NDSU Faculty Senate Agenda  
May 7, 2018  
Prairie Rose Room, Memorial Union

I. Call to order  

II. Attendance/substitutions  

III. Adoption of agenda  

IV. Approval of previous meeting minutes from April 9, 2018  

V. Announcements  
   a. Dean Bresciani, President  
   b. Beth Ingram, Provost  
   c. Stuart Haring, Faculty Senate President  
   d. Erin Gillam, Faculty Senate President-Elect  
   e. Jered Pigeon, Staff Senate President  
   f. Chase Grindberg, Student Body President  

VI. Consent agenda  
   a. Policies  
      i. 706 – Traffic and Safety/University Police (update to possession and use of dangerous 
         weapons to be compliant with NDUS policy as well as to better define double-
         authorization process) (Attachment 1)  
      ii. 713 – Records Management (cleanup of policy due to campus reorganization and 
         renaming; Attachment 2)  

         All policy documents are available at:  
         https://www.ndsu.edu/policy/senate_coordinating_council/ 

   b. UCC report (Attachment 3).  

VII. Unfinished Business  
   a. None  

VIII. New Business  
   a. Policies
i. 333 – Class Attendance Policy and Procedure (Attachment 4); Absence Guidelines (Attachment 5); UCC responses to Faculty about questions from last Faculty Senate meeting (Attachment 6)

All policy documents are available at:
https://www.ndsu.edu/policy/senate_coordinating_council/

b. Election:

i. Faculty Senate President.

   a. Kenneth Lepper (Attachment 7)
   b. Molly Secor-Turner (Attachment 8)
   c. Tracy Barrett (Attachment 9)

ii. Standing Committee on Faculty Rights (SCOFR) – faculty-wide election Mon, May 7-Mon, May 14 via Qualtrics

   c. Passing of the gavel.

IX. Adjourn
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: Policy 706 Traffic and Safety/University Police

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: To incorporate amended SBHE policy 916.1 procedures related to University President authorization for storage of dangerous weapons in non-student residential units on NDSU properties. SBHE Policy 916.1 was recently amended to incorporate changes to N.D.C.C. 62.1-02-05. Additional housekeeping changes are included on dangerous weapon definition and clarifying the exemption for law enforcement personnel as per ND Century Code and Fargo Ordinances.

2. This policy change was originated by (individual, office or committee/organization):
   - Director, University Police and Safety Office, Mike Borr 2/28/2018
   - mike.borr@ndsu.edu

   This portion will be completed by SCC Secretary (Kelly Hoyt).

   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:
   - Responsible Office:
   - Legal Review:
   - Faculty Senate:
   - Staff Senate:
   - Student Government:
   - President:

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 706
TRAFFIC AND SAFETY/UNIVERSITY POLICE

SOURCE: NDSU President
SBHE Policy 916.1

1. The University Police Office is located in the Auxiliary Enterprise Building University Police and Safety building.

2. The University Police are licensed officers with full arrest powers providing 24-hour coverage. All emergency and criminal matters should be brought to the attention of the University Police Office.

   2.1 Police contact normally may be made by calling 231-8998. Emergency calls may be made by calling 911.

   2.2 Building security is maintained on a schedule for locking/unlocking entrance doors. All requests for academic room space should be directed to the Office of Registration and Records, 231-7745. Should circumstances require a schedule change, a request should be submitted, in writing, with the appropriate departmental administrator approval, at least one working day in advance of the requested schedule change. Additional information on building security may be found in SECTION 707: ACCESS CONTROL AND BUILDING SECURITY.

3. Visitors to NDSU are expected to respect the need for NDSU employees to conduct business in their respective areas in an orderly and timely manner. When individuals have no legitimate business or when they have been given adequate time to complete their business and subsequently proceed to interfere with University activities or operations, immediate compliance with the law may be enforced. Failure to comply with an NDSU police officer's request to leave the premises may result in the arrest of an individual(s) for criminal trespass or other appropriate charge.

   NDCC Sec. 12.1-22-03(3) makes a person guilty of a Class B misdemeanor if:

   "Knowing that he is not licensed or privileged to do so, he enters or remains in any place as to which notice against trespass is given by actual communication to the actor by the person in charge of the premises or other authorized personnel or by posting in a manner reasonably likely to come to the attention of intruder."

4. Unauthorized possession or use of dangerous weapons per NDCC 62.1-01 and Fargo Municipal Code 10-0304 on University owned or controlled property is prohibited, unless permission for possession and/or use has been granted by an appropriate University official. Weapons dangerous weapons include but are not limited to firearms, ammunition, bombs, explosives, clubs, dirks, martial arts weapons, sling shots, slung shot, bows and arrows, sabers, swords, knives used primarily for hunting purposes, war souvenirs, incendiary devices, fireworks, pellet guns, bbBB guns, paintball guns, stun guns, dangerous chemicals or fuels, or other dangerous objects or substances. Items not traditionally used as weapons may be
considered weapons when those items are used to inflict bodily injury or to threaten the infliction of bodily injury on others. Examples include, but are not limited to baseball bats and kitchen utensils.

Exceptions to this policy include authorized law enforcement officials carrying out the lawful discharge of their duties.

Contact the Director, University Police and Safety Office, for authorization. The Director will coordinate approval with the appropriate Vice President(s) and/or President. This policy shall not prohibit persons from possessing, storing, or using weapons at approved locations for the purpose of meeting the requirements of a recognized educational program and/or student group sponsored by the University.

HISTORY:

New July 1990
Amended December 1992
Amended May 1996
Amended April 2003
Amended May 2007
Policy Change Cover Sheet

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SECTION: Policy Number and Name: 713 – Records Management

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: Updated changes due to campus restructure and staff reorganization.

2. This policy change was originated by (individual, office or committee/organization):
   - Office/Department/Name and the date submitted: Wendy McCrory, Records Management
   - Email address of the person who should be contacted with revisions: wendy.mccrory@ndsu.edu
   This portion will be completed by SCC Secretary (Kelly Hoyt).
   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:
   Responsible Office:
   Legal Review:
   Faculty Senate:
   Staff Senate:
   Student Government:
   President:

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I. POLICY and PURPOSE

A. The policy and purpose for Records Management is to

2. Establish an efficient University-wide records management system for maintaining, identifying, retrieving, preserving and destroying records through the use of best practices and standards and according to North Dakota Century Code and all applicable federal laws.
3. Ensure that records are adequately protected and/or preserved.
4. Ensure that all records that are no longer needed or of no value are destroyed at the appropriate time.
5. Preserve University history.
6. Limit liability to the University.

II. SCOPE

This policy applies to all records, including all University information and University resources, regardless of format, whether in paper, electronic, (e.g., microfilm, microfiche, magnetic tapes, USB flash drive, CD/DVD ROM), electronic mail, or other electronic medium. The North Dakota Century Code (NDCC 54-46-02) defines a record as a “document, book, paper, photograph, sound recording or other material, regardless of physical form or characteristics, made or received pursuant to law or in connection with the transaction of official business.” A “State Record” is further defined as “a record of a department, office, commission, board, or other agency, however designated, of the state government.”

III. OBJECTIVE

The objective of the Records Management policy is to assist and provide guidance to the University entities in managing records throughout the lifecycle of the record, i.e., from creation or receipt, during use, the maintenance stage and final disposition. Records produced in the course of University business must adhere to federal and state laws/regulations including access, storage, retention and disposal.

IV. APPLICABILITY

This policy applies to anyone who creates, disseminates, stores, manages, destroys and/or has access to NDSU records of any type, classification or description. This includes all NDSU employees.
and students who have access to records and external entities, such as vendors whose purpose may be to provide storage space or destruction services for records.

V. RELATED POLICIES AND APPLICABLE STATE LAW

Standards, guidelines and procedures will follow and adhere to all policies and laws listed but not necessarily limited to:

1. North Dakota Century Code 54-46;
2. NDUS Policy 1901.2.1, Data Classification Standard;
4. NDUS 1912.2, Student Records – Directory Information
5. NDUS 1912.3, Employee Personal Information;
6. NDSU Policy 713.1, Litigation Hold; and

VI. RECORDS MANAGEMENT PROGRAM OVERSIGHT

A. The Records Management Advisory Committee (RMAC) will be responsible for records management policy, standards, guidelines, processes and procedures. The advisory committee is comprised of:

1. The RMAC chair, appointed by the Vice President for Information Technology (VPIT). The NDSU Chief Information Security Officer who serves as the Director of Records Management (co-chair) appointed by the vice president for Information Technology (VPIT) and serving as RMAC chair;
2. The Associate Director for the NDSU Library (co-chair) Records Management Coordinator, (appointed by the VPIT/VPIT designee)
3. A faculty member appointed by the Faculty Senate Executive Committee;
4. Two unit records coordinators (URCs) appointed by the Staff Senate Executive Committee;
5. The University provost and the vice presidents or their designees (other than the VP-IT);
6. An archivist from the University Archives;
7. An attorney appointed to NDSU or a designee; and
8. A Student Government member appointed by the Student Government President.

B. The NDSU Director of Records Management VP IT designee serving as chair, reports to the Vice President for Information Technology. The role of Director of Records Management will include:

1. Coordinating retention, preservation and destruction processes for University records in accordance with this Policy and University Records Management procedures and practices;
2. Assisting with efforts to comply and respond to any issued Litigation Hold notices and public records requests in a timely manner;
3. Ensuring that all Unit Records Coordinators (URCs) appointed by University units receive ongoing training and education;
4. Collecting and compiling annual disposal records as submitted by the URCs and reporting those metrics/statistics to the State’s Records Management Office;
5. Investigating and reporting on any potential non-compliance to the corresponding Unit Administrator, and to the Vice President for Information Technology if applicable, and, where appropriate and needed, recommending and requiring remediation to ensure compliance;
6. Maintaining an up-to-date list of URCs and their contact information;
7. Sharing information as needed and relevant to the Records Management Task Force, and the URCs, and;

D.C. The NDSU Records Management Coordinator:

1. Is appointed by the Vice President for Information Technology;
2. Assists the RMAC Director of Records Management Chair and Records Management Advisory Committee members as needed;
3. Serves as the liaison between the URCs and the RMAC Director of Records Management Chair.

E.D. NDSU Unit Records Coordinators (URCs) are appointed by their respective department heads, and their role includes:

1. Providing assistance to faculty, staff and administrators in their units for retention, preservation and disposition of their unit’s records in accordance with this policy’s procedures and practices, institutional requirements, and state and federal laws;
2. Serving as the liaison between their unit and the Director of Records Management and the Records Management Task Force;
3. Completing continuing education and training on an annual basis;
4. Submitting records disposal forms and documentation to the Director of Records Management as required by policy and state law.

HISTORY:

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<tr>
<th>Action</th>
<th>Date</th>
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<tr>
<td>New</td>
<td>August 20, 1996</td>
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<td>January 22, 2002</td>
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<td>Amended</td>
<td>June 11, 2007</td>
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<td>Amended</td>
<td>August 1, 2007</td>
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<td>November 2008</td>
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<td>April 2009</td>
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<td>February 14, 2011</td>
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<tr>
<td>Amended</td>
<td>June 11, 2015</td>
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<td>Housekeeping</td>
<td>October 2, 2015</td>
</tr>
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<td>Amended</td>
<td>April 26, 2016</td>
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New Program

MPH degree – new accelerated program for Dietetics and Master of Public Health

Program Changes

M.S.; International Agribusiness – adding some core courses and changing the electives total
B.S./B.A. Physics; Optical Science and Engineering option – changing some Math required courses and adding PHYS 488
B.S./B.A. Physics; Standard option – changing some Math required courses

New Courses

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<th>Subject</th>
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<th>Title</th>
<th>Effective Term</th>
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<tr>
<td>CSCI</td>
<td>409/609</td>
<td>Cybersecurity Law and Policy</td>
<td>Fall 2018</td>
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<td>MBA</td>
<td>723</td>
<td>Digital Marketing</td>
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<td>MUSC</td>
<td>733</td>
<td>Choral Studies and Pedagogy</td>
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<td>UNIV</td>
<td>101</td>
<td>Major Exploration and Academic Planning</td>
<td>Fall 2018</td>
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Course Changes

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<th>To:</th>
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<td>CSCI 410/610</td>
<td>CSCI</td>
<td>476/676</td>
<td>Computer Forensics</td>
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<td>HIST 423/623</td>
<td>HIST</td>
<td>423/623</td>
<td>U.S. History 1829-1917 II</td>
<td>3</td>
<td>HIST</td>
<td>423/623</td>
<td>The Gilded Age and Progressive America</td>
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<td>MATH</td>
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<td>429/629</td>
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<td>429/629</td>
<td>Topics in Linear Algebra</td>
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Changes in Prerequisites/Co-requisites/Course Descriptions

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<th>Title</th>
<th>Prerequisite/Co-requisite/Description Change</th>
<th>Effective Term</th>
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<tbody>
<tr>
<td>CSCI</td>
<td>410/610</td>
<td>Computer Crime and Forensics</td>
<td>Desc: This course covers the basic types of computer crimes. It introduces principles, techniques, tools, and practical skills necessary to perform rudimentary investigations of incidents in which computers play a significant or interesting role. Prereq: CSCI 161</td>
<td>Fall 2018</td>
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<tr>
<td>MATH</td>
<td>429/629</td>
<td>Topics in Linear Algebra</td>
<td>Desc: Advanced topics in linear algebra with a focus on understanding the theoretical foundation of the subject and its uses in advanced mathematics. Topics may vary. Prereq: MATH 270 and MATH 329</td>
<td>Fall 2018</td>
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Course Inactivation

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<th>Subject</th>
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<tr>
<td>BOT</td>
<td>380</td>
<td>Plant Physiology</td>
<td>Summer 2018</td>
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To: Kelly Hoyt  
From: Matthew Hammer, Assistant Attorney General

The following Policy has been submitted to this office for review:

POLICY 333: Class Attendance Policy and Procedure

Based on said review, I have the following comments:

- Approved with minor housekeeping changes to §3.
POLICY APPROVAL

The attached Policy, 333 Class Attendance Policy and Procedure, is approved.

This policy will be effective:  
☐ Date of Signing  
☐ Other Effective Date  

Beth Ingram, Provost  

Date  

Dean Bresciani, President  

Date  

ND Office of Attorney General  
Approved: Form & Legal Sufficiency  

Matt Hammer, Assistant Attorney General  

3-7-2018  

Date
Policy Change Cover Sheet

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SECTION:

1. Effect of policy addition or change (examine 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: Language has been added to clarify what types of absences must be excused. The policy does have to change to be compliant with Title IX rules.

2. This policy change was originated by (individual, office or committee/organization):
   - Charlene Wolf-Hall, Vice Provost, on behalf of the University Curriculum Committee, University Athletics Committee, and the Title IX Coordinator
   - Charlene.hall@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.

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

   Senate Coordinating Committee: https://www.ndsu.edu/fileadmin/policy/Policies_in_Process/013017/minutes013017.doc

   Faculty Senate:

   Staff Senate:

   Student Government:

   President's Cabinet:

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SECTION 333
CLASS ATTENDANCE POLICY AND PROCEDURE

SOURCE: NDSU Faculty Senate Policy

1. ATTENDANCE

Attendance in classes is expected and important. (The term "class" includes class, online class, laboratory, field trips, group exercises, or other activities.) However, there are instances in which students are unable to attend class and in which those absences must be excused. These instances are described in the following sections. Absences not covered by this policy are excusable at the discretion of the instructor. Class attendance policies may not have discriminatory effect (intentional or unintentional) on members of a protected class (see NDSU Policy 100). Students and instructors should note that the NDSU Student Health Service does not provide students with excuses for class absences or tardiness due to illness or injury.

2. INSTRUCTOR RESPONSIBILITY

   a. Students must be clearly informed on the first day of class in writing in the syllabus (1) of class policy regarding class absence (including if supporting documentation is required); and (2) of class policy for making up missed coursework. It is recognized that sometimes an assignment is impossible to make-up.

   b. Excused students must be given an opportunity to address any missed coursework in a reasonable amount of time. Guidelines for best practices for managing make up work are available through the Provost’s Office.

3. STUDENT RESPONSIBILITIES AND RECOUSE

Students who anticipate excusable absences shall notify the instructor as soon as possible, preferably by the third week of class, but no later than one week before the absence. In the case of unanticipated excusable events, the student needs to contact the instructor as soon as possible. Students have the responsibility to visit with the instructor if exams or assignments are scheduled during times where absences are required.

Unless covered by another policy, students who feel that they are being treated unfairly through class policies may file a grievance or complaint through the Provost’s Office by following directions at https://www.ndsu.edu/provost/academicaffairs/student_grievances/.
4. UNIVERSITY SANCTIONED EVENTS

North Dakota State University values and supports the required participation of students in university-sanctioned activities. A university sanctioned event or activity shall be as defined by the Congress of Student Organizations as Tier 1 or Tier 2. Sanctioned activities also include mandatory participation as a student athlete in NCAA-sanctioned competition, performing arts outreach, exhibitions, competitions, academic meetings, and conferences.

5. PREGNANT STUDENTS

Absences due to pregnancy or related conditions, including recovery from childbirth, shall be excused for as long as the student's health care provider deems the absences medically necessary. When the student returns to class the student must be provided the opportunity to make up any work missed. Alternatives include allowing the student to take an incomplete and complete the course at a later date, or retaking the course or taking an online course. Further, recognizing the need for flexibility when childcare responsibilities impact a student, instructors are encouraged to accommodate students with childcare responsibilities.

6. RELIGIOUS ACCOMMODATIONS

Religious observances may require absence from a class session and other required class activities. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. A list of common religious holidays and events is available through the Office of Multicultural Programs.

7. OTHER EXCUSED ABSENCES
   a. Legally mandated absences such as jury duty or court subpoena.
   b. Absences due to military duty or veteran status, including service related medical appointments, where failure to appear might result in a loss of benefits.

1. GENERAL PHILOSOPHY
   a. Attendance in classes is expected. Only the course instructor can excuse a student from course responsibilities. (The term course includes class, laboratory, field trips, group exercises, or other activities.)
   b. If class attendance is a component of the course grade, the course instructor must clearly communicate this to the class in writing in the syllabus.

2. FACULTY RESPONSIBILITY
a. The course instructor must clearly inform students on the first day of class and in writing in the syllabus (1) of their policy regarding class absence (including if supporting documentation is required; and (2) policy for making up missed assignments. It is recognized that sometimes an assignment is impossible to make-up.

b. The course instructor must exercise a fair and consistent standard for resolving questions of missed assignments, the type, extent, manner, and time frame of the make-up assignments.

3. STUDENT RESPONSIBILITY

a. Students are responsible for informing course instructors of absences. If absences are known (e.g., university-sanctioned activity, such as student-government, judging; clubs, athletic competition, fine arts performances), course instructors shall be informed with written notification as far in advance as possible (preferably a two-week notice). Where advance notification is not possible (e.g., illness, family emergency), students should contact their course instructor as soon as possible about the absence. Veterans and student servicemembers with special circumstances or who are activated, to include State Active Duty, are encouraged to notify the instructor as soon as possible, provide Activation Orders if possible, and inform the NDSU Office of Military and Veterans Services to facilitate a smooth exit from and successful re-entry to the University.

b. When a student misses class for any reason, the student is responsible for contacting the instructor to make arrangements to follow the course instructor’s policy in making up any missed assignments, if permitted.

HISTORY:

New May 20, 1970
Amended December 12, 1977
Amended April 1992
Amended October 2004
Amended June 2007
Housekeeping February 14, 2011
Amended January 28, 2014
Amended April 24, 2014
Excused Student Absences
Guidance for Instructors and Managers of University Sanctioned Events
Last Updated January 24, 2018

These guidelines are provided as a resource for instructors to help manage required student absences (see NDSU Policy 333 Class Attendance Policy) and for managers of university sanctioned events to proactively ensure that instructors are alerted in a timely way with clear information about the absence. If you have any questions about these guidelines or how to manage required absences in a course, please contact the Vice Provost for Academic Affairs, Charlene Wolf-Hall (Old Main 103B, 701-231-6163, charlene.hall@ndsu.edu).

1. University Sanctioned Events include those defined by the Congress of Student Organizations guidelines as Tier 1 and Tier 2. Students in Tier 1 and Tier 2 student organizations will be eligible for excused absences. It is recommended that all Tier 1 and 2 organizations follow clear procedures for excusing their members from class.

Other university sanctioned events include “mandatory participation as a student athlete in NCAA-sanctioned competition, performing arts outreach, exhibitions, competitions, academic meetings, and conferences” (NDSU Policy 333).

Athletics has established clear procedures as examples for other managers of university sanctioned events. Athletics has outlined procedures for student absences and protocol for taking exams while traveling. See Appendices A and B for full protocol and sample excuse letters.

Below is the Tier 1 and 2 descriptions as they appear in the Congress of Student Organizations guidelines.

“Title 5 Recognition Policy
5.1. The Tier System

5.1.1. In an effort to maintain consistency from year to year, organizations are categorized into three tiers.

5.1.1.1. Tier I: A Tier I entity is defined as an organization which meets these qualifications:

The organization provides important services to the entire student body;

The organization has established a continued and prominent
existence in the NDSU community and will continue to remain in existence for an extended period of time;

The organization requires consistent funding to allow for continued existence and appropriate standing.

These organizations will receive a percentage of the Student Activity Fee as recommended by the Finance Advisory Board and the Finance Commission, and approved by the Student Senate. They include: Bison Athletics, Fine Arts, Memorial Union, Campus Recreation, Media Advisory Board, Student Government, and Campus Attractions.

The Media Advisory Board encompasses the Spectrum, Thunder Radio and Bison Information Network. These are to be referred to as student-run sub-Tier I student organizations. Any other student media organization that qualifies for the Media Advisory must seek CSO recognition as a Tier II organization.

5.1.2. Tier II: A Tier II student organization must allow any student to be involved in their student organization. Any type of membership restriction, objective or subjective, will move a student organization from Tier II to Tier III. Tier II student organizations charging dues must allow their non-dues paying members to fully participate in the student organizations’ activities, i.e. general meetings, opportunity to participate in events, etc.”

2. Assignments that can’t be made up

When a student must be excused during a class period that has a one-time activity that is not possible to provide in the same manner as a makeup assignment, instructors are encouraged to substitute any equivalent activity or assignment for the missed work. If there is no practical substitution for the assignment, instructors can comply with Policy 333 by not factoring the missed assignment into the final course grade.

An example, if a student misses a microbiology lab class that has points assigned for hands-on activity in the lab, the instructor might assign an essay about the learning objective for that lab session for the same amount of points but intrinsically no more difficult than the original assignment.

Another example could be a class discussion with points associated with it is missed. The instructor might have an alternative online discussion board for makeups.
3. Religious Accommodations

Instructors are encouraged to consider major religious event dates in the scheduling of assignments during the course of the semester. Avoiding some of these dates may help alleviate the need for makeup assignments.

The University of Arizona provides some useful information for religious accommodation, including:

“What are some ways to accommodate a student’s need to miss class for religious reasons?

Reasonable accommodations are necessarily determined on an individual basis and depend on the circumstances. They might include rescheduling an exam or giving the student a make-up exam, allowing an individual or group presentation to be made on a different date, letting a student attend a different discussion section for the same class that week, adjusting a due date, or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment.

As a student, how should I ask my instructor for a religious accommodation?

A student should make his or her religious accommodation request to the instructor or faculty member in charge of the course. Students are asked to examine the course syllabus for potential conflicts at the start of the semester and promptly notify the instructor of any anticipated accommodation needs, providing as much notice as possible. If an instructor has asked that requests be made in a certain way (such as by e-mail), it is best to make the request in that manner; in any case, clearly specify the reason for the requested absence or other accommodation. Students are responsible for arranging in advance to make up missed work or material in a timely manner.”

4. Equivalencies of work

Make-up assignments must intrinsically be no more difficult than the original assignment, otherwise the practice is potentially discriminatory.

The environment where a student is making up an assignment should also be considered. When students are traveling for sanctioned events, they may not be housed in spaces suitable for the work needed to complete makeup assignments or may have access problems for online assignments that may cause undue stress for the both the student and the instructor expecting the work submission.
5. Dealing with the unusual cases

Students can experience catastrophes of all sorts that you may not anticipate and may struggle with how to manage absences for.

What Student Affairs does with emergencies – “When notified by the student of specific emergencies we send notification to the student’s instructors, academic advisor, and residence life staff via an email. We don’t provide a lot of detail in the email to protect student privacy, but just state that we have been notified of an emergency that will prevent the student from attending classes. We attach this document - https://www.ndsu.edu/fileadmin/enrollmentmanagement/Forms/absence.notification.for.faculty.pdf”

Sometimes incomplete grades or retroactive withdrawals may be necessary.

- https://www.ndsu.edu/fileadmin/registrar/forms/retroactivewithdraw.pdf

When you can’t determine the best course of action, please call the Provost’s Office to help trouble-shoot. We are here to help.
Appendix A

Athletic Academic Protocol for missed assignments, quizzes and exams

Introduction
1. Student-athlete is required within the first 5 days of class to introduce themselves to the instructor and let them know that they are a student-athlete.
2. In the initial conversation the student-athlete needs to let the instructor know they will be missing some classes when they are traveling with the team. **At that time the student-athlete needs to ask if they will be willing to work with them to get assignments, quizzes and tests done before they leave or made up within 2 days of their return.** If the instructor wants the student-athlete to meet with them during their office hours to discuss the method in which they want them to make up the missed assignments, quiz or test the student needs to make sure they follow through with the request before leaving or when the professor wants to meet with them. **It is not the responsibility of the instructor to chase the student-athlete down to complete missed assignments, quizzes and exams.**
3. If the student-athlete knows how many days at the time of the conversation they need to let the instructor know the total days they will be absent. **The student-athlete is required to be in class if they are in town.**
4. As soon as the student-athlete receives the travel letter from the coach the student needs to provide it to the instructor. If the instructor does not want the letter, it is the responsibility of the student-athlete to remind the instructor when they will be traveling.

Missing assignments, quizzes and tests
1. The week of team travel the student-athlete should remind the instructor they will be indeed traveling and what assignments, quizzes and or exams they will be missing.
2. If they are missing an assignment, quiz or test during that time, ask if they can turn in the assignment early or take the quiz or test the day before departing.
3. If the instructor wants the quiz or exam proctor on the trip then the student-athlete will follow the following protocol. (Please note the Athletic Trainer who travels with the team will proctor the quiz or exam).
   a. Ask the instructor if they would like to contact Athletic Academics to set-up the process or do they want Athletic Academics to contact the instructor.
   b. Once contact between the instructor and Athletic Academics occur the following protocol is followed:
      i. Athletic Academics will talk to the instructor and find out the procedures the instructor wants the student-athlete to follow while taking the quiz or exam.
      ii. Athletic Academics will procure the quiz or exam in the method the instructor prefers, which can be a hard copy or email copy.
      iii. Athletic Academics will make a copy of the quiz or exam, if emailed and seal it in an envelope with instructions on how to take the exam, duration and any material that will be allowed to be used during the quiz or exam.
iv. There will also be another envelope in the initial packet that
the proctor of the quiz or exam will seal the completed quiz
or exam in and sign over the seal.
v. Once the team is back in town from the trip, Athletic
Academics will obtain the sealed envelope from the proctor
and deliver it to the instructor.

4. If the instructor prefers for Athletic Academics to proctor any quiz or test at the
Athletic Academic Center in the SHAC prior to the student-athlete leaving or upon
returning from travel the same protocol is used unless it is an online quiz or exam that
will automatically be scored and returned to the instructor.

5. If the travel occurs during dead or finals week and the exam is the final, the Athletic
Academic staff will travel with the team and proctor the exam.

Contacts for Athletic Academics:
Kelli Layman – Associate Director Athletic Academics
   Kelli.Layman@nds.edu  231-5781  Oversees Football & Softball
Ashley Harris – Assistant Director Athletic Academics
   Ashley.M.Harris@nds.edu  231-5556  Oversees MBB, Soccer, Men’s
   Track and Volleyball
Chris Held – Interim Assistant Director Athletic Academics
   Christopher.Held@nds.edu  231-5557  Oversees Baseball, WBB and
   Wrestling
Carter Kruckenberg – Athletic Academic/Student Development Coordinator
   Carter.Kruckenberg@nds.edu  231-5499  Oversees M-Golf, W-
   Golf, Women’s Track and assists with Football
Appendix B

January 8, 2018

Dear Instructor:

Please excuse the following student-athletes on the women’s basketball team, from class on the following dates as they will be traveling with the team to participate in intercollegiate basketball games.

Emily Dietz  
Anna Goodhope  
Macey Kvilvang  
Tyrah Spencer

Marina Fernandez  
Reilly Jacobson  
Rylee Nudell  
Taylor Thunstedt

Michelle Gaislerova  
Sarah Jacobson  
Autumn Ogden  
Dannika Voegeli

Wednesday, January 10  
Thursday, January 11  
Friday, January 12  
Tuesday, January 23  
Wednesday, January 24  
Thursday, January 25  
Friday, January 26

Thursday, February 1 – from 2:00 p.m. on for team shoot around  
Thursday, February 8 – from 2:00 p.m. on for team shoot around  
Wednesday, February 14  
Thursday, February 15  
Friday, February 16  
Thursday, February 22 – from 2:00 p.m. on for team shoot around

Thank you for your cooperation in this matter.

Sincerely,

Todd Phelps  
Deputy Director of Athletics

Maren Walseth  
Head Women’s Basketball Coach
11/14/17

TEAM TRAVEL

The Bison football team will be traveling to Normal, Illinois on Friday, November 17. The following is a list of the travel squad. The students listed below will be absent from classes starting at 11:50 a.m.

Jalen Allison  
Bruce Anderson  
Luke Bacon  
Erik Backman  
Chris Board  
Marquise Bridges  
Ty Brooks  
Jaxon Brown  
Cadly Butler  
Deandri Cain  
Collin Consor  
Jakbil Cox  
Cole Davis  
Nick Deleo  
Leo Dempsey  
Ben Ellifson  
Sean Engel  
James Fisher  
Trc Fort  
Dallas Freeman  
Robert Gresnagy  
Joshua Hayes  
James Hendricks  

Student Trainers  
Mason Arndt  
Adam Estabrooks  
Sam Fuhrmann  
Mackenzie Kittelson  
Natalie Stelley  

Kennon Hodfenfield  
Jeff Illies  
Nate Jensen  
Zack Johnson  
Nance Jones  
Cole Karcz  
Derek Kelley  
Ross Kammally  
Victor Kizewski  
Jackson Koomce  
Zach Kubas  
Austin Kuhnt  
Garrett Malstrom  
Logan McCormick  
Greg Manard  
Aaron Mercadel  
Bryce Messenger  
Grant Morgan  
Erik Olson  
Beau Pauly  
Cain Pederson  
Matt Plant  
Daniel Polansky  

Equipment Personnel  
Sam Clausen  
Mo Ibrahim  
Devon Kilman  
Taylor Parker  
Tran Zarface  

Brock Robbins  
Karson Schoning  
Darrious Shepherd  
Aaron Steidl  
Easton Stick  
Nathan Tangay  
Derek Tsouka  
Jarrod Tuska  
RJ Urzurubowski  
Henry Van Dellen  
Cordell Volson  
Tanner Volson  
Connor Wente  
Blake Williams  
Dimitri Williams  
Seth Wilson  
Jaihuan Wintubs  
Zack Ziener  
To Be Determined  
Matt Anderson  
Adam Co  
Garret Wagner  

Thank you for your time and consideration in the above matter.

Chris Klieman  
Head Football Coach

Mathew Larsen  
Director of Athletics

Sunderland Family Football Office Complex  
NDSU Dept 1220  PO Box 6050  Fargo ND 58108-6050  701.231.7816  Fax 701.231.8724  www.GoBison.com
January 1, 2018

Dear Instructor:

Please excuse Cameron Hunter, student-athlete for the men’s basketball team, from class on the following dates as he will be traveling with the team when they participate in intercollegiate basketball games:

Thursday, January 11 – from noon on for team shoot around
Tuesday, January 16 – from noon on for team shoot around
Friday, January 19
Thursday, January 25 – from noon on for team shoot around
Thursday, February 1
Friday, February 2
Wednesday, February 7
Thursday, February 8
Friday, February 9
Tuesday, February 13 – from noon on for team shoot around
Wednesday, February 21
Thursday, February 22
Friday, February 23
Friday, March 2
Monday, March 5
Tuesday, March 6

Thank you for your cooperation in this matter.

Sincerely,

Matthew Larsen                David Richman
Director of Athletics         Head Men’s Basketball Coach
UCC Response to Faculty Concerns from the April 9, 2018 Faculty Senate meeting regarding the changes to Policy 333 Class Attendance Policy

Updates:
- Student Government passed the latest revision on April 15, 2018
- Staff Senate passed the latest revision on April 4, 2018

Q – What was the reason for rewriting this policy?

A – About three years ago, two Faculty Senate standing committees started discussing the need to change this policy. One committee was University Athletics, who were concerned about mistreatment of student athletes. The other committee was the Academic Affairs committee, who recognized the need for change due to the NDSU Student Health Service’s change regarding excuse letters - https://www.ndsu.edu/fileadmin/studenthealthservice/Forms/Faculty_Excuse_Letters.pdf.

Over the course of these discussions there also arose an opportunity to ensure that the policy was compliant with Title IX, including the federal mandate to excuse pregnant students who need medically necessary absences. The policy has been revised and thus far has failed to pass Faculty Senate approval three times, but still needs to be changed from the current version – see these Faculty Senate minutes:
- April 9, 2018 - https://www.ndsu.edu/fileadmin/facultysenate/201718/minutes/04_09_18_FS_Minutes.pdf

The UCC has twice formed sub-committees of faculty and support staff to work on the revisions. The last sub-committee also included representatives of student government. Each time, the sub-committees have worked to address questions and concerns expressed at Faculty Senate and Student Government. The revisions were then discussed and approved at UCC prior to submission to the Senate Coordinating Committee.

It is essential the federal mandate components of the policy be approved to ensure compliance. Examples of non-compliance situations include not permitting medically necessary absences for pregnant students or supporting absences for requests to observe religious holidays. See U.S. Department of Education’s Office of Civil Rights information regarding Title IX pregnancy and parental protection for students.

Concern - Concerns from faculty saying that this policy protects student but not faculty.

Response – The policy attempts to clarify which absences must be approved by Faculty. It is recognized that Faculty may not always know how best to manage absences and/or may be concerned about the time and effort needed to manage make-up work. The current policy provides no protection to students who are absent from class due to legitimate reasons; the revised policy is intended to equalize responsibility on both sides. The guidance document is intended to help faculty manage absences, and if
that doesn’t address the particular issue a faculty member may be facing, then a call to the Provost’s Office should help resolve the situation.

Q - What’s the limit on the number of excused absences?

A – For absences covered by this policy there would be no limit. If there is a student who is missing a significant number of class periods, it would be good practice to either express concerns directly to the student and/or advisor. The guidelines provide ways to accommodate students who are absent due to university-sponsored events, some of which require substantial travel.

Q - What other cases could an incomplete be used for missing classes?

A – No one document could encompass every scenario that Faculty may encounter. The guidance document attempts to offer some helpful information, and includes a prompt to call the Provost’s Office if you don’t know what to do. There is help available to figure out the solution. For questions specifically about incomplete grades, Registration and Records is also a resource.

Suggestion - It was suggested to balance student needs with instructor time and space to accommodate these requests.

Response – This is a bit vague. We absolutely recognize that large enrollment courses will have more management challenges. Again, if Faculty need help with figuring out how to manage absences, please consult the guidelines or call the Provost’s Office for assistance. There will also be more Faculty resources available and professional development opportunities in the coming year.

Concern - It’s possible that dept. policy might be in conflict with this policy.

Response – NDSU Policy overrides any department policy. The department policy would need to change.

Q - It was asked if these guidelines can be changed at any time by the Provost’s office.

A – Yes, as the guidelines are not meant to be rules, but rather help for Faculty to determine how to handle excused student absences. It is intended to develop an FAQ section over time, and the next version may include some of the questions asked here. The document is meant to be helpful and adaptive.

Q - Do ‘academic meetings’ include meeting with a professor or an advisor?

A – No. Meetings with advisors or instructors would not fall under this policy. Instructors could determine if absences for those reasons are acceptable based on their own course policy.
CV

Dr. Kenneth Lepper
1021 8th Ave. North • Fargo, ND  58102 • Home: (701) 235-3716 • ken.lepper@ndsu.edu

Professor of Geology
Adjunct Professor of Physics
North Dakota State University
Department of Geosciences
P.O. Box 6050 / Dept. 2745
Fargo, ND  58108-6050

E-mail: Ken.Lepper@ndsu.edu
Office: (701) 231-6746
FAX:  (701) 231-7149
URL:  http://www.ndsu.edu/geosci/faclist.htm

Academic Experience

2015 – Present  Full Professor of Geology and Director of the Optical Dating and Dosimetry Laboratory, Department of Geosciences, North Dakota State University
2006 – Present  Adjunct Professor, Department of Physics, North Dakota State University
2009 – 2015  Associate Professor of Geology and Director of the Optical Dating and Dosimetry Laboratory, Department of Geosciences, North Dakota State University
2003 – 2009  Assistant Professor of Geology and Founder of the Optical Dating and Dosimetry Laboratory, Department of Geosciences, North Dakota State University
2001 – 2003  Postdoctoral Fellow, Luminescence Geochronology Lab, Los Alamos National Laboratory, Sponsor: Dr. C. J. Wilson
1998 – 2001  Presidential Fellow and Graduate Research Assistant, Thermally and Optically Stimulated Phenomena Laboratory, Department of Physics Oklahoma State University, Research Advisor: Dr. S. W. S. McKeever
1995 – 1997  Graduate Research Assistant, Department of Materials Science and Engineering, Ohio State University, Research Advisor: Dr. D. A. Rigney
1992 – 1995  Undergraduate Research Assistant, Luminescence Dating Research Laboratory, Byrd Polar Research Center, Ohio State University, Research Advisor: Dr. S. L. Forman

Education

2001  Ph.D.  Environmental Science with a research concentration in Physics, Oklahoma State University, Stillwater, OK. Coursework emphasis: Geomorphology, Environmental Geology, Soil Genesis
1997  M.S.  Materials Science and Engineering, Ohio State University, Columbus, OH. Coursework emphasis: Materials Characterization / Electron Microscopy (SEM/EDS, TEM, XRD); Materials Structure (Crystallography)
1995  B.S.  Summa cum Laude with distinction in the Geological Sciences, Ohio State University, Columbus, OH. Coursework emphasis: Quaternary Geology

Dissertation and Theses

**Publications**

Student authors/coauthors mentored by Lepper are indicated with: ** for undergraduates and † for graduate students

**Published Peer Reviewed Journal Papers**


Invited Editorial


Refereed Book Chapter


Field Guide


Reports / Government Documents


Abstracts

109 Published conference abstracts. Past five years listed for brevity. A full list is available upon request.

7. Johnston, J.W., Morrison, S., Argylan, E.P., Thompson, T.A., Lepper, K., Baedke, S.J., and Wilcox, D.A., 2017. Most of the modern-day coastal zone in the upper Great Lakes was established many millennia ago during the Nipissing phase. GAC/MAC annual conference abstracts, Kingston, ON.


35. Lepper, K. and Moxness, L., 2014. A complex deglacial history spanning up to 55,000 years glimpsed in eastern Sargent County, North Dakota: Geological Society of America Abstracts with Programs, v. 46, no. 4, p. 47.
Presentations

59 professional and public presentations. Past five years listed for brevity. A full list is available upon request.

5. Water storage changes in Glacial Lake Agassiz, when, where, how; but mostly when. Canadian Quaternary Association (CANQUA) Annual Meeting, St. John, Newfoundland, August 2015.
7. A complex deglacial history spanning up to 55,000 years glimpsed in eastern Sargent County, North Dakota. Geological Society of America Central Section Meeting. Lincoln, NE, April 2014.

Was unable to travel for much of 2013.

Presentations by Undergraduate Students - Lepper as Mentor:

7. Murphy, J. and Lepper, K., Benefits of integrated Writing Across the Disciplines pedagogy in a mid-level Geomorphology course (poster). NDSU EXPLORE Undergraduate Research Symposium, November 2016.
9. Murphy, J. and Lepper, K., Benefits of integrated Writing Across the Disciplines pedagogy in a mid-level Geomorphology course (poster). NDSU CSM Summer Undergraduate Research Symposium, August 2016.


Presentations by Graduate Students - Lepper as Research Advisor:


Grantsmanship

**Funded Grants / Awards / Contracts**
Over $700,000 USD awarded. Only funded and pending grants are listed for brevity.

- Schaezel, R., Lepper, K. Yansa, C., Lowell, T., Curry B. (Co-PI’s), Paleoenvironmental Implications of the Oldest MIS-2 Lake in Glaciated North America: Intraglacial Lake Roscommon. NSF Geography and Spatial Sciences (Submitted Sept. 2017; $349k/3yrs; NDSU request $39.5k; pending)

- Lewis, A., Lepper, K. (Co-PI’s), Collaborative Research: Activation of high-elevation alluvial fans in the Transantarctic Mountains - a proxy for Plio-Pleistocene warmth along East Antarctic ice margins. NSF, Antarctic Earth Science Program, Co-I’s: Willenbring, J. and DeConto, R. (NDSU request: $180.1k/3yr; funded; term 8/01/11-7/31/14; no cost extension to 6/30/15).

- Lepper, K., Developing a direct depositional chronology for the shores of glacial Lake Agassiz using optically stimulated luminescence dating. Comer Science and Education Foundation ($50k/2yr; funded; term 5/15/07-5/15/09).

- Lepper, K., The optical dating response of Mars sediment analogs including geologic salts to simultaneous UV/VIS irradiation. NASA Office of Space Sciences, Mars Fundamental Research Program ($132k/2yr; funded; term 5/10/06-5/09/08+1 yr extension).

- Lepper, K., Optically stimulated luminescence dating of Lake Huron beach ridges. Cooperative agreement with the U.S. Geologic Survey, Great Lakes Science Center ($35.3k; funded; term 8/15/05-8/14/09: modified in 2007 to a total of $61.2k).

- Lepper, K., Fence row dunes as archives of eolian soil erosion rates in west Texas and eastern New Mexico. Gladys W. Cole Memorial Research Award for drylands research from the Quaternary Geology and Geomorphology section of the Geological Society of America ($7.6k; funded; term 10/16/05-10/15/06).
• Lepper, K., Martian Seminar Exchange. Grant from the North Dakota NASA EPSCoR office ($2.6k; funded; term 1/01/05-6/30/05).
• Lepper, K., Geochronologic support for the evaluation of long-term erosion rates at LANL Area G. Subcontract to Los Alamos National Laboratory / DOE ($15k; funded; term 9/01/04-7/31/05).
• Lepper, K. and Wilson C.J., Sponsorship for the 2nd North American Luminescence Dating Workshop in Northern New Mexico. Los Alamos National Laboratory (DOE), Capital Equipment Reinvestment Program ($50k; funded; term – 2004 single expenditure).
• Wilson, C.J. and Lepper, K., Proposal for an integrated OSL reader. Los Alamos National Laboratory (DOE), Capital Equipment Reinvestment Program ($95k; funded; term – 2002 single expenditure).

Teaching Experience

Articulation of Teaching Philosophy

“By personal example and through opportunities to participate in the process of scientific inquiry, I strive to encourage students to explore and foster their own curiosity and sense of wonder in the natural world: to rise above being taught and become active learners.”

Classroom Teaching

Current Course Responsibilities:
• Physical Geology, GEOL105; enrollment 500+ students
• Hydrogeology, GEOL414/614; combined undergraduate and graduate course, enrollment 12-20
• Geomorphology, GEOL412/612; combined undergraduate and graduate course, enrollment 12-25
• Geosciences Seminar, GEOL491; Jr./Sr. level capstone course to develop presentations skills and demonstrate integration of knowledge across the curriculum, enrollment 5-20
• Team-based Undergraduate Research, CHRONOQUEST, GEOL493, enrollment 4-6

I have had the privilege of instructing the following courses at North Dakota State University:
• Physical Geology, GEOL105; enrollment 500+ students
• Planetary Geology, GEOL310; enrollment 15-20 students
• Glacial Geology, GEOL413/613; combined undergraduate and graduate course, enrollment 12-20
• Hydrogeology, GEOL414/614; combined undergraduate and graduate course, enrollment 12-25
• Geomorphology, GEOL412/612; combined undergraduate and graduate course, enrollment 15-30
• Geosciences Seminar, GEOL491; Jr./Sr. level course to develop presentations skills, enrollment 5-20
• Team-based Undergraduate Research, GEOL493
• IS: Laboratory Methods in Quaternary Geochronology, GEOL494
• IS: Quaternary Research, GEOL494
• IS: Geosciences Communication, GEOL494
• IS: Geology Writing Analysis, GEOL494
• IS: Techniques in Optical Dating, GEOL793
• IS: Planetary Geology, GEOL793

Research-teaching

I began my research career as an undergraduate student. It was the most formative experience in my professional life. Involvement in research ignited a fire of curiosity in me that cascaded through my entire educational experience and is now the core of my professional life. Because of the strong influence that research has had on my life, one of my primary missions as a scientist and an educator is to provide research opportunities for students. Listed below are students I have interacted with in a research-teaching context. I have assisted many of these students in securing awards to support their endeavors, which are listed as well.
Graduate Students Advised

* Member of a group under-represented in STEM; commitment to increasing diversity in STEM

1. *Meridith Ramsey; graduated 2015; Environmental and Conservations Sciences (ECS) Program; began August 2012 – graduated with MS degree December 2015; Topic: Geochronology of fans deposits as climate proxies in the Dry Valleys region of Antarctica; Supported by NSF grant, (co-advised with A. Lewis).

2. Felix Zamora; graduated 2013; Environmental and Conservations Sciences (ECS) Program; began August 2011 – graduated with MS degree July 2013; Topic: Climate records in fans deposits of the Dry Valleys region of Antarctica; Supported by NSF grant, (co-advised with A. Lewis).


4. *Marissa Detschel; Physics; began May 2007 - graduated with MS degree May 2009; Thesis title: The optical dating response of Martian sediment analogue materials to a simulated Martian solar spectral irradiance environment consisting of simultaneous ultraviolet and visible irradiation; Supported by NASA Grant.

5. Alex Buell; Environmental and Conservations Sciences (ECS) Program; began May 2007 - graduated with MS degree May 2009; Thesis title: An OSL chronology for Lake Agassiz beaches along Upham’s type transect; Supported by a Comer Science and Education Foundation Grant.

Undergraduate Students Mentored on Independent Research Projects

* Member of a group under-represented in STEM; commitment to increasing diversity in STEM

1. *Kayleigh Alme, Undergraduate Geology Major; Project title, OSL evaluation of dune-sourced sand lenses from Gilligan Lake, Michigan, USA.

2. Gabriel Ferragut; Undergraduate Geology and Physics Major, NASA Space Grant Fellowship awardee, Summer 2015; Project topic: The influence of H₂O phase on inter-granular radiation attenuation.


4. Sean Ternes; Undergraduate Geology Major; Project title, Optical dating equivalent dose distributions across grain size fractions: a detailed analysis of an Antarctic fan sample.

5. *Jasmine Nitschke; Undergraduate Geology Major; Project topic, OSL dating in the Huron Mountain Strandplain of Lake Superior.

6. *Cheyanne Jacobs; Undergraduate Geology Major; Project topic, OSL dating of beach ridge deposits of Laguna Cari-Laufquen Grande in South America.

7. Levi Moxness; Undergraduate Geology Major; Project topic, The Milnor Stage of Glacial Lake Agassiz


10. Andrew Gorz; Undergraduate Geology Major; NASA Undergraduate "Space Grant" awardee, Spring and Summer 2009; Project Title, OSL dating properties of Mg-carbonate.

11. *Kelly Gorz; Undergraduate Geology Major; NASA McNair Scholar 2006-2008; Project title, Geochronology of Lake Agassiz strandlines in Cass County, North Dakota

12. *John Fielding; Undergraduate Geology Major; NASA McNair Scholar 2007-2009; Project title, Pack Rat Middens as paleoenvironmental indicators in North Dakota

13. Dan Thorstad; Undergraduate Geology Minor; NASA Undergraduate "Space Grant" awardee, Spring 2007; Project title, Optical Dating properties of Gypsum (CaSO₄ 2H₂O).

14. Todd Morken; Undergraduate Geology Major at NDSU; NASA Undergraduate "Space Grant" awardee, Spring and Fall 2006; Project topic, Sulfates as geochronometers for Mars surface science.

15. Andrew Podoll; Undergraduate Geology Major at NDSU; NASA Undergraduate "Space Grant" awardee, Spring 2005; Project title, Optical dating properties of Kieserite - an important accessory mineral in Martian sediments.
16. Roark Franklund; Undergraduate Geology Major at NDSU; Project title, Maximum age predictions for OSL dating on Mars based on dose/depth models and Martian meteorite compositions.
17. *Abigail Marohl; Undergraduate Geology Major at NDSU; Project title, Luminescence dating of fluvial sediments from Chupaderos Canyon New Mexico.
18. *Jennifer Thorstad; Undergraduate Geology Major at NDSU; EPSCoR AURA awardee, Summer 2004; Project title, Geochronology of lake deposits in Valles Toledo; New Mexico.

Service

Service to the Profession

Have served as technical host or co-host for two international specialist conferences:
• 4th New World Luminescence Dating and Dosimetry Workshop, Denver, CO. May 31-June 1, 2006

Have co-chaired sessions at Geological Society of America Meetings:
• Technical session co-chair (T197) GSA National Meeting 2017, Seattle, WA.
• Technical session co-chair (T12), GSA National Meeting 2012, Charlotte, NC.
• Pardee Keynote Symposium co-chair (P1) GSA National Meeting 2011, Minneapolis, MN.
• Field Course co-leader (FG24) GSA National Meeting 2011, Minneapolis, MN.
• Technical session co-chair (T138), GSA National Meeting 2010, Denver, CO.
• Technical session co-chair (T156), GSA National Meeting 2009, Portland, OR.
• Technical session co-chair (S2), GSA NC Section Meeting 2008, Evansville, IN.

Have reviewed NASA and NSF research proposals and served as a review panelist:
• NSF EAR Geomorphology program proposal reviewer, April 2012
• NASA PIDDP proposal review panelist, Jan. 2010.
• NASA ASTID proposal reviewer, Nov. 2010.

Have refereed manuscripts submitted for publication in the peer-reviewed journals:
• Geomorphology
• Quaternary International
• Quaternary Science Reviews
• Radiation Measurements
• Journal of Luminescence
• Archaeometry
• Icarus
• Planetary and Space Sciences

University Service

North Dakota State University
• Chairperson (2012 to present) University Radiation Safety Committee (Member: 2004 to Present)
• Serve as a member of the Environmental and Conservation Sciences Program Steering Committee Member (2010 to Present)
• Serve as a member of the University Chemical Safety Committee (2009 to Present)
• Departmental representative to the Common Course Numbering (CCN) Committee (2008 to Present)
• Serve as the Department of Geosciences Laboratory Safety Officer (2004 to Present)
• Served as a member of the search committee for a tenure-track geology position in the Department of Geosciences (2015 to 2016)
• Member of the CSM Dean’s Advisory Committee (2013-2015)
• Served as a Faculty Senator (2010 to 2012)
• Served as a member of the search committee for Dean of the College of Science and Mathematics (2011 to 2012)
• Served as a member of the search committee for a tenure-track geography position in the Department of Geosciences (2011 to 2012)
• Served as a member of the College of Science and Mathematics Curriculum Review Committee (2005-2008)
• Served as chair of a tenure-track faculty search committee for the Department of Geosciences (2007 to 2008)
• Served as a member of the search committee for Dean of the College of Science and Mathematics (2005 to 2006)

Community Service
• Coordinated hosting the geology portion of “Science Day at NDSU” for the entire first grade (3 classes) of Dilworth Elementary (2014 & 2015)
• Chairperson (2011-2014), City of Fargo Planning Commission Board of Adjustment (2005-2014)
• Habitat for Humanity Volunteer (2007-2011)
• “Rock Talks” for Preschool and Elementary Classes (2004-2006)
• Judge for SE regional and ND State Science Fair (2008; 2010)

Honors, Awards, and Recognition of Scholarship

Honors
1995 Graduated Summa cum Laude with distinction in the Geological Sciences
The Ohio State University

Awards and Distinctions
2017 Nominated by students for the Excellence in Mentoring Award, North Dakota State University.
2014 Nominated by students (anonymously) for the Robert Odney Award for Excellence in Teaching, North Dakota State University
2010 Nominated by the Department of Geosciences for the Paul Juell Mentorship Award, College of Science and Mathematics, North Dakota State University
2008 Nominated by the Department of Geosciences for the James A. Meier Junior Professorship, College of Science and Mathematics, North Dakota State University
2008 Nominated by students for the NDSU Science and Mathematics Ambassadors’ Faculty Excellence Award, College of Science and Mathematics, North Dakota State University
2006 Named a Comer Fellow by the Comer Research and Education Foundation (http://www.comerfamilyfoundation.org/our-impact/comer-fellows/)
2005 Selected as the Gladys W. Cole Award recipient for drylands research by the Quaternary Geology and Geomorphology Division of The Geological Society of America
2001 Received the Oklahoma State University Research Excellence Award. Nominated by the Department of Physics, awarded by the Oklahoma State University Graduate College
2000 Nominated for Best Student Paper of the Year Award. By: The Meteoritical Society and The Planetary Division of the Geological Society of America
1999 & 2000 Selected as a participant in the NASA Summer School for Planetary Sciences Jet Propulsion Laboratory / California Institute of Technology
1999 Received the Outstanding Experimental Physics Research Assistant Award Oklahoma State University, Department of Physics
1995 Recognized with Honorable Mention in the Undergraduate Thesis Award Competition The Ohio State University, Department of Geological Sciences

Fellowships and Scholarships
2001 - 2003 Director's Funded Postdoctoral Fellowship
Los Alamos National Laboratory, LDRD Committee
<table>
<thead>
<tr>
<th>Year Range</th>
<th>Fellowship/Grant Description</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998 – 2000</td>
<td>NASA Oklahoma Space Grant Fellowship</td>
<td>Oklahoma State University, College of Mechanical and Aerospace Engineering</td>
</tr>
<tr>
<td>2000</td>
<td>NASA Oklahoma EPSCoR Research Initiation Grant</td>
<td>The University of Oklahoma, NASA Oklahoma EPSCoR Program Office</td>
</tr>
<tr>
<td>1994 – 1995</td>
<td>Undergraduate Honors Research Scholarship</td>
<td>The Ohio State University, College of Arts and Sciences Honors Department</td>
</tr>
<tr>
<td>1992 – 1994</td>
<td>Marcus and Lottie Lieberman Full Academic Scholarship</td>
<td>The Ohio State University, Department of Geological Sciences</td>
</tr>
<tr>
<td>1994</td>
<td>National Association of Geology Teachers Summer Field Scholarship</td>
<td>The University of Dayton, Ohio</td>
</tr>
<tr>
<td>1993 – 1994</td>
<td>William A. Toivonen Scholarship</td>
<td>The Ohio State University, Department of Geological Sciences</td>
</tr>
<tr>
<td>1992 – 1995</td>
<td>Scarlet and Gray Scholarships</td>
<td>The Ohio State University, Office of Financial Aid</td>
</tr>
</tbody>
</table>
Molly Secor-Turner, Ph.D., MS, RN
Curriculum Vitae

CONTACT INFORMATION
Office: North Dakota State University
School of Nursing
D132 SGC
PO Box 6050, Dept. 2670
Fargo, ND 58108
Phone: 701-231-7517
Fax: 701-231-6257
Email: molly.secor-turner@ndsu.edu

EDUCATION
2008    Ph.D. in Nursing, University of Minnesota
       Dissertation: Social Messages and Teen Sexual Health: Voices of Urban African American Youth
2004    M.S. in Public Health Nursing, University of Minnesota
1999    B.S. in Nursing, University of Minnesota
       Graduated with distinction.

POSITIONS HELD
2015-   Associate Professor, North Dakota State University, School of Nursing and Master of Public Health (MPH) Program, Public Health in Clinical Systems Track
2013-2015   Assistant Professor, North Dakota State University, Master of Public Health (MPH) Program, Public Health in Clinical Systems Track
2010-2015   Assistant Professor, North Dakota State University, School of Nursing
2015-   Adjunct Faculty, Center for Health Outcomes and Prevention Research, Sanford Research
2010   Project Director/Research Associate, University of Minnesota, Departments of Nursing and Pediatrics, (principal investigators: Renee Sieving and Peter Scal)
2008-2010   Postdoctoral Research Fellow, Adolescent Health Protection Research Training, Center for Adolescent Nursing, University of Minnesota
2004-2008   Research Assistant: Division of General Pediatrics, Prevention Research Center, University of Minnesota, (principal investigator: Dr. Renee Sieving)
2003-2004   Research Assistant: School of Nursing, University of Minnesota, (principal investigator: Dr. Carol O’Boyle)
2001-2003   Registered Nurse, Labor and Delivery, North Memorial Medical Center, Robbinsdale, Minnesota.
2000-2001   Registered Nurse, Medical/Surgical Departments, Bozeman Deaconess Hospital, Bozeman, Montana.
PUBLICATIONS

Refereed Journal Articles In Press and Published


Non-refereed Publications


**COMPETITIVE CONFERENCE PRESENTATIONS AND POSTERS**

*International*


*National*


Secor-Turner, M., Randall, B.A., Christensen, K., & Packineau, Z. (2017). **Poster presentation:** Adapting Evidence-based Community Prevention Programs to Meet the Community Need. 2017 FYSB Adolescent Pregnancy Prevention Grantee Conference, St. Louis, MO.


Regional


Hauff, A. & **Secor-Turner, M.** (2013). **Poste**: Homeless Health and Respite Care Needs in Fargo-Moorhead. Sanford Nursing Symposium Gallery of Innovation, Fargo, ND. *Winner of the Nursing Research Category Award*


University


## RESEARCH EXPERIENCE

<table>
<thead>
<tr>
<th>Project Title, Role</th>
<th>Funding Agency</th>
<th>Amount, Status</th>
<th>Date</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| PREP: Making Healthy Choices  
*Co-Principal Investigator* | Department of Health and Human Services/ACF | $750,000, funded | 9/15-9/18 | To provide medically accurate, culturally responsive, evidence-based sexuality education and adulthood preparation instruction grounded in healthy youth development to high-risk, vulnerable youth in the metropolitan area of Fargo, North Dakota. |
| STANDING Together to Promote Native Communities’ Health  
*Coalition*  
*Principal Investigator*,  
*Evaluation* | Office of Adolescent Health | $5,000,000, Not funded | 7/15-6/20 | To implement and evaluate the efficacy of the Native STAND curriculum at contributing to positive health outcomes among AI/AN communities in diverse US states. |
| Afya: A Rapid Participatory Appraisal of Health in Rural Kenya  
*Principal Investigator* | Midwest Nursing Research Society | $10,000, Not funded | Submitted 12/13 | To assess health-related needs and assets in the Tharaka-Nithi community of rural Kenya using Rapid Participatory Appraisal methods. |
| PREP: Making Healthy Choices  
*Co-Principal Investigator* | Department of Health and Human Services/ACF | $1,085,460, funded | 9/12-8/15 | To provide medically accurate, culturally responsive, evidence-based sexuality education and adulthood preparation instruction grounded in healthy youth development to high-risk, vulnerable youth in the metropolitan area of Fargo, North Dakota. |
| Increasing Seatbelt Usage among Pre-driving Youth in North Dakota  
*Co-Investigator* | North Dakota Department of Transportation | $49,780, funded | 10/12-9/13 | To evaluate the effectiveness of a pilot curriculum to increase youth seatbelt knowledge, self-reported seatbelt use, and family/peer seatbelt use among reservation and non-reservation based 4th, 6th, and 8th graders. |
| Prime Time: Long-Term Intervention Outcomes  
*Co-Investigator* | University of Minnesota, Grant-In-Aid Funding (subcontract) | $6,000 | 7/12-4/13 | 1) To examine sustained effectiveness of *Prime Time* intervention (i.e., 6 and 12-months post-intervention) in reducing sexual risk outcomes (i.e., behaviors & psychosocial factors). 2) To evaluate differences in contextual factors (e.g., supportive sexual partner, family instability) between intervention participants who reported reductions in risky sexual behaviors versus those who maintained risky sexual behaviors over time. |
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Funding Agency</th>
<th>Amount</th>
<th>Status</th>
<th>Start/End Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gauging and Creating Public and Political Will for Comprehensive Youth Sexuality Education</td>
<td>Ford Foundation</td>
<td>$415,000</td>
<td>Not funded</td>
<td></td>
<td>1) To understand North Dakotan’s attitudes toward adolescent sexuality education from the perspective of adolescents, parents, eligible voters and policy makers. 2) To educate and train emerging leaders in scholarship and policy to work in partnership with communities and youth-serving organizations to advocate for evidence-based sexuality education that is informed by principles of healthy youth development. 3) To create strategic communication that translates sexuality research findings into messages targeted specifically to parents, eligible voters, school districts, and other policy makers. 4) To disseminate strategic messages developed with community partners via strategic communications in order to improve sexuality education for youth.</td>
</tr>
<tr>
<td>Sustaining Career Pathways for American Indian Health Professionals in ND: Building Apprenticeship and Workforce Options</td>
<td>Department of Health and Human Services</td>
<td>$1,958,439</td>
<td>Funded</td>
<td>11/11-12/13</td>
<td>To build a sustainable career path for American Indian people to enter the professional health care workforce in ND; and 2) to create a health professional workforce that is culturally diverse and responsive to the significant health care needs of Tribal populations.</td>
</tr>
<tr>
<td>Culturally Specific Health-Related Risk and Protective Factors among Rural Kenyan Adolescents</td>
<td>Society for Research on Adolescents</td>
<td>$7,000</td>
<td>Funded</td>
<td>3/12-2/13</td>
<td>To understand culturally-specific risk and protective factors that influence rural adolescent risk behaviors and outcomes in Kenya.</td>
</tr>
<tr>
<td>Nursing Practicum in Global Health: The Kenya Experience</td>
<td>NDSU Development Foundation</td>
<td>$55,000</td>
<td>Not funded</td>
<td></td>
<td>To support students learning in acute care and community-based health service delivery settings in Kenya.</td>
</tr>
<tr>
<td>North Dakota Teens’ Cell Phone and Internet Usage</td>
<td>NDSU</td>
<td>$7,600</td>
<td>Funded</td>
<td>4/11-present</td>
<td>To understand decisions ND adolescents in grades 7-12 make regarding using their cell phones and internet, specifically regarding texting.</td>
</tr>
<tr>
<td>Project Title</td>
<td>Participating Institution</td>
<td>Budget</td>
<td>Status</td>
<td>Description</td>
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<tr>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Aging Farmers: Perspectives on Health and Farm Work</td>
<td>NDSU Development Foundation</td>
<td>$14,000</td>
<td>Not funded</td>
<td>To provide a deeper understanding of the health related experiences and challenges of aging farmers as they actively farm or transition into retirement.</td>
<td></td>
</tr>
<tr>
<td>Understanding Suicide Among American Indian Youth: Native Voices</td>
<td>National Institutes of Health</td>
<td>$397,375</td>
<td>Not funded</td>
<td>To examine the interplay of contextual individual, social and cultural risk and protective factors related to disproportionately high rates of suicide behaviors among Midwest American Indian youth from the perspective of urban and reservation-based youth, parents, and tribal elders.</td>
<td></td>
</tr>
<tr>
<td>Sexual Risk Behavior: Early Pregnancy Risk and Protection</td>
<td>Midwest Nursing Research Society</td>
<td>Resubmitted</td>
<td>Not funded</td>
<td>To expand understanding of profiles of sexual risk by examining the interplay of multiple risk and protective factors for sexual risk behaviors among adolescent girls at high risk for early pregnancy and STD (Logistic regression and probability profiling analysis methods).</td>
<td></td>
</tr>
<tr>
<td>Loan Repayment Program Renewal Application, Recipient</td>
<td>National Institutes of Health</td>
<td>$17,000</td>
<td>Funded</td>
<td>9/11-9/13 The objective of the LRP program is to recruit and retain highly qualified health professionals as pediatric investigators.</td>
<td></td>
</tr>
<tr>
<td>Transition to Adulthood and Adult Healthcare for Youth with Mobility Limitations</td>
<td>CDC, National Center for Birth Defects and Developmental Disabilities</td>
<td>Funded</td>
<td>April-August 2010</td>
<td>To identify barriers and facilitators to developmentally appropriate, high quality healthcare services among youth with mobility limitations; and to examine the relationship between healthcare services and achievement of optimal health-related outcomes in adulthood among youth with mobility limitations.</td>
<td></td>
</tr>
<tr>
<td>Sexual Risk Behavior: Early Pregnancy Risk and Protection</td>
<td>Midwest Nursing Research Society</td>
<td>$10,000</td>
<td>Not funded</td>
<td>7/10-6/11 To expand understanding of profiles of sexual risk by examining the interplay of multiple risk and protective factors for sexual risk behaviors among adolescent girls at high risk for early pregnancy and STD (Logistic regression and probability profiling analysis methods).</td>
<td></td>
</tr>
<tr>
<td>Experiences of Instability and Risky Sexual Behavior</td>
<td>Sigma Theta Tau International</td>
<td>$1,333</td>
<td>Funded</td>
<td>7/09-6/10 To examine and describe cross-sectional and longitudinal relationships between individual experiences of environmental unpredictability or chaos and risky sexual behaviors among a sample of urban, high-risk adolescent girls (Structural equation modeling analysis methods).</td>
<td></td>
</tr>
<tr>
<td>Loan Repayment Program, Recipient</td>
<td>National Institutes of Health</td>
<td>$17,000</td>
<td>Funded</td>
<td>9/09-9/11 The objective of the LRP program is to recruit and retain highly qualified health professionals as pediatric investigators.</td>
<td></td>
</tr>
<tr>
<td>Project Title</td>
<td>Institution</td>
<td>Amount</td>
<td>Start Date</td>
<td>End Date</td>
<td>Description and Highlights</td>
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<td>------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social Messages and Teen Sexual Health: Voices of Urban African American Youth, Principal Investigator</td>
<td>National Research Science Award (NRSA) Individual Predoctoral Fellowship (F31), NIH</td>
<td>$34,572 Funded</td>
<td>7/07-7/08</td>
<td></td>
<td>To complete a doctoral research training program, including a qualitative dissertation focused on young women’s perceptions of how social messages influenced their sexual behaviors and childbearing as adolescents. (Community engagement research methods).</td>
</tr>
</tbody>
</table>
| Prime Time: Health Promotion for Multiple Risk Behaviors (R. Sieving, PI), Intervention & Research Staff | National Institute of Nursing Research, NIH                                  | $3,020,379 Funded     | 9/08-9/11  |            | To test a youth development based intervention designed to prevent sexual risk behaviors, violence involvement and school disconnection among 13-17 year old girls at high risk for these negative health outcomes.  
  - Co-taught peer education and service learning intervention components.  
  - Participated in quantitative and qualitative data analysis. |
| Internet-Based Health Care Transition Program (P. Scal, A. Garwick, Horvath, K., Co-PIs), Research Associate, Consultant | University of Minnesota-Academic Health Center Faculty Research Development Program | Funded                | 9/08-8/10  |            | To develop and pilot test an internet intervention to improve health care transition for adolescents Juvenile Chronic Arthritis (JCA).  
  - Moderated and led analysis of teen/young adult focus groups to guide internet-based intervention design.  
  - Participated in website design, content, and analysis.  
  - Co-developed national survey to assess health care transition needs of youth with JCA. |
| Lead Peace Plus (R. Sieving, PI), Research assistant                          | Prevention Research Center (CDC), University of Minnesota                    | Funded                | 9/04-8/08  |            | Community-partnered project focused on reducing multiple risk behaviors including violence involvement, substance use, and school failure among middle school students from economically disadvantaged Minneapolis neighborhoods by changing core risk and protective factors for these behaviors.  
  - Interim Evaluation Coordinator (2007).  
  - Adapted health education curricula to an urban, multi-ethnic student population.  
  - Co-taught 8th grade health education intervention classes. |
| Nurses’ Response to Bioterrorism (C. O’Boyle, PI), Research assistant         | Grant-in-Aid, U of Minnesota Graduate School                                 | Funded                | 6/03-6/04  |            | • Coordinated research study with more than 200 participants.  
  • Managed data and performed basic statistical analysis using SPSS. |

**AWARDS and FELLOWSHIPS**
Fellow, Society for Adolescent Health and Medicine, March 2017.

Emerging Leader Award, Planned Parenthood Minnesota, North Dakota, South Dakota, November, 2016.


YWCA Woman of the Year Nominee, Advocacy and Equality Category, April, 2016.

Excellence in Nursing Research Award, Sigma Theta Tau International Nursing Honor Society, Xi-Kappa At-Large Chapter, October, 2015.

Tapestry of Diverse Talents, North Dakota State University, inducted February, 2015.

Distinguished Alumni Humanitarian Award, University of Minnesota School of Nursing, 2014.

Exceptional Contributions for Collaborative Efforts Award, NDSU College of Human Development and Education, 2014. Awarded to the Reach One Teach One Program Team (Secor-Turner, M. & Randall, B., Co-PIs)

Nominee, Dean’s Award for Excellence in Research, College of Pharmacy, Nursing and Allied Science, North Dakota State University, Spring 2012.

Postdoctoral Fellow, Adolescent Health Protection Research Training, CDC, School of Nursing, University of Minnesota, Minneapolis, Minnesota, September 2008 to 2010.


Predoctoral Fellow, Adolescent Health Protection Research Training, School of Nursing, University of Minnesota, Minneapolis, Minnesota, 2003 – 2007.

Graduate Nursing Scholarship, 2002-2003.

INVITED PRESENTATIONS

Research Presentations


Guest Lectures

“An Introduction to Nursing Research and Evidence-based Practice.” Clive Irvine College of Nursing, PCEA Chogoria Hospital, Chogoria, Kenya, April 5, 2017.


“Public Health and Public Policy.” Guest Faculty: Political Science: Health Policy. North Dakota State University, March 27, 2012.


Other

“Promotion to Professor Luncheon.” Panel Member, FORWARD Faculty Panel Discussion, North Dakota State University, February 2, 2016.

“Getting Ready for Summer Research.” Panel Member, FORWARD Faculty Panel Discussion, North Dakota State University, May 19, 2015.

“What is Diversity in North Dakota?” Panel Member, Community Engagement Forum, North Dakota State University, February 10, 2015.

“Learning through Partnership: Community Health in Rural Kenya.” Keynote speaker, World iView Spring Speaker Series, North Dakota State University, February 20, 2014.


TEACHING EXPERIENCE

North Dakota State University

<table>
<thead>
<tr>
<th>Course #, Credits, Term</th>
<th>Course Title</th>
<th>Role</th>
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<tbody>
<tr>
<td>Nurs 450, 4 sem cr</td>
<td>Nursing Synthesis and Practicum</td>
<td>Course development/Primary instructor</td>
</tr>
<tr>
<td>• Spring, 2012-14</td>
<td>Kenya Experience</td>
<td></td>
</tr>
<tr>
<td>• Spring, 2015</td>
<td>Nursing Synthesis and Practicum Malawi Experience</td>
<td></td>
</tr>
<tr>
<td>• Spring, 2016-17</td>
<td>Nursing Synthesis and Practicum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kenya Experience</td>
<td></td>
</tr>
</tbody>
</table>
Nurs 406, 4 sem cr  
Public Health Nursing  
• Spring, 2011  
• Summer, 2011 (LPN/RN to BSN; web-based course)  
• Spring, 2012  
• Summer, 2012 (LPN/RN to BSN; web-based course)  
• Spring, 2013  
• Spring, 2014  
• Spring, 2015  
• Spring, 2016  
• Spring, 2017

Nurs 715, 3 sem cr  
Advanced Community Assessment  
• Fall, 2010  
• Fall, 2011  
• Fall, 2012  
• Fall, 2013  
• Fall, 2014  
• Fall, 2015  
• Fall, 2016  
• Fall, 2017

MPH 790, 1 sem cr  
Interdisciplinary Community Health Seminar Series  
• Fall, 2013  
• Spring, 2014  
• Fall, 2014

Holden Village  
Guest Faculty  
• Summer, 2017

University of Minnesota

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<th>Course #, Credits, Term</th>
<th>Course Title</th>
<th>Role</th>
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<tbody>
<tr>
<td>Nurs 5800 (2), 3 sem cr</td>
<td>Population-focused Assessment &amp; Prioritization (web-based course)</td>
<td>Co-instructor</td>
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<tr>
<td>Nurs 5800, 1 sem cr</td>
<td>Topics in Nursing: Applied Research Seminar for Masters in Nursing Students</td>
<td>Co-instructor</td>
</tr>
<tr>
<td>Nursing 5604, 2 sem. cr</td>
<td>Sexual Health For All Youth: Are We There Yet?</td>
<td>Co-instructor</td>
</tr>
<tr>
<td>Nurs 4205W/V, 3 sem. cr</td>
<td>Nursing Theory and Research</td>
<td>Teaching assistant</td>
</tr>
<tr>
<td>Nurs 4203, 3 sem. cr</td>
<td>Nursing Fundamentals II</td>
<td>Co-instructor, skills lab</td>
</tr>
<tr>
<td>Nurs 4201, 6 sem. cr</td>
<td>Nursing Care of Adults</td>
<td>Clinical instructor</td>
</tr>
</tbody>
</table>
Nurs 4500W, 4 sem crs
• Fall, 2003  
  Nursing Leadership  
  Teaching assistant
  (web-based course)

Metropolitan State University, St. Paul, Minnesota

<table>
<thead>
<tr>
<th>Course #, Credits, Term</th>
<th>Course Title</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 335, 3 sem. crs</td>
<td>Nursing Research</td>
<td>Primary instructor</td>
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</tbody>
</table>
  (web-enhanced course)

<table>
<thead>
<tr>
<th>Student</th>
<th>Degree</th>
<th>Department</th>
<th>Advising Role</th>
<th>Graduation Date</th>
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<tbody>
<tr>
<td>Katie Banley</td>
<td>DNP</td>
<td>Nursing</td>
<td>Chair, Examining Committee</td>
<td>2017</td>
</tr>
<tr>
<td>Jessica Lindblom</td>
<td>DNP</td>
<td>Nursing</td>
<td>Chair, Examining Committee</td>
<td>2017</td>
</tr>
<tr>
<td>Kayla Chesley</td>
<td>DNP</td>
<td>Nursing</td>
<td>Chair, Examining Committee</td>
<td>2016</td>
</tr>
<tr>
<td>Vanessa Skolness</td>
<td>DNP</td>
<td>Nursing</td>
<td>Chair, Examining Committee</td>
<td>2015</td>
</tr>
<tr>
<td>Dianne Kappleman Beyer</td>
<td>DNP</td>
<td>Nursing</td>
<td>Chair, Examining Committee</td>
<td>2015</td>
</tr>
<tr>
<td>Natalie Aughinbaugh</td>
<td>DNP</td>
<td>Nursing</td>
<td>Member, Examining Committee</td>
<td>2015</td>
</tr>
<tr>
<td>Melinda Anderson</td>
<td>DNP</td>
<td>Nursing</td>
<td>Chair, Examining Committee</td>
<td>2014</td>
</tr>
<tr>
<td>Jenna Stout</td>
<td>DNP</td>
<td>Nursing</td>
<td>Chair, Examining Committee</td>
<td>2014</td>
</tr>
<tr>
<td>Kayla Thompson</td>
<td>DNP</td>
<td>Nursing</td>
<td>Member, Examining Committee</td>
<td>2014</td>
</tr>
<tr>
<td>Amanda Jensen</td>
<td>DNP</td>
<td>Nursing</td>
<td>Member, Examining Committee</td>
<td>2014</td>
</tr>
<tr>
<td>Alicia Hauff</td>
<td>DNP</td>
<td>Nursing</td>
<td>Chair, Examining Committee</td>
<td>2013</td>
</tr>
<tr>
<td>Leah Spicer</td>
<td>DNP</td>
<td>Nursing</td>
<td>Chair, Examining Committee</td>
<td>2013</td>
</tr>
<tr>
<td>Andrea Nelson</td>
<td>DNP</td>
<td>Nursing</td>
<td>Member, Examining Committee</td>
<td>2013</td>
</tr>
<tr>
<td>Ahren Dosch</td>
<td>DNP</td>
<td>Nursing</td>
<td>Member, Examining Committee</td>
<td>2013</td>
</tr>
<tr>
<td>Angela Dolalie Kelsch</td>
<td>DNP</td>
<td>Nursing</td>
<td>Member, Examining Committee</td>
<td>2013</td>
</tr>
<tr>
<td>Kathryn Gustin</td>
<td>DNP</td>
<td>Nursing</td>
<td>Member, Examining Committee</td>
<td>2013</td>
</tr>
<tr>
<td>Jana Suder</td>
<td>DNP</td>
<td>Nursing</td>
<td>Member, Examining Committee</td>
<td>2012</td>
</tr>
<tr>
<td>Julie Ternes</td>
<td>DNP</td>
<td>Nursing</td>
<td>Member, Examining Committee</td>
<td>2012</td>
</tr>
<tr>
<td>Jill McMullen</td>
<td>DNP</td>
<td>Nursing</td>
<td>Member, Examining Committee</td>
<td>2012</td>
</tr>
<tr>
<td>Heidi Saarinen</td>
<td>DNP</td>
<td>Nursing</td>
<td>Member, Examining Committee</td>
<td>2011</td>
</tr>
<tr>
<td>Jana Sundeen</td>
<td>DNP</td>
<td>Nursing</td>
<td>Member, Examining Committee</td>
<td>2011</td>
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</tbody>
</table>
Masters Theses and Doctoral Dissertations

<table>
<thead>
<tr>
<th>Student</th>
<th>Degree</th>
<th>Department</th>
<th>Advising Role</th>
<th>Graduation Date</th>
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<tbody>
<tr>
<td>Natasha Petry</td>
<td>MPH</td>
<td>Public Health</td>
<td>Chair, Master’s Paper</td>
<td>2018</td>
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<tr>
<td>Samantha Myhre</td>
<td>PhD</td>
<td>Psychology</td>
<td>Member, Examining Committee</td>
<td>2018</td>
</tr>
<tr>
<td>Michelle Adelmann</td>
<td>MPH</td>
<td>Public Health</td>
<td>Chair, Master’s Paper</td>
<td>2017</td>
</tr>
<tr>
<td>Maggie Carlson</td>
<td>MPH</td>
<td>Public Health</td>
<td>Chair, Master’s Paper</td>
<td>2016</td>
</tr>
<tr>
<td>Courage Mudzongo</td>
<td>PhD</td>
<td>HDFS</td>
<td>Member, Examining Committee</td>
<td>2016</td>
</tr>
<tr>
<td>Elizabeth Schwartz</td>
<td>MS</td>
<td>HDFS</td>
<td>Member, Examining Committee</td>
<td>2015</td>
</tr>
<tr>
<td>Rosa Jacobs</td>
<td>MS</td>
<td>Nursing</td>
<td>Chair, Examining Committee</td>
<td>2015</td>
</tr>
<tr>
<td>Hannah Altmann</td>
<td>PhD</td>
<td>Mathematics</td>
<td>Member, Examining Committee</td>
<td>2015</td>
</tr>
<tr>
<td>Katherine Rogers</td>
<td>MS</td>
<td>HDFS</td>
<td>Member, Examining Committee</td>
<td>2013</td>
</tr>
<tr>
<td>Shauna Erickson</td>
<td>MS</td>
<td>HDFS</td>
<td>Member, Examining Committee</td>
<td>2013</td>
</tr>
<tr>
<td>Alexis Hanson</td>
<td>MS</td>
<td>HDFS</td>
<td>Member, Examining Committee</td>
<td>2013</td>
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<tr>
<td>Alexa Evenson</td>
<td>PhD</td>
<td>HDFS</td>
<td>Member, Examining Committee</td>
<td>2013</td>
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<tr>
<td>Kathrine Christiansen</td>
<td>PhD</td>
<td>HDFS</td>
<td>Member, Examining Committee</td>
<td>2012</td>
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<tr>
<td>Emily Haugen</td>
<td>MS</td>
<td>HDFS</td>
<td>Member, Examining Committee</td>
<td>2012</td>
</tr>
<tr>
<td>Anthony Randles</td>
<td>PhD</td>
<td>HNES</td>
<td>Member, Examining Committee</td>
<td>2011</td>
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</tbody>
</table>

FACULTY DEVELOPMENT/CONTINUING EDUCATION ATTENDANCE

11/22/2011 Cynthia Lindquist, Pedagogical Luncheon
10/6/2011 Dr. Joe Redish, Pedagogical Luncheon
1/27/2011 Valerie Young, Faculty Workshop, “The Imposter Syndrome”
12/1/2010 Bonnie Coffey, “Contacts Count,” Women in Research Presentation
10/4/2010 Dr. Denise K. Lajimodiere, “First Native Professor, My Experiences at NDSU”
9/21/2010 Dr. Joann Moody: Women Faculty- “Tricks of the Trade: Saving Time and Sanity”
9/21/2010 Dr. Joann Moody: Pedagogical Luncheon-“Mentoring Students: Good and Bad Practices”
9/18/2010 “F-M First Nation’s Journey: Walking with our Youth,”
8/20/2010 Dr. Jeanne Frenzel: Pedagogical Luncheon
8/20/2010 NDSU Department of Nursing, “Growing with the Speed of Change”

CONSULTING EXPERIENCE

“Rapid Participatory Appraisal of Community Health Needs of Rural Adolescents in the Kaare Subarea.” Millicent
Garama, Executive Director, Faraja Family Resource Center, Chogoria, Kenya. Collaboratively led and participated in a community assessment of 6 rural villages to identify adolescent health needs within the community and plan for future programming. 2014.

“Community Health Services for Post-detained Youth: Youth Perspectives.” Chiwe Umez (PI), University of Minnesota. Consulted on study design and methodology for conducting individual interviews with detained youth. 2010-11.

“Key Information Interviews with Minneapolis High School Administrators.” Rachel Clasen (PI), University of Minnesota. Consulted on recruitment, study design, interview questions and analysis approaches for qualitative key informant interviews. 2011.

“Caregiver Outcomes Post Nursing Home Placement of a Family Member.” Consulted in question design and moderation of 4 focus groups with nursing home resident family members and staff for an NIH funded study. University of Minnesota, Summer 2009.

“Rainbow Health Initiative.” Focus group planning consultation to plan and implement focus groups with LGBT young women who have experienced unplanned pregnancy. Minneapolis, May, 2009.

Telephone consultation to UW Madison OB/GYN resident conducting focus groups with African American adolescents regarding teen childbearing. March, 2009.

PROFESSIONAL MEMBERSHIPS (current)
North Dakota Center for Nursing
- North Dakota Nurses Day at the Legislature Planning Committee, member
Midwest Nursing Research Society
- Program Planning Committee, 2016-2017
- Abstract Review Committee, 2016
Society for Adolescent Health and Medicine
- Abstract Review Committee, 2016
- Co-director of Nursing Research Special Interest Group, 2011-2013
Society for Research on Adolescence
American Public Health Association

UNIVERSITY SERVICE
Faculty Senate Executive Committee, Fall 2016-present
School of Nursing Promotion, Tenure and Evaluation Committee, 2015-present, chair beginning 2016
NDSU Research Council, appointed Fall 2015-present
FORWARD Steering Committee, NDSU, Fall 2015-present
Tapestry of Diverse Talents Selection Committee, NDSU, Fall 2015-present
Faculty Senate, NDSU, Fall 2015-present
Graduate Council, NDSU, Fall 2015-present
Faculty Grievance Special Review Committee, NDSU, appointed reviewer, Summer 2015
Curriculum Committee, MPH Program, Member, Spring 2015-present
Institutional Review Board, Human Subjects Protection, Alternate Member, NDSU, 2010-2016
Graduate Council, School of Nursing, NDSU, 2010-present
Provost Search Committee, Member, Fall 2013-Spring 2014
School of Nursing Faculty Search Committee, Member, Fall 2011, Spring 2012, Spring 2014
Health, Nutrition, and Exercise Science Faculty Search Committee, Member, Fall 2011
Pharmacy Practice Faculty Search Committee, Member, Fall, 2011
MPH Associate Director Search Committee, Member Fall 2014
MPH Director Search Committee, Member, Spring/Summer 2011
Co-Faculty Advisor, Public Health Student Association, NDSU, 2011-2013
Assessment and Evaluation Committee (Co-Chair, 2011-Fall 2013), School of Nursing, NDSU, 2010-2014
Adolescent Health Training Faculty Committee-Fellow/Student Representative, November, 2006-2009.
Organization for Ph.D. Students in Nursing (OPSN), Member, 2003-2008

COMMUNITY SERVICE
Sanford Women’s Comprehensive Health Clinic Community Advisory Board, member, 2017-present
For the Good PERIOD, Programs Director, 2015-present
Health and Wellness Coordinator, Lincoln Elementary PTA, 2013-present
Faraja Family Resource Center Board of Directors, Chogoria, Kenya, 2013-present
Planned Parenthood North Dakota Advisory Committee, Chair beginning Fall 2011, Winter 2011-present

REFEREE EXPERIENCE
Pharmacy Practice Seed Grant Reviewer, NDSU
• June, 2011
• November, 2010

Family Planning Grant Reviewer, State of Minnesota
• April, 2009
• May, 2007

Manuscript Peer Review
• Journal of Pediatric Health Care
• Journal of Pediatric Nursing
• Journal of Adolescent Health
• Nursing Research
• Culture, Health & Sexuality
• Journal of School Health
• Journal of Rural Health
• Public Health Nursing
• Sexual Health
• Sexuality Research & Social Policy
• Arthritis Care & Research
• SAHARA (Social Aspects of HIV/AIDS Research Alliance) Journal
• American Journal of Infection Control
• Journal of Adolescent Research
LICENSURE and CERTIFICATION
Registered Nurse, State of North Dakota, 2010 to present
Registered Nurse, State of Minnesota, 2001 to 2010
Public Health Nurse Certification, State of Minnesota, 2001 to 2010
Registered Nurse, State of Montana, 1999-2002
Experience:

North Dakota State University:  Associate Professor, 2013 - present
  Coordinator of Graduate Studies, 2011 - 2015
  Assistant Professor, 2009 - 2013

Texas A&M University – Commerce  Visiting Assistant Professor, 2006 – 2009
  Adjunct Faculty, 2003

Cornell University  Instructor, Freshman Writing Seminar Fall 2004
  Graduate Teaching Assistant, 1999 - 2001

Frisco Independent School District (Texas), 1998  High School Substitute Teacher

AEON-Amity Corporation (Japan), 1996 - 1997  English Language Instructor

The Ohio State University, 1994 – 1996  Graduate Teaching Assistant

Retail Planning Associates (Ohio), 1994  Chinese Technical Translator

Beijing Shifan Daxue Fushu Zhongxue, 1993  English Language Instructor

Education:

Cornell University
  Ph.D., History, 2007
  M.A., History, 2001

Vietnamese Advanced Studies Institute, 1999
  Intensive Vietnamese Immersion Course (Hanoi)

Southeast Asian Studies Summer Institute, 1998
  Intensive Vietnamese Course

The Ohio State University
  MA, History, 1996
  MA, Chinese Literature and Linguistics, 1996

College of William and Mary
  BA, East Asian Studies and History, 1994
Languages:
Fluency in English
General Proficiency in Mandarin Chinese, Vietnamese
Reading Fluency in French, Classical Chinese
Basic Skills in Nom (Classical Vietnamese), Japanese, German

Awards:
NDSU President’s Travel Grant
Advance Forward Travel Grant
Sponsored Programs Travel Grant
Knight Biggerstaff Fellow, Spring 2005
Luce Foundation ANU-SEAF Fellow, 2003-2004
Fulbright Fellow, 2002-3 (grant awarded in 2001-2)
FLAS Fellow, 2001-2
FLAS Fellow, 2000-1
Lam Family South China Research Travel Grant, 2000
SEAP Mario Einaudi Travel Grant, 2000
Fulbright Program Fellowship (VASI), Summer 1999
Sage Fellow, 1998-9
FLAS Fellow (SEASSI), Summer 1998
FLAS Fellow, 1995-6

Scholarship:
Books:

Research Articles and Essays:
“The Curious Case of Victor Stanwood: Politics, Race, and Murder on the East African Coast, 1878-1895” (under review)


**Selected Book Reviews:**


**Conference Participation:**


American Historical Association Annual Meeting, Chicago, IL, January 2012: “Teaching Southeast Asia through Southeast Asian Eyes” Panel Chair and Presenter.

Association for Asian Studies Annual Meeting, Honolulu, HI, April 2011: “On Shifting Sands: Political Interactions along the Sino-Tonkinese Frontier, 1903 –1930” Panel Organizer, Panel Chair, and Presenter.


Phi Alpha Theta Regional Conference, Texas Wesleyan University, Fort Worth, TX, April 2008: Newspapers and Reporting History. Panel Chair and Discussant; Conference Judge.


World History Association of Texas Conference, St. Edwards University, Austin, TX, February 2008: From Commerce, Texas to Kathmandu: Teaching World History in Rural East Texas. Roundtable Organizer and Participant.

Phi Alpha Theta Regional Conference, West Texas A&M University, Canyon, TX, January 2008: History and Memory. Panel Chair and Discussant; Conference Judge.


**Invited Lectures:**

University of North Dakota History Department Lunch Speaker Series, Grand Forks, ND, November 2011: “Cast in Colonial Mold: Governing the Overseas Chinese in French Madagascar”

USDA Biosciences Research Laboratory Diversity Awareness and Outreach Committee Seminar, Fargo, ND, May 2010: “Pirates, Secret Societies, and Revolutionaries: Perspectives on the Chinese in French Indochina”


Vietnam Focus Film Series 2006, Commerce, TX. Moderator: “Graham Greene’s The Quiet American: Fact or Fiction?”


**University Service:**

AHSS PTE Committee, 2015-present
NDSU Provost’s PTE Committee, 2015-2016
Chair, AHSS Faculty Awards and Recognition Committee, 2016-present
International Studies Major Advisory Board, 2009-present
Cooperative Sponsorship Committee, 2015-present
Faculty Senator, AHSS, 2012-2015
History Program, Coordinator of Graduate Studies, 2011 - 2015

**Courses Taught:**

History 121: US History to 1877
History 122: US History from 1877 to the Present
History 161: A Tale of Two Cities: Two Hundred Years in Shanghai and Singapore
History 265: Mass Murder: Genocide and State Terror in the 20th Century
History 280: Premodern East Asia to 1600
History 281: Modern East Asia from 1600
History 480: History of Modern China
History 481: History of Japan
History 482: Vietnam: 125 Years of Conflict
History 485: World History from 1200 to the Present
History 489: Senior Capstone Research Seminar
History 496: History of Modern Southeast Asia
History 499: War and Memory in the Pacific
History 780: Readings in Global History
History 799: Problems in Modern Chinese Historiography
History 799: Novel Histories: Southeast Asian History through Literary Eyes (also previously taught online)

**Associations:**
- Fulbright Association
- Association of Asian Studies
- American Historical Association
- French Colonial Historical Association
- Phi Alpha Theta History Honors Society