
Substitutions – L. del Rio for S. Markell and S. Dekeyser for C. Hargiss

I. Approval of May 11, 2015 minutes

MOTION (Hall/Noone): to approve minutes of the May 11, 2015, Faculty Senate meeting as distributed. MOTION CARRIED WITH UNANIMOUS CONSENT.

II. Consent agenda

a. Approval of the Spring 2015 graduates (attachment 1)
b. Approval of the Summer 2015 graduates (attachment 2)
c. Policy changes (attachment 3) (All housekeeping changes)
   - Policy 154.1 Sale or Distribution of Racially and Sexually Offensive Material
   - Policy 168 Reasonable Accommodation on the Basis of Disability
   - Policy 348 – Instruction in the Responsible Conduct of Research
   - Policy 350.3 Board Regulations on Nonrenewal, Termination or Dismissal of Faculty
   - Policy 708 Campus Maintenance and Service Requests
   - Policy 803 Restricted Gifts vs. Grant Policy
   - Policy 817 Cost Corrections

MOTION (Gillam/Strand): to approve the consent agenda report as posted. MOTION CARRIED WITH UNANIMOUS CONSENT.

III. General Announcements

   • Provost Ingram
      o Recently concluded Town Hall meetings on research strategic plan.
      o Will be emailing “Provost Updates” every few weeks.
      o Provost Open Meeting – September 21st – Office of Teaching and Learning scheduled; other divisions and departments scheduled throughout the academic year.
      o HLC Visit is October 19th and 20th; there will be ample opportunity for faculty to participate; assurance document will be available to campus soon.

   • D. Cooley, Faculty Senate President
      o Meeting/room format updates.
      o Beginning visits to all colleges on how information can be relayed and discussed with Senators and constituents.
IV. Unfinished Business

a. CULE model (attachment 4)
   - Presentation by C. A. Platt (attachment 5)
     - Discipline based approach versus moving towards learning outcomes.
     - Faculty Senate has approved the outcomes, but not a model.
     - Outlined the summary of changes within new general education model.
   - Presentation by D. Cooley (attachment 6)
     - Outlined different options generated by Senators.
   - Discussion regarding various options and clarification on various options; Proposed model would not be considered finalized until respective committees do their work and make a recommendation on how to proceed within policy and compliance; design and resource work would be imperative to determine how to proceed.

MOTION (Gillam/Platt): to request Faculty Senate approve the concept of the revised QUEST model.


b. Gen Ed Proficiency Statement, L. Peterson (attachment 7)
   - Connected with NDUS policy; North Dakota General Education Council is working to update NDUS Policy 403.7; discussion regarding moving to an outcomes based learning model. Overall this is a general framework forwarded from the North Dakota General Education Council.

MOTION (Christenson/Harvey): to accept outcomes for transfer within the North Dakota University System and approve General Education Proficiency Statement.

MOTION to AMEND (Preuss/Gillam): to replace “logically” with “rationally” and “supporting” with “factually.” Discussion continued regarding verbiage.


V. New Business

a. Accreditation, L. Peterson
   • NDSU will have its comprehensive accreditation visit on Monday, October 19th and Tuesday, October 20th. Very close to finalizing the assurance document, which will be available to campus soon. There will almost certainly be an open meeting for faculty and there will almost certainly be sessions on each of the five Criterion for Accreditation.

b. What are Faculty Senate’s priorities this year?
   • Will discuss further at October Faculty Senate meeting. Submit feedback to President Cooley via email.
     o Personnel Training requirements
       ▪ Committee with administrators, staff, and faculty.

MOTION (Gillam/Platt): to approve a personnel training ad hoc committee consisting of two faculty, two staff, and two administrators.

     o FSEC and FS orientation
       ▪ The document create by M. Strand was distributed.
     o Creating a system to monitor initiatives that affect faculty prerogative.

MOTION (Strand/Noone): to approve a system to monitor initiatives that affect faculty prerogative.

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- Faculty listserv restrictions.
  - A new listserv is being created. The original will be mandatory and carry only those messages significantly important to the university’s functioning or faculty members’ job performance.
  - The second will be an opt-out that will carry all other messages.

MOTION (Gillam/Preuss): to approve creation of an opt-out system for faculty listserv messages. Opt-out would occur on an annual basis.

- Suggestion to explore daily digest options with ITS. Second listserv would still need to be related to University business. Suggestion to explore a website “It’s Also Happening at State” as a centralized location for updates. Clarification regarding differentiating messages between the two listservs.


- Modifying by-laws
  - B. Pruess to chair an ad hoc committee to present no later than at the March 2016 meeting.

MOTION (Salem/Sun): to approve a by laws ad hoc committee, chaired by B. Preuss. MOTION CARRIED WITH UNANIMOUS CONSENT.

- The “Nice” policy
  - Replace language with requirement to behave according to the ethical standards of one’s profession or the NDSU code of student behavior.

- Anti-bullying policy
  - This is moving through the system.

- Policy and Procedure Review Committee
  - Separate policy from procedure,
  - Update policies.
  - Create policy where it is missing, e.g. Process on sexual misconduct complaints for faculty.
  - Work with various units to have them create the policy and procedure, and then make it consistent.

MOTION (del Rio/Hall): to approve a Policy and Procedure Review ad hoc committee, including faculty, staff, and administrator representation.

- Policy on domestic partnership benefits
  - G. Gramig willing to explore further.

MOTION (Christenson/Platt): to approve a Domestic Partnership Benefits ad hoc committee, chaired by G. Gramig.


VI. Adjournment

MOTION (Hillard/Mathew) to adjourn.

Meeting adjourned at 4:54 p.m.

Submitted,
Rhonda Kitch, Ph.D.
Registrar, Faculty Senate Secretary
College of Agriculture, Food Systems, and Natural Resources

Bachelor of Science
Taylor Richard Aaland
Kyle Austin Abrahamson
Angela Marie Adsero
Ju Yeon Ahn
Phillip M. Aipperspach
Clay Joseph Altepeter
Isaac John Anderson
Matthew James Anderson
Phyo Thin Aung
Ajaek Ayalu
Kenneth Allan Bahm
Justin Daniel Bartholomay
Miranda Rose Billman
Bradley E. Bischof
Corey John Bjoralt
Jacob Emmanuel Blotter
Ross Lee Bolke
Michael Tyler Borders
Sara Beth Bowman
John Steven Breker
Joseph Michael Bresnahan
Scott Edward Bridgland
Elizabeth Grace Burdolski
Daniel Steven Carlson
Sarah Lynnette Cassel
Jacob Scott Caughey
Intiazi Amin Chowdhury
Thomas John Claussen
Miranda Ann Clemens
Connor Thomas Cook
Sara Marie Cushing
Daniel Benjamin Deck
Dalton James Dionne
Samantha Jean Dirk
Rhiannon Renee Dockter
Thai Quang Dong
Kendra Eleyse Dowdle
Kaitlyn Kristi Ebel
Noah James Gerard Engels
Justin Edward Erickson
Nathaniel Paul Erickson
Reed Buhr Erickson
John David Evenocheck
Kelsey Marie Fagerland
Wyatt Andrew Feltman

NORTH DAKOTA STATE UNIVERSITY
Spring 2015 Graduates
Degree Conferral Date: May 15, 2015

Alec Josef Foertsch
Diana L. Fontaine
Alex Jonathon Fornshell
Samantha Jo Foss
Taylor John Friesz
Courtney Louise Frojd
Austin Joseph Fuchs
Jonathan Christopher Fuller
Paige Makeznie Gardas Anderson
Douglas Robert Garry
Nikela A. Gathe
Lauren Olivia Goetze
Collin Alan Goldsmith
Krista R. Gross
Stephen Matthew Guler
Ginger Lee Gulickson
Abbigael Partridge Gutierrez
Seth Michael Haas
Benjamin Lawrence Hageman
Maria Clare Hager
Carly Jo Cathryn Haiby
Ian Patrick Hall
Jill Ann Hallal
Jona Marie Hamson
Tyler D. Hausladen
Nathan Lee Hazard
Kelsey Teal Heiberg
Ellyn Christine Hexum
Brett Michael Hillestad
Shane Daniel Hinnenkamp
Alexandra Marie Hitt
Dylan James Holmer
Caitlin Mary Holmes
Kathy Judy Hommerding
David Andrew Hunt
Katelyn N. Huttunen
Tristan Albert Huwe
Charles Douglas Jacobs
Justin Wayne Jacobs
Mariah Leigh Jacobs
Stacy Ann Jangula
Sara Lynn Janson
John William Janssen
Karissa A. Jensen
Cody Matthew Jensen
Mark Aaron Johannes

Jeffrey Allen Johnson
John Sebastian Kalenze
Jason George Keck
Emily Caren Kedrowski
Shahzeb Ahmad Khan
Amir Khubber
Corey Anthony Klaphake
Boye Allen Klutig
Thomas Garrity Knudson
Evan Elliot Knutson
Stephanie Kaye Kobiela
Autumn Lea Kraft
Daniel John Kremer
Sarah Lynn Kropp
Jenny Lynn Kubischat
Jaden Jacob Kuhn
Michelle Lynn Kunz
Emma Claire Kusic
Johnathan Mark Lacher
Austin James Langley
Payton Jacob Lauteenschlager
Codee Zebedee Lee
Tatianna Marie Letcher
Brett Michael Levos
Amber L. Lindgren
Zachary Allen Lingen
Andrew Bruce Lueck
Lucy Ione Lund
Garret Allen Lungren
Shane A. Maas
Paige K. Magelky
Chelsie Nicole Manton
Patrick Michael Martin
Kristen Marie Matthews
Kara Nicole Mauch
Alyssa J. McKinney
Tyler James Meidingher
Gabriella Michele Mendieta
Nicholas James Metz
Jared W. Meyer
Leah Marie Middendorf
Leslie R. Miller
Austin Jeffrey Moen
Trisha K. Molitor
Jade Marilyn Monroe
Ryan G. Monsen
Adam Leslie Monson
Amy D. Monson
Chelsea Ann Morgan

Jeffrey Paul Moss
Eric J. Murray
Emma V. Neiguem
Bradley Paul Nelsen
Spencer Scott Norberg
Blaine Lee Novak
Paul Allen Novak
William Paul Ogda
Macaletor Vincent Oglesby
Breanna Oldenburg
Leah Thad Olson
Jonathan Charles Oltman
Jake Theodore Ophaug
Michelle Rae Osten
Kasey Lee Oster
Davis Richard Parks
Sarah Elisabeth Paskewitz
Garrett Norman Petersen
Scott Paul Peterson
Logan Jay Pfingsten
Hom Nath Pokhrel
John Phillip Posch
Alexander Elias Prorok
Nathan Louis Qual
Benjamin John Rehder
Janna Marjorie Rice
Jodi Lynn Richardson
Hunter Lee Rosenfeldt
Nicholas Richard Rygg
Benjamin Marshall Salo
Lindsay Rae Samson
Tyler Blake Sanders
Rashi Sangwan
Jeremy Francis Sauer
Alexus Marie Schmionek
Kara Rose Scherbenske
Chelsea Scott
Allyson A. Seibert
Sierra Lyn Shoman
Caitlin Rose Simek
Sanjivini Sinha
Cambria Sue Slaubaugh
Jamie Lynn Sletten
Leah Rose Smolley
Ethan Aaron Sorenson
Urelle Erin Stangler
Matthew Albert Stein
Alexis Amber Steinman
Dakota May Suco
Adam Sundby
Brady Wade Swanson
Kiersten Elizabeth Tepp
Nisa Ann Tharayil
Cale Eugene Thomas
Jennifer Joy Thomas
Melany Rachel Thomas
Deborah Michelle Thompson
Tandi Leigh Thompson
Megan Elizabeth Tieg
Taylor John Tomperi
Nevada James Turbiville
Rebecca Mary Turnquist
David Vander Zee
Briar Lynn Verbout
Jordan Roger Voorhees
Samuel Joel Wagner
Cody Samuel Wahlstrom
Cullen Richard Walser
Andrea R. Weiss
Bennett Mark Wellar
Alcia Michele Wdiahm
Zachary Allan Wiest
Kyle Thomas Wolf
Kaitlin Sue Worms
Leonard Richard Wrona, III.
Nathan A. Wyatt
Brock Robert Zenzen

Master of Science
Joseph V. Alfonso
Ratko Balic
Lauren Paige Sager Bittara
Jena Lee Bjertness
Danielle N. Black
Craig Henry Carlson
Lindsey R. Coupe
Yayra E. Domfeh
Juan Ramon Franco Coronado
Etsehiwot Gebresellassie
Jessica Marie Halvorson
Martin R. Hochhalter
Katherine Claire Ann Kral
Aka Kyaw Min Maw
Tyler Kurt Larson
Rachel I. McArthur
Brandon Lee Montgomery
Manbir Kaur Rakkar
Adriana Virginia Rodriguez
Suraj Sapkota
Roshan Sharma Poudel
Deepti Tyagi

Bachelor of Music
Xue Wang

Doctor of Philosophy
Gregory David Blair Calrow
Elena De La Pena
AmehdeFath Eldolifey
Gerardo Gracia Gonzalez
Dansong Huang
Balapuwaduge Mendis
Ligia Dias Prezotto
Xianwen Zhu

College of Arts, Humanities, and Social Sciences
Bachelor of Arts
Mohamed H. Abdirahman
Oyunbold Batjargal
Jordan Lea Engelke
Alea Egging Florin
Candace Else Kallevig
Remington S. Krueger
Olivia M. Niday
Katherine A. Prakash
Grace Anne Peterson
Tyler L. Ringstad
Katerina Voronova
Kelly Elaine Williams

Bachelor of Fine Arts
Mataya Trae Armstrong
List Thomas Linn Brennan
Clare Anna Marie Geinert
Jack Chamberlain Golden
Katherine Ann Guzzi
Rebekah Lynn Herdklotz
Kelsy Brooke Hewitt
Brian P. Lynch
Zachary R. Sandberg

Bachelor of Landscape
Architecture
Luke Patrick Champa
Keith Michael Dahl
April Ann Daly
Samantha Michelle Day
Melinda Suzanne Deugan
Jocelyn Driscoll
Wesley Michael Dullinger
Michael Wayne Duncan
Jason Robert Dvorak
Samantha Marissa Eidenschink
Alexandra Lynn Elder
Jennifer Olivia Fatz
Kristen Jewel Fennell

September 14, 2015

Megan May Feyereisen
Zach Fimon
Alyssa Jane Fischbach
Colton Josiah Fleming
Kelli Marie Fileth
John Fontana
Delaney Jo Freer
Heidi Lynn Freye
Tyler J. Gapinski
Bradley Salvino Garcia
Cody J. Gerszewski
Ian Randy Godfrey
Erin E. Hackey
Caleb Leif Macpherson Hamilton
Patrick Robert Haraldson
Justin Charles Hayman
Jenna Kristine Hedstrom
Kelsey Lynn Hellard
Samuel Jerome Herder
Dylan Richard Hilber
Jesse Alexander Hinz
Jacob Brendan Hodgson
Cale Aaron Homuth
Danelle Kathrina Hopkins
Hayley Elizabeth Horntvedt
Brittani Kalouse Howland
Andrea Yvonne Johnson
Haley Taylor Johnson
Cole James Johnston
Caitlin Mary Joppru
Kurt Andrew Julson
Krista Jo Kappes
Nicholas Richard Kasper
Elizabeth Sarah Keena
Mariah Rose Kenney
Erika Dawn Ketterling
Bethany Irene Kiedrowski
Callie Alicia King
Rebecca Lynn Kotchian
Erin Michaela Krieger
Heather Elizabeth Kroeker
Remington S. Krueger
Bridget Jane Kruger
David Thomas Kurtti, II.
Alexander Dean Lapham
Robert Morgan Latham
Travis Jon Lauer
Robert C. Lauf, III.
Denise Katherine Luttiio
Amanda Rae Magnuson
Keith Alexander Mantz
Lisa Ann Manchard
Dzienita Maslesa
Kyle Adam Mason
Krystyne Roxanne Maue
Kelsey Jean McLachlan
Heather L. Milbrath
Katie Jo Miller
Maggie Paulette Moen
Shelby Lynn Moen
David James Nasvik
Daniel Arnold Nipstad
Charles K. Okigbo
Chinyere Verna Okwulehie
Dustin Robert Olson
Dean Omane
Jacob Jeff Oxner
Brady Pieper
Michael David Pietron
Ryan Pivoran
Danielle Marie Poce
Colton J. Pool
Justin Ryan Prettyman
Jaclyn Frances Proulx
Emily Raquel Ramstad
Chloe Elise Reichel
Delilah Mae Robb
Sarina Rae Sandstrom
Amber L. Schneider
Stacey Ann Schulte
Conner Reagan Scott
Mei Li Mia Smith
Eric Lowell Solien
Christopher Randal Spangler
Lauren C. Spillers
Joseph Robert Starbuck
Deanna Marie Storey
Jennifer R. Studer
Nathan W. Szurek
Joshua Dean Taylor
Danielle Lynn Thiessen
Megan Jane Toso
Morgan Marie Tschida
Michael Kore Uwe
Taylor James Van Dyke
Jason Heston VanHorn
Brent Thomas Williamson
Kelsey Marie Windrum
Maria Jean Yurcyzk

Bachelor of Science in Architecture
Niloufar Alemenjery
Pedro Armendariz
Matthew Thomas Axtmann

Master of Science
Tara Michal Anderson
Shelby K. Augustine
Nicholas Paul Brandt
Ronald John Brinkman
Dennis Henry Bukowski
Sarah Carolyn Crook
Logan Alan Diehl
Joshua Adam Donnelly
Samuel Bernard Erickson
Caetlin M. Fox
Brian George Glur
Amber Olivia Grindeland
Catherine Elaine Groth
Timothy Joseph Halvorson
Noah Michael Harvey
Matthew Michael Hoefer
Kyle Davis Hoverson
Aaron Mark Johnson
Rebecca M. Johnson

Certification
Logan Anthony Kern
Chelsea Marie Lenz
Ryan Linne
Mackenzie Ruth Lyseng
Kellie Marie McCallough
Matthew Curtis Moeckel
Matthew L. Qual
Ryan Mitchell Quast
Troy Jared Raasch
Crystal Marchelle Rinkenberger
Esaui M. Rodriguez Padilla
Katelyn Max Schmidt
Michael Phillip Schnack
Alexandra R. Schrader
Shawn Lawrence Senesac
Allysa Marie Stroh
Nicholas David Strombeck
Jennifer J. Upcraft
Jennifer Ann Watters

Master of Arts
Megan Lynn Even
Noor Ghazal-Aswad
Heidi Jo Kruse
Kimberly Ann Ray
Ann M. Stewart

Master of Music
Christopher T. Argenziano
Eric Andrew Martens

Doctor of Musical Arts
Adam C. Hollingsworth
Jonathan Daniel Strommen-
Erik Andrew Zinter

Doctor of Philosophy
McKenzie Ann Wood

College of Business

Certificate
Isaac John Anderson
Troy Daniel Borowicz
Christopher Todd Christian
Sara Faye Dummer

Taylor J. Perdew
Tyler Harold Schmidt
Tanya Lynn Stillwell
Austin Edward Swecker

Bachelor of Science
Katherine Elisabeth Affield
Joseph James Anderson
Kaitlin Eletta Anderson
Mason John Anderson
Benjamin Daniel Armbrust
Abigail Rose Ascheman
Gabriel F. Beaufreux
Troy Daniel Borowicz
Michael Travis Bowler
Dallas Ann Breberg
Brogan Lorraine Burwick
Brad W. Cantwell
Anna Ruth Carlson
Yuexin Chen
Hyeon-gyeong Cho
Brian Gary Christensen
Christopher Todd Christian
Kevin Joseph Coffman
Ryan Vincent Connor
Katelynn Allene Dawen
Matthew David Delaney
Danielle Lynn Dombek
Megan Marie Duevel
Sara Faye Dummer
Lauren Amanda Dumont
Anthony James Eklund
Zachary Joseph Enz
Brittany Mishelle Even
Breeanna Rae Fandrich
Jeremy Michael Feist
Blake Allen Finger
Andrew James Gane
Gabriela Maria Garcia
Joseph Theodore Gedgaud
Christopher Allen Gerving
Zachary Tyler Good
Brandon Lynn Goodenbour
Daniel Jerome Gorghuber
Joseph Robert Gruber
Michael Andrew Hanson
Timothy William Hanson
Molly Kristine Harris
Matthew Steven Hartman
Eri Marie Haugen
Mara Jo Headline
Joseph Thomas Heinsen
Blake Thomas Ryan  
Mary Ann Schindler  
Joseph Frederick Schultz  
Jonathon Paul Schwegel  
Isaac Michael Serre  
Christina Ann Sullivan  
Dain Steven Synhorst  
Zachary John Thelen  
Brandon T. Todd  
Shane Thomas Traulich  
Emily Louise Von Hagen  
Michael Steven Winther  
Troy Allen Wright  
Nicholas Patrick Wiers  
Joseph A. Zikmund  

**Bachelor of Science in Electrical Engineering**  
Daud Hersi Ali  
Ehab M. Hefny  
Hollis Michael Barkhaus  
Michael Ryan Barnhardt  
Dylan George Bernhardt  
Preston Mark Blinsky  
Lelam A. Bosch  
Hao Chen  
Cody Henry Clarksean  
Boris Curuvija  
Peter Nelson Day  
Jason Dean Ecklein  
Davis Randall Fischer  
Brett Richard Garske  
Ruisi Ge  
Mehari Ghebreysihunes  
Nathan K. Goenner  
Jacob Michael Goodell  
Daniel Harry Grages  
Mitchell William Heltemes  
Ethan Paul Hettwer  
Tyler Ray Hill  
William Owen Hoffa  
Taylor James Holte  
Samuel David Katz  
Tyler Mathew Keller  
Joshua Robert Kertscher  
Christine Kay King  
Kyle John Krause  
Darrin M. Laudenbach  
Khamis Samuel Lemi  
Schuyler J. Long  
Manuela Lopera Higuita  
Jay Pierre Miller  
Dung Ngoc Nguyen  
Troy Errick Osmanski  
Jacob Matthew Parrow  
Thomas Peter Pinewski  
Philip William Ready  
Jeremy Joel Reller  
Taylor Jay Roorda  
David William Russell  
Lucas J. Schaaf  
David Benjamin Schurette  
Gaurav Sharma  
Tyler James Sorvari  

**Bachelor of Science in Industrial Engineering and Management**  
Laura Patricia Chavez  
Philip Craig Cooksey  
Can Cui  
Jacob Vernom Frieler  
Joseph David Fritzjuncker  
Lauren Elizabeth Frohlich  
Hao Fu  
Andrew Dale Gertner  
Bethny Marie Hoff  
Jaron Thomas Hughes  
Twila Elaine Moser  
Chao Pei  
Eric Paul Schauer  
Charles Kyle Shorma  
Tyler Patrick Theisen  
Michael Joseph Wolmansley  
Tanner Anthony Wolbersen  
Ruinan Xie  
Nikusha Shakyadev Yatigala  
Jessie James Zerr  

**Bachelor of Science in Manufacturing Engineering**  
Devin Lee Arznzen  
Andrew John Dalman  
Zheng Fang  
Cong Liu  
Jacob William Mason  
Tyler Thomas Skeate  

**Bachelor of Science in Mechanical Engineering**  
Ryan J. Anderson  
Jake Marvin Braaten  
Jesse Matthew Brooks  
Lucas Frank Budzien  
Andrew Daniel Carlson  
Maxwell John Chelberg  
Eric Michael Cochrane  
Steven Michael Conrad  

**Master of Construction Management**  
Aaron Paul Kellerman  
Wayne Leslie Lavalier  

Sourav Dan  
Nathan Dean DuChene  
Jake Randal Eissinger  
Shawn Bradley Erickson  
Nathan Evan Esboldt  
Britt Alan Helten  
Alexander John Henderson  
Colton John Hirman  
Jeremy John Jenniges  
Zachary S. Johnson  
Kartik Joon  
Nabin Karki  
Nathan Lynn Kinneberg  
Karl Emerson Klinkworth  
Patrick Gerald Link  
Samantha Lee Mailhot  
Jonathan Micah Miller  
Matthew C. Moenkedick  
Jeremy L. Morrison  
Mitchell Roland Nelson  
Michael Thomas Niehoff  
Nicholas John Noeske  
Vanessa Rose O’Gara  
Samuel O. Ogunyaemi  
Zachary Francis Ourada  
Jesse Allen Pierce  
Jared Daniel Quinlan  
Alexander Anderson Reed  
Garrett Daniel Reed  
Benjamin Charles Reiff  
Landin Ronald Rognlin  
Ian Jon Sannes  
Austin John Schlichting  
Zachary Paul Semler  
Travis Steven Sims  
Benjamin Theodore Sinnett  
Matthew David Slama  
Rachel Ann Smith  
Ryan Peter Solstad  
Connor Davis Swiontek  
Kyle Ian Tasler  
Luke Jacob Thiele  
Zachary M. Triplett  
Yiming Wei  
Joshua John Weismantel  
Jacob Dale Williams  
Jiawei Zhang  

Shane Allen Hillen  
Adam Gregory Huston  
Cody James Isdo  
Matthew William Katzenmaier  
Tyler Curtis Kellen  
Andrew Jeffrey Kinsel  
Justin Duane Ostgard  
William Michael Rader  
John Patrick Reiter  

Joel A. Karki  
Kurt A. Kopp  
Michael Koenen  
Jacob R. Koppes  
Peter D. Lachenbruch  
Gaurav N. Patel  
Suresh K. Pillai  
Ahmed M. Salama  
Theodore W. Shanabrook  
Sriram Viswanathan  
Zachary L. Wiegand  
Natalie J. Wies  
Ryan C. Wood  
Zachary A. Zimmerman  

NDSU Faculty Senate Minutes  
 Attachment 1  
 September 14, 2015
Abigail Ruth Debner
Aaron Lee Field
Balapuwaduge Mendis

Katie Lee Hilton
Briana Mae Hoby
Taylor Rose Hoeschen
Natalie Elizabeth Hogan
Emily Kathryn Holland
Michaela Jo Hoppe
Brittany Ann Ingergaard
Janet Renae Iverson
Katie Irene Iverson
Javon Darlene Jackson
Hayley Ann Jangula
Brock Steven Jensen
Falan Nicole Johnson
Jacquelyn Shelly Johnson
Katherine Lynn Johnson
Seth Alan Johnson
Janet Rae Julson
LaNay Marie Jung
Erica Lea Esther Kale
Michael Edward Kalianoff
Krystal D. Kalliokoski
Madeline Jean Keeler
Abbie Lynn Kemp
Stephen Keith Kessler
Brittany Addison Kingsbury
Jordan Kleinjan
Jacob Michael Klingbeil
Kasey May Klinkhammer
Emily Megan Knilans
Michael Hanna Knutson
Brita Grace Koehnen
Richard Michael Konkol
Sarah Irene Kraul
Samantha Jo Kramer
Taylor Lynn Krieg
Daniel David Krypel
Samantha J. Lamwers
Marjorie Ann Laney
Emily Jean Lauinger
Justin Anthony LaValle
Kayla Rose Lechelt
Caitlin Arissa Leick
Abbey Grace Leier
Dain Lee Leqve-Smith
Tyler John Lindell
Jackson P L Lindom
Kayla Rae Lindroos
Frances Man Yee Liu
Kyah Faye Loeks
Nicholas J. Luman
Jestin James Lunday
Reid Davis Lunemann
Christopher Robert Lutz
Katherine Audrey Macht
Bethani Lynn Maciej
Jamie Marie Maciejewski
Benjamin Jarold Mader
Matthew Michael McCarty
McKenzie Dean McMillan
Andrew Jon McPherson
Brittney Ann Meyer
Linnea Joan Meyer
Justin Duane Miller
Megan Mae Miller
Rebecca Rose Miller
Brittany Ann Mittelider
Miranda Marie Moen
Lynsey Rochelle Mogck
Kelsey Ann Mongeon
Andrew James Moran
Brady J. Morgan
Tiffany Allyssa Motis
Allison Sarah Moum
Lindsey J. Muehlberg
Macie Leigh Murphy
Sierra LaNae Murphy
Danielle Erin Nelson
Carly Jo Ness
Cody Charles Ness
Samuel C. Neumann
Minhthu J. Nguyen
Emily Ann Nielsen
Katie Elizabeth Odland
Samuel Olatunji Ojuri
Ashley Marie Olson
Benjamin Marvin Olson
Shelby Nicole Otto
Bridget Nicole Overby
Molly Jo Perkins
Ryan R. Petersen
Alyssa N. Peterson
Amanda Jo Peterson
Erin Michelle Peterson
Spencer Thomas Pillera
Sophia Violet Porter
Tiffany LaMay Raddatz
Tayler R. Rasmusen
Rachel May Renner
Andrea Martha Richmond
Emily Ann Rikhus
Kathryn Margaret Sagaser
Westin R. Satzinger
Allison Kate Schemel
Carly Jo Schindler

NDSU Faculty Senate Minutes
September 14, 2015
Attachment 1
NDSU Faculty Senate Minutes
September 14, 2015

Attachment 1

Austin J. Schmidt
Jodi Marie Schmidt
Adam William Schueller
Molly Elizabeth Schultz
Kathryn Elizabeth Schulz
Cordelia Ana Seckler
Megan Elizabeth Sem
Karlee Michelle Simmons
Kelsey Rae Skunberg
Allison Marie Smaaland
Nadine Emily Smith
Shelby Mae Sorum
Anna Marie St Andrew
Olivia Lynn Stankey
Nicholas Bryan Strom
Samantha Marie Strycker
Kirsten LaRae Svaleson
Scott William Syverson
Nicholas James Thies
Esley Guy Thornton
Matthew Adam Tucholke
Sarah Mary Ukkelberg
Leah VanTilborg
Katy Jean Varner
Hailey Ann Verwest
Kelsey Rae Vogt
Ariel Brooke Waloch
Corbin Randy Walters
Juliana Marie Ward
Steven Neil Widner
Alyssa Mae Windey
Rachel Elizabeth Wingard
Jennifer Trudy Wisnoski
Caitlin Ruth Wohler
Rachel Maria Wotzka
Brett Alexandra Wuori
Mara Kaitlyn Yborra
Evan Lee Zacharias
Jennifer J. Zetocha

Master of Athletic Training
Colin John Hulm
Nikole L. Koehn
Camden Lambert
Ethan Gary Meyer
Samantha Bethany Taylor
Sarah Mae Wambheim

Master of Education
Nathaniel Charles Bailly
Bibian Chiagozie Cummings

Eben Blake Danielson
Dustin L. Elken
Kaleigh Johanna Frey
Mitchell Drake Grunig
Tracy Michelle Hansen
Lynae Sue Hemming
Bradley H. Jones
Cynthia L. Klabo
Aaron Vaughn Kliniske
Tami Jo Kramlich
Ashley De-Anne Krinke
Garrick Zebe Larson
Lindsey Kay Levin
Melissa April Melaas
Lisa Maria Narum
Erin Danielle O’Connell
Jennifer L. Olson
Lyndsey Rae Patnaude
Stephanie Michelle Pelletier
Amber M. Penrose
Nicole Peterson
Shane Michael Ringdahl
Myron William Schaff
Amy Skouson
Kristina Ashley Sluzewski
Kelsey Ann Stahl
Scott Tyler Steele
Emily Jane Sturn
Leah Barae Swedberg
Martina Velic
Nichole Lee Venable
Kimberly Ann Wenko
Ashley Elizabeth Willits
Angela Jane Zerface

Master of Science
Kelly Rose Burdett
Sarah Marie Busse
Michelle G. Caldarone
Katharina James Fritzler
Samantha Erin Fuhrmann
Hanna Elisabet Grinaker
Brea Rachel Grueneich
Jessica Michelle Hotchkiss
Eryn Nichole Jager
Jenna Bess Kourajian
Weston Matthew McGill
Rashidat Oldatun Moreira
Megan D. Myrdal
Kalene Ann Sharstrom
Katherine Jeanette Strand
Christopher Michael Thompson
Ashley Ann Walsdorf

Doctor of Philosophy
Elena Nikolayevna Atitsogbui
Amber Rae Bach-Gorman
Daniel S. Clark
Angela Ann Geraci
Rhonda Kay Kitch
Jon A. Kragness
Cindy L. Marihart
Aida M. Martinez-Freeman
Twyla Ann Nielsen
Tara R. Zolnikov

College of Pharmacy, Nursing, and Allied Sciences

Certificate
Jan Marie Keller

Bachelor of Science
Ryan Gerald Altdorf
Amanda Jo Amberg
Gabrielle Lynae Anderson
Jake David Baldwin
Maranda Grace Baumgartner
Chelsea Antoinette Behnke
Brianna Jean Benson
Kimberly Jane Block
Alec Bohn
Miles W. Book
Ginger Louise Breen
Sadi Anna Bren
Kayli Lynn Buechler
John Garrett Carlin
Alissa Marie Carlson
Cynthia Simon Cherucheril
Andrea Ruth Clarens
John Patrick Curley
Daniel James DeGree
Mary Jo Faure
Savanna Lee Fetter
Taylor Lawrence Fiske
Brittany Lynn Fondakowski
Danielle Rose Fritz
Bryant W. Geis
Bradyon Alexander Gourneau
Kirstin Marie Gramith
Pamela Marie Guss
Dustin Lee Haugen
Eric L. Hebel
Ashley Rae Hertwig
Sarah Marie Hillestad
Carter William Hruby
Hannah Marie Kallio
Janae Crystal Klinkdt
Daniel John Kottkan
Scott James Kompelien
Sadie I. Lean
Paige Francesca Leclerc
Jordan Marie Lentsch
Jennifer Ann Liane
Jennifer Ann Linnard
Sarah Rose Madsen
Mason Andrew Magle
Wyatt Eldon Martenson
Erik Sven Mattson
Brandon Michael McCarty
Dillon Arthur Meyer
Savannah D. Miller
John William Mullen
Jesse Robert Obricht
Megan Jane O’Connell
Danielle Rose Odenthal
Cara Toy Jen O’Higgins
Chelsea Joy Olerud
Courtney Nicole Olson
Rebecca Pareja
Margaret Mary Peters
Caitlin Jeanne Peterson
Kayla Dawn Peterson
Kayla Marie Porter
Kevin Randall Rauwerdink
Lauren Emily Resh
Ali Elizabeth Richardson
Gretchen Lynn Rigge
Macy Royston
Joseph Jon Sannes
Sarah Jane Schmidt
Jessica Ann Schneider
Taylor Jean Semler
Brett Richard Sinner
Brook Andrew Solberg
Krista Anne Southwick
Teresa M. Steinman
Spencer Todd Stromback
Tasnia Tarannum
Kyle Lucas Thielke
Jayson Charles Thompson
Samantha Elizabeth Trumm
Cody Barry Varnson
Jessica Ann Voeller
Hannah Preanka Walbruch
Xiaoxi Wang
Anna Terese Wenzel
Megan Joyce Witschen
Abigail Louise Aspengren
Oyuma Badral
Janelle Anna Baldwin
Nicole Loreal Balzer
Lauren Paige Barker
Jessica Marie Bartholomay
Kacie Ann Becker
Paige Marie Bell
Grace Elisabeth Boehm
Alexa Rae Boyd
Katlyn Jesse Boyle
Kalie Marie Brueggemeier
Tara Marie Buss
MacKenzie Rose Chacich
Christopher Thomas Coombe
Alyssa Brooke Dahl
Jennifer Marie DeCock
Jessica Joanne Diaz De Leon
Alexandra Alice Diesem
Kayla Dolyniuk
Alpha Chidera Duru
April Lynne Enrooth
Samantha L. Erhardt
Rachell R. Feigtsch
Brittany Kay Geffre
Samir Golos
Alison Renee Gravelin
Leah Clare Green
Kristen Faye Greenstein
Kayla C. Grewatz
Sandra Dawn Hanly
Samuel George Hanzlik
Shelby Lyn Hatch
Renata Dee Hegle
Charles Richard Hemkin
Alexis J. Hogan
Laura Marie Holsen
Megan R. Humann
Mohamed Alliee Jalloh
Kacie Lynn Johnson
Molly Kahl
Lucas Joseph Kalina
Vanessa Rose Karels
Craig Warren Karjalainen
Kaitlin Kay Karsky
Carly Rose Kaspari
Kaitlin Eve Keeler
Jessica Beth Kerr
Chantel L. Kleinsasser
Kaili Marissa Klobuchar
Bria Rae Knaust
Matthew John Kopp
Merry Lynn Kraft
Amanda Kuller
Austin Dale Kutzer
Luke William Lassonde
Mitchell Charles Lehn
Chelsea Lynn Lingle
Alex Michael Lovgren
Brett Lawrence Lyslo
Amy Lynn Meyer
Lindsey Raquel Miles
Andrea Lynn Moe
Ryan Lee Moulzolf
Devin Elizabeth Murphy
Erin Elizabeth O'Leary
Alexander Dale Olson
Jacqueleen Ann Olson
Karli Janae Olson
Fatuma Hassan Omar
Dexter Travis Peries
Julie Elizabeth Perkins
Amber Ruth Piatz
Alina Punel
Kaitlin Kay Regan
Jennifer Lynn Rinas
Amber Rose Riopelle
Marisa Rose Rittgers
Sarah Lynn Sather
Kathryn Leila Schmeling
Micala Ann Scholz
Meghan Christine Schreier
Danielle Leigh Simenson
Jerri J. Serna
Jessica Marie Stober
Shawna Marie Stowman
Bora Sun
Lisa Marie Swanson
Lauren Marie Tengsdal
Deepali Thakkar
Rebecca M. Waibel
Angela Marie Wald
Taylor Ann Wanner
Jessica Marie Webber
Leslie Ann Wringer
Morgan Lynn Wiedmeier
Corey Jay Wiege
Natalie Cole Wiertzema
Joshua Andrew Wolf
Laura Elizabeth Yokom
Emily J. Zink
Amber R. Cardinal
Erin L. Cardinal
Jacob Joseph Davis
Kayla Ann Hauer
Ruth Kaitlin Stephanie Schmitz
Robert J. Willborn
Michelle Anne Brown
Megan Ruth Hills
Rosa L. Jacobs
Keshia Ryan Kotula
Kolby Lee Schaeffer
Natalie Marie Auhginbaugh
Kayla Dale Dascher
Laurel A. Dimler
Jenna Marie Gross
Emily Jean Kalina
Dianne KappelmanBeyer
Christa Marie Kleinjan
Christine Michelle Olson
Allison Evelyn Peltier
Vanessa Ann Skolness
Taryn N. Treumer
James T. Upton
Molly Cassandra Vaishnav
Kristin Kay Allmaras
Scott Alan Alversson
Nathan Alan Beckman
Casey Joelle Bloom
Daniel J. Broderick
Abby Loray Bueligen
Emma Kay Burt
Alyssa Marie Cappellin
Kailey Elise Christianson
Joshua Thomas Christophersen
Breanna Kaye Curtis
Jake Ryan Joseph Decker
Ashley Rae Doeden
Kailee Ann Donner
Nicole M. Dyrdahl
Teresa Ann Escher
Mollie Frances Fearing
Brook Edward Fiebiger
Marie Elizabeth Franzen
Erin Lee Gandrud
Allison Rudy German
John Peter Hamm
Victoria Marie Hammond
Christopher Noel Harwood
Kyle Jason Henderson
Betsy Jo Hutchinson
Matthew Thomas Ironroad
Eric Ryan Jacobson
Breanna Marie Janzen
Brianne Marie Johnson
Jeremy Ray Johnson
Paul David Johnson
Ryan Daniel Johnson
Karin Michelle Josephson
Alyssa Marie Kelsch
Madeline Ann Kelzenberg
Patrick James King
Breann Kocher
Gerard Joseph Kokett
Jessica Frances Kopp
Kammy Joanna Larson
Aaron John Mertens
Karissa Mae Miller
Kimberly Anne Monin
Shelby Rae Monson
Kayla Nicole Nelson
Jenna Lynn Pakala
Molly Elizabeth Perkins
Toan N. Phan
Ryan Platz
Abby Marie Richardon
Whitney Marie Richman
Jordan Lee Rist
Tyler Kevin Rogers
Heather Mae Ryan
Jeremiah John Saunders
Jordan Marie Schlicht
Jessica LeDoux Schnabel
Sara Ann Schroeder
Molly Ann Slaby
Amy Marie Steckler
Danielle Ann Stenhjem
Svetlana G. Stukalova
Jessica Renee Theisen
Trent Alex Thompson
Amanda Jean Timmerman
Martha Emily Toede
Carly L. Towbridge
Shalene Marie Troyer
Kayla Jo Vieau
Kayeromi D. Gomez
John Michael Harris
Stephan Loew
Joseph Michael Roith
James V. Schanandore
Raed Seetan
Abhijit Suryawanshi
Jing Zhang

College of University Studies

Bachelor of University Studies
Gary Alan Barby
Christopher Ronald Brosowske
Johnathon Cornell Crockett
Alexis Mikayle Halberstadt
Rachel M. Klein
Taylor Marie Saxen
Michael F. Splonskowski, Jr.
Davis Ronald Axel Steen
Sharon L. White Bear
### College of Agriculture, Food Systems, and Natural Resources

**Bachelor of Science**
- Jacob Lee Aanden
- Tyler Jordan Allan
- Sarah J. Archambault
- John Olaf Bollingberg
- Lacey Sue Carlson
- Haylee Marie Cloutier
- Melissa Sue Evans
- Zachary Taylor Grothmann
- Taylor James Hall
- Chase Dunwoody Haskell
- Tyler Gregory Kemp
- Connor Carl Levorsen
- Kriz Donavin Lindblad
- Kelsey Marie Lysford
- Stephanie Lynn Meyer
- Mohamed Ahmed Muhumed
- Amanda Keleigh Nelson
- Kelcey Linda Olson
- Tyson Lee Pfingsten
- Peter John Rutgers
- Rachel Rose Schlieman
- Mara Elizabeth Smith
- Zachary Bryan Stowell
- Paige Danielle Swenson
- Evan James Tollefson
- Chelsea Volk
- Stephanie Anne Weir
- Crystal Anne Wilson

**College of Arts, Humanities, and Social Sciences**

**Bachelor of Arts**
- Marilyn Lucia Bernabe
- John Michael Mayer
- Kyle Gentry Rose

**Bachelor of Fine Arts**
- Callie Marie Schroer

**Bachelor of Landscape Architecture**
- Ryan S. Hermes

**Bachelor of Music**
- Paul M. Nason

**Bachelor of Science**
- Kyle Walter Berg
- David Christian Bjerke
- Larisa Elizabeth Ann Bosserman
- Martin James Buller
- Haley Inez Deserly
- Travis Jeremy Erickson
- Ricardo Carlos Garay, Ill.
- Ryan S. Hermes
- Christine Marie Hoefs
- Keeley Jade Jacklich
- Amber Rae Kassenborg
- Thomas A. Klenow
- Nicolette Paige Larson
- Phillip Thomas Laughlin
- Tanya May
- Britanny Dawn Negaard
- Tess Maureen Peterson
- Brittney R. Richter
- John Eugene Skrbec
- Anthony H. Smith
- Kelsey J. Solberg
- Chelsea Alexia Stoppleworth
- Danielle R. Toenyan
- Nicole Ann Wynsteker
- Margaret Ann Zietz

### Bachelor of Science in Architecture
- Jeffrey Daniel Arel
- Lauren Cathryn Falcon
- Tyler Kevin Harnisch
- Megan Oakes

### Master of Architecture
- Amy M. Klinkworth

### Master of Arts
- Heather Rebecca Brinkman
- Victoria Lynn Fossum
- Alyssa R. Miller
- Kai Jerome Thorstad

### Master of Music
- Andrew Beard
- Travis Francis Bregier
- Sean P. Fitzsimmons
- Bernadette Marie Fromherz
- Alyse L. Hoge
- Kalli Nicole Murphy
- Sebastian Michael Tackling

### Master of Science
- Matt Dahmen Nelson
- Callie Dominique Karlsson Speer

### Doctor of Philosophy
- Emily Ann Paskewitz
- Katherine Lynn Tulibaski

### College of Business

**Certificate**
- Ashley Rose Seitz

**Bachelor of Science**
- Omar Ali Abdi
- Stephen J. Appel
- Lee Orton Arnold
- Isaiah Daniel Bauck
- Jalen Thomas Burchill
- William Lawrence Carlson
- Taylor Anthony Christenson
- Ryan Alexander Denne
- Jaclyn Kay Ellingson
- Andrea Lynn Grefsrud

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**NORTH DAKOTA STATE UNIVERSITY**

**Summer 2015 Graduates**

**Degree Conferral Date:** August 7, 2015

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**Bachelor of Science in Construction Management**
- Alexander E. Lavoy

**Bachelor of Science in Electrical Engineering**
- Ibrahim Khalil Bawi
- Deniz Gomez
- Michael Scott Erickson
- Yifu Gong
- Ankit Kumar
- Alex James Liebsch
- Batuul Tumurkhuyag
- Xinhao Xiao

**Bachelor of Science in Industrial Engineering and Management**
- Derek Paul Arnold
NDSU Faculty Senate Minutes
Master of Construction Management
Stephanie Marie Boyce
Adam Wayde Bundy
Prakash A. Chavda
Michael Paul McConnell

Master of Science
Syed Owais Ahmed
Daniel Vincent Bawinkel
Samudra Tharaka Chandanayaka
Fan He
Dharminder Kaur
Noopur P. Modi
Andrew Kristian Narvesen
Ashkan Saboori
Alarka Sanyal

Doctor of Philosophy
Ahmad Fayyaz
Abdul Hameed
Muhammad Jawad
Muhammad Usman Shahid Khan
Ewumba Monono
Mehdi Salimi Jazi
Saeeda Usman

College of Human Development and Education
Certificate
Mark A. Spanier

Bachelor of Science
Brad Paul Bauck
Jenna R. Berning
Ryan Lyle Boike
Sarah Jo Evans
Kaitlyn Elizabeth Foss
Elizabeth Agnes Gibson
Amanda P. Grable
Timothy James Green
Alisa Heath
Kallie Sue Kluver
Lauren A. Knapp
Anna Katherine Labitzky
Marissa A. Larson
Amber Nicole Lockwood
Jacob Cole McPhail
Kalli Elizabeth Peckham
Massa Quoi
Tyler John Raymond
Tianna Marie Reff
Caleb Charles Rogelstad
Jasmine Alexis Schafer
Cody Lynn Schep
Alexis Christine Truelson
Brecka Rae Wuhlund
Tristyn Nichole Walczak
Nicholas Peter Weis
Lindsey Marie Wicklander

Doctor of Philosophy
Melissa Nicole Naslund
Chasity Lynn Odden Heide
Christine Margaret Okurut-Ibore

College of Health Professions
Certificate
Amia Natasha Moore

Bachelor of Science
Aaron David Banister
Victoria Kay Bracewell
Ashley Marie Bueligen
Thomas Carl Dalquist
Hailey Jo Dockter
Donald Robert Duren
Michelle Louise Fakler
Sophia Ruth Marie Gilsrud
Amy Lynn Halverson
Anastasia Mae Hartwig
Jordyn Lynn Hepper
Jeremiah John Hoff
Amber Marie Huerkamp
Tyler Kazuo Ito
Julian Alexander Jacobson
Greta Catherine Keller
Stacey Renae Klocke
Alison Jeanne Kretchman
Keri M. Lenzmeier
Katalyn Corine Lundblad
Kelsey Kay Murray
Seraphine Mai Ngang
Brooklyn Nhu Nguyen
Kirsten Orbeck
Katherine Ann Packulak
Kelly Marie Rensink
Emily Pearl Sanborn
Erica Rahcel Schneibel
Adam J. Thelen
Rebecca Marie Wiig

Doctor of Philosophy
Nicole Danielle Rasmussen
Brianna Kay Salathe
Alexis Marie Schaaf
Erika Lindsey Stein
Kristy Marie Stroot
Taylor Ann Young

Master of Public Health
Kylie Jean Hall
Jason Alan McCoy
Jared G. Plutowski
Jan Joanne Vasquez

Doctor of Pharmacy
Andrew Dale Holm
Nha N. Phan

Doctor of Philosophy
Qunshu Zhang

College of Science and Mathematics
Certificate
Qun Sun

Bachelor of Science
Corey Duane Andersen
Kristian Johan Brakvatne
Steven James Burdick
Allison Jessica Goldenstein
Matthew Leigh Jurgens
Joseph Mateo Leard
Hannah Dianne Nelson
Kayla Lynn Petersen
Kylan Jerome Stecher
Weikang Yang

Master of Science
Taryn Ruth Chase
Harshada Chandrakant Chavan
Amro Salem Salem Hassan
Blake James Huebner
Lucas James Huebner
Joshua Gilbert Hugen
Diana Michelle Kennedy
Xiyuan Liu
Samatha Kathleen Myhre
Elizabeth Joan Noel
Casey R. Orgon
Sowjanya Parem
Kathryn A. Preston
Rebecca Elizabeth Ramos
Master of Software Engineering
Joel S. Rindfleisch

Doctor of Philosophy
Bilal Ibrahim Al-Ahmad
Rami Alroobi
Hannah L. Altmann
Kiran Bhat Kashi
Min Chen
Wen Cheng
Bekele Jemama Gurmessa
Su Hua
Pratap Kotala
Bianca Montero
Yingfei Mu
Andriy Popadyuk
John D. Ranney
Mark A. Spanier
Ai Ni Teoh
Jonathan Paul Totushek

College of University Studies

Bachelor of University Studies
Lawrence C. Alexander
Nathan W. Brew
Jenna Kay Carlson
Michael David Larson
Charles Dean Paxton
John David Seifert
Bryan Marques Shepherd
Nicole Marie Smith
Policy Change Cover Sheet

This form must be attached to each policy presented. All areas in red, including the header, must be completed; if not, it will be sent back to you for completion.

If the changes you are requesting include housekeeping, please submit those changes to ndsu.policy.manual@ndsu.edu first so that a clean policy can be presented to the committees.

SECTION: 154.1 Sale or Distribution of Racially and Sexually Offensive Material

1. Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).
   - Is this a federal or state mandate? ☐ Yes ☑ No
   - Describe change: Correcting the title of this policy to read SALE “OR” DISTRIBUTION OF … instead of SALE “OF” DISTRIBUTION OF…. (housekeeping change)

2. This policy change was originated by (individual, office or committee/organization):
   - Kelly Hoyt, former SCC Secretary
   - kelly.hoyt@ndsu.edu

   This portion will be completed by Mary Asheim.

   Note: Items routed as information by SCC will have date that policy was routed listed below.

3. This policy has been reviewed/passed by the following (include dates of official action):
   - Senate Coordinating Committee: 6/12/15
   - Faculty Senate: 6/12/15
   - Staff Senate: 6/12/15
   - Student Government: 6/12/15
   - President’s Cabinet: 6/12/15

The formatting of this policy will be updated on the website once the content has final approval. Please do not make formatting changes on this copy. If you have suggestions on formatting, please route them to ndsu.policy.manual@ndsu.edu. All suggestions will be considered, however due to policy format guidelines, they may not be possible. Thank you for your understanding!
SECTION 154.1
SALE OR DISTRIBUTION OF RACIALLY AND SEXUALLY OFFENSIVE MATERIAL

SOURCE: NDSU President

North Dakota State University is committed to providing its students and staff with an environment for learning and working that is free from racial and sexual discrimination. The University thus does not approve of the sale or distribution by its departments or recognized student organizations of any material that is racially or sexually offensive to other members of the NDSU community.

This Policy is intended to prohibit, for example, the sale of clothing or banners with derogatory references to other school mascots that have an ethnic basis.

Questions regarding other applications of this Policy may be addressed to the Office of Equity and Diversity, 204 Old Main (237-7708).

HISTORY:

New August 21, 1989
Amended July 2001
Amended October 2007
Policy Change Cover Sheet

This form must be attached to each policy presented. All areas in red, including the header, must be completed; if not, it will be sent back to you for completion.

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SECTION: 168 REASONABLE ACCOMMODATION ON THE BASIS OF DISABILITY - GUIDELINES FOR EMPLOYEE REQUESTS

4. Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).
   - Is this a federal or state mandate? □ Yes □ No
   - Describe change: Making two housekeeping changes – correcting title of a form and updating its link

5. This policy change was originated by (individual, office or committee/organization):
   - Human Resources/Payroll on 6/29/15
   - colette.erickson@ndsu.edu

   This portion will be completed by Mary Asheim.

   Note: Items routed as information by SCC will have date that policy was routed listed below.

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

   Senate Coordinating Committee:
   Faculty Senate:

   Staff Senate:

   Student Government:

   President’s Cabinet:

The formatting of this policy will be updated on the website once the content has final approval. Please do not make formatting changes on this copy. If you have suggestions on formatting, please route them to ndsu.policy.manual@ndsu.edu. All suggestions will be considered, however due to policy format guidelines, they may not be possible. Thank you for your understanding!
SECTION 168
REASONABLE ACCOMMODATION ON THE BASIS OF DISABILITY - GUIDELINES FOR EMPLOYEE REQUESTS

SOURCE: NDSU President

1. NDSU is committed to providing equal opportunity to both applicants for employment and employees with disabilities, as defined by law, by providing reasonable accommodations. To fulfill this commitment, NDSU has established the following guidelines.

2. APPLICANTS for employment:

   2.1 Applicants for employment who have a disability may request reasonable accommodation at any time during the application process. Requests for accommodation shall be made to the Office of Human Resources/Payroll. Applicants will be asked to confirm the request in writing, provided, however, the arrangements for accommodation may be initiated prior to receipt of the written request.

3. EMPLOYEES:

   3.1 Request for reasonable accommodation.
   An employee whose disability requires reasonable accommodation in order to perform the essential functions of his/her job may request reasonable accommodations either formally or informally at any time during his/her employment. However, in all instances the request for reasonable accommodation shall be processed through the Human Resources Department. Human Resource’s response will be in writing. Supervisors receiving requests for accommodation from employees shall direct the employee to contact Human Resources in order to address their need for a reasonable accommodation.

   3.2 Process for addressing requests for accommodation.
   Informal accommodation requests shall be made by the employee either in-person or in-writing to the Office of Human Resources/Payroll.

   Formal accommodation requests shall be made in writing using the Employee Reasonable Accommodation form. The completed form shall be submitted to the Office of Human Resources/Payroll. In addition, the employee shall provide to the Office of Human Resources/Payroll relevant, written documentation of a disability from an appropriately certified or licensed health care or rehabilitation professional in a relevant field of the disability and explain the need for reasonable accommodation using the Documentation to Support a Request for Reasonable Accommodation on the Basis of Disability form. To ensure a written timely response from Human Resources, it is recommended that the employee submit the documentation (form) within ten working days of the employee’s written accommodation request. Both forms are available on the NDSU forms page or by request from the Office of
Human Resources/Payroll.

3.3 Documentation of disability and need for accommodation.

3.3.1. Documentation provided by an employee should include the following:

a) A statement identifying the disability, the date of the current diagnostic evaluation and the date of the original diagnosis, including diagnostic criteria and/or tests used.
b) A description of the current functional impact of the disability.
c) Treatments, medications, assistive devices/services currently prescribed or in use.
d) A description of the expected progression or stability of the impact of the disability over time.
e) The relevant credentials of the diagnosing professional(s) such as medical specialties or professional licensure.

3.3.2. All written documentation provided by an employee requesting accommodation will be maintained in a confidential file separate from the employee's official personnel file in the Office of Human Resources/Payroll.

3.3.3. Occasionally, the documentation provided by the employee may not be sufficient to make a determination of the appropriate reasonable accommodation. In such a circumstance, the University may require the employee to go to a health care professional of the University's choice in order to adequately document the need for accommodation and identify appropriate accommodations. Any medical examination required under these circumstances will be limited to determining the existence of a disability and the functional limitations that require reasonable accommodation.

3.3.4. Any costs related to the University's request for the additional medical documentation described in 3.3.3. above will be the responsibility of the University.

4. The determination of a reasonable accommodation shall be an interactive process involving the employee, Office of Human Resources/Payroll and relevant administrative personnel. The University may provide an alternative to the requested accommodation so long as it is effective in removing the workplace barrier(s) that impede(s) the employee with the disability. The employee may refuse an alternative reasonable accommodation, but such refusal may mean the individual may not be able to perform the essential functions of the job, which may require a fitness for duty evaluation under NDSU Policy 161: Fitness for Duty.

4.1 An applicant or an employee with a disability, as defined by law, who is dissatisfied with the response to his/her request for reasonable accommodation and wishes to appeal, may do so in writing to the Office of Human Resources/Payroll within ten working days of the response.

4.2 An Accommodation Review Board (ARB) will be assembled to review the appeal to the response. Following their review, they will make a recommendation to the NDSU ADA.
Coordinator. The final decision will be made by the NDSU ADA Coordinator and communicated to the employee and Human Resources in writing within ten working days of the receipt of the ARB’s recommendation.

4.2.1 Members of the ARB shall include:
Director of Human Resources/Payroll or Designee
Director of (Student) Disability Services or Designee
Equal Opportunity Specialist, Equity, Diversity & Global Outreach or Designee
Vice Provost for Advancement of Faculty or Designee

HISTORY:

New October 13, 1999
Amended May 6, 2014
Policy Change Cover Sheet

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SECTION: Policy 348 – Instruction in the Responsible Conduct of Research

7. Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).
   - Is this a federal or state mandate? ☐ Yes ☑ No
   - Describe change: housekeeping - updated to reflect the change in the person serving as the Research Integrity Officer

8. This policy change was originated by (individual, office or committee/organization):
   - Office of the Vice President for Research and Creative Activity
   - cassandra.j.johnson@ndsu.edu

   This portion will be completed by Mary Asheim.

   Note: Items routed as information by SCC will have date that policy was routed listed below.

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

   Senate Coordinating Committee: 6/30/15
   Faculty Senate: 6/30/15
   Staff Senate: 6/30/15
   Student Government: 6/30/15
   President’s Cabinet: 6/30/15

The formatting of this policy will be updated on the website once the content has final approval. Please do not make formatting changes on this copy. If you have suggestions on formatting, please route them to ndsu.policy.manual@ndsu.edu. All suggestions will be considered, however due to policy format guidelines, they may not be possible. Thank you for your understanding!
SECTION 348
INSTRUCTION IN THE RESPONSIBLE CONDUCT OF RESEARCH

SOURCE:  NDSU President

1.0 General Principles.

1.1 The responsible conduct of research (RCR) is critical for excellence, as well as public trust, in science and engineering. Consequently, education in RCR is considered essential in the preparation of future scientists and engineers. Federal law (Section 7009 of the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science (COMPETES) Act (42 U.S.C. 1862o-1)) and federal sponsors currently require appropriate training and oversight in the responsible and ethical conduct of research for students and researchers.

2.0 Applicability.

2.1 Students (undergraduates, graduate students, and post-doctoral researchers) “supported” by the National Science Foundation (NSF) for science and engineering research awards must be provided with appropriate training and oversight in the responsible and ethical conduct of research. This requirement is effective with proposals submitted to the NSF on or after January 4, 2010, and includes subrecipient institutions.

(*NOTE: Use of the term “supported," is not restricted to financial remuneration. "Supported" can be access to equipment, supplies or lab space by paid students or even volunteers conducting research. Students supported by funds other than NSF but involved in research sponsored by the NSF are considered supported by the NSF and, thus, subject to training requirements.)

2.2 All trainees, fellows, participants, and scholars receiving support through any National Institutes of Health (NIH) training, career development award, research education grant, and dissertation research grant must receive instruction in responsible conduct of research. This requirement is effective with new and renewal applications submitted to NIH on or after January 25, 2010, and for all continuation (Type 5) applications with deadlines on or after January 1, 2011.

2.3 The Vice President for each unit or the Dean of each college, as applicable, has the discretion to require RCR training for other individuals in addition to those identified in 2.1 and 2.2. "Unit" is intended to mean those divisions that don't have a Dean typically, such as, but not necessarily limited to, Center for Nanoscale Science and Engineering (CNSE), ND EPSCoR and Upper Great Plains Transportation Institute (UGPTI).

3.0 Educational Plans.

3.1 Each college and department (or Vice President, as applicable) is responsible for determining the need for and developing a plan for training in the responsible conduct of research.
research, as well as developing content and determining the most effective delivery mechanism appropriate for each discipline, tailored to issues and practices that are relevant. General topics (such as responsible authorship and publication) are relevant to all research, while special topics (such as use of vertebrate animal subjects) would be relevant to select research or disciplinary practices. Plans must also include an indication as to the frequency of training required as well as when training would expire. Most programs would include the following topics:

- conflict of interest - personal, professional, and financial
- conflict of commitment
- policies regarding human subjects, live vertebrate animal subjects in research, and safe laboratory practices
- mentor/mentee responsibilities and relationships
- collaborative research including collaborations with industry
- peer review
- data acquisition and laboratory tools; management, sharing and ownership
- research misconduct and policies for handling misconduct
- responsible authorship and publication
- the scientist as a responsible member of society, contemporary ethical issues in biomedical research, and the environmental and societal impacts of scientific research

3.2 NDSU currently subscribes to the Collaborative Institutional Training Initiative (CITI), which offers online modules on discipline-specific RCR training. Units, colleges and departments shall require completion of the appropriate modules by all individuals identified in Section 2.1 for NSF funding, Section 2.2 for NIH funding, and others as identified in accordance with Section 2.3 as a supplement to the unit, college or department training plan. The CITI modules are accessed at https://www.citiprogram.org.

3.3 Federal agencies, including the Office of Research Integrity, recommend incorporating RCR training throughout the curricula, in a variety of formats. Online courses may not be sufficient as the sole means of providing RCR education, and these should be supplemented with didactic and small-group discussions. Multiple approaches to training are recommended to produce the best results.

4.0 Roles and Responsibilities for Compliance.

4.1 It is the responsibility of each college (or Vice President unit, as applicable) to determine how best to ensure effective and appropriate education in responsible and ethical research practices.

4.2 The Dean of each college (or Vice President of a Unit, as applicable) shall be the NDSU designate responsible for overseeing compliance with the RCR training requirement within their respective college or unit.

4.3 Completion of training shall be appropriately monitored by the Deans (or Vice President, as applicable) or their designees and documented by departments or units to verify compliance with NSF, NIH or other sponsoring agency RCR requirements. All training plans and documents are subject to review upon request of the President, Provost, a Vice President, General Counsel, or any other designees, federal agencies or other sponsoring entities.
4.4 The Office of Sponsored Programs Administration (SPA), as the Authorized Organizational Representative for NDSU, shall provide the necessary certification to the NSF that NDSU has a plan in place to provide appropriate training and oversight in the responsible and ethical conduct of research to undergraduates, graduate students and postdoctoral researchers who will be supported by NSF to conduct research. Prior to finalizing an NSF award subject to the RCR Requirements, SPA will provide the Principal Investigator (PI) with a reminder notice of the NSF RCR requirements.

5.0 Consequences of Noncompliance.

5.1 In addition to any institutional or State Board of Higher Education consequences for failing to comply with the RCR requirements, NDSU or individuals at NDSU can be debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from requesting or receiving funding from the NSF or other federal agencies. Other possible actions include letters of reprimand, ban from serving as reviewers, fines and restitution.

Contact

Dr. Charlene Wolf Hall
Kelly A. Rusch, Ph.D., P.E.
Research Integrity Officer (RIO)
Responsible Conduct of Research Program
Charlene.Hall@ndsu.edu Kelly.Rusch@ndsu.edu
701-231-6387 6542

HISTORY:
New February 5, 2010
Amended October 21, 2010
Housekeeping September 29, 2011
Policy Change Cover Sheet

This form must be attached to each policy presented. All areas in red, including the header, must be completed; if not, it will be sent back to you for completion.

If the changes you are requesting include housekeeping, please submit those changes to ndsu.policy.manual@ndsu.edu first so that a clean policy can be presented to the committees.

SECTION: 350.3 BOARD REGULATIONS ON NONRENEWAL; TERMINATION OR DISMISSAL OF FACULTY

10. Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).

- Is this a federal or state mandate?  ☑ Yes  ☐ No
- Describe change: Correcting the punctuation in the policy title. The semi-colon following the word nonrenewal should be a comma. (housekeeping change)

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

- Kelly Hoyt, former SCC Secretary
- kelly.hoyt@ndsu.edu

This portion will be completed by Mary Asheim.

Note: Items routed as information by SCC will have date that policy was routed listed below.

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

- Senate Coordinating Committee: 6/12/15
- Faculty Senate: 6/12/15
- Staff Senate: 6/12/15
- Student Government: 6/12/15
- President’s Cabinet: 6/12/15

The formatting of this policy will be updated on the website once the content has final approval. Please do not make formatting changes on this copy. If you have suggestions on formatting, please route them to ndsu.policy.manual@ndsu.edu. All suggestions will be considered, however due to policy format guidelines, they may not be possible. Thank you for your understanding!
North Dakota State University
Policy Manual

SECTION 350.3
BOARD REGULATIONS ON NONRENEWAL; TERMINATION OR DISMISSAL OF FACULTY

SOURCE: SBHE Policy Manual, Section 605.1, 605.2, 605.3, 605.4

1. A probationary appointment may be terminated, without cause, with notice to the faculty member that the appointment will not be renewed.
   a. Notice shall be given:
      1) At least 90 days prior to termination during the first year of probationary employment at the institution.
      2) At least 180 days prior to termination during the second year of probationary employment at the institution.
      3) At least one year prior to termination after two or more years of probationary employment at the institution.

      "If a faculty member is appointed during the academic year, then the initial contract shall indicate when the first academic year of service at the institution begins. For the purpose of this section, "academic year of service" means on a probationary appointment. The twelve months notice may be given at any point during the calendar year and the appointment terminates twelve months thereafter. (This NDSU language clarifies the interpretation that has been applied to this NDUS language throughout the University System.)"

   b. A department chair, dean or other person authorized under institution policies to give such notice shall provide written notice of the decision, including a reference to the policy section pursuant to which the action is taken. The faculty member may within ten calendar days after receipt of the notice request a reconsideration by the deciding body or individual. The faculty member may incorporate a request for mediation in the request for reconsideration. The institution shall respond in writing to the faculty member within ten calendar days after receipt of the request. Nonrenewal decisions shall be made in every instance by the University President. Recommendations for nonrenewal shall be initiated within the academic unit in accordance with Policy 352. Colleges shall have specific procedures for nonrenewal recommendations prior to the sixth year in accordance with Policy 352 and 350.3.2 (See below.). A department chair may initiate a review for nonrenewal at any time.

2. An institution may terminate a probationary appointment, effective at the end of any contract term, with no less than 90 days notice of nonrenewal, based upon a determination by the Board that a financial exigency exists which requires such action at an institution or institutions, or upon determination by the institution that such action is necessary because of loss of legislative appropriations, loss of institutional or program enrollment, consolidation of organizational units or program areas or elimination of courses. The notice of nonrenewal shall include a reference to the policy section pursuant to which the action is
taken. When a probationary appointment is terminated pursuant to this subsection, the provisions of subsection 1 do not apply.

3. A special appointment expires at the end of the term stated on the contract and may be renewed at the discretion of the institution. The decision to renew or not renew a special appointment is not reviewable under subsection 4 of this policy; it is, however, reviewable under Policy 353: Grievances – Faculty. Additionally, a special appointment may be terminated prior to the term stated on the contract. A decision to terminate a special appointment prior to the term stated on the contract is reviewable pursuant to subsection 4 of this policy. (See Policy 350.1, 4c.)

4. A faculty member on probationary or special appointment may, within twenty calendar days after receipt of notice of nonrenewal of a probationary appointment or termination of a special appointment or, if the faculty member requests reconsideration or the parties agree to mediation under paragraph b of subsection 1, within twenty calendar days of receipt of the results of the reconsideration or conclusion of mediation, request review of the decision and hearing by Standing Committee on Faculty Rights by filing written notice with the deciding body or individual and the chair or senior member of the Standing Committee on Faculty Rights. The request for review may be based on allegations that the institution failed to comply with applicable policies or gave the decision inadequate consideration, or that the nonrenewal decision violated (a) academic freedom, (b) rights guaranteed by the United States Constitution, or (c) terms of the employment contract or other written agreement. The allegation must be supported by a specification of the reasons why the decision violated these rights and a summary of the evidence supporting the allegation(s). The institution shall, within twenty calendar days of receipt of the written notice and specifications, provide a written response to the faculty member and the chair of the Standing Committee on Faculty Rights.

5. A faculty member may terminate an appointment effective at the end of the term of the appointment by giving notice in writing at the earliest possible opportunity, but not later than May 15, or one month after receiving notification by the institution of the terms of an appointment for the coming academic year, whichever date occurs later. The faculty governance structure at an institution may recommend procedures permitting a faculty member to request a waiver of this deadline in case of hardship or for other good cause defined by those procedures. An institution may provide that failure without reasonable cause by a faculty member to return a contract by the time set forth in the contract shall constitute a resignation. Any return time so established by the contract shall be reasonable.

Resignation or Retirement

Generally accepted standards of professional ethics (see AAUP Statement on Recruitment and Resignation of Faculty Members) require faculty members who plan to resign or retire to give prompt notice in writing to their chair or supervisor. This includes prompt notice when employment is accepted elsewhere. Only in personal emergencies or for other compelling reasons, should faculty members leave during the academic year, except when this coincides with the expiration of their contractual obligations.

6. An institution may terminate an appointment of a tenured faculty member following a determination by the Board that a financial exigency exists which requires such action at an institution or institutions, or upon determination by the institution that such action is necessary because of loss of legislative appropriations, loss of institutional or program enrollment, consolidation of academic units or program areas, or elimination of courses. In such cases, significant consideration shall be given to length of service and tenure status in the retention of faculty members within the affected academic unit or program area, curriculum requirements, professional achievements, breadth of competence, and equal employment opportunity. A tenured faculty member terminated pursuant to this subsection shall be
given written notice of termination, including the reason(s) for the action, at least twelve months prior to
the date of termination. Each institution shall establish procedures for implementing this policy.

a. A tenured faculty member given notice of termination under this section may request that the
institute circulate his or her vita to other academic units or program areas within the institution.
In addition, the institution shall ensure that fair consideration is given to the faculty member,
during the period of the terminal appointment, for vacant academic positions in the employing
institution for which the faculty member is qualified. The faculty within any academic unit or
program area shall have the major responsibility in determining qualifications for appointment
therein. If a tenured faculty member accepts an appointment in a different academic unit or
program area, the faculty member shall retain his or her tenure status, subject to approval of the
Board.

b. A position terminated under this section shall not be filled by a replacement within two years,
unless the released faculty member has been offered appointment with tenure and a reasonable
time within which to accept or decline it.

c. The provisions of section 605.4 (NDSU 350.4) do not apply when a tenured faculty member is
terminated under this subsection. The faculty member may, however, within twenty calendar
days of receipt of notice of termination, file a request for review under processes established at
the institution for that purpose.

1) An administrative decision to terminate a tenured faculty member within the university shall
be preceded by the following steps:

   a) Consultation with the dean of the college or equivalent unit involved regarding the
      justification for terminating tenured appointments.

   b) Consultation with the faculty and the relevant PTE committee in an academic unit or
      program regarding the termination of tenured appointments.

2) Once the administration decision is finalized following these consultations, the identification
of faculty members for termination shall be made by the University president following
recommendations by the dean.

7. In accordance with section 305.1 of these policies, the faculty governance structure at each institution
shall adopt procedures by which faculty participation is solicited before notice of termination is given
any tenured faculty member pursuant to subsection 6. Faculty participation shall be solicited concerning:

a. The extent to which there are grounds for termination of tenured appointments;

b. Judgments determining where within the overall academic program termination of appointments
   may occur; and

    c. The procedure and criteria for identifying the individuals whose appointments are to be
       terminated.

   1) An administrative decision to terminate a tenured faculty member within the university shall
      be preceded by the following steps:
a) Consultation with the Executive Committee of the Faculty Senate regarding the extent to which there are grounds for termination of tenured appointments.

b) Consultation with the Academic Affairs committee of the University Senate regarding the justification for terminating tenured appointments, if that is a consequence of the decisions; and

c) Consultation with the Academic Affairs committee, or the equivalent, of the college or equivalent unit involved regarding the justification for terminating tenured appointments.

d) Consultation with the faculty in an academic unit or program regarding the consequences of the decision.

2) Once the administration decision is finalized following these consultations, the identification of faculty members for termination shall be made by the University president following recommendations by the dean.

8. A faculty member may be dismissed at any time for adequate cause. Adequate cause means: (a) demonstrated incompetence or dishonesty in teaching, research, or other professional activity related to institutional responsibilities, (b) continued or repeated unsatisfactory performance evaluations and failure to respond in a satisfactory manner to a recommended plan for improvement; (c) substantial and manifest neglect of duty, (d) conduct which substantially impairs the individual's fulfillment of his or her institutional responsibilities or the institutional responsibilities of others, (e) a physical or mental inability to perform assigned duties, provided that such action is consistent with laws prohibiting discrimination based upon disability, or (f) significant or continued violations of Board policy or institutional policy, provided that for violations of institutional policy the institution must notify the faculty member in advance in writing that violation would constitute grounds for dismissal, or the institutional policy must provide specifically for dismissal as a sanction.

a) An authorized institution officer shall give written notice of intent to dismiss and specify the reasons for the action. The officer may, in the officer's discretion, also schedule a meeting with the faculty member to discuss the action. The notice shall state that the officer will forward to the institution president a recommendation to dismiss unless the faculty member, within twenty calendar days of receipt of the notice, requests a hearing before the Standing Committee on Faculty Rights. If the faculty member does not make a timely request for a hearing, the president, upon receipt of a recommendation to dismiss, shall make a decision and provide written notice and reasons for the action to the faculty member within ten business days of receipt of the recommendation.

1) Written notice of the intent to terminate or dismiss shall be given to the faculty member.

2) Appropriate administrative officers include the academic unit or program chair and the dean of the college or equivalent unit.

The written notice of termination or dismissal from the President must in any event be given within 60 days of the initial written notice of intent to terminate or dismiss.
b) A faculty member may, within twenty calendar days of receipt of notice of intent to forward to the institution president a recommendation to dismiss, request for a formal hearing before the Standing Committee on Faculty Rights, pursuant to section 605.4. *(NDSU 350.4)*

c) Pending a final decision on dismissal for adequate cause, the faculty member may be suspended by the institution's president, or assigned to other duties in lieu of suspension, if it is reasonably determined that it is in the best interests of the faculty member or the institution to do so. The faculty member's salary and fringe benefits shall continue during a period of suspension. Salary and benefits shall be terminated upon a final decision by the institution president to dismiss the faculty member following conclusion of proceedings at the institution.

9. If the administration determines that the conduct of a faculty member, although not constituting ground for termination or dismissal, provides reasonable cause for imposition of a sanction, the administration shall inform the faculty member in writing of the sanction and the reasons for the sanction. A sanction means demotion, suspension (but not including suspension pending a dismissal or termination decision), salary reduction or loss of salary, or restriction or loss of privileges imposed as a formal disciplinary measure. A sanction does not include implementation of an improvement plan or performance action plan or negative comments in a performance review, letter of reprimand or other document placed in a personnel file; rights to respond to a performance review or a letter of reprimand or other document placed in a personnel file are set forth in N.D.C.C., 54-06-21 and institution grievance procedures adopted under SBHE Policy 612. If the sanction is imposed following a hearing by the Standing Committee on Faculty Rights and based on the hearing record, there is no further review. If the sanction is imposed without a hearing, the faculty member may request review upon filing with the institution's president and chair or senior member of the Standing Committee on Faculty Rights a request for review and specifications of reasons within twenty calendar days of receipt of notice of imposition of a sanction. The institution shall have twenty calendar days following receipt of the request for review to file a response. The Standing Committee on Faculty Rights shall review the matter according to procedures established at the institution for that purpose and issue a written report within twenty calendar days of receipt of the institution's response and may make a recommendation to resolve the dispute, stating its reasons. The institution shall make its final decision upon reconsideration and provide written notice of that decision to the faculty member within ten days of receipt of the report and recommendation of the Standing Committee on Faculty Rights. Upon filing of a request for review pursuant to this subsection, imposition of the sanction shall be suspended pending a final decision of the institution's president following conclusion of those proceedings.

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**HISTORY:**
Replaces portions of Policy 605, SBHE Minutes April 25, 1995, pg 6554.
Amended April 25, 1995
Amended July 1, 1996
Amended January 1997
Amended October 1998
Amended February 2001
Amended June 2003
Amended August 2003
Amended March 2004
Amended February 2005
Amended November 2005
Policy Change Cover Sheet

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If the changes you are requesting include housekeeping, please submit those changes to ndsu.policy.manual@ndsu.edu first so that a clean policy can be presented to the committees.

SECTION: 708 Campus Maintenance and Service Requests

13. Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).

- Is this a federal or state mandate? □ Yes x □ No

- Describe change: Policy 708 is incorrectly titled ACCESS CONTROL AND BUILDING SECURITY, which is the name for Policy 707. This is to correct the title of Policy 708 to CAMPUS MAINTENANCE AND SERVICE REQUESTS. (housekeeping change)

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

- Kelly Hoyt, former SCC Secretary
- kelly.hoyt@ndsu.edu

This portion will be completed by Mary Asheim.

Note: Items routed as information by SCC will have date that policy was routed listed below.

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

- Senate Coordinating Committee: 6/12/15
- Faculty Senate: 6/12/15
- Staff Senate: 6/12/15
- Student Government: 6/12/15
- President’s Cabinet: 6/12/15

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SECTION 708
ACCESS CONTROL AND BUILDING SECURITY
CAMPUS MAINTENANCE AND SERVICE REQUESTS

SOURCE: NDSU President

1. The Facilities Management department is responsible to operate, manage, repair and clean all academic and administrative (defined by the State Board of Higher Education as Type I and II) buildings and common building systems, basic classroom furniture/equipment, and appurtenances (accessories) in public areas. Office furnishings are the responsibility of the occupying department.

   1.1 Report all maintenance problems by calling the Facilities Management department at 231-7911.

2. A department requiring special equipment, unique to its discipline (including office equipment), must pay for its installation, maintenance, repair and replacement.

3. Departments requesting new cabinetry and/or repairs and renovations to cabinetry will be billed for both the costs of material and labor.

4. General grounds and landscape services are the responsibility of Facilities Management.

   4.1 Specialized grounds, turf and landscape services will be billed to the requesting department for both the costs of material and labor.

5. Requests for specific departmental services must be made on a Facilities Management service request form. Forms are available at http://www.ndsu.edu/facilities/.

6. Effective July 2003, all new operating costs for non-academic/administrative (defined by State Board of Higher Education as Type III) buildings will be funded by the functional unit that operates the building.

7. For more details and building types defined, visit Facilities Management web site at: http://www.ndsu.edu/facilities/.

HISTORY:

New July 1990
Amended July 1993
Amended January 2008
Policy Change Cover Sheet

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If the changes you are requesting include housekeeping, please submit those changes to ndsu.policy.manual@ndsu.edu first so that a clean policy can be presented to the committees.

SECTION: Policy Number and Name 803 Restricted Gifts vs. Grant Policy

16. Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).

- Is this a federal or state mandate? ☒ Yes ☐ No
- Describe change: This change adds how Sponsored Academic Project Agreements will be handled, they are not currently reflected in the policy. Sponsored Programs has developed related Agreement forms.

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

- Office/Department/Name and the date submitted: Grant & Contract Accounting/Ann Young & Gary Wawers and Sponsored Programs Administration Joycelyn Lucke Love
- Email address of the person who should be contacted with revisions joycelyn.lucke@ndsu.edu, gary.wawers@ndsu.edu and ann.young@ndsu.edu

This portion will be completed by Kelly Hoyt.

Note: Items routed as information by SCC will have date that policy was routed listed below.

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

- Senate Coordinating Committee:
- Faculty Senate:
- Staff Senate:
- Student Government:
- President’s Council:

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North Dakota State University Policy Manual

SECTION 803
RESTRICTED GIFTS VS. GRANT POLICY

SOURCE: NDSU President

1. Financial support from any external agency will be classified as a grant or contract if any of the following criteria are met (except as specifically noted below in 803.4):

1.1 any written document has been executed regarding the specific use of the funds beyond a broad programmatic designation, or
1.2 any technical reports are required by the sponsoring agency, or
1.3 a financial report is required by the supporting agency, or
1.4 the work being done has the possibility of producing intellectual property, i.e., patents and copyrights

2. Financial support not meeting any of these criteria may be classified as a gift. Gifts will be classified as either restricted or unrestricted.

2.1 For gifts to the Agriculture Division, the Agriculture Budget Office will first review the documentation. If the documentation shows it to be a gift restricted to a program, or more specific restriction, the gift will be classified as restricted and forwarded to the Grant and Contract Accounting Office for deposit in a restricted gift fund. If the gift terms do not meet the restricted gift test, the gift will be considered unrestricted and deposited to an institutional collection fund.

2.2 For non-agriculture related gifts, the Grant and Contract Accounting Office will review and analyze the documentation. If the documentation indicates the gift is restricted to a program, or more specific restriction, it will be classified as restricted and deposited in a restricted gift fund. If the gift terms do not meet the restricted gift test, the gift will be considered unrestricted and deposited in an unrestricted local fund.

3. When gift funds held at the NDSU Development Foundation are scheduled for expenditure in support of the donor's criteria, the necessary funds will be transferred to the University account established for such purpose. The Foundation cannot originate payment for normal University functions since these expenditures belong on University accounts.

4. As an exception to 803.1, any financial support received from an external agency for the support of an undergraduate, for-credit, academic design course project (Capstone or Senior Design) does not need to be routed through Sponsored Program Administration but should be sent directly to Grant and Contract Accounting for deposit into a restricted fund.

HISTORY:
New July 1990
Amended April 1992
Amended August 2007
Amended October 2009
Policy Change Cover Sheet

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If the changes you are requesting include housekeeping, please submit those changes to ndsu.policy.manual@ndsu.edu first so that a clean policy can be presented to the committees.

SECTION: 817 Cost Corrections

19. Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).
- Is this a federal or state mandate? [ ] Yes [x] No
- Describe change: Policy 817 is incorrectly titled REBUDGETING ON SPONSORED AGREEMENTS, which is the name of Policy 708. This is to correct the title for Policy 708 to COST CORRECTIONS. (housekeeping change)

20. This policy change was originated by (individual, office or committee/organization):
- Kelly Hoyt, former SCC Secretary
- kelly.hoyt@ndsu.edu

This portion will be completed by Mary Asheim.

Note: Items routed as information by SCC will have date that policy was routed listed below.

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

| Senate Coordinating Committee: | 6/12/15 |
| Faculty Senate: | 6/12/15 |
| Staff Senate: | 6/12/15 |
| Student Government: | 6/12/15 |
| President’s Cabinet: | 6/12/15 |

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SECTION 817
REBUDGETING ON SPONSORED AGREEMENTS COST CORRECTIONS

SOURCE: NDSU President

1. All cost corrections involving the transfer of charges made on grant and contract funds (Funds 40000-49999) will be completed by the Office of Grant and Contract Accounting by means of a journal entry. All corrections of clerical and bookkeeping errors should be made in a timely manner. When a correction is necessary, a memo should be submitted to the Office of Grant and Contract Accounting. The memo must contain the following items:

   A) an explanation of how the error occurred;
   B) a justification of the charge being paid by the new agreement being charged;
   C) the reference number of the original payment being corrected; and
   D) the fund numbers of the fund being credited and the fund being charged.

1.1 If the correction is for salaries and wages paid to individuals, include the following information:

   A) an explanation of how the error occurred;
   B) a justification of the charge being paid by the new agreement being charged;
   C) the name of each individual being corrected;
   D) the month or months of pay and the percentage of time, if not 100%, being corrected;
   E) the fund numbers of the fund being credited and the fund being charged.

NOTE: A correction to an individual's salary must also be reflected on the individual's Personal Activity Confirmation for the month or months being corrected. The Office of Grant and Contract Accounting will return the Personal Activity Confirmation form for recertification at the time the correction is made.

HISTORY:

New July 1990
Amended April 1992
Amended June 1996
Amended August 2007
## Present GE

### Present GE Outcomes
Communicate effectively in a variety of contexts and formats, using a variety of communication skills.

Locate and use information for making appropriate personal and professional decisions.

Comprehend the concepts and perspectives needed to function in national and international societies.

Comprehend intrapersonal and interpersonal dynamics.

Comprehend concepts and methods of inquiry in science and technology and their applications for society

Integrate knowledge and ideas in a coherent and meaningful manner.

Comprehend the need for lifelong learning.

### PROPOSED GE: NDSU QUEST

#### Core Questions
How does the world work?

What does it mean to be human?

How do we create, expand, or discover knowledge and understand its limitations?

What values and practices are worth sustaining for the common good?

What are the world’s challenges and how might they be addressed?

Core questions approved by the Senate 4/8/13

New outcomes approved by the Senate 4/14/14

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### PRESENT GE MODEL

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<th>Category</th>
<th>Credits</th>
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<td>Communication</td>
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<td>• ENGL 110 (3 credits)</td>
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<td>• Upper Level Writing (3 credits)</td>
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<td>Quantitative Reasoning</td>
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<td>Science &amp; Technology</td>
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<td>• Must include 1 credit lab</td>
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<tr>
<td>• Embedded—no additional credit</td>
<td></td>
</tr>
<tr>
<td>Capstone Course in major—no additional credit</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 40

---

### PROPOSED GE MODEL

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>12</td>
</tr>
<tr>
<td>• ENGL 120 (3 credits)</td>
<td></td>
</tr>
<tr>
<td>• COMM 110 (3 credits)</td>
<td></td>
</tr>
<tr>
<td>• Applied Oral Communication Modules or Course (1+1+1 or 3 credits) (200 level)</td>
<td></td>
</tr>
<tr>
<td>• Upper Division Writing (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking, Creative Thinking, and Problem Solving</td>
<td>9</td>
</tr>
<tr>
<td>• Critical Thinking (3 credits) (Student Success removed)</td>
<td></td>
</tr>
<tr>
<td>• Quantitative Methods (3 credits)</td>
<td></td>
</tr>
<tr>
<td>• Advanced Critical Thinking in major (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>3</td>
</tr>
<tr>
<td>Natural &amp; Physical Sciences (includes 1 credit lab)</td>
<td>7</td>
</tr>
<tr>
<td>Human Societies</td>
<td>6</td>
</tr>
<tr>
<td>Diversity &amp; Global Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>• Embedded &amp; Social Responsibility—no additional credit</td>
<td></td>
</tr>
<tr>
<td>Capstone Course in major—no additional credit</td>
<td></td>
</tr>
<tr>
<td>Optional theme-based Interdisciplinary minor, certificate or path, based on QUEST courses, as way to connect QUEST courses</td>
<td></td>
</tr>
<tr>
<td>• Sustainability, Innovation, World Hunger, Gender Studies, Grand Challenge Scholars, etc.</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 40

---

Breadth Requirement: In addition to ENGL 120 and COMM 110, students must complete 12 QUEST credits outside their majors.

Revised 04/09/15
**Key to abbreviations: Core Questions (CQ)**

- **HWW** = How does the world work?
- **HDC** = How do we create, expand, or discover knowledge and understand its limitations?
- **WDH** = What does it mean to be human?
- **WVP** = What values and practices are worth sustaining for the common good?
- **WWC** = What are the world’s challenges and how might they be addressed?

### Foundation/Lower Division 34 Credits

<table>
<thead>
<tr>
<th>Core Learning Outcome Component</th>
<th>Credits</th>
<th>Core Questions</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written (ENGL 120)</td>
<td>3</td>
<td>HDC</td>
<td>Students will still get credit for ENGL 110 for transfer purposes, but ENGL 110 will not be part of NDSU QUEST</td>
</tr>
<tr>
<td>Oral (COMM 110)</td>
<td>3</td>
<td>HDC</td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>1+1+1</td>
<td>HDC</td>
<td>Applied QUEST communication experiences designated by major. May be existing courses or additional credits for courses or independent 1 credit modules/workshops. COMM 110 &amp; ENGL 120 are pre-requisites</td>
</tr>
<tr>
<td>Critical Thinking, Creative Thinking, and Problem Solving</td>
<td>3</td>
<td>HDC</td>
<td>Any QUEST course that meets the critical thinking learning outcomes. Courses will help students understand how scholars analyze evidence to develop theories to address problems. Most courses will either a) examine how a discipline makes sense of the world [e.g. &quot;thinking like a chemist&quot;] or b) focus on a so-called &quot;wicked problem&quot; or issue [e.g. &quot;thinking about world hunger&quot; &quot;thinking about race through literature&quot;].</td>
</tr>
<tr>
<td>Quantitative Methods</td>
<td>3</td>
<td>HDC, HWW</td>
<td>Any QUEST course that meets the Critical Thinking Learning Outcome bullet “apply quantitative and qualitative methods to collect and analyze data.”</td>
</tr>
<tr>
<td>Technology</td>
<td>3</td>
<td>HWW, HDC</td>
<td>QUEST course designated by major</td>
</tr>
<tr>
<td>Natural and Physical Sciences</td>
<td>7</td>
<td>HWW, HDC</td>
<td>QUEST courses designated by major. Must include a one credit (or equivalent) laboratory employing active learning.</td>
</tr>
<tr>
<td>Human Societies</td>
<td>6</td>
<td>HWW, WDH, HDC</td>
<td>QUEST courses designated by major</td>
</tr>
<tr>
<td>Diversity and Global Perspectives</td>
<td>3</td>
<td>HWW, HDC, WWC</td>
<td>QUEST course designated by major</td>
</tr>
<tr>
<td>Personal and Social Responsibility</td>
<td>0</td>
<td>HWW, WVP</td>
<td>Embedded in major or met through a QUEST approved course that includes this learning outcome</td>
</tr>
</tbody>
</table>

### Upper Division

<table>
<thead>
<tr>
<th>Core Learning Outcome Component</th>
<th>Credits</th>
<th>Core Questions</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Upper Division Writing</td>
<td>3</td>
<td>HDC</td>
<td>QUEST course designated by major. COMM 110 &amp; ENGL 120 are pre-requisites</td>
</tr>
<tr>
<td>Communication + Critical Thinking, etc.</td>
<td>3</td>
<td>HDC + major appropriate</td>
<td>Any approved upper division course in the major (including the capstone) that meets the Critical Thinking outcome.</td>
</tr>
<tr>
<td>Capstone</td>
<td>3</td>
<td>HWW, HDC, WVP, WWC</td>
<td>Integrated into major. May meet the advanced critical thinking outcome for the major (see above).</td>
</tr>
</tbody>
</table>

### Optional Pathways

- **Optional Theme-based Minor**
  - Integrated
  - 16

  Foundation in QUEST for interdisciplinary options such as Sustainability, Innovation, World Hunger, Great Books and Great Ideas. May be completed by non-Quest courses.

- **Optional Theme-based Certificate**
  - Integrated
  - 16

  Foundation in QUEST for interdisciplinary options such as Sustainable Design. May be completed by non-Quest courses.

- **Optional Path**
  - Integrated

  Foundation in QUEST for applied and experiential learning.

**Breadth Requirement:** In addition to ENGL 120 and COMM 110, students must complete 12 QUEST credits outside their majors.

Revised 04/08/15
Date: April 9, 2015

To: Members of the NDSU Community

From: Core Undergraduate Learning Experiences (CULE)

RE: Revised QUEST model for new General Education

To begin with, CULE thanks everyone for participating in the multiple stages of this process that began in the fall of 2010. As part of this process CULE:

- Held open-ended meetings on GE revision with 40 units and 460 individuals
- Received 1370 responses from alumni, employers, faculty, staff and students to a survey asking respondents to rate 29 student learning outcomes in terms of how well NDSU students are currently addressing each one and how important each outcome will be in the future
- Used Institutional Research’s qualitative analysis of the results of six surveys administered over the past decade to triangulate with and confirm the CULE survey results
- Held 14 campus meetings on the proposed Core Questions and Learning Outcomes
- Held 13 campus meetings, attended by over 300 people, on the proposed QUEST model
- Received 304 responses (with 129 comments) from faculty to a survey about the new QUEST model

Based on the feedback, CULE proposes six changes to the QUEST model:

1. Critical Thinking and Student Success
   - University 189 will no longer be a general education course, although many colleges or departments may wish to continue it as a requirement to meet the needs of their students.

2. Critical Thinking
   - Critical Thinking classes will be new or restructured courses that focus on how disciplines make sense of the world or particular issues (world hunger, social inequality, justice, beauty, love, entropy, climate change, sustainability, clean water, renewable energy, etc.)
     - Courses could be disciplinary or cross-disciplinary and could be offered by any college or department (or combination of departments), but they must address the Critical Thinking outcome as a substantial part of student work
     - Teach the critical thinking skills employed by the discipline or needed to understand the problem or issue and address at least one of the Core Questions.
     - There will need to be professional development funding to support this.

3. Natural and Physical Sciences
   - Added a one-credit (or equivalent) laboratory experience with the stipulation that the laboratory must involve active or problem-based learning.

4. Natural and Physical Sciences
   - Increased from 3 credits to 6 in didactic classes.

5. Personal and Social Responsibility
   - This will be double-counted by being embedded in the major or met through a QUEST approved course that includes this learning outcome. There will be no separate credits required for this outcome.
6. Breadth
   - Students must complete 12 QUEST credits outside their major, in addition ENGL 120 and COMM 110.

Based on the feedback to the proposed QUEST model, CULE proposes three changes to the previous Undergraduate Learning Outcomes to support the fullest participation by disciplines in the new model:

1. Technology
   - Revised to emphasize applying, not just analyzing
2. Natural and Physical Worlds
   - Revised to Natural and Physical Sciences
3. Personal and Social Responsibility
   - Revised to allow more options for students

CULE also proposes the following steps.

1. CULE requests the Faculty Senate to approve the concept of the revised QUEST model this spring, contingent upon these three steps.
   a. The Provost will appoint a QUEST Feasibility Committee to analyze the resources needed to implement the model. This committee should be composed of at least two deans and three department chairs.
   b. The Provost will appoint a QUEST Design/Professional Development Committee to develop specific models for the proposed new Critical Thinking courses and the proposed Applied Communication modules. This committee should include one or more of the course design professionals recently hired in several of the colleges.
   c. Based on reports from the QUEST Feasibility and Design/Professional Development Committees, the Faculty Senate will give the final approval to implementing the new QUEST model at an appropriate starting date.
2. CULE will be dissolved as an ad hoc Faculty Senate committee.
3. The General Education Committee will be charged with implementing the new QUEST model and assessing it in order to make revisions and improvements on an ongoing basis.

CULE Members:
Cole Davidson, Registration (9/13-09/14); Noah Engels, Students (09/14-present); Marion Harris, AFSNR (08/10-present); Robert Harrold, Assessment (08/10-12/11); RaNelle Ingalls, Student Affairs (08/10-present); Rajesh Kavasseri, Engineering (08/10-present); Andrew Mara, AHSS (08/10-present); Kevin McCaul, Deans (08/10-08/12); Charlene Myhre, Libraries (08/10-08/13); Cynthia Naughton, PNAS (08/10-present); Lisa Nordick, DCE (08/10-12/14); Larry Peterson, Provost/Assessment (08/10-present); Seth Rasmussen, Science & Math (08/10-present); Susan Ray-Degges, HDE (08/10-present); Kent Sandstrom, Deans (09/12-present); Carolyn Schnell, University Studies (08/10-present); Herbert Snyder, Business (08/10-present); Amy Rupiper Taggart, General Education (01/14-present); Beth Twomey, Libraries (09/13-present); Kevin Walsh, Students (09/13-05/14).
<table>
<thead>
<tr>
<th>CULE proposal</th>
<th>Senate additions</th>
<th>Order</th>
</tr>
</thead>
</table>
| 1. CULE requests the Faculty Senate to approve the concept of the revised QUEST model this spring, contingent upon these three steps. | Quest Feasibility Committee:  
Appointment: with input from the Provost as senate ad hoc committee, will report to senate and Provost  
Membership (all approved by faculty senate): voting members, 1 to 2 faculty members from budget committee, 2 senate appointed faculty, other faculty who have relevant experience; non-voting members, 1 dean, 1 head, Provost or designee, possibly Registrar or designee; other members, 2 members from former CULE committee (will fall either under voting or non-voting members according to their faculty status)  
Committee chair: faculty who was not formerly on CULE committee  
Charges: create operating procedures, assess feasibility and determine re-allocation of resources, assess compatibility with other NDUS institutions, amend current model accordingly or suggest alternative model | 4     |
| a. The Provost will appoint a QUEST Feasibility Committee to analyze the resources needed to implement the model. This committee should be composed of at least two deans and three department chairs. | QUEST Design/Professional Development Committee:  
Appointment: with input from the Provost as senate ad hoc committee, will report to senate and Provost  
Membership (all approved by faculty senate)  
Seeing as this committee will take up work later, we can fill in the details in Fall. | 1     |
| b. The Provost will appoint a QUEST Design/Professional Development Committee to develop specific models for the proposed new Critical Thinking courses and the proposed Applied Communication modules. This committee should include one or more of the course design professionals recently hired in several of the colleges. | Vote on outcome of the two committees in two independent procedures. | 3     |
| c. Based on reports from the QUEST Feasibility and Design/Professional Development Committees, the Faculty Senate will give the final approval to implementing the new QUEST model at an appropriate starting date. |                                                                 |       |
| 2. CULE will be dissolved as an ad hoc Faculty Senate committee. |                                                                 | Done  |
| 3. The General Education Committee will be charged with implementing the new QUEST model and assessing it in order to make revisions and improvements on an ongoing basis. |                                                                 | 5     |
NDSU QUEST: Why do we need GE change now? Benchmarking (Data & Analysis from OIRA**)

Academic Engagement:
• On the National Survey of Student Engagement from 2007-13, 1639 NDSU first-year and 2321 seniors both reported the following less often (significance level at least p<0.05) than students at peer institutions:
  o “Learned something that changed the way you understand an issue or a concept”
  o “Worked harder than you thought you could to meet an instructor’s standards or expectations”
  o “Discussed ideas from your readings or classes with others outside of class”
  o “Time spent preparing for class”
  o “Time spent on assigned readings”

Critical Thinking:
• In CULE’s survey of alumni, employers, faculty, staff, and students, thinking critically had the third largest average gap for all groups between performance now and future importance.
  o 28% of faculty evaluated present students’ performance as “poor” in “Thinking critically about information, ideas, and beliefs.”
    ▪ 84% rated this as “very important” or “critical” for future graduates.
  o 26% of faculty evaluated present students’ performance as “poor” in “Integrating and synthesizing information from a variety of sources.”
    ▪ 75% rated this as “very important” or “critical” for future graduates.
  o 24% of faculty evaluated present students’ performance as “poor” in “Thinking creatively and innovatively about problems.”
    ▪ 80% rated this as “very important” or “critical” for future graduates.
  o 24% of faculty evaluated present students’ performance as “poor” in “Analyzing and drawing conclusions from a variety of sources to solve complex problems.”
    ▪ 77% rated this as “very important” or “critical” for future graduates.
• In the 2010 Noel-Levitz Employer Satisfaction Survey of over 900 employers, critical thinking was the academic skill with the second largest negative gap between performance satisfaction and expectation for employers of NDSU students.
• In the Collegiate Learning Assessment (CLA), a nationally normed, performance-based assessment of value-added learning, the longitudinal results (2007-11) for seniors showed less gain (“value-added”) in four of the five categories than the 30 other schools in the “institutional sample.” They were in the bottom quartile for critiquing an argument.
• On the National Survey of Student Engagement from 2007-13, 1639 NDSU first-year and 2321 seniors both reported the following less often (significance level at least p<0.05) than students at peer institutions:
  o Coursework emphasizes analyzing the basic elements of an idea, experience or theory
  o “Synthesizing and organizing new ideas, information or experiences into new, more complex interpretations and relationships”
  o “Applying theories or concepts to practical problems or new situations” (first-year only)
  o “Putting together ideas or concepts from different courses when completing assignments or during course discussions”
  o “NDSU’s contribution to your ability to solve complex real-world problems”

Communication:
• In CULE’s survey of alumni, employers, faculty, staff, and students, written communication had the largest average gap for all groups between performance now and future importance. Oral communication had the second largest average gap.
  o 27% of faculty evaluated present students’ performance as “poor” in “Writing clearly and effectively in a variety of contexts.”
    ▪ 94% rated this as “very important” or “critical” for future graduates.
13% of faculty evaluated present students’ performance as “poor” in “Speaking clearly and effectively in a variety of contexts.”
- 87% rated this as “very important” or “critical” for future graduates.

- In the 2010 Noel-Levitz Employer Satisfaction Survey of over 900 employers, oral communication was the academic skill with the largest negative gap between performance satisfaction and expectation for employers of NDSU students.

- On the National Survey of Student Engagement from 2007-13, 1639 NDSU first-year and 2321 seniors both reported the following less often (significance level at least p<0.05) than students at peer institutions:
  - “Frequency of making presentations in classes”
  - “NDSU’s contribution to their ability to speak clearly and effectively”

**Personal and Social Responsibility:**
- In CULE’s survey of alumni, employers, faculty, staff, and students,
  - 18% of faculty evaluated present students’ performance as “poor” in “Examining one’s own values and conclusions.”
    - 71% rated this as “very important” or “critical” for future graduates.
  - 16% of faculty evaluated present students’ performance as “poor” in “Understanding the ethical basis for and implications of personal and professional decisions.”
    - 65% rated this as “very important” or “critical” for future graduates.

- In the 2010 Noel-Levitz Employer Satisfaction Survey of over 900 employers, employers evaluated NDSU students as having a negative gap between performance satisfaction and expectation in teamwork, reliability, listening to others, positive attitude toward work, self-discipline, accepting responsibility, and understanding and taking directions.

- On the National Survey of Student Engagement from 2007-13, NDSU 2321 seniors reported the following less often (significance level p<0.05) than students at peer institutions:
  - “NDSU contributed to their ability to develop a personal code of ethics”

**Diversity and Global Perspectives:**
- In CULE’s survey of alumni, employers, faculty, staff, and students, understanding the viewpoints of non-Western societies had the fourth largest average gap for all groups between performance now and future importance.
  - 31% of faculty evaluated present students’ performance as “poor” in “Understanding the viewpoints of societies other than the United States and Western Europe.”
    - 60% rated this as “very important” or “critical” for future graduates.
  - 24% of faculty evaluated present students’ performance as “poor” in “Understanding cultural and ethnic diversity within the United States.”
    - 61% rated this as “very important” or “critical” for future graduates.

- In CULE’s survey of alumni, employers, faculty, staff, and students,
  - 19% of faculty evaluated present students’ performance as “poor” in “Working effectively with people from different backgrounds and cultures.”
    - 72% rated this as “very important” or “critical” for future graduates.

- On the National Survey of Student Engagement from 2007-13, 1639 NDSU first-year and 2321 seniors both reported they did the following less often (significance level at least p<0.05) than students at peer institutions:
  - “Including diverse perspectives in class discussions or writing assignments”
  - “Frequency of having serious conversations with students of a different race or ethnicity than their own”
  - “Frequency of having serious conversations with students having different religious beliefs, political opinions, or personal values than their own”
  - “Experiencing NDSU as encouraging contact among students of diverse backgrounds”

**OIRA staff, Emily Berg, Paul Fisk, and Mark Hanson, provided this information and analysis.**
REVISING THE GENERAL EDUCATION MODEL

Summary of Faculty Senate Discussion

Summary of changes

- Proposed GE model takes a course outcome- rather than discipline-based approach to general education requirements.

- The new outcomes are based on series of core competencies developed by the Core Undergraduate Learning Experiences (CULE) committee, in consultation with NDSU faculty, and approved by the Faculty Senate.

- Previous concerns (raised and addressed):
  - Reducing STEM credits from 7 to 3, and removing lab requirement.
  - Combining critical thinking with student success course.
  - Adding 3 credits of personal and social responsibility.
  - Insufficient breadth of coursework.
Summary of Faculty Senate discussion

**Benefits**
- Increased flexibility
- Competencies based on input from current faculty
- More training in critical thinking and communication
- Greater integration of general education requirements with programs of study
- Greater alignment with best practices in higher education (focus on outcomes)

**Concerns**
- Feasibility
  - Departmental resources
  - University resources
  - Approval of courses
  - Oversight of courses
- Consistency
  - With NDUS policy
  - With transfer credit system
- Competence for teaching advanced communication and critical thinking courses within the major
Formation of Senate committees

• QUEST Feasibility Committee (approved 5/11/15)
  • Identifies departmental and university resources needed to enact the proposed GE model
  • Investigates ability to change GE requirements without violating NDUS policy, as well as transfer credit issues

• QUEST Design/Professional Development Committee (approved 5/11/15)
  • Works with general education committee to clarify course approval and oversight processes
  • Evaluates professional development needed to teach advanced communication and critical thinking courses within the major
Options

Faculty Senate September 2015 meeting

Option 1

• Accept with no changes.
  • Requires NDUS to change its policy.
  • Committees would be formed and charged.
Option 2

• Reject in its entirety.
  • Status quo.

Option 3

• Amend
  • Keep amending the proposal until it is acceptable to majority of Faculty Senate
    • NDUS might have to change its policy.
    • Committees would be formed and charged.
Option 4

- Kick the can
  - Wait until we see if NDUS will change its policy.
    - If it does or doesn't, we would have to decide what to do about general education.

Option 5

- Modify 1
  - Keep categories as they are.
  - Delete UNIV 189 and ENGL 110.
  - Use CULE outcomes on existing classes if possible.
Option 6

- Modify
  - Delete UNIV 189 and ENGL 110
  - Leave general education as it is.
The North Dakota General Education Council (NDGEC) began as a grassroots, faculty-led organization whose primary goals were to improve articulation and transfer of general education courses among North Dakota higher learning institutions--including public and many participating private and tribal universities--and to provide a common forum for discussing common general education issues in the state. During that time, the Association of American Colleges and Universities (AAC&U) developed the Liberal Education and America’s Promise (LEAP) initiative which articulated a set of Essential Learning Outcomes (ELOs) developed with feedback from faculty across the country. By 2010, the NDGEC helped North Dakota to become recognized as a LEAP State by AAC&U. The North Dakota University System (NDUS) agrees with the LEAP initiative, and over the last several General Education Summits the NDGEC has endorsed five of the ELOs as statewide outcomes: written communication, oral communication, critical and creative thinking, quantitative reasoning, and breadth of knowledge.

North Dakota higher learning institutions have benefitted from the General Education Requirement and Transfer Agreement (GERTA), which ensures transferability of common courses from one institution to another. Recently, the Western Interstate Commission for Higher Education (WICHE) began the Interstate Passport Initiative, a new approach to transfer that shifts focus from credit hours and course descriptions to student learning outcomes. The Lumina Foundation, with strong support from AAC&U and various accreditation agencies, including the Higher Learning Commission, also promotes competency-based education to ensure students are acquiring outcomes and achieving goals associated with their degree profiles. Working with the Lumina Foundation, AAC&U established the Quality Collaborative, inviting North Dakota to participate through the NDGEC. Over the last two years, NDGEC members began aligning student-learning outcomes with degree proficiency profiles.

As stewards of general education in North Dakota, the NDGEC has developed proficiency statements corresponding to the five ELOs approved at the General Education Summit at Bottineau at April 2014. These proficiency statements clarify outcomes students should have demonstrated upon completion of general education and discipline program requirements at the two-year level. As indicators of competency-based education, student transcripts in the future might contain notations that students have established proficiency in any or all of these five ELOs, subject to the endorsement of the authorizing institution pursuant to internal policies in compliance with NDUS 403.7. Such transcript notations will be in addition to existing endorsements in compliance with GERTA.

NDGEC continues to serve as an advisory board to its member institutions, the NDUS, and independent and tribal colleges in North Dakota. Approval of these proficiency statements as endorsed by NDGEC supports North Dakota’s existing commitment to faculty-led oversight of General Education while maintaining autonomy of NDGEC member institutions to oversee assessment and documentation of their existing student learning outcomes.
Oral Communication
Oral communication involves actively and critically expressing and receiving ideas through spoken language with the goal of achieving shared understanding of meaning.

Students who are proficient in oral communication will be able to:
- Organize a clear central message, using supporting evidence ethically and logically
- Communicate a message effectively, demonstrating ability to adapt language and delivery based on audience and purpose
- Listen to and evaluate a speaker’s central message and use of supporting evidence
- Initiate and negotiate effectively in a collaborative setting by listening to, building upon, verifying, and challenging others’ ideas and conclusions

Quantitative Literacy
Quantitative literacy involves fluency with the tools and concepts that are commonly used to understand, analyze, and reason with quantitative information.

Students who are proficient in quantitative literacy will be able to:
- Perform the arithmetic processes necessary to solve quantitative problems
- Present accurate interpretations of quantitative information on a wide array of topics and issues and explain how both calculations and symbolic operations are used
- Create accurate graphs or other visual interpretations of trends, relationships, or changes in status and correctly use them to provide written or oral explanations
- Reason with appropriate numeric, symbolic, graphical or statistical tools to understand a wide variety of issues, and to interpret, analyze and critique information or a line of reasoning presented by others
- Develop and support a line of reasoning about issues that are not solely mathematical by correctly using quantitative information

Written Communication
Written communication requires students to write effectively, individually and collaboratively, in a variety of genres to address different audiences for specific purposes, using sources and evidence appropriate to the context. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.
Students who are proficient in written communication will be able to:

- Effectively use genres, such as essays, reviews, lab reports, case studies, memos, and blogs, appropriate to the context.
- Adapt to the needs and expectations of different audiences.
- Demonstrate the ability to write for different purposes, such as to inform, analyze, explain, and persuade.
- Integrate and cite credible and relevant sources.
- Reflect on the writing process in order to improve.
- Demonstrate acceptable control of language conventions, such as grammar, usage, style, and diction.

Breadth of Knowledge

Students who are proficient in breadth of knowledge will be able to:

- Describe how existing knowledge or practice is advanced, tested and revised in each of the four core field categories: Arts and Humanities, Communications, Math, Science, and Technology and Social Sciences.
- Describe a key debate or problem relevant to each of the four core field categories, and explains the significance of the debate or problem to the wider society, and show how concepts from the core fields can be used to address the selected debates or problems.
- Use recognized methods of each core field category studied, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks to be identified by threshold concepts.
- Describe, evaluate, and interpret an important societal problem using threshold concepts from two of the core field categories.

Critical and Creative Thinking

Critical and creative thinking are complementary cognitive processes that operate across disciplines. These processes include inquiry, analysis, evaluation, discovery, and invention applied to a situation, scenario, issue, or problem.

Students who are proficient in critical and creative thinking will be able to:

- Identify a problem or question and its component parts, recognizing relevant ideas, concepts, theories, or practical approaches.
- Evaluate fundamental knowledge and issues associated with a situation or problem, identifying underlying assumptions and anticipating consequences.
- Create possible approaches and processes to solving emerging problems or unscripted scenarios.
- Transform ideas into new forms or innovative applications and explore complex issues in original ways.