

# Faculty Senate Minutes

Fargo, ND 58108

North Dakota State University

December 14, 2015

The Faculty Senate meeting was held at 3:30 pm, in the Prairie Rose Room of the Memorial Union with Dr. D. Cooley presiding and the following senators present: G. Bora, B. Braaten, W. Christensen, M. Christenson, S. Duffield, J. Frenzel, J. Gao, E. Gillam, K. Gordon, G. Gramig, J. Hageman, C. Hargiss, S. Haring, M. Harvey, S. Herren, E. Hilliard, F. Huseynov, K. Krishnakumar, S. Markell, K. McPhee, K. Noone, T. Peters, C.A. Platt, B. Pruess, S. Salem, M. Secor-Turner, M. Selekwa, S. Shaik, M. Smith, M. Strand, A. Tangpong, L. Thomas, A. Ungar, S. Vetter, T. West, D. Wyum, M. Yang, and S. Zhong

Substitutions – A. Asperin for A. Braaten, A. Flood for T. Barrett, and B. McDaniel for W. Kopp

## I. Approval of November 9, 2015 minutes

MOTION (Christenson/Gillam): to approve minutes of the November 9, 2015, Faculty Senate meeting minutes as distributed. MOTION CARRIED WITH UNANIMOUS CONSENT.

## II. Consent Agenda

- a. Academic Affairs Report ([attachment 1](#))
- b. Policy changes ([attachment 2](#)) (All housekeeping changes/information only)
  - o Policy 100 Equal Opportunity and Non-discrimination Policy
  - o Policy 159 Injury Claims Against NDSU and State Risk Financing

C. Gross, Co-Chair of Faculty Senate Academic Affairs Committee, presented an addendum to the courses listed in the consent agenda for the Academic Affairs Committee. ([attachment 3](#))

MOTION (Pruess/Bora): to add Academic Affairs Committee addendum to consent agenda. MOTION CARRIED WITH UNANIMOUS CONSENT.

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

## III. General Announcements

- *D. Bresciani, President*
  - o Shared a heartwarming story of a Doctor of Pharmacy graduate and the recent commencement celebration in Madison, Wisconsin
  - o [Legislative district maps](#) were distributed for individuals living in Fargo and West Fargo; faculty and staff are encouraged to connect with legislators
  - o OMB is projecting a 2.5% state budget cut; discussions on process will include Faculty Senate, Staff Senate and other key stakeholders and focus on how budget discussions align with our institutional strategic plan
- *B. Ingram, Provost*
  - o Provost's update sent via email earlier today
  - o Reminder of [commencement ceremonies](#) on Friday
  - o Grand Challenges Grants – all proposals meritorious; seventeen applications and five finalists; seeking additional information from finalists by the end of January
  - o Student Learning and Success Grants – committee evaluations underway; communication forthcoming
- *D. Cooley, Faculty Senate President*
  - o Shared holiday card from Student Government
  - o Discussions will be forthcoming about budget allotment deliberations
  - o Strategic Plan discussions –conversations regarding next steps, including discussions with Department Chairs and within departments will be forthcoming
  - o Encouraged faculty to welcome visitors from Richmond at the playoff game on Friday night and thank them for their attendance and encourage good sportsmanship behavior by all fans

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- *K. Rusch, VP Research*
  - Facilities and Administrative cost presentation ([attachment 4](#))
  - Federal flow through funds have lacked clear language in F&A funds; streamlining is a part of new uniform guidance; grant cannot be deemed less competitive because of F&A; NDSU & UND have been seeking meetings with various state agencies to ensure compliance with federal flow through funds
  - Discussion regarding balancing goals for larger grants with small grants that many faculty obtain; discussion focused on instructional and research grant as well as any research funding; this University cherishes and believes in all faculty engagement that brings in external research funding

## IV. Senate Committee Reports

- a. General Education QUEST Feasibility Committee
  - C.A. Platt presented General Education QUEST Feasibility Committee ([attachment 5](#))  
Charge of committee was to:
    - i. Review NDUS Policy 403.7 and ensure compliance
    - ii. Discuss transfer of credits
    - iii. Determine budget feasibility of model

Committee's determination is the QUEST model is not in compliance with NDUS policy 403.7. The policy delineates the required categories as well as the required levels of courses within general education. Discussions to modify NDUS policy are underway, but a timeframe has not been identified. The General Education QUEST Feasibility Committee, based on current policy, recommends integrating approved learning outcomes into the current General Education model. The committee also discussed the feedback provided by the HLC Team on the recent accreditation visit – the team lauded the learning outcomes already approved by Faculty Senate.

President Cooley thanked the General Education QUEST Feasibility Committee for their work.

MOTION (Pruess/Christenson): to accept the findings of General Education QUEST Feasibility Committee, which determined the QUEST model is not currently and purposefully feasible. MOTION PASSED WITH VOTE OF 35-3-2. The following senators or their substitutes voted aye: T. Barrett, G. Bora, A. Braaten, B. Braaten, W. Christensen, M. Christenson, S. Duffield, J. Frenzel, J. Gao, E. Gillam, G. Gramig, J. Hageman, C. Hargiss, S. Haring, S. Herren, E. Hilliard, F. Huseynov, K. Krishnakumar, S. Markell, K. McPhee, K. Noone, T. Peters, C.A. Platt, B. Pruess, S. Salem, S. Shaik, M. Strand, A. Tangpong, L. Thomas, A. Ungar, S. Vetter, T. West, D. Wyum, M. Yang, and S. Zhong, the following senators or their substitutes voted nay: M. Harvey, M. Secor-Turner, M. Smith, the following senators or their substitutes abstained: K. Gordon and W. Kopp.

Discussion and clarification regarding learning outcomes and potential incorporation between new learning outcomes and current General Education model.

MOTION (Pruess/Christenson): to accept the recommendation of the QUEST Feasibility Committee to integrate approved learning outcomes into current General Education model. MOTION PASSED WITH VOTE OF 36-2-2. The following senators or their substitutes voted aye: T. Barrett, G. Bora, A. Braaten, B. Braaten, W. Christensen, M. Christenson, S. Duffield, J. Frenzel, K. Gordon, G. Gramig, J. Hageman, C. Hargiss, S. Haring, S. Herren, E. Hilliard, F. Huseynov, W. Kopp, K. Krishnakumar, S. Markell, K. McPhee, K. Noone, T. Peters, C.A. Platt, B. Pruess, S. Salem, M. Secor-Turner, M. Smith, M. Strand, A. Tangpong, L. Thomas, A. Ungar, S. Vetter, T. West, D. Wyum, M. Yang, and S. Zhong, the following senators or their substitutes voted nay: J. Gao and E. Gillam, the following senators or their substitutes abstained: M. Harvey and S. Shaik.

MOTION (Pruess/Noone): to thank the QUEST Feasibility Committee and QUEST Design committees for their work and to dissolve both committees. MOTION CARRIED WITH UNANIMOUS CONSENT.

MOTION (Bora/Wyum): to form an *ad hoc* committee to determine the implementation of mapping the courses within the learning outcomes and the current general education model and bring recommendations back to

# Faculty Senate Minutes

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Faculty Senate in February or March 2016. MOTION PASSED WITH VOTE OF 36-3-0. The following senators or their substitutes voted aye: T. Barrett, G. Bora, A. Braaten, B. Braaten, W. Christensen, M. Christenson, S. Duffield, J. Frenzel, J. Gao, C. Hargiss, S. Haring, M. Harvey, S. Herren, E. Hilliard, F. Huseynov, W. Kopp, K. Krishnakumar, S. Markell, K. McPhee, K. Noone, T. Peters, C.A. Platt, B. Pruess, S. Salem, M. Secor-Turner, S. Shaik, M. Smith, M. Strand, A. Tangpong, L. Thomas, A. Ungar, S. Vetter, T. West, D. Wyum, M. Yang, and S. Zhong, the following senators or their substitutes voted nay: K. Gordon, G. Gramig, and J. Hageman.

MOTION to AMEND (Secor-Turner/Strand): to task the General Education Committee determine the implementation of mapping the courses within the learning outcomes and the current general education model and bring recommendations back to Faculty Senate in February or March 2016. MOTION PASSED WITH VOTE OF 34-5-0. The following senators or their substitutes voted aye: G. Bora, A. Braaten, B. Braaten, W. Christensen, M. Christenson, S. Duffield, J. Frenzel, J. Gao, K. Gordon, C. Hargiss, S. Haring, M. Harvey, S. Herren, E. Hilliard, F. Huseynov, W. Kopp, K. Krishnakumar, S. Markell, K. McPhee, T. Peters, C.A. Platt, S. Salem, M. Secor-Turner, S. Shaik, M. Smith, M. Strand, A. Tangpong, L. Thomas, A. Ungar, S. Vetter, T. West, D. Wyum, M. Yang, and S. Zhong, the following senators or their substitutes voted nay: T. Barrett, G. Gramig, J. Hageman, K. Noone and B. Pruess.

## V. Unfinished Business

- a. Policy 133.1 – Tuition Waivers - Spouse/Partner and Dependents ([attachment 6](#))
  - Committee comprised of faculty and staff reviewed Policy 133.1
  - Updated language in policy to include same sex partners for tuition discounts for individuals who complete the [Declaration of Domestic Partnership for Purpose of Tuition Discount Eligibility](#) form
  - Edits remove gender specific language
  - Please note that the form will have to be changed so that all domestic partnerships are included

MOTION (Christensen/Smith): to approve Policy 133.1. MOTION CARRIED WITH UNANIMOUS CONSENT.

## VI. New Business

- a. NDGEC's request to change SBHE policy 403.7 forwarded from CCF ([attachment 7](#))

Due to time constraints, the item will be carried over to the January Faculty Senate meeting. Faculty Senate Executive Committee resolution passed on November 30, 2015 will stand as the recommendation to CCF.

Resolution: Best practice when asking for State Board of Higher Education or North Dakota University System policy to be changed is to first engage whichever official NDUS agencies, units, committees, etc. are affected by said policy change.

MOTION (Pruess/Gramig): to move the NDGEC's request to change SBHE Policy 403.7 to the January Faculty Senate meeting. MOTION CARRIED WITH UNANIMOUS CONSENT.

## VII. Adjourn

Meeting adjourned due to loss of quorum.

Meeting adjourned at 5:00 p.m.

Submitted,  
Rhonda Kitch, Ph.D.  
Registrar, Faculty Senate Secretary

| New Courses |     |   |      |                |
|-------------|-----|---|------|----------------|
| Subject     | No. | Title   | Crs. | Effective Term |
| H&CE        | 776 | Research Design in Family and Consumer Sciences           | 3    | Summer 2016    |
| H&CE        | 778 | Administration of Family and Consumer Sciences Programs   | 3    | Summer 2016    |
| H&CE        | 779 | Techniques of Supervision in Family and Consumer Sciences | 3    | Summer 2016    |
| HDFS        | 874 | Contemporary Grant Writing                                | 3    | Spring 2016    |
| MATH        | 791 | Topics in Combinatorics                                   | 3    | Spring 2016    |
| NRM         | 761 | Current Issues in Natural Resource Management             | 1    | Spring 2016    |

| Course Inactivation |     |   |      |                |
|---------------------|-----|---|------|----------------|
| Subject             | No. | Title   | Crs. | Effective Term |
| HDFS                | 425 | Risk, Resilience and Competence in Children and Adolescents | 3    | Spring 2016    |
| HIST                | 476 | Southwestern Borderlands to 1848                            | 3    | Spring 2016    |
| RELS                | 601 | Sociology of Religion                                       | 3    | Spring 2016    |

| Course Changes |         |   |      |      |         |   |      |                |
|----------------|---------|---|------|------|---------|---|------|----------------|
| From:          |         |   |      | To:  |         |   |      |                |
| Subject        | No.     | Title   | Crs. | Dept | No.     | Title   | Crs. | Effective Term |
| ECE            | 663     | Digital Control                                 | 3    | ECE  | 663     | Modern Control                                      | 3    | Spring 2016    |
| HNES           | 710     | Recent Literature and Research                  | 3    | HNES | 710     | Introduction to Research Design and Methods in HNES | 3    | Spring 2016    |
| HNES           | 777     | Current Research Practices in Athletic Training | 3    | HNES | 777     | Scholarly Writing and Presenting in HNES            | 3    | Spring 2016    |
| MATH           | 446/646 | Introduction to Topology                        | 3    | MATH | 442/642 | Introduction to Topology                            | 3    | Fall 2016      |
| MATH           | 445/645 | Differential Geometry                           | 3    | MATH | 443/643 | Differential Geometry                               | 3    | Fall 2016      |

| Change in Prerequisites/Co-Requisites and Change in Bulletin Descriptions |         |   |   |                |
|---|---------|---|---|----------------|
| Subject   | No.     | Title   | Prerequisite/Co-requisite Change  | Effective Term |
| ADHM  | 181     | Aesthetics and Visual Analysis of Apparel Products  | Prereq or Co-req: None.<br>Desc: Analysis of aesthetics and design principles and their application to apparel and textiles products, environment and oneself.  | Spring 2016    |
| ADHM  | 271     | Visual Merchandising and Promotion                  | Prereq: None.   | Spring 2016    |
| ECE   | 663     | Modern Control                                      | Desc: Analysis and design of controllers for linear and non-linear systems using state-optimization, and state-estimation. 3 lectures.  | Spring 2016    |
| HDFS  | 430     | Topics in Cognitive Development                     | Prereq: HDFS 250 or PSYC 350 or SOC 340 and junior or senior standing.  | Spring 2016    |
| HNES  | 710     | Introduction to Research Design and Methods in HNES | Desc: This course is intended to prepare students to conduct research by discussing basic research designs and methods. Students will begin to develop topics, write research questions and identify appropriate methods to answer the questions for a thesis or research project. During this course students will write section(s) of their proposals or chapters and receive feedback. This course also reviews grant writing. | Spring 2016    |
| HNES  | 777     | Scholarly Writing and Presenting in HNES            | Desc: This course is designed for students pursuing their Master or Doctorate degree who are currently writing a proposal or a chapter of their thesis or dissertation. Class sessions cover the conventions for each chapter of the thesis/dissertation, analytical reading of research articles in the areas of HNES, and effective methods of presenting research.   | Spring 2016    |
| MATH  | 442/642 | Introduction to Topology                            | Prereq: MATH 346<br>Desc: Basic Point-Set Topology: Topological Spaces, Open/Closed Sets, Continuity, Connectedness, Compactness; Surfaces: Classification, Basic Invariants; Introduction to Homology; Applications: Brouwer's Fix-Point Theorem, Ham and Sandwich Theorem.  | Fall 2016      |
| MATH  | 443/643 | Differential Geometry                               | Prereq: MATH 265 and MATH 346.<br>Desc: Local and global geometry of plane curves, Local geometry of hypersurfaces, Global geometry of hypersurfaces, Geometry of lengths and distances.  | Fall 2016      |
| MATH  | 726     | Homological Algebra                                 | Prereq: MATH 720  | Fall 2016      |
| MATH  | 746     | Topology I  | Prereq: MATH 642  | Fall 2016      |
| MATH  | 747     | Topology II   | Prereq: MATH 642  | Fall 2016      |
| Change in Prerequisites/Co-Requisites and Change in Bulletin Descriptions |         |   |   |                |

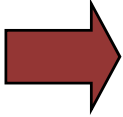
|      |     |                               |                              |           |
|------|-----|-------------------------------|------------------------------|-----------|
| MATH | 750 | Analysis                      | Prereq: MATH 650             | Fall 2016 |
| MATH | 754 | Functional Analysis           | Prereq: MATH 750             | Fall 2016 |
| MATH | 824 | Topics in Commutative Algebra | Prereq: MATH 720             | Fall 2016 |
| MATH | 825 | Theory of Rings               | Prereq: MATH 720             | Fall 2016 |
| MATH | 849 | Topics in Geometry & Topology | Prereq: MATH 642 or MATH 643 | Fall 2016 |
| MATH | 888 | Numerical Analysis            | Prereq: MATH 688             | Fall 2016 |

| New Special Topics (FYI) |     |                           |  |             |
|--------------------------|-----|---------------------------|--|-------------|
| Subject                  | No. | Title                     |  |             |
| MGMT                     | 696 | Modeling the Supply Chain |  | Spring 2016 |
| MRKT                     | 696 | Health Care Marketing     |  | Spring 2016 |

Policy 100 Version 1 10/22/15

# 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](mailto:ndsu.policy.manual@ndsu.edu) first so that a clean policy can be presented to the committees.*

## SECTION: 100 Equal Opportunity and Non-Discrimination Policy

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:

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

- Office/Department/Name and the date submitted: Provost - Lois Christianson/Canan Bilen-Green – 10/22/15
- Email address of the person who should be contacted with revisions – [lois.christianson@ndsu.edu](mailto:lois.christianson@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:

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](mailto: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

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### SECTION 100

### EQUAL OPPORTUNITY AND NON-DISCRIMINATION POLICY

SOURCE: NDSU President  
SBHE Policy Manual, Section 603.2

North Dakota State University is fully committed to equal opportunity in employment decisions and educational programs and activities, in compliance with all applicable federal and state laws and including appropriate affirmative action efforts, for all individuals without regard to age, color, disability, gender expression/identity, genetic information, marital status, national origin, physical and mental disability, pregnancy, public assistance status, race, religion, sex, sexual orientation, status as a U.S. veteran, or participation in lawful activity off the employer's premises during nonworking hours which is not in direct conflict with the essential business-related interests of the employer.

Discrimination against an employee or applicant for employment, with respect to working conditions, work place assignment, or other privileges of employment, merely because the employee's or applicant's spouse is also an employee is prohibited. Employment in a department or institution headed or supervised by the employee's spouse is permitted only if the spouse does not have the power to hire or fire or make evaluations of performance.

The following notice must be included in all departmental publication such as bulletins, announcements, manuals, publications, guidebooks, brochures, pamphlets, catalogs, application forms or recruitment materials describing or inviting participation in programs at North Dakota State University. (This notice is not required on departmental homepages.)

#### Non-Discrimination Policy:

North Dakota State University does not discriminate on the basis of age, color, disability, gender expression/identity, genetic information, marital status, national origin, physical and mental disability, pregnancy, public assistance status, race, religion, sex, sexual orientation, or status as a U.S. veteran. Direct inquiries to:

Vice Provost for Faculty and Equity  
Old Main 201  
701-231-7708

Title IX/ADA Coordinator  
Old Main 102  
701-231-6409

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## HISTORY:

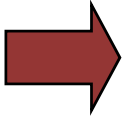
|              |                  |
|--------------|------------------|
| New          | May 1972         |
| Amended      | April 2, 1991    |
| Amended      | April 1992       |
| Amended      | August 1993      |
| Amended      | August 1999      |
| Amended      | February 2005    |
| Amended      | December 2007    |
| Amended      | June 12 2009     |
| Amended      | July 8, 2009     |
| Housekeeping | September 2009   |
| Amended      | June 1, 2011     |
| Housekeeping | June 22, 2011    |
| Housekeeping | July 23, 2014    |
| Amended      | October 19, 2015 |



Policy 159 Version 1 100215

## 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 [nds.policy.manual@nds.edu](mailto:nds.policy.manual@nds.edu) first so that a clean policy can be presented to the committees.*

**SECTION:** **159 Injury Claims Against NDSU and State Risk Financing**

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: Housekeeping change removing reference to University Risk Manager and replacing reference to University General Counsel with Assistant Attorney General assigned to the University per Matt Hammer
5. This policy change was originated by (individual, office or committee/organization):
- Office/Department/Name and the date submitted – Student Life / Mary Asheim / 10/2/15
  - Email address of the person who should be contacted with revisions – [mary.asheim@nds.edu](mailto:mary.asheim@nds.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 [nds.policy.manual@nds.edu](mailto:nds.policy.manual@nds.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

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### SECTION 159

#### INJURY CLAIMS AGAINST NDSU AND STATE RISK FINANCING

*SOURCE: NDSU President*

1. Claims by third parties (employees' injuries are processed through Workers Compensation) against the State or NDSU and University employees are governed primarily by state law, NDCC ch. 32-12.2. This law resulted from a North Dakota Supreme Court decision decided in 1994 which overturned sovereign immunity.
2. Claims for injuries caused by a state employee within the scope of that employee's employment are brought against the State and not against the individual employee. The injured party must file a claim with the State Risk Manager in the Office of Management and Budget ("OMB") within 6 months of the injury. Civil actions for damages must be brought against the State within 3 years of the accident.
3. NDSU, through a designated official, the Assistant Attorney General assigned to the University, notifies OMB of incidents via an OMB Incident Report Form. University employees should either fill out a University Incident Report Form and submit this to the Assistant Attorney General assigned to the University or contact the Assistant Attorney General assigned to the University directly. The State Risk Manager, if the injured party wants to file a claim, then sends claim forms to the claimant. The claim is then investigated.
4. The current coverage by the State is \$250,000 per person and \$1,000,000 per occurrence. The State self-insures for this amount. Any judgment beyond this amount would have to go to the North Dakota Legislature for an appropriation.
5. OMB has approval authority for state agencies to purchase additional insurance. There are other risk financing coverages; for example, auto insurance, medical malpractice, property insurance through the State Fire and Tornado Fund, aviation liability policies, boiler and machinery coverage, fidelity bonding, and others. On occasion, unique insurance may need to be purchased for specific events. Normally, however, the Risk Management Fund is sufficient. Questions about insurance coverage can be directed to the Assistant Attorney General assigned to the University. Certificates of self-insurance are available.
6. A special situation exists in the case of students or visitors to the campus who appear to have suffered a possible serious injury on the campus and who are

unable, because of unconsciousness or other reasons, to clearly request that an ambulance be called for them. When staff members have called the ambulance themselves in the past, there have been cases where the injured person subsequently refused to pay the ambulance bill. This is unfortunate, but a more serious problem could result from neglecting to get prompt medical attention, with a real potential for a liability suit directed against the University.

University personnel should continue to request the services that an injured person appears to need. In most cases, the person or family will be grateful for the action and assume the expenses without question. In the remaining cases, the University will pay for the service if the ambulance company seeks reimbursement against the calling party in order to ensure that staff members involved in making decisions under stressful circumstances know that they have institutional support. The injured party is liable for the bill, however.

7. Employees not only need to be a part of risk management, but also need to be circumspect about making statements to injured parties, other third parties, or even to other University employees who aren't involved in the investigation about the situation. Statements made can be used against the University in future lawsuits. Employees should confine their statements to the facts and contact the Assistant Attorney General assigned to the University for advice on how the matter should be handled. IF AN EMPLOYEE IS SUED, THE EMPLOYEE HAS TEN DAYS TO NOTIFY THE PRESIDENT AND REQUEST LEGAL REPRESENTATION. EMPLOYEES SHOULD CONTACT THE ASSISTANT ATTORNEY GENERAL ASSIGNED TO THE UNIVERSITY IMMEDIATELY IN SUCH SITUATIONS.
8. Settlements are made, if warranted, by consultation between the University, the State Attorney General's Office, and the State Risk Manager after reviewing all the investigation reports.
9. Employees do have a risk of individual liability if they are acting outside the scope of their employment. An employee is acting within the scope of their employment if the employee is acting on behalf of NDSU performing lawfully assigned duties. However, an employee who acts in a reckless or grossly negligent manner, commits malfeasance in office, or commits willful or wanton misconduct is deemed not be acting within the scope of their employment. In such rare cases, the State has no responsibility to defend the employee.

For more information regarding state employee liability see:

<http://www.ag.nd.gov/Brochures/FactSheet/LiabilityStateEmployees.pdf>

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HISTORY:

|         |                |
|---------|----------------|
| New     | July 1990      |
| Amended | June 1996      |
| Amended | December 1997  |
| Amended | October 2007   |
| Amended | February 2009  |
| Amended | September 2015 |

| New Courses |     |                               |      |                |
|-------------|-----|-------------------------------|------|----------------|
| Subject     | No. | Title                         | Crs. | Effective Term |
| H&CE        | 771 | Human Relations for Educators | 3    | Summer 2016    |

| Course Inactivation |         |                                       |      |                |
|---------------------|---------|---------------------------------------|------|----------------|
| Subject             | No.     | Title                                 | Crs. | Effective Term |
| HIST                | 429/629 | History of the American South to 1850 | 3    | Spring 2016    |
| HIST                | 676     | Southwestern Borderlands to 1848      | 3    | Spring 2016    |
| PHYS                | 655     | Classical Mechanics                   | 3    | Spring 2016    |

| Course Changes |     |                                      |      |      |     |  |      |                |
|----------------|-----|--------------------------------------|------|------|-----|--|------|----------------|
| From:          |     |                                      |      | To:  |     |  |      |                |
| Subject        | No. | Title                                | Crs. | Dept | No. | Title  | Crs. | Effective Term |
| BUSN           | 780 | Business Conditions Analysis         | 3    | BUSN | 780 | Economics for Managers in the Global Economy | 3    | Spring 2016    |
| ECE            | 320 | Electronics for Computer Engineers   | 3    | ECE  | 320 | Electronics I                                | 3    | Spring 2016    |
| ECE            | 321 | Electronics for Electrical Engineers | 3    | ECE  | 321 | Electronics II                               | 3    | Spring 2016    |

| Change in Prerequisites/Co-Requisites and Change in Bulletin Descriptions |     |  |  |                |
|---|-----|--|--|----------------|
| Subject   | No. | Title  | Prerequisite/Co-requisite Change   | Effective Term |
| BUSN  | 780 | Economics for Managers in the Global Economy | Prereq or Co-req: None.<br>Desc: This course will provide students with an understanding of the microeconomic environment in which firms operate. The course will include an emphasis on international issues and their impacts on the firm, such as international trade, international investment, and foreign exchange risk. | Spring 2016    |

| New Special Topics (FYI) |     |   |  |             |
|--------------------------|-----|---|--|-------------|
| Subject                  | No. | Title   |  |             |
| AHSS                     | 199 | Why Go To College? Historical Perspectives on the Purpose of Higher Education |  | Spring 2016 |

# Research and Creative Activity

## OVERVIEW

## F&A Costs

[Facilities and Administration]

- **F&A** – representative of two categories of **indirect costs** [cannot be specifically assigned directly to any given activity and represent real costs to the university]
- **Facilities**
  - Depreciation on buildings and equipment, interest on debt associated with capital assets, operation and maintenance of the physical plant, library expenses
- **Administrative**
  - General administration, departmental administration, general expenses of the institution, sponsored projects administration, student administration, etc.
- F&A costs are incurred for:
  - Instruction/departmental research
  - Organized research
  - Other institutional activities



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**Title 2 -- Subtitle A -- Chapter II**

**TITLE 2--Grants and Agreements**  
**Subtitle A--OFFICE OF MANAGEMENT AND BUDGET GUIDANCE FOR GRANTS AND AGREEMENTS**  
**CHAPTER II--OFFICE OF MANAGEMENT AND BUDGET GUIDANCE**

| Part    | Table of Contents | Headings  |
|---------|-------------------|---|
| 200     | 200.0 to 200.521  | UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS |
| 201-209 |                   | [RESERVED]  |

## F&A Costs

[Facilities and Administration]

- What makes up the total cost of an instructional, service or research activity?
  - **Direct costs + Facilities and administrative costs = Total Activity Cost**
- Direct Costs – any cost that can be specifically related to that exact activity [salaries, supplies, travel, etc.]
- F&A costs [indirect costs] – defined in previous slide
  - Indirect costs are paid by the university to ensure employees can performed their activities [these are real expenses incurred by the university]
  - *For the F&A costs that benefit externally funded activities - the sponsoring agency reimburses these costs along with the direct costs for a specific project - F&A cost reimbursement.*

## F&A Cost Reimbursement

[Facilities and Administration]

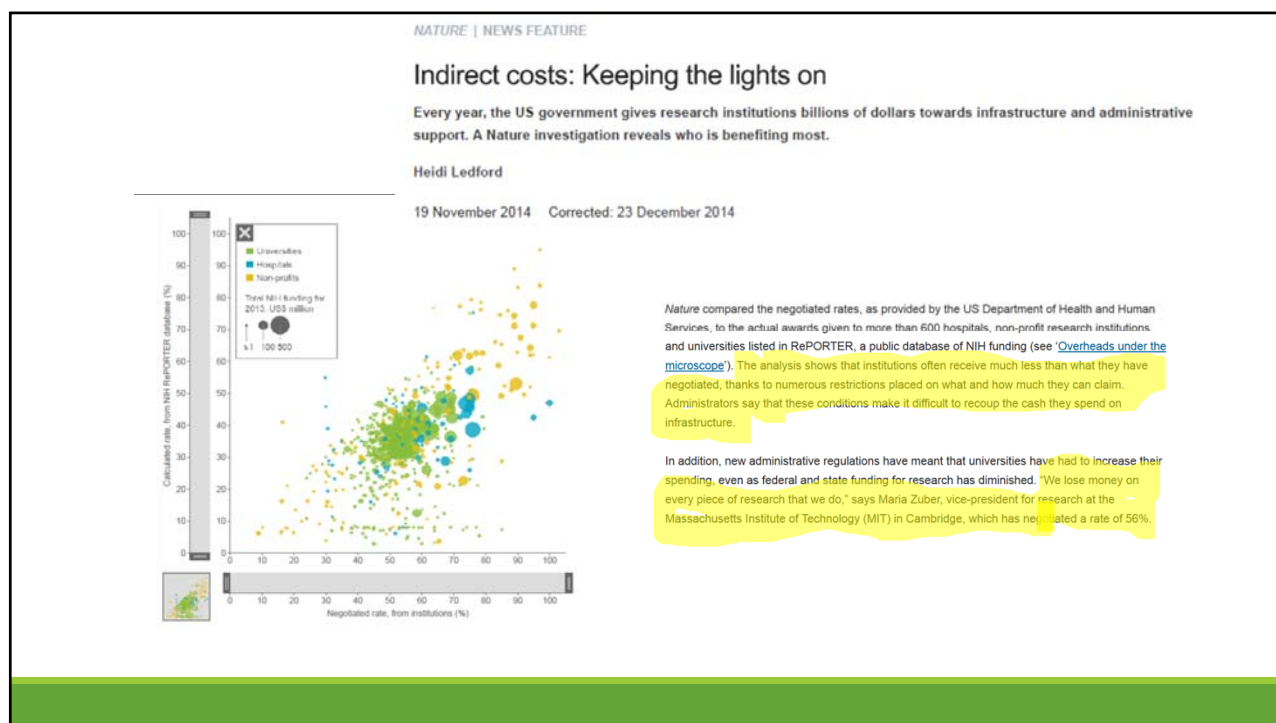
- **Real indirect costs** – this is the actual cost to the university for providing the support environment to conduct research, instruction and scholarly activity
- **Federally negotiated F&A cost reimbursement rate**
  - OMB Uniform Guidance details how institutions are to negotiate a rate for allowable reimbursement
  - Universities undergo a rigorous accounting practices review every 4 years with government auditors [HHS, ONR, DoE] in establishing its federally negotiated rate.

### Current Negotiated F&A Rates

- Organized Research - 45%
- Instruction – 50.5%
- Other Sponsored Activities – 43.2%
- Off-Campus – 26%

Organized Research = 46.5%  
Instruction = 65.1%  
Other Sponsored Activities = 46.5%

**Effective Recovery Rate = 12.93% [Mean for FY15]**  
Organized Research = 14.29%  
Instruction = 3.57%  
Other Sponsored Activity = 10.04%



## F&A Applied to NDSU Sponsored Activities

[this is not a new policy]

- It is expected that all proposals and agreements for external funding include the full F&A cost rate negotiated with the federal government if allowable or otherwise prohibited. All pass-through entities [those receiving federal dollars and flowing them to NDSU via a sub-contract] must honor NDSU's negotiated rates.
- Cases where the fully negotiated rate is not used [difference between negotiated rate and sponsor allowed rate is defined as Unrecovered]:
  - Federal agencies with a specifically stated cap on the rate for a specific program [i.e., USDA NIFA-AFRI]
  - Non-federal sponsors that have a published, bona fide policy indicating a reduced rate/cap or no allowable F&A
  - If there is no published rate, the PI uses the federally negotiated rate
- For profit entities [e.g., private industry] are charged the fully negotiated rate. The university will not charge a rate that is lower than the federally negotiated rate applied to federal sponsored programs.



## F&A Applied to NDSU Sponsored Activities

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- Specific request for a deviation from the negotiated rate
  - These are one-off special circumstances that are reviewed on an individual basis by SPA/VPR
  - This mainly pertains to not-for-profit sponsoring agencies with small dollar amount grants and represent a single activity and not a series of small grants from the same agency [normally less than approximately \$5,000]. This does not pertain to industry sponsored agreements or federally sponsored grants [unless a specific program has a published cap].
  - Approvals for deviations will only be granted in limited situations.

## General Education QUEST Feasibility Committee

Jeanne Hageman – Associate Professor, Modern Languages

Fariz Huseynov – Associate Professor, Accounting, Finance, and Information Systems

Carrie Anne Platt – Associate Professor, Communication

Craig Schnell – Professor, Pharmaceutical Sciences

Scott Wood – Dean, College of Science and Mathematics

## Components of feasibility

1. SBHE Policy 403.7: Common General Education Requirement and Transfer of General Education Credits
2. Transfer of credits within NDUS
3. Financial support for proposed changes

## Components of feasibility

1. **SBHE Policy 403.7: Common General Education Requirement and Transfer of General Education Credits**

*[QUEST model is not currently feasible]*

2. Transfer of credits within NDUS
3. Financial support for proposed changes

## Committee recommendation

Based on faculty and accreditors' support for General Education outcomes, the committee recommends:

- Keeping our current GE model and mapping approved learning outcomes on to the pre-existing categories.
- Using the GE course review cycle to verify that courses meet approved outcomes.
- Providing professional development sessions to faculty /departments on how to best incorporate these outcomes into our current GE courses.

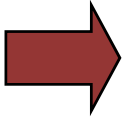
| Present GE  |           | PROPOSED GE: NDSU QUEST  |           |
|---|-----------|--|-----------|
| <b>Present GE Outcomes</b>  |           | <b>Core Questions</b>  |           |
| Communicate effectively in a variety of contexts and formats, using a variety of communication skills.  |           | How does the world work?   |           |
| Locate and use information for making appropriate personal and professional decisions.                  |           | What does it mean to be human?   |           |
| Comprehend the concepts and perspectives needed to function in national and international societies.    |           | How do we create, expand, or discover knowledge and understand its limitations?  |           |
| Comprehend intrapersonal and interpersonal dynamics.  |           | What values and practices are worth sustaining for the common good?  |           |
| Comprehend concepts and methods of inquiry in science and technology and their applications for society |           | What are the world's challenges and how might they be addressed?   |           |
| Integrate knowledge and ideas in a coherent and meaningful manner.                                      |           | Core questions approved by the Senate 4/8/13<br>New outcomes approved by the Senate 4/14/14                                |           |
| Comprehend the need for lifelong learning.  |           |  |           |
| PRESENT GE MODEL  | Credits   | PROPOSED GE MODEL  | Credits   |
| First Year Experience (189)   | 1         | Communication  | 12        |
| Communication   | 12        | • ENGL 120 (3 credits)   |           |
| • ENGL 110 (3 credits)  |           | • COMM 110 (3 credits)   |           |
| • ENGL 120 (3 credits)  |           | • Applied Oral Communication Modules or Course (1+1+1 or 3 credits) (200 level)  |           |
| • COMM 110 (3 credits)  |           | • Upper Division Writing (3 credits)   |           |
| • Upper Level Writing (3 credits)   |           | Critical Thinking, Creative Thinking, and Problem Solving  | 9         |
| Quantitative Reasoning  | 3         | • Critical Thinking (3 credits) <i>(Student Success removed)</i>   |           |
| Science & Technology  | 10        | • Quantitative Methods (3 credits)   |           |
| • Must include 1 credit lab   |           | • Advanced Critical Thinking in major (3 credits)  |           |
| Humanities & Fine Arts  | 6         | Technology   | 3         |
| Social & Behavioral Sciences  | 8         | Natural & Physical Sciences (includes 1 credit lab)  | 7         |
| • Includes 2 credits of Wellness  |           | Human Societies  | 6         |
| Cultural Diversity  |           | Diversity & Global Perspectives  | 3         |
| • Embedded—no additional credit   |           | Personal & Social Responsibility—no additional credit  |           |
| Global Perspectives   |           | • Embedded in major or met through a QUEST approved course that includes this learning outcome                             |           |
| • Embedded—no additional credit   |           | Capstone Course in major—no additional credit  |           |
| Capstone Course in major—no additional credit   |           | Optional theme-based interdisciplinary minor, certificate or path, based on QUEST courses, as way to connect QUEST courses |           |
|   |           | • Sustainability, Innovation, World Hunger, Gender Studies, Grand Challenge Scholars, etc.                                 |           |
| <b>Total Credits</b>  | <b>40</b> | <b>Total Credits</b>   | <b>40</b> |

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

Policy 133.1 V1 042215

# 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](mailto:ndsu.policy.manual@ndsu.edu) first so that a clean policy can be presented to the committees.*

**SECTION:**                      **Policy 133.1 Tuition Waiver – Spouse/Partner and Dependents**

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: Adding clarifying language to policy regarding use with other tuition waivers, specific programs and removing the in or out of state tuition waiver information.
  -
2. This policy change was originated by (individual, office or committee/organization):
  - HR/Payroll & Customer Account Services   April 22, 2015
  - [Brittnee.nikle@ndsu.edu](mailto:Brittnee.nikle@ndsu.edu) and [Karin.Hegstad@ndsu.edu](mailto:Karin.Hegstad@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:    5/8/2015

Faculty Senate:

Staff Senate:    5/14/2015

Student Government:    5/14/2015

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](mailto: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

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### SECTION 133.1

#### TUITION WAIVER – SPOUSE/PARTNER AND DEPENDENTS

*SOURCE: NDSU President*

SBHE Policy Manual, Section 820.1

The North Dakota State Board of Higher Education allows campuses to adopt tuition waivers which are consistent with an institution's mission. The spouse/partner and dependent tuition waiver is intended to help recruit and retain faculty and staff who can best perform or support the teaching, research and public service mission of the University.

1. The spouse/partner and dependents of regular (broadbanded staff must be off probation), benefitted NDSU employees are eligible for the waiver effective Fall 2002.

- 1.1 Dependents are defined as those unmarried children (25 years of age or under if they are a full-time student, otherwise age 22 and under), who rely on the parent(s) for significant financial support.

- 1.1.1 A spouse/partner or dependent who is also a regular, benefitted employee is only eligible for the employee tuition waiver outlined in Section 133 (Educational Policy).

- 1.1.2 A spouse/partner or dependent who is eligible for this educational benefit is not eligible for the graduate assistant tuition waiver, the cultural diversity tuition waiver or other waivers which may duplicate benefits.

- 1.2 Partners are those who have completed and filed a Declaration of Domestic Partnership for Purpose of Tuition Discount Eligibility <http://www.ndsu.edu/forms/> or <https://www.ndsu.edu/fileadmin/hr/docs/Declaration.pdf> with the Office of Human Resources/Payroll.

- 1.3 The spouse/partner and/or dependents must meet admission standards and register for classes through regular registration procedures.

- 1.4 The employee must be actively employed on the first day of each semester to be eligible for the waiver.

2. The tuition waiver is 50% of the tuition for NDSU classes (excluding internships that require tuition to be paid to the site for student placement and Professional Development non-degree eligible courses) per spouse/partner or dependent.

- 2.1

- 2.1 The maximum waiver for the spouse/partner or dependent of more than one eligible employee is 50%.

- 2.2 Fees are not waived.

- 2.3 The waiver applies to undergraduate, professional (Pharmacy) and graduate level classes.

- 2.4 Early Entry students will be eligible according to the terms of this policy.

3. Procedure

- 3.1 A Spouse/Partner and Dependent Tuition Waiver application needs to be submitted to the Office of Human Resources/Payroll by the Monday two weeks prior to the start of classes for which the waiver is requested. Given that conditions in this policy may change, it will be necessary to review the conditions of eligibility each term.

- 3.2 Proof of marriage, domestic partnership, and/or dependency may be required.

- 3.3 In accordance with federal regulations, the tuition waiver will be used as a financial resource and become part of the student's financial aid package. The Student Financial Services Office may need to adjust aid if the amount of the tuition waiver, along with other financial aid, exceeds the total cost of attendance.

- 3.4 No employee, spouse/partner or dependent who has an overdue accounts receivable balance with the University may receive a spouse/partner and dependent tuition waiver.

- 3.5 In accordance with IRS regulations, the value of the tuition waived for graduate level classes will be considered taxable income to the employee. Federal, state and social security taxes will be deducted in a lump sum from the employee's last paycheck of the semester, or, at the employee's written request, deducted on a prorated basis throughout the semester.

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**HISTORY:**

|              |                   |
|--------------|-------------------|
| New          | April 2002        |
| Amended      | July 2003         |
| Amended      | April 2005        |
| Amended      | October 18, 2010  |
| Housekeeping | November 17, 2011 |
| Housekeeping | July 29, 2013     |
| Amended      | March 23, 2014    |
| Amended      | November 7, 2014  |
| Housekeeping | January 2, 2015   |



Current Policy

SUBJECT: 400s: Academic Affairs

EFFECTIVE: November 19, 2009

Section: 403.7 Common General Education Requirement and Transfer of General Education Credits

- 
1. The following common general education requirement applies to all Associate of Arts, Associate of Science and Bachelor's degrees, except the BAS degree at University System institutions:
- | <b>General Education Area</b>  | <b>Minimum Required<br/>Lower<br/>Division Semester<br/>Hours</b> |
|--|---|
| Communications   | 9   |
| Arts & Humanities  | 6   |
| Social Sciences  | 6   |
| Mathematics, Science & Technology  | 9   |
| Institutional Specific (must be chosen from one of the following four categories:<br>communication, social sciences, arts and humanities, and/or mathematics/science & technology) | 6   |
| <b>Total</b>   | <b>36</b>   |
2. Within the stipulated general education areas, each institution shall indicate in its catalog and other student advisement materials the institution's courses approved for general education. University System institutions may establish program and institution specific general education requirements in addition to the requirement stated in subsection 1.
3. General education courses accepted by any University System institution count upon transfer toward the general education requirement at all institutions in one of the following ways:
- A student is deemed to have completed the lower division general education requirement of the institution to which the courses are transferred if the general education course work meets the general education requirement of the institution from which the student transfers and satisfies the common general education requirement stated in subsection 1. Students completing Associate in Science and Associate in Arts degrees at system campuses meet the lower division general education requirements identified in subsection 1.
  - Receiving institutions may also choose to grant general education requirement completion by combining the transferred general education courses from multiple institutions, based on the requirements listed above in subsection 1.
  - In all other cases, general education courses from the areas in subsection 1 apply to the appropriate general education requirement of the institution to which the courses are transferred and the number of credits required to complete the general education requirement in each area is determined by the policies of the institution to which the courses are transferred; or
  - Pursuant to guidelines established by the Chancellor for the acceptance of Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB) and DANTES Subject Standardized Tests (DSST) scores for academic credit.
4. Articulation agreements between the North Dakota University System and other institutions may enable the transfer of general education credits as a completed unit pursuant to guidelines established by the Chancellor.

**Reference:** NDUS Procedure - [403.7.2](#) [403.7.3](#)

**NDGEC's Proposed Policy Revision****SBHE Policies**[<< return](#)**SUBJECT:** 400s: Academic Affairs**EFFECTIVE:** November 19, 2009**Section:** 403.7 Common General Education Requirement and Transfer of General Education Credits

- 
1. The following common general education requirement applies to all Associate of Arts, Associate of Science and Bachelor's degrees, except the BAS degree at University System institutions:

| <b>General Education Area</b>   | <b>Minimum Required<br/>Lower<br/>Division Semester<br/>Hours</b> |
|---|---|
| Communications  | 9   |
| Arts & Humanities   | 6   |
| Social Sciences   | 6   |
| Mathematics, Science & Technology   | 9   |
| Institutional Specific (must be chosen from one of the following four categories:<br>communication, social sciences, arts and humanities, and/or mathematics/science &<br>technology) | 6   |
| <b>Total</b>  | <b>36</b>   |

2. Within the stipulated general education areas, each institution shall indicate in its catalog and other student advisement materials the institution's courses approved for general education. University System institutions may establish program and institution specific general education requirements in addition to the requirement stated in subsection 1.
3. General education courses accepted by any University System institution count upon transfer toward the general education requirement at all institutions in one of the following ways:
  - A. A student is deemed to have completed the lower division general education requirement of the institution to which the courses are transferred if the general education course work meets the general education requirement of the institution from which the student transfers and satisfies the common general education requirement stated in subsection 1. Students completing Associate in Science and

Associate in Arts degrees at system campuses meet the lower division general education requirements identified in subsection 1.

- B. Receiving institutions may also choose to grant general education requirement completion by combining the transferred general education courses from multiple institutions, based on the requirements listed above in subsection 1.
  - C. In all other cases, general education courses from the areas in subsection 1 apply to the appropriate general education requirement of the institution to which the courses are transferred and the number of credits required to complete the general education requirement in each area is determined by the policies of the institution to which the courses are transferred; or
  - D. Pursuant to guidelines established by the Chancellor for the acceptance of Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB) and DANTES Subject Standardized Tests (DSST) scores for academic credit.
  - E.
4. Articulation agreements between the North Dakota University System and other institutions may enable the transfer of general education credits as a completed unit pursuant to guidelines established by the Chancellor.
5. Upon review and recommendation for approval by the North Dakota General Education Council and the Academic Affairs Council and with the approval of the NDUS Chancellor, an NDUS institution may offer an alternative general education program, providing it includes all of the LEAP Essential Learning Outcomes approved by the North Dakota General Education Council and it totals at least 36 semester credits.
- A. Any credits earned for general education at a University System institution or any participating GERTA institution under an approved alternative general education program will be accepted for general education credit by all University System institutions or all participating GERTA institutions.
  - B. A student is deemed to have completed the lower division general education requirement of the institution to which the courses are transferred if the general education course work satisfies an alternative general education program approved under subsection 5. Students completing Associate in Science and Associate in Arts degrees at system campuses meet the lower division alternative general education program approved under subsection 5.
  - C. Alternative general education programs approved under section 5 may also choose to grant general education requirement completion by combining the transferred general education courses from multiple institutions.
  - D. General education courses from an alternative general education program, approved under subsection 5, apply to the appropriate general education requirement of the institution to which the courses are transferred. Credit required for completing any alternative education program should be consistent with each General Education Area specified in subsection 1 or each of the LEAP Essential Learning Outcomes approved by the North Dakota General Education Council, either by including credits from courses in each area of subsection 1 or by aligning outcomes achieved to each General Education Area
  - E. Alternate general education programs are permitted to accept scores for academic credit as outlined in the Chancellor's guidelines for acceptance of Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB) and DANTES Subject Standardized Tests (DSST) scores for academic credit.

**Reference:** NDUS Procedure - [403.7.2](#) [403.7.3](#)

**History:**

New policy. SBHE Minutes, June 19, 1998, page 6903.

Amendment SBHE Minutes, May 30, 2001.

Amendment SBHE Minutes, February 21-22, 2002.

Amendment SBHE Minutes, September 18, 2008.

Amendment SBHE Minutes, December 18, 2008.

Amendment SBHE Minutes, November 19, 2009.

## **FAQs Regarding Proposed Revisions to SBHE Policy 403.7: Common General Education Requirement and Transfer of General Education Credits (GERTA)**

Recommendations by the ND General Education Council, approved unanimously by that group.

### **1. What is the ND General Education Council (NDGEC)?**

The NDGEC is a grass-roots advisory group with representatives from all NDUS institutions, as well as the private and tribal colleges, who meet to share best practices and discuss ways to support general education in the state. Members are faculty, staff, and administrators. The group's constitution can be found here:

<http://www.ndus.edu/uploads/resources/2515/constitution-of-the-nd-general-education-council.pdf>

### **2. What is the goal of this proposed revision?**

The goal is to allow a pilot program in which an NDUS institution can develop an approved alternative general education program "providing it includes all of the LEAP Essential Learning Outcomes approved by the North Dakota General Education Council [written communication, oral communication, quantitative literacy, critical & creative thinking, and breadth of knowledge] and it totals at least 36 semester credits."

- a) The revision allows the general education of an NDUS campus to focus on what students actually learned, not just on what courses they took.
- b) Our regional accreditor (the Higher Learning Commission) and our various specialized accreditors (ABET, AACSB, NCATE, etc.) similarly ask us to provide evidence of what our student learn, not just the courses they take.

### **3. Why is this revision needed?**

- a) The present General Education Areas in SBHE 403.7 restrict innovation, allow limited institutional autonomy, and focus on traditional disciplinary categories rather than broader learning outcomes such as critical thinking, integrated learning, etc.
- b) The revision allows for much greater flexibility so that a campus could create a general education program that is most suited to its particular mission.

### **4. What is unchanged?**

- a) The seamless transfer among NDUS institutions is still guaranteed.
- b) No NDUS institution will be required to revise its general education.

### **5. What is procedure for an action like this? How does a proposal from the NDGEC move forward?**

SBHE policy changes are subject to review and recommendation by the Academic Affairs Council, the Chancellor's Cabinet, and the Chancellor. The SBHE approves revisions to SBHE Policy.

### **6. What is the NDSU Faculty Senate being asked to do?**

Because of its commitment to transparency and open communication, the NDGEC informed the Council of College Faculties (CCF) about this proposal. CCF is asking all of the Senates to weigh in on whether they think it's a good idea to support NDGEC's recommendation for a more flexible state policy regarding general education that allows campuses to orient their general education toward national outcomes, yet still retains the transfer agreement. The response of each faculty senate and CCF is important, but the next step is in the hands of the Academic Affairs Council.

### **7. Can the NDSU Faculty Senate suggest revisions?**

Certainly. As noted in 5, there will be multiple points at which any proposed policy can be revised.