

NDSU Faculty Senate Agenda

May 6, 2019

Prairie Rose, Memorial Union

- I. Call to order
- II. Attendance/substitutions
- III. Adoption of agenda
- IV. Approval of previous meeting minutes from **April 8, 2019**
- V. Announcements
 - a. Dean Bresciani, President
 - b. Ken Grafton, Provost
 - c. Erin Gillam, Faculty Senate President
 - d. Molly Secor-Turner, Faculty Senate President-Elect
 - e. Amanda Booher, Staff Senate President
 - f. Joe Vollmer, Student Body Vice President
 - g. Don Miller, Faculty Senate Budget Committee
- VI. Consent agenda
 - a. UCC Report (**Attachment 1**) and UCC Addendum (**Attachment 2**)
- VII. Unfinished Business
 - a. None
- VIII. New Business
 - a. Policy 352: Promotion, Tenure, and Evaluation (**Attachment 3**)
 - b. Election of Faculty Senate President-Elect
 - i. Carlos Hawley, Associate Professor of Modern Languages (**Attachment 4**)
 - ii. Nominations from the Floor
 - c. Passing of the Gavel
- IX. Adjourn

**University Curriculum Committee
For Faculty Senate Meeting on May 6, 2019**

General Education Recommendations
EMGT 425, World Disasters – approval for Social and Behavioral Sciences and Global Perspectives
EMGT 445, Understanding Vulnerable Populations in Disasters – approval for Quantitative Reasoning and Cultural Diversity
ENGL 330, British and American Women Writers – approval for Humanities and Fine Arts
GERM 202, Second-Year German II – approval for Humanities and Fine Arts and Global Perspectives
HIST/RELS 320, History of Christianity – approval for Humanities and Fine Arts and Global Perspectives
MUSC 103, Introduction to Music History – approval for Humanities and Fine Arts
SPAN 202, Second-Year Spanish II – approval for Humanities and Fine Arts and Global Perspectives

New Prefix
MSBA – Master of Science – Business Analytics

Course Changes								
From:				To:				
Subject	No.	Title	Crs.	Dept	No.	Title	Crs.	Effective Term
ART	350	Ceramics III	3	ART	350	Topics in Ceramics	3	Fall 2019
ART	370	Printmaking III	3	ART	370	Topics in Printmaking	3	Fall 2019
ART	385	Topics in Graphic Design	3	ART	385	Advanced Topics in Graphic Design	3	Fall 2019
ART	420	Painting IV	3	ART	420	Baccalaureate Studio: Painting	3	Fall 2019
ART	450	Ceramics IV	3	ART	450	Baccalaureate Studio: Ceramics	3	Fall 2019
ART	470	Printmaking IV	3	ART	470	Baccalaureate Studio: Printmaking	3	Fall 2019
ART	480	Advanced Photography	3	ART	480	Baccalaureate Studio: Photography	3	Fall 2019
ART	485	Advanced Graphic Design	3	ART	485	Baccalaureate Studio: Graphic Design	3	Fall 2019
EMGT	425	International Emergency Management	3	EMGT	425	World Disasters	3	Fall 2019
EMGT	445	Vulnerability and Functional Needs in Emergency Management	3	EMGT	445	Understanding Vulnerable Populations in Disasters	3	Fall 2019

Changes in Prerequisites/Co-Requisites/Course Descriptions				
Subject	No.	Title	Prerequisite/Co-requisite/Description Change	Effective Term
ART	350	Topics in Ceramics	Desc: Instruction in topics related to the advanced study of ceramics. Studio techniques, project development, and effective visual and oral communication practices are emphasized. May be repeated for credit. Prereq: ART 150	Fall 2019
ART	370	Topics in Printmaking	Desc: Instruction in topics related to the advanced study of printmaking. Studio techniques, project development, and effective visual and oral communication practices are emphasized. May be repeated for credit. Prereq: ART 170	Fall 2019
ART	380	Topics in Photography	Prereq: ART 180	Fall 2019
ART	420	Baccalaureate Studio: Painting	Desc: This course facilitates studio production for the Baccalaureate process. Work-flow will follow specific deadlines that accompany the critique schedule in ART 489. You will be working with your studio professor to prepare and develop a body of work that will culminate in an exhibition at the end of the semester.	Fall 2019
ART	450	Baccalaureate Studio: Ceramics	Desc: This course facilitates studio production for the Baccalaureate process. Work-flow will follow specific deadlines that accompany the critique schedule in ART 489. You will be working with your studio professor to prepare and develop a body of work that will culminate in an exhibition at the end of the semester.	Fall 2019

Changes in Prerequisites/Co-Requisites/Course Descriptions (continued)				
ART	470	Baccalaureate Studio: Printmaking	Desc: This course facilitates studio production for the Baccalaureate process. Work-flow will follow specific deadlines that accompany the critique schedule in ART 489. You will be working with your studio professor to prepare and develop a body of work that will culminate in an exhibition at the end of the semester.	Fall 2019
ART	480	Baccalaureate Studio: Photography	Desc: This course facilitates studio production for the Baccalaureate process. Work-flow will follow specific deadlines that accompany the critique schedule in ART 489. You will be working with your studio professor to prepare and develop a body of work that will culminate in an exhibition at the end of the semester.	Fall 2019
ART	485	Baccalaureate Studio: Graphic Design	Desc: This course facilitates studio production for the Baccalaureate process. Work-flow will follow specific deadlines that accompany the critique schedule in ART 489. You will be working with your studio professor to prepare and develop a body of work that will culminate in an exhibition at the end of the semester.	Fall 2019
BIOL	364	General Ecology	Prereq: BIOL 150 and BIOL 151	Fall 2019
BIOL	370	Cell Biology	Prereq: BIOL 150 and BIOL 151	Fall 2019
EMGT	445	Understanding Vulnerable Populations in Disasters	Desc: Using the framework of vulnerability theory this course examines research related to groups that have been historically labeled "special populations" and how their functional needs might be addressed through emergency management. The purpose of this course is to familiarize students with the concept of vulnerable populations and its relationship to disasters, the ways members of various populations can be impacted disproportionately by these events and needs that arise as a result, and what can or should be doing to help prepare for and respond to these needs.	Fall 2019
ENTR	301	Entrepreneurship Toolbox I	Co-req: ENTR 201 or MGMT 470	Summer 2019
STAT	462	Introduction to Experimental Design	Prereq: STAT 332 or STAT 461	Spring 2020

Program Changes
BSABE: Agricultural & Biosystems Engineering, Agricultural option – switched ABEN 491 for ABEN 391 as a required course.
BSABE: Agricultural & Biosystems Engineering, Biosystems option – switched ABEN 491 for ABEN 391 as a required course.
B.S.: Precision Agriculture – removing GEOG 105 as a requirement and adding AGEC 242, AGEC 244 and AGEC 246 as elective options.
M.S.: Apparel, Design & Hospitality Management, Merchandising – deleted ADHM 760 from the curriculum and allowed more flexibility with ADHM 797S requirement.
Undergraduate Certificate: ADHM – changing from an online program to a face-to-face program.
MArch: Architecture – reduced credit amount to match contact hours and allowed Topics course requirements to come from another graduate program.
B.F.A.: Art – eliminating stacked levels of classes and moving to advanced topics.
M.S.: Biomedical Engineering – replaced ENGR 790 with BME 790 and added BME 798 for Master’s thesis.
Ph.D.: Biomedical Engineering – replaced ENGR 899 with BME 899 and replaced ENGR 790 with BME 790. Also corrected the number of credits.
B.S./B.A.: Agricultural Communication – changing total credits required from 122 to 120.
B.S./B.A.: Journalism - changing total credits required from 122 to 120.
B.S./B.A.: Management Communication - changing total credits required from 122 to 120.
B.S./B.A.: Strategic Communication – replacing COMM 320 with COMM 470 and removing COMM 480 from the capstone course options.
B.S./B.A.: Statistics – replaced MATH 429 with MATH 329 as an elective course.
BFA: Theatre Arts, Design and Tech track – deleted THEA 181 as a required course.
BFA: Theatre Arts, Musical Theatre track – adjusted department Head info and corrected credits on Stagecraft and Costume Craft.
BFA: Theatre Arts, Performance track – deleted THEA 181 as a required course.
BS/BA: Theatre Arts – adding additional 300 and 400-level courses and deleting some lower-level courses from requirements.
Theatre Arts minor – deleted THEA 181 as a required course and added a course to the electives list.

General Education Recommendations
FREN 202, Second-Year French II – approval for Humanities and Fine Arts and Global Perspectives

New Courses			
Subject	No.	Title	Effective Term
BIOL	273	Undergraduate Research Course: Genomic Analysis	Fall 2019
CED	756	Community Engagement	Fall 2019
CED	758	Evaluation of Organizations and Programs	Fall 2019
CED	763	Immigrants and Communities	Summer 2019
EDUC	811	Organizational Culture	Fall 2019
EDUC	812	Leadership in Educational Institutions	Fall 2019
EDUC	813	Educational Innovation and Change	Fall 2019
FIN	451	Credit Analysis	Spring 2020
HNES	736	Ethical Leadership	Fall 2019
HNES	762	Exercise Endocrinology	Summer 2019
PHRM	425/625	Instructional Design for Health Professionals	Fall 2019
RELS	335	History of Judaism	Spring 2020
STAT	860	Statistical Machine Learning	Spring 2020

Course Changes								
From:				To:				
Subject	No.	Title	Crs.	Dept	No.	Title	Crs.	Effective Term
ARCH	231	Architectural Drawing	3	ARCH	231	Creativity and Communication	3	Fall 2019
ART	320	Painting III	3	ART	320	Topics in Painting	3	Fall 2019
MBA	714	Valuing the Enterprise: Acquisitions and Buyout	2	MBA	714	Financial Analysis and Valuation	2	Fall 2019

Changes in Prerequisites/Co-Requisites/Course Descriptions				
Subject	No.	Title	Prerequisite/Co-requisite/Description Change	Effective Term
ARCH	231	Creativity and Communication	Desc: Introductory course that covers the key aspects of the creative problem-solving process as applied in the design of buildings, the landscape, and communities, with an introduction to design visualization and visual thinking, information management, design methods, design process management, studio culture, and professional communication. Prereq: Admission into the second year of the Architecture program.	Fall 2019
Changes in Prerequisites/Co-Requisites/Course Descriptions (continued)				
ART	320	Topics in Painting	Desc: Instruction in topics related to the advanced study of painting. Studio techniques, project	Fall 2019

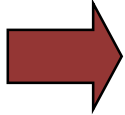
			development, and effective visual and oral communication practices are emphasized. May be repeated for credit.	
BIOL	454/654	Herpetology	Desc: Primarily a field and laboratory course focusing on amphibians and reptiles. Students will learn about the biology, ecology, evolution, and life history of reptiles and amphibians utilizing a hands-on approach.	Fall 2019
IME	311	Work/Station Design and Measurement	Prereq: IME 111	Spring 2020
IME	489	Industrial and Manufacturing Engineering Capstone	Prereq: Senior standing with less than 36 hours of required class work to graduate, completion of IME 482.	Spring 2020
MBA	714	Financial Analysis and Valuation	Desc: The goal of this course is to develop MBA students' ability to use financial information and related disclosures to evaluate the underlying economics of a firm. This course covers the theory and practice of financial analysis and valuation, and particularly focuses on the analysis, interpretation and prediction of firm financial performance, such as profitability and risks, operating and non-operating cash flows, and management of strategic financing and investing.	Fall 2019

New Special Topics – FYI only			
Subject	No.	Title	Effective Term
MIS	499	Blockchain Commerce	Fall 2019

Policy Change Cover Sheet

Policy 352 Version 1 3-7-2019

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.scc@ndsu.edu first so that a clean policy can be presented to the committees.

SECTION: Policy 352 – Promotion, Tenure and Evaluation

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
- Sec. 1.1: Clarifies need to document failure to maintain ethical, respectful, and professional work climate.
- Sec. 2.2: Clarifies and elaborates on evidence for contributions to teaching, research, and service.
- Sec. 3.7: Academic units shall establish minimum timeline for promotion from Associate Professor to Professor.
- Sec. 6.1: Clarifies that chair or head must forward electronic portfolio to College according to PTE timeline.
- Sec. 6.2: Clarifies that only the candidate may withdraw a submitted tenure or promotion portfolio.

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

- Ad Hoc Committee of the Faculty Senate for Review of Policy 352 – submitted 3-7-2019
- Email address of the person who should be contacted with revisions: Alan.Denton@ndsu.edu

*This portion will be completed by SCC Secretary (Heather Higgins-Dochtermann).
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):

Legal Review:

Responsible Office:

Senate Coordinating Committee:

Faculty Senate:

Staff Senate:

Student Government:

Provost:

President:

North Dakota State University

Policy Manual

SECTION 352 PROMOTION, TENURE AND EVALUATION

SOURCE: NDSU President
NDSU Faculty Senate

1. INTRODUCTION

- 1.1 The promoting of faculty and awarding of tenure, and the prerequisite processes of evaluation and review, are of fundamental importance to the long-term ability of the University to carry out its mission. Promotion recognizes the quality of a faculty member's scholarship and contributions in the areas of teaching, research, and service. Promotion acknowledges that the faculty member's contribution to the university is of increasing value. Tenure assures academic freedom and enhances economic security for faculty members who show promise of sustained contributions in those three areas. Tenure aims to both recognize a candidate's potential long-term value to the institution as evidenced by professional performance and growth and to provide the expectation of continued employment. The decision to award tenure rests on criteria that reflect the potential long-term contribution of the faculty member to the purposes, priorities, and resources of the institution, unit, and program. With the individual autonomy derived from academic freedom and tenure comes the responsibility to create and/or maintain an ethical, respectful, and professional work climate for oneself, one's colleagues, one's students, and others with whom one relates professionally. [Failure to meet this responsibility should be noted in periodic reviews of teaching, research, and service and may be addressed through the enforcement of other NDSU policies, such as Policy 151 Code of Conduct and Policy 326 Academic Misconduct.](#) Due to the emphasis on institutional purposes and priorities, tenure recommendations should be reviewed at department, college, and university levels.
- 1.2 From the University's mission flows the expectation that each faculty member will make contributions of high quality to the areas of teaching, research, and service. "Teaching" includes all forms of instruction both on- and off-campus. "Research" includes basic and applied research and other creative activities. "Service" includes public service, service to the University, college, and department, and service to the profession. Because of the University's mission, the quality and quantity of contributions in all three areas will be considered at the times of promotion and tenure. But, because of variations among faculty in strengths and/or responsibilities, faculty members are not expected to exhibit equal levels of accomplishment in all areas. Moreover, disciplines will vary with respect to the kinds of evidence produced in support of quality of contributions.
- 1.3 Colleges are responsible for ensuring that promotion and tenure evaluation criteria be aligned with official position descriptions.
- 1.4 The policies and standards of each college should be congruent with the University's mission and its policies on promotion and tenure, and also should reflect the college's unique expectations of its faculty members. The policies and standards of academic units within each college should be consistent with the missions of the University and college and their

policies on promotion and tenure, and also should designate evidence of how faculty in the academic unit meet the expectations of the college and University.

2. UNIVERSITY PROMOTION, TENURE, POST-TENURE, AND EVALUATION: CRITERIA AND EVIDENCE

- 2.1 Promotion and granting tenure are not automatic. In addition to contributions in the areas of teaching, research, and service, consideration may be given to factors such as professional background and experience. Expectations for faculty in Professor of Practice and Research Professor positions may differ from those for tenure-line faculty.
- 2.2 The evaluation of a candidate's performance shall be based on the individual's contributions to teaching, research, and service, on- and off- campus, in regional, national, or international activities. Judgments will be based on evidence of both the quality and significance of the candidate's work.

2.2.1 TEACHING

2.2.1.1 CRITERIA In the areas of teaching (as defined above), the following criteria apply to evaluation of contributions by a candidate for promotion, tenure, and post-tenure review:

- 2.2.1.1.1 the effective delivery of instruction to and the stimulation of learning by students and/or clients;
- 2.2.1.1.2 the continuous improvement of courses or instructional programs;
- 2.2.1.1.3 the effective advising and mentoring of undergraduate and/or graduate students.

2.2.1.2 EVIDENCE [Consistent with NDSU Policy 332 Assessment of Teaching.](#) a candidate demonstrates quality of teaching (encompassing both instruction and advising) by providing evidence and information from multiple sources such as:

- 2.2.1.2.1 the receipt of awards or special recognition including certification or licensing for teaching;
- 2.2.1.2.2 student, peer, and client evaluation of course materials, expertise, and ability to communicate knowledge ([note that student ratings of instruction, by themselves, are insufficient evidence of teaching effectiveness](#));
- 2.2.1.2.3 peer evaluation of an individual's contribution to the improvement of instructional programs through the development and/or implementation of new courses, curricula or innovative teaching methods;
- 2.2.1.2.4 the dissemination of best practices in teaching;

- 2.2.1.2.5 evaluation by advisees of the quality of graduate and undergraduate advising.

2.2.2 RESEARCH

- 2.2.2.1 CRITERIA In the areas of research and creative activities (as defines above), the following criteria apply to evaluation of contributions by a candidate for promotion, tenure, and post-tenure review:
 - 2.2.2.1.1 contributions to knowledge, either by discovery or application, resulting from the candidate's research, and/or
 - 2.2.2.1.2 creative activities and productions that are related to the candidate's discipline.
- 2.2.2.2 EVIDENCE A candidate demonstrates quality of research by providing evidence of completed original work (i.e. published/in press, exhibited, or funded) from multiple sources such as:
 - 2.2.2.2.1 ~~presentation~~ dissemination of scholarly or professional papers, and publication of books, [book chapters](#) or articles;
 - 2.2.2.2.2 juried or invited presentations or productions in the theater, music, or visual arts, design, and architecture;
 - 2.2.2.2.3 the development and public release of new products or varieties, research techniques, copyrights, and patents or other intellectual property;
 - 2.2.2.2.4 peer evaluation of research by colleagues from an individual's discipline or area of expertise;
 - 2.2.2.2.5 the receipt of awards or special recognition for research;
 - 2.2.2.2.6 the receipt of grants or other competitive awards.

2.2.3 SERVICE

- 2.2.3.1 CRITERIA In the areas of service (as defined above), the following criteria apply to evaluation of contributions by a candidate for promotion, tenure and post-tenure review:
 - 2.2.3.1.1 contributions to the welfare of the department, college, university, or profession, and/or
 - 2.2.3.1.2 contributions to the public that make use of the faculty member's academic or professional expertise.
- 2.2.3.2 EVIDENCE A candidate demonstrates quality of service by providing evidence and information from multiple sources such as:

- 2.2.3.2.1 the receipt of awards or special recognition for service;
- 2.2.3.2.2 evaluation of an individual's service contributions by peers, administrators, and constituents;
- 2.2.3.2.3 active participation in and leadership of societies which have as their primary objective the furtherance of scholarly or professional interests or achievements;
- 2.2.3.2.4 active participation and leadership in University governance and programs at the department, college, university and system levels;
- 2.2.3.2.5 contributions to fostering a campus climate that supports and respects faculty, staff, and students who have diverse cultures, backgrounds, and points of view;
- 2.2.3.2.6 [contributions to the effective](#) management or improvement of administrative procedures or programs;
- 2.2.3.2.7 contributions to knowledge as editors of scholarly publications, or service on editorial boards, juries, or panels;
- 2.2.3.2.8 contributions to the operation of [public or private organizations, boards, and state or federal agencies](#);
- [2.2.3.2.9 contributions to NDSU's Land Grant mission.](#)

2.3 The foregoing lists are not exhaustive, and other forms of information and evidence might be produced in support of the quality and significance of the candidate's work. The mission statements and specific promotion and tenure criteria of the individual academic units are important in defining the appropriate forms of evidence in the context of the candidate's discipline and distribution of responsibilities.

3. COLLEGE AND DEPARTMENTAL PROMOTION, TENURE, POST-TENURE, AND EVALUATION CRITERIA

- 3.1. Each academic unit is responsible for refining the University promotion, tenure, post-tenure, and evaluation criteria and applying those criteria within the special context of the unit. Thus, each academic unit will develop specific promotion, tenure, post-tenure, and evaluation criteria and designate the types of evidence to be used for evaluation of progress toward tenure, for renewal, promotion, and tenure decisions, and for post-tenure review. Within the framework of the University's promotion and tenure criteria, each academic unit shall specify the relative emphasis on teaching, research, and service, and the extent to which a faculty member's assigned responsibilities can be allocated among teaching, research, and service. Expectations for faculty in Professor of Practice and Research Professor positions may differ from those for tenure-line faculty.
- 3.2. A statement of promotion, tenure, post-tenure, and evaluation criteria specific to each college shall be developed by the Promotion, Tenure, and Evaluation (PTE) committee of the college in consultation with the Dean and approved by the faculty of the college. The faculty

of each department shall also develop a statement of criteria for promotion, tenure, post-tenure, and evaluation that shall be reviewed and approved by the college PTE committee and the Dean to assure consistency with the college promotion, tenure, post-tenure, and evaluation criteria. The college and departmental statements, and any subsequent changes, shall be reviewed and approved by the Provost assure consistency with University and State Board of Higher Education (SBHE) policies.

- 3.3. For probationary faculty, and for non-tenure-line faculty at the assistant rank, the basis for review of the candidate's portfolio and any recommendations on promotion and/or tenure shall be the promotion and tenure guidelines and criteria of the academic unit that were provided to the candidate at the time of the candidate's appointment to the position. The dean or director of the college or equivalent unit has the responsibility to provide to the appointee these documents, as well as a position description, contract, or other document that constitutes a tenure or work plan. Tenured and non-tenure-line candidates for promotion to the rank of full professor may choose to be evaluated by the criteria in effect at the time of the previous promotion, if the application is made within eight years of the previous promotion. Thereafter, candidates shall be evaluated by the criteria in effect at the time of application. Candidates applying for promotion to the rank of full professor more than eight years after the previous promotion may choose to be evaluated based on work completed in the eight years immediately prior to applying rather than on their entire post-promotion record.

3.4. Faculty Hired Without Previous, Relevant Experience

For a faculty member without previous academic-relevant experience, eligibility for tenure requires a probationary period of six years. Evaluations for promotion to Associate Professor and granting of tenure will ordinarily be conducted concurrently. However, exceptional academic accomplishments may warrant early promotion prior to the completion of the six years of the probationary period. Petitions for early promotion shall be initiated by department heads/chairs, and not by faculty members themselves.

3.5 Faculty Hired with Previous Relevant Experience

3.5.1 Individuals hired into a tenure-eligible position at a negotiable faculty rank may be hired with tenure and at a rank of Associate Professor or Professor when this is negotiated as a provision of the original contract. Decisions regarding tenure and advanced rank are made using the same process and standards as in the customary promotion and tenure process, although the timeline may be altered. The recommendation proceeds through the regular channels, including the respective Department and College PTE Committees, the Department Chair/Head, College Dean, Provost and President, prior to hire. The process of review is initiated by the Chair/Head of the unit in which the tenure line is housed.

3.5.2 A probationary faculty member with relevant professional/academic experience may be given credit toward tenure and promotion when this is negotiated as a provision in the original contract. The Department PTE Committee recommends to the Department Chair/Head the maximum number of years of tenure credit offered.

There are two options:

- 3.5.2.1 Faculty may be hired with one to three years of tenure credit. For each year of tenure credit awarded, one year shall be subtracted from the

tenure application deadline. For example, given one year of credit, promotion and tenure application would be due in the fifth year of service; given three years, the application would be due in the third year of service. Faculty accomplishments during the tenure credited years are included as accomplishments in the faculty member's promotion and tenure portfolio. Requirements for promotion and tenure shall be adjusted according to the years at NDSU to maintain productivity at the same rate as that expected for promotion and tenure without tenure credit; for example, if six quality publications are required in the six-year probationary period for promotion and tenure, then one quality publication shall be required for each year the faculty member is at NDSU.

3.5.2.2 Faculty may be allowed the full six-year probationary period with the option of applying for promotion and/or tenure at any time following three years of academic service. How prior work is considered must be specified in the appointment letter.

3.5.2.3 For either option, failure to achieve tenure will lead to a terminal year contract. 3.6 Extensions to Probationary Period, apply in all other cases.

3.5.3 Any exceptions to Section 3.5 must be approved by the President.

3.6 Extension of Probationary Period

At any time during the probationary period but prior to the sixth year (or prior to the year in which the portfolio is due), a faculty member may request an extension of the probationary period not to exceed a total of three years based on institutional, personal or family (pertaining to a child, spouse/partner or parent, as described in NDSU Policy 320) circumstances, personal illness or disability, which, according to reasonable expectations, impede satisfactory progress towards promotion and tenure. Faculty given promotion and tenure credit are also eligible for this extension. Faculty members are encouraged to request probationary period extension as soon as they recognize the need for extension. Written notification to the Provost must be submitted within one year of the beginning of the event for which the extension is requested and approved prior to July 1 of the year in which the tenure/promotion portfolio is due. A faculty member who submits an extension request during the academic year in which they are to undergo third year review must successfully undergo third-year review and renewal before any extension can take effect. The request must be in writing and will be submitted to the Provost who will review the request and will approve or deny the request. Denial of an extension may be appealed under NDSU Policy 350.4, however, appeals will not be granted for requests that are submitted outside the required timeline for extension.

3.6.1 Extension of Probationary Period for Childbirth or Adoption

A probationary faculty member who becomes the parent of a child (or children in case of twins, triplets, etc.) by birth or adoption, prior to the year in which the portfolio is due, will automatically be granted a one-year extension of the probationary period upon written notification to the Provost. While NDSU supports the use of the extension, the probationary faculty member has the option at any time after the birth or adoption to return to the original schedule of review. Any additional extensions beyond the one year (per birth/adoption occurrence, not to exceed three years total extension) must be requested under the provisions of 3.6 above.

3.6.2 Extension of Probationary Period for Personal Illness or Disability

A probationary faculty member who experiences a personal illness or disability may request an extension of his/her probationary appointment. Medical documentation of the personal illness or disability is required. Such documentation shall be collected and housed by the Office of Human Resources/Payroll following guidelines provided in NDSU Policy 168. However, the Office of Human Resources/Payroll shall not make recommendations to the Provost pertaining to probationary period extension requests. The faculty member will grant the Provost access to Human Resources records relevant to the request. The Provost shall maintain strict confidentiality of such documentation. Written notification of the request for an extension, along with supporting documentation, must be provided to the Provost.

3.6.3 Extension of Probationary Period for Institutional Circumstances

A probationary faculty member may be granted an extension of probationary period due to institutional circumstances, such as major disruption of work or faculty's ability to perform their duties beyond the reasonable control (e.g., natural or human-caused disaster, or lab-space unavailability) of the faculty member. Written notification of the request, along with supporting documentation, for an extension must be provided to the Provost.

3.6.4 Procedures for Initiating, Reviewing, and Approving Notifications/Requests for Extension of the Probationary Period

- 3.6.4.1 Notification of extension of the probationary period due to childbirth or adoption may be initiated by the faculty member, the Department Chair/Head, or the Dean of the college.
- 3.6.4.2 Request for extension of the probationary period due to personal or family circumstances, personal illness or disability shall be initiated by the faculty member. In the case of requests involving disability or illness, it is the responsibility of the faculty member to provide appropriate documentation to adequately demonstrate why the request should be granted.
- 3.6.4.3 Request for extension of the probationary period due to institutional circumstances may be initiated by the faculty member, the Department Chair/Head, or the Dean of the college.
- 3.6.4.4 Faculty members may inform their Department Chair/Head and/or Dean of the college of their request if they wish to do so, but they are not required to do so.
- 3.6.4.5 Extension of the probationary period requests shall be submitted to the Provost using the Request for Probationary Period Extension form.
- 3.6.4.6 Once an extension of the probationary period request is approved, the faculty member, Department Chair/Head, and the Dean of the college will be notified in writing by the Provost. If the request is denied, the faculty member will be notified in writing by the Provost.

3.6.5 Confidentiality

Individuals involved in the extension of the probationary period process (which may include the supervisor, the Department Chair/Head, the Dean of the college, the Provost, and/or the Office of Human Resources/Payroll) have the responsibility of keeping information pertaining to the request confidential and not sharing such information with individuals not involved in the process. Medical documentation provided by a faculty member requesting extension of the probationary period shall be maintained in a confidential file separate from the employee's official personnel file in the Office of Human Resources/Payroll. Other written documentation and forms pertaining to the request/notification of extension of the probationary period shall be maintained in a confidential file separate from the employee's official personnel file in the Office of the Provost. It is understood that some information provided pursuant to this policy may be subject to disclosure pursuant to North Dakota open records laws.

- 3.6.6 Granting of an extension does not increase expectations for performance. For instance if the department requires at least five refereed journal articles in the standard six year probationary period, and a faculty member receives an extension of the probationary period, then the department will still only require at least five refereed journal articles for that faculty member's probationary period.

Related Policies and Procedures:

Policy 156. Discrimination, harassment, and retaliation complaint procedures (<http://www.ndsu.edu/fileadmin/policy/156.pdf>)

Policy 168. Reasonable accommodation on the basis of disability - guidelines for employee requests (<http://www.ndsu.edu/fileadmin/policy/168.pdf>)

Policy 320. Faculty obligations and time requirements (<http://www.ndsu.edu/fileadmin/policy/320.pdf>).

- 3.7 ~~As part of its statement on promotion, tenure, post-tenure review, and evaluation, e~~Each academic unit shall establish the criteria for promotion and tenure, including early promotion, ~~and shall establish the minimum timeline for promotion from Associate Professor to Professor~~as part of its statement on promotion, tenure, post-tenure review, and evaluation.

4. PERIODIC REVIEW

- 4.1 Periodic reviews of faculty serve multiple functions. The reviews assist faculty members in assessing their professional performance, assist the administration in delineating areas to which particular effort should be directed to aid in improving the professional achievement of the faculty members, and contribute to the cumulative base upon which decisions about renewal, promotion, and tenure are made. In addition, periodic reviews may result in changes in responsibilities, modified expectations, and/or altered goals for performance.
- 4.2 The procedures for periodic review that are developed by each academic unit shall be reviewed and approved by the college PTE committee and the Dean.
- 4.3 All full-time faculty will be reviewed annually. Unless college or department procedures provide otherwise, annual reviews of non-tenured faculty shall be conducted so that

decisions and notifications can be made in accord with the deadlines listed in Section 350.3.

- 4.4 Probationary faculty hired into tenure-track positions must receive special review during their third year of service to the institution. This third-year review shall recognize and reinforce areas of strength as well as point out areas of weakness that could jeopardize the case for promotion and tenure. Specific formative evaluations shall be provided to help candidates prepare their strongest case for promotion and tenure. Any extension granted prior to the third year review will delay the review by an equal period.
- 4.5 While faculty in Professor of Practice and Research Professor positions are not eligible for tenure, promotion through ranks is encouraged and is based on time in rank and satisfactory evaluations of assigned responsibilities. An application for promotion is initiated via a departmental recommendation and follows the same procedure and submission deadlines as for tenure-line faculty. Faculty in such positions are eligible to apply for promotion from assistant to associate after the completion of five years in rank.
- 4.6 Unless college or department procedures provide otherwise, the department chair or head of the academic unit will be responsible for the conduct of the reviews and the communication of their results. Periodic reviews shall result in a written report to the faculty member being reviewed. The report shall state expectations and goals for the coming review period. For probationary faculty, the report shall include an assessment of the faculty member's progress toward tenure and recommendations for improvement. Should the periodic reviews indicate that a faculty member is not making satisfactory progress toward tenure, the report may include a recommendation for nonrenewal. In making a judgment on satisfactory progress toward tenure, due consideration shall be given to the candidate's academic record, performance of assigned responsibilities, and potential to meet the criteria for promotion and tenure at the end of the probationary period.
- 4.7 Colleges and departments shall develop specific post-tenure review policies appropriate to their faculty. Annual reviews of tenured faculty shall include an evaluation of the faculty member's performance relative to the current position description. For Associate Professors, annual reviews must include specific recommendations to strengthen the case for promotion. Annual reviews of Professors must recognize and reinforce areas of strength, as well as discuss areas of weakness and recommend improvements. Should the annual reviews indicate that performance of a faculty member is unsatisfactory under the standards for post-tenure review, the report shall include a recommendation for appropriate remedial action.
- 4.8 The faculty member being reviewed shall have 14 days to respond in writing to the written report if the faculty member wishes to do so. The written report, and any written response from the faculty member, shall become part of the faculty member's official personnel file.

5. COMPOSITION OF PTE COMMITTEES

- 5.1 Each college shall have a PTE Committee consisting of at least three faculty members elected by the faculty of the college. The college PTE committee shall be as reflective as possible of the college's breadth of disciplines and fields of expertise. Ordinarily, at least three departments or sub-units of a college will be represented on the committee, and usually no more than one member of the same department may serve on the committee at one time.

- 5.2 Only tenured faculty members who have completed three years of full-time appointment with the University and who have attained the rank of associate professor or above are eligible for service with full voting rights on a college or department PTE Committee. When reviewing applications for promotion of Professors of Practice or Research Professors, PTE committees are encouraged to solicit advisory input from Associate/Full Professors of Practice or Research Professors. If allowed by department and college policies, PTE committees may include representation from Associate/Full Professors of Practice or Research Professors holding terminal degrees. Voting rights for Professors of Practice or Research Professors on applications for promotion shall be determined by the respective colleges or departments. Only in cases where unit policy allows can Professors of Practice or Research Professors who hold positions in the evaluating unit have voting rights on applications for promotion of Professors of Practice or Research Professors, respectively.
- 5.3 Prior to commencement of deliberations, the chair of any PTE committee must have received PTE committee training within the last three years, provided through the Office of the Provost. Nonadministrative faculty members who have applied for promotion and/or tenure may not be involved in the review and recommendation process of any candidate. Administrators who have applied for promotion may not be involved in the review and recommendation process of any candidate where there may be an actual or apparent conflict of interest. A candidate may provide input concerning selection of external reviewers if allowed by department and college policies.
- 5.4 The department and college PTE committees' reviews and recommendations are part of a process of peer review. Thus, faculty holding academic administrative appointments, including those with interim status, are not eligible to serve. ("Academic administrative appointment" includes appointments as President, Provost, Vice President or Provost, Associate or Assistant Vice President or Provost, Dean, Associate or Assistant Dean, Department Chair or Head, Associate, Assistant or Vice Chair or Head, and any other administrators who supervise and/or evaluate other faculty.) Center or Program Directors who do not supervise and/or evaluate other faculty are eligible to serve.
- 5.5 A college PTE committee member who has voted on the promotion/tenure of a candidate in the department PTE committee shall be recused from the vote by the college PTE committee. In such a case, college policy shall determine whether the committee member may or may not deliberate with the committee on the candidate.
- 5.6 Faculty members, including administrators, who participate in the PTE process shall be recused from deliberations and decisions regarding a candidate if there is a past or current relationship that compromises, or could have the appearance of compromising, a faculty member's judgment with regard to the candidate. The following list, while not exhaustive, illustrates the types of relationships that constitute a conflict of interest:
- A family relationship
 - A marital, life partner or dating/romantic/intimate relationship
 - An advising relationship (e.g., the faculty member having served as the candidate's PhD or postdoctoral advisor)
 - A direct financial interest and/or relationship
 - Any other relationship that would prevent a sound, unbiased decision

Recusal due to a conflict of interest with one candidate does not prevent a faculty member from participating in deliberations and decisions regarding other candidates.

6. PTE PROCEDURES

- 6.1 The candidate shall ensure that the electronically submitted portfolio is current, accurate and complete for review at the department level using procedures consistent with department and college policies. The chair or head ~~must shall~~ forward the electronic portfolio together with the department's recommendations, and an explanation of the basis for them, to the College Dean and the College's PTE Committee according to the PTE Timeline published by the Office of the Provost:
https://www.ndsu.edu/fileadmin/provost/PTE/PTE_Timeline.pdf
- 6.2 In the absence of an approved extension, faculty who do not submit a tenure portfolio during their final probationary year, or who withdraw a submitted tenure portfolio, shall receive a one-year terminal contract for the following year. [Only the candidate may withdraw a submitted tenure or promotion portfolio.](#)
 - 6.2.1 After the deadline for submission of the portfolio to the Dean's office, as stated on the PTE timeline, the information that may be added to the portfolio is limited to
 - a) Recommendations by the evaluating units considering the portfolio at that time;
 - b) the candidate's response to those recommendations;
 - c) any materials requested by the evaluators.
 - 6.2.2 Candidates may petition the college Dean and PTE committee to add additional materials after the deadline. The Dean and PTE committee must both agree to the addition in order for additional material to be added.
 - 6.2.3 Any additional materials added to the portfolio must pertain to information or material already in the portfolio, such as pending publications or grant proposals.
- 6.3 Unsolicited individual faculty input is limited to the department level of review.
- 6.4 Recommendations and any other materials collected as part of the evaluation process at the department, college, and university levels must be added to the candidate's portfolio before being sent forward to the next level of review. At the time that any written materials are added to the candidate's portfolio, copies of the added material must be sent to the candidate for review. The candidate shall have 14 calendar days to respond in writing to the additional materials. Any response from the candidate to such materials must be in writing and must be included in the portfolio for review at the next level.
- 6.5 Allegations of misconduct discovered after the deadline for submission of the portfolio to the Dean's Office that could be detrimental to a candidate's case (e.g. academic misconduct) shall be handled through the appropriate University policy and mechanisms. In such cases, the PTE process will be suspended until the allegations are resolved. Once the PTE process resumes, the candidate may update the portfolio.
- 6.6 Colleges and departments shall document that they have followed all procedures; e.g., by a comprehensive checklist of the steps in the PTE process. The documentation must be included in the portfolio.
- 6.7 The College PTE Committee and the College Dean shall separately and independently review and evaluate the candidate's portfolio without discussion or communication.
- 6.8 The college PTE Committee shall prepare a written report, including recommendations and an explanation of the basis for them, that shall be included in the candidate's portfolio. The report and recommendations shall be submitted to the Provost according to the PTE

Timeline. A copy shall be sent to the Dean, the chair or head of the academic unit, and the candidate.

- 6.9 The College Dean shall also prepare a separate written report, including recommendations and an explanation of the basis for them that shall be included in the candidate's portfolio. The Dean shall forward the report and recommendations, and the portfolio of the candidate, to the Provost according to the PTE Timeline. A copy of the Dean's report shall be sent to the College PTE committee, the chair or head of the academic unit, and the candidate.
- 6.10 The Provost shall review the candidate's materials and the recommendations of the Department, College PTE Committee, and College Dean, and shall solicit input from a nonvoting advisory committee consisting of a faculty representative from each College PTE Committee, selected by the Provost with attention to diversity. The Provost shall submit a recommendation to the President in writing, including an explanation of the basis for it, by the deadline established in the PTE guidelines. Copies of the Provost's written recommendation shall be sent to the candidate, the Department Chair/Head, the College Dean, and the Department and College PTE Committees.
- 6.11 When appropriate, the President shall then make the final recommendation to the SBHE for tenure. When appropriate, the President shall notify the candidate of promotion or denial of promotion.
- 6.12 In the case of joint appointments, the primary responsibility for the review rests with the department and the college that hold the majority or plurality of the appointments. Such department or college shall solicit input from the other units holding the remainder of the appointment as appropriate to the allocation of effort. This input from other units which shall be included in the portfolio.
- 6.13 When evaluating faculty participating in interdisciplinary programs, the primary department may solicit input from the director of the interdisciplinary program as appropriate to the allocation of effort.

7. APPEALS

- 7.1. Appeals of periodic reviews are made by requesting a reconsideration by the evaluating party. If not satisfied, the faculty member may initiate the grievance process pursuant to Section 353.
- 7.2. Appeals of nonrenewal and nonpromotion decisions shall be pursuant to Policy 350.3.

8. DOCUMENT RETENTION

Electronic copies of portfolios shall be maintained by the appropriate college for the length of time specified by the university records management policy. Disposal of these documents, as well as filing of archival copies, will also conform to the university records management policy.

HISTORY:

Amended	May 13, 1974
Amended	February 10, 1975
Amended	December 12, 1988
Amended	May 14, 1990
Amended	April 1992
Amended	December 12, 1994 (Effective date July 1, 1995)

Amended	June 1997
Amended	November 2000
Amended	October 2001
Amended	October 2007
Amended	July 2008
Housekeeping	February 14, 2011
Amended	October 11, 2011
Amended	June 19, 2014
Amended	October 19, 2015
Amended	January 27, 2016
Amended	April 11, 2016
Amended	September 8, 2016
Amended	April 12, 2017
Housekeeping	April 19, 2017
Amended	March 29, 2018
Amended	February 27, 2019

CURRICULUM VITAE
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Education

1974-1981 B.A. — Spanish, University of Northern Iowa, Cedar Falls Iowa

1981-1983 M.A.— Spanish, University of Northern Iowa, Cedar Falls, Iowa

1985-1999 Ph.D. — Spanish, University of Iowa, Iowa City, Iowa

Teaching Experience

2005 - Date Associate Professor, Spanish Language and Literature, North Dakota State University

1998 - 2005 Assistant Professor, Spanish Language and Literature, North Dakota State University

1997 - 1998 Instructor, Spanish Language and Literature, North Dakota State University

1996 - 1997 Lecturer, Spanish Language and Literature, North Dakota State University

1994 - 1996 Teaching Assistant, Third and Fourth Year Spanish, University of Iowa

1988 - 1993 Instructor, First and Second Year Spanish and Spanish Civilization, Iowa State University

1987 - 1988 Instructor, Spanish I, II and III, Winona State University

1985 - 1987 Teaching Assistant, First and Second Year Spanish, University of Iowa

1983 - 1985 Half-time Professor, Translation, Interpretation and Introduction to Literature,
Universidad Pontífice del Ecuador

1983 - 1985 Instructor of English as a Second Language, Colegio Americano de Quito

1982 - 1983 Teaching Assistant, First and Second Semester Spanish, University of Northern Iowa

Publications

“The Archpriest, Trotaconventos, Don Melón and Doña Endrina: Lost Verses and Misdirected Sources”, Published in *Enarratio*, The Scholarly Journal of the Medieval Association of the Midwest (MAM), 2018.

Book Review: *The Poetics of Piracy: Emulating Spain in English Literature*. Published in *Studies in Medieval and Renaissance Teaching* (SMART), 2016

Coeditor, with Edward Ridsen, of Volume Fourteen, *Enarratio*, the scholarly journal of the Medieval Association of the Midwest (MAM), 2007.

“Progress and Prejudice: Misarchaia, Scholarship and the Pre-Modern Text”, Published in *Enarratio*, The Scholarly Journal of the Medieval Association of the Midwest, Volume Thirteen, 2006.

“Scholarship and the Classroom: Navigating the Gulf.” Published in the Spring 2004 issue of *Studies in Medieval and Renaissance Teaching* (SMART).

“La cultura del Arcipreste: prácticas materiales”, Published in *Juan Ruiz, arcipreste de Hita, y el Libro de buen amor*, Ayuntamiento de Alcalá la Real, Centro para la Edición de los clásicos españoles, Alcalá la Real, MMIV.

Papers and Presentations

“Refocilación y Desilusión: La Lengua Poética Repasando Pergaminos” Presented at the 2018 Annual Conference of The American Association of Teachers of Spanish and Portuguese (AATSP) held at the University of Salamanca (Universidad de Salamanca) in Salamanca, Spain, from June 25th through the 28th.

“Postulating the Precincts of Poetic Application: *Juglar* and *Pregonero*”, presented at the Medieval Association of the Midwest (MAM) 33rd Annual Conference held at The University of Kansas in Lawrence, Kansas, from October 19th through 21st, 2017.

“Poets Progress: Pen, Parchment/Paper, Performance, and the *Libro de buen amor*”, presented at the 2018, 53rd Annual International Congress on Medieval Studies (May 10-13) and organized by The Medieval Institute of the College of Arts and Sciences of Western Michigan University and held at Western Michigan University, Kalamazoo, Michigan.

Roundtable — “Performing Pilgrimage: Medieval and Modern”, presented at the Medieval Association of the Midwest (MAM) 32nd Annual Conference held at The College of Saint Scholastica in Duluth, Minnesota, from October 6th through 8th, 2016.

“Cervantes’ Medievalism: Chivalric Mask and Mirror”, presented at the Medieval Association of the Midwest (MAM) 32nd Annual Conference held at The College of Saint Scholastica in Duluth, Minnesota, from October 6th through 8th, 2016.

“Meaning, Music, and Mirth in Elisha Kent Kane and the *Libro de buen amor*”, presented at the 2017, 42nd Annual International Congress on Medieval Studies (May 11-14) and organized by The Medieval Institute of the College of Arts and Sciences of Western Michigan University and held at Western Michigan University, Kalamazoo, Michigan.

“Juan Ruiz, Archpriest of Hita and the Fall of the Cuaderna Vía”. Presented at the Medieval Association of the Midwest (MAM) 31st Annual Conference held at Hill Museum and Manuscript Library in Collegeville, Minnesota, from October 8th through 10th, 2015.

“Could the Cuaderna Via Ever Be Dead Enough?” Presented at The Cleric’s Craft: Crossroads of Medieval Spanish Literature and Modern Critique Conference held at the University of Texas at El Paso, held October 22nd, 23rd, and 24th, 2015 in El Paso, Texas.

“*Don Quijote* and Cervantes: 400 Years of Fascination”, Presented at the Foreign Language Association of the Red River (FLARR) 2015 Conference held March 7th of 2015 on the campus of The University of North Dakota in Grand Forks, North Dakota.

“Layering and Perspectives in the *Libro de buen amor*”, presented at the 2015, 50th Annual International Congress on Medieval Studies (May 14-17) and organized by The Medieval Institute of the College of Arts and Sciences of Western Michigan University and held at Western Michigan University, Kalamazoo, Michigan.

“Clandestine Conceptions and Perplexing Parturitions between *Amadis de Gaula* and *Don Quijote de la Mancha*”, Presented at the Medieval Association of the Midwest (MAM) 30th Annual Conference held January 23, 24th, and 25th of 2015 on the campus of Saint Louis University-Madrid, Madrid, Spain.

“Whatever Happened to the Cuaderna Via?” Presented at the 40th Annual Meeting of the Foreign Language Association of the Red River (FLARR) on the 12th of October 2013, on the campus of Minnesota State University, Moorhead, in Moorhead, Minnesota.

“The Culture of the Cuaderna Via” Presented at the Medieval Association of the Midwest (MAM) 29th Annual Conference held September 26, 27th, 28th, and 29th of 2013 on the campus of Indiana State University, Terre Haute, Indiana.

“Medievalists’ Longest year: The Theft of the *Codex Calixtinus*”, Presented at the Medieval Association of the Midwest (MAM) 28th annual conference held September 27th and 29th, 2012 on the campus of Xavier University in Cincinnati, Ohio.

“The-Beat-Goes-On or a Different Drummer: The LBA Corollaries”, presented at the 2012, 47th Annual International Congress on Medieval Studies (May 10-13) and organized by The Medieval Institute of the College of Arts and Sciences of Western Michigan University and held at Western Michigan University, Kalamazoo, Michigan.

“God, Allah, Christians, Muslims, and the Munchies” at the Medieval Association of the Midwest (MAM) 27th annual conference held September 29th and October 1st, on the campus of Saint Norbert College.

Presented and participated in “Paying Forward, Looking Back: Fostering Medieval Studies in the Twenty-First Century: In honor of Cynthia Valk (A Roundtable)”, at the 2010, 45th Annual International Congress on Medieval Studies (May 13-16) organized by The Medieval Institute of the College of Arts and Sciences of Western Michigan University and held at Western Michigan University, Kalamazoo, Michigan, 13-16/V/2010.

“A Flurry of Fables in the *Libro de buen amor*: Girls Night Out” at the 2010 Annual Conference of the Medieval Association of the Midwest, held on the 16th and 17th days of September on the campus of the University of Iowa in Iowa City, Iowa, 16-17/IX/2010.

“A very Christian Pet: The Mastiff of the *Libro de buen amor*”, presented at the 2009, 44th Annual International Congress on Medieval Studies (May 7-10) organized by The Medieval Institute of the College of Arts and Sciences of Western Michigan University and held at Western Michigan University, Kalamazoo, Michigan, 7-10/V/2009

“Public and Private Justice: Penalties Assessed in the Romance de Barnal Francés”, presented at the 2008 Midwest Modern Language Association’s 50th Annual M/MLA Convention held at The Minneapolis Marriott City Centre, Minneapolis, Minnesota, 13-16/XI/2008.

“My Way or the Highway: Juan Ruiz on the Road Without a Guide”, Presented at the 47th Annual Convention of the Midwest Modern Language Association (M/MLA) held at the Pfister Hotel in Milwaukee, Wisconsin, 10-13/XI/2005.

“Juan Ruiz, Archpriest of Hita on the Road Without a Guide”, Presented at the Medieval Association of the Midwest 20th Annual Conference on the campus of University of Illinois, Springfield, Springfield, IL, 23-24/IX/2005.

“Complexity, Simplicity and Complicity in the *Libro de buen amor*”, presented at the 40th International Congress on Medieval Studies, on the campus of Western Michigan University, Kalamazoo, MI, 5-8/V/2005.

“Complexity in the Fourteenth Century Pseudo-autobiography: Juan Ruiz and His Audience”, Presented at the Medieval Association of the Midwest 20th Annual Conference on the campus of Northern Michigan University, Marquette, MI, 24-25/IX/2004.

“Complexity and the Fables in the *Libro de buen amor*”, presented at the 39th International Congress on Medieval Studies, on the campus of Western Michigan University, Kalamazoo, MI, 6-9/V/2004.

“Complexity and the *Libro de buen amor*”, Presented at the Medieval Association of the Midwest 19th Annual Conference on the campus of the University of Indianapolis in Indianapolis, IN, 10-11/X/2003.

“Ethnicity and the *Poema de mio Çid*: Premodern and Postmodern Polemic”, Presented at The Medieval Association of the Midwest 18th Annual Conference on the campus of Saint Norbert College in De Pere, WI, 27-28/IX/2002.

“Progress and Prejudice: Misarchaia in Scholarship of the Golden and Middle Ages”, Presented at the Carolina Conference on Romance Literatures March 21-23, 2002, Chapel Hill, North Carolina.

“La cultura del arcipreste: prácticas materiales”, Presented at the Congreso Internacional Sobre el Arcipreste de Hita y el Libro de buen amor, held 9-11/V/2002 in the Ayuntamiento de Alcalá la Real, Spain.

“El papel de la traducción en la enseñanza del inglés”, Presented in Cáceres, Spain, February 2nd, 2001, for the X Jornada de Metodología de la Enseñanza de una Lengua Extranjera of the Cátedra de Filología Inglesa of the Universidad de Cáceres.

“Niveles de texto: del texto dinámico al texto abúlico en *Don Quijote*”, Presented in Cádiz, Spain, January 2001, for the Universidad de Cádiz, Facultad de Filosofía y Letras.

“Entre el fragmento y el texto abúlico: acercamientos a textos canónicos”, Presented at the Universidad de Granada, Spain on January 25th, 2001, for the Departamento de Filología y Letras Hispánicas.

“Niveles de texto: del texto dinámico al texto abúlico en *Don Quijote*”, Presented in Almería, Spain, 23, January, 2001, for the Departamento de Filología Española y Latina de la Universidad de Almería.

“Niveles de texto: del texto dinámico al texto abúlico en *Don Quijote*”, Presented in Alcañiz, Spain, January 16-20, 2001, for the Curso interdisciplinar de humanidades: del mundo antiguo a las puertas del tercer milenio, II.

“Poetry and the Hierarchies of Power: The Romances of don Álvaro de Luna”, Presented at the Medieval Association of the Midwest (MAM) 17th Annual Conference on the campus of The University of Wisconsin in Madison, WI, September 28-29, 2001.

“The Abulic Text in the *Libro de buen amor*: Part II”, Presented at the 36th International Congress on Medieval Studies on the campus of Western Michigan University on 3-6/V/2001.

“The Abulic Text in the *Libro de buen amor*: Part I”, Presented at The Medieval Association of the Midwest (MAM) 16th Annual Conference, held 6-7/X/2000 at The College of Saint Scholastica in Duluth, MN.

“Levels of the Text: From the Dynamic to the Abulic in Cervantes’ *Don Quixote*”, Presented at the Red River Conference on World Literature, 2nd Annual, North Dakota State University, Department of English, Fargo ND in April of 2000.

“Los toros en la lírica de Federico García Lorca y Rafael Alberti”. Dissertation for PhD. at the University of Iowa, 1999.

“The Spanish Bullfight”, Presented to The Ottumwa Area Arts Council: ¡Hola España!, Ottumwa, Iowa. April, 1993.

“Darío, el expatriado”, Presented and later published in Ponencias de Cien años de Azul. Congreso internacional para celebrar el centenario de la publicación de Azul de Rubén Darío. University of Northern Iowa, Cedar Falls, Iowa. November 1988.

Grants, scholarships, and awards

—North Dakota Humanities Council, Grant for events celebrating the 400 years anniversary of the passing of Modernity’s two supreme authors: Miguel de Cervantes and William Shakespeare 2016

—North Dakota Humanities Council, Grant for events celebrating the 400 years anniversary of the publication of Book 2 of *Don Quixote*, 2015

—Developmental Leave, NDSU, Autumn Semester, 2014

—National Endowment for the Humanities, NEH, Summer Seminar on the “*Libro de buen amor* in Cultural Context”, led by Edmondo Michael Gerli, at the University of Virginia in Charlottesville, VA, 2003

Pedagogy

—For the development of the Faculty Led Study Abroad Civilization Course on the Camino de Santiago (SPAN 379), I trekked the *Camino de Santiago* (Way of Saint James) from Saint Jean Pied de Port to Santiago de Compostela. During the pilgrimage, I met with scholars and administrators at the University of Burgos. Together we added the course to the NDSU Summer curriculum for 2014.

Works in progress:

— Complexity, Chaos and Culture in the *Libro de buen amor*

— Plagiarizing Mandelbrot: The Exact Science of Cultural Poetics.

Service

University

—Wrote Spanish Language Component to Web Course in conjunction with NDSU College of Engineering (The course has been online since the Spring 2001 Semester).

- Represented the College of Arts, Humanities and Social Sciences on the Committee for Technology Enhanced Learning.
- Represented and chaired the College of Arts, Humanities and Social Sciences on the Academic Affairs Committee.
- Represented the College of Arts, Humanities and Social Sciences in the University Senate.

College of Arts, Humanities and Social Sciences

- Served on the Technology Enhanced Learning committee.
- Served on Policy and Planning and Governance Committee.
- Served on Student Progress Committee.
- Served on Curriculum Committee
- Served on Faculty and Lecturer Recognition Committee

Department of Modern Languages

- Red River Conference of World Literature Committee—Chair.
- NDSU library consultant for Spanish language texts for the Department of Modern Languages.
- Department of Modern Languages Search Committee

Professional Outreach

- Organized events for the celebration of the 400 years anniversary of the passing of Modernity's two supreme authors: Miguel de Cervantes and William Shakespeare, 2016
- Organized events for the celebration of the 400 years anniversary of the publication of Book 2 of *Don Quixote*, 2015
- Walked/Studied the Medieval pilgrimage *Camino de Santiago* (Way of Saint James), from Saint Jean Pied de Port to Santiago de Compostela (790km) in June and July of 2013
- Organized events for the celebration of the 400 years anniversary of the publication of Book 1 of *Don Quixote*, 2005
- Founded *Bozzetto*, an assemblage of scholars of Antiquity, the Middle Ages, and Early Modernity, interested in sharing scholarship and contributing feedback for projects intended for presentation or publication, 2001-2015
- Translation/Interpretation for the Federal Public Defender's Office, Fargo, ND

Professional Organizations

- MAM: Medieval Association of the Midwest (President 2014 to 2017)
- MLA: Modern Language Association
- MMLA: Midwest Modern Language Association
- AATSP: American Association of Teachers of Spanish and Portuguese