NDSU Faculty Senate Agenda
September 10, 2018
Arikara Room, Memorial Union

I. Call to order

II. Attendance/substitutions

III. Adoption of agenda

IV. Approval of previous meeting minutes from May 7, 2018 (Attachment 1)

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. Chase Grindberg, Student Body President

VI. Consent agenda
   a. Policies (all available at https://www.ndsu.edu/policy/senate_coordinating_council/)
      i. 603: Sexual Misconduct and Title IX Compliance (Attachment 2)

VII. Unfinished Business
   a. None

VIII. New Business
   a. Policies (all available at https://www.ndsu.edu/policy/senate_coordinating_council/)
      i. Policy 352: Promotion, Tenure and Evaluation (Attachment 3)
   b. Dr. Birgit Pruess, faculty advisor to ND State Board of Higher Education
      i. Update on SBHE issues
      ii. Open Forum on Wed, Sept 12, 10am – 12pm, Century Theatre
   c. Dr. Susan Ray-Degges, Chair of University Curriculum Committee
      i. Discussion of UCC changes to Gen Ed course validation/revalidation process
         https://www.ndsu.edu/facultysenate/acadaffairs/general_education/
   d. Discussion of administrator presence at Faculty Senate meetings

IX. Adjourn
I. Call to order at 3:00 pm

II. Attendance


Substitutions: Elizabeth Skoy for J. Frenzel and A. Werremeyer and Greta Gramig for T. Peters

III. Adoption of agenda


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

MOTION: (Pieri/Berry): to approve the minutes from April 9, 2018. MOTION CARRIED WITH UNANIMOUS CONSENT.

V. Announcements

a. Beth Ingram, Provost – no report
b. Stuart Haring, Faculty Senate President
   - Congratulations on completing another academic year.
c. Erin Gillam, Faculty Senate President-Elect
   - Thanks for attending open forums. We have some good starting points.
d. Chase Grindberg, Student Body President and Vice President Marisa Pacella
   - Introduced themselves and both are looking forward to next year.

VI. Consent agenda

MOTION (Grieves/Hearne): to approve consent agenda. MOTION CARRIED WITH UNANIMOUS CONSENT.

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)

MOTION (Katti/Klamm): to approve Policy 333.

   - Concerns about large enrollment classes and lab sections weren’t adequately addressed in the UCC responses to Faculty questions.
   - Faculty is willing to vote yes on the Title IX portions of the policy but there are other aspects that faculty do not want to approve.
   - Religious policies – faculty shouldn’t have to decide which religions are ok to let student absences be made up or excused. The policy nor guidelines lay out any boundaries of the number of excused absences an instructor has to allow.
   - We should be looking at what affects the majority of the students, not just some of the one-time instances or very rare cases.
   - A lot of other universities have similar policies that excuse students for religious holidays and NDSU is getting closer to that with this policy.
   - Language is maybe “too loose” or open ended and in the students favor.
   - Section 4 – more clarification on University Sanctioned events, peripheral or associated activities such as galas, etc. that are held for a sports team. The gala itself is not a sanctioned event, but because the sport is, students might perceive the gala to be as well.
   - Number of excused absences – no limit was in the response. This causes an issue regarding some departmental policies and a separate response indicated that departments may have to change their policies. That is not an acceptable expectation.
   - The guidelines are just that, guidelines. It is not part of the policy.

   • This list is to give some guidance on how faculty could handle things. Faculty can always contact the Provost’s office if they would like additional guidance.

   - Suggested students must present the request in the first three weeks of class.
   - Someone suggested to approve policy but put the guidelines on hold until next fall and maybe form a committee with senators on it to relay or include what the faculty would like in the guidelines.

MOTION (Grieves/Berry): to amend policy to remove the wording in the policy that says ‘but no later than one week before the absence’ in Section 3. Student Responsibilities and Recourse.


MOTION (Katti/Klamm): to approve Policy 333 with the 2 amendments that were made. MOTION PASSED WITH A VOTE OF 23-10-2. The following senators or their substitute voted aye: D. Bajwa, E. Berry, A. Braaten, U. Burghaus, E. Conwell, L. del Rio Mendoza, A. Flood, J. Frenzel, E. Gillam, K. Gordon, J. M. Jones, B. Klamm, Z. Liu, K. Lyman, S. Markell, K. Nelson, M. Secor-Turner, M. Smith, K. Swanson, A. Ungar, M. Vosen Callens, A. Werremeyer, and T. West; the following senators or their substitute voted nay: S. Duffield, R. Hearne, D. Katti, T. Peters, F. Salajan, K. Sassi, W. Sun, C. Whitsel, D. Wyum, and R. Yellavajjala; the following senators or their substitute abstained: T. Grieves and A. Wagner.

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)

Each candidate said a few words before the election took place. President Haring asked senators for vote for their preferred President-Elect candidate. Molly Secor-Turner was elected as 2018-19 Faculty Senate President-Elect with a vote of 6-17-13. The following senators or their substitute voted for Lepper: L. del Rio Mendoza, J. Frenzel, R. Hearne, Z. Liu, W. Sun, and A. Ungar; the following senators or their substitute voted for Secor-Turner: E. Berry, U. Burghaus, E. Conwell, E. Gillam, K. Gordon, T. Grieves, J. M. Jones, B. Klamm, S. Markell, K. Nelson, M. Secor-Turner, M. Smith, K. Swanson, A. Werremeyer, T. West, C. Whitsel, and D. Wyum; the following senators or their substitute voted for Barrett: D. Bajwa, A. Braaten, S. Duffield, A. Flood, D. Katti, K. Lyman, T. Peters, R. Pieri, F. Salajan, K. Sassi, M. Vosen Callens, A. Wagner, and R. Yellavajjala.

ii. Standing Committee on Faculty Rights (SCOFR) – faculty-wide election Mon, May 7-Mon, May 14 via Qualtrics
- Linda Charlton-Gunderson is creating a Qualtrics survey for this vote. It may not go out until tomorrow (May 8).

Provost Ingram presented President Haring with a plaque and gavel thanking him for serving as the 2017-18 Faculty Senate President.

c. Passing of the gavel
   - President Haring thanked Kathryn Gordon as outgoing president and welcomed Erin Gillam as incoming president. He passed the gavel to her.
   - Erin thanked everyone for the welcome and said she would try to do the best job she could as Faculty Senate President.

IX. Adjourn

MOTION (Pieri/Hearne): to adjourn the meeting. MOTION CARRIED WITH UNANIMOUS CONSENT.

Meeting adjourned at 4:22 pm.

Respectfully submitted,
Kelly Hoyt
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 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 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
      1. Comply with all applicable state, and federal laws and regulations, specifically North Dakota
         Century Code 54-46, and the North Dakota State University Records Retention Schedule
         found on the NDSU Records Management Web site.
      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.
9. If any Advisory Committee RMAC member is unable to attend a scheduled meeting, a proxy may be sent in their/her/his place.

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 includes:

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 (VPIT) 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 (RMAC), and the URCs, and;


D.C. The NDSU Records Management Coordinator:

1. Is appointed by the Vice President for Information Technology (VPIT);

2. Assists the RMAC Director of Records Management (chair) and Records Management Advisory Committee (RMAC 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:

- 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;

- Serving as the liaison between their unit and the Director of Records Management (NDSU’s records management leadership) and the RMAC Director of Records Management (chair);

- Completing continuing education and training on an annual basis;

- Submitting records disposal forms/documentation to the Director of Records Management as required by policy and state law.

HISTORY:

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<th>Action</th>
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<td>August 20, 1996</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>
<td>Fall 2018</td>
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<td>MUSC</td>
<td>733</td>
<td>Choral Studies and Pedagogy</td>
<td>Fall 2018</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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<tr>
<th>Subject</th>
<th>No.</th>
<th>Title</th>
<th>From</th>
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<tr>
<td>CSCI</td>
<td>476/676</td>
<td>Computer Forensics</td>
<td></td>
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<td>Computer Crime and Forensics</td>
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<td>HIST</td>
<td>423/623</td>
<td>U.S. History 1829-1917 II</td>
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<td>423/623</td>
<td>The Gilded Age and Progressive America</td>
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<td>MATH</td>
<td>429/629</td>
<td>Linear Algebra</td>
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<td>Topics in Linear Algebra</td>
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## Changes in Prerequisites/Co-requisites/Course Descriptions

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<th>Subject</th>
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<th>Title</th>
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<th>Effective Term</th>
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<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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<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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<td>BOT</td>
<td>380</td>
<td>Plant Physiology</td>
<td>Summer 2018</td>
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### New Program

Graduate Certificate in Computer Science Education

### Program Changes

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<td>104</td>
<td>Human Anatomy and Physiology Prep</td>
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<td>GEOG</td>
<td>465</td>
<td>Remote Sensing of the Environment</td>
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<td>LA</td>
<td>771</td>
<td>Performance Based Design Studio</td>
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<tr>
<td>LA</td>
<td>772</td>
<td>Landscape Architecture Graduate Thesis</td>
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<td>LA</td>
<td>781</td>
<td>Professional Practice</td>
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<td>LA</td>
<td>789</td>
<td>Professional Topics in Landscape Architecture</td>
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<tr>
<td>MBA</td>
<td>735</td>
<td>Global Business</td>
<td>Fall 2018</td>
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<td>ME</td>
<td>436</td>
<td>Biopolymers and Biocomposites</td>
<td>Fall 2018</td>
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### General Education Recommendation

WGS 370 – approval for Social & Behavioral Sciences and Global Perspectives categories

### New Courses

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### New Special Topics Course

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<th>Effective Term</th>
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<tbody>
<tr>
<td>FIN</td>
<td>499</td>
<td>Advanced Investment Analysis</td>
<td>Fall 2018</td>
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### Course Changes

<table>
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<th>To:</th>
</tr>
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<tbody>
<tr>
<td>Subject</td>
<td>No.</td>
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<tr>
<td>CSCI</td>
<td>834</td>
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<tr>
<td>HIST</td>
<td>424</td>
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<tr>
<td>LA</td>
<td>322</td>
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<td>LA</td>
<td>552</td>
</tr>
<tr>
<td>THEA</td>
<td>262</td>
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<tr>
<td>THEA</td>
<td>263</td>
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<td>TL</td>
<td>735</td>
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<tr>
<td>ZOO</td>
<td>360</td>
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<td>ZOO</td>
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### Changes in Prerequisites/Co-Requisites/Course Descriptions

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>Title</th>
<th>Prerequisite/Co-requisite/Description Change</th>
<th>Effective Term</th>
</tr>
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<tbody>
<tr>
<td>BIOC</td>
<td>460</td>
<td>Foundations of Biochemistry and Molecular Biology I</td>
<td>Prereq: CHEM 240 or CHEM 341 Co-req or Prereq: CHEM 342 (recommended)</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>COMM</td>
<td>200</td>
<td>Introduction to Media Writing</td>
<td>Desc: Introduction to writing in the styles and forms required in journalism and strategic communication.</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>COMM</td>
<td>346</td>
<td>Sports Broadcasting</td>
<td>Prereq: none</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>HIST</td>
<td>424</td>
<td>U.S. History 1917-1960</td>
<td>Desc: This course covers the political, social, and economic history of the United States from 1917-1960, emphasizing World War I, 1920s, the Great Depression, New Deal, and the early Cold War era.</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>LA</td>
<td>321</td>
<td>History of Landscape Architecture</td>
<td>Desc: Survey of landscape design from prehistoric civilizations, Rome, the Renaissance, Asian landscapes, the birth of landscape architecture, and contemporary design movements. Emphasis on analyzing historic landscapes as a problem-solving method.</td>
<td>Fall 2018</td>
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### Changes in Prerequisites/Co-Requisites/Course Descriptions (continued)
<table>
<thead>
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<th>Subject</th>
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<th>Description</th>
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<tr>
<td>THEA</td>
<td>263</td>
<td>Dance Studio</td>
<td>Desc: Introduction to the basic concepts and principles of Lyrical ballet, jazz or tap dance through studio experiences. Each semester will focus on one specific style. May be repeated for credit with change in topic.</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>TL</td>
<td>735</td>
<td>Practical Data Analytics</td>
<td>Desc: This course provides a comprehensive overview of data analytics and business intelligence concepts with practical experience using market-leading enterprise software solutions. Topics include data management, the extract-transform-load process, data cleansing, data reporting and visualization, building dashboards, development and use of online analytical processing (OLAP) cubes, data warehouses, and data mining.</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>UNIV</td>
<td>489</td>
<td>Capstone Experience</td>
<td>Desc: Integrate coursework in student’s area(s) of emphasis as stated in their proposal; explore options and apply strategies related to post-graduation career goals. F,S</td>
<td>Fall 2018</td>
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<table>
<thead>
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<th>Subject</th>
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<tr>
<td>BUSN</td>
<td>632</td>
<td>Organization and Commercial Transactions</td>
<td>Summer 2018</td>
</tr>
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</table>
To: Kelly Hoyt

From: Matthew Hammer, Assistant Attorney General

Date: 03.22.2018

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

This policy will be effective:  

☐ Date of Signing
☐ Other Effective Date __________
  Date

Beth Ingram, Provost

Date

Dean Bresciani, President

Date

ND Office of Attorney General
Approved: Form & Legal Sufficiency

Matt Hammer, Assistant Attorney General

3.21.2018
  Date
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:

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: 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:

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

SECTION 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:

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<th>New</th>
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<tr>
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<td>April 1992</td>
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<td>Amended</td>
<td>June 2007</td>
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<td>January 28, 2014</td>
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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@ndsu.edu  231-5781  Oversees Football & Softball
Ashley Harris – Assistant Director Athletic Academics
  Ashley.M.Harris@ndsu.edu  231-5556  Oversees MBB, Soccer, Men’s Track and Volleyball
Chris Held – Interim Assistant Director Athletic Academics
  Christopher.Held@ndsu.edu  231-5557  Oversees Baseball, WBB and Wrestling
Carter Kruckenberg – Athletic Academic/Student Development Coordinator
  Carter.Kruckenberg@ndsu.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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Dietz</td>
<td>Marina Fernandez</td>
<td>Michelle Gaislerova</td>
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<tr>
<td>Anna Goodhope</td>
<td>Reilly Jacobson</td>
<td>Sarah Jacobson</td>
</tr>
<tr>
<td>Macey Kvilvang</td>
<td>Rylee Nudell</td>
<td>Autumn Ogden</td>
</tr>
<tr>
<td>Tyrah Spencer</td>
<td>Taylor Thunsted</td>
<td>Danneka Voegeli</td>
</tr>
</tbody>
</table>

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

Maren Walseth  Head Basketball Coach
NDSU Dept 1200  PO Box 6050  Fargo ND 58108-6050
Office: 701.231.6172  Fax: 701.231.6246  www.GoBison.com
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
Eric Bachmeier
Chris Barlow
Marquise Bridges
Ty Brooks
Jacob Brown
Nathan Brown
Kaan Cetin
Collin Conner
Jabril Cox
Cole Davis
Nick DeLeo
Leo Dempsey
Ben Ellerbrock
Sean Engel
James Fisher
Trey Fort
Dallas Freeman
Robert Grosney
Joshua Hayes
James Hendricks

Student Trainers
Mason Antimano
Adam Estabrooks
Sami Fuhmann
Mackenzie Kittelson
Natalie Nebbey

Keenan Hodenfield
Jeff Illies
Nate Jansen
Zach Johnson
Stanley Jones
Cole Karcz
Derek Kelley
Ross Kemnathy
Victor Kiszewski
Jackson Koontz
Zack Kubas
Austin Kubert
Garrett Mahfarr
Logan McCormick
Greg Manard
Aaron Mercadel
Bryce Mecaner
Grant Morgan
Erik Olson
Beau Pauly
Caso Pedersen
Matt Plank
Daniel Polansky

Equipment Personnel

Sami Clausen
Mo Brahimi
Devon Kilman
Taylor Parker

Trans Zerface

Brock Robbins
Karsen Schueming
Derrius Shepherd
Aaron Steidl
Easton Stick
Nathan Tangany
Derek Tyszka
Jarrod Tuska
RJ Urazianowski
Henry Van Dellen
Cordell Volson
Tanner Volson
Connor Wente
Blake Williams
Drushti Williams
Seth Wilson
Jaylan Winburn
Zach Ziemer

To Be Determined:
Matt Anderson
Adam Cofield
Garret Wagner

Video Personnel
Andrew Moore
Aaron Stick
Jacob Tepp

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

Chris Kleinman
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 701.231.6724
www.GOf Bison.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
Director of Athletics

David Richman
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

<table>
<thead>
<tr>
<th>Professor of Geology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Professor of Physics</td>
</tr>
<tr>
<td>North Dakota State University</td>
</tr>
<tr>
<td>Department of Geosciences</td>
</tr>
<tr>
<td>P.O. Box 6050 / Dept. 2745</td>
</tr>
<tr>
<td>Fargo, ND  58108-6050</td>
</tr>
</tbody>
</table>

E-mail: Ken.Lepper@ndsu.edu

Office:  (701) 231-6746

FAX:  (701) 231-7149

URL:  http://www.ndsu.edu/geosci/faclist.htm

### Academic Experience

<table>
<thead>
<tr>
<th>Year</th>
<th>Position Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 – Present</td>
<td>Full Professor of Geology and Director of the Optical Dating and Dosimetry Laboratory, Department of Geosciences, North Dakota State University</td>
</tr>
<tr>
<td>2006 – Present</td>
<td>Adjunct Professor, Department of Physics, North Dakota State University</td>
</tr>
<tr>
<td>2009 – 2015</td>
<td>Associate Professor of Geology and Director of the Optical Dating and Dosimetry Laboratory, Department of Geosciences, North Dakota State University</td>
</tr>
<tr>
<td>2003 – 2009</td>
<td>Assistant Professor of Geology and Founder of the Optical Dating and Dosimetry Laboratory, Department of Geosciences, North Dakota State University</td>
</tr>
<tr>
<td>2001 – 2003</td>
<td>Postdoctoral Fellow, Luminescence Geochronology Lab, Los Alamos National Laboratory, Sponsor: Dr. C. J. Wilson</td>
</tr>
<tr>
<td>1998 – 2001</td>
<td>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</td>
</tr>
<tr>
<td>1995 – 1997</td>
<td>Graduate Research Assistant, Department of Materials Science and Engineering, Ohio State University, Research Advisor: Dr. D. A. Rigney</td>
</tr>
<tr>
<td>1992 – 1995</td>
<td>Undergraduate Research Assistant, Luminescence Dating Research Laboratory, Byrd Polar Research Center, Ohio State University, Research Advisor: Dr. S. L. Forman</td>
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### Education

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

### Dissertation and Theses

<table>
<thead>
<tr>
<th>Type</th>
<th>Title</th>
<th>Institution</th>
</tr>
</thead>
</table>
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

Presentations by Lepper:
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.
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.

• Schaetzl, R., Lepper, K. Yansa, C., Lowell, T., Curry B. (Co-PI’s), Paleoenvironmental Implications of the Oldest MIS-2 Lake in Glaciated North America: Intralacustrine 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 alluvian 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. (NSDU 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 Conservation Sciences (ECS) Program; began August 2012 – graduated with MS degree December 2015; Topic: Geochronology of fans deposits as climate proxy in the Dry Valleys region of Antarctica; Supported by NSF grant, (co-advised with A. Lewis).

2. Felix Zamora; graduated 2013; Environmental and Conservation 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 Conservation 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 title: 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.


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.

K. Lepper
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.

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
            Oklahoma State University, Environmental Institute
1998 – 2000  NASA Oklahoma Space Grant Fellowship
            Oklahoma State University, College of Mechanical and Aerospace Engineering
2000        NASA Oklahoma EPSCoR Research Initiation Grant
            The University of Oklahoma, NASA Oklahoma EPSCoR Program Office
1994 – 1995  Undergraduate Honors Research Scholarship
            The Ohio State University, College of Arts and Sciences Honors Department
1992 – 1994  Marcus and Lottie Lieberman Full Academic Scholarship
            The Ohio State University, Department of Geological Sciences
1994        National Association of Geology Teachers Summer Field Scholarship
            The University of Dayton, Ohio
1993 – 1994  William A. Toivonen Scholarship
            The Ohio State University, Department of Geological Sciences
1992 – 1995  Scarlet and Gray Scholarships
            The Ohio State University, Office of Financial Aid
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

Home: 2319 6th St. S.
Fargo, ND 58103
Mobile: 701-361-6190

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


Intervention. *Prevention Science*, published online 4/2/2013:


Non-refereed Publications


**COMPETITIVE CONFERENCE PRESENTATIONS AND POSTERS**

*International*


National


Regional


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>
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<tbody>
<tr>
<td>PREP: Making Healthy Choices <em>Co-Principal Investigator</em></td>
<td>Department of Health and Human Services/ACF</td>
<td>$750,000 funded</td>
<td>9/15-9/18</td>
<td>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.</td>
</tr>
<tr>
<td>STANDing Together to Promote Native Communities’ Health Coalition <em>Principal Investigator, Evaluation</em></td>
<td>Office of Adolescent Health</td>
<td>$5,000,000 Not funded</td>
<td>7/15-6/20</td>
<td>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.</td>
</tr>
<tr>
<td>Afya: A Rapid Participatory Appraisal of Health in Rural Kenya <em>Principal Investigator</em></td>
<td>Midwest Nursing Research Society</td>
<td>$10,000 Not funded</td>
<td>Submitted 12/13</td>
<td>To assess health-related needs and assets in the Tharaka-Nithi community of rural Kenya using Rapid Participatory Appraisal methods.</td>
</tr>
<tr>
<td>PREP: Making Healthy Choices <em>Co-Principal Investigator</em></td>
<td>Department of Health and Human Services/ACF</td>
<td>$1,085,460 Funded</td>
<td>9/12-8/15</td>
<td>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.</td>
</tr>
<tr>
<td>Increasing Seatbelt Usage among Pre-driving Youth in North Dakota <em>Co-Investigator</em></td>
<td>North Dakota Department of Transportation</td>
<td>$49,780 Funded</td>
<td>10/12-9/13</td>
<td>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.</td>
</tr>
<tr>
<td><em>Prime Time: Long-Term Intervention Outcomes Co-Investigator</em></td>
<td>University of Minnesota, Grant-In-Aid Funding (subcontract)</td>
<td>$6,000</td>
<td>7/12-4/13</td>
<td>1) To examine sustained effectiveness of <em>Prime Time</em> intervention (i.e., 6 and 12-months post-intervention) in reducing sexual risk outcomes (i.e., behaviors &amp; 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.</td>
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<td>Project Title</td>
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<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>
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<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>11/11-12/13</td>
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<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>3/12-2/13</td>
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<td>Nursing Practicum in Global Health: The Kenya Experience</td>
<td>NDSU Development Foundation</td>
<td>$55,000</td>
<td>Not funded</td>
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<td>North Dakota Teens’ Cell Phone and Internet Usage</td>
<td>NDSU</td>
<td>$7,600</td>
<td>4/11-present</td>
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<tr>
<td>Grant Title</td>
<td>Funding Agency</td>
<td>Amount</td>
<td>Status</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
<td>------------</td>
<td>----------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</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>
</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>
</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>
</tr>
<tr>
<td>Loan Repayment Program Renewal Application</td>
<td>National Institutes of Health</td>
<td>$17,000</td>
<td>Funded</td>
<td>9/11-9/13</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>
</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</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</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</td>
</tr>
<tr>
<td>Project Title</td>
<td>Funding Source</td>
<td>Amount/Funded</td>
<td>Duration</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<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>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>
<tr>
<td>Prime Time: Health Promotion for Multiple Risk Behaviors (R. Sieving, PI), Intervention &amp; Research Staff</td>
<td>National Institute of Nursing Research, NIH</td>
<td>$3,020,379 Funded ($43,000 subcontract at NDSU)</td>
<td>9/08-9/11</td>
<td>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.</td>
</tr>
<tr>
<td>Internet-Based Health Care Transition Program (P. Scal, A. Garwick, Horvath, K., Co-Pls), Research Associate, Consultant</td>
<td>University of Minnesota-Academic Health Center Faculty Research Development Program</td>
<td>Funded</td>
<td>9/08- 8/10</td>
<td>To develop and pilot test an internet intervention to improve health care transition for adolescents Juvenile Chronic Arthritis (JCA).</td>
</tr>
<tr>
<td>Lead Peace Plus (R. Sieving, PI), Research assistant</td>
<td>Prevention Research Center (CDC), University of Minnesota</td>
<td>Funded</td>
<td>9/04-8/08</td>
<td>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.</td>
</tr>
</tbody>
</table>
| 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>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 450, 4 sem cr</td>
<td>Nursing Synthesis and Practicum&lt;br&gt;Kenya Experience</td>
<td>Course development/Primary instructor</td>
</tr>
<tr>
<td>• Spring, 2012-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spring, 2015</td>
<td>Nursing Synthesis and Practicum&lt;br&gt;Malawi Experience</td>
<td></td>
</tr>
<tr>
<td>• Spring, 2016-17</td>
<td>Nursing Synthesis and Practicum&lt;br&gt;Kenya Experience</td>
<td></td>
</tr>
</tbody>
</table>
Nurs 406, 4 sem cr  | Public Health Nursing  | Primary instructor
- 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  | Primary instructor (web-based course)
- 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  | Coordinator
- Fall, 2013
- Spring, 2014
- Fall, 2014

Holden Village  | Guest Faculty
- Summer, 2017

University of Minnesota

<table>
<thead>
<tr>
<th>Course #, Credits, Term</th>
<th>Course Title</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 5800 (2), 3 sem cr</td>
<td>Population-focused Assessment &amp; Prioritization (web-based course)</td>
<td>Co-instructor</td>
</tr>
<tr>
<td>• Spring, 2010</td>
<td></td>
<td></td>
</tr>
<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>• Fall, 2009</td>
<td></td>
<td></td>
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<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>• Summer, 2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurs 4205W/V, 3 sem. cr</td>
<td>Nursing Theory and Research</td>
<td>Teaching assistant</td>
</tr>
<tr>
<td>• Spring, 2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurs 4203, 3 sem. cr</td>
<td>Nursing Fundamentals II</td>
<td>Co-instructor, skills lab</td>
</tr>
<tr>
<td>• Fall, 2003</td>
<td></td>
<td></td>
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<tr>
<td>Nurs 4201, 6 sem. cr</td>
<td>Nursing Care of Adults</td>
<td>Clinical instructor</td>
</tr>
<tr>
<td>• Fall, 2003</td>
<td></td>
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</tbody>
</table>
Nurs 4500W, 4 sem crs       Nursing Leadership       Teaching assistant
    • Fall, 2003

Metropolitan State University, St. Paul, Minnesota

Course #, Credits, Term        Course Title        Role

Nursing 335, 3 sem. crs       Nursing Research       Primary instructor
    • Summer, 2009
    • Spring, 2008
    • Fall, 2008

THESIS AND PROJECT ADVISING
DNP Practice Improvement Projects

<table>
<thead>
<tr>
<th>Student</th>
<th>Degree</th>
<th>Department</th>
<th>Advising Role</th>
<th>Graduation Date</th>
</tr>
</thead>
<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 Auginbaugh</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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</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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</thead>
<tbody>
<tr>
<td>Natasha Petry</td>
<td>MPH</td>
<td>Public Health</td>
<td>Chair, Master’s Paper</td>
<td>2018</td>
</tr>
<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>
</tr>
<tr>
<td>Alexa Evenson</td>
<td>PhD</td>
<td>HDFS</td>
<td>Member, Examining Committee</td>
<td>2013</td>
</tr>
<tr>
<td>Kathrine Christiansen</td>
<td>PhD</td>
<td>HDFS</td>
<td>Member, Examining Committee</td>
<td>2012</td>
</tr>
<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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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 identified 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
TRACY C. BARRETT  
2416 W. Country Club Dr. S.  
Fargo, ND 58103  
(214) 585-3744  
Tracy.Barrett@ndsu.edu

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
Beijing Normal University, 1993
Certificate, Chinese Language (Mandarin)

**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
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 603 Sexual Misconduct and Title IX Compliance

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? X Yes □ No
   
   - Describe change: NDSU Policy 603 should be removed from the policy manual:
      
     - The “policy” content of Policy 603 is now covered in Policy 162 and applies to all students, employees, and third parties. The “process” content of Policy 603 is covered in Policy 156 and applies to all students, employees, and third parties. OCR and ATIXA recommends institutions to use one policy, one process for students and employees for civil rights and sexual misconduct.
     
     - Recently Policy 162 was updated to include content in sexual misconduct and Title IX compliance (in accordance with Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Violence Against Women Reauthorization Act of 2013 (VAWA), the Campus Sexual Violence Elimination Act (SaVE), the Jeanne Clery Disclosure of Campus Security Policy.

2. This policy change was originated by (individual, office or committee/organization):
   
   - Office of the Provost – Canan Bilen-Green – 02/20/2018
   
   - Email address of the person who should be contacted with revisions canan.bilen.green@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!
Policy 603 has been incorporated into Policy 162 and Policy 156. This policy can be deleted from the policy manual.

1. INTRODUCTION: North Dakota State University (NDSU) strives to create a campus community free from interpersonal abuse including sexual misconduct. In working to achieve this intent, NDSU commits to:
   
a) Taking action to stop sexual misconduct;
   
b) Taking action to remedy its effects by providing advocacy, support and appropriate referral services for recipients of the behavior;
   
c) Taking action to prevent recurrence;
   
d) Educating individuals and promoting discussions on interpersonal abuse and violence; and
   
e) Conducting impartial investigation of all reports/notices of sexual misconduct through fair, equitable and prompt procedures. Investigations will be independent of and separate from law enforcement investigations of criminal activity.

2. POLICY: This policy is required by federal law and implementation of this policy is guided by the U.S. Department of Education, Office of Civil Rights.
   
a) Sexual misconduct is prohibited in all forms, regardless of intent to harm. Sexual assault, sexual exploitation, coercion and sexual harassment are examples of sexual misconduct, and all are prohibited.
   
b) Also prohibited under Title IX is any rule violated on the basis of the recipient of the behavior’s sex/gender which is severe enough to cause a discriminatory effect. (Examples of this may include but are not limited to bullying, cyber-bullying, relationship violence and stalking.)

3. DEFINITIONS: For the purpose of this policy, the following definitions apply:
   
a) Consent is:
      
      1. Words or actions showing a clear, knowing and voluntary agreement to engage in mutually-agreed upon sexual act; or
      
      2. An affirmative decision given by clear actions or words.
3. Consent may not be inferred from:
   
   i. Silence, passivity, or lack of active resistance alone.
   
   ii. A current or previous dating or sexual relationship.

   NOTE: It is important to obtain explicit consent from any sexual partner and not to make assumptions. If confusion or ambiguity on the issue of consent arises anytime during the sexual interaction, it is essential that each participant stops and clarifies, verbally, willingness to continue. Consent to one form of sexual act does not imply consent to other forms of sexual act(s).

b) Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

c) Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction).

d) Intimidation is implied threats or acts that cause an unreasonable fear of harm in another.

e) Responsible employees:

   1. Those with authority to address and remedy sex and gender-based discrimination and harassment;

   2. Those with responsibility to report sexual misconduct to a supervisor; and/or

   3. Those who a student would reasonably believe have such authority or obligation.

f) Retaliation: Any adverse action taken against a person because of their participation in a protected activity. Retaliation against an individual for alleging sexual misconduct, supporting a complainant or for assisting in providing information relevant to a claim of sexual misconduct will be treated as another possible instance of harassment or discrimination. Any acts of alleged retaliation should be reported immediately to the Title IX Coordinator or a Deputy Title IX Coordinator and will be promptly investigated. NDSU is prepared to take appropriate steps to protect individuals who fear that they may have been subjected to retaliation.

g) Sexual Acts include, but are not limited to the following actions:

   1. Sexual intercourse;

   2. Sodomy (oral and/or anal);

   3. Sexual penetration with any object;
4. Sexual touching of a person’s intimate parts (genitalia, groin, breasts, buttocks, mouth or other bodily orifice or the clothing covering them); or

5. Compelling a person to touch his or her own or another person’s intimate parts.

h) Sexual Assault: Any sexual act between two or more people to which one person does not or cannot consent. This includes sexual acts or contacts with others that can involve:

1. Compelling a person to submit to sexual acts or contacts by force, threat of force, or intimidation;

2. Use of intoxicants to substantially impair the person’s power to give consent;

3. Engaging in such acts when the person suffers from a mental state that renders him or her incapable of understanding the nature of the contact. This includes, but is not limited to, situations when an individual is intoxicated, “high”, scared, physically or psychologically pressured or forced, passed out, unconscious, intimidated, coerced, mentally or physically impaired, beaten, isolated, or confined; or

4. A victim under fifteen (15) years of age. (Do note the age of consent may vary depending on the ages of the individuals involved in the act. For more information see: a link to the Sexual Assault Prevention Programs location with this information will be provided here.)

i) Sexual Exploitation: Taking sexual advantage of another person without consent. Examples include, but are not limited to:

1. Causing the incapacitation of another in order to take sexual advantage of the person;

2. Distributing or publishing sexual information;

3. Engaging in indecent exposure;

4. Engaging in voyeurism (the viewing of another for sexual gratification);

5. Invasion of sexual privacy;

6. Knowingly exposing another to an STD or HIV;

7. Prostituting another person; or

8. Recording, photographing, or relaying sexual sounds or images.

j) Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic achievement;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual; or

3. Such conduct has the effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive environment.

k) Sexual Misconduct: Any non-consensual behavior of a sexual nature that is committed by force, intimidation, or is otherwise unwelcome that is sufficiently severe, persistent, or pervasive so as to limit a student’s ability to participate in or benefit from an NDSU program or activity. Depending on the circumstances, a single incident of sexual misconduct may be sufficient to limit a student’s ability to participate in or benefit from an NDSU program or activity.

4. REPORTING/CONFIDENTIALITY: Students are encouraged to report incidents or information related to sexual misconduct as soon as possible. If criminal activity is involved, students are encouraged to contact NDSU Police or your local law enforcement. NDSU employees who became aware of a complaint or violation of this policy and have the authority to take action on the complaint or violation, shall report the complaint or violation either to the Title IX Coordinator or a Deputy Title IX Coordinator:

   - Canan Bilen-Green, Vice Provost for Faculty and Equity/Title IX Coordinator
     — Old Main 201
     — Phone: 701-231-7040; email: canan.bilen.green@ndsu.edu

   - Janna Stoskopf, Dean of Student Life/Deputy Title IX Coordinator
     — Memorial Union 250
     — Phone: 701-231-8240; email: janna.stoskopf@ndsu.edu

   - Colleen Heimstead, Associate Athletics Director for Compliance/Deputy Title IX Coordinator
     — Bison Sports Arena 102W
     — Phone: 701-231-5696; email: colleen.heimstead@ndsu.edu

   The guiding principle in accepting reports or sexual misconduct is to avoid re-victimizing the recipient of the behavior by forcing them into any plan of action. NDSU will make every attempt to safeguard the privacy of the complainant and/or recipient of the behavior; however, it is important that complainants recognize that NDSU cannot ensure confidentiality in all cases. NDSU must weigh the request for confidentiality against its obligation to protect the safety and security of the entire campus. Depending on the circumstances of the offense (the severity of the offense, the number of victims involved, etc.), NDSU may be required to respond to an incident, even if confidentiality has been requested. Therefore, NDSU employees cannot guarantee absolute confidentiality. Individuals desiring confidentiality should be encouraged to contact one of the following:

   - F-M Rape & Abuse Crisis Center: 701-293-7273 (Available 24 hours)  [www.racefm.com](http://www.racefm.com)
   - NDSU Counseling Center: 701-231-7671 (Available 24 hours)  [http://www.ndsu.edu/counseling/](http://www.ndsu.edu/counseling/)

5. FORMAL/INFORMAL RESOLUTION: NDSU offers both formal and informal resolution of sexual misconduct complaints involving NDSU students, faculty or staff. Regardless of the path chosen by the recipient of the behavior, NDSU will conduct an impartial, fair, and prompt investigation
into the allegations, and ensure that actions will be taken to prevent similar actions in the future. Typically, investigation/resolution of the complaint will occur within 60 days. The sexual orientation and/or gender identity of individuals engaging in sexual activity is not relevant to allegations under this policy. Investigation/resolution of the allegations shall include:

a) The complainant and the accused having equal opportunities to present relevant witnesses and other evidence;

b) Providing both sides with similar and timely access to any information that will be used during the process;

c) Equal opportunity to have a support person present, and equal restrictions on how a support person may participate during the process;

d) The right of the complainant and the accused to be informed of the outcome of the investigation/resolution, and the right of either party to appeal; and

e) The right of the complainant and the accused to receive periodic status updates throughout the investigation/resolution process.

6. FORMAL RESOLUTION: Formal resolution of sexual misconduct complaints will be resolved as follows:

a) If the alleged perpetrator is a student, the University will follow the procedure outlined in NDSU Rights and Responsibilities of Community: A Code of Student Behavior.

b) If the alleged perpetrator is an NDSU employee, the University will follow the applicable policy for the circumstances (e.g. Policy 156: Equal Opportunity Grievance Procedures, Policy 162: Sexual Harassment).

c) All sexual misconduct cases shall use a “preponderance of the evidence” standard; meaning that in order for the accused to be held responsible, the hearing officer must determine that it is more likely than not that the sexual misconduct occurred.

7. INFORMAL RESOLUTION: Except in cases of sexual assault which always require a formal resolution, complainants may choose to pursue informal resolution of their complaint. Informal resolution is entirely voluntary and the complainant may end informal resolution at any time. Complainants should never attempt to resolve the complaint directly with the accused. In cases of informal resolution, the Title IX Coordinator shall assign a school official with the authority to remedy the alleged violation (e.g. Dean of Student Life, the alleged perpetrator’s supervisor, etc.) to oversee the informal resolution process. Informal resolution provides the complainant with a forum to confront the accused; to express how the alleged behavior has impacted them and those close to them; and to communicate to the accused and the University how this behavior needs to be addressed so that they, or anyone else at the University, are not victimized again by the behavior.

a) In cases where the accused acknowledges their involvement in the sexual misconduct, the school official shall impose an appropriate sanction for the misconduct. If the sanction is agreeable to the parties, the informal resolution is complete, and the sanction is imposed. No appeal is allowed.
b) In cases where the accused does not acknowledge responsibility, the school official may impose a sanction warranted by the information gathered during the informal resolution, and any supporting information known to the University. The sanction may be appealed either to the Title IX Coordinator or to the Dean of Student Life/Deputy Title IX Coordinator, who shall have the final decision on the appropriate sanction.

8. ANONYMOUS COMPLAINTS: Anonymous complaints will be accepted by the University. The University’s ability to investigate and resolve anonymous complaints will be limited if the information contained in the anonymous complaint cannot be verified by independent facts. Anonymous complaints may be filed by any of the following means:

a) Bias Report Form: https://www.ndsu.edu/biasreport/

b) Dean of Student Life Anonymous Report Form

c) Sexual Assault Resources and Advocacy (SARA):
   http://www.ndsu.edu/student_life/departments_and_programs/sexual_assault_prevention/get_help_now/

9. INTERIM MEASURES: When warranted by the circumstances surrounding a complaint of sexual misconduct, the University may implement interim measures until its investigation concludes. Violation of these interim measures may be considered grounds for additional complaints of sexual misconduct or as retaliation for the ongoing investigation of sexual misconduct. Potential interim remedies include, but are not limited to:

   a) Providing an escort to the complainant so that he/she may move safely on campus;
   b) Issuing a no contact order to the parties, prohibiting any contact between them;
   c) Moving the complainant and/or accused to different University housing;
   d) Altering the class schedule of the parties so that they do not attend the same classes;
   e) Providing counseling services; and
   f) Providing academic support services.

10. PREVENTION: NDSU considers both physical surroundings and educational programming in addressing prevention of sexual misconduct. The University continually reviews and modifies the physical surroundings to foster security and safety, including but not limited to such factors as emergency phones, lighting, and locking procedures. For further safety information, contact the NDSU University Police and Safety Office: 701-231-8998 (NDSU University Police) or 701-231-7759 (Safety Office). NDSU offers curricular and co-curricular educational experiences concerning bystander intervention, primary prevention efforts, personal safety, sexual assault, and sexual misconduct. For further information on pertinent campus educational opportunities, contact the NDSU Dean of Student Life Office at 701-231-6560.
   http://www.ndsu.edu/student_life/
11. INTERVENTION: The NDSU community actively supports individuals who experience sexual misconduct through a coordinated response system that attends to their physical and emotional well-being. NDSU disciplinary efforts respect the personal rights of all parties. For further information, see NDSU Rights and Responsibilities of Community: A Code of Student Behavior and NDSU Calendar Handbook distributed by Residence Life. All reports/notices of sexual assault and sexual misconduct are handled in a manner designed to respect the privacy of the involved individuals, to the extent permitted by law. Incidents are reported to appropriate Departments and agencies in consideration of safety concerns and investigative needs. In addition, NDSU publishes and disseminates annual statistics on incidents of sexual assault in the annual Personal Safety and Security publication (available in printed and online form). http://www.ndsu.edu/police_safety/police/annualsecurityreport/

12. FALSE COMPLAINTS: Knowingly submitting a false report of sexual misconduct is prohibited. Anyone submitting a false report is subject to disciplinary action.

13. FOR MORE INFORMATION on sexual assault and sexual assault prevention programs, please contact the NDSU sexual assault advocate at ndsu.sa-advocate@ndsu.edu.

HISTORY:

New September 1995
Amended October 2007
Amended January 2008
Amended June 3, 2011
Amended September 12, 2013
Housekeeping September 17, 2013
Housekeeping July 23, 2014
Housekeeping April 8, 2016
Policy Change Cover Sheet

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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. 1.3: New section describing responsibility of colleges to create and enforce workload policies and to demonstrate congruency of such policies with promotion and tenure requirements.
   - Sec. 5.2: Outlines involvement of Professors of Practice and Research Professors in the PTE process.
   - Sec. 5.3: Clarifies involvement in the PTE process of faculty and administrators who have themselves applied for promotion/tenure.
   - Sec. 6.2: Clarifies procedure for tenure-track faculty who withdraw or do not submit a 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 4-19-2018
   - Email address of the person who should be contacted with revisions: Alan.Denton@ndsu.edu

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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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. 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 All colleges are responsible for creating and enforcing a workload policy. Workload policies and procedures are documents that map percentage allocations of time, across teaching, research, and service, as specified in a job description with actual job duties. Colleges are responsible for demonstrating congruency between the policy and its promotion and tenure requirements.

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 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;

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 defined 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 of scholarly or professional papers, and publication of books 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 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 state or federal agencies.

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/notice 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)

3.7 Each academic unit shall establish the criteria for promotion and tenure, including early promotion, 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
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 election to 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. In such cases, full voting rights for Professors of Practice or Research Professors are limited to applications for promotion of Professors of Practice or Research Professors.

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. Faculty members and administrators being considered for promotion may not be involved in any candidate review and recommendation process, including the selection of external reviewers, while under consideration. 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 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.
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.

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 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