnell, Scott, and Wittrock. The following senators or their substitutes voted to abstain: Brooks, Hatterman-Valenti, Justitiz, Kilber, Manikowske, Presser, Steele and Terbizan.

MOTION TO APPROVE POLICY 190 AS PRESENTED CARRIED WITH A VOTE OF 41-6-8. The following senators or their substitutes voted aye: Bahrami, Balaz, Beck, Bhandary, Boetel, Brooks, Clark Johnson, Council, del Rio Mendoza, Disrud, Foertsch, Garden-Robinson, Grafton, Grazul-Bilska, Gross, Gustafson, Hawley, Hektner, Howatt, Kallmeyer, Kamel, Kilber, Larson, Leitch, Michael, Montgomery, Moser, Nganje, Peterson, Riley, Robinson, Rogers, Schnell, Scott, Skauge, Steele, Terbizan, Welk, White, and Wittrock. The following senators or their substitutes voted no: Ambrosio, Cook, Esslinger, Hannon, Mahinfalah, and Rasmussen. The following senators or their substitutes voted to abstain: Berry, Groves, Hatterman-Valenti, Justitiz, Knoepfle, Manikowske, Miller and Presser.

2. *Graduation with Honors* ([Attachment 11](#)):

Larson presented a resolution prepared by Student Government (SR-07-05) pertaining to graduation honors. The proposed resolution would establish graduation honors tiers to include cum laude, magna cum laude, and summa cum laude by grade point average cutoffs. MOTION TO AMEND (Hopkins/Ambrosio): to stratify graduation honors into these three categories by percentages (2-3-5%) instead of by GPA. Discussion ensued on fairness for all students based on program rigor, and the possibility of establishing these cut-offs within each college. MOTION TO POSTPONE (Larson/Miller): until more data is gathered on trends and peer institutions. MOTION TO POSTPONE CARRIED WITH A VOTE OF 49-3. The following senators or their substitutes voted aye: Ambrosio, Bahrami, Balaz, Beck, Berry, Boetel, Brooks, Clark Johnson, Cook, Council, del Rio Mendoza, Disrud, Esslinger, Foertsch, Garden-Robinson, Grafton, Grazul-Bilska, Gross, Groves, Hannon, Hatterman-Valenti, Hektner, Howatt, Justitiz, Kallmeyer, Kamel, Kilber, Knoepfle, Larson, Leitch, Mahinfalah, Manikowske, Michael, Miller, Montgomery, Nganje, Peterson, Presser, Rasmussen, Riley, Robinson, Rogers, Schnell, Scott, Skauge, Steele, Terbizan, Welk, White and Wittrock. The following senators or their substitutes voted no: Gustafson, Hawley, and Moser.

3. *Confirmation of Fall 2004 Graduates* ([Attachment 12](#)):

MOTION (Schnell/Terbizan): to confirm the graduates of Fall 2004. MOTION PASSED WITH UNANIMOUS CONSENT.

4. *Plus/Minor Grades:*

Harter presented survey result summaries on plus/minus grading. Findings revealed that the majority of faculty members are satisfied with the current grading scheme. Yet, many also indicated a preference among plus/minus grading options presented. The Senate decided to take no action on this issue at this time due to the upcoming implementation of PeopleSoft student records. However, he encouraged the Senate to consider this issue further in the future.

New Business:

1. *Exempt ACT Writing Requirement* ([Attachment 13](#)):

Provost Schnell announced that the SBHE requires that institutions have a policy regarding their exemptions to the Board policy. He offered a resolution on NDSU's position on the ACT Writing Examination. MOTION (Larson/Moser): to approve the resolution as presented. MOTION CARRIED WITH A VOTE OF 45-3. The following senators or their substitutes voted aye: Bahrami, Balaz, Beck, Berry, Boetel, Brooks, Clark Johnson, Cook, Council, del Rio Mendoza, Disrud, Esslinger, Garden-Robinson, Grafton, Grazul-Bilska, Gross, Groves, Gustafson, Harter, Hatterman-Valenti, Hektner, Howatt, Kallmeyer, Kamel, Knoepfle, Larson, Leitch, Mahinfalah, Manikowske, Michael, Miller, Montgomery, Moser, Nganje, Peterson, Presser, Riley, Robinson, Rogers, Schnell, Scott, Steele, Terbizan, White and Wittrock. The following senators or their substitutes voted no: Hannon, Hawley and Justitz.

2. *Advisor Signature Requirement for Drops* ([Attachment 14](#)):

Harter reported summary results from a faculty survey regarding the practicality and preferences of requiring an advisor signature during the record drop period (weeks four-14). MOTION (Knoepfle/Hannon): to eliminate the required advisor signature for course drops during this time period. Discussion ensued on parent/student expectations of faculty advisors, quality of advising when students seek signatures for drops, and a shared responsibility between advisors and students on curricular matters. MOTION CARRIED WITH VOTE OF 43-6-1. The following senators or their substitutes voted aye: Ambrosio, Bahrami, Balaz, Beck, Berry, Boetel, Clark Johnson, Cook, Council, del Rio Mendoza, Disrud, Esslinger, Garden-Robinson, Grafton, Gross, Groves, Gustafson, Hannon, Hatterman-Valenti, Hektner, Justitz, Kallmeyer, Kamel, Kilber, Knoepfle, Larson, Leitch, Mahinfalah, Manikowske, Michael, Miller, Montgomery, Moser, Peterson, Presser, Riley, Robinson, Rogers, Schnell, Scott, and White. The following senators or their substitutes voted no: Hawley, Howatt, Nganje, Steele, Terbizan and Wittrock. Senator Grazul-Bilska abstained.

3. *Ad Hoc Committee to Review Re-accreditation Report:*

Council announced that the NCA Self-Study Accreditation Committee is seeking volunteers to proof the re-accreditation report, which has been compiled by the various self-study subcommittees and assessment staff. Council will put a notice on the faculty list serve, but senators are encouraged to contact him if interested in serving the University in this capacity.

Adjournment

The meeting adjourned at 5 p.m.

Submitted,
Kristi Wold-McCormick, Ph.D.

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Attachment 1

Academic Affairs Committee

Approved Curricular Recommendations

New Minor			
Coatings and Polymeric Materials			
Change in Program Title (Undergraduate Certificate)			
From: Professional Money Management		To: <i>Finance</i>	
New Courses			
Dept.	No.	Title	Crs.
CDFS	472	Family Trauma and Burnout	2
CDFS	473	Teens at Risk	2
CDFS	476	Child Exploitation and Abuse	2
CDFS	479	Children as Witnesses: Assessing the Issues	2
COMM	484	Global Organizational Communication	3
COMM	487	Organizational Power and Leadership	3
CSCI	436/ 636	Intelligent Agents	3
ENGL	324	Writing in the Sciences	3
ENGL	423	Creative Writing Studio	3
ENT	410/ 610	Integrated Management of Pests	3
HNES	368	Biomechanics of Sport and Exercise	3
PSYC	720	Advanced Topics in Cognitive Neuroscience	3
PSYC	760	Research Methods in Visual and Cognitive Neuroscience	3
PSYC	764	Advanced Topics in Attention	3
SOC	150	Cornerstone in Sociology	3
SPAN	331	Introduction to Spanish American Civilization	3
SPAN	442	Chicano Literature	3
SPAN	451	Contemporary Spanish Literature	3
SPAN	452	Cervantes	3
THEA	202	Theatre Practicum II	1
THEA	203	Theatre Practicum III	1
THEA	204	Theatre Practicum IV	1

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Course Deletions							
SOC	427/ 627	Sociology of Mental Health					3
SOC	442/ 642	Current Issues in Medicine					3
Changes in Course Prefix, Number, Title, and Credits							
Dept.	No.	From	Crs.	Dept.	No.	To	Crs.
HNES	284	Clinical Experience I	3	HNES	284	Clinical Experience I	<i>1</i>
HNES	285	Clinical Experience II	3	HNES	285	Clinical Experience II	<i>1</i>
HNES	386	Clinical Experience III	3	HNES	386	Clinical Experience III	<i>1</i>
HNES	387	Clinical Experience IV	3	HNES	387	Clinical Experience IV	<i>1</i>
HNES	488	Clinical Experience V	3	HNES	488	Clinical Experience V	<i>1</i>
SPAN	315	Introduction to Spanish/Latin American Civilization	3	SPAN	330	<i>Introduction to Spanish Civilization</i>	3
SPAN	410	Introduction to Spanish Literature	3	SPAN	450	<i>Traditions in Spanish Literature</i>	3
SPAN	411	Introduction to Spanish American Literature	3	SPAN	440	<i>Traditions in Spanish American Literature</i>	3
SPAN	412	Contemporary Spanish American Literature	3	SPAN	441	Contemporary Spanish American Literature	3

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Attachment 2

Five Year Review of General Education Courses

Approved General Education Recommendations.

Outcomes Key:				
1. Communicate effectively in a variety of contexts and formats.	5. Comprehend concepts and methods of inquiry in science and technology, and their applications for society.			
2. Locate and use information for making appropriate personal and professional decisions.	6. Integrate knowledge and ideas in a coherent and meaningful manner.			
3. Comprehend the concepts and perspectives needed to function in national and international societies.	7. Comprehend the need for lifelong learning.			
4. Comprehend intrapersonal and interpersonal dynamics.				
Continued Approval for General Education with Changes in Outcomes				
Course No.	Course Title	Categories	Previous Outcomes	Recommended Outcomes
COMM 110	Fundamentals of Public Speaking	C	1, 2, 3, 4, 6	1, 2, 4, 6
ENGL 110	College Composition I	C	1, 2, 4, 6	1, 6
ENGL 111	Honors Composition I	C	1, 2, 6	1, 6
ENGL 120	College Composition II	C	2, 4, 6	1, 6
ENGL 121	Honors Composition II	C	1, 2, 6	1, 6
ENGL 251	British Literature I	A	1, 3, 6	3, 6
ENGL 252	British Literature II	A	1, 3, 6	3, 6
ENGL 261	American Literature I	A	1, 2, 6	2, 6
ENGL 335	Multicultural Writers	AD	1, 2, 3, 6	1, 2, 6
Continued Approval for General Education with No Changes				
ENGL 220	Introduction to Literature	A	3, 4, 6	3, 4, 6
ENGL 262	American Literature II	A	1, 2, 6	1, 2, 6
ENGL 330	British and American Women Writers	AD	3, 6	3, 6
FREN 101	First-Year French I	AG	1, 3	1, 3
FREN 102	First-Year French II	AG	1, 3	1, 3
GERM 101	First-Year German I	AG	1, 3	1, 3
GERM 102	First-Year German II	AG	1, 3	1, 3
MATH 104	Finite Mathematics	R	5, 6	5, 6
MATH 146	Applied Calculus I	R	5, 6	5, 6
MATH 165	Calculus I	R	5, 6	5, 6
SPAN 101	First-Year Spanish I	AG	1, 3	1, 3
SPAN 102	First-Year Spanish II	AG	1, 3	1, 3

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Continued Approval for General Education with Changes in Categories					
Course No.	Course Title	Previous Categories	Recommended Categories	Previous Outcomes	Recommended Outcomes
FREN 201	Second-Year French I	AG	AD	1, 3	1, 3
GERM 201	Second-Year German I	AG	AD	1, 3	1, 3
SPAN 201	Second-Year Spanish I	AG	AD	1, 3	1, 3

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Attachment 3

Teaching Public Speaking Fundamentals Online (COMM 110)

Goal: To provide an alternative means to complete this general education requirement.

Rationale: Public speaking is a university-wide general education requirement for undergraduate students at NDSU. However, some students might be limited in terms of time or place to complete all courses in the traditional classroom venue. The online delivery system provides students who have accessibility issues another option for completing the requirement.

Description: The course is set up in ways that require students to achieve the same outcomes and objectives laid out in the general education course description. Hence, curriculum integrity is upheld.

Speeches: Students must complete the same major speech requirements as in the traditional version of the course. A few accommodations were made for the online version.

(1) Students must be videotaped in front of an audience of at least ten people. Ideally, the speeches are presented to an existing group in their community (i.e., service clubs, church groups, public school groups, non-profits or businesses where the student is employed, etc.). Sometimes, however, the group consists of friends and family members.

* Students must have the cameraperson pan the group immediately before and after the student speaks to ensure that the minimum audience requirement is met.

*Less than ten people = 2 letter grade deduction.

*When this works, it is actually better than the traditional classroom (more rehearsals = better delivery and real audience = real speaking event).

(2) Students complete self-critiques not just on perception of how they did as in the traditional sections, but based on watching their own videotaped speeches.

(3) Students present their actuation persuasive speeches¹ as individuals rather than in the group symposium format. Rather than doing a portion of a 15-20 minute

¹ The actuation persuasive speech is a persuasive speech designed to influence behavior. To **actuate** means to move someone to action. Actuation persuasive speaking is the most challenging type of public speaking. To persuade listeners to act, you must be competent in all forms of public speaking. The speech is typically focused on some problem that needs to be solved. The problem can be global, national, or local. The thesis statement is formulated around a question of policy. The structural design may be problem/solution, problem/cause/solution, modified comparative advantages, or Monroe's motivated sequence.

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symposium, students must complete an 8-10 minute individual actuation persuasive speech with PowerPoint presentational aids (This will hopefully change with the new webcasting technology.) Group work and group discussion component is currently met via DISCUSSION BOARD postings and classmate critiques.

*Sometimes accommodations must be made for the PowerPoint slide requirement.

Deadlines: Each speech is completed as a part of a Unit. The materials students submit with each unit are (a) the videotaped speech and blank instructor evaluation form, (b) three completed outlines (preparation outline, formal outline, and speaking outline), (c) completed reflective journal assignments for that unit, and (d) a completed self-evaluation based on watching their own videotaped speech.

*It is important to indicate deadlines for turning in speeches.

Classmate Discussions and Critiques: Students are required to engage in discussion board chats based on the readings and journal entries they make. They also must post their formal outlines for each major speech and critique the formal outlines posted by at least two of their classmates.

Examinations/Journals: In lieu of the two 75 point exams students take in the traditional classroom setting, students in the online version complete two journals (the Reflection Journal and the Think! Journal). These journals are completed progressively for each unit. Students also complete online quizzes based on the readings of each chapter in the book.

*Students actually read the book.

*Application orientation requires individual thought.

*Audience analysis questions should be geared to their audience (not other "students" taking the course online).

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Assessment Research to Date:

Master's Thesis:

Gilderhus, J. (2002). Bridging the distance: Measuring immediacy in an online course.

Research revealed no significant difference in traditional and online students' perceptions of overall teacher immediacy when teachers of online course make attempts to connect with students (1) on assignment feedback, (2) in email and telephone conversations, and (3) on the Discussion board postings.

Manuscript Under Review:

Sellnow, D., Child, J., Brown, A., & Liu, M. (under review). Can public speaking be taught online? A comparative examination of student speech quality in traditional and online courses. *Communication Education*.

This exploratory study examined the outlines and presentations of 74 student speeches at a Midwestern university. Findings revealed no significant differences overall between the formal outlines prepared by students enrolled in the traditional and online versions of the course. Moreover, there were no significant differences overall between the delivery of students enrolled in the traditional and online versions.

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Attachment 4

POLICY CHANGE COVER SHEET

1. Effect of policy addition or change (explain the important changes in the policy or effect of this policy):

Section

101: Personnel Definitions

Language has been changed in subsections 2.1 and 2.2 regarding 17 ½ hours per week. These changes are made so we match up with NDUS policy language.

2. This policy has been reviewed/passed by the following (include dates of official action):

Policy Coordination Committee - 2/24/05

Staff Senate -

University Senate -

President's Council -

3. This policy revision was originated by (individual, office or committee/organization):

General Counsel (2/24/05)

SECTION 101: PERSONNEL DEFINITIONS

SOURCE:

SBHE Policy Manual, Sections 605.1 and 606.1

NDUS Human Resource Policy Manual

NDSU President

1. CLASSIFICATION STATUS

1.1

Staff Employee

A person in a position covered by the North Dakota University System Broadbanding System.

1.2

Non-Banded Employee

1.2.1

Academic Staff

Faculty (instructors, assistant, associate or full professors), lecturers, and graduate assistants.

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1.2.2

Other Non-Banded

Staff excluded from broadbanding by Board rule: president, executive deans, vice presidents and officers of the institution or staff holding positions the institution president has excluded by designation, including coaches, extension and experiment station professionals, and others in 2000 job categories not included in 1.2.1 above.

2. EMPLOYMENT STATUS

2.1

Regular Employee

A staff employee, who satisfactorily completes a probationary period, or a non-banded employee, who is employed at least seventeen and one-half hours per week if hired before August 1, 2003 or twenty hours per week if hired on or after August 1, 2003, and at least ~~five months~~ twenty weeks each year.

2.1.1

Full-Time Employee

A person employed on a regular basis for a minimum of 40 hours per week.

2.1.2

Part-time Employee

A person employed on a regular basis for less than 40 hours per week.

A part-time lecturer is generally considered to be a regular employee if she/he teaches 6 or more credits for two or more consecutive semesters in the same department. Credits taught through Continuing Education are not applicable for purposes of this definition.

2.2

Temporary Employee

A person employed in a position of intermittent or limited duration not to exceed one year, a seasonal position, or in a position working less than 17.5 seventeen and one-half hours per week if hired before August 1, 2003, or twenty hours per week if hired on or after August 1, 2003 or *less than five months per year. (This includes graduate assistants and student employees whose employment is incidental to their student status).*

2.2.1

A seasonal position is one in which a person works less than eight months per year during an institutionally designated "season", such as the agricultural growing season. A seasonal employee must be terminated at the end of the institutionally recognized season, but may be rehired for a future season although there is no guarantee of re-employment.

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2.2.2

When a temporary employee (excluding graduate assistants and student employees) is changed to regular status, credit will be given for the employee's prior length of service for the purpose of determining annual leave accrual rates.

3. OVERTIME ELIGIBILITY STATUS

3.1

Nonexempt Employee

Those employees serving in positions covered by the Fair Labor Standards Act who are eligible for overtime pay or compensatory time off. Generally those employees in bands 4000 through 7999 are included in this group.

3.2

Exempt Employee

Those employees serving in positions exempt from the overtime pay and compensatory time off provisions of the Fair Labor Standards Act because their administrative, professional or managerial responsibilities meet the exemption requirements of the Act. Generally this includes employees in bands 1000 through 3999.

HISTORY: July 1990; Amended April 1996; August 1997; August 1998; July 1999; December 1999; December 2000; February 2001, October 2001.

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POLICY CHANGE COVER SHEET

1. Effect of policy addition or change (explain the important changes in the policy or effect of this policy):

Section

103: Equal Opportunity/Affirmative Action Policy on the Announcement of Position Openings

The term "permanent employee" has been changed to "regular employee". There is no definition for permanent employee. Regular employee is defined in NDSU Policy 101.

2. This policy has been reviewed/passed by the following (include dates of official action):

Policy Coordination Committee - 2/17/05
Staff Senate -
University Senate -

3. This policy revision was originated by (individual, office or committee/organization):

General Counsel

SECTION 103: EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY ON THE ANNOUNCEMENT OF POSITION OPENINGS

SOURCE: NDSU President

The following policy has been developed after consultation with the University Attorney, the Director of Human Resources, the Director of Equal Opportunity, and the President's Council. These position announcement requirements must be followed in making any appointment to a payroll position for which the individual will receive fringe benefits.

1. If the appointment is to be ~~.44~~ .50 FTE or more and the expectation is that the appointee will serve for more than four months, the position shall be announced throughout the appropriate recruiting area as defined in Sections 200 and 303 of this Manual. Generally speaking, the recruiting area for faculty and professional administrative positions is considered to be on a national level, and the recruiting area for broadbanded technical, office, craft and trades, and service positions to be the Fargo-Moorhead area and the ten-county region surrounding the institution.

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1.1

- When a position vacancy occurs and there is a pool of regular employees appropriately qualified for transfer or promotion (including former employees covered by Reduction in Force policy, Section 223), a unit supervisor may choose to advertise a vacant position internally for a minimum of one week prior to initiating an external search. The procedures for these internal searches will be the same as those external searches (see Section 202 or Section 304). The Equal Opportunity Office (for non-banded positions) or the Human Resources Office (for broadbanded positions), in consultation with the unit supervisor, will be responsible to determine whether a pool of appropriately qualified employees exists.
2. If the appointment is either less than ~~.44~~ .50 FTE or clearly stipulated to be for a total duration of less than five months, then there is no formal position announcement required. Unit supervisors are, however, encouraged to announce the position on an internal or local basis. That means that an announcement might be distributed only within the University or to the eligible faculty or staff of the particular academic or administrative unit involved. However, affirmative action efforts should still be undertaken within this possible limitation to ensure that qualified minority individuals, females and individuals with disabilities are included in the applicant pool. Distributing the position announcement to the other Tri-College University institutions or within the Fargo-Moorhead community is also encouraged.
 3. Recruitment for all full-time, ~~permanent~~ regular administrative, academic and professional broadbanded staff positions (all those in the 1000, 2000 or 3000 job categories) shall include the use of a search committee of at least three people to be appointed by the unit administrator at the time the unit requests authorization to fill a position opening. Unit administrators are urged to consider the importance of diversity when making appointments to search committees.

The search committee shall be involved in recruiting, screening and interviewing applicants, with particular responsibility for affirmative action efforts to solicit and include applicants from under represented and protected groups. Selection from the group of finalists of the individual to fill the position is the responsibility of the unit administrator. The Director of Equal Opportunity or the Director of Human Resources, depending on the type of position, shall be considered an ex officio member of each search committee and will be available to assist the committee in fulfilling its responsibilities.
 4. Although department heads are encouraged to post throughout the University any position that offers an important promotional opportunity to employees in other departments, the formal procedures for filling positions (see Sections 202 for broadbanded

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positions and 304 for non-banded) shall be optional in the following cases. Whenever an appointment is based on one of the following options, the specific option should be noted in the remarks section of the Personnel Appointment Form (100) or on the Personnel Change Authorization Form (101) and relevant documentation attached:

4.1

Timeslip employment which is not identified as a payroll budget appointment.

4.2

The transfer or promotion of an employee within a department or office, provided that the employee is fully qualified for the new position and was originally hired through a competitive search. This exception excludes faculty positions.

4.3

The transfer of a faculty member from special appointment status to a probationary appointment, provided that he or she had secured the special appointment on a nationally competitive basis.

4.4

A reassignment of duties on a part-time basis, including any appropriate change in title, which does not result in more than a 10% salary increase, a change of more than 50% of the original duties, or the creation of a position vacancy.

4.5

The appointment of an employee to fill a vacant administrative position on an acting basis, normally for a period not to

exceed one year, while a search is being conducted for a ~~permanent~~ regular appointee.

4.6

When there is concurrence by the hiring department, reassignment due to

- a) an injury resulting in worker's compensation award and subsequent retraining
- b) a reduction-in-force.

4.7

With prior approval, the temporary appointment of a person to a grant-funded position when the individual has been instrumental in the development of the project or is identified by name in the proposal as having unique expertise necessary to the project. This temporary appointment may not be continued beyond the period of the grant project, and the individual may not be transferred to any other University appointment without an appropriate search.

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Note: To use this option, proposal writers should indicate their intention on the transmittal form and provide a letter of explanation when the proposal is submitted to the Office of Graduate Studies and Research. Those submitting proposals for internal funding that are not reviewed in Graduate Studies and Research should contact the Equal Opportunity Office prior to submitting the proposal.

4.8

An externally funded appointment as a postdoctoral fellow or research assistant or associate in a department where the individual has just completed an NDSU graduate degree and the assignment involves continuation of the research used for the individual's thesis/dissertation. This appointment is limited to the period for which funding has been given and normally may not exceed two years.

4.9

At the time a new employee is hired or within the first year of employment, the appointment of the employee's spouse/partner to a position for which the spouse/partner is fully qualified.

If a new employee indicates that s/he has a spouse/partner who is also interested in employment at NDSU, the department/unit administrator is responsible to:

- contact Human Resources and/or the relevant academic department(s) as soon as possible (depending on the spouse's/partner's education and experience); and
- encourage the spouse/partner to make an appointment with a staff member in Human Resources and/or with the head/chair of the appropriate unit to review the spouse's/partner's education and experience.

4.10

At the request of the appropriate supervisor, the reinstatement of a former NDSU employee who has left his/her employment within the previous nine (9) months, provided that:

- 1) the employee had a satisfactory performance record; and
- 2) the employee is returning to a position requiring similar qualifications and having similar responsibilities; and
- 3) the position is within the department where he/she worked at the time of resignation.

4.11

The appointment of a post doctoral fellow (postdoc) who comes to NDSU with a newly appointed faculty member on whose research project the postdoc is currently working. The postdoc may not transfer to other NDSU employment without being hired through the usual recruitment/selection process.

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5. Regardless of the position announcement procedures that are followed, all employment decisions within the University are subject to equal opportunity laws and regulations that prohibit discrimination on the basis of race, color, religion, national origin, sex, disability, age or Vietnam Era veteran status or sexual orientation. In addition, all appointments to payroll budget positions and equivalent positions supported by non-appropriated funds are subject to the equal opportunity monitoring system defined in Sections 202 and 304 of this manual.

6. Exceptions to this policy may be authorized by the President in unique circumstances.

A request for the Presidential exception is initiated by the hiring department and forwarded through the appropriate supervisory line to the unit's dean or director. If there is support from the dean or director, the request is forwarded to the appropriate vice president. If the request is supported by the vice president *after* consultation with the University's Director of Equal Opportunity and the unit's dean and director, it is forwarded by the vice president to

the President for consideration.

HISTORY: May 15, 1978; Amended February 6, 1979; April 21, 1981; November 13, 1989; September 24, 1991; April 1992; August 1993; December 1994; May 4, 1999, October 2001, October 2004.

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POLICY CHANGE COVER SHEET

1. Effect of policy addition or change (explain the important changes in the policy or effect of this policy):

Section

126: Salary – Regular Employee

The term “permanent employee” has been changed to “regular employee”. There is no definition for permanent employee. Regular employee is defined in NDSU Policy 101.

2. This policy has been reviewed/passed by the following (include dates of official action):

Policy Coordination Committee - 2/24/05

Staff Senate -

University Senate –

President’s Council -

3. This policy revision was originated by (individual, office or committee/organization):

General Counsel (2/24/05)

SECTION 126: SALARY - REGULAR EMPLOYEE

SOURCE: NDSU Policies and Procedures Manual

1. This section applies to individuals occupying a single position listed on the payroll budget; such position identified by a budget position number and appointment approved by the State Board of Higher Education.
2. Complete the Personnel Appointment Form 100 excluding the area marked Human Resources Only. This area is to be completed by Payroll or the Office of Human Resources. Submit the original form to:

Faculty & Academic Staff
0000 & 2000 bands

Staff
1000, 3000-7000 bands
Director of Equal Opportunity

Assistant Director of Human Resources

It is very important that this form is filled in accurately.

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3. If employment is for less than 40 hours per week, indicate percent of full time (re: 20 hours = 50 percent). Refer to Section 101 for definitions of ~~permanent~~ regular and temporary positions. Note: Graduate assistants will normally work 20 hours per week. As such, a full time graduate assistant is equal to one-half of a full time staff person, (i.e., 20 hours = 50 percent; 10 hours = 25 percent).
4. Complete the fund source data for each position from which the employee is to be paid. The position number must be an active position in the payroll budget. The budget column represents the amount at which the position is budgeted and can be obtained from the payroll budget.
5. The total salary and number of installments should include the total salary and the total number of installments exclusive of the fractional salary, and should reflect the total salary to be paid over the employees appointment whether 9, 10, or 12 months. (DO NOT complete this area for remaining salary or installment).
6. The fringe benefit area is to be completed if fringe benefits applicable to the position are to be charged to another fund, i.e., the procedure applicable to appropriation funds.
7. The partial salary column is to be used for the partial month salary of employees starting on payroll during the month.
8. Individuals staffing ~~permanent~~ regular positions are entitled to benefits as described in Sections 130 -146.
9. Refer to Section 312 for explanation of Section 117, IRS Code relevant to the tax exempt compensation.
10. Refer to Section 125 for instructions relative to employees who are not U.S. citizens.
11. The names of the employees paid under this method will be entered on the annual payroll budget. The information contained in such budget will form the basis for salary payments for the coming fiscal or academic year, whichever is applicable. Contracts, where applicable, will be prepared from information contained in the payroll budget.
12. The payroll budget serves as a reappointment mechanism for all employees listed thereon. Salary payments are automatically initiated in July or September. No payroll forms are necessary.
13. Employees who are not included on the payroll budget will be paid the number of installments indicated on the Form 100. When all installments have been paid, a form 101 (Section 124) must be filed in order to reflect either a termination or a reappointment for another series of installments.

HISTORY: July 1990; Amended April 1996; September 1999.

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POLICY CHANGE COVER SHEET

1. Effect of policy addition or change (explain the important changes in the policy or effect of this policy):

Section

171: Staff and Faculty Recruitment and Moving Expenses

The term "permanent employee" has been changed to "regular employee". There is no definition for permanent employee. Regular employee is defined in NDSU Policy 101.

2. This policy has been reviewed/passed by the following (include dates of official action):

Policy Coordination Committee - 2/24/05

Staff Senate -

University Senate -

President's Council -

3. This policy revision was originated by (individual, office or committee/organization):

General Counsel (2/24/05)

SECTION 171: STAFF AND FACULTY RECRUITMENT AND MOVING EXPENSES

SOURCE:

SBHE Policy Manual, Sections 806.2 and 806.3
NDSU Policy Manual

1. Stipends or consultant fees may be issued to potential candidates for positions when such persons give on-campus lectures, colloquies, seminars, demonstrations or formal consultations in a manner not significantly different from that of visitors who are not candidates for positions. Such stipends or consultant fees may be authorized from a lecturers' budget or from a consultant budget. (NDSU Guidelines: Reimbursement is made by a Request for Payment form, using TCC 309, 315, or 502.)
2. When approved by the President, the prospective candidate's travel expense may be authorized, not to exceed the receipted amount for transportation, room and board. (NDSU Guidelines: This authority may be delegated at North Dakota State University in certain instances. Such delegation will be in writing.)
3. For senior administrative and faculty positions, upon authorization of the President, travel expenses for the spouse may be authorized for a prospective candidate.
4. Upon approval of the president or designee, moving expenses may be reimbursed when staff are initially hired from outside the

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University system, and when permanent regular staff employed for one year are transferred to a new work location within the system at the direction of the employer.

4.1

Personal travel for the employee and immediate family while in transit, and while in temporary living quarters (both not to exceed 10 days total) may be reimbursed at the actual per diem rates and mileage rates applicable under the employee travel reimbursement policies.

4.2

Personal travel may also be reimbursed for one round trip to the new work location for the employee and spouse for up to three days to arrange for living accommodations.

4.3

Transportation expenses for personal items and household goods may be reimbursed at the actual expenses incurred.

4.4

The total reimbursement for transporting personal items, household goods, and personal travel shall be limited to the invoice costs plus the current per diem and mileage limits. In addition, the total reimbursement limit for permanent regular employees transferred within the system is limited to \$5,000.
NDCC Section 44-08-04-3

5. No other staff moving expense may be paid without approval of the Board.

The following items are NDSU Guidelines:

6. Moving expenses are reimbursed to the employee by a Request for Payment form coded either TCC 407 or 409. The use of these codes depends on whether Internal Revenue Service regulations indicate whether the expenses are taxable or nontaxable to the employee. Moving expenses coded taxable (TCC 407) will be transferred to the payroll system and included in the employee's taxable income for purposes of calculating employment taxes and W-2 reporting. Moving expenses coded nontaxable (TCC 409) will be transferred to the payroll system for inclusion as a memo on the employee's W-2 form. A Moving Expense Documentation form must be used to document which expenses are taxable and nontaxable. The Request to Reimburse Moving Expense form, Moving Expense Documentation form, and appropriate receipts must be attached to the Request for Payment form.
7. If moving expenses are to be paid from salary savings, a notation should be made on the Request for Payment form to request a journal entry transfer of the expense from TCC 407 and/or TCC 409 to TCC 310. Expenditures may be made for reimbursement of moving expenses only if the department concerned has sufficient funding available. No central budget is maintained for these expenditures.

HISTORY: July 1990; Amended April 1992; January 1995

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February 14, 2005

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Original Version: Resolution Pertaining to Equity Funding:

WHEREAS: Underfunding of NDSU relative to its peer institutions and to the other institutions in the NDUS imposes an unfair financial cost on our students and impedes our ability fully to serve their needs;

AND WHEREAS: Underfunding of NDSU relative to its peer institutions and to the other institutions in the NDUS diminishes our ability to serve the state of North Dakota;

AND WHEREAS: Funding inequity violates the basic principles of fairness on which American society is based, on which public higher education should be based, and which we attempt to inculcate in our students;

THEREFORE, BE IT RESOLVED: That the University Senate of North Dakota State University fully and enthusiastically supports the efforts of President Joseph Chapman to achieve fair treatment and equitable funding for NDSU within the North Dakota University System.

Amended (approved) Version:

SR-02-05

Senate Resolution Pertaining to Equity Funding

March 21, 2005

WHEREAS: Underfunding of ~~NDSU~~ North Dakota State University relative to its peer institutions and to the other institutions in the ~~NDUS~~ North Dakota University System imposes an unfair financial cost on our students and impedes our ability ~~fully~~ to fully serve their needs;

AND WHEREAS: Underfunding of NDSU relative to its peer institutions and to the other institutions in the NDUS diminishes our ability to serve the ~~s~~State of North Dakota;

AND WHEREAS: Funding inequity violates the basic principles of fairness on which American society is based, on which public higher education should be based, and which we attempt to ~~inculcate in~~ convey to our students;

THEREFORE, BE IT RESOLVED: That the University Senate of North Dakota State University fully and enthusiastically supports the efforts of President Joseph Chapman to achieve fair treatment and equitable funding for NDSU within the North Dakota University System.

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SECTION 190: EMPLOYEE RESPONSIBILITY AND ACTIVITIES: INTELLECTUAL PROPERTY

SOURCE: SBHE Policy Manual, Section 611.2

1. General Principles.

The primary purposes of this policy are to encourage and promote research and scholarship based on the traditional principles of the academic profession. These products may constitute Intellectual Property that could be of financial benefit to the individuals involved and the Institution. This policy establishes guidelines to support faculty, staff, and students, in identifying, protecting and administering Intellectual Property and defining the rights and responsibilities of all involved. This policy governs unless a policy on specific Intellectual Property provides a different rule.

2. Definitions.

- a. "Author(s)": Person who creates a Copyrightable Work.
- b. "Copyrightable Work or Work": An original Work of authorship which has been fixed in any tangible medium of expression from which it can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device, such as books, journals, software, computer programs, musical work, dramatic works, videos, multimedia products, sound recordings, pictorial and graphical works, etc. A Work may be the product of a single Author or a group of Authors who have collaborated on a project. A Work is created by an Author.
- c. "Creator": Either an Inventor(s) in the context of an Invention, or an Author(s) in the context of a Copyrightable Work.
- d. "Institution": The individual colleges and universities and the North Dakota University System.
- e. "Inventor": Person(s) who creates an Invention.
- f. "Intellectual Property": Collectively, all forms of property created by the mind including, but not limited to, Inventions, Copyrightable Work, Trademarks, and Tangible Research Property.

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- g. "Invention": A process, method, discovery, device, plant, composition of matter, or other Invention that reasonably appears to qualify for protection under the United States patent law (including, but not limited to, utility patent, plant patent, design patent, certificate of Plant Variety Protection, etc.), whether or not actually patentable. An Invention may be the product of a single inventor or a group of inventors who have collaborated on a project.
- h. "Mediated Courseware": Teaching aids created and/or deployed electronically. Mediated Courseware may incorporate text, graphics, video, and audio elements. Examples of such materials include, but are not limited to, hypertext modules, simulation software, web sites, and databases containing numbers, images, or text.
- i. "Significant Use of University System or Institution Resources": Significant Use of Institution Resources means an Author's use of other employees' time or Institution facilities or equipment that appreciably increases the Institution's costs beyond those normally incurred in support of an employee in the Institution. Significant Use does not include the normal use of Institution employees, facilities, or equipment commonly available to faculty, staff, or the public, such as libraries, Internet access, office space, office equipment, computers, and/or office supplies. Unless otherwise agreed, Significant Use also does not include the use of Institutional developmental leave time, so long as it does not appreciably increase the Institution's costs beyond those normally incurred in support of an employee of the Institution.
- j. "Tangible Research Property": Tangible items produced in the course of research including, but not limited to, such items as biological materials, engineering drawings, integrated circuit chips, computer databases, prototype devices, circuit diagrams, and equipment. Individual items of Tangible Research Property may be associated with one or more intangible properties, such as Inventions, Copyrightable Work, and Trademarks. An item of Tangible Research Property may be the product of a single Creator or a group of individuals who have collaborated on the project.
- k. "Trademark" (including Service Mark): A distinctive word, design, or graphic symbol, or combination word and design, that distinguishes and identifies the goods and services of one party from those of another, such as names or symbols used in conjunction with plant varieties or computer programs, or the Institutional names, logos, or derivatives thereof.
- l. "Work For Hire": Defined pursuant to Federal Copyright Law which includes a Work prepared by an employee within the scope of employment or a Work created pursuant to a written agreement identifying the Work as a Work for Hire.

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3. General Patent Policy.

- a. The North Dakota State Board of Higher Education encourages the faculty, staff, and others associated with the Institutions under its jurisdiction to seek patents on Inventions as a method of bringing recognition and remuneration to all parties involved. Each Institution shall establish a "patent review procedure" to define the Institution's processing of such Inventions or discoveries, consistent with Board policy. The inventor(s) shall submit to the Institution the conception and/or reduction to practice of all potentially patentable discoveries prior to public "enabling" disclosure.
- b. A patentable discovery may arise from the development of a new and useful process, device or apparatus, article of manufacture, composition of matter (including chemical compounds, microorganisms, and the like), plant, or related improvement, or a new use for a known material or device. A public "enabling" disclosure is one which will enable others in the same or a related field to fully understand and practice the Invention. The Institutional "patent review procedure" shall assure provision of guidelines to the inventor(s) in defining what may constitute a public "enabling" disclosure. NDSU's guidelines are found in the Invention Record Application for Patent Screening Form.
- c. The Institution shall have the right of first refusal to the title of all patentable discoveries derived with the use of facilities, gifts, grants, or contract funds through the university, subject to restrictions arising from the overriding obligations of the Institution pursuant to gifts, grants, contracts, or other agreements with outside organizations. The inventor(s) shall provide all necessary declarations, assignments, or other documents as may be necessary in the course of Invention evaluation, patent prosecution, or protection of patent rights to assure that title in such Inventions shall be held by the Institution or other parties as may be appropriate under the circumstances.
- d. The Institution shall have six months in which to assess the technical and commercial viability and patentability of the discovery in accordance with Institutional procedures. This evaluation period may be extended beyond six months if further research and development activity is required to ensure patentability and/or market or commercial feasibility. If the Institution judges the discovery not to be patentable, or decides not to pursue a patent, and, in the absence of over-riding obligations to outside sponsors of the discovery and subject to NDSU procedures (see 3.3(c)), all rights will revert to the inventor. In no instance, and regardless of ownership of the patent, may the Institution's name be used in connection with the marketing of the Invention.
 - (1) Subject to restrictions arising from overriding obligations of the Institution pursuant to gifts, grants, contracts, or other agreements with outside organizations, the Institution agrees, for and in consideration of the

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assignment of patent rights, to pay annually to the named inventor(s), or to the inventor(s)' heirs, successors, or assigns, a minimum of 30 percent of the net royalties and fees received by the Institution. Net royalties are defined as gross royalties and fees less the expenses incurred by the Institution in conducting the research and in procuring, protecting, preserving, maintaining, and licensing the patent and related property rights, and such other costs, taxes, or reimbursements as may be necessary or required by law.

- (2) When there are two or more inventors, each inventor shall share equally in the inventor's share of royalties, unless all inventors have agreed in writing to a different distribution of such share. The Institution will have final authority over any agreement purporting to share rights and/or royalties between participating parties.
- (3) In addition to the inventor(s) share, the net royalties shall be disbursed by negotiated agreement with allocations to the originating department, the originating college/school, and the Institution. In the disposition of any net royalty income accruing to Institutional parties, other than the inventor(s), support of research shall receive first consideration. The "patent review procedure" shall outline the negotiation and distribution mechanism at each Institution.
- (4) The provisions of this section apply to plant variety protection unless inconsistent with Institution policy.

3.1 *Plant Variety Protection Policy*

- a. *NDSU Policy 190 on patents and patent procedure shall apply to the plant variety protection inventorship and proceed distribution process except to the extent it is inconsistent with the terms of this Policy. The term "variety" includes germplasm, natural selections, cultivar, inbred lines, or hybrids. The term "inventor" or "breeder" includes the plural as well.*
- b. *It is the position of the North Dakota Agricultural Experiment Station ("NDAES") that intellectual property protection may be obtained on all varieties developed by the NDAES. This protection provides a mechanism to identify ownership of the variety which will be required for subsequent transfer or licensing. A secondary reason for obtaining plant variety protection is to allow the option to collect and to enforce royalties (research fees) from the sale or utilization of these varieties.*

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- c. *The NDAES recognizes the NDSU Research Foundation (“NDSU/RF”) as the recipient of assignments of patents, trademarked cultivars, and plant variety protection for NDSU. At the time of release or before plant variety protection is filed, ownership of the varieties is transferred from NDSU on behalf of the NDAES to NDSU/RF. NDSU/RF files for the appropriate intellectual property protection and is responsible for subsequent enforcement.*

- d. *In any intellectual property development there is an inventor of the discovery. In the case of plant variety development, this inventor is the plant “breeder” as defined by the PVPA, 7 U.S.C. § 2401(a)(2). Per North Dakota law, N.D.C.C. § 15-10-17(9) and NDUS Policy 611.2, the percentage of the net proceeds due the inventor is established pursuant to rules of the State Board of Higher Education and NDSU (See f(1)).*

- e. (1) *An inventor or “breeder” is: (1) the person(s) who directs the final breeding creating a variety and/or (2) the person(s) who discovers and develops the variety. 7 U.S.C. § 2401(a)(2). “Discover” means finding a natural plant which results in breeding a variety, or finding a new variety by performing experiments on results of cross-breeding and realizing that the resulting plant is different and closer in characteristics to a desired variety. “Develop” means to make additional selections for (1) cross-breeding and/or (2) developing pure lines. This may lead up to the variety for which protection is sought or may eliminate variance and convert a non-uniform variety to a uniform variety using the desired characteristics.*
 - (2) *Like patent law, persons whose work is directed by the inventor are not considered the breeder as they do not direct the breeding process.*
 - (3) *Should a scientist(s) believe he/she is a breeder or inventor entitled to a portion of the inventor share and has not been so identified as stated in this section, the scientist must notify the Director, NDAES, in writing of their alleged inventorship before the release of the variety.*

- f. (1) *The NDAES supports the following internal distribution of royalties generated from the utilization of plant varieties developed by the NDAES. The NDSU/RF will be reimbursed for expenses. Then, net proceeds (as defined in NDSU Policy 190) will be distributed as follows: 20% to the NDSU/RF, 30% to the inventor(s), and the remaining 50% to be distributed as directed by NDAES to the contributing departments or units as determined in paragraph g. The NDAES and the NDSU/RF can negotiate to change the NDAES and NDSU/RF percentages on a case by case basis.*

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- (2) *The breeder or his/her immediate supervisor will identify, before a variety release, other scientists who provided inventive activity towards the development of the variety. The breeder and scientists will decide how to divide the inventor share among themselves and will recommend this distribution to the department chairs and Director, NDAES. Any unresolved dispute shall be handled by the Director, NDAES, in consultation with the relevant chairs. The Vice president for Agriculture will serve as final arbiter of any disputes.*
- g. (1) *The distribution of the percentage to the NDAES will be among units with collaborators and inventor(s) that contributed to the development of the variety. This distribution might not be in the same proportion as the inventor share(s). Collaborators may encompass more faculty or other staff than are considered the breeder under the PVPA. Following prerelease, but in no event later than the release, the collaborating departments/units will be identified and the scientists and his/her immediate supervisor involved in the breeding effort will meet and make a recommendation for a fair allocation of the royalty distribution. Based on that recommendation, or, if they are unable to come to an agreement, the respective department chairs will then recommend a fair royalty distribution. The final decision on royalty distribution will be made by the Director, NDAES.*
- (2) *The collaborators contributing to the variety development may vary from commodity-to-commodity and variety-to-variety. The formula for distribution will be reached at the time of release and before any royalties are generated. The formula developed should remain in place for distribution of all future royalties generated from the named variety. The Director, NDAES, the respective department heads/directors, and the NDSU/RF can decide to place the NDAES and/or contributing departments or units share into an endowment with the NDSU/RF to be distributed pursuant to the agreed upon terms of the endowment.*
- h. *Disputes on inventorship or department/unit distributions shall be handled as set forth in 3.3(d)(3) except the decision panel shall be the Vice President for Research, Creative Activities, and Technology Transfer, the Vice President for Agriculture, Director of the Experiment Station, and the Department Chair(s) involved, in consultation with the General Counsel. The Vice President of Agriculture may include an advisory panel of faculty with expertise in the area to advise the decision panel.*
- i. *Upon termination of employment, an employee must identify to his/her immediate supervisor and the Director of the NDAES any advanced genotype(s) in which s/he claims inventorship. The University and the employee shall negotiate rights in the varieties. If the employee fails to make this disclosure prior to or at the*

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time of termination of employment, employee shall be deemed to have waived any rights to royalties on nondisclosed varieties. Royalties may be paid only for a set term pursuant to the agreement on advanced genotypes released as varieties.

- j. The inventor/breeder shall elect at the time of release of the variety to receive or permanently waive some or all of that share that such employee(s) is/are entitled to receive from net revenue, if any, from the variety.*

3.2 NDSU Procedures:

- a. Any Invention developed by faculty, students, employees and associates using NDSU facilities, time or materials, must be reported to the NDSU Technology Transfer Office (TTO). Adjunct faculty are subject to this policy if working on NDSU projects or using NDSU facilities unless expressly exempted by the Vice President for Research, Creative Activities & Technology Transfer. The TTO shall be responsible for determining the procedure to be followed in securing patent protection and the assignment of rights to be made.*
- b. Ownership of such patent rights normally will be assigned to NDSU except in the following cases:*
 - (1) When NDSU, in turn, elects not to pursue a patent, ownership reverts to the Inventor(s). As a condition of its release of the right to ownership, NDSU may elect to receive up to 30% of any net income (gross income less legal and licensing expenses) received, by the Inventor(s) from the Invention or Work. NDSU may negotiate an equity position in a start-up business. Inventor(s) shall not assign, transfer, or license such intellectual property as a result of a consulting contract or other means so as to avoid payment to NDSU of its share under this section.*
 - (2) When prior agreement between NDSU and an external agency assigned all rights to the agency, usually as a condition of a contract or grant.*
- c. The Vice President for Research, Creative Activities, & Technology Transfer must approve the conditions of any contract or grant in which*
 - (1) the disposition of patents is specified as being other than to NDSU and/or*
 - (2) in which specific licensing agreements are specified.*
- d. Profits from patented Inventions and discoveries shall be shared by the Inventor(s), and NDSU. Inventor(s) shall receive a minimum of 30 percent of the net proceeds with the remainder being distributed as per agreement between NDSU or the NDSU Research Foundation and the contributing colleges(s) and department(s).*

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- e. *All proceeds received by NDSU shall be devoted to the support of NDSU research program.*
- f. *In no instance, and regardless of the ownership of the patent, may the name of NDSU be used in any connection with the marketing of an Invention.*

3.3 Patent Review Procedures:

- a. *North Dakota State University patent policy provides that discoveries or Inventions developed by faculty, staff, students, and associates using NDSU facilities, time, or materials shall be vested in NDSU and must be offered to NDSU through the Office of Sponsored Program Administration or its designee.*
- b. *Faculty, staff, students, and associates with discoveries or Inventions will supply the appropriate materials and descriptions to the Director - Technology Transfer using the Application for Patent Screening form or software disclosure form for processing prior to any public disclosure to prevent loss of patent rights.*
- c. *North Dakota State University will have a period of six (6) months to evaluate the commercial viability and patentability of the discovery. This evaluation may be extended beyond six months if further research or development activity is required to ensure patentability and/or market or commercial feasibility. If the discovery is patentable, NDSU will find a mechanism to obtain patents and arrange licenses. If NDSU, in writing, decides not to pursue institutional rights on the discovery, the Inventor will retain ownership and may proceed to file a patent application on his/her own behalf with NDSU waiving all rights with the exception of being reimbursed for all costs incurred, if any, and may elect to retain up to 30% of any net income under (b)(1) above, by NDSU or its assignee.*
- d. *Distribution of Proceeds*
 - (1) *Any proceeds received from such patents will first be used to cover the expenses incurred in patenting and licensing.*
 - (2) *The remaining net proceeds will be divided so that at least 30% of the net proceeds shall be paid to those responsible for the Invention.*
 - (3) *If more than one individual is responsible for the discovery, the appropriate ownership rights among the participating parties shall be determined prior to submission for a patent. If disputes occur, resolution will be made by the Academic Dean(s) involved, the Vice President for Research, Creative Activities, & Technology Transfer in consultation with the university attorney. Such agreements shall be on file in the Office of Sponsored Program Administration and/or Technology Transfer Office.*

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- (4) *The remaining royalty proceeds shall be assigned to the NDSU Research Foundation to be distributed according to an agreement negotiated by the originating College Dean(s), Department Chair(s), and the Vice President for Research, Creative Activities, & Technology Transfer and the NDSU Research Foundation to support endeavors to enhance Research.*
- (5) *NDSU may assign its rights and responsibilities under this subsection to the NDSU Research Foundation.*

4. General Copyright Policy.

- a. Except as otherwise explicitly provided under this policy or applicable law, an employee who creates a Work retains copyright ownership of the Work. If there has been Significant Use of University System or Institutional Resources, the provisions of section 4b of this policy shall apply.
- b. If there has been Significant Use of Institutional Resources, as defined in section 2 of this policy, to create a Copyrightable Work, the ownership of which is vested in the individual employee, the Institution shall be reimbursed out of the royalties, in accord with an agreement between the employee and the Institution, up to that amount that constitutes the Institution's Significant Use. The Institution shall be reimbursed for the Significant Use of any facilities, personnel or resources, except those considered part of the normal academic environment including library facilities. This pertains to all Copyrightable Work except Copyrightable Software as described in section 6.
- c. If employees are employed or commissioned by the Institution or agencies of the Institution for the creation of Work, or if by prior agreement they are assigned to produce or develop Work in the course of their regular duties, and if such Work is deemed appropriate for copyright, it must be reported to the NDSU Technology Transfer Office pursuant to its copyright review procedure. In such instances, the NDSU Technology Transfer Office shall have the first option to secure copyright in the name of the Institution. Should the committee decide, in writing, it would not be appropriate to secure copyright, the employee then may proceed to personally secure the copyright.
- d. Royalties received as a result of copyright ownership by the Institution will be disbursed, with at least 30 percent to the employee(s). The remainder would be distributed according to NDSU Procedures.

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5. Mediated Courseware.

- a. Self-initiated Mediated Courseware. When employees develop Mediated Courseware without specific direction by the Institution, unless otherwise agreed, the ownership of the courseware shall remain with the employee. Normally, no royalty, rent or other consideration shall be paid to the employee when that Mediated Courseware is used for instruction at the Institution and such Mediated Courseware shall not be used or modified without the consent of the employee. While the Creator is under Institutional employment, the Mediated Courseware shall not be sold, leased, rented or otherwise used in a manner that competes in a substantial way with the for-credit offering of the employee's own Institution unless that transaction has received the approval of the chief academic officer of the Institution. The Institution shall have a perpetual, non-exclusive royalty-free right to use such courseware for archival research purposes. Should approval be granted to offer the course outside of the Institution, the provisions of section 4b of this policy shall apply.
- b. Institution-directed Mediated Courseware. When the Institution directs in an employment contract the creation of a specific Mediated Courseware, the resulting Mediated Courseware belongs to the Institution and the Institution shall have the right to revise it and decide who will utilize the Mediated Courseware in instruction. The Institution may specifically agree to share revenues, pursuant to the General Patent Policy with the employee(s) receiving a minimum of 30 percent of the net royalties and fees, and control rights with the employee.
- c. Development and use of Institution-directed Mediated Courseware shall be reported to the unit head and/or college administrator with a copy to the Technology Transfer Office at the Institution.

6. Copyrightable Software.

Unless a separate written agreement provides otherwise, software created by employees within the scope of their employment and not covered under Mediated Courseware in section 5 of this policy shall be treated as a Work for Hire, owned by the Institution and commercialized pursuant to the General Patent Policy, with the employee(s) getting a minimum of 30 percent of the net royalties and fees.

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7. Student Work.

a. The ownership of copyrights in student Work is governed by the following:

- (1) Copyright ownership of student Work that is performed in whole or in part by the student with financial support in the form of wages, salaries, stipend, or grants from funds administered by the Institution shall be determined in accordance with the terms of the support agreement, or in the absence of such terms, shall become the property of the Institution.
- (2) Copyright ownership of student Work generated by research performed in whole or in part utilizing equipment or facilities provided by the Institution under conditions that impose copyright restrictions shall be determined in accordance with such restrictions.
- (3) Students will own the copyrights to their Work not within the provisions of (1) and (2) above; however, a student must, as a condition to a degree award, grant royalty-free permission to the Institution to reproduce and publicly distribute, including by electronic means, copies of the student's Work.
- (4) Where there is Significant Use of Institution Resources, copyright ownership shall be determined under section 4b of this policy.

b. Ownership of student Inventions shall be governed by the Patent Policy in section 3 of this policy.

It is the policy of North Dakota State University that this grant of ownership and control extends to any Work products or written reports of employees that are essential for documentation of any invention or discovery resulting from research administered by the institution. Graduate student employees who are performing services as teaching assistants or research assistants or who are using university resources shall therefore be required by the departmental administrator to submit the original form of any laboratory notebook, spectral information, and other written documentation related to University administered research. (Source - NDSU Policy 342)

8. General Trademark Policy

NDSU may develop a Trademark policy that provides for the protection of NDSU Trademarks and Service Marks. [Option: The provisions of the General Patent Policy section will apply to Trademarks unless inconsistent with NDSU policy.]

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9. NDSU Procedures.

NDSU shall adopt procedures implementing this policy that include:

- a. Procedures for required disclosure of Intellectual Property;
- b. Procedures for review, evaluation, and protection of Intellectual Property;
- c. Rules governing distribution of net royalties or fees;
- d. A process for resolving disputes; and
- e. A process for informing faculty, staff, and students of the rights and responsibilities of Intellectual Property. Upon employment, all regular employees must sign the NDSU Intellectual Property Agreement. Temporary employees may be required to sign as well based on supervisor discretion. A failure to have the Agreement signed in no way changes or lessens the applicability of this Policy.

10. Transfer of Rights

- a. NDSU may assign or transfer ownership rights in Intellectual Property to independent foundations created for the purpose of obtaining or administering and marketing NDSU Intellectual Property, receiving gifts, or supporting or promoting NDSU or NDSU research.
- b. It is the responsibility of employees to ensure that the terms of their consulting agreements with third parties do not conflict with their commitments to the Institution. Each employee shall make the nature of the employee's obligations to NDSU clear to any third party for whom the employee expects to consult. Specifically, the scope of the consulting services must be distinguished from the scope of research commitments to NDSU.

HISTORY: Replaces the current 611.2. New policy. SBHE Minutes, April 24-25, 1989, page 5812.
Amendment SBHE Minutes, June 20-21, 2002.

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Policy 190 Supporting Documentation

This is some additional information that we were able to come up with from other US universities. This is by no means exhaustive. There is quite a bit of variability. The references to expense recovery is if the university/foundation has incurred patent and related expenses.

University of Michigan 15% plus expenses
University of Dayton usually 10% plus expenses
University of Toledo negotiate a % plus expenses if it is licensed or sold outright
University of Iowa can't determine
State University of New York at Buffalo 10%
University of Tennessee, Knoxville retains 50% to cover expenses then retains unspecified (negotiated) percentage
University of Cincinnati none
University of Maryland, Baltimore County retain 10 to 20% Higher percentage if university has paid for patent costs, plus expenses
Michigan Tech retain 10% and if they commercialize themselves retain 2.5% royalty, plus expenses
University of Texas at San Antonio retain income rights and other limits--case by case % negotiated plus expenses
University of Texas Medical Branch 20% --plus expenses if inventor makes money on it
State University of New York, Albany 10% plus expenses if successful
Baylor College of Medicine no, reimbursement of expenses if successful
University of Chicago policy under development--hoping to if inventor has revenue
Iowa State university 15% of licensing revenue, if they form a company or commercialize through consulting, then require a license--plus expense reimbursement from inventor's first revenue
University of North Carolina at Chapel Hill 15% unsure about expenses
National Jewish Medical and Research Center 15% unsure about expenses
Kansas State University none if have not incurred costs--if incurred costs, then licenses to inventors to recover costs plus 15% administrative fee
University of Arkansas reimburse patent costs plus royalties of 1% of net sales, or 3% of net licensing
Old Dominion 50%
University of Nebraska, Kearney none
University of Florida none
University of Alaska, Fairbanks, none
Western Kentucky, none

A few universities don't turn the inventions back to the inventors. Some will only turn them back to the inventors only by way of a license to the inventors.

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FYI. NDSU/RF's normal licensing terms in its exclusive license agreements of patented inventions call for NDSU/RF to receive 50% of all sublicensing revenue. This is common in many university licenses. This is significantly more than NDSU's current policy if an inventor were to be successful in licensing it to another party of up to 30%.

Our position is if the inventor decides to start up a business utilizing an invention, then it would be by negotiation for a commercially reasonable royalty which could be substantially less than 30%.

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SR-07-05

A Resolution pertaining to Graduation Honors

Whereas, North Dakota State University (NDSU) Students have a record of high achievement, and

Whereas, NDSU should give recognition to those students whom achieve scholastic excellence, and

Whereas, Institutions across the nation have a tiered Graduation Honors system to acknowledge all deserving students, and

Whereas, NDSU's current Graduation Honors system does not properly identify all worthy students, and

Therefore let it be resolved, that the NDSU Student Senate supports the implementation of a new tiered Graduation Honor system as outlined below:

- Cum Laude – equal to or greater than 3.4 and less than 3.6
- Magna Cum Laude – equal to or greater than 3.6 and less than 3.8
- Summa Cum Laude – equal to or greater than 3.8

Respectfully Submitted,

Nicholas D. Rogers
Off-Campus Senator

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HONORS GPA ISSUE Other Comparable Institutions

KANSAS STATE

- Summa Cum Laude- 3.95 and above
- Magna Cum Laude- remaining top 3%
- Cum Laude- remaining top 10%

UNIVERSITY OF NORTHERN COLORADO

Determined by the grades of the graduating class from the *previous* year.

- Summa Cum Laude- lowest cumulative GPA of the students in the top 2%
- Magna Cum Laude- lowest cumulative GPA of the students in the top 4%
- Cum Laude- lowest cumulative GPA of the students in the top 6%

(Must have at least 50 credits at UNC.)

UNIVERSITY OF WYOMING

- Summa Cum Laude- Top 1%
- Magna Cum Laude- Next 4%
- Cum Laude- Next 5%

UNIVERSITY OF MONTANA

- Honors- min. 3.4
- High Honors- ?

UNIVERSITY OF MINNESOTA

By college (designated as “Graduated with Honors in _____.”)

- Education and Human Service Professions; Liberal Arts; Science and Engineering, and Fine Arts
 - Summa Cum Laude- top 3%
 - Magna Cum Laude- next 5%
 - Cum Laude- next 7%
- Business & Economics
 - Summa Cum Laude- min. 3.8 *and* top 3%
 - Magna Cum Laude- min. 3.5 *and* top 8%
 - Cum Laude- min. 3.2 *and* top 15%

UNIVERSITY OF NORTH DAKOTA

- Summa Cum Laude- 3.70
- Magna Cum Laude- 3.50
- Cum Laude- 3.20

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SOUTH DAKOTA STATE

Currently in the process of switching systems

Old System

- With Highest Honor: 3.8 or higher
- With High Honor: 3.6-3.79
- With Honor: 3.4-3.6

New System

- Summa Cum Laude: 3.9 or higher
- Magna Cum Laude: 3.70-3.89
- Cum Laude: 3.50-3.69
- May not have any "F" or "I" grades

I could not find any information on USD, Wisconsin, or Montana State

North Dakota State University (Current System)

Graduation with Honor

Graduation with honor applies only to the baccalaureate degree. Graduate courses will not be included in the computation. Candidates who entered NDSU as freshmen and who have earned a minimum institutional grade-point average of 3.60 will be graduated "with honor." Candidates with transfer credits must meet the minimum institutional grade-point average of 3.60 for all credits earned at NDSU, as well as a cumulative grade-point average of 3.60 for all credits earned including those from transfer work. All grades and all attempts of repeated courses will be included in grade-point average calculations for graduating with honor.

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North Dakota State University

Date of these diplomas: December 17, 2004

Bachelor of Arts

College of Agriculture, Food Systems, & Natural Resources

Joshua Ross Dorothy ... With Honor

College of Arts, Humanities & Social Sciences

Robert Patrick Baxter
Shanna Rae Braun
Gina Marie Chihos
Kyle A. Haugstad
Kelly Ann Herold
Brian Lee Hofsommer
Kala Brianna Peterson ... With Honor
Sharla Faye Richards
Charles F. L. Sterling

College of Science & Mathematics

Tara Geneva Analletto ... With Honor
Steven Michael Tupper

David Allen Voecks

Bachelor of Science

College of Agriculture, Food Systems, & Natural Resources

Joni Marie Altringer ... With Honor
Joshua Owen Becker
Shanna Rae Braun
Jeremy Joe Brockpahler
Blake Alan Buck
Andrew J. Bunkowske
Barbara Jean Clouston
Preston Joel Dihle
Kyle William Duchsherer
Beau J. Eid
Patrick Neil Erickson
Adam Christopher Flaagan
Seth Ronald Fore ... With Honor
Amy L. Hannesson
Joshua Charles Hardie ... With Honor
Benjamin John Hawkins
Ryan Michael Hermunslic ... With Honor

Elizabeth Rose Hince
Candida Delight Hoggarth
Daniel Stephen Hromas ... With Honor
Jeanna Louise Jambor
Jason Anthony Jenks
Katharine Ann Johnson
Dustin John Johnsrud
Andrea Lee Kraft
Daniel David Linde
Corie Beth Lund
Magally Elizondo Martinez
Andrew John Moquist
Brian Michael Naas ... With Honor
Shona M. Niemela
Jaime Katherine Palczewski
Ranita Laine Pope
Jason LaMar Richtsmeier ... With Honor
Nicholas Reggie Roemmich
Jeff Edward Sachariason
David Woja Sokiri
William Robert Stein
Katie Ann Louisa Tangen ... With Honor
Christopher James Thompson
Daniel Robert Thompson
Wallace James Titus ... With Honor
Patrick Dean Tobkin
Sarah Dawn Tschider
Rebecca Lynn Weinlaeder
Kevin Raymond Wesbur
Jason Paul Wettstein
Chris John Wiedenmeyer

College of Arts, Humanities & Social Sciences

Camille Marie Boe
Eric Allen Bolin
Baringthon B. Brudey
Jacqueline Marie Buechler
Jeffrey Thomas Butman
Brandi Lynn Christianson
Erica Jo Eckhoff
Amanda Lee Eckroth
Timothy Michael Edland ... With Honor
Shantel Mae Eidsmoe
Jeremy John Glawe
Jill Renae Grewe
Heidi Marie Gross
Shad E. Heffernan
Jonathan David Hennings
Patrick Thomas Holm
Melanie Colleen Kirk
Erin Michelle Klein

Alyssa Lee Klever
Brock J. Knudson
Chad Jeffrey Koenen
Desiree Ann Montonye
Dustin Charles Moore
Ryan Patrick Mugan
Katie Marie Murphy
Jessica Rae Olson
Miles Loren Patrie ... With Honor
Brian Gregory Potter
Joel Marvin Quanbeck
David Michael Reek
Samantha A. Rieck ... With Honor
Philip Charles Riedman
Jonathan Paul Scherbenske
Victoria Lauren Schwarz ... With Honor
Cavan P. Slorby
Brooke Meredith Swenson
Ida Leah Thomas
Adam Wayne Voorhees
Heidi Jo Walfoort ... With Honor
Blake Thomas Wanner
Emily Dawn Wolff

College of Business Administration

Karl Duane Anderson
Travis N. Bader
Jennifer Leigh Bakke
Scott Nathan Berg
Stephanie Blythe Berglund
John J. Bilek
Kayla Lynn Binstock
Jason Wells Blair ... With Honor
Chad Francis Bruels
Michael Steven Cartwright
Jamie Paul Coppin
Corey Jacob Cossette ... With Honor
Michael David Cronin
Kevin T. Dockter
Jonathan Peder Donnelly
Beth Ann Elkins ... With Honor
Melissa S. Erhardt ... With Honor
Robb Thomas Ferdelman
Taylor Ross Fleming
Tradyn S. Foley ... With Honor
Jodie Ann Gegner
Anthony Scott Geraghty
Robert Joel Gonschorowski
Daryl Lee Hagen
Jay Lawrence Hansen
Michelle Lynn Heick

Randy Lee Higgins
Richard Barry Hoffman
Brian Alvah Hoovestol
Jed David Housker
Kyle David Jenkins
Jeremy Ryan Johannes
David J. Kallenbach ... With Honor
Joshua David Kiefer
Natalie Kay Larson
Matthew Ryan Lommel
Fakarudin Mustafa Mohamed
Eric John Muckenhirn
Samuel Tombari Nweemuu
Tiffany Michelle Piatz
Dominique Jean Pickell
Trevor Allen Quigley
Katherine Dolores Radle
Jesse Joe Renner
Amanda Jean Rice ... With Honor
Jason Eugene Sandt
Todd Michael Schaffer
Lora Beth Schauer
Rustin Dan Schmaltz
Erica Jean Schmidt
Nathan Donald Schneider
Mohamed Yusuf Sharif
Melissa Sue Shellito
Juan Miguel Tokashiki ... With Honor
Robert W. Torno III
Sarah Jean Trandahl
Michael John Turchin
Taryn Christina Undhjem
Robin L. Volk
Lucas Richard Wahl
Lacey Rae Washburn
Jason Michael Wingenbach
Tyler Koland Zierke
Rebecca Ann Zikmund

College of Engineering & Architecture

Christopher Patrick Arnston ... With Honor
Christopher James Backes
Kristie Joy Barcikowski
Matthew Alan Beard
Kenneth Michael Berg ... With Honor
Jade Allan Berube
Brian M. Boyer
Ryan Dale Brorby
Matthew Alden Butler
Shawn M. Carlson
Mitchel Fredrick Cordes ... With Honor

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Andrew Julian Dahl
Austin Frank Decker ... With Honor
John Alexander Dekarski
Eric Jerome Dulas
Matthew Danilo Durbahn
Kelly Renee Ebeling
Randall Gavin Engelstad
Cale Joeseeph Fallgatter ... With Honor
Anthony P. Francis
Adrian James Freidel
Greg Robert Gergen
Jaden G. Ghylin ... With Honor
Ryan David Goodman
Ryan R. Grade
Jonathan B. Hanson
Scott Paul Harms
Justin Michael Hawley
David John Heil
Shawn Michael Heilman ... With Honor
Jeffrey D. Heinrichs
Jared David Heller
Lucas A. Hoffman
Cameron Joel Holland
Ross Joseph Holt ... With Honor
Nicole E. Hubbard
Neal Marvin Isaak ... With Honor
Craig Daniel Jackson ... With Honor
Ryan Scott Jacobson ... With Honor
Kristen Ann Jelinek
James Robert Jenkins
Dustin Robert Jung
Bryan Robert Kalliokoski
Brent James Keller
Nathaniel J. Kent
Melissa Ann Kram
Matthew Kruckeberg
Kraig Robert Krueger
Michael Paul Langseth
Karen Ann Ludvigson
Paul D. Lundstrom
Justin Ryan Mahler
Cody A. McIntyre ... With Honor
Randy Larry Merkle
Matthew James Meyer ... With Honor
Peter Ajo Morris
Jay Anthony Mosbrucker
Brent J. Nasset
Michael David Ness
Andy Robert Nestoss ... With Honor
Kevin Donald Pederson
Nathan Allan Pederson ... With Honor
Lisa M. Rasmussen
Mark Allen Rodenbiker ... With Honor
Patrick Michael Rodgers
Jeremy Beau Roseen
Gary David Sabrowsky
David Tate Schaefer
Benjamin Anton Schmitt

Luke Nathan Schnitzler
Matthew Dean Schumacher
Tanner Kenneth Seibel
Rachel L. Severson
John David Simenson
Trevor Ray Stoffel
Bartt A. Stoltman
Brett M. Stoltman
Mark Robert Stoltman ... With Honor
Cory Ryan Stuber
Seth David Jay Sundgaard
Benjamin William Torrens
John Wade Totenhagen ... With Honor
Matthew Wayne Tronnes
Andrew Steven Ulrich
Taylor Suzanne VanEaton
Dustin A. Vaselaar
Holly Renee Wentland ... With Honor
Stephanie Enyonam Winegardner
Christopher E. Wolfgram
Joseph Wayne Woodraska
Nicholas Robert Wynn

College of Human Development & Education

Scott Albert Aubinger
Jonathan Robert Auel
Allison Faye Axness ... With Honor
Chelsie J. Barke
Kimberly Robin Berg
Craig D. Bjur
Jason Michael Bowles
Michael G. Braverman
Chelsey Lee Brenno ... With Honor
Nick Edward Courneya
Tracey Ann Dardis
Bridget Irene Dockter
Aubray Ann Dombeck
Jamie Lynn Eckmann ... With Honor
Melanie Ryan Erdahl
Shane Michael Evert
Jacque Lyn Fernow
Sarah Adele Fetterly
Michael Joseph Fiedler
Jill Marie Folkens
Sarah Rose Frohlich
Trisha Marie Glasow
Lindsey Marie Graham
Joshua Sean Grover
Katie Ann Harbott
Anna Elizabeth Hoepner ... With Honor
Sara Ann Hoffmann
Jordan Elizabeth Jost
Kayla Ann Kakela
Andria F. Kilper
Sara L. Koppelman ... With Honor
Katherine R. Larson
Julie Rae Lein
Jill Marie Linster

Rebekah Leigh Majerus
Jennifer Rose Mastrud
Frank V. McClelland
Amy Marie Miller
Valerie Denise Otteson
Nathan David Person
Jacquelyn Kay Rousseau
Julie Renae Rustand
Teresa Ann Sachow
Karla Mary Schill
Rebecca Marie Schimschock
Britt Marie Schuetze
Brianna Marie Seeley ... With Honor
Angela Jean Senne ... With Honor
Rebecca Leigh Silbernagel ... With Honor
Lacey Erin Stayton
Andrea Ann Strohufus ... With Honor
Andrew W. Thomason
Trevor Jay Thompson
Erin Rachel Weerts

College of Science & Mathematics

Benjamin John Anderson
Eric David Anderson
Jessica Ann Augdahl
Amanda Mae Bernhardt
Jeffrey Charles Blaufuss
Nathan Ray Busche
Dustin Alan Chase ... With Honor
David Charles Choate
Timothy Jensen Conklin
James Rocco Delmedico
Leah L. Deyo ... With Honor
Athena Marie Diesch
Lee John Duncan
Jesse Alan Eng
Danielle Rose Ficke
Stephanie Ann Fisher ... With Honor
Brenda Ann Hamilton
Jason Patrick Heidrich
Miriam Emelia Holmberg
Kelly Anne Humphries
Jodi Lynn Iverson ... With Honor
Brett Michael Iwen ... With Honor
Jonathan Paul Jorgensen
Brian J. Kautzman ... With Honor
Michael Patrick Kennedy
Brad W. Kohoutek ... With Honor
Ryan Michael Kranitz
Kathy Lea Lopau
Christopher Thomas Mairs
Maranda R. McDougall
Chad Mark McDowell ... With Honor
Rachel Marie McGill ... With Honor
Christopher Ryan Nelson
Nguyen Ngo Nguyen
Sayde Dawn Pacht ... With Honor
Robert A. Parsons ... With Honor

Kenneth Scott Paulus, Jr.
Brent Jamison Rising ... With Honor
Roxanne Fujiko Rogers ... With Honor
Alyson Leigh Saville ... With Honor
Rebecca Rose Schaefer ... With Honor
Erik James Schmidt
Matthew William Schmidt
Daniel Joseph Schwartz
Lisa M. Seavert ... With Honor
Joani Lea Thomas
Emily Louise Tintes
David B. Voskuil
Brian Curtis Wacker ... With Honor
Ryan Thomas Wagner
Rebecca Lea Wenzel
Christopher Robert Wurtz

Bachelor of Accountancy

Peter Eugene Adams
Stacey Nicole Anderson ... With Honor
Kate Marie Berlinger
Seannah Paige Carlasccio
Sarah Beth Daniels
Daniel George Feeley
William Robert Hamann ... With Honor
Derrick J. Heick ... With Honor
Jerod M. Johnson
Michael Curtis Johnson
Stephanie Ann Jongeward ... With Honor
Lacy Lynn Joyce
Lenae Joy Lueck
Kyle Gene Pender

Bachelor of Science in Nursing

Nichole Rose Nachatilo ... With Honor

Bachelor of Landscape Architecture

Justin Michael Hawley
Nicholas Robert Wynn

Bachelor of University Studies

Daniel Aceituna
Jessica Ann Bartz
Cindy M. Bloom
Leah Rose Danz
Matthew Jeffrey Diede
Gail T. Ellis
Matthew Curtis Hanson
Rebecca Lynn Hurley
Christopher Lee Klucas
Christopher Thomas Mueller
David M. Mueller

University Senate Minutes

North Dakota State University

Fargo, ND 58105

March 21, 2005
Attachment 12

Douglas James Nordick
Jessica Lynn Rykowski
Jason Matthew Schulz
Courtney Lynn Syvertsen

Master of Arts

Jessica Clark
John C. Hendrickson
Miles Dwight Lewis

Master of Business Administration

Becky Lynn Ament
Jeffrey Ryan Anderson
Jong Tae Choi
Joshua Francis Maus
Evan Wilson

Master of Education

Jolyn Sue Althoff
Randy Baruth
Lynette Flage
Cassandra Marlene Gentry
Shawn Stephen Gravelle
Trisha Anne Issendorf
V. Keith Jacobson
Debra Kay Lien
Allison Sherratt Magnus
Shonda F. Mertz
Lashai Marie Pfeifer
Stevan J. Sagaser
Robert Schafer
Walter D. Valovage
Gerald T. Vetter
Tracey Wistrom

Master of Music

Sara Jan Lichtblau

Master of Science

Jennifer Lee Alton
Ellen C. Anderson
Ryan Harold Anderson
Sreelatha Kamakshisa Anugonda
Wendy Lynn Bengochea
Arundhati Bhosle
Christopher Bouwhuis
Mariya Burdina
Jeffrey David Carlson
Chia-Hao Chang
Derek Crompton
Siva Davuluri
Darin James Eisinger
John Fajardo
Sheri Elizabeth Fox
Mary Friedrichsen
Abby Jo Hearn
Scott Richard Huso
Candice Marie Jostad
Benjamin Simon Kirkeby
Jianhua Liu
Biju Mathew
Daniel A. Moen
Brian Matthew Morlock
Arvind Namasivayam
Gautam Nipanikar
Christine Elaine Oliver
Nicholas Osowski
Ranjit Patil
Jared Whittier Patterson
Ryan John Perreault
Shashindra Pradhan
Syed Mujibor Rahman
Scott Terrance Ralston
Nadine Renee Roth
Steve Edward Schuster
Mounir Siaplay
Shauna Lea Sowga
Saujanya Yalla
Kimberlee Jane Zetocha

Doctor of Philosophy

Alaa Abdelghaffar Ha Attia
Feng Hong
Home-Jer Hou
Fei Pan
David Rogowski
Nicole Marie Very

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Fargo, ND 58105

North Dakota State University

March 21, 2005

Attachment 13

Senate Resolution SR-01-05

NDSU Position on ACT – WRITING EXAMINATION

March 21, 2005

1. Whereas, the NDSU University Senate (11 Oct 2004) and NDSU Student Senate voted not to require the ACT Writing Test at NDSU.
2. Whereas, the SBHE voted (Nov 2004) to require the ACT Writing Test for students applying for admission for Fall Semester 2006 with allowance for exceptions;
3. Whereas, NDSU does not intend to use the ACT Writing Test scores for purposes of admission of students or for purposes of English placement;

Therefore, the NDSU University Senate applies the SBHE Policy 402.1.1.2.4 to exempt students applying for admission to North Dakota State University for fall 2006 through spring 2008 semesters by not requiring the ACT Writing Test. After this, the NDSU University Senate will review the exemption after studying the implication of these essay scores.

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Fargo, ND 58105

North Dakota State University

March 21, 2005
Attachment 14

Advisor Signature

Monday, February 07, 2005



Advisor Signature (Survey) 3



Advisor Signature (Survey)

Survey Results

1. Which academic college do you represent?

A) Ballot

Method: Multiple Selection
 Options: Allow Bypass
 Maximum Selections: [1]
 Descriptions: Please choose one
 Number of Choices: 8

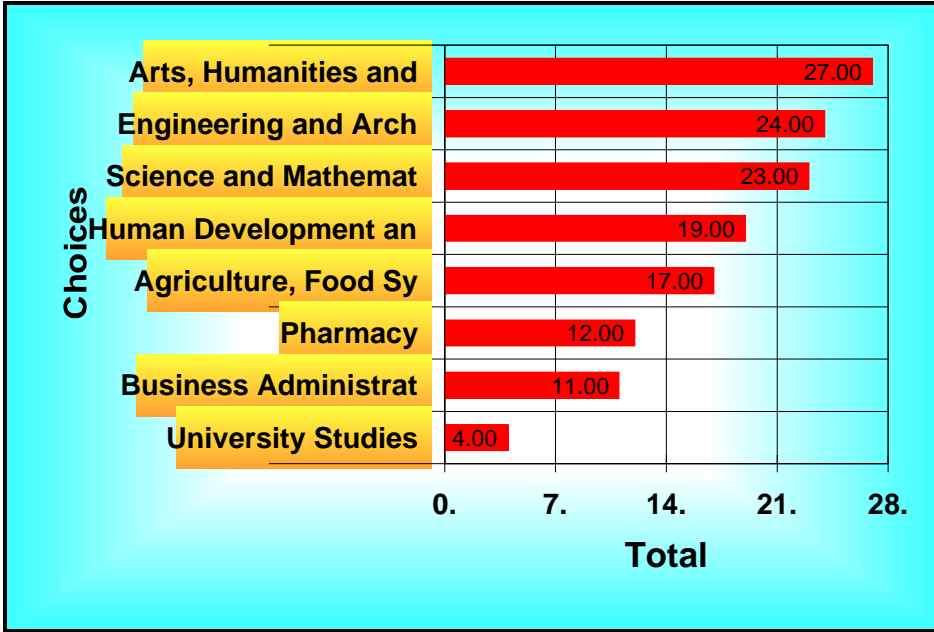
B) Results Spread

Statistics

Total 8.00
 N 138

Table Sorted By Total

Choices	Total
Arts, Humanities and Social Sciences	27
Engineering and Architecture	24
Science and Mathematics	23
Human Development and Education	19
Agriculture, Food Systems, and Natural Resources	17
Pharmacy	12
Business Administration	11
University Studies	4



Results Chart (1. Which academic college do you represent?)

2. Do you advise undergraduate or graduate students?

A) Ballot

Method: Multiple Selection
 Options: Allow Bypass
 Maximum Selections: [1]
 Descriptions: Please choose one
 Number of Choices: 4

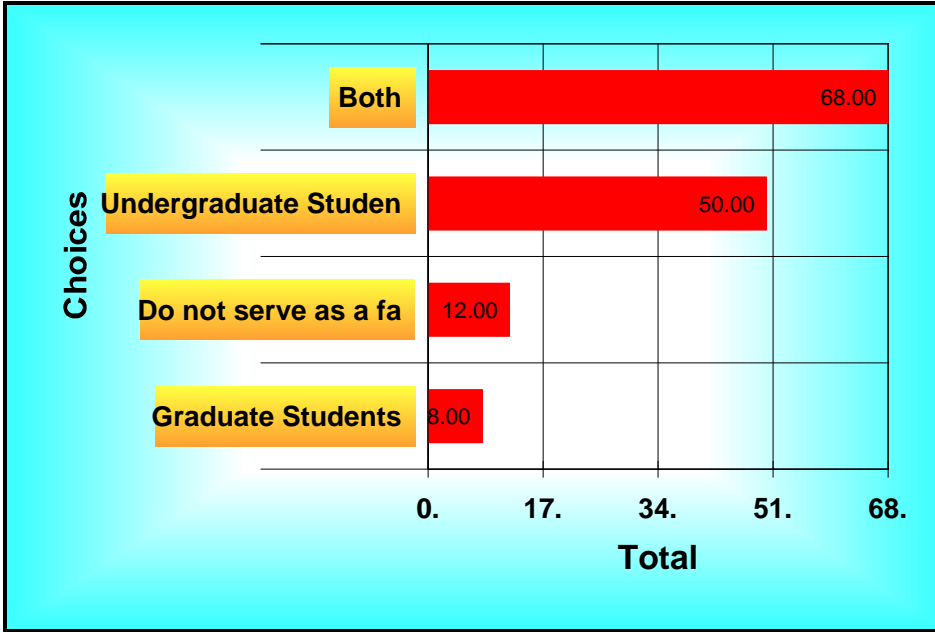
B) Results Spread

Statistics

Total 4.00
 N 138

Table Sorted By Total

Choices	Total
Both	68
Undergraduate Students	50
Do not serve as a faculty advisor	12
Graduate Students	8



Results Chart (2. Do you advise undergraduate or graduate students?)

3. Do you advise students who request to drop a course?

A) Ballot

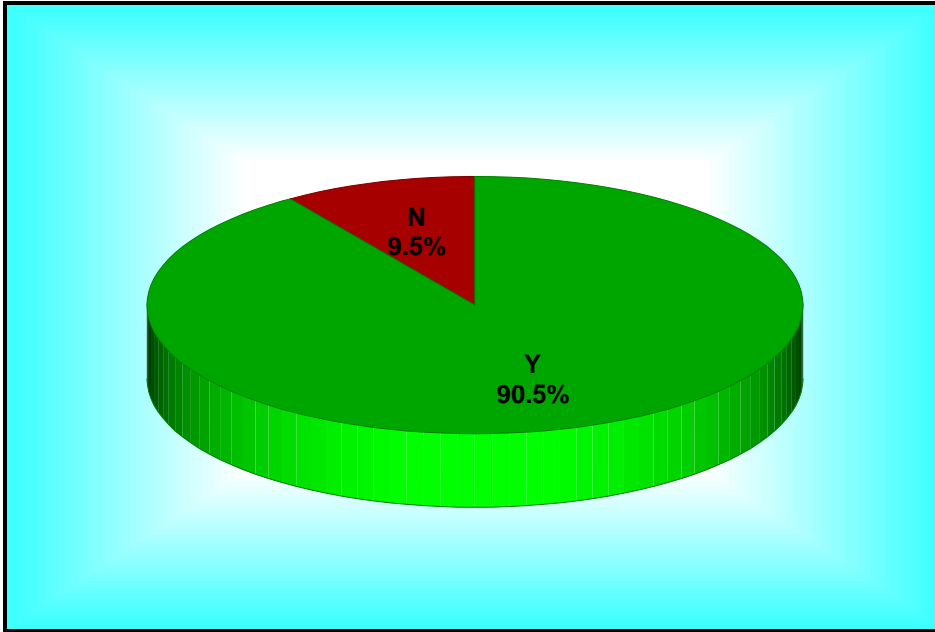
Method: Yes/No
 Options: Allow Bypass
 Descriptions: Select either Yes or No.

B) Results Spread

Choices	Count
Y	114
N	12

Statistics

Yes% 90.48
 No% 9.52
 N 138
 n 126



Results Chart (3. Do you advise students who request to drop a...)

4. Are you in favor of eliminating the advisor signature requirement for students wishing to drop during the Record Drop Period (week four through week 13)?

A) Ballot

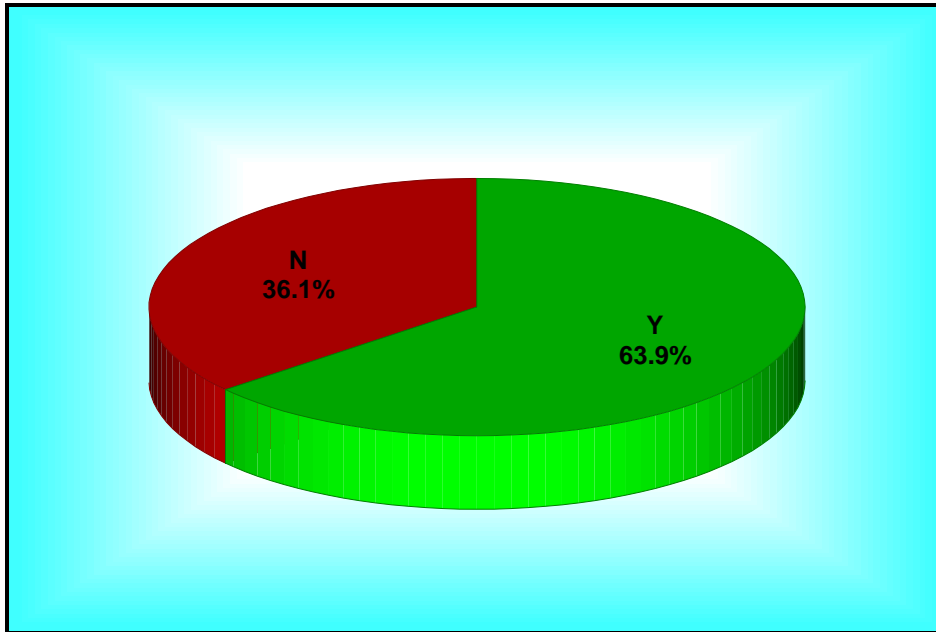
Method: Yes/No
 Options: Allow Bypass
 Descriptions: Select either Yes or No.

B) Results Spread

Choices	Count
Y	85
N	48

Statistics

Yes% 63.91
 No% 36.09
 N 138
 n 133



Results Chart (4. Are you in favor of eliminating the advisor...)

5. Additional Feedback:

A) Ballot

Method: Open-Ended
Options: Allow Bypass
Maximum Number of Characters: [12288]
Descriptions: Click in the box to enter text.

B) Text Responses

Total Number of Respondents (N): 138

Number of responses to this question (n): 68

1. The extent of the advising that I usually do regarding dropping the class is minimal. It usually involves asking the student why they are dropping the course, and reminding them of the GE/Major requirements that they will still have to fill. However, this has not once encouraged a student not to drop the course, so perhaps they could do without my lecture.
2. I am not sure that changing the signature requirement would make any difference on academic performance or the number of students who withdraw from a course.
3. I agree with the reasons you already described. Our students should be able to understand the consequences of a drop well enough to do this on their own, and they can still see their advisor if they need to discuss the issue.
4. Students need to learn not to leave things to the last. Moreover, we need more contact between advisors and students.
5. I have never refused to allow a student to drop a course. It seems reasonable that this decision can be made by the student without having to get an advisor signature.
6. My concern would be for students (usually freshmen) who might drop a course and be below 12 credits, thereby jeopardizing their financial aid. Might there be a way to require manual advising if credits drop below 12? I know this is not an issue with all students, but I've seen freshmen who are quite unaware of all of this, despite the fact that we stress it strongly during summer advisement.



7. Many students do not realize that dropping below a full time student can cause problems with admission to professional programs as well as financial aid and health insurance. I agree that if students want to drop that is their choice and there are consequences to their actions, however after the fact the fault seems to always fall on the academic advisor, not the student who make the choice without seeking out input.

8. It gives me an opportunity to talk about what dropping then means if the student is passing vs. failing the class and to discuss how to allocate their time after they drop.

How about sending out a reminder to all students one week before the "final" date, telling them that they must have their advisor's signature and they only have one week to get it? :)

#a16#

9. Dropping this requirement is a BAD idea for several reasons. First, students should be encouraged to meet with their advisor as much as possible. Second, dropping a course is a major academic decision--a decision that should be discussed with the advisor so that the student may be made aware of how their decision to drop may affect their academic program and progress. Many classes, especially at the upper division level, may be offered infrequently, or at a time other than indicated in the bulletin. Third, a meeting will alert the advisor to the reasons for the drop, information that may be necessary for interventive action (academic or otherwise). Lastly, a meeting with the advisor assures that the student is made aware of potential non-academic consequences of the drop (e.g., falling below full-time status and impact on financial aid, insurance, etc.).

#a16#

10. I usually ask about the number credit have after dropping and if the have less then 12 I inform about its possible effect on financial aid. A statement to that effect could be placed on the drop slip?

11. My reason for voting "bypass" is because I work primarily with first year students. They often do not understand the consequences of dropping a course, and they should be required to visit an advisor. I believe that after the first year, students should be allowed a no-signature drop.

12. As an Academic Adviser, I feel it is vital to discuss with student before they drop a course the implications of taking such action. These include dropping pre and co-requisite courses, effects on financial aid, and the effects of dropping below full-time status on health insurance, scholarships, and other programs. I am not in favor of the proposal because you will lose personal contact with students who may be in trouble.

13. My interest in signing is more for information and counsel rather than approval. I can't count on all my students to keep me informed on their changes. The signature helps to keep me up to date.

14. It will need to be made even more clear to students that they are accountable for the drop/add decisions they make.

15. As a college student, I used to forge my advisor's signature routinely, for exactly the same reason. It's always been my view that college students are adults and are therefore the primary responsible party for managing the details of their education. Advisors are there to do exactly that: give advice when asked.

16. I believe we should continue to strongly urge all students to meet with their advisor before dropping a course. However, the student's program of study ultimately is the student's responsibility, not the advisors. Removing this signature requirement is a step in the direction of helping students recognize their responsibility for their academics.

17. This is great!

18. My view is that students are aware and mature enough to decide for themselves whether or not it is in their interest to drop a course.

19. For the students I advise, a 12-24 month internship is required. Students must have completed specific pre-requisites on campus in order to apply for these internships. One may not be aware that if they drop a particular class they could jeopardize internship application which tacks on another year to their program. The advisor signature allows me to verify that they know the consequences of the



withdrawal. Should the advisor signature be eliminated, however, I will just plan to advise students a bit differently. Thanks for asking.

20. I think the system should generate an email to let the professor know when a student has dropped a class. Both the advisor and the classroom instructor should be notified.

21. I have occasionally found it helpful to advise students not to drop certain important courses, but most of the time their mind is made up anyway. So I have no strong reservations about dropping the signature requirement.

22. I may suggest to the student that it is not in their best interest to drop a course. However, the decision to drop the course is theirs and if they wish to drop it, I would not prevent them from doing so.

23. With question 3, I would have to say the most accurate answer is "sometimes, depending on the situation."

24. Students have no one to blame but themselves if they wait for the last day to drop.

Part of advising is to handle these matters. Often a student comes in wanting to drop a class, and if I do some "advising," they change their mind. If advising faculty develop a trusting (adviser knows something about curriculum/policy/etc), last minute drops wouldn't happen nearly as often.

It is an easy cop out for students to say they couldn't find their adviser.

Put some responsibility (accountability) on both the student and the adviser.

Advisers who tell their advisees to go to the Union or Ceres 110 for advise should not be allowed to advise.

25. You do not want to minimize the number of times the students see and talk to their advisor.

26. I have never talked a student out of dropping during the W period. It's a waste of the advisor's time and adds considerable pressure to the student since they invariably wait until the last possible day and can't find their advisor.

27. My most recent case is where a student asked to drop a course that I thought was important for them to take. Mainly they were afraid of making a bad grade on the first test. I was able to convince the student to remain in the class and they did quite well on the exam. The signature gives the advisor a chance to let the student know the consequences of their actions and to know that they are responsible for the consequences. In my view, the most likely reason a student could not find their advisor is that they left the change to the last day. Then if their advisor is out that day they are unable to get the signature.

28. I think that someone should ask the student why s/he is dropping and what effect it will have on the program of study.

29. I favor the advisor signature for freshmen students. Junior and seniors might not need an advisor signature. Often first year students do not realize the ramifications of a dropped class. For example: The student falls below 12 credits, and does not realize that financial aid, insurance, etc. might be affected. Also, a dropped Univ 189 class can cause problems later.

#a16#

30. In our department (CME), students are placed on an advisor hold prior to registration and must meet with their advisor (during advising week) in order to remove the hold. They are also required to develop an academic plan for their entire duration at NDSU. The required signature for a dropped course helps to keep the student course plans current. I am not in favor of dropping this requirement.

#a16#

31. Students become upset when they drop a course without adviser feedback and then learn that they still need to take the course. Advisers should be more aware of drop dates and available, or at least allow staff to follow through with helping students. Students should be more aware of the last drop dates and plan accordingly, not at the last minute (if that could even happen!!).

32. It would be nice if the professors would be informed of students dropping their classes so they do not continue to keep them on the roll call.



33. Students enrolled in laboratory classes should be required to obtain the instructor's signature to ensure that they have checked out of the laboratory by accounting for all of the instructional equipment issued for the course. The registrar has been bypassing this requirement already, a practice that can cost departmental funds. If the students enroll in a lab course, they should be made to take responsibility for the apparatus issued to them.

Other than the aforementioned concern, I don't have any philosophical problem with students autonomously deciding to drop a course. However, if this policy change is implemented, I wonder how many students will come up to their expected graduation date only to find that they can't finish their plan of study in time.

34. I'm available -- especially if students plan ahead. It's frustrating for conscientious advisors that NDSU would take yet another step to make it more difficult for us to help students.

35. The relationship between advisor & advisee needs to be strengthened, eliminating the signature on drop slips only decreases the frequency students contact advisors. I believe the degree of student/advisor contact is directly related to student retention.

36. Our program's national accreditation agency already thinks it is too easy for NDSU civil engineering students to add/drop courses using ALFI. They suggest more interaction with the student and their advisor. I think they would favor requiring the student to get a signature.

37. Advisor needs to be aware when students drop a class. It could be a sign they are not doing well. If they drop a required course, it could set them back a year (or more if the course is only taught every other year). The student needs to be aware of the consequences of dropping a class.

38. Getting signatures from advisors is a way to help us keep record of student performance. It also helps faculty plan future program activities since dropping a course may delay graduation time. An alternative to the signature could be that the registrar office send a note to the advisor indicating the student has dropped the course. Not finding an advisor should not be a valid excuse. Students usually know well in advance if they will have to drop a course or not. So the problem is not difficulty finding the advisor, but waiting until the last minute to find them.

39. Most students view the advice an advisor can offer as an extra, some of them want it others not. This would not prevent students from seeing an advisor. As long as it is clear to them that it is their responsibility to seek what ever advice they want and that they are indeed responsible for their decision. They should be able to do it without the advisor's signature.

#a16#

40. As long as I, as the advisor, have access to the student records, I would not need to sign to have students drop a course. I would love it if, as the instructor, I had to sign a drop slip, which would then indicate a student's intent. I often don't know if a student is dropping a course until late. Is there a way for an advisor to be electronically notified when one of their advisees drops a class?

41. Eliminating the requirement for a signature weakens an already limited role for advising.

42. Empower students -- and if they screw up, well, that's a "natural consequence" which will serve to teach them the importance of planning.

43. Students come for a signature on the last day it is do without regard to timing of their request. In my opinion, students do not view dropping a class as an advising issue. They only seem to view it as an issue when it comes time to graduate and they have dropped a requirement.

44. I answered yes to 4 but prefer a no answer because our students should be aware of a limited number of drops for our majors. I answered yes because of a university wide survey. Our university allows our students to procrastinate on making their decisions, and I would prefer the end of period (13 weeks?) to be more like 8 or 9 weeks.

I advise students the best I can when they seek advice. Some go about expecting "special consideration" for many reasons, most of them not too impressive.



45. In almost all cases, students who request my signature on a drop slip have good reasons for dropping the course and do not need advising at that time. Later when signing up for the next semester, they benefit more from a conference with me.
46. Although I am not an official advisor, I have taught here a long time. I have occasionally signed drop sheets for desperate students who were unable to find their actual advisor and who HAD to have a signature in order to drop a class that day. I never could see the purpose of an actual advisor's signature.
47. I also teach a class in the College of Ag, Food Systems, & Natural Resources, so it would be helpful to allow this choice (see #1 above) in future surveys.
48. I have had many students want to drop on the last possible day who are surprised to find out that I might be teaching when they drop by office to get the signature 1 hr before the deadline. I have also never had any substantive new advising issue arise while giving my signature -- other than remind students they need to be careful if they drop below 12 credits with regard to full-time status for financial aid, etc.. That being said, we should eliminate the signature requirement, but maybe have a warning message in the system about potential complications from dropping below 12 credits.
49. For the reasons listed prior to this survey, I favor eliminating the signature requirement. It should still be recommended that students seek advisors input to avoid unintended consequences, etc.
50. As an administrative assistant, I think dropping the advisor signature would facilitate registrations.
51. I would like to see students required to visit their advisor before they register. Too many student's self-advise. I've used this at other institutions and it eliminates many problems.
52. I have seen times when a student drops a course which is a pre-req for subsequent classes. By dropping one of our professional courses without giving enough thought, the student may put themselves behind for a year or more....
53. I like to be able to inform students of the consequences of dropping a particular course. Often they may not be aware that the course is a pre-req for another course or when it will be offered again. Generally it's not the good student(which meets with an advisor), that is dropping a course. This becomes one more way to distance the student and the advisor. However, it would make it easier, especially for those procrastinating students.
54. Too many times the students operate on a last minute basis and I have observed that professors are not always available outside of their posted office hour. I think this would benefit everyone - all around.
55. How will a changed policy affect student athletes? Would it be helpful if their drops were treated differently given the strict rules?
56. Anything that makes the students more responsible for their own education is a positive development.
57. This is a opportunity for me to see how things are going and why they are needing to drop the class!
58. Once one is past the norecord drop date, students wishing to drop a class usually need additional advising, as late drops usually imply problems that need attention (even if the student is not willing to admit the fact). The signature requirement provides the opportunity for needed dialog.
59. Would there be a way to keep it for freshmen and not others? They often do not have a clue as to what a "drop" might mean in progressing in their desired major.
60. Many students do not see their advisors as often as they should now. This just gives them another excuse not to see them. I spend a lot of time hearing arguments about why classes should be waived. Often they only come see their advisor when there is a problem. Al Schneiter, Head Dept. of Plant Sciences.
61. I would be in favor of dropping the advisor's signature only if PeopleSoft had a block for students who are on academic probation or continued probation.
62. when dropping a course students often do not understand the implications. Dropping one course may delay their admission into the professional program by a year. Which delays graduation by one year. Having an advisor sign the form allows us to consult/advise and increase understanding.



63. Students could find their advisor in time if they did not wait until the last second. Adding and dropping courses is essential to the student's credit "portfolio" for graduation. To eliminate the requirement of a signature would sideline the advisor from the thing concerning which the student needs advice. This, plus the new technology, is part of a larger erosion of the advisory relationship. I suspect we are phasing out advisors altogether by incremental precedents. If we do this, it should be done by fundamental considerations, not piecemeal by gradual inconvenience.

64. If students don't get advice about a drop, they may not appreciate the difficulties they can have eventually in completing their course work in a timely manner. For some courses this isn't an issue, but for requirements it is.

65. Graduate students must complete a Plan of Study and if they can drop a class without their advisor's approval, a conflict will occur when the curriculum audit is done. The advisor must be involved. Last minute decisions to drop a course, in my opinion, are emotional decisions. If a student wants to drop a class, the decisions should be made in a structured manner over a planned period of time which should include a visit to the advisor. To make a decision at 10:00 am on the last day and then blame the advisor for not being available is childish. I don't care what People Soft thinks. Keep the system we have!

#a16#

66. I have yet to figure out why I have to sign the form. When they come in, I do ask them why they are dropping, which is always a little uncomfortable b/c it is invariably the professor's fault b/c "the class is too hard/too much work"...so then what, give them a lecture about responsibility? The only thing I do that seems productive is remind them that they will have to take a summer class or a heavier load to stay on track, remind them that too many W's don't look good on the record, and remind them that if it is a required class they will still have to take it at some point. They always seem to already know all of these things, so I feel like I'm wasting my breath. By the time they want the form signed, they have already made up their minds. I have had several advisees stop in to discuss whether it is in their best interests to drop a class, and those are productive talks. But those are sought out by the students, which seems to be a more efficient way to do it.

67. I would eliminate it since many students drop without obtaining my signature. Another issue that needs to be addressed is the liberal withdrawal policy. Being able to drop a course after the midterm of the semester is ridiculous.

68. As a department chair I am asked to sign dozens of these forms on the last day when I have no time to check with the advisor to see if the drop is appropriate. Therefore, my signature means little or nothing.