

**NDSU Faculty Senate Agenda**

September 10, 2018

Arikara Room, Memorial Union

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- 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/](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/](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/](https://www.ndsu.edu/facultysenate/acadaffairs/general_education/)
  - d. Discussion of administrator presence at Faculty Senate meetings
- IX. Adjourn

# Faculty Senate Minutes

Fargo, ND

North Dakota State University

May 7, 2018

## I. Call to order at 3:00 pm

## II. Attendance

Dr. S. Haring presiding and the following senators were present: D. Bajwa, E. Berry, A. Braaten, U. Burghaus, E. Conwell, L. del Rio Mendoza, S. Duffield, A. Flood, E. Gillam, K. Gordon, T. Greives, R. Hearne, J. M. Jones, D. Katti, B. Klamm, Z. Liu, K. Lyman, S. Markell, K. Nelson, R. Pieri, F. Salajan, K. Sassi, M. Secor-Turner, M. Smith, W. Sun, K. Swanson, A. Ungar, M. Vosen Callens, A. Wagner, T. West, C. Whitsel, D. Wyum, and R. Yellavajjala

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

## III. Adoption of agenda

MOTION: (Gillam/Secor-Turner) to approve agenda. MOTION PASSED WITH A VOTE OF 35-0-1. The following senators or their substitute voted aye: D. Bajwa, E. Berry, A. Braaten, U. Burghaus, E. Conwell, L. del Rio Mendoza, S. Duffield, A. Flood, J. Frenzel, E. Gillam, K. Gordon, R. Hearne, J. M. Jones, D. Katti, B. Klamm, Z. Liu, K. Lyman, S. Markell, K. Nelson, T. Peters, R. Pieri, F. Salajan, K. Sassi, M. Secor-Turner, M. Smith, W. Sun, K. Swanson, A. Ungar, M. Vosen Callens, A. Wagner, A. Werremeyer, T. West, C. Whitsel, D. Wyum, and R. Yellavajjala; the following senator abstained: T. Grieves

## 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/](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 PASSED WITH A VOTE OF 31-3-2. The following senators or their substitute voted aye: D. Bajwa, E. Berry, A. Braaten, U. Burghaus, E. Conwell, L. del Rio Mendoza, S. Duffield, A. Flood, J. Frenzel, E. Gillam, T. Grieves, R. Hearne, J. M. Jones, D. Katti, B. Klamm, Z. Liu, K. Lyman, S. Markell, K. Nelson, T. Peters, F. Salajan, K. Sassi, M. Secor-Turner, W. Sun, A. Ungar, M. Vosen Callens, A. Wagner, A. Werremeyer, T. West, C. Whitsel, and R. Yellavajjala; the following senators or their substitute voted nay: R. Pieri, M. Smith, and K. Swanson; the following senators abstained: K. Gordon and D. Wyum

MOTION (Markell/del rio Mendoza): to amend policy by striking the wording ‘Guidelines for best practices for managing make up work are available through the Provost’s Office.’ MOTION PASSED WITH A VOTE OF 30-5-1. The following senators or their substitute voted aye: D. Bajwa, E. Berry, A. Braaten, U. Burghaus, E. Conwell, L. del Rio Mendoza, S. Duffield, A. Flood, K. Gordon, T. Grieves, D. Katti, B. Klamm, Z. Liu, K. Lyman, S. Markell, K. Nelson, T. Peters, R. Pieri, F. Salajan, K. Sassi, M. Secor-Turner, M. Smith, W. Sun, K. Swanson, A. Ungar, M. Vosen Callens, A. Wagner, T. West, C. Whitsel, and R. Yellavajjala; the following senators or their substitute voted nay: J. Frenzel, E. Gillam, R. Hearne, J. M. Jones, A. Werremeyer; the following senator abstained: D. Wyum

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/](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

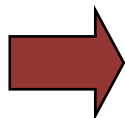
MOTION (Pieri/Hearne): to adjourn the meeting. MOTION CARRIED WITH UNANIMOUS CONSENT.

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 [nds.policy.manual@nds.edu](mailto:nds.policy.manual@nds.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@nds.edu](mailto:mike.borr@nds.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 [nds.policy.manual@nds.edu](mailto:nds.policy.manual@nds.edu). All suggestions will be considered, however due to policy format guidelines, they may not be possible. Thank you for your understanding!

# North Dakota State University

## Policy Manual

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### SECTION 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~~[dangerous weapons per NDCC 62.1-01 and Fargo Municipal Code 10-0304](#) on University owned or controlled property is prohibited, unless permission for possession and/or use has been granted by an appropriate University official. ~~Weapons~~[Dangerous weapons](#) include but are not limited to firearms, ammunition, bombs, explosives, clubs, dirks, martial arts weapons, sling shots, [slung shot](#), bows and arrows, sabers, swords, knives used primarily for hunting ~~relating~~[related](#) purposes, war souvenirs, incendiary devices, fireworks, pellet guns, ~~bb~~[BB](#) 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.

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#### 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 X ☒ 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@nds.edu](mailto:wendy.mccrory@nds.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 [nds.policy.manual@nds.edu](mailto:nds.policy.manual@nds.edu). All suggestions will be considered, however due to policy format guidelines, they may not be possible. Thank you for your understanding!

# North Dakota State University

## Policy Manual

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### SECTION 713

#### RECORDS MANAGEMENT

SOURCE: NDSU President

##### I. POLICY and PURPOSE

A. The policy and purpose for **R**ecords **M**anagement 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 **R**ecords **M**anagement 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;
3. NDUS Policy 1912, Public Records and related procedures 1912.1, Information Security Procedures;
4. NDUS 1912.2, Student Records – Directory Information
5. NDUS 1912.3, Employee Personal Information;
6. NDSU Policy 713.1, Litigation Hold; and
7. NDSU Policy 718, Public/Open Records.

#### VI. RECORDS MANAGEMENT PROGRAM OVERSIGHT

- A. The Records Management Advisory Committee (RMAC) ~~will be~~ responsible for ~~R~~records ~~M~~management policy, standards, guidelines, processes and procedures. The ~~advisory committee~~ RMAC is comprised of:
1. ~~The RMAC chair, appointed by the Vice p~~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 will of the NDSU RMAC chair~~ includes:
1. Coordinating retention, preservation and destruction processes for University records in accordance with this ~~p~~Policy and University ~~R~~records ~~M~~management procedures and practices;
  2. Assisting with efforts to comply and respond to any issued ~~L~~itigation ~~H~~old ~~n~~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/VPIIT 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;
8. Providing current and updated information on the records management Web site, [www.ndsu.edu/recordsmanagement/](http://www.ndsu.edu/recordsmanagement/).

**Commented [CR1]:** Does the current web-based disposal reporting change item 4? In either case, we'll also need to update our training material and quizzes (I'm adding that on my to-do list, to do after we've finalized our documentation on this).

**D.C.** The NDSU Records Management Coordinator:

1. Is appointed by the Vice President for Information Technology/VPIIT;
2. Assists the RMAC Director of Records Management chair and Records Management Advisory Committee the 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:

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

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**HISTORY:**

New	August 20, 1996
Amended	January 22, 2002
Amended	June 11, 2007
Amended	August 1, 2007
Amended	September 2007
Amended	November 2008
Amended	April 2009
Housekeeping	September 2010
Housekeeping	February 14, 2011
Amended	June 11, 2015
Housekeeping	October 2, 2015
Amended	April 26, 2016

**University Curriculum Committee Report  
For Faculty Senate Meeting on May 7, 2018**

<b>New Program</b>	
MPH degree – new accelerated program for Dietetics and Master of Public Health	

<b>Program Changes</b>	
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	

<b>New Courses</b>			
<b>Subject</b>	<b>No.</b>	<b>Title</b>	<b>Effective Term</b>
CSCI	409/609	Cybersecurity Law and Policy	Fall 2018
MBA	723	Digital Marketing	Fall 2018
MUSC	733	Choral Studies and Pedagogy	Fall 2018
UNIV	101	Major Exploration and Academic Planning	Fall 2018

<b>Course Changes</b>								
<b>From:</b>				<b>To:</b>				
<b>Subject</b>	<b>No.</b>	<b>Title</b>	<b>Crs.</b>	<b>Dept</b>	<b>No.</b>	<b>Title</b>	<b>Crs.</b>	<b>Effective Term</b>
CSCI	476/676	Computer Forensics	3	CSCI	410/610	Computer Crime and Forensics	3	Fall 2018
HIST	423/623	U.S. History 1829-1917 II	3	HIST	423/623	The Gilded Age and Progressive America	3	Fall 2018
MATH	429/629	Linear Algebra	3	MATH	429/629	Topics in Linear Algebra	3	Fall 2018

<b>Changes in Prerequisites/Co-Requisites/Course Descriptions</b>				
<b>Subject</b>	<b>No.</b>	<b>Title</b>	<b>Prerequisite/Co-requisite/Description Change</b>	<b>Effective Term</b>
CSCI	410/610	Computer Crime and Forensics	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	Fall 2018
MATH	429/629	Topics in Linear Algebra	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	Fall 2018

<b>Course Inactivation</b>			
<b>Subject</b>	<b>No.</b>	<b>Title</b>	<b>Effective Term</b>
BOT	380	Plant Physiology	Summer 2018

**Addendum to University Curriculum Committee Report  
For Faculty Senate Meeting on May 7, 2018**

<b>New Program</b>
Graduate Certificate in Computer Science Education

<b>Program Changes</b>
B.S./B.A.: Computer Science and Physics – added a Physics course to electives
PhD: Chemistry – adjusted requirements for didactic credits and residency requirements
B.S./B.A.: Strategic Communication – added and deleted courses within the requirements for the major
Minor: Strategic Communication – added and deleted courses within the requirements for the minor
Certificate: Software Engineering – added and deleted courses within the requirements for the certificate
M.S.E.: Software Engineering – added and deleted courses within the requirements for the degree
PharmD: Pharmacy – added and deleted courses within the requirements for the degree
B.S.: Pharmaceutical Sciences – added and deleted courses within the requirements for the major; adjusted program requirements
M.M.L.: Transportation & Logistics – added and deleted courses within the requirements for the degree
PhD: Transportation & Logistics – added a course within the electives for the supply-chain concentration; transferring to College of Business

<b>General Education Recommendation</b>
WGS 370 – approval for Social & Behavioral Sciences and Global Perspectives categories

<b>New Courses</b>			
<b>Subject</b>	<b>No.</b>	<b>Title</b>	<b>Effective Term</b>
BIOL	104	Human Anatomy and Physiology Prep	Summer 2018
GEOG	465/665	Remote Sensing of the Environment	Fall 2019
LA	771	Performance Based Design Studio	Fall 2018
LA	772	Landscape Architecture Graduate Thesis	Spring 2019
LA	781	Professional Practice	Fall 2018
LA	789	Professional Topics in Landscape Architecture	Spring 2019
MBA	735	Global Business	Fall 2018
ME	436/636	Biopolymers and Biocomposites	Fall 2018

<b>New Special Topics Course</b>			
<b>Subject</b>	<b>No.</b>	<b>Title</b>	<b>Effective Term</b>
FIN	499	Advanced Investment Analysis	Fall 2018

<b>Course Changes</b>								
<b>From:</b>				<b>To:</b>				
<b>Subject</b>	<b>No.</b>	<b>Title</b>	<b>Crs.</b>	<b>Dept</b>	<b>No.</b>	<b>Title</b>	<b>Crs.</b>	<b>Effective Term</b>
CSCI	834	Expert Systems	3	CSCI	834	<b>Knowledge Based Systems</b>	3	Summer 2018
HIST	424/624	U.S. History 1917-Present I	3	HIST	424/624	<b>U.S. History 1917-1960</b>	3	Fall 2018
LA	322	History of Landscape Architecture	4	LA	<b>321</b>	History of Landscape Architecture	4	Fall 2018
LA	552	Advanced Landscape Planning	3	LA	<b>722</b>	Advanced Landscape Planning	3	Spring 2019
THEA	262	Introduction to Dance	2	THEA	262	Introduction to Dance	<b>1</b>	Fall 2018
THEA	263	Dance Studio	2	THEA	263	Dance Studio	<b>1</b>	Spring 2019
TL	735	Acquisition Contracts: Law and Management	3	TL	735	<b>Practical Data Analytics</b>	3	Summer 2018
ZOO	360	Animal Behavior	3	<b>BIOL</b>	<b>463</b>	Animal Behavior	3	Summer 2018
ZOO	850	Advanced Conservation Biology	3	<b>BIOL</b>	<b>851</b>	Advanced Conservation Biology	3	Summer 2018

<b>Changes in Prerequisites/Co-Requisites/Course Descriptions</b>				
<b>Subject</b>	<b>No.</b>	<b>Title</b>	<b>Prerequisite/Co-requisite/Description Change</b>	<b>Effective Term</b>
BIOC	460	Foundations of Biochemistry and Molecular Biology I	Prereq: CHEM 240 or CHEM 341 Co-req or Prereq: CHEM 342 (recommended)	Fall 2018
COMM	200	Introduction to Media Writing	Desc: Introduction to writing in the styles and forms required in journalism and strategic communication.	Fall 2018
COMM	346	Sports Broadcasting	Prereq: none	Fall 2018
HIST	424/624	U.S. History 1917-1960	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.	Fall 2018
LA	321	History of Landscape Architecture	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.	Fall 2018

<b>Changes in Prerequisites/Co-Requisites/Course Descriptions (continued)</b>				
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THEA	263	Dance Studio	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.	Spring 2019
TL	735	Practical Data Analytics	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.	Summer 2018
UNIV	489	Capstone Experience	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	Fall 2018

Course Inactivation			
Subject	No.	Title	Effective Term
BUSN	632	Organization and Commercial Transactions	Summer 2018



STATE OF NORTH DAKOTA  
**OFFICE OF ATTORNEY GENERAL**  
STATE CAPITOL  
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(701) 328-2210 FAX (701) 328-2226  
[www.ag.nd.gov](http://www.ag.nd.gov)

Wayne Stenehjem  
ATTORNEY GENERAL

To: Kelly Hoyt

Date: 03.22.2018

From: Matthew Hammer, Assistant Attorney General *mg*

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

POLICY 333: Class Attendance Policy and Procedure

Based on said review, I have the following comments:

- Approved with minor housekeeping changes to §3.
-



## POLICY APPROVAL

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

This policy will be effective:

☐

Date of Signing

☐

Other Effective Date \_\_\_\_\_  
Date

\_\_\_\_\_  
Beth Ingram, Provost

\_\_\_\_\_  
Dean Bresciani, President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**ND Office of Attorney General  
Approved: Form & Legal Sufficiency**



\_\_\_\_\_  
Matt Hammer, Assistant Attorney General



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

### SECTION:

### Policy 333 Class Attendance Policy and Procedure

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](mailto: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](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](mailto:ndsu.policy.manual@ndsu.edu). All suggestions will be considered, however due to policy format guidelines, they may not be possible. Thank you for your understanding!

# North Dakota State University

## Policy Manual

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### SECTION 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 RECOURSE

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-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/](https://www.ndsu.edu/provost/academicaffairs/student_grievances/).

**Comment [CH1]:** This will link to the information once the policy and guidelines are approved.

#### 4. UNIVERSITY SANCTIONED EVENTS

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

#### 5. PREGNANT STUDENTS

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

#### 6. RELIGIOUS ACCOMMODATIONS

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

#### 7. OTHER EXCUSED ABSENCES

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

#### 1. GENERAL PHILOSOPHY

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

#### 2. FACULTY RESPONSIBILITY

- a. ~~The course instructor must clearly inform students on the first day of class and in writing in the syllabus (1) of their policy regarding class absence (including if supporting documentation is required; and (2) policy for making up missed assignments. It is recognized that sometimes an assignment is impossible to make up.~~
- b. ~~The course instructor must exercise a fair and consistent standard for resolving questions of missed assignments, the type, extent, manner, and time frame of the make-up assignments.~~

### 3. STUDENT RESPONSIBILITY

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

---

#### HISTORY:

New	May 20, 1970
Amended	December 12, 1977
Amended	April 1992
Amended	October 2004
Amended	June 2007
Housekeeping	February 14, 2011
Amended	January 28, 2014
Amended	April 24, 2014

## Excused Student Absences

### Guidance for Instructors and Managers of University Sanctioned Events

Last Updated January 24, 2018

These guidelines are provided as a resource for instructors to help manage required student absences (see NDSU Policy 333 Class Attendance Policy) and for managers of university sanctioned events to proactively ensure that instructors are alerted in a timely way with clear information about the absence. If you have any questions about these guidelines or how to manage required absences in a course, please contact the Vice Provost for Academic Affairs, Charlene Wolf-Hall (Old Main 103B, 701-231-6163, [charlene.hall@ndsu.edu](mailto: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-due 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://bulletin.ndsu.edu/academic-policies/incomplete-grades/> and <https://www.ndsu.edu/fileadmin/policy/336.pdf>
- <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](mailto:Kelli.Layman@ndsu.edu) 231-5781 Oversees Football & Softball

Ashley Harris – Assistant Director Athletic Academics

[Ashley.M.Harris@ndsu.edu](mailto: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](mailto:Christopher.Held@ndsu.edu) 231-5557 Oversees Baseball, WBB and Wrestling

Carter Kruckenberg – Athletic Academic/Student Development Coordinator

[Carter.Kruckenberg@ndsu.edu](mailto: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.

Emily Dietz  
Anna Goodhope  
Macey Kvilvang  
Tyrah Spencer

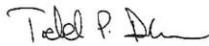
Marina Fernandez  
Reilly Jacobson  
Rylee Nudell  
Taylor Thunstedt

Michelle Gaislerova  
Sarah Jacobson  
Autumn Ogden  
Danneka Voegeli

Wednesday, January 10  
Thursday, January 11  
Friday, January 12  
Tuesday, January 23  
Wednesday, January 24  
Thursday, January 25  
Friday, January 26  
Thursday, February 1 – from 2:00 p.m. on for team shoot around  
Thursday, February 8 – from 2:00 p.m. on for team shoot around  
Wednesday, February 14  
Thursday, February 15  
Friday, February 16  
Thursday, February 22 – from 2:00 p.m. on for team shoot around

Thank you for your cooperation in this matter.

Sincerely,



Todd Phelps  
Deputy Director of Athletics



Maren Walseth  
Head Women's Basketball Coach

**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](http://www.GoBison.com)



## NORTH DAKOTA STATE FOOTBALL

THE TRADITION CONTINUES



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 Board  
Marquise Bridges  
Ty Brooks  
Jaxon Brown  
Caleb Butler  
Desmond Cain  
Colin Conner  
Jabril Cox  
Cole Davis  
Nick DeLuca  
Leo Dempsey  
Ben Ellefson  
Sean Engel  
James Fisher  
Tre Fort  
Dallas Freeman  
Robert Grimsley  
Joshua Hayes  
James Hendricks

Student Trainers  
Mason Ankenbauer  
Adam Estabrooks  
Sami Fuhrmann  
MacKenzie Kittelson  
Natalie Steblay

Keenan Hodenfield  
Jeff Illies  
Nate Jenson  
Zack Johnson  
Stanley Jones  
Cole Karcz  
Darren Kelley  
Ross Kennelly  
Victor Kizewski  
Jackson Koonce  
Zach Kubas  
Austin Kuhnert  
Garrett Malstrom  
Logan McCormick  
Greg Menard  
Aaron Mercadel  
Bryce Messner  
Grant Morgan  
Erik Olson  
Beau Pauly  
Cam Pedersen  
Matt Plank  
Daniel Polansky

Equipment Personnel  
Sam Clausen  
Mo Ibrahim  
Devin Klieman  
Taylor Parker  
Tran Zerface

Brock Robbins  
Karson Schoening  
Darrius Shepherd  
Aaron Steidl  
Easton Stick  
Nathan Tanguay  
Derrek Tuszka  
Jarrod Tuszka  
RJ Urzendowski  
Henry Van Dellen  
Cordell Volson  
Tanner Volson  
Connor Wentz  
Blake Williams  
Dimitri Williams  
Seth Wilson  
Jaylaan Wimbush  
Zack Ziemer

To Be Determined:  
Matt Anderson  
Adam Coffield  
Garret Wegner

Video Personnel  
Andrew Moore  
Aaron Sisk  
Jacob Tepp

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

  
Chris Klieman  
Head Football Coach

  
Mathew Larsen  
Director of Athletics

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](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:

- February 27, 2017 - [https://www.ndsu.edu/fileadmin/facultysenate/minutes/Minutes\\_2016-2017b.pdf](https://www.ndsu.edu/fileadmin/facultysenate/minutes/Minutes_2016-2017b.pdf)
- November 13, 2017 - [https://www.ndsu.edu/fileadmin/facultysenate/201718/minutes/11\\_13\\_17\\_FS\\_Minutes.pdf](https://www.ndsu.edu/fileadmin/facultysenate/201718/minutes/11_13_17_FS_Minutes.pdf)
- April 9, 2018 - [https://www.ndsu.edu/fileadmin/facultysenate/201718/minutes/04\\_09\\_18\\_FS\\_Minutes.pdf](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.



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

**Education**

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

**Dissertation and Theses**

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|----------------|---|
| Dissertation   | Development of an Objective Dose Distribution Analysis Method for OSL Dating and Pilot Studies for Planetary Applications. Oklahoma State University, 2001. |
| Masters Thesis | Sliding Friction, Wear, and Microstructural Evolution of Selected Al-based Bearing Alloys. Ohio State University, 1997.                                     |
| Honors Thesis  | The Effect of Turbidity on the Solar Resetting of the Luminescence Signal: Implications for Luminescence Geochronology. Ohio State University, 1995.        |

## Publications

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

### Published Peer Reviewed Journal Papers

- Schaetzl, R.J., Lepper, K., Thomas, S., Grove, L., Treiber, E., Farmer, A., Fillmore, A., Lee, J., Dickerson, B., and \*\*Alme, K. (2017) Kame Deltas Provide Evidence for a New Glacial Lake and Suggest Early Glacial Retreat from Central Lower Michigan, USA. *Geomorphology*, 280:167-178.<sup>[45]</sup>
- Argyilan, E., Lepper, K., and Thompson, T. (2014) Analysis of intra-dune variability of optical ages yields a refined chronology of late Holocene coastal development along the southern shore of Lake Michigan, *In* Fisher, T. G., and Hansen, E. C., *Eds.*, Coastline and Dune Evolution along the Great Lakes: Geological Society of America Special Paper 508, p. 31-46.<sup>[44]</sup>
- Thompson, T., Johnson, J., and Lepper, K. (2014) The elevation of the peak Nipissing phase at outlets of the upper Great Lakes, *In* Fisher, T. G., and Hansen, E. C., *Eds.*, Coastline and Dune Evolution along the Great Lakes: Geological Society of America Special Paper 508, p. 15-29.<sup>[43]</sup>
- Liu, X., Fisher, T.G., Lepper, K., and Lowell, T.V., (2014) Geochemical Characteristics of Glacial Lake Agassiz Sediments, Fargo, ND and New Ages for the Moorhead Phase: *Canadian Journal of Earth Sciences*, v. 51, p. 850-861.<sup>[42]</sup>
- Higley, M., Fisher, T.G., Jol, H., Lepper, K., and Martin-Hayden, J., (2014) Stratigraphic analysis of the Warren Beach, Northwest Ohio, USA. *Canadian Journal of Earth Sciences*, v. 51, p. 737-749.<sup>[41]</sup>
- Lepper, K., †Buell, A., Fisher, T., and Lowell, T. (2013) A chronology for glacial Lake Agassiz shorelines along Upham's namesake transect. *Quaternary Research*, 80: 88-98.<sup>[40]</sup>
- Lowell, T., Applegate, P., Fisher, T., and Lepper, K. (2013) What caused the low-water phase of glacial Lake Agassiz? *Quaternary Research*, 80: 370-382.<sup>[39]</sup>
- Johnson, J., Argyilan, E., Thompson, T., Baedke, S., Lepper, K., Forman, S. and Wilcox, D. (2012) A Sault-Outlet-Referenced Mid-to Late-Holocene Paleohydrograph for Lake Superior constructed from strandplains of beach ridges. *Canadian Journal of Earth Sciences*, 49: 1263-1279.<sup>[38]</sup>
- Lepper, K., \*\*Gorz, K., Fisher, T. and Lowell, T. (2011) Age Determinations for Lake Agassiz Shorelines West of Fargo, North Dakota, U.S.A. *Canadian Journal of Earth Sciences*, 48: 1199-1207.<sup>[36]</sup>
- Lepper, K., Crowell, K., and Wilson, C. (2011) Chronology and eolian influence on colluvial apron deposition within Cañada del Buey, Pajarito Plateau, New Mexico, USA. *New Mexico Geology*, 33(1): 3-8.<sup>[35]</sup>
- Thompson, T., Lepper, K., Enders, A., Johnson, J., Baedke, S., Argyilan, E., Booth, R., Wilcox, D. (2011) The Nipissing phase of the upper Great Lakes at Alpena, Michigan. *Journal of Great Lakes Research*, 37: 567-576.<sup>[34]</sup>
- †O'Connor, V.A., Lepper, K., \*\*Morken, T.O., \*\*Thorstad, D., \*\*Podoll, A., and †Giles, M.J. (2011) A survey of the signal stability and radiation dose response of sulfates in the context of adapting optical dating for Mars. *Journal of Luminescence*, 131: 2762-2768.<sup>[33]</sup>
- \*\*Breiland, A. and Lepper, K. (2011) Re-examination of the geological context and age of the Walhalla, North Dakota Mammoth. *Current Research in the Pleistocene*, 28: 15-17.<sup>[32]</sup>
- Lepper, K. and \*\*Sager, L. (2010) A revised age determination for the Embden, North Dakota mammoth using optically stimulated luminescence dating. *Current Research in the Pleistocene*, 27: 171-173.<sup>[31]</sup>
- Lepper, K. (2009) The effect of evaporated salt solutions on the optical dating properties of JSC Mars-1: "Seasoning" for a Mars soil simulant. *Astrobiology*, 9(6): 531-534.<sup>[30]</sup>
- Fuller, T.K., Staiger, J.W., Perg, L.A. and Lepper, K. (2009) Field evidence for climate-driven changes in sediment supply leading to strath terrace formation. *Geology*, 37: 467-470.<sup>[29]</sup>
- †Detschel, M.J. and Lepper, K. (2009) Optically stimulated luminescence dating properties of Martian sediment analogue materials exposed to a simulated Martian solar spectral environment. *Journal of Luminescence*, 129: 393-400.<sup>[28]</sup>
- Fisher, T., Yansa, C., Lowell, T., Lepper, K., Hajdas, I., and Ashworth, A. (2008) The chronology, climate, and confusion of the Moorhead Phase of Glacial Lake Agassiz: New Results from the Ojata beach, North Dakota, USA. *Quaternary Science Reviews*, 27: 1124-1335.<sup>[27]</sup>

- Lepper, K., Fisher, T., Hajdas, I., and Lowell, T. (2007) Ages for the Big Stone moraine and the oldest beaches of glacial Lake Agassiz: Implications for deglaciation chronology. *Geology*, 35(7):667-670.<sup>[26]</sup>
- Lepper, K., Reneau, S., \*\*Thorstad, J., and Denton A. (2007) OSL dating of a lacustrine to fluvial transitional sediment sequence in Valle Toledo, Valles caldera, New Mexico. *New Mexico Geology*, 29(4): 112-116.<sup>[25]</sup>
- Lepper, K. and Goff, F. (2007) Yet another attempt to date the Banco Bonito rhyolite, the youngest volcanic flow in the Valles Caldera, New Mexico. *New Mexico Geology*, 29(4): 117-121.<sup>[24]</sup>
- Lepper, K. and Ashworth, A.C. (2007) A dynamic record of late Holocene environmental change recorded in banded colluvium from the northern Great Plains. *Current Research in the Pleistocene*, 24:201-204.<sup>[23]</sup>
- Lepper, K. and Scott, G.F. (2005) Late Holocene aeolian activity in the Cimarron River Valley of West-central Oklahoma. *Geomorphology*, 70: 42-52.<sup>[22]</sup>
- Rowland, J.C., Lepper, K., Dietrich, W.E., Wilson, C.J., and †Sheldon, R. (2005) Tie channel sedimentation rates oxbow formation age, and channel migration rate from Optically Stimulated Luminescence (OSL) analysis of floodplain deposits. *Earth Surface Processes and Landforms*, 30: 1161-1179.<sup>[21]</sup>
- Cordova, C.E., Porter, J.C., Lepper, K., Kalchgruber, R., and Scott, G. (2005) Sand dune morphology and stability along a bioclimatic gradient in North-central and Northwestern Oklahoma. *Great Plains Research*, 15(2): 227-249.<sup>[20]</sup>
- Lepper, K., Carter, B.J., and McKeever, S.W.S. (2003) An OSL evaluation of the depositional chronology of the Cow Creek floodplain: Payne Co. Oklahoma. *Current Research in the Pleistocene*, 20: 123-126.<sup>[18]</sup>
- Lepper, K., Wilson, C., Gardner, J., Reneau, S. and Levine, A. (2003) Comparison of SAR techniques for luminescence dating of sediments derived from volcanic tuff. *Quaternary Science Reviews*, 22:1131-1138.<sup>[17]</sup>
- McKeever, S.W.S, et al. including Lepper, K. (2003) Concepts and approaches for in-situ luminescence dating of Martian sediments. *Radiation Measurements*, 37:527-534.<sup>[16]</sup>
- Lepper, K. and McKeever, S.W.S. (2002) An objective methodology for dose distribution analysis. *Radiation Protection Dosimetry*, 101:349-352.<sup>[14]</sup>
- Nanjundaswamy, R., Lepper, K. and McKeever, S.W.S. (2002) Thermal quenching of thermoluminescence in natural quartz. *Radiation Protection Dosimetry*, 100:305-308.<sup>[13]</sup>
- Banerjee, D., Page, K., Lepper, K. (2002) Optical dating of paleochannel deposits in the Riverine Plain, Southeastern Australia. *Radiation Protection Dosimetry*, 101:327-332.<sup>[12]</sup>
- Banerjee, D., Blair, M., Lepper, K., and McKeever, S.W.S. (2002) Optical stimulated luminescence signals of polymineral fine-grains in the JSC Mars-1 soil simulant. *Radiation Protection Dosimetry*, 101:321-326.<sup>[11]</sup>
- Lepper, K., Siggaard-Andersen, M.L., Agersnap-Larsen, N., Hammer, C.U. and McKeever, S.W.S. (2001) Characterization of luminescence properties of insoluble mineral grains extracted from the Greenland Summit GRIP ice core, and their potential for luminescence dating. *Radiation Measurements*, 33:445-455.<sup>[10]</sup>
- Lepper, K., Agersnap-Larsen, N., McKeever, S.W.S. (2000) Equivalent dose distribution analysis of Holocene eolian and fluvial quartz sands from Central Oklahoma. *Radiation Measurements*, 32:603-608.<sup>[9]</sup>
- Lepper, K. and S.W.S McKeever. (2000) Characterization of fundamental luminescence properties of the Mars soil simulant JSC Mars-1 and their relevance to absolute dating of Martian eolian sediments. *Icarus*, 144:295-301.<sup>[8]</sup>
- Clifford S., et al. including Lepper, K. (2000) The State and Future of Mars Polar Science and Exploration. *Icarus*, 144:210-242.<sup>[7]</sup>
- Lepper, K. and Rigney, D.A. (1998) Application of EDS Peak Enhancement Ratios for Compositional Analysis of Microstructures Evolved during Sliding Wear. *Wear*, 221:134-137.<sup>[4]</sup>
- Lepper, K., James, M., Chashechkina, J., and Rigney, D.A. (1997) Sliding Behavior of Selected Aluminum Alloys. *Wear*, 203-204:46-56.<sup>[3]</sup>
- Forman, S.L., Lepper, K., and Pierson, J. (1994) Limitations of Infrared Stimulated Luminescence to Date High Arctic Marine Sediments. *Quaternary Science Reviews*, 13:545-550.<sup>[2]</sup>

Pierson, J., Forman, S.L., Lepper, K., and Conley, G. (1994) A Variable Narrow Bandpass Optically Stimulated Luminescence System for Quaternary Geochronology. *Radiation Measurements*, 23:535-537.<sup>[1]</sup>

## Invited Editorial

Lepper, K. (2002) A question of protocol. *Radiation Measurements*, 39(3): 169-170.

## Refereed Book Chapter

Forman, S. L., Pierson, J. and Lepper, K. (2000) Luminescence Geochronology. *In* Quaternary Geochronology: Methods and Applications, eds.: Sowers, J. M., Noller, J. S. and Lettis, W. R., American Geophysical Union, Reference Shelf 4: 157-176.<sup>[6]</sup>

## Field Guide

Fisher, T.G., Lepper, K., Ashworth, A.C., Hobbs, H. (2011) Southern outlet and basin of Glacial Lake Agassiz, in Miller, J.D., Hudak, G.J., Wittkop, C., and McLaughlin, P.I., eds., *Archean to Anthropocene: Field guides to the geology of the mid-continent of North America: Geological Society of America Field Guide*, 24, p. 379-400.<sup>[37]</sup>

## Reports / Government Documents

Gardner, J.N., Reneau, S.L., Lavine, A., Lewis, C.J., Katzman, D., McDonald, E.V., Wilson, J., Goodwin, L., Kelson, K.I., Lepper, K., and Wilson, C. (2003) Paleoseismic trenching in the Guaje Mountain fault zone, Pajarito fault system, Rio Grande rift, New Mexico. Los Alamos National Laboratory Report, LA-14087-MS.<sup>[19]</sup>

Forman, S.L., Pierson, J., and Lepper, K. (1998) Luminescence Geochronology. *In* Dating and Earthquakes: Review of Quaternary Geochronology and its Application to Paleoseismology, eds. Sowers, J.M., Noller, J.S., and Lettis, W.R., U.S. Government Printing Office: Washington DC, NUREG-5562.<sup>[5]</sup>

## Abstracts

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

1. Lepper, K., 2017. Getting back to basics: Reaffirming two important theoretical underpinnings relevant to OSL data analysis. GSA Abstracts with Programs. Vol. 49, No. 6, doi: 10.1130/abs/2017AM-303385.
2. Lepper, K., 2017. CHRONOQUEST: A team-based, student-managed authentic geochronology research course. GSA Abstracts with Programs. Vol. 49, No. 6, doi: 10.1130/abs/2017AM-303400.
3. Olson, T., Fischer, J., Clark, L., Gibbs Schnucker, S., Marston, H., and Lepper, K., 2017. Dating the latest Tintah shoreline of Lake Agassiz in northern Minnesota: Adding to the geochronologic puzzle. GSA Abstracts with Programs. Vol. 49, No. 6, doi: 10.1130/abs/2017AM-303239.
4. Olson, T., Gibbs Schnucker, S., Marston, H., Fischer, J., Clark, L. and Lepper, K., 2017. CHRONOQUEST: Our adventures in a team-based, student-managed authentic geochronology research course. GSA Abstracts with Programs. Vol. 49, No. 6, doi: 10.1130/abs/2017AM-303299.
5. Kasmerchak, C., Schaetzl, R. and Lepper, K., 2017. Introducing Glacial Lake Roscommon, central lower Michigan, USA. GSA Abstracts with Programs, Vol. 49, No. 6, doi: 10.1130/abs/2017AM-303067.
6. Johnston, J.W., Argyilan, E.P., Baedke, S.J., Morrison, S., Loope, H.M., Lepper, K., Thompson, T.A. and Wilcox, D.A., 2017. Interpreting paleohydrographic data reconstructed from strandplains of beach ridges in the Laurentian Great Lakes. GSA Abstracts with Programs, Vol. 49, No. 6, doi: 10.1130/abs/2017AM-307880.
7. Johnston, J.W., Morrison, S., Argyilan, 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.

8. Morrison, S., Johnston, J.W., Lepper, K., Jol, H. and Zamperoni, A. 2017. Past Great Lakes water level fluctuations elucidated by the sediments of the Ipperwash strandplain, southern Lake Huron. GAC/MAC annual conference abstracts, Kingston, ON.
9. Lepper, K., Argyilan, E., and Fisher T. 2017. Pushing the limits of OSL application to Great Lakes costal deposits: How young and how small? GSA Abstracts with Programs, Vol. 49, No. 2, doi: 10.1130/abs/2017NE-291582.
10. Dilworth, J., Krantz, D., Fisher, T., and Lepper, K. 2017. Analysis and chronology of Glacial Lake Arkona in the western Lake Erie basin, USA. GSA Abstracts with Programs, Vol. 49, No. 2, doi: 10.1130/abs/2017NE-291041.
11. Morrison, S., Zamperoni, A., Garcia, C., Jol, H., Johnston, J. and Lepper, K., 2017. Quantifying natural lake level fluctuations for the Ipperwash Strandplain, Lake Huron: Examining the connection between the upper and lower Great Lakes. Vol. 49, No. 2, doi: 10.1130/abs/2017NE-290663.
12. Zamperoni, A., Johnston, J., Wolfe, B., Hall, R., Lepper, K., Jol, H., Endres, T. and Duguay, C., 2017. Characterizing relict shorelines to establish the most detailed account of lake-levels in the Peace Athabasca delta: A key hydrologic node of the Mackenzie River basin, northwestern Canada. Vol. 49, No. 2, doi: 10.1130/abs/2017NE-290049.
13. Murphy, J., and Lepper K., 2017. Benefits of integrated Writing Across the Disciplines pedagogy in a mid-level Geomorphology course. Abstracts, 31st Annual National Conference on Undergraduate Research, Memphis, TN.
14. Lepper, K., and Murphy, J. 2016. Adapting legacy Geomorphology lab exercises to host embedded disciplinary writing assignments. GSA Abstracts with Programs, Vol. 48, No. 7, doi: 10.1130/abs/2016AM-278146.
15. Murphy, J., and Lepper K., 2016. Benefits of integrated Writing Across the Disciplines pedagogy in a mid-level Geomorphology course. GSA Abstracts with Programs, Vol. 48, No. 7, doi: 10.1130/abs/2016AM-278584.
16. Alme, K., Lepper, K., Towell, A. and Fisher, T. 2016. OSL evaluation of dune-sourced sand lenses from Gilligan Lake, Michigan, USA. GSA Abstracts with Programs, Vol. 48, No. 7, doi: 10.1130/abs/2016AM-285997.
17. Lowell, T.V., Fisher, T.G., Lepper, K., 2016. Lake Agassiz is a conundrum - should the chronology be likewise?: GSA Abstracts with Programs, Vol. 48, No. 5, doi: 10.1130/abs/2016NC -275361.
18. Johnston, J.W., Lepper, K., Argyilan, E.P., Loope, H.M., and Thompson, T.A., 2016. What is the rate of glacial isostatic adjustment between basins of the upper Great Lakes (Superior, Michigan, Huron)? GSA Abstracts with Programs, Vol. 48, No. 5, doi: 10.1130/abs/2016NC-275655.
19. Johnston, J.W., Thompson, T.A., Baedke, S.J., Argyilan, E.P., Lepper, K., Loope, H.M., Morrison, S., Wilcox, D.A., 2016. Unraveling the natural rhythm of the Upper Great Lakes preserved in ancient shorelines: International Association for Great Lakes Research 59<sup>th</sup> Annual Conference, Abstracts with Program, Guelph, Ontario, Canada.
20. Lepper, K., Lewis, A., Zamora, F., Ramsey, M., Kowalewski, D., Willenbring, J., 2015. Novel adaptations of OSL dating procedures reveal episodic deposition on high elevation Antarctic fan: Geological Society of America Abstracts with Programs, v. 47, no. 7, p. 76.
21. Nitschke, J., Lepper, K., Johnston, J., Thompson, T., and Loope, H. 2015. OSL dating of a strandplain sequence in the Pine River Embayment of Lake Superior along the Upper Peninsula of Michigan: Geological Society of America Abstracts with Programs, v. 47, no. 7, p. 548.
22. Ternes, S. and Lepper, K. 2015. Optical dating equivalent dose distributions across grain size fractions: a detailed analysis of an Antarctic fan sample: Geological Society of America Abstracts with Programs, v. 47, no. 7, p. 793.
23. Kowalewski, D.E., Lewis, A.R, Lepper, K., Willenbring, J., Zamora, F., Valletta, R., Johnson, J., 2015. Orbital forcing of high elevation meltwater events along the periphery of East Antarctica: Eos Transactions, AGU Fall Meeting Supplement.
24. Lepper, K., Fisher, T., and Lowell, T., 2015. Water storage changes in Glacial Lake Agassiz, when, where, how; but mostly when: Canadian Quaternary Association (CANQUA) 2015 Abstracts (*digital only, no printed volume*).
25. Johnston, J.W., Lepper, K., Argyilan, E.P., Wilcox, D.A., Baedke, S.J., and Thompson, T.A., 2015. Closing the gap between the geologic and historical records in the Laurentian Great Lakes by providing the most detailed account of paleo lake level, ranging from decades to five millennia: Joint Assembly Meeting – AGU, CGU, GAC, and MAC, Abstracts with Program.

26. Lowell, T., Lepper, K., Fisher, T., Ward, D., Heath, S., and Breckenridge, A., 2015. Assessment of drainage pathways from Glacial Lake Agassiz: Geological Society of America Abstracts with Programs, v. 47, no. 5, p. 21.
27. Johnston, J., Loope, H., Lepper, K. and Thompson, T., 2015. Analysis of middle Holocene (ca. 6000 to 4500 years ago) lake-level change of ancestral Lake Superior at the Huron Mountains, Upper Michigan: Geological Society of America Abstracts with Programs, v. 47, no. 5, p.5.
28. Horton, J., Fisher, T., Karaffa, M., Loope, H., Lepper, K., 2015. Deglacial chronology of the Sturgis Moraine in South-central Michigan and Northeast Indiana: Geological Society of America Abstracts with Programs, v. 47, no. 5, p. 3.
29. Higley, M., Fisher, T., Jol, H., Lepper, K., Goble, R., and Martin-Hayden, J. 2015. A contemporary story of historical Lake Warren strandlines from Northwest Ohio: Geological Society of America Abstracts with Programs, v. 47, no. 5, p. 4.
30. Kowalewski, D., Lewis, A., and Lepper, K. 2015. Holocene summer melt potential in the Antarctic Dry Valleys: evidence from high elevation alluvial fan activity: Geological Society of America Abstracts with Programs, v. 47, no. 5, p.123.
31. Lepper, K., Ramsey, M., Zamora, R., and Lewis, A., 2014. OSL dating of high elevation fan deposits in the Antarctic Dry Valleys: Analytical methods: Geological Society of America Abstracts with Programs, v. 46, no. 6, p.185.
32. Ramsey, M., Lepper, K., Zamora, R., and Lewis, A., 2014. OSL dating of high elevation fan deposits in the Antarctic Dry Valleys: Current results: Geological Society of America Abstracts with Programs, v. 46, no. 6, p.185.
33. Kowalewski, D., Lewis, A., and Lepper, K. 2014. Possible triggers for Holocene meltwater production at high elevation alluvial fans in the Dry Valleys, East Antarctica: Geological Society of America Abstracts with Programs, v. 46, no. 6, p.185.
34. Jacobs, C., Lepper, K. and Strelin, J., 2014. OSL dating of shoreline deposits of Laguna Cari-Laufquen Grande, Argentina: Geological Society of America Abstracts with Programs, v. 46, no. 6, p.148.
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.
36. Ramsey, M.A., Zamora, F.J., Lepper, K., and Lewis, A.R., 2013. OSL dating of high-elevation fan deposits in the Antarctic Dry Valleys: Field sampling, laboratory processing, and preliminary data: Geological Society of America Abstracts with Programs, v. 45, no. 7, p. 118.
37. Zamora, F.J., Lewis, A.R., Lepper, K., and Ramsey, M.A., 2013. Alluvial fans in the McMurdo Dry Valleys: A proxy for melting along terrestrial margins of the East Antarctic ice sheet: Geological Society of America Abstracts with Programs, v. 45, no. 7, p. 412.
38. Lepper, K., Lorenz, K.M., and Argyilan, E.P., 2013. An evaluation of SAR data-collection variations and data-analysis approaches for dating modern sediments with OSL: 9<sup>th</sup> New World Luminescence Dating Workshop Abstract Volume, p. 22. *[abstract only]*
39. Lowell, T.V., Applegate, P., Fisher, T.G., Lepper, K., 2013. Estimates of Laurentide meltwater production and fate based on first order hydrological principles: CANQUA Meeting Abstracts.
40. Lepper, K., Fisher, T.G. and Lowell, T.V., 2013. Age constraints for an updated Lake Agassiz paleohydrograph: Geological Society of America Abstracts with Programs, v. 45, no. 4, p. 3.
41. Fisher, T.G., Blockland, J., Higley, M., Anderson, B., Goble, R.J., and Lepper, K., 2013. Recent stratigraphic and chronologic results from the Huron-Erie lake plain of ancestral Lake Erie, Ohio: Geological Society of America Abstracts with Programs, v. 45, no. 4, p. 3.
42. Liu, X., Fisher, T.G., Lepper, K., and Lowell, T.V., 2013. Using lacustrine sediment to test the evaporation hypothesis for the Moorhead low water phase of Lake Agassiz: Geological Society of America Abstracts with Programs, v. 45, no. 4, p. 53.
43. Thompson, T.A., Johnston, J.W., and Lepper, K., 2013. The elevation of the peak Nipissing phase (mid Holocene) at outlets of the upper Great Lakes: Geological Society of America Abstracts with Programs, v. 45, no. 4, p. 55.
44. Johnston, J.W., Argyilan, E.P., Thompson, T.A., Lepper, K., Baedke, S.J., and Wilcox, D.A., 2013. A Sault-outlet-referenced mid- to late-Holocene paleohydrograph for Lake Superior constructed from strandplains of beach ridges: Geological Society of America Abstracts with Programs, v. 45, no. 4, p. 56.

45. Lepper, K., Argyilan, E. and Thompson, T. 2012. Analysis of intra-dune variability of optical ages in late Holocene coastal dunes along the southern shore of Lake Michigan: Geological Society of America Abstracts with Programs, v. 44, no. 7, p. 297.
46. Fisher, T., Lepper, K., and Lowell, T., 2012. Meltwater storage in Lake Agassiz; Volume, delivery, and timing: Geological Society of America Abstracts with Programs, v. 44, no. 7, p. 454.
47. Liu, X., Fisher, T., Lepper, K. and Lowell, T. 2012. Using lacustrine sediment to test the evaporation hypothesis for the Moorhead low water phase of Lake Agassiz: Geological Society of America Abstracts with Programs, v. 44, no. 7, p. 437.
48. Argyilan, E., Lepper, K., Thompson, T. and \*\*Grabos, N., 2012. Late Holocene coastal development along the southern shore of Lake Michigan determined from eolian and palustrine deposits of the Tolleston beach: Geological Society of America Abstracts with Programs, v. 44, no. 7, p. 44.
49. \*\*Grabos, N., Argyilan, E., Thompson, T. 2012. Examining concepts related to parabolic dune development in stabilized dunes along the southern coast of Lake Michigan using geomorphology, optical stimulated luminescence (OSL) and particle size analysis (PSA): Geological Society of America Abstracts with Programs, v. 44, no. 7, p. 107.
50. †Zamora, F. Lewis, A., and Lepper, K., 2012. Activation of high elevation alluvial fans in the Transantarctic Mountains – a proxy for warmth along East Antarctic ice margins: American Geophysical Union Fall 2012 Meeting Abstracts.
51. Lepper, K., 2012. Lake Agassiz beach mammoths: New dates for some old beach bums: Geological Society of America Abstracts with Programs, v. 44, no. 5, p. 11.
52. \*\*Moxness, L. and Lepper, K., 2012. OSL dating and sedimentological analysis of Pre-Herman glacial lake strandlines near Milnor, North Dakota: Geological Society of America Abstracts with Programs, v. 44, no. 5, p. 11.
53. Lowell, T.V., Fisher, T.G., Applegate, P.J., and Lepper, K., 2012. Can evaporation match meltwater input?: A story to be told from the Lake Agassiz basin: American Quaternary Association Program and Abstracts of the 22<sup>nd</sup> Biennial Meeting.

## Presentations

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### Presentations by Lepper:

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

1. Getting back to basics: Reaffirming two important theoretical underpinnings relevant to OSL data analysis. Geological Society of America Annual Meeting, Seattle, WA, October 2017.
  2. CHRONOQUEST: A team-based, student-managed authentic geochronology research course. Geological Society of America Annual Meeting, Seattle, WA, October 2017.
  3. Adapting legacy Geomorphology lab exercises to host embedded disciplinary writing assignments. Geological Society of America Annual Meeting, Denver, CO, September 2016.
  4. Novel adaptations of OSL dating procedures reveal episodic deposition on high elevation Antarctic fans. Geological Society of America Annual Meeting, Baltimore, MD, November 2015.
  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.
  6. OSL dating of high elevation fan deposits in the Antarctic Dry Valleys: Analytical methods. Geological Society of America National Meeting, Vancouver, BC, October 2014.
  7. A complex deglacial history spanning up to 55,000 years glimpsed in eastern Sargent County, North Dakota. Geological Society of America Central Section Meeting. Lincoln, NE, April 2014.
- Was unable to travel for much of 2013.*
8. Analysis of intra-dune variability of optical ages in late Holocene coastal dunes along the southern shore of Lake Michigan. Geological Society of America Annual National Meeting, Charlotte, NC, November 2012.
  9. Lake Agassiz beach mammoths: New dates for some old beach bums. Geological Society of America Central Section Meeting. Dayton, OH, April 2012.

### **Presentations by Undergraduate Students - Lepper as Mentor:**

1. Fischer, J, Olson, T., Clark, L., Gibbs Schnucker, S., Marston, H., and Lepper, K., Dating the latest Tintah shoreline of Lake Agassiz in northern Minnesota: Adding to the geochronologic puzzle (poster). Geological Society of America Annual Meeting, Seattle, WA, October 2017.
2. Fischer, J, Gibbs Schnucker, S., and Lepper, K., Dating the latest Tintah shoreline of Lake Agassiz in northern Minnesota: Adding to the geochronologic puzzle (poster). NDSU EXPLORE Undergraduate Research Symposium, November 2017.
3. Olson, T., Gibbs Schnucker, S., Marston, H., Fischer, J, Clark, L. and Lepper, K., CHRONOQUEST: Our adventures in a team-based, student-managed authentic geochronology research course (poster). Geological Society of America Annual Meeting, Seattle, WA, October 2017.
4. Marston, H., Clark, L. and Lepper, K., CHRONOQUEST: Our adventures in a team-based, student-managed authentic geochronology research course (poster). NDSU EXPLORE Undergraduate Research Symposium, November 2017.
5. Olsen, T. and Lepper, K. CHRONOQUEST: Locating sample sites on the poorly expressed Tintah of Lake Agassiz using an integrative data framework (poster). NDSU EXPLORE Undergraduate Research Symposium, November 2017.
6. Olsen, T. and Lepper, K. CHRONOQUEST: Locating sample sites on the poorly expressed Tintah of Lake Agassiz using an integrative data framework (poster). NDSU CSM Summer Undergraduate Research Symposium, August 2017.
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.
8. Murphy, J. and Lepper, K., Benefits of integrated Writing Across the Disciplines pedagogy in a mid-level Geomorphology course (poster). Geological Society of America Annual Meeting, Denver, CO, September 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.
10. Alme, K., Lepper, K., Towell, A., and Fisher, T., OSL evaluation of dune-sourced sand lenses from Gilligan Lake, Michigan, USA (poster). NDSU EXPLORE Undergraduate Research Symposium, November 2016.
11. Alme, K., Lepper, K., Towell, A., and Fisher, T. OSL evaluation of dune-sourced sand lenses from Gilligan Lake, Michigan, USA (poster). Geological Society of America Annual Meeting, Denver, CO, September 2016.
12. Nitschke, J., Lepper, K., Johnston, J., Thompson, T., and Loope, H., OSL dating of a strandplain sequence in the Pine River Embayment of Lake Superior along the Upper Peninsula of Michigan (poster). Geological Society of America Annual Meeting, Baltimore, MD, November 2015.
13. Ternes, S., and Lepper, K., Optical dating equivalent dose distributions across grain size fractions: a detailed analysis of an Antarctic fan sample (poster). Geological Society of America Annual Meeting, Baltimore, MD, November 2015.
14. Jacobs, C., Lepper, K. and Strelin, J., OSL dating of shoreline deposits of Laguna Cari-Laufquen Grande, Argentina (poster). Geological Society of America National Meeting, Vancouver, BC, October 2014.
15. Moxness, L. and Lepper, K. OSL dating and sedimentological analysis of Pre-Herman glacial lake strandlines near Milnor, North Dakota (poster). Geological Society of America Central Section Meeting. Dayton, OH, April 2012.
16. Breiland, A. and Lepper, K. New insights into the age and geological context of the Walhalla, North Dakota mammoth (poster). Geological Society of America Annual National Meeting, Denver, CO, October 2010.
17. Fielding, J.D.W. and Lepper, K. Occurrence and age of packrat middens from western North Dakota (Oral). Geological Society of America Annual National Meeting. Portland, OR, October 2009.
18. Gorz A.J. and Lepper, K. OSL dating properties of Mg-carbonate: A recently discovered mineral in Martian sediments (poster). Geological Society of America Annual National Meeting. Portland, OR, October 2009.
19. Gorz, K.L., and Lepper, K. OSL dating of glacial Lake Agassiz strandlines in western Cass County, North Dakota (Oral). Annual Meeting of Geological Society of America, Evansville, IN, April 2008.
20. Thorstad, D. and Lepper, K. A comparison of the basic optical dating properties of two natural gypsum samples as analogs for component minerals in Mars surface sediments (poster). Annual Meeting of Geological Society of America, Denver, CO, October 2007.
21. Morken, T. and Lepper, K. Optical Dating Properties of Thenardite ( $\text{Na}_2\text{SO}_4$ ): A potential sulfur source mineral in Martian sediments (poster). Annual Meeting of Geological Society of America, Philadelphia, PA, October 2006.



22. Podoll, A. and Lepper, K. The optical dating properties of Kieserite: An important accessory mineral in Martian sediments (poster). Annual Meeting of the Geological Society of America, Salt Lake City, UT, October 2005.
23. Franklund, R. and Lepper, K. Maximum Age Predictions for Optical Dating on Mars Based on Dose/Depth Models and Martian Meteorite Compositions (poster). Fall Meeting of the American Geophysical Union, San Francisco, CA, December 2004.
24. Thorstad, J., Lepper, K., and Reneau, S. OSL dating of lacustrine deposition in Valle Toledo; New Mexico (poster). Annual Meeting of the Geological Society of America, Denver, CO, November 2004.

#### **Presentations by Graduate Students - Lepper as Research Advisor:**

1. Ramsey, M., Lepper, K., <sup>†</sup>Zamora, F.J., and Lewis, A.R. OSL dating of high elevation fan deposits in the Antarctic Dry Valleys: Current results. Geological Society of America, National Meeting, Vancouver, BC, October 2014.
2. Ramsey, M.A., <sup>†</sup>Zamora, F.J., Lepper, K., and Lewis, A.R. OSL dating of high-elevation fan deposits in the Antarctic Dry Valleys: Field sampling, laboratory processing, and preliminary data. Annual Meeting of the Geological Society of America, Denver, CO, October 2013.
3. Detschel, M.J. and Lepper, K. The OSL dating behavior of Martian sediment analogue materials exposed to a simulated Martian solar spectrum. American Physical Society National Meeting, Pittsburgh, PA, March 2009.
4. Detschel, M. and Lepper, K. The role of ultraviolet light as an ionizing radiation source in the development of in-situ optical dating techniques for Mars. 39<sup>th</sup> Lunar and Planetary Sciences Conference, Houston, TX, March 2008.
5. O'Connor, V. and Lepper, K. Optical dating properties of calcium and magnesium sulfates: Important components of Mars surface sediments. 39<sup>th</sup> Lunar and Planetary Sciences Conference, Houston, TX, March 2008.
6. O'Connor, V. and Lepper, K. Optically stimulated luminescence dating properties of gypsum and anhydrite: potentially important geochronometric minerals in Martian sediments. Annual Meeting of Geological Society of America, Denver, CO, October 2007.

## **Grantsmanship**

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### **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: Intraglacial Lake Roscommon. NSF Geography and Spatial Sciences (*Submitted Sept. 2017: \$349k/3yrs; NDSU request \$39.5k; pending*)
- Lewis, A., Lepper, K. (Co-PI's), Collaborative Research: Activation of high-elevation alluvial fans in the Transantarctic Mountains - a proxy for Plio-Pleistocene warmth along East Antarctic ice margins. NSF, Antarctic Earth Science Program, Co-I's: Willenbring, J. and DeConto, R. (*NDSU request: \$180.1k/3yr; funded; term 8/01/11-7/31/14, no cost extension to 6/30/15*).
- Lepper, K., Developing a direct depositional chronology for the shores of glacial Lake Agassiz using optically stimulated luminescence dating. Comer Science and Education Foundation (*\$50k/2yr; funded; term 5/15/07-5/15/09*).
- Lepper, K., The optical dating response of Mars sediment analogs including geologic salts to simultaneous UV/VIS irradiation. NASA Office of Space Sciences, Mars Fundamental Research Program (*\$132k/2yr; funded; term 5/10/06-5/09/08+1 yr extension*).
- Lepper, K., Optically stimulated luminescence dating of Lake Huron beach ridges. Cooperative agreement with the U.S. Geologic Survey, Great Lakes Science Center (*\$35.3k; funded; term 8/15/05-8/14/09; modified in 2007 to a total of \$61.2k*).
- Lepper, K., Fence row dunes as archives of eolian soil erosion rates in west Texas and eastern New Mexico. Gladys W. Cole Memorial Research Award for drylands research from the Quaternary Geology and Geomorphology section of the Geological Society of America (*\$7.6k; funded; term 10/16/05-10/15/06*).

- Lepper, K., Martian Seminar Exchange. Grant from the North Dakota NASA EPSCoR office (\$2.6k; funded; term 1/01/05-6/30/05).
- Lepper, K., Geochronologic support for the evaluation of long-term erosion rates at LANL Area G. Subcontract to Los Alamos National Laboratory / DOE (\$15k; funded; term 9/01/04-7/31/05).
- Lepper, K. and Wilson C.J., Sponsorship for the 2nd North American Luminescence Dating Workshop in Northern New Mexico. Los Alamos National Laboratory (DOE), Capital Equipment Reinvestment Program (\$50k; funded; term – 2004 single expenditure).
- Wilson, C.J. and Lepper, K., Proposal for an integrated OSL reader. Los Alamos National Laboratory (DOE), Capital Equipment Reinvestment Program (\$95k; funded; term – 2002 single expenditure).

## Teaching Experience

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### Articulation of Teaching Philosophy

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

### Classroom Teaching

#### Current Course Responsibilities:

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

#### I have had the privilege of instructing the following courses at North Dakota State University:

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

### Research-teaching

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

### Graduate Students Advised

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

1. \*Meridith Ramsey; graduated 2015; Environmental and Conservations Sciences (ECS) Program; began August 2012 – graduated with MS degree December 2015; Topic: Geochronology of fans deposits as climate proxies in the Dry Valleys region of Antarctica; Supported by NSF grant, (co-advised with A. Lewis).
2. Felix Zamora; graduated 2013; Environmental and Conservations Sciences (ECS) Program; began August 2011 – graduated with MS degree July 2013; Topic: Climate records in fans deposits of the Dry Valleys region of Antarctica; Supported by NSF grant, (co-advised with A. Lewis).
3. \*Vanessa O'Connor; Environmental and Conservations Sciences (ECS) Program; began January 2007 - graduated with MS degree December 2008. Thesis title: Optical stimulated luminescence dating properties of calcium, magnesium and ferric sulfates: potentially important geochronometric minerals in Martian sediments; Supported by NASA Grant.
4. \*Marissa Detschel; Physics; began May 2007 - graduated with MS degree May 2009; Thesis title: The optical dating response of Martian sediment analogue materials to a simulated Martian solar spectral irradiance environment consisting of simultaneous ultraviolet and visible irradiation; Supported by NASA Grant.
5. Alex Buell; Environmental and Conservations Sciences (ECS) Program; began May 2007 - graduated with MS degree May 2009; Thesis title: An OSL chronology for Lake Agassiz beaches along Upham's type transect; Supported by a Comer Science and Education Foundation Grant.

### Undergraduate Students Mentored on Independent Research Projects

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

1. \*Kayleigh Alme, Undergraduate Geology Major; Project title, OSL evaluation of dune-sourced sand lenses from Gilligan Lake, Michigan, USA.
2. Gabriel Ferragut; Undergraduate Geology and Physics Major, *NASA Space Grant Fellowship awardee, Summer 2015*; Project topic: The influence of H<sub>2</sub>O phase on inter-granular radiation attenuation.
3. \*Jenna Murphy; ***Undergraduate English Major***. Project topic: Exploratory research in geosciences writing: embedded writing instruction within Geomorphology laboratory exercises.
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
8. \*Ashley Brieland; Undergraduate Geology Major, *Robert Noyce STEM Intern 2010*; Project title, Re-examination of the geological context and age of the Walhalla, North Dakota Mammoth. Current Research in the Pleistocene.
9. \*Lauren Sager; Undergraduate Geology Minor, *Robert Noyce STEM Intern 2009*; Project topic, A revised age determination for the Embden, North Dakota mammoth using optically stimulated luminescence dating.
10. Andrew Gorz; Undergraduate Geology Major; *NASA Undergraduate "Space Grant" awardee*, Spring and Summer 2009; Project Title, OSL dating properties of Mg-carbonate.
11. \*Kelly Gorz; Undergraduate Geology Major; *NASA McNair Scholar 2006-2008*; Project title, Geochronology of Lake Agassiz strandlines in Cass County, North Dakota
12. \*John Fielding; Undergraduate Geology Major; *NASA McNair Scholar 2007-2009*; Project title, Pack Rat Middens as paleoenvironmental indicators in North Dakota
13. Dan Thorstad; Undergraduate Geology Minor; *NASA Undergraduate "Space Grant" awardee*, Spring 2007; Project title, Optical Dating properties of Gypsum (CaSO<sub>4</sub>·2H<sub>2</sub>O).
14. Todd Morken; Undergraduate Geology Major at NDSU; *NASA Undergraduate "Space Grant" awardee, Spring and Fall 2006*; Project topic, Sulfates as geochronometers for Mars surface science.
15. Andrew Podoll; Undergraduate Geology Major at NDSU; *NASA Undergraduate "Space Grant" awardee*, Spring 2005; Project title, Optical dating properties of Kieserite - an important accessory mineral in Martian sediments.

16. Roark Franklund; Undergraduate Geology Major at NDSU; Project title, Maximum age predictions for OSL dating on Mars based on dose/depth models and Martian meteorite compositions.
17. \*Abigail Marohl; Undergraduate Geology Major at NDSU; Project title, Luminescence dating of fluvial sediments from Chupaderos Canyon New Mexico.
18. \*Jennifer Thorstad; Undergraduate Geology Major at NDSU; *EPSCoR AURA awardee*, Summer 2004; Project title, Geochronology of lake deposits in Valles Toledo; New Mexico.

## Service

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### Service to the Profession

Have served as technical host or co-host for two international specialist conferences:

- 4<sup>th</sup> New World Luminescence Dating and Dosimetry Workshop, Denver, CO. May 31-June 1, 2006
- 2<sup>nd</sup> North American Luminescence Dating Workshop in Albuquerque NM. August 14-16, 2003.

Have co-chaired sessions at Geological Society of America Meetings:

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

Have reviewed NASA and NSF research proposals and served as a review panelist:

- NSF EAR Geomorphology program proposal reviewer, April 2012
- NASA PIDDP proposal review panelist, Jan. 2010.
- NASA ASTID proposal reviewer, Nov. 2010.

Have refereed manuscripts submitted for publication in the peer-reviewed journals:

- *Geomorphology*
- *Quaternary International*
- *Quaternary Science Reviews*
- *Radiation Measurements*
- *Journal of Luminescence*
- *Archaeometry*
- *Icarus*
- *Planetary and Space Sciences*

### University Service

#### North Dakota State University

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

- Served as a member of the search committee for a tenure-track geography position in the Department of Geosciences (2011 to 2012)
- Served as a member of the College of Science and Mathematics Curriculum Review Committee (2005-2008)
- Served as chair of a tenure-track faculty search committee for the Department of Geosciences (2007 to 2008)
- Served as a member of the search committee for Dean of the College of Science and Mathematics (2005 to 2006)

### Community Service

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

## Honors, Awards, and Recognition of Scholarship

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### 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

1998 - 2001	Presidential Fellowship for Water, Energy, and the Environment 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**

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Email: molly.secor-turner@ndsu.edu

Home: 2319 6<sup>th</sup> 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*

- Secor-Turner, M.,** McMorris, B. & Scal, P. (2017). Improving the Sexual Health of Young People with Mobility Impairments: Challenges and Recommendations. *Journal of Pediatric Health Care*, 31:578-587. doi:10.1016/j.pedhc.2017.03.002
- Secor-Turner, M.,** Randall, B.A., Christensen, K., Loyola, M., & Jacobson, A. (2017). Implementing community-based comprehensive sexuality education with high-risk youth in a conservative environment: Lessons learned. *Sexuality Education*. doi:10.1080/14681811.2017.1318273
- Secor-Turner, M.,** Schmitz, K., & Benson, K. (2016). Adolescent experiences of menstruation in rural Kenya. *Nursing Research*, 64(4):301-5. doi:10.1097/NNR.0000000000000161.
- Reichenberger, D., Hilmert, C., Irish, L., **Secor-Turner, M.,** & Randall, B. (2015). Associations between sleep and health-risk behaviors in a rural adolescent population. *Journal of Pediatric Health Care*, 30(4):317-22. doi:10.1016/j.pedhc.2015.08.003.
- Secor-Turner, M.,** Greise, E., Kenyon, D., & Randall, B. (2015). Sexual risk behaviors among frontier adolescents: Profiles of pregnancy risk and protection. *Health Behavior and Policy Review*, 2: 144-153.
- Secor-Turner, M.,** Randall, B., & Mudzongo, C. (2014).. Barriers and facilitators of adolescent health in rural Kenya. *Journal of Transcultural Nursing*, 1-7. doi: 10.1177/1043659614558453.
- Secor-Turner, M.,** Randall, B.R., Brennan, A., Anderson, M., & Gross, D. (2014). Rural adolescents' access to adolescent friendly health services. *Journal of Pediatric Health Care*, 28:531-540.
- Schlafer, R., Hellerstedt, W., **Secor-Turner, M.,** Gerrity, E., & Baker, R. (2014). Doula's perspectives about providing support to incarcerated women: A Feasibility study. *Public Health Nursing*, doi: 10.1111/phn.12137.
- Sieving, R., McRee, A., **Secor-Turner, M.,** Garwick, A., Bearinger, L., Beckman, K., McMorris, B., & Resnick, M. (2014). Prime Time: Long-term sexual health outcomes of a clinic-linked intervention. *Perspectives on Sexual and Reproductive Health*, 46: 91-100. doi:10.1363/46e0914.
- Hauff, A., **Secor-Turner, M.,** & Gross, D. (2014). Homeless health needs: Shelter and health service provider perspective. *Journal of Community Health Nursing*, 31: 1-15. doi:10.1080/07370016.2014.901072.
- Secor-Turner, M.,** Garwick, A., Sieving, R.E., & Seppelt, A. (2014). Characteristics of violence among adolescent girls at high risk for early pregnancy. *Journal of Pediatric Health Care*, 28(3): 227-233. doi:10.1016/j.pedhc.2013.03.002.
- Secor-Turner, M.,** McMorris, B., Sieving, R. & Bearinger, L. (2013). Life experiences of instability and sexual risk behavior among high risk adolescent females. *Perspectives on Sexual and Reproductive Health*, 45(2): 101-107. doi:10.1363/psrh.2013.45.issue-2/issuetoc.
- Secor-Turner, M.,** Randall, B.A., Brennan, A., Anderson, M., & Gross, D. (2013). How adolescent-friendly are rural health services? (abstract). *Journal of Adolescent Health*, 52(2):S1, S98-S99.
- Sieving, R., McRee, A., McMorris, B., Beckman, K., Pettingell, S., Bearinger, L., Garwick, A., Oliphant, J., Plowman, S., **Secor-Turner, M.,** Resnick, M. (2013). Prime Time: 24-Month Sexual Health Outcomes of a Clinic-Linked Intervention to Prevent Pregnancy Risk Behaviors. *Archives of Pediatric and Adolescent Medicine*, 167(4): 333-340. doi: 10.1001/jamapediatrics.2013.1089.
- Sieving, R., McMorris, B., **Secor-Turner, M.,** Garwick, A., Shlafer, R Beckman, K., , Pettingell, S., Oliphant, J., & Seppelt, A. (2013). Prime Time: 18-month Violence Outcomes of a Clinic-Based



Intervention. *Prevention Science*, published online 4/2/2013:  
<http://link.springer.com/content/pdf/10.1007%2Fs11121-013-0387-5.pdf>.

Tanner, A., **Secor-Turner, M.**, Garwick, A., Sieving, R., & Rush, K. (2012). Engaging high risk youth in *Prime Time*: Perspectives of case managers. *Journal of Pediatric Health Care*, 26(4): 254-265. doi: 10.1016/j.pedhc.2010.10.003.

**Secor-Turner, M.**, Sieving, R., & Garwick, A. (2011). Social Messages, Social Context, and Teen Sexual Health: Voices of Urban African American Youth. *American Journal of Health Behavior*, 35 (2) 162-174.

Sieving, R., McMorris, B., Beckman, K., Pettingell, S., **Secor-Turner, M.**, Kugler, K., Garwick, A., Resnick, M., & Bearinger, L. (2011). *Prime Time*: 12-month sexual health outcomes of a clinic-based intervention to prevent pregnancy risk behaviors. *Journal of Adolescent Health*, 49(2): 172-179.

**Secor-Turner, M.**, Garwick, A., Horvath, K., Wells, C., & Scal, P. (2011). Living with Juvenile Arthritis: Adolescents' Challenges and Experiences. *Journal of Pediatric Health Care*, 25(5): 302-307. doi: 10.1016/j.pedhc.2010.06.004.

**Secor-Turner, M.**, Sieving, R., Eisenberg, M., & Skay, C. (2011). Associations between adolescents' sources of information about sex and risky sexual behaviors. *Sex Education: Sexuality, Society and Learning*, 11(4): 489-500.

**Secor-Turner, M.**, Sieving, R., Garwick, A., Spratt, R., & Duke, N. (2010). Culturally sensitive community engaged research with African American young women: Lessons learned. *Journal of Community Health Nursing*, 27(3): 160-172. doi: 10.1080/07370016.2010.494456.

**Secor-Turner, M.**, Sieving, R., Widome, R., Plowman, S., & Vanden Berk, E. (2010). Active parent consent for health surveys with urban middle school students: Processes and outcomes. *Journal of School Health*, 80(2): 73-79. doi: 10.1111/j.1746-1561.2009.00468.x.

**Secor-Turner, M.**, Bearinger, L., Sieving, R. (2010). Global sexual and reproductive health: Responding to the needs of adolescents. In N. Mascie-Taylor & L. Rosetta (Eds.), Reproduction and Adaptation. Oxford, England: Cambridge University Press.

**Secor-Turner, M.**, Kugler, K., Bearinger, L. & Sieving, R. (2009). A Global Perspective of Adolescent Sexual and Reproductive Health: Context Matters. *Adolescent Medicine: State of the Art Reviews*, 20(3): 1005-1025.

Widome, R., Sieving, R., & **Secor-Turner, M.** (2008). Young adolescent responses to different question formats assessing race/ethnicity. [Editorial]. *Journal of Adolescent Health*, 42(4), 421. doi:10.1016/j.jadohealth.2008.01.005

**Secor-Turner, M.** & O'Boyle, C. (2006). Nurses and Emergency Disasters: What Is Known? *American Journal of Infection Control*, 34(7), 414-420. Impact factor 2.73.

O'Boyle, C., Robertson, C., & **Secor-Turner, M.** (2006). Public Health Emergencies: Nurses' Recommendations for Effective Actions, *AAOHN Journal*, 54(8), 347-353.

O'Boyle, C, Robertson, C., & **Secor-Turner, M.** (2006). Nurses' beliefs about public health emergencies: Fear of abandonment. *American Journal of Infection Control*, 34(6), 351-357.

*Non-refereed Publications*

Query, S., Randall, B.A., Secor-Turner, M., Werner, J., & Snelgrove, M. (2014). *Increasing Seat Belt Usage among Pre-driving Youth in North Dakota*. Report and summary of intervention findings prepared for the North Dakota Department of Transportation.

**Secor-Turner, M.** & Randall, B.A. (2013). *Understanding Adolescent Health Risk and Protection in Rural Kenya*. Feature article, Society for Research on Adolescent Online News. <http://www.s-r-a.org/announcements/online-newsletter/2013-09-26-understanding-adolescent-health-risk-and-protection-rural>

Randall, B., Thompson, K., Christensen, K., & **Secor-Turner, M.** (2013, May). *North Dakota Sexual Health Instruction Survey Results*. Report and summary of survey findings prepared for public school teachers and administrators in North Dakota.

**Secor-Turner, M.** & Heuer, L. (2013, May). *American Indian Youth Education and Employment Survey Results*. Executive summary.

**Secor-Turner, M.** & Heuer, L. (2012, June). *The Future of American Indians into Nursing in North Dakota-2012*. Executive summary prepared for nursing educators and administrators in North Dakota, and conference participants.

**Secor-Turner, M.,** Randall, B.A., & Brennan, A. (2012, September). *Rural Adolescent Health Survey Report: Beach High School*. Report and summary of survey findings prepared for Beach High School administrators and faculty, Beach, ND.

**Secor-Turner, M.,** Randall, B.A., & Brennan, A. (2012, September). *Rural Adolescent Health Survey Report: Griggs County Central High School*. Report and summary of survey findings prepared for Griggs County Central High School administrators and faculty, Cooperstown, ND.

**Secor-Turner, M.,** Randall, B.A., & Brennan, A. (2012, September). *Rural Adolescent Health Survey Report: Sargent County High School*. Report and summary of survey findings prepared for Sargent County High School Administrators and faculty, Forman, ND.

**Secor-Turner, M.,** Randall, B.A., & Brennan, A. (2012, September). *Rural Adolescent Health Survey Report: Wishek High School*. Report and summary of survey findings prepared for Wishek High School Administrators and faculty, Wishek, ND.

**Secor-Turner, M.,** Randall, B.A., & Brennan, A. (2012, October). *North Dakota Rural Adolescent Health Survey Report*. Report and summary of statewide survey findings prepared for ND Department of Health, North Dakota legislators and policy makers, ND Department of Public Instruction, and other adolescent health audiences, Fargo, ND.

## **COMPETITIVE CONFERENCE PRESENTATIONS AND POSTERS**

### *International*

Gaffaney, M., **Secor-Turner, M.,** Stamm, C., Borgelt, L., Chau, V., Topp, D., Rupp, L., & Gilroy, C. (2016). **Poster Presentation:** Outdated Counseling in the Pharmacy?: A Qualitative Analysis of Emergency Contraception Access in Wyoming. NASPAG Annual Clinical and Research Meeting, Toronto, Canada. 4/8/2016.

**Secor-Turner, M.,** Schmitz, K., & Benson, K. (2015). **Oral Presentation:** Adolescent Girls' Menstruation Management and Meaning in Rural Kenya. European Sociological Association Annual Meeting, Prague, Czech Republic. 8/28/2015.

McMorris, B., **Secor-Turner, M.**, & Stoddard, S. (2013). **Oral Presentation:** Adolescent Health in Rural and Urban Global Contexts: Highlights from American, Australian, and Kenyan Datasets and Implications for Clinical and Public Health Practice. International Association of Adolescent Health 10<sup>th</sup> World Congress, Istanbul, Turkey.

**Secor-Turner, M.**, Kiefer, S., Weisskrich, R. and moderated by Randall, B. (2012). **Panel discussion:** Teaching About Adolescence: Similarities and Differences across Disciplines. Society for Research on Adolescence Conference, Vancouver, British Columbia.

#### *National*

**Secor-Turner, M.**, Randall, B.A., Christensen, K., Jacobson, A., & Loyola-Melendez, M. (2017). **Poster presentation:** Tailoring Comprehensive Sexuality Education to Meet the Needs of New American Refugee Youth. 2017 National Sexual Health Conference, Denver, CO.

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

Mudzongo, C. C., Randall, B. A. & **Secor-Turner, M.** (2016). **Poster presentation:** Sexual and reproductive health knowledge and behaviors of at-risk adolescents. Society for Research on Adolescence Conference, Baltimore, MD.

**Secor-Turner, M.**, Jacobson, A., Christensen, K., & Olerud, R. (2015). **Oral presentation:** From the Ground Up: Creating and Sustaining Partnerships for Sex-Positive Programming in a Conservative Environment. Drawing Water from a Deeper Well, Denver, CO.

Mudzongo, C., Randall, B., & **Secor-Turner, M.** (2015). **Poster:** Parent-youth communication of at-risk youth. Society for Research in Child Development, Philadelphia, PA.

**Secor-Turner, M.**, Greise, E., Kenyon, D., & Randall, B. (2014). **Oral presentation:** Sexual risk behavior among rural adolescents: Profiles of pregnancy risk and protection. Society for Adolescent Health and Medicine Conference, Austin, TX.

**Secor-Turner, M.**, Randall, B., & Mudzongo, C. (2014). **Poster:** Barriers and facilitators that shape the health experiences of rural Kenyan youth. Society for Research on Adolescence Conference, Austin, TX.

Wilcox, B., Mustanski, B., & **Secor-Turner, M.** and moderated by Randall, B. (2014). **Panel discussion:** Adolescent Sexual Health Research as an Exemplar of the Politicization Problem. Society for Research on Adolescence Conference, Austin, TX.

Brennan, A., Randall, B., & **Secor-Turner, M.** (2014). **Poster:** External Developmental Assets and Rural Adolescent Mental Health. Society for Research on Adolescence Conference, Austin, TX.

**Secor-Turner, M.**, Randall, B., Brennan, A., Anderson, M., & Gross, D. (2013). **Poster:** How Adolescent Friendly are Rural Health Services? Society for Adolescent Health and Medicine Conference, Atlanta, GA.

Shlafer, R., Gerrity, E., Baker, R., & **Secor-Turner, M.** (2013). *Doula support for incarcerated mothers.* Paper accepted for the biennial meeting of the Society for Research in Child Development. Seattle, WA.

**Secor-Turner, M.**, Sieving, R., Pettingell, S., & Bearinger, L. (2012). **Oral Presentation:** Sexual Risk Behavior: Early Pregnancy Risk and Protection. Society for Adolescent Health and Medicine Conference, New Orleans, LA.

**Secor-Turner, M.,** McMorris, B., Sieving, R., & Bearinger, L. (2011). **Poster:** Are Life Experiences of Instability Related to Sexual Risk Behavior Among High Risk Adolescent Girls? Poster Presentation, Society for Adolescent Health and Medicine Conference, Seattle, WA.

Kugler, K., Sieving R., McMorris, B., Pettingell, S., Beckman, K. & **Secor-Turner, M.** (2010). **Poster:** Outcomes from a clinic-based intervention to reduce sexual risk behaviors among adolescent girls: the *Prime Time* study. Poster presentation, Society for Prevention Research, Conference, Denver, CO.

**Secor-Turner, M.,** Sieving, R., & Garwick, A. (2009). **Poster:** Social messages, social context and teen sexual health: Voices of urban African American Youth. Poster presentation, Society for Adolescent Health and Medicine Conference, Los Angeles, CA.

**Secor-Turner, M.,** Sieving, R., & Skay, C. (2008). **Oral Presentation:** Associations between adolescents' sources of information about sex and risky sexual behaviors. Platform Presentation, Society for Adolescent Health and Medicine Conference, Greensboro, NC.

Kenyon, D.B., Koerner, S.S., & **Secor-Turner, M.** (2008). **Poster:** Perceptions of parent-adolescent relationship change before and after the transition to college. Poster presentation, Society for Research on Adolescence, Conference, Chicago, IL.

#### *Regional*

Stubstad, C., Citrowske, Z., & Olson, M., Mudzongo, C. C., Randall, B. A., & **Secor-Turner, M.** (2017). **Poster:** Links Between Risky Sexual Behaviors and Substance Use among College Freshman. Red River Psychology Conference, Moorhead, MN.

**Secor-Turner, M.,** Randall, B.A., & Christensen, K. (2016). **Oral Presentation:** Building a Comprehensive Sexuality Education Program in a Conservative Environment: Partnerships and Outcomes. Dakota Conference on Rural and Public Health, Grand Forks, ND.

Mudzongo, C. C., Randall, B. A. & **Secor-Turner, M.** (2016). **Poster:** Sexual and reproductive health knowledge and behaviors of at-risk adolescents. Red River Psychology Conference, Moorhead, MN.

**Secor-Turner, M.,** Schmitz, K., & Benson, K. (2015). **Poster:** Adolescent Experiences of Menstrual Hygiene Management in Rural Kenya. Nursing Research Showcase, Sanford Health, Fargo, ND.  
\*\*Winner Favorite Research Poster

**Secor-Turner, M.,** Griesse, E., Kenyon, D., & Randall, B. (2014). **Poster:** Predictors of Sexual Risk Behaviors among Rural Adolescents. Ignite Your Spirit: Nursing Research Showcase, Sanford Health, Fargo, ND.

Dei, N. & **Secor-Turner, M.** (2014). **Poster:** Maternal Health in South Sudan: Needs and Challenges. Ignite Your Spirit: Nursing Research Showcase, Sanford Health, Fargo, ND.

Anderson, M., **Secor-Turner, M.,** Gross, D., Lundeen, T., & Friesner, D. (2014). **Poster:** Improving Adolescent Friendly Healthcare Services: Implementing Comprehensive Psychosocial Histories into Practice. Sanford Health Nursing Research Symposium, Fargo, ND.

KapplemanBeyer, D., **Secor-Turner, M.,** Gross, D., Barnacle, M., & Friesner, D. (2014). **Poster:** Addressing Student Depression on Campus. Sanford Health Nursing Research Symposium, Fargo, ND.

- Hauff, A. & **Secor-Turner, M.** (2013). **Poster:** Homeless Health and Respite Care Needs in Fargo-Moorhead. Sanford Nursing Symposium Gallery of Innovation, Fargo, ND. *\*Winner of the Nursing Research Category Award*
- Secor-Turner, M.,** Randall, B., Brennan, A., Anderson, M., & Gross, D. (2013). **Poster:** How Adolescent Friendly are Rural Health Services? Sanford Nursing Research Showcase, Fargo, ND.
- Hauff, A. & **Secor-Turner, M.** (2012). **Oral Presentation:** Health Needs and Respite Care for Fargo-Moorhead Homeless Population. Minnesota Coalition for the Homeless 2012 Annual Conference. Duluth, MN.
- Wright, M., Heuer, L., **Secor-Turner, M.,** Kiser-Larson, N., Azure, L., & McDonald, L. (2012). **Poster:** A Community/Academic Partnership Promoting Recruitment and Retention of American Indians into Nursing. Poster presentation, Nuts & Bolts for Nurse Educators Conference, Minneapolis, MN.
- Secor-Turner, M.,** McMorris, B., Sieving, R., & Bearinger, L. (2011). **Poster:** Are Life Experiences of Instability Related to Sexual Risk Behavior Among High Risk Adolescent Girls? Poster Presentation, Nursing Research Day, University of Minnesota, Minneapolis, MN.
- Secor-Turner, M.,** Garwick, A., Sieving, R.E., & Seppelt, A. (2011). **Oral Presentation:** Characteristics of Violence among Adolescent Girls at High Risk for Early Pregnancy. Oral presentation, Midwest Nursing Research Society Annual Meeting, Columbus, OH.
- Secor-Turner, M.,** Sieving, R., & Garwick, A. (2009). **Oral Presentation:** Social messages, social context and teen sexual health: Voices of urban African American Youth. Oral presentation, Midwest Nursing Research Society Annual Meeting, Minneapolis, MN.
- O'Boyle, C., Robertson, C., and **Secor-Turner, M.** (2005). **Poster:** Variables that Influence the Response of Nurses During a Bioterrorism Event. AAOHN poster presentation. Minneapolis, Minnesota.
- University*
- Stubstad, C., Citrowske, Z., & Olson, M., Mudzongo, C. C., Randall, B. A., & **Secor-Turner, M.** (2017). **Poster:** Links Between Risky Sexual Behaviors and Substance Use among College Freshman. NDSU College of Human Development and Education 11<sup>th</sup> Annual Research Symposium, Fargo, ND.
- Chinopfukutwa, V. S., Randall, B. A., & Secor-Turner, M. (2017). **Poster:** Strong Relationships as Predictors of Effective Peer Education for Adolescents. NDSU College of Human Development and Education 11<sup>th</sup> Annual Research Symposium, Fargo, ND.
- Brennan, A., Randall, B., & **Secor-Turner, M.** (2013). **Poster:** External Developmental Assets and Rural Adolescent Mental Health. North Dakota State University Graduate Student Poster Competition. *\*Winner of the Best Student Poster Award*
- Hauff, A. & **Secor-Turner, M.** (2012). **Poster:** Homeless Health and Respite Needs in Fargo-Moorhead. North Dakota Nurse Practitioner Pharmacology Conference.
- Brewster, L. & **Secor-Turner, M.** (2012). **Poster:** I am AIDS: Bridging the Gap. North Dakota Nurse Practitioner Pharmacology Conference.
- Lloyd, A., Oishi, M., Pulvers, E., Sorg, E., Rubenstein, P., Marcewicz, L., Sampath, A., **Secor-Turner, M.,** Falk, K., Heuer, L., Cushman, L., McDonald, L., Lindquist, C., & Ripp, J. (2012). **Poster:** Increasing Health Career Interest in Native American Youth of the Spirit Lake Nation: A Descriptive Study. Mt. Sinai Medical Student Research Day, New York, NY.

- Sorg, E., Lloyd, A., Pulvers, E., Marcewicz, L., Sampath, A., Rubenstein, P., **Secor-Turner, M.**, Falk, K., Oishi, M., Heuer, L., Cushman, L., McDonald, L., Lindquist, C., & Ripp, J. (2012). **Poster:** Effects of a Community-Based Participatory Program on Youth Interest in Health Careers in the Spirit Lake Nation, North Dakota. Mt. Sinai Medical Student Research Day, New York, NY.
- Rubenstein, P., Ripp, J., Oishi, M., McDonald, R., Lindquist, C., Lloyd, A., Marcewicz, L., Pulvers, E., Sampath, A., Sorg, E., Cushman, L., **Secor-Turner, M.**, & Heuer, L., (2012). **Poster:** Evaluation of Health Professional Development Curricula for the Spirit Lake Dakota Nation. Mt. Sinai Medical Student Research Day, New York, NY.
- Secor-Turner, M.**, McMorris, B., Sieving, R. & Bearinger, L. (2010). **Oral Presentation:** Are experiences of instability related to sexual risk behavior among high risk adolescent girls? Oral Presentation, Nursing Research Day, University of Minnesota.
- Walters, S., **Secor-Turner, M.**, & Eisenberg, M. (2009). **Poster:** Social messages received about reproductive and sexual health: Perspectives of College Men. Poster Presentation, Fellows' Research Day, University of Minnesota.
- Secor-Turner, M.**, Sieving, R., & Garwick, A. (2008). **Oral Presentation:** Social messages, social context and teen sexual health: Voices of urban African American Youth. Oral Presentation, Fellows' Research Day, University of Minnesota.
- Secor-Turner, M.**, Sieving, R., & Skay, C. (2008). **Poster:** Associations between adolescents' sources of information about sex and risky sexual behaviors. Poster Presentation, Nursing Research Day, University of Minnesota.
- Secor-Turner, M.**, Sieving, R., & Skay, C. (2007). **Poster:** Associations between adolescents' sources of information about sex and risky sexual behaviors. Poster Presentation, Fellows' Research Day, University of Minnesota.

**RESEARCH EXPERIENCE**

<b>Project Title, Role</b>	<b>Funding Agency</b>	<b>Amount, Status</b>	<b>Date</b>	<b>Purpose</b>
PREP: Making Healthy Choices <i>Co-Principal Investigator</i>	Department of Health and Human Services/ACF	\$750,000 funded	9/15-9/18	To provide medically accurate, culturally responsive, evidence-based sexuality education and adulthood preparation instruction grounded in healthy youth development to high-risk, vulnerable youth in the metropolitan area of Fargo, North Dakota.
STANDING Together to Promote Native Communities' Health Coalition <i>Principal Investigator, Evaluation</i>	Office of Adolescent Health	\$5,000,000 Not funded	7/15-6/20	To implement and evaluate the efficacy of the <i>Native STAND</i> curriculum at contributing to positive health outcomes among AI/AN communities in diverse US states.
Afya: A Rapid Participatory Appraisal of Health in Rural Kenya <i>Principal Investigator</i>	Midwest Nursing Research Society	\$10,000 Not funded	Submitted 12/13	To assess health-related needs and assets in the Tharaka-Nithi community of rural Kenya using Rapid Participatory Appraisal methods.
PREP: Making Healthy Choices <i>Co-Principal Investigator</i>	Department of Health and Human Services/ACF	\$1,085,460 Funded	9/12-8/15	To provide medically accurate, culturally responsive, evidence-based sexuality education and adulthood preparation instruction grounded in healthy youth development to high-risk, vulnerable youth in the metropolitan area of Fargo, North Dakota.
Increasing Seatbelt Usage among Pre-driving Youth in North Dakota <i>Co-Investigator</i>	North Dakota Department of Transportation	\$49,780 Funded	10/12-9/13	To evaluate the effectiveness of a pilot curriculum to increase youth seatbelt knowledge, self-reported seatbelt use, and family/peer seatbelt use among reservation and non-reservation based 4 <sup>th</sup> , 6 <sup>th</sup> , and 8 <sup>th</sup> graders.
<i>Prime Time</i> : Long-Term Intervention Outcomes <i>Co-Investigator</i>	University of Minnesota, Grant-In-Aid Funding (subcontract)	\$6,000	7/12-4/13	1) To examine sustained effectiveness of <i>Prime Time</i> intervention (i.e., 6 and 12-months post-intervention) in reducing sexual risk outcomes (i.e., behaviors & psychosocial factors). 2) To evaluate differences in contextual factors (e.g., supportive sexual partner, family instability) between intervention participants who reported reductions in risky sexual behaviors versus those who maintained risky sexual behaviors over time.

Gauging and Creating Public and Political Will for Comprehensive Youth Sexuality Education <i>Co-Principal Investigator</i>	Ford Foundation	\$415,000 Not funded		1) To understand North Dakotan's attitudes toward adolescent sexuality education from the perspective of adolescents, parents, eligible voters and policy makers. 2) To educate and train emerging leaders in scholarship and policy to work in partnership with communities and youth-serving organizations to advocate for evidence-based sexuality education that is informed by principles of healthy youth development. 3) To create strategic communication that translates sexuality research findings into messages targeted specifically to parents, eligible voters, school districts, and other policy makers. 4) To disseminate strategic messages developed with community partners via strategic communications in order to improve sexuality education for youth.
Sustaining Career Pathways for American Indian Health Professionals in ND: Building Apprenticeship and Workforce Options <i>Co-Investigator</i>	Department of Health and Human Services	\$1,958,439 Funded	11/11-12/13	To build a <i>sustainable career path</i> for American Indian people to enter the professional health care workforce in ND; and 2) to create a health professional workforce that is culturally diverse and responsive to the significant health care needs of Tribal populations.
Culturally Specific Health-Related Risk and Protective Factors among Rural Kenyan Adolescents <i>Principal Investigator</i>	Society for Research on Adolescents	\$7,000 Funded	3/12-2/13	To understand culturally-specific risk and protective factors that influence rural adolescent risk behaviors and outcomes in Kenya.
Nursing Practicum in Global Health: The Kenya Experience	NDSU Development Foundation	\$55,000 Not funded		To support students learning in acute care and community-based health service delivery settings in Kenya.
North Dakota Teens' Cell Phone and Internet Usage <i>Co-Investigator</i>	NDSU	\$7,600 Funded	4/11-present	To understand decisions ND adolescents in grades 7-12 make regarding using their cell phones and internet, specifically regarding texting.



Aging Farmers: Perspectives on Health and Farm Work <i>Co-Investigator</i>	NDSU Development Foundation	\$14,000 Not funded		To provide a deeper understanding of the health related experiences and challenges of aging farmers as they actively farm or transition into retirement.
Understanding Suicide Among American Indian Youth: Native Voices <i>Principal Investigator</i>	National Institutes of Health	\$397,375 Not funded		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.
Sexual Risk Behavior: Early Pregnancy Risk and Protection, <i>Principal Investigator</i>	Midwest Nursing Research Society	Resubmitted Not funded		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).
Loan Repayment Program Renewal Application, <i>Recipient</i>	National Institutes of Health	\$17,000 Funded	9/11-9/13	The objective of the LRP program is to recruit and retain highly qualified health professionals as pediatric investigators.
Transition to Adulthood and Adult Healthcare for Youth with Mobility Limitations <i>Program Director</i>	CDC, National Center for Birth Defects and Developmental Disabilities	Funded	April-August 2010	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.
Sexual Risk Behavior: Early Pregnancy Risk and Protection, <i>Principal Investigator</i>	Midwest Nursing Research Society	\$10,000 Not funded	7/10-6/11	To expand understanding of profiles of sexual risk by examining the interplay of multiple risk and protective factors for sexual risk behaviors among adolescent girls at high risk for early pregnancy and STD (Logistic regression and probability profiling analysis methods).
Experiences of Instability and Risky Sexual Behavior, <i>Principal Investigator</i>	Sigma Theta Tau International	\$1,333 Funded	7/09-6/10	To examine and describe cross-sectional and longitudinal relationships between individual experiences of environmental unpredictability or chaos and risky sexual behaviors among a sample of urban , high-risk adolescent girls (Structural equation modeling analysis methods).
Loan Repayment Program, <i>Recipient</i>	National Institutes of Health	\$17,000 Funded	9/09-9/11	The objective of the LRP program is to recruit and retain highly qualified health professionals as pediatric investigators.

Social Messages and Teen Sexual Health: Voices of Urban African American Youth, <i>Principal Investigator</i>	National Research Science Award (NRSA) Individual Predoctoral Fellowship (F31), NIH	\$34,572 Funded	7/07-7/08	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).
Prime Time: Health Promotion for Multiple Risk Behaviors (R. Sieving, PI), <i>Intervention &amp; Research Staff</i>	National Institute of Nursing Research, NIH	\$3,020,379 Funded (\$43,000 subcontract at NDSU)	9/08-9/11	To test a youth development based intervention designed to prevent sexual risk behaviors, violence involvement and school disconnection among 13-17 year old girls at high risk for these negative health outcomes. <ul style="list-style-type: none"> <li>• Co-taught peer education and service learning intervention components.</li> <li>• Participated in quantitative and qualitative data analysis.</li> </ul>
Internet-Based Health Care Transition Program (P. Scal, A. Garwick, Horvath, K., Co-PIs), <i>Research Associate, Consultant</i>	University of Minnesota-Academic Health Center Faculty Research Development Program	Funded	9/08- 8/10	To develop and pilot test an internet intervention to improve health care transition for adolescents Juvenile Chronic Arthritis (JCA). <ul style="list-style-type: none"> <li>• Moderated and led analysis of teen /young adult focus groups to guide internet-based intervention design.</li> <li>• Participated in website design, content, and analysis.</li> <li>• Co-developed national survey to assess health care transition needs of youth with JCA.</li> </ul>
Lead Peace Plus (R. Sieving, PI), <i>Research assistant</i>	Prevention Research Center (CDC), University of Minnesota	Funded	9/04-8/08	Community-partnered project focused on reducing multiple risk behaviors including violence involvement, substance use, and school failure among middle school students from economically disadvantaged Minneapolis neighborhoods by changing core risk and protective factors for these behaviors. <ul style="list-style-type: none"> <li>• Interim Evaluation Coordinator (2007).</li> <li>• Adapted health education curricula to an urban, multi-ethnic student population.</li> <li>• Co-taught 8<sup>th</sup> grade health education intervention classes.</li> </ul>
Nurses' Response to Bioterrorism (C. O'Boyle, PI), <i>Research assistant</i>	Grant-in-Aid, U of Minnesota Graduate School	Funded	6/03-6/04	<ul style="list-style-type: none"> <li>• Coordinated research study with more than 200 participants.</li> <li>• Managed data and performed basic statistical analysis using SPSS.</li> </ul>

### **AWARDS and FELLOWSHIPS**

Fellow, Society for Adolescent Health and Medicine, March 2017.

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

Scholar, Aspen Institute Spotlight Health, June, 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.

Sophia Fund Nursing Scholarship for Public Health Nursing to support dissertation research, September, 2007.

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

*"A Social Contextual Approach to Adolescent Health Risk and Protection."* Psychology Colloquium Series, North Dakota State University, February, 20, 2015.

*"Adolescent Health Risk and Protection: A Social-Contextual Approach."* Kenya Mission Network Meeting, Detroit, MI. October 11, 2013.

*"Adolescent Risk and Protection."* Sanford Research Seminar Series keynote speaker, Sioux Falls, SD. September 27, 2013.

##### Guest Lectures

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

*"Health care in Kenya."* Guest Faculty: Physical Therapy Program. Jamestown University, February 27, 2014.

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

*"Understanding Risk and Protection to Improve Adolescent Health."* Department of Human Development and Family Science Colloquium Series. North Dakota State University, November 21<sup>nd</sup>, 2011.

*"Adolescent Health Promotion Research: Understanding Risk and Protection."* Guest Faculty: Comm 780: Health Communication. North Dakota State University, April 27<sup>th</sup>, 2011.

*"Promoting Adolescent Health: Risk and Protection."* Keynote Presenter: Women in Research Networking Luncheon. North Dakota State University, February 7<sup>th</sup>, 2011.

*"Preparing a federally funded, mentored research proposal: Lessons learned."* Co-presenter: Center for Child & Family Health Promotion Research. University of Minnesota, November, 2009.

*"Reading and Critiquing Qualitative Research."* Guest Faculty: Nursing 5016: Critical Readings in Adolescent Health. University of Minnesota, November, 2009.

*"Adolescent Sexual Health: Lenses for Understanding."* Guest Faculty: Adolescent Sexual Health Seminar, University of Minnesota, Interdisciplinary Fellowship Training. January, 2009.

*"Adolescent Health and Development."* Guest Faculty: Introduction to Social Work, Metropolitan State University, November, 2006.

#### 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.

*"The Makers—Reactions to the Women's Movement."* Panel discussion participant, North Dakota Women's Network, Fargo, ND, November 4, 2013.

*"NDSU Nursing Students in Kenya."* Great Western Exchange Service Club. Fargo, ND, June 4<sup>th</sup>, 2013.

*"Experiences of Instability and Risky Sexual Behaviors."* Sigma Theta Tau International, Zeta Chapter Induction. University of Minnesota, April 29<sup>th</sup>, 2011.

#### TEACHING EXPERIENCE

North Dakota State University

<i>Course #, Credits, Term</i>	<i>Course Title</i>	<i>Role</i>
<b>Nurs 450</b> , 4 sem cr • Spring, 2012-14	<b>Nursing Synthesis and Practicum Kenya Experience</b>	Course development/Primary instructor
• Spring, 2015	<b>Nursing Synthesis and Practicum Malawi Experience</b>	
• Spring, 2016-17	<b>Nursing Synthesis and Practicum Kenya Experience</b>	

<b>Nurs 406</b> , 4 sem cr <ul style="list-style-type: none"> <li>• Spring, 2011</li> <li>• Summer, 2011 (<i>LPN/RN to BSN; web-based course</i>)</li> <li>• Spring, 2012</li> <li>• Summer, 2012 (<i>LPN/RN to BSN; web-based course</i>)</li> <li>• Spring, 2013</li> <li>• Spring, 2014</li> <li>• Spring, 2015</li> <li>• Spring, 2016</li> <li>• Spring, 2017</li> </ul>	<b>Public Health Nursing</b>	Primary instructor
<b>Nurs 715</b> , 3 sem cr <ul style="list-style-type: none"> <li>• Fall, 2010</li> <li>• Fall, 2011</li> <li>• Fall, 2012</li> <li>• Fall, 2013</li> <li>• Fall, 2014</li> <li>• Fall, 2015</li> <li>• Fall, 2016</li> <li>• Fall, 2017</li> </ul>	<b>Advanced Community Assessment</b> (web-based course)	Primary instructor
<b>MPH 790</b> , 1 sem cr <ul style="list-style-type: none"> <li>• Fall, 2013</li> <li>• Spring, 2014</li> <li>• Fall, 2014</li> </ul>	<b>Interdisciplinary Community Health Seminar Series</b>	Coordinator
<i>Holden Village</i> <ul style="list-style-type: none"> <li>• Summer, 2017</li> </ul>	<b>Guest Faculty</b>	
<i>University of Minnesota</i>		
<b>Course #, Credits, Term</b>	<b>Course Title</b>	<b>Role</b>
<b>Nurs 5800 (2)</b> , 3 sem cr <ul style="list-style-type: none"> <li>• Spring, 2010</li> </ul>	Population-focused Assessment & Prioritization (web-based course)	Co-instructor
<b>Nurs 5800</b> , 1 sem cr <ul style="list-style-type: none"> <li>• Fall, 2009</li> </ul>	Topics in Nursing: Applied Research Seminar for Masters in Nursing Students	Co-instructor
<b>Nursing 5604</b> , 2 sem. crs <ul style="list-style-type: none"> <li>• Summer, 2008</li> </ul>	Sexual Health For All Youth: Are We There Yet?	Co-instructor
<b>Nurs 4205W/V</b> , 3 sem. crs <ul style="list-style-type: none"> <li>• Spring, 2004</li> </ul>	Nursing Theory and Research	Teaching assistant
<b>Nurs 4203</b> , 3 sem. crs <ul style="list-style-type: none"> <li>• Fall, 2003</li> </ul>	Nursing Fundamentals II	Co-instructor, skills lab
<b>Nurs 4201</b> , 6 sem. crs <ul style="list-style-type: none"> <li>• Fall, 2003</li> </ul>	Nursing Care of Adults	Clinical instructor

**Nurs 4500W**, 4 sem crs  
 • Fall, 2003

Nursing Leadership  
 (web-based course)

Teaching assistant

*Metropolitan State University, St. Paul, Minnesota*

**Course #, Credits, Term**

**Course Title**

**Role**

**Nursing 335**, 3 sem. crs  
 • Summer, 2009  
 • Spring, 2008  
 • Fall, 2008

Nursing Research  
 (web-enhanced course)

Primary instructor

### **THESIS AND PROJECT ADVISING**

#### **DNP Practice Improvement Projects**

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

**Masters Theses and Doctoral Dissertations**

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

**FACULTY DEVELOPMENT/CONTINUING EDUCATION ATTENDANCE**

11/22/2011 Cynthia Lindquist, Pedagogical Luncheon	NDSU
11/10/2011 Estelle Lederer, "RAGE—A New Target in Diabetes, Cancer, and Alzheimer's	NDSU
10/6/2011 Dr. Joe Redish, Pedagogical Luncheon	NDSU
1/27/2011 Valerie Young, Faculty Workshop, "The Imposter Syndrome"	NDSU
1/27/2011 Valerie Young: Pedagogical Luncheon- "The Imposter Syndrome"	NDSU
12/1/2010 Bonnie Coffey, "Contacts Count," Women in Research Presentation	NDSU
11/4/2010 Dr. Philip Boudjouk , "Building a Nationally Competitive Research Program at NDSU"	NDSU
10/4/2010 Dr. Denise K. Lajimodiere, "First Native Professor, My Experiences at NDSU"	NDSU
9/21/2010 Dr. Joann Moody: Women Faculty- "Tricks of the Trade: Saving Time and Sanity"	NDSU
9/21/2010 Dr. Joann Moody: Pedagogical Luncheon-"Mentoring Students: Good and Bad Practices"	NDSU
9/18/2010 "F-M First Nation's Journey: Walking with our Youth,"	MSUM
8/2010 Dr. Jeanne Frenzel: Pedagogical Luncheon	NDSU
8/20/2010 NDSU Department of Nursing, "Growing with the Speed of Change"	Fargo, ND

**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](mailto: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:**

*The Chinese Diaspora in Southeast Asia: The Overseas Chinese in Indochina.* London: I.B. Tauris Press, 2012.

**Research Articles and Essays:**

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

"Chinese Entrepreneurship in Colonial Java and Malaya," *Bijdragen tot de taal-, land- en volkenkunde (Journal of the Humanities and Social Sciences of Southeast Asia)* 171 (2015): 1 – 8.

"A Geography of Hierarchies: A Skinnerian model of Indochina's Overseas Chinese Congregation and its Influences on French Colonialism," *Frontiers of History in China* 10, no. 1 (2015): 74-95.

"Teaching East and Southeast Asia through Asian Eyes" *ASIANetwork Exchange: A Journal for Asian Studies in the Liberal Arts* 21:2 (2014): 36-44.

"A Bulwark Never Failing: The Evolution of Overseas Chinese Education in French Indochina, 1900 – 1954" in Sherman Cochran and Paul Pickowicz, eds, *China on*

*the Margins* Cornell East Asia Series No. 146 (Ithaca, NY: Cornell East Asia Program, 2010) 221-242.

**PhD Dissertation:** *Transnational Webs: Overseas Chinese Economic and Political Networks in French Indochina, 1870 – 1945* (2007)

**Selected Book Reviews:**

Barrett, Tracy C. Review of *Southeast Asian Personalities of Chinese Descent: A Biographical Dictionary*. 2 vols. Singapore: ISEAS Publishing, 2012. Edited by Leo Suryadinata. *Bijdragen tot de taal-, land- en volkenkunde (Journal of the Humanities and Social Sciences of Southeast Asia)* 170:1 (2014): 165 –167.

Barrett, Tracy C. Review of *Vietnam and the West: New Approaches*. Studies on Southeast Asia; 52. Ithaca, NY: Southeast Asia Program Publications, Cornell University, 2010. Edited by Wynn Wilcox. *Pacific Affairs*, 85:3 (2012): 670-672.

Robert W. Strayer, *The Ways of the World: A Brief Global History with Sources*. Boston: Bedford St Martin's, (2011) for *The Middle Ground* world history journal

**Conference Participation:**

Association for Asian Studies in Africa (A-Asia) Inaugural Conference: Asian Studies in Africa: Challenges and Prospects of a New Axis of Intellectual Interactions, Accra, Ghana: September 2015: “*Structures of Colonial Control: Confronting the Chinese in Madagascar*”

World History Association Vietnam Symposium, Hanoi, Vietnam, December 2013: “*Colonial Templates: The Overseas Chinese and Colonial Patterns of Control in French Madagascar*”

Association of Asian Studies Annual Conference, San Diego, CA, March 2013: “*‘Macro regions’ On the Margin: A Skinnerian model of Indochina's Overseas Chinese Congregation and its Influence on French Colonialism.*”

NDSU Department of History, Philosophy, and Religious Studies Brown Bag Series, Fargo, ND, March 2013: “*The Curious Case of Victor Stanwood: Politics, Race, and Murder on the East African Coast, 1878-1895*”

American Historical Association Annual Meeting, New Orleans, LA, January 2012: “*Lost in Translation: Redefining Identity in Colonial Southeast Asia*”

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

French Colonial Historical Society Annual Conference, Toronto, CA, June 2011:  
“*Colonial Templates: Confronting the Chinese in Madagascar*”

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.

6<sup>th</sup> Galway Conference on Colonialism: Education and Empire, Galway, Ireland, June 2010: “*Learning Resistance: Revolution and Anticolonialism in Tonkin, 1903–1908*”

Association for Asian Studies Annual Meeting, Chicago, IL, April 2009: “*Enemies of the Fatherland: The Politics of Deportation and Repatriation in Colonial Tonkin, 1900–1911*” 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.

Association for Asian Studies Annual Meeting, Atlanta, GA, Mar 2008: *Heroism, Nostalgia, and Memorial: China and Vietnam’s Contested and Collaborative Terrains in the 20<sup>th</sup> Century*. Panel Discussant

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.

University of California at San Diego Chinese History Workshop, San Diego, CA, June 2007: “*A Bulwark Never Failing: The Evolution of Overseas Chinese Education in French Indochina, 1900–1954*”

Association for Asian Studies Annual Meeting, Boston, MA, Mar 2007: “*The Rise of Chinese Labor Organizations in Cochinchina in the 1920’s and 1930’s*”

Water Frontiers Workshop, Phuket, Thailand, Feb 2006: “*Chinese Secret Societies in the Mekong Delta, 1860–1910*”

VSS Conference, Canberra, Australia, Feb 2004: “*Storms of Fortune: The Bankruptcy of Cholon’s Ly Family, 1871–1913*”

NYCAS Conference, Geneva, NY, Oct 1999: “*King Vajiravudh’s The Jews of the Orient: Certain Questions of Contextualization*”

**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"*

NDSU Science, Religion, and Lunch Seminar, Fargo, ND, March 2010: *"Portable Pantheons: The Malleability of Traditional Cult Practices in Overseas Chinese Religion"*

Inaugural Session, Texas A&M University - Commerce History Department Faculty Research Colloquium, 2007: *"A Bulwark Never Failing: The Evolution of Overseas Chinese Education in French Indochina, 1900 – 1954"*

Vietnam Focus Film Series 2006, Commerce, TX. Moderator: *"Graham Greene's The Quiet American: Fact or Fiction?"*

RSPAS Seminar Series 2004, Canberra, Australia. Seminar: *"Elections and the Electoral Process in French Indochina's Chinese Congrégations, 1870-1945"*

**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 20<sup>th</sup> 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)

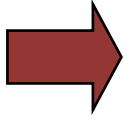
**Associations:**

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 [nds.policy.manual@nds.edu](mailto:nds.policy.manual@nds.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@nds.edu](mailto:canan.bilen.green@nds.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 [nds.policy.manual@nds.edu](mailto:nds.policy.manual@nds.edu). All suggestions will be considered, however due to policy format guidelines, they may not be possible. Thank you for your understanding!

# North Dakota State University

## Policy Manual

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### SECTION 603

### SEXUAL MISCONDUCT AND TITLE IX COMPLIANCE

SOURCE: NDSU President

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](mailto: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](mailto: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](mailto:colleen.heimstead@ndsu.edu)~~

~~The guiding principle in accepting reports of 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.raccfm.com](http://www.raccfm.com)~~

~~NDSU Counseling Center: 701-231-7671 (Available 24 hours)~~

~~<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  
[https://www.ndsu.edu/student\\_life/departments\\_and\\_programs/sexual\\_assault\\_prevention/report\\_a\\_sexual\\_assault/file\\_an\\_anonymous\\_report/](https://www.ndsu.edu/student_life/departments_and_programs/sexual_assault_prevention/report_a_sexual_assault/file_an_anonymous_report/)~~

~~c) Sexual Assault Resources and Advocacy (SARA):  
[http://www.ndsu.edu/student\\_life/departments\\_and\\_programs/sexual\\_assault\\_prevention/get\\_help\\_now/](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/](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/](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](mailto:ndsu.sa-advocate@ndsu.edu).~~

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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



## Attachment 3

Policy 352 Version 1 4-19-2018

### Policy Change Cover Sheet

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



*If the changes you are requesting include housekeeping, please submit those changes to [nds.policy.manual@nds.edu](mailto:nds.policy.manual@nds.edu) first so that a clean policy can be presented to the committees.*

#### **SECTION:** 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@nds.edu](mailto:Alan.Denton@nds.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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# North Dakota State University

## Policy Manual

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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 defines above), the following criteria apply to evaluation of contributions by a candidate for promotion, tenure, and post-tenure review:
  - 2.2.2.1.1 contributions to knowledge, either by discovery or application, resulting from the candidate's research, and/or
  - 2.2.2.1.2 creative activities and productions that are related to the candidate's discipline.
- 2.2.2.2 EVIDENCE A candidate demonstrates quality of research by providing evidence of completed original work (i.e. published/in press, exhibited, or funded) from multiple sources such as:
  - 2.2.2.2.1 presentation 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/notification of extension of the probationary period shall be maintained in a confidential file separate from the employee's official personnel file in the Office of the Provost. It is understood that some information provided pursuant to this policy may be subject to disclosure pursuant to North Dakota open records laws.

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

Related Policies and Procedures:

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

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

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

- 3.7 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

case for promotion and tenure. Specific formative evaluations shall be provided to help candidates prepare their strongest case for promotion and tenure. Any extension granted prior to the third year review will delay the review by an equal period.

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

## 5. COMPOSITION OF PTE COMMITTEES

- 5.1 Each college shall have a PTE Committee consisting of at least three faculty members elected by the faculty of the college. The college PTE committee shall be as reflective as possible of the college's breadth of disciplines and fields of expertise. Ordinarily, at least three departments or sub-units of a college will be represented on the committee, and usually no more than one member of the same department may serve on the committee at one time.
- 5.2 Only tenured faculty members who have completed three years of full-time appointment with the University and who have attained the rank of associate professor or above are eligible for 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

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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.

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5.43 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.

5.54 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.

5.65 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

published by the Office of the Provost:

[https://www.ndsu.edu/fileadmin/provost/PTE/PTE\\_Timeline.pdf](https://www.ndsu.edu/fileadmin/provost/PTE/PTE_Timeline.pdf)

- 6.2 [In the absence of an approved extension, faculty who do not submit a tenure portfolio during their final probationary year, or who withdraw a submitted tenure portfolio, shall receive a one-year terminal contract for the following year.](#)

[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.

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[6.2.24](#) 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.

[6.2.32](#) Any additional materials added to the portfolio must pertain to information or material already in the portfolio, such as pending publications or grant proposals.

- 6.3 Unsolicited individual faculty input is limited to the department level of review.
- 6.4 Recommendations and any other materials collected as part of the evaluation process at the department, college, and university levels must be added to the candidate's portfolio before being sent forward to the next level of review. At the time that any written materials are added to the candidate's portfolio, copies of the added material must be sent to the candidate for review. The candidate shall have 14 calendar days to respond in writing to the additional materials. Any response from the candidate to such materials must be in writing and must be included in the portfolio for review at the next level.
- 6.5 Allegations of misconduct discovered after the deadline for submission of the portfolio to the Dean's Office that could be detrimental to a candidate's case (e.g. academic misconduct) shall be handled through the appropriate University policy and mechanisms. In such cases, the PTE process will be suspended until the allegations are resolved. Once the PTE process resumes, the candidate may update the portfolio.
- 6.6 Colleges and departments shall document that they have followed all procedures; e.g., by a comprehensive checklist of the steps in the PTE process. The documentation must be included in the portfolio.
- 6.7 The College PTE Committee and the College Dean shall separately and independently review and evaluate the candidate's portfolio without discussion or communication.
- 6.8 The college PTE Committee shall prepare a written report, including recommendations and an explanation of the basis for them, that shall be included in the candidate's portfolio. The report and recommendations shall be submitted to the Provost according to the PTE Timeline. A copy shall be sent to the Dean, the chair or head of the academic unit, and the candidate.
- 6.9 The College Dean shall also prepare a separate written report, including recommendations and an explanation of the basis for them that shall be included in the candidate's portfolio. The Dean shall forward the report and recommendations, and the portfolio of the candidate,

to the Provost according to the PTE Timeline. A copy of the Dean's report shall be sent to the College PTE committee, the chair or head of the academic unit, and the candidate.

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

## 7. APPEALS

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

## 8. DOCUMENT RETENTION

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

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### HISTORY:

Amended	May 13, 1974
Amended	February 10, 1975
Amended	December 12, 1988
Amended	May 14, 1990
Amended	April 1992
Amended	December 12, 1994 (Effective date July 1, 1995)
Amended	June 1997
Amended	November 2000
Amended	October 2001
Amended	October 2007
Amended	July 2008
Housekeeping	February 14, 2011

Amended	October 11, 2011
Amended	June 19, 2014
Amended	October 19, 2015
Amended	January 27, 2016
Amended	April 11, 2016
Amended	September 8, 2016
Amended	April 12, 2017
Housekeeping	April 19, 2017
Amended	March 29, 2018