

Meeting Agenda

May 8, 2023

- I. Call to Order.
- II. Attendance.
- III. Adoption of the Agenda.
- IV. Approval of Meeting Minutes from April 17, 2023.
- V. Announcements.
 1. David Cook, President
 2. David Bertolini, Provost
 3. Anastassiya Andrianova, Faculty Senate President
 4. Florin Salajan, Faculty Senate Past-President
 5. Warren Christensen, Faculty Senate President-Elect
 6. Fred Hudson, Staff Senate President
 7. Christian Walth, Student Body President
 8. Phil Hunt, Registrar
- VI. Committee and Other Reports.
 1. Ad Hoc Committee on Internationalization and Global Engagement
 2. Ad Hoc Committee on Program Overlap and Course Duplication
- VII. Consent Agenda.
 1. UCC Report
- VIII. Special Order
 1. Election for the Faculty Senate President-Elect
 - i. Nominations
 - a. Dr. Jeremy Jackson
- IX. Unfinished Business.
- X. General Order.
- XI. New Business.
 1. Policy 331.1
 2. Formation of an Ad Hoc Committee on Instructional Continuity Plans and Remote Work
- XII. Adjournment.

Meeting Minutes

April 17, 2023

- I. Call to Order: 3:01pm
- II. Attendance: See Appendix 1.
- III. Adoption of the Agenda.
 1. Motion to approve: Akhmedov/Secor.
 - i. Approved unanimously.
- IV. Approval of Meeting Minutes from March 20, 2023.
 1. Approved by unanimous consent.
- V. Announcements.
 1. David Cook, President
 - i. Legislative front: the message is somewhat the same. The budget is in good shape. There will be a study about what tenure looks like across the system. We're looking at a 6% and 4% for salary increases in the next biennium. There's a pool of money for equity, and for IT research network. Money set aside for mental health services. Continued to push the "hold harmless" issue, 96% of our budget from several years ago; rather than a budget deficit of \$7.6 million, it's \$5.5 million.
 2. David Bertolini, Provost
 - i. A plea to open your Blackboard sites early for first-year students; this could be as little as a welcoming message and list of textbooks. Meant to relieve stress for those students.
 - ii. We're struggling with fall enrollments for first-year students. Asked deans for discretionary funds for scholarships for first-year students.
 3. Anastassiya Andrianova, Faculty Senate President
 - i. Holding elections on May 8. Any past or present Senator is eligible, so please consider (self)nominating. Email the exec team your recent CV, and will also accept nominations from the floor.
 - ii. Committee and Senate elections. Keeping the current structure for the next year, then transition depending on the new 5-college structure.
 - iii. Legislative update:

- a. HB 1446 failed in the Senate. SBHE has taken the lead on a study related to tenure. We, as a university, should also consider looking into post-tenure review policy/procedure.
 - b. SB 2247 passed in the House on Thursday. The final version does not include the campus climate surveys or funding for those surveys. It goes to the Governor, who could veto, but it remains to be seen. Pres. Cook has tasked Mr. Chris Wilson to look into ramifications of this bill, if passed.
- 4. Florin Salajan, Faculty Senate Past-President
 - i. No announcements.
- 5. Warren Christensen, Faculty Senate President-Elect
 - i. Not present.
- 6. Fred Hudson, Staff Senate President
 - i. Staff Senate is going through their own transition. Wants to thank the FS for working together. The collaboration was very rewarding.
 - ii. Gunkelman Awards coming up on May 3 at 3pm in the Alumni Center. Recognizing staff or faculty who make a difference for others on campus.
- 7. Christian Walth, Student Body President
 - i. Introduce new Pres. Kaylee Weigel and VP Austin Anderson, who are interviewing officers.
 - ii. Thrift store: donate clothes every day this week from 4:00pm to 5:00pm. Store to open on lower level of the Memorial Union next Tuesday, April 25 from 9:00am to 5:00pm. All proceeds go to help students.
 - a. Question from Sen. Gao: do you have a preference for what type of clothing to donate? Answer Pres. Walth: no preference, including children's clothes; just make sure clothes are washed.
- 8. Phil Hunt, Registrar
 - i. Planning for commencement on May 13 at 10am and 2pm; reach out to Provost or Jackie Schluchter directly.
 - ii. Deans, chairs and heads were informed that R&R opened course schedule creation.
 - iii. This summer will work with the learning space committee to identify how to encourage active learning.
 - iv. Finalize the implementation on the new Civitas platform.
 - a. Question from Pres. Andrianova: will there be input from faculty and students on the summer work on learning

space? Answer Reg. Hunt: that will be a point of discussion at the next meeting of that committee, but implementation is not anticipated before the fall.

VI. Committee and Other Reports.

1. DEI

- i. Drs. Tracy Barrett and Mary Larson provided a report on the committee efflorescence and have been meeting; no meeting in March but hoping to have another meeting to set next year's goals and make sure the committee can continue to run effectively.
 - a. Goals were to ensure faculty are respected and that they matter. Worked on identifying areas of improvement:
 - a. Policy review; communicating with faculty on these policies. Policy 151 – the Code of Conduct on bullying. Policy 168 – the policy dealing with faculty disability, “moving” from HR to the Center for Accessibility and Disability Resources; students and staff have already been “moved.”
 - b. Publicize DEI efforts already in place; making more public the existence of organizations and programs on campus.
 - c. In collaboration with the Provost's Office, institute an interviewing process that includes people not represented in the climate survey.
 - d. Building a sense of belonging. Highlight NDSU faculty's experiences, engagement with community, what they enjoy/find challenging – as a way to improve inclusivity.
 - e. Tried to identify a variety of technology to support this work.
 - f. Question from Reg. Hunt: Is there any conversation about collaborating with the Pres. Council on DIR? Answer Dr. Barrett: There is some overlap between them, as there is a member that serves on both.

VII. Consent Agenda.

- 1. UCC Report
- 2. Policy 156
- 3. Policy 503

- i. Approved by unanimous consent.

VIII. Unfinished Business.

1. Amendments to the CCF Constitution
 - i. Motion to approve: Haug/Wood.
 - a. Motion passed: 38 AYE; 0 NAY; 0 ABSTAIN (See Appendix 2: Q1)
2. Policy 164

[Note: The pending motion to approve changes to Policy 164 is on the floor from the February meeting; the pending motion to amend is on the floor from the March meeting.]

 - i. Discussion.
 - a. Sen. Huseynov: Does the amendment mean that each college has to have a continuity plan. Pres. Andrianova: Likely yes, but this also means that the defunct instructional continuity plans that were voted down by the Faculty Senate two years ago should be reconsidered.
 - b. Sen. Hong: The UND policy language differentiates between synchronous and asynchronous classes during university closure. Pres. Andrianova: that is not relevant to this amendment.
 - c. Sen. Wood: What does it mean that there should be no class meetings of any kind?
 - d. Sen. Akhmedov: The continuity plan clause may contradict the no class meeting clause.
 - e. Sen. Huseynov: Perhaps this should say that there will be no class meeting unless required/specified by college continuity plans.
 - f. Sen. Smith: what proportion of students do you think will speak up that they are not okay with needing to come to class when university is closed? Mr. Duerr: doesn't see a problem with that.
 - g. Pres. Andrianova: Do you think this amendment would pass in Student Senate? Mr. Duerr: yes.
 - h. Sen. Ross: It seems to me that when the university is closed that means closed. There is a problem of risk to the university, if one student has to make arrangements to attend a class that still meets (and is injured on the way, e.g.), the university is liable.
 - i. Sen. Arnold: There is an equity issue to put the burden on a faculty member or on students.

- j. Sen. Tangen: If we require faculty members to teach the class synchronously, that puts the burden on faculty members who are parents/caretakers and may have to make family arrangements to do so. (Pres. Andrianova adds that many of our students are also parents.)
- k. Sen. Ross: proposes a friendly amendment to add “synchronous didactic” to current amendment text.
- l. Sen. Brynjulson: amends to strike out second part of the amendment. Text of amendment reads as follows: “2.1.4 When classes are cancelled (2.1,.2) or the University is closed (2.1,.3), there shall be no **synchronous didactic** class meetings. ~~Faculty will follow the instructional continuity plan of their college.~~”
 - a. Motion to call the question and end discussion: Emanuelson/Philbrick.
 - i. Motion passed: 34 AYE; 3 NAY; 1 ABSTAIN (See Appendix 2: Q2)
 - 1. Pending motion to amend passed: 35 AYE; 2 NAY, 1 ABSTAIN (See Appendix 2: Q3)
 - a. Pending motion to approve Policy 164 passed: 35 AYE; 1 NAY, 1 ABSTAIN (See Appendix 2: Q4)

IX. General Order.

X. New Business.

- 1. Formation of an Ad Hoc Committee to Revise the Faculty Senate Bylaws, consisting of the Faculty Senate President, Past-President, Parliamentarian, and at least one Senator
 - i. Motion to form ad hoc committee: Haug/Secor.
 - a. Discussion
 - a. Pres Andrianova: FS bylaws revisions require two consecutive FS regular meetings for approval, so these revisions will not take place this academic year. Need to ensure proper representation for the new college reorganization structure.
 - i. Approved by unanimous consent.

XI. Adjournment at 4:18pm: Secor/Akhmedov

- 1. Passed unanimously.

Appendix 1: Attendance

Last Name	First Name	Substitution	Present
AKHMEDOV	Azer		X
AMIRI	Ali		X
ANDRIANOVA	Anastassiya		X
ARNOLD	Lisa		X
BARABANOV*	Nikita		X
BERG	Eric		
BRYNJULSON	Rebecca		X
CHOI	Bong-jin		X
CHOI	Juwon		X
CHRISTENSEN	Warren		
CREESE	John		X
EMANUELSON	Pam		X
FELLOWS	Kristen	WING, H.	X
GAO	Jerry		X
HAUG	Karla		X
HERSHBERGER	John		
HONG	David		X
HUSETH-ZOSEL	Andrea		X
HUSEYNOV	Fariz		X
JEONG	Inbae		X
KILINA	Svetlana		
KIRKPATRICK	Sarah		X
KIRKWOOD	Matthew		X
KRYJEVSKAIA	Mila	LEONTYEV, A.	X
LARSON	Jamee		X
LAW	Quincy		X
LIN	Zhibin		X
MARCH	Raymond		
MATTHEW	Sijo		X
MCGRATH	Ryan		X
NORDSTROM	Onnolee		X
PELTIER	Allison		
PHILBRICK	Candace		X
RAHMAN	Mukhlesur		X
RAO	Jiajia		X
ROBERTS	David		X
ROSS	Darrell		X
SALAJAN	Florin		X
SECOR	Gary		X

SELEKWA	Majura	X
SMITH	Matthew	X
TANGEN	Jodi	X
TRAVERS	Steve	X
VOLD	Jessica	X
WOOD	Scott	X
YAN	Guiping	
ZHANG	Qi	X

* = Alternates

Appendix 2: Voting Record

Session Name	Active Participants	Question Count		
04-17-2023 3:35 PM	33	4		
Participant	Q1	Q2	Q3	Q4
AKHMEDOV, Azer	AYE	AYE	ABS	AYE
ARNOLD, Lisa	AYE	AYE	AYE	AYE
BRYNJULSON, Rebecca	-	AYE	AYE	AYE
CHOI, Bong-Jin	AYE	AYE	AYE	AYE
CHOI, Juwon	AYE	AYE	AYE	AYE
CREESE, John	AYE	AYE	AYE	AYE
EMANUELSON, Pamela	-	AYE	AYE	AYE
GAO, Jerry	AYE	AYE	AYE	AYE
HAUG, Karla	AYE	AYE	AYE	AYE
HONG, Yongtao	AYE	NAY	AYE	AYE
HUSETH-ZOSEL, Andrea	AYE	AYE	AYE	AYE
HUSEYNOV, Fariz	-	NAY	AYE	AYE
JEONG, Inbae	AYE	AYE	AYE	AYE
KIRKPATRICK, Sarah	AYE	AYE	AYE	AYE
KIRKWOOD, Matthew	AYE	NAY	NAY	NAY
LARSON, Jamee	AYE	AYE	AYE	AYE
LAW, Quincy	-	-	-	AYE
LIN, Zhibin	-	AYE	AYE	-
MATHEW, Sijo	AYE	AYE	AYE	AYE
MCGRATH, Ryan	AYE	AYE	NAY	ABS
NORDSTROM, Onnolee	AYE	AYE	AYE	AYE
PHILBRICK, Candace	AYE	AYE	AYE	AYE
RAHMAN, Md Mukhlesur	-	AYE	AYE	AYE
RAO, Jaja	-	AYE	AYE	AYE
ROSS, Darrell	AYE	AYE	AYE	AYE
SALAJAN, Florin	AYE	AYE	AYE	AYE
SECOR, Gary	-	-	-	AYE
SELEKWA, Majura	-	AYE	AYE	AYE
SMITH, Matthew	AYE	AYE	-	AYE
TANGEN, Jodi	AYE	AYE	AYE	AYE
TRAVERS, Steven	AYE	AYE	AYE	AYE
WOOD, Scott	AYE	AYE	AYE	AYE

ZHANG, Qi	AYE	AYE	AYE	AYE
Some Senators were unable to access online voting. Their votes are recorded below:				
Q1: AYE: Barabanov, Brynjulson, Emanuelson, Huseynov, Law, Leontyev (proxy), Lin, Rahman, Rao, Roberts, Secor, Selekwa, Vold, Wing (proxy); NAY: 0; ABSTAIN: 0.				
Q2: AYE: Barabanov, Law, Roberts, Secor, Vold, Wing (proxy); NAY: 0; ABSTAIN: Leontyev (proxy).				
Q3: AYE: Barabanov, Law, Leontyev (proxy), Roberts, Secor, Smith, Vold, Wing (proxy); NAY: 0; ABSTAIN: 0.				
Q4: AYE: Barabanov, Leontyev (proxy), Roberts, Vold, Wing (proxy); NAY: 0; ABSTAIN: 0.				

Ad-hoc Committee Membership: Joel Hektner, Derek Lehmberg, Jack Norland, RaNelle Ingalls, and Kelly Rusch

Ad-hoc Committee Charge: update/create policies/procedures to address 1) degree duplication and overlap at the program level and 2) course overlap.

Program Duplication and Overlap

Students who declare double or second majors may do so if at least 15 credits for the second major are unique to the major and do not satisfy requirements in the other major. Currently, the burden for ensuring the second or double major does contain a minimum of 15 unique credits falls on the student. Anecdotal data from the Office of Registration and Records indicates that some students fail to recognize this requirement, and thus, fall short of the 15 unique credits at the time anticipated graduation. A confounding issue is that there is no policy that spells out this requirement. Rather, the only place where the 15-credit minimum is stated is in the NDSU General Catalog. Creating a standalone policy was outside the scope of the ad-hoc committee's charge.

The ad-hoc committee reviewed the NDSU General Catalog and the policies/procedures at several other institutions to 1) determine whether NDSU's procedure is aligned with other higher education institutions and 2) recommend updated procedures to address the impact of the 15-credit minimum on students.

Institutional Procedures Reviewed

The ad-hoc committee reviewed procedures from:

Clemson University
Iowa State University
University of Nebraska – Lincoln
University of Idaho
South Dakota State University
University of Minnesota
University of North Dakota
Montana State University
Indiana University – Bloomington
Northern Illinois University

In summary, the institutional procedures are either silent to a minimum unique credit limit of a second major or are in line with the 15-credit minimum required by NDSU. The committee deliberated whether the 15-credit minimum needed to be changed and concluded that the credit limit is not the issue. Rather, the issue is one of who the responsible party should be for ensuring a degree program is unique from any other degree program on campus.

The committee recommends that that 15-credit minimum remains, but the burden for ensuring uniqueness is moved from the student to the department.

Recommended changes to existing NDSU General Catalog content and creation of process for new and existing programs

1. Undergraduate Degree and Graduation Information [from Catalog]

Current Language

Major: An undergraduate major is a planned grouping of courses in an academic discipline, called a curriculum, to which a student formally commits to studying by declaring the major. An academic major must total a minimum of 32 semester credits. Most majors are earned as a Bachelor of Science or a Bachelor of Arts degree, however, there are a few majors that are earned as a specialized degree. All NDSU degree types can be viewed in the Degree Types and Diploma Information in the catalog.

Second/Double or Multiple Majors: Students may pursue more than one major under a baccalaureate degree. The student will identify one of majors as the primary major and this major will determine from what college the degree will be awarded. To be eligible for multiple majors, all requirements from each major curriculum must be satisfactorily completed. In addition, each major must contain a minimum of 15 credits that are unique to that major and do not satisfy requirements in the other declared major(s). Important Note: When majors with different degree types are declared, the requirements for a second degree apply - see the section Second Degree.

Additional majors may be completed and recorded on a student's academic record after the degree for the first major has been awarded. A subsequent major will appear as a milestone statement on the academic record following the term for which the requirements were completed.

Dual Major: A dual major is different than a second/double major or declaring multiple majors. With a dual major, two majors have been formally combined into a single curriculum. Typically, a dual major has fewer overall required classes than if a student were to declare both majors individually. Departments must request formal approval of a dual major through the same governance process and students must officially declare a dual major. Dual majors are identified on the official major curriculum (<http://catalog.ndsu.edu/undergraduate/program-curriculum/>) list in the catalog.

Proposed Language

Major: An undergraduate major is a planned grouping of courses in an academic discipline, called a curriculum, to which a student formally commits to studying by declaring the major. An academic major must total a minimum of 32 semester credits. Most majors are earned as a Bachelor of Science or a Bachelor of Arts degree, however, there are a few majors that are earned as a specialized degree. All NDSU degree types can be viewed in the Degree Types and Diploma Information in the catalog.

Second/Double or Multiple Majors: Students may pursue more than one major under a Bachelor of Science or a Bachelor of Arts degree. The student will identify one of majors as the primary major and this major will determine from what college the degree will be awarded. To be eligible for multiple majors, all requirements from each major curriculum must be satisfactorily completed along with all other undergraduate degree requirements. Important Note: When majors with different degree types are declared, the requirements for a second degree apply - see the section Second Degree.

Once a degree is awarded, students may complete additional majors or minors under that specific degree type. Subsequent majors and minors will appear as a milestone statement on the student's academic record following the term for which the requirements were completed.

Dual Major: A dual major is different than a second/double major or declaring multiple majors. Dual major is two majors that have been formally combined into a single curriculum. Typically, a dual major has fewer overall required classes than if a student were to declare both majors individually. Departments must request formal approval of a dual major curriculum through the governance process and students must officially declare a dual major. Dual majors are identified on the official major curriculum (<http://catalog.ndsu.edu/undergraduate/program-curriculum/>) list in the catalog.

2. Updated Process for new Curriculum/Degree Programs

1. Use the NDUS forms for new programs
2. Add NDSU specific questions (including guidance that there must be a minimum of 15 unique credits). These questions would be required and must be answered before the workflow could begin.

NDSU Specific Questions

Preamble – All NDSU degree programs must contain 15+ unique credits. The proposing department bears the responsibility for ensuring that any new degree program satisfies the 15 unique credit rule.

Along with the NDUS new program form, NDSU proposing departments must also adequately answer the following questions at the degree exploration stage (placed as questions in Courseleaf):

1. Please list the 15 credits that are unique to your proposed curriculum/major, and
2. Please indicate any major/minor that students would be prohibited from declaring if enrolled in your major (each program must have 15 credits of core courses that are not available as technical electives for other degree programs).

These two questions will be added to Courseleaf. Departments will be required to answer these questions prior to beginning the workflow process.

3. Updated Process for Existing Curriculum/Degree Programs

The goal of implementing the recommendations is to remove the burden from the student.

Recommendation 1: Departments must clearly communicate/list on the official curriculum any majors/minor that students cannot declare because those programs would violate the 15 unique credit rule.

Recommendation 2: NDSU should make public (on Academic Affairs website) those programs that are similar in nature to one another, in full transparency (truth in advertising), and as part of its ongoing review of these programs. The committee recommends that 25% of NDSU's programs be certified per year, resulting in a (re)certification of each program once every four years. NDSU's Program Review Committee will be responsible for the certification process, including developing a procedure to implement the certification process. NDSU Academic Affairs will make public the list of certified

programs. In addition, during routine program change activities performed via Courseleaf, the department will be required to certify that the program still has at least 15 unique credits.

Ad Hoc Cmte: Kelly A. Rusch, RaNelle Ingalls, Joel Hektner, Derek Lehmberg, Jack Norland – cmte reached consensus on the above changes and processes on 03/23/23.

Course Duplication and Overlap

The ad-hoc committee discussed current and potential course duplication.

The committee recommends that current courses be grandfathered with no modifications (no immediate review of these courses). For new course proposals, modifications should be made within Courseleaf to require proposing departments perform an analysis of any potential course overlap/duplication. This analysis would trigger a review of the existing course that may overlap the new course proposal (see recommendation #2).

Courseleaf currently contains a question on course overlap (with the impacted department form). However, oftentimes, the question is not properly answered, and the burden for investigating course overlap falls on the University Curriculum Committee. The ad-hoc committee believes the review of potential course duplication/overlap is best managed at the proposer/department level.

The following Courseleaf changes are recommended to address course duplication:

Recommendation 1: NDSU does not currently have a campus-wide syllabus repository that allows faculty ease in searching and identifying potential duplicative/overlapping courses. The ad-hoc committee recommends NDSU invest in the Courseleaf Syllabus (SYL) module to provide said repository. Adding the SYL module to Courseleaf minimizes the number of programs/websites that faculty, staff, and administrators would need to navigate with respect to course related matters.

Recommendation 2: The course overlap/duplication field (along with the completed impacted department form) in Courseleaf will be edited to become a required field(s) that must be completed prior to initiating the workflow process. It is recommended that the question be expanded to help the faculty better identify potential overlapping courses and require course proposers to affirm they have reviewed syllabi via the SYL module. If courses already exist that are potentially overlapping/duplicative, the proposing faculty/department must perform an analysis that fully justifies:

- 1) how the proposed course is different than any existing course or
- 2) why the proposed course is needed in lieu of utilizing the existing duplicative course

The analysis must have documented input from the department/college of the potentially duplicative existing course. The analysis must be uploaded into Courseleaf before the workflow can be initiated.

Recommendation 3: College curriculum committees will be responsible for reviewing the analysis and rendering a decision of approval or denial of the new course. The college curriculum committee will be required to attach a compelling justification for any course that is approved but may be duplicative of an existing course. UCC will review the justification and approve the new course or refer the matter to the Provost's Office in cases where the existing course is the one recommended for closure/deactivation. Appeals of the UCC denial decisions would be made to Provost.

Ad-Hoc Cmte: Degree Duplication and Overlap – procedure changes (Spring 2023)

Ad Hoc Cmte: Kelly A. Rusch, RaNelle Ingalls, Joel Hektner, Derek Lehmberg, Jack Norland – cmte reached consensus on the above changes and processes on 03/23/23. The ad-hoc cmte made updates on 04/27/23 based on feedback from the Faculty Senate Executive Cmte (04/24/23).

**University Curriculum Committee Report
For Faculty Senate Meeting on May 8, 2023**

Program Update
B.S.N. Nursing: RN to BSN Track – Program delivery method update.
B.S. Computer Science & Physics – Program update removing inactive courses.
B.S. Horticulture – Name change to B.S. Horticulture & Urban Agriculture. Program requirement updates.
B.S. Natural Resources Management – Program emphasis update.
B.S. Nutrition Science – Program updates due to phasing out of the Didactic Program in Dietetics.
B.S. Precision Agriculture – Name change to B.S. Precision Agriculture Technology & Management. Program update due to merging of Agriculture Systems Management and Precision Agriculture into one new major.
B.S. Software Engineering – Program delivery method update.
B.S./B.A. Anthropology – Program update. Adding Professional Seminar.
B.S./B.A. Sociology – Program update. Adding Professional Seminar.
B.S./B.A. Apparel, Retail Merchandising and Design – Program update. Number of credits for the Field Experience defined.
B.S./B.A. Human Development & Family Science – Program update.
B.S./B.A. Mathematics & Physics – Program update removing inactive courses.
B.S./B.A. Physics (Standard & Optical Science & Engineering options) – Program update to remove inactive courses.
B.S./B.A. Psychology – Program update. Adding accelerated option.
B.S./B.A. Social Science Education – Program update.
B.S./B.A. Spanish Education – Program update to remove second language requirement.
B.S./B.A. Women and Gender Studies – Program update.
B.S.A.B.En. Agricultural & Biosystems Engineering – Program update.
B.S.Cpr. E. Computer Engineering – Program update.
B.S.E.E. Electrical Engineering – Program delivery method update.
B.S.M.E. Mechanical Engineering – Program update.
B.S.N. Nursing: LPH to BSN Track – Program update and course delivery model.
Graduate Certificate Family Financial Planning – Program delivery method change from in-person to online.
Graduate Certificate Gerontology – Program delivery method change from in-person to online.
Graduate Certificate Youth Development – Program delivery method change from in-person to online.
Graduate Certificate Youth Program Management & Evaluation – Program delivery method change from in-person to online.
M.S. Human Development and Family Science – Program delivery method from in-person to online.
Minor Apparel, Retail Merchandising and Design – Program update to add newly developed courses to the elective list.
Minor Computer Science – Program update to account for the changes to CSCI 227, CSCI 228, and CSCI 229.
Minor Managerial Psychology – Program delivery method update to include online.
Minor Physics – Program update to remove inactive courses.
Minor Psychology - Program delivery method updated to include online.
UG Certificate Apparel, Retail Merchandising and Design – Program update. Newly developed courses have been added to the elective list.
B.S./B.A. Theatre Arts – Program update.
UG Certificate Professional Writing – Certificate requirement update.
M.M. Music – Program update.
Ph.D. Developmental Science – Program update to remove courses no longer offered.
D.M.A. Music – Program update to split up sub-plan into two separate sub-plans.
B.S. Pharmaceutical Sciences – Program update to remove unneeded courses as requested by the admission committee.
Minor Robotics – Program update. Adding ME 213 to core programming.
Ph.D Counselor Education & Supervision – Program update to better meet the needs of today's learners.
M.S./M.Ed. Educational Leadership – Program update.
M.S. Counseling – Program update.
M.Ed. Counseling – Program update.

New Program			
B.S. Cybersecurity			
B.S.N. Nursing: Post-Baccalaureate (Accelerated) Track			
UG Certificate Computer Science Foundations			
UG Certificate Computing Systems			
UG Certificate Core Computer Science Competencies			
UG Certificate Cybersecurity			
UG Certificate Data Science			
UG Certificate Fundamentals of Computing and Security			
UG Certificate Software Development			
UG Certificate Software Engineering			
Undergraduate International Studies Certificate			
New Courses			
Subject	No.	Title	Effective Term
ANSC	165	Animals and Human Health	Fa '23
ANSC	465	Equine Assisted Services Practicum II	Fa '23
ANSC	475	One Health	Spr '24
BIOL	199	Special Topic request: Introduction to Biology Research	Fa '23
CSCI	229	Computing Fundamentals in Python III	Fa '24
CSCI	359	Networking	Fa '23
CSCI	377	System Administration	Spr '24
CSCI	408	Malware Detection, Analysis and Threat Mechanisms	Fa '23
CSCI	608	Malware Detection, Analysis and Threat Mechanisms	Fa '23
CSCI	411	Secure Software Development	Fa '24
CSCI	412	Mobile Software Engineering	'Fa 23
CSCI	476	Cloud Systems Administration	Spr '24
CSCI	622	Fundamentals of Data Engineering	Fa '23
EDUC	664	Universal Design for Learning in K-12 Settings	Fa '23
EDUC	821	Foundations of Science & Technology Education	Fa '23
EDUC	822	Teaching and Learning Science & Technology	Fa '23
EDUC	823	Advanced Topics in Science & Technology Education	Fa '23
ENT	696	Special Topic request: Overview of Entomology	Fa '23
FIN	459	Intermediate Appraisal of Real Estate	Fa '23
HIST	101	Past and Present	Fa '24
HIST	175	Pirates of the Caribbean	Fa '23
HIST	740	Readings in Public History	Fa '23
HNES	604	Adapted Physical Activity	Fa '23
HNES	470	Professional Practices in Exercise Science	Fa '23
HNES	764	Advanced Cardiovascular Exercise Physiology	Spr '24
LA	675	City-shaping Design Studio	Fa '23
LA	676	Ecological Design Studio	Fa '23
MRKT	466	Digital Marketing Analytics	Fa '23
NRM	670	Landscape Genetics	Spr '24
NRM	671	Landscape Genetics Lab	Spr '24
PH	675	One Health	Spr '24
PHIL	352	Knowledge and Reality	Spr '24
PHRM	360	Introduction to Drug Literature	Spr '24
PHYS	399	Special Topic request: Quantum Computation	Fa '23
PLSC	612	Nursery Production and Management	Spr '25
PLSC	622	Greenhouse Production and Management	Spr '24
PPTH	767	Effectoromics	Fa '23
PSYC	411	Preparing for Graduate School in Psychology	Fa '23
SOC	298	Professional Seminar	Spr '24
THEA	385	Period Style for Performance	Fa '23

Course Inactivations			
Subject	No.	Title	Effective Term

Changes in Course Descriptions and/or Requisites				
Subject	No.	Title	Title/Prerequisite/Co-requisite/Description Change	Effective Term
ABEN	479	Fluid Power Systems Design	Prerequisite update: Adding ABEN 263 or CE 309 to ME 352.	Fa '23
ANSC	New # 265L Old # 310	New title: Principles of Equine Assisted Services Old title: Principles of Therapeutic Horsemanship Instruction	New description: This course is focused on the application of theoretical knowledge of equine assisted services through experiential learning techniques. Old description: This course is focused on theoretical knowledge and application of therapeutic horsemanship instruction through experiential learning and teaching techniques of peers, and includes evaluation and training techniques for therapy horses, lesson plan development, and critical reviews of the literature. Removing ANSC 210 and adding ANSC 165 as prerequisites. Course credit change from 3 to 2 credits.	Spr '24
ANSC	New # 365 Old # 410	New title: Equine Assisted Services Practicum I Old title: Therapeutic Horsemanship Teaching Practicum	New description: In this practicum course, students will complete phase I of their teaching requirements for the Certified Therapeutic Riding Instructor Certification Exam. Old description: In this practical teaching course, students will team teach for 6 to 12 weeks with a North American Riding for the Handicapped Association (NARHA) certified instructor at a local therapeutic program, assisting with lesson plan and program plan development, mounting and dismounting of riders, as well as instruction and evaluation of riders. Removing prereqs ANSC 210 and ANSC 310 and adding ANSC 265L and ANSC 361.	Fa '23
ANTH	470	Theory in Archaeology	Removing prerequisite of ANTH 204.	Fa '23
ANTH	670	Theory in Archaeology	Removal of prerequisite for ANTH 470. Updating syllabi.	Fa '23
ANTH	480	Development of Anthropological Theory	Removing prerequisite of ANTH 111.	Fa '23
ANTH	680	Development of Anthropological Theory	Removal of prerequisite for ANTH 480.	Fa '23
ANTH	481	Ethnographic Research Methods	Removal of prerequisites ANTH 206 and junior standing.	Fa '23
BIOL	410	Comparative Chordate Morphology	Removal of BIOL 252 as a prerequisite.	Fa '23
BIOL	452	Ichthyology	Removal of BIOL 150 as a prerequisite.	Fa '23
BIOL	464	Endocrinology	Adding BIOL 370 as a prerequisite.	Fa '23
BIOL	477	Wildlife and Fisheries Management Techniques	Removing BIOL 150 as a prerequisite.	Fa '23
CSCI	413	Principles of Software Engineering	Course prerequisite update. Removing ECE 275 and adding CSCI 213 to CSCI 313 as prerequisites.	Fa '23
CSCI	455	Networking and Parallel Computation	Course prerequisite update. Adding CSCI 213 as an additional prereq.	Fa '23
EMGT	New # 345 Old # 445	Understanding Vulnerable Populations in Disasters	Course number change and General Education category update from R/D to B/ <u>D</u> .	Fa '23

ENVD	102	Drawing Basics for Environmental Designers	Course prerequisite update. Removing co-requisite of ENVD 130.	Fa '23
ENVD	104	Environmental Design Fundamentals	Course prerequisite update. Removing co-requisite of ENVD 172.	Spr '24
ENVD	130	Drawing Skills for Environmental Designers	Course prerequisite update. Removing co-requisite of ENVD 102.	Fa '23
HDFS	705	Quantitative Methods in Developmental Science	Course description change. New description: This course is an introduction to quantitative analyses commonly used in developmental science. Special emphasis will be placed on statistical concepts and applying and interpreting tests of statistical inference that are associated with the field. Old description: This course is an introduction to research methods and quantitative analyses commonly used in developmental science. Special emphasis will be placed on the unique methodological features associated with the field. Credit change from 4 to 3 credits.	Fa '23
HDFS	805	New title: Research Methods and Scholar Development in Human Sciences Old title: Professional Development in Developmental Science	New description: This course is an introduction to research methods commonly used in human sciences, including activities for students to develop as scholars. Areas covered will include sampling, survey and experimental research designs, and writing and speaking about research in multiple formats. Old description: This course serves to facilitate professional development among graduate students in developmental science. Students will discuss methods for succeeding in graduate school, presenting and publishing research, and searching for jobs. Credit change from 1 to 3 credits.	Fa '23
HNES	254	Curriculum, Standards and Assessment in Physical Education	Adding Pre-physical Education major to the prerequisite and removing HNES 110 and HNES 256 corequisite.	Fa '23
HNES	255	Professional Preparation in Middle School Physical Education	Adding Pre-physical Education major to the prerequisite.	Fa '23
HNES	256	Professional Preparation in High School Physical Education	Removing HNES 110 as a prerequisite.	Fa '23
HNES	301	Motor Learning and Performance	Adding Pre-physical Education major to the prerequisite.	Fa '23
HNES	303	Sport Communication and New Media	Removing all course prerequisites.	Fa '23
HNES	336	Methods of Coaching	Adding Pre-physical Education major to the prerequisite.	Fa '23
HNES	341	Psychosocial Aspects of Health	Adding Pre-physical Education major to the prerequisite. Removing PSYC 111, HNES 110 and HNES 217 as prereqs.	Fa '23
HNES	345	Materials and Concepts of Health Education	Adding Pre-physical Education major to the prerequisite. Removing HNES 217 as prereq.	Fa '23
HNES	350	Fitness Education Activities and Materials	Removing HNES 367 as a prerequisite.	Fa '23
HNES	367	New title: Pedagogy of the Body for K-12 Old title: Principles of Conditioning	New description: Application of principles and techniques for teaching K-12 physical education standards related to physical conditioning. Old description: Scientific theory and application of principles and techniques of physical conditioning to optimize training programs. Introduction of a wide variety of sports activities and associated training protocols. Prerequisite update to include pre-Physical Education and pre-Health Education and junior standing.	Fa '23

HNES	353	Adapted Physical Education	Prerequisite update: adding Pre-physical Education major to the prereq.	Fa '23
HNES	475	Exercise Science Internship	New description: Capstone course for exercise science majors. Supervised field work in a professional setting with emphasis on exercise testing and prescription, exercise program leadership, and administration. Old description: Capstone course for human performance and fitness majors. Supervised field work in a professional setting with emphasis on administration, supervision, and program leadership. Credit change from 12 to variable 3=12 credits. Prerequisite added of department consent required and Exercise Science majors only.	Fa '23
LA	642	Advanced Grading + Drainage	Dual listed with LA 442	Fa '23
LA	644	Advanced Construction Drawings + Documentation	Dual listed with LA 444	Fa '23
MIS	376	Data and Telecommunications Administration	Prerequisite update: Removing CSCI 228.	Fa '23
MUSC	131	Theory and Analysis II	Prerequisite update to require MUSC 130 with a grade of C or higher.	Fa '23
MUSC	133	Ear Training & Sight Singing II	Prerequisite update to require MUSC 132 with a grade of C or higher.	Fa '23
MUSC	161	Piano Class II	New description: Group instruction in the basic fundamentals of playing the piano. Designed primarily to meet the basic piano proficiency requirements for music education, performance, and composition majors. Old description: Group instruction in the basic fundamentals of playing the piano. Designed primarily to meet the basic piano proficiency requirements for music education majors. Prerequisite update: Adding MUSC 160 with a grade of C or higher.	Fa '23
MUSC	230	Theory and Analysis III	Prerequisite update: change MUSC 130 to MUSC 131 with a grade of C or higher.	Fa '23
MUSC	231	Theory and Analysis IV	Prerequisite update: adding a grade of C or higher to prereq MUSC 230.	Fa '23
MUSC	232	Ear Training & Sight Singing III	New description: Intermediate work with ear training and sight singing materials. Laboratory band and chorus required. Old description: Advanced work with ear training and sight singing materials. Laboratory band and chorus required. Prerequisite update: adding MUSC 133 with a grade of C or higher to coreq MUSC 230.	Fa '23
MUSC	233	Ear Training & Sight Singing IV	Prerequisite update: adding MUSC 232 a grade of C or higher to prereq MUSC 231.	Fa '23
MUSC	260	Piano Class III	New description: Intermediate group instruction in playing the piano. Designed primarily to meet the piano proficiency requirements for music education, performance, and composition majors. Old description: Intermediate instruction in class piano. Prerequisite update to MUSC 161 to include a grade of C or higher.	Fa '23

MUSC	261	Piano Class IV	<p>New description: Intermediate group instruction in playing the piano. Designed primarily to meet the piano proficiency requirements for music education, performance, and composition majors.</p> <p>Old description: Intermediate instruction in class piano.</p> <p>Prerequisite update: Adding MUSC 260 with a grade of C or higher. Removing prereq of MUSC 161.</p>	Fa '23
MUSC	341	Music History II	<p>New description: Study of the history of music from the Classical period through the 21st century.</p> <p>Old description: Study of the history of music from the Classical period through the 20th century.</p> <p>Prerequisite update: adding with a grade of C or higher for MUSC 340.</p>	Fa '23
MUSC	366	Applied Composition	<p>Course description edited from May be repeated twice to just May be repeated.</p> <p>Prerequisite update: Removing MUSC 231 and adding MUSC 266.</p>	Fa '23
NURS	430	<p>New title: Comprehensive Adult Health</p> <p>Old title: Nursing Management</p>	<p>New description: Focuses on the etiology, pathophysiologic mechanisms, and nursing care of adult patients experiencing selected multiple high acuity patients.</p> <p>Old description: Study of concepts and issues related to management and leadership in professional nursing.</p> <p>Prerequisite update to be only NURS 300 and NURS 360.</p>	Su '24
PAG	215	Mapping of Precision Ag Data	<p>New description: The course is designed to introduce students to currently technologies and software solutions being used for data collection, storage, and analysis to support more informed crop management decisions. The course is offered as two 50-minute lectures and one 2-hour lab per week.</p> <p>Old description: This course is designed to introduce the student to principles and applications of mapping data in precision agriculture, GIS, GPS, sensors, drones, data acquisition and management. The course is offered in two 50 mins lectures and one 100-minute laboratory per week.</p> <p>Prerequisite update: removing GEOG 105.</p>	Fa '23
PHRM	480	<p>New title: Evidence Based Medicine</p> <p>Old title: Drug Literature Evaluation</p>	<p>New description: Evaluation of original literature in which drug information is found to achieve a thorough understanding of the structure of the literature and its inherent strengths and weaknesses.</p> <p>Old description: The goals of this course are to achieve a thorough understanding of the structure of the literature and its inherent strengths and weaknesses, such that the student may evaluate scientific studies and utilize the literature to support a point of view.</p> <p>Prerequisite update: Adding PHRM 360 with a grade of C or higher.</p>	Spr '24
PHYS	350	Modern Physics	<p>Prerequisite update: changing coreq to be MATH 259 or MATH 265.</p>	Fa '23
PHYS	481	<p>New title: Materials Physics</p> <p>Old title: Condensed Matter Physics</p>	<p>Requisite update: removing PHYS 486 as coreq and adding PHYS 252 as prereq.</p>	Fa '23

PLSC	380	Principles of Plant Physiology	Requisite update: removing BIOL 151 and adding BIOL 150 or PLSC 210.	Spr '24
PSYC	762	Advanced Research Methods and Analysis	New description: Advanced applications of regression with a focus on multilevel regression models used to analyze nested cross-sectional and longitudinal data. Includes analysis using computer software. Old description: Advanced experimental design and data analysis. Emphasis on regression models as applied to psychological data and designs. Includes analysis on the computer. Lecture, laboratory. Requisite update: adding PSYC 761 or instructor permission to prerequisite PSYC 640.	Fa '23
RELS	New # 240 Old # 340	New title: "Cults" and New Religious Movements Old title: New Religious Movements	New description: This course examines the creation and sustainability of new religious movements, including Scientology, Jehovah's Witness, Aum Shinrikyo, Peoples Temple, and the Church of Jesus Christ of Latter-day Saints, and the history of anti-cult movements. Old description: This course examines the creation and sustainability of new religious movements, including Scientology, Jehovah's Witness, Aum Shinrikyo, Peoples Temple and the Church of Latter Day Saints, and the history of anti-cult movements. Cross-list HIST	Fa '23
RELS	355	New title: Global Islam Old title: History of Global Islam	New description: Examination of the foundational history, texts, laws, and rituals of Islam, in addition to the lived experience of Islam and related political dynamics in the Middle East, Europe, Asia, Africa, and North America. Old description: Examination of the foundational history, texts, laws and rituals of Islam, in addition to the lived experience of Islam and related political dynamics in the Middle East, Europe, Asia, Africa and North America. Cross-list HIST	Fa '23
SOC	405	Community Development	Requisite update: removing SOC 404.	Fa '23
SOC	605	Community Development	Requisite update: removing SOC 604.	Fa '23
PLSC	750	Crop Stress Physiology	Requisite update: removing PLSC 686 and adding PLSC 380.	Fa '23
PLSC	422	Greenhouse Production and Management	New description: Overview of controlled environment agriculture, greenhouse structure and construction, glazing materials, benches and space utilization, heating and cooling, lighting, root substrates, fertilizing, hydroponics, growth regulators, pest control, crop programing, production cost and labor management, growing selected crops, and field trips. 2 lectures, 1 two-hour laboratory. S (even years). Old description: Greenhouse structure and construction, environmental control, plant nutrition, growth regulation, pest control, and business management in relation to commercial production of greenhouse crops, including pot, cut flower, bedding, foliage, and vegetable crops. Field trips. 2 lectures, 1 two-hour laboratory. S (even years)	Sp '24
TL	721	Global Supply Chain Management	Prerequisite update. Removing TL 711 as prereq.	Fa '23
TL	731	Supply Chain Decision Analysis	Prerequisite update. Removing TL 711 as prereq.	Fa '23

General Education Changes/Revalidations				
Subject	No.	Title	Action	Category
ANSC	165	Animals and Human Health	New	Category W.
EMGT	345	Understanding Vulnerable Populations in Disasters	Change	Was category R/D and is requesting category B/D.
ENGL	375	The Bible as Literature	Change	Removing category G leaving only category A.
HIST	175	Pirates of the Caribbean	New	Category A and G.
HIST	328	War and Society in America	New	Category A.
PLSC	110	World Food Crops	Revalidation	Category S and G.
SOC	116	Global Social Problems	Revalidation	Category B and G.
RELS	240	"Cults" and New Religious Movements	Addition	Adding category D: will now be A and D.
RELS	355	Global Islam	Revalidation	Category A and G.
THEA	385	Period Style for Performance	New	Category A and D.

**University Curriculum Committee Report - Addendum
For Faculty Senate Meeting on May 8, 2023**

For Faculty Senate Meeting on May 6, 2025				
Program Update				
GR Cert Professional Writing – Program update.				
M.S.E. Software Engineering – Program update. Moving some required courses to electives.				
B.S./B.A. Political Science – Program update to account for accelerated program.				
GR Cert Supply Chain Management – Program update.				
M.B.A. Agribusiness – Program update to add new course and remove course no longer being offered.				
Ph.D. Software and Security Engineering – Program update to make course list more reflective of advances in the field.				
M.S. Software and Security Engineering – Program update to make course list more reflective of advances in the field.				
New Programs				
Minor Artificial Intelligence				
New Courses				
Subject	No.	Title	Effective Term	
POLS	424	Inequality and Public Policy	Sp '24	
POLS	624	Inequality and Public Policy	Sp '24	
HIST	140	History of the Holocaust	Fa '23	
SOC	240	Gender and Popular Culture	Sp '24	
SOC	476	Sociology of Education	Fa '23	
SOC	676	Sociology of Education	Fa '23	
EDUC	821	Foundations of Science & Technology Education – UCC made a motion to remove this course from the Faculty Senate Agenda and return it to UCC for further review.	Removing from Faculty Senate Agenda	
EDUC	822	Teaching and Learning Science & Technology – UCC made a motion to remove this course from the Faculty Senate Agenda and return it to UCC for further review.	Removing from Faculty Senate Agenda	
EDUC	823	Advanced Topics in Science & Technology Education – UCC made a motion to remove this course from the Faculty Senate Agenda and return it to UCC for further review.	Removing from Faculty Senate Agenda	
Changes in Course Descriptions and/or Requisites				
Subject	No.	Title	Title/Prerequisite/Co-requisite/Description Change	Effective Term
ADHM	New # 210 Old # 410	Dress in World Cultures	Course number update and general education revalidation.	Sp '24
ANTH	471	Archaeological Research Methods	Course prerequisite update: removing ANTH 204.	Fa '23
ANTH	671	Archaeological Research Methods	Requisite update for ANTH 471.	Fa '23
MUSC	379	New title: Study Tour Abroad Old title: Study Tour Abroad-Eastern Europe	Title change and removal of general education designation.	Fa '23
WGS	370	Transnational/Global Women	Course requisite update: removing WGS 110 as coreq.	Fa '23
MRKT	372	Global Retailing	Update prerequisite. Cross-listed with ADHM 372.	Fa '23
General Education Changes/Revalidations				
Subject	No.	Title	Action	Category
PH	101	Introduction to Public Health	Revalidation	W/D: Wellness/Cultural Diversity
SPAN	102	First-Year Spanish II	Revalidation	A/G: Humanities & Fine Arts/Global Perspectives
SPAN	202	Second-Year Spanish II	Revalidation	A/G: Humanities & Fine Arts/Global Perspectives
ADHM	210	Dress in World Cultures	Revalidation	A/D: Humanities & Fine Arts/Cultural Diversity
HIST	140	History of the Holocaust	New	A: Humanities & Fine Arts
SOC	240	Gender and Popular Culture	New	B/D: Social & Behavioral Sciences/Cultural Diversity
MUSC	379	Study Tour Abroad	Removal	A/D: Humanities & Fine Arts/Cultural Diversity
WGS	370	Transnational/Global Women	Revalidation	G: Global Perspectives

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Education

Ph.D. Economics, Washington University in St. Louis, 2008
M.A. Economics, Washington University in St. Louis, 2002
B.A. Economics with minor in Business Administration, Baylor University, 2001

Positions held

North Dakota State University, Department of Agribusiness and Applied Economics

- Professor, Fall 2020 - Present
- Associate Professor, Fall 2016 - Spring 2020
- Assistant Professor, Fall 2009 - Spring 2016

(Founding) Director, North Dakota Center for the Study of Public Choice and Private Enterprise (PCPE), North Dakota State University, Fall 2016 - Present

Visiting Research Scholar, Eudaimonia Institute, Wake Forest University, Spring 2018 - Summer 2019

Visiting Assistant Professor, Department of Economics, Vassar College, Fall 2008 - Spring 2009

Teaching Assistant, Department of Economics, Washington University in Saint Louis, Fall 2002 - Spring 2008

Adjunct Instructor, Department of Economics, John Cook School of Business, Saint Louis University, Summer 2004

Research Assistant to Paul Rothstein, Weidenbaum Center on Political Economy, Washington University in Saint Louis, Fall 2003 - Spring 2004

Staff Economic Consultant, The Perryman Group, Waco, TX, Summer 2000 - Summer 2001

Editorial

Associate Editor, *Public Finance Review*

Fields

Political Economy

Public Finance

- State and local

Socio-Economics

- Economic Psychology, Philanthropy, and Social Capital
 - * Personality, Branding
- Effect of economic freedom on social outcomes
 - * Philanthropy, Social Capital, Well-being

Industrial Organization

- Innovation, Regulation, and Strategy

Refereed
Publications

Journal Articles

1. Elizabeth Crawford and **Jeremy Jackson** (Forthcoming), “Understanding the role of personality, loyalty, satisfaction, and word-of-mouth advertising among college students” (Accepted in the 2023 proceedings of the American Academy of Advertising)
2. Taylor FioRito, Clay Routledge, and **Jeremy Jackson** (2021), “Meaning-motivated community action: The need for meaning and prosocial goals and behavior,” *Personality and Individual Differences*, vol. 1711 110462
3. Ryan Murphy, Meg Tuszynski, and **Jeremy Jackson** (2020), “Some Dynamics of Socioeconomic Relationships: Well-Being, Social Capital, Economic Freedom, Economic Growth, and Entrepreneurship,” *American Journal of Entrepreneurship*, vol. 13, n , pp. 4-44
<http://americanjournalentrepreneurship.org/wp-content/uploads/2020/07/Murphy-Tuszynski-Jackson-2020.pdf>
4. **Jeremy Jackson** (2020), “Presidential congruence and happiness: the role of extreme political views,” *Applied Economics Letters*, vol. 27, n 5, pp. 387-391
<https://www.tandfonline.com/doi/full/10.1080/13504851.2019.1616061>
5. Jeremy Horpedahl, **Jeremy Jackson**, and David Mitchell (2019), “Is Economic Freedom the Hidden Path to Social Justice?”, *Journal of Private Enterprise*, vol. 34, n 4, pp. 55-74.
6. **Jeremy Jackson** (2019), “Happy Partisans and Extreme Political Views: the impact of national versus local representation on well-being”, *European Journal of Political Economy*, vol. 58, pp. 192-202.
<https://doi.org/10.1016/j.ejpoleco.2018.12.002>.
7. Elizabeth Crawford and **Jeremy Jackson** (2019), “Philanthropy in the Millennial Age: trends toward polycentric personalized philanthropy”, *The Independent Review*, vol. 23, n 4, pp. 1-18.
8. **Jeremy Jackson** and Jason Smith (2019), “Experimental Use Licensing with Non-drastic Innovation”, *Journal of Agricultural and Resource Economics*, vol. 44, n 1, pp 1-15.
9. Andrew Pritchard*, Julie Fudge*, Elizabeth Crawford, and **Jeremy Jackson** (2018), “Undergraduate Choice of Major and Major Satisfaction: An Expanded Role for Personality Measures”, *Journal of Marketing for Higher Education*, vol. 28, n 2, pp 155-174.
<https://doi.org/10.1080/08841241.2018.1442381>
10. **Jeremy Jackson**, Elizabeth Crawford, and Andrew Pritchard* (2018), “Student Satisfaction with Major: The Role of Personality”, *The Empirical Economics Letters*, vol 17, n 7, pp. 885-891.
11. Assion Lawson-Body, **Jeremy Jackson**, and Lori Willoughby, (2018), “Factors Predicting Donor’s Intention to Give: Mediating Role of Social Media Presence”, *Issues in Information Systems*, Vol 19, n 1, pp 91-97.
12. Elizabeth Crawford, **Jeremy Jackson**, Andrew Pritchard*, and Julie Fudge* (2017), “A More Personalized Satisfaction Model: Including the BFI-44 in the American Customer Satisfaction Model.” *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior*, vol. 30, pp. 43-73.

13. **Jeremy Jackson** and Jeffrey Palm** (2017), "The Limits of Redistribution and the Impossibility of Egalitarian Ends." *The Independent Review*, vol. 22, n 1, pp. 71-81.
14. **Jeremy Jackson** (2017), "Free to be Happy: Economic Freedom and Happiness in US States." *Journal of Happiness Studies*, vol. 18, n 4, pp. 1207-1229.
<http://link.springer.com/article/10.1007/s10902-016-9770-9>
15. **Jeremy Jackson** (2017), "Economic Freedom and Social Capital: Pooled Mean Group Evidence." *Applied Economics Letters*, vol. 24, n 6, pp. 370-373.
<http://dx.doi.org/10.1080/13504851.2016.1194958>
16. Aspen Gorry and **Jeremy Jackson** (2017), "A Note on the Nonlinear Effect of Minimum Wage Increases." *Contemporary Economic Policy*, vol. 35, n 1, pp.53-61.
[doi:10.1111/coep.12175](https://doi.org/10.1111/coep.12175)
17. **Jeremy Jackson**, Art Carden, and Ryan Compton (2015), "Economic Freedom and Social Capital." *Applied Economics*, vol. 47, n 54, pp. 5853-5867.
18. **Jeremy Jackson** and Jason Smith (2015), "A Framework for Non-drastic Innovation with Product Differentiation." *Economics Bulletin*, vol. 35, n 1, pp. 259-269.
19. Siew Lim, Cheryl Wachenheim, David Roberts, Linda Burbidge, and **Jeremy Jackson** (2014), "Gender Differences in Economics." *NACTA Journal*, vol. 58, n 4, pp. 335-340.
20. Joleen Hadrich and **Jeremy Jackson** (2014), "Livestock emissions regulation with unknown damages and strategic technology adoption." *Applied Economics*, vol. 46, n 35, pp. 4309-4317.
21. **Jeremy Jackson**, Cameron Thraen, and Marin Bozic (2013), "Conflict Over Cooperation: Why so much Disagreement Over the Proposed Dairy Market Stabilization Program?" *Journal of Agricultural and Food Industrial Organization*, vol. 11, n 1, pp. 129-138.
22. **Jeremy Jackson** (2013), "Tax Earmarking, Party Politics and Gubernatorial Veto: Theory and Evidence from US States." *Public Choice*, vol. 155, n 1, pp. 1-18. [**Lead Article**]
23. **Jeremy Jackson** (2011), "A Legislative Bargaining Approach to Earmarked Public Expenditures." *Economics Bulletin*, vol. 31, n 3, pp. 2006-2020.

* *Ph.D. Student Coauthor* ** *Undergraduate Coauthor*

Book Chapters, Essays, and Policy Papers

1. Peter Calcagno and **Jeremy Jackson** (2022), "Social Trust and Regulation: A Time Series Analysis of the United States" *Center for Growth and Opportunity*
2. **Jeremy Jackson**, James Caton, Raheem Williams, and Kali Christianson (2018), "Prairie Prosperity: An Economic Guide for the State of North Dakota." *Mercatus Center*
<https://www.mercatus.org/publications/state-and-local-policy/prairie-prosperity-north-dakota-economic-guide>
3. **Jeremy Jackson** (2015), "Abolish the Minimum Wage." *Issues: Understanding Controversy and Society*. ABC-CLIO. <http://issues2.abc-clio.com/>

Instructor

NDSU

- PhD Microeconomic Theory II, Spring 2023
- Market Values, Fall 2019

- Game Theory and Strategy (both undergrad and graduate students enrolled), Fall 2012, Fall 2013, Fall 2015, Fall 2017, Fall 2019, Fall 2021
- Public Economics (Finance) (both undergrad and graduate students enrolled), Spring 2012, Spring 2015, Spring 2017, Fall 2018, Fall 2020
- Intermediate Microeconomics, Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2017, Fall 2020, Fall 2021**, Fall 2022**
- Principles of Microeconomics, Fall 2010, Summer 2011**, Fall 2011, Summer 2012**, Spring 2013**, Summer 2013**, Summer 2014**, Summer 2015**, Spring 2016**, Summer 2016**, Spring 2017**, Summer 2017**, Spring 2018**, Summer 2018**, Spring 2019**, Summer 2019**, Spring 2020**, Summer 2020**, Spring 2021**, Summer 2021**, Spring 2022**, Summer 2022**, Spring 2023**
- Principles of Macroeconomics, Fall 2014**
- Intermediate Macroeconomics, Spring 2010
- Advanced Microeconomic Theory (Graduate), Fall 2009
- Quantitative Methods and Decision Making, Fall 2009

Vassar College

- Principles of Microeconomics, Fall 2008, Spring 2009
- Topics in Political Economy, Spring 2009
- Urban Economics, Fall 2008

Saint Louis University

- Intermediate Microeconomics, Summer 2004

Washington University

- Intermediate Microeconomics, Summer 2003, 2004

** *Course taught online*

Presentations

Conferences

- *The grand (fiscal) illusion: property tax relief and educational spending in North Dakota.* Southern Economic Association, Fort Lauderdale, FL November 2022
- *Social Trust and Regulation: A Time Series Analysis of the United States.* Mercatus Center Markets & Morality Conference, October 2022
- *Economic Freedom and Happiness in U.S. Metropolitan Areas.* Templeton MEFI Conference. Southern Methodist University, Dallas, TX August 2022
- *The grand (fiscal) illusion: property tax relief and educational spending in North Dakota.* Association of Private Enterprise Education, Las Vegas, NV April 2022
- *The grand (fiscal) illusion: property tax relief and educational spending in North Dakota.* Public Choice Society Meetings. Nashville, TN March 2022
- *A (Classically) Liberal Perspective on Happiness Research.* Mont Pelerin Society, Dallas, Texas May 2019
- *Entrepreneurial Creative Imagination, Creative Destruction, and Well-being.* Association of Private Enterprise Education, Nassau, Bahamas April 2019
- *A (Classically) Liberal Perspective on Happiness Research.* Association of Private Enterprise Education, Nassau, Bahamas April 2019

- *Entrepreneurial Creative Imagination, Creative Destruction, and Well-being*. Public Choice Society Meetings. Louisville, KY March 2019
- *Factors Predicting Donor's Intention to Give: Mediating Role of Social Media Presence*. IACIS 2018 Conference, Clearwater Beach, FL October 2018. (Assion Lawson-Body presenter)
- *Happy Partisans and Ideologues: State versus National*. Association of Private Enterprise Education, Las Vegas, NV April 2018
- Panelist, *Economic Freedom and Eudaimonia*. Association of Private Enterprise Education, Las Vegas, NV April 2018
- *Happy Partisans and Ideologues: State versus National*. Public Choice Society Meetings, Charleston, SC March 2018
- *Economic Freedom and Philanthropy*. 2017 Conference on Voluntary Governance, Michigan State University, Lansing, MI December 2017
- *Economic Freedom and Philanthropy*. Association of Private Enterprise Education, Maui, HI April 2017
- *Economic Freedom and Philanthropy*. Public Choice Society Meetings, New Orleans, LA March 2017
- *Does Economic Freedom Create Social Capital in US States?*. Association of Private Enterprise Education, Las Vegas, NV April 2016
- *Does Economic Freedom Create Social Capital in US States?*. Public Choice Society Meetings, Fort Lauderdale, FL March 2016
- Panelist, *Freedom and Flourishing: An interdisciplinary perspective*. Association of Private Enterprise Education, Cancún, Mexico April 2015
- *Free to be Happy*. Association of Private Enterprise Education, Cancún, Mexico April 2015
- *Gender Differences in Economics*. Poster Presentation, Agricultural and Applied Economics Association Annual Meeting, Minneapolis, MN 2014. (Cheryl Wachenheim presenter)
- *Economic Freedom and the Production of Social Capital*. Public Choice Society Meetings, Charleston, SC March 2014
- *Legislative Bargaining and Public Good Provision: An Equilibrium Characterization*. Public Choice Society Meetings, Miami, FL March 2012
- *Dynamic Technological Innovation with Research Licensing*. Association for Public Economic Theory Meetings, Bloomington, IN June 2011
- *Earmarking, Party Politics and Gubernatorial Veto: Theory and Evidence from US States*. Social Choice and Welfare Meetings, Montreal, Qc. 2008
- *Earmarking and Gubernatorial Veto: Theory and Evidence*. Public Choice Society Meetings, San Antonio, TX March 2008 June 2008
- *A Legislative Bargaining Approach to Earmarked Public Expenditures*. Association for Public Economic Theory Meetings, Nashville, TN July 2007
- *A Legislative Bargaining Approach to Earmarked Public Expenditures*. Washington University Graduate Student Conference, St. Louis, MO November 2007

Invited

- Webinar, “The North Dakota Economic Outlook,” Bank of North Dakota, February 21, 2023
- North Dakota Nursery Greenhouse and Landscape Association (NDNGLA), Annual Convention Speaker, January 23, 2023

- Presenter 2022 State of the Economy Webinar, November, 2022
- Presenter 2021 State of the Economy Webinar, November, 2021
- Keynote Address, Economic Outlook Forum, Bismarck Mandan Chamber EDC, April 1, 2021
- Panelist, Regional Economic Conditions Conference, Federal Reserve Bank of Minneapolis, January 13, 2021
- Panelist, “A forecast of the effects of COVID-19 on North Dakota,” Consensus Council International Legislators’ Forum, September 22, 2020
- PCPE Economic Outlook Webinar (146 Participants), May, 22 2020
- Business, Economic Environment, and Policy Seminar “Occupational Licensing and Regulation Amidst the CoVid-19 Pandemic”, Institute for Economic Enquiry, Creighton University, April 8,2020
- *Social Trust and Regulation: A Time Series Analysis of the United States*. University of Manitoba, October 2019
- Participant in *AEI Leadership Network 2018 Regional Summit*, October 17-19, 2018
- Leadership Panelist, *Role and Responsibility of Education in Preparing Tomorrow’s Leaders*, University of Jamestown, September 26, 2018
- *Happy Partisans and Ideologues: State versus National*, NDSU, February 2018
- Food for Thought Seminar “Friend or Foe: Economic liberalism and its social consequences”, Institute for Economic Enquiry, Creighton University, Feb 16, 2018
- Business, Economic Environment, and Policy Seminar “Economic Freedom and Philanthropy”, Institute for Economic Enquiry, Creighton University, Feb 17,2018
- A Free Society and the Academy: A summit on building university-based research centers, Mercatus Center, June 15-17,2017
- Participant in *New Directions in Well-Being Research Workshop* at Brookings Institution (May 25-26, 2017)
- *ND Donor Survey Overview*, ND Compass Conference, Bismarck ND, March 27, 2017
- *ND Donor Survey Overview*, Dakota Medical Foundation and Impact Foundation, March 13, 2017
- *Freedom and Philanthropy*. Baylor University, Dec 2 2016
- *Freedom and Philanthropy*. Southern Methodist University, Dec 1 2016
- A Free Society and the Academy: A summit on building university-based research centers, Mercatus Center, June 16-18,2017
- Participant in *New Directions in Well-Being Research Workshop* at Brookings Institution (May 19-20, 2016)
- *Economic Freedom and Social Capital*. NDSU, November 2013
- *Equilibrium and Efficiency Under Experimental Use Licensing*. Utah State University, May 2013
- *Dairy Emissions Regulation With Unknown Damages and Strategic Technology Adoption*. University of North Dakota, December 2011
- *Dynamic Technological Innovation with Research Licensing*. University of Manitoba, March 2011
- *Dynamic Technological Innovation with Research Licensing*. NDSU, February 2011

- *Earmarking and Gubernatorial Veto: Theory and Evidence*. Washington University Brown Bag Seminar, St. Louis, MO February 2008
- *A Legislative Bargaining Approach to Earmarked Public Expenditures*. Washington University Brown Bag Seminar, St. Louis, MO April 2007

Awards

Recipient: 2020/2021 NDSU Peltier Innovation in Teaching Award

Recipient: NDSU College of Agriculture, Food Systems, and Natural Resources 2014 William J. and Angelyn A. Austin Excellence in Advising Award

Nominated for the H. Ronald and Janet Lund Excellence in Teaching Award: 2021 & 2022

Nominated for the 2022 Chamber of Commerce NDSU Distinguished Faculty Service Award

Nominated for NDSU Faculty Lectureship Award, 2019

Nominated by peers: 2015, 2016, 2017 NDSU College of Agriculture, Food Systems, and Natural Resources Larson/Yaggie Excellence in Research Award

NICE Fellow, Fall 2019 to Spring 2020

Gateways ND, Cohort 1 member, January 2016 to December 2017, training program in active learning pedagogy

NDSU Forward Ally, training completed Apr 2012

NDSU Forward Advocate, April 2023

NDSU Certified Live Real Mentor, Nov 2010.

Washington University, University Fellowship, Fall 2001-Spring 2002

Washington University, Summer Research Fellowship: 2003, 2005, 2006, 2007

Washington University, Deans Dissertation Fellowship, Spring 2007-Fall 2007

Committee Membership and Service

University

- College of Agriculture, Food Systems and Natural Resources (CAFSNR) Strategic Planning Committee Member
- Faculty Senate, Elected April 2019 - May 2022
- NDSU Phi Kappa Phi officers board
 - * Vice President Fall 2019 - Spring 2020
 - * President Fall 2020-February 2023
- AAE Representative to College Curriculum Committee, Aug 2011 - Dec 2011

Department

- AAE Department Executive Committee Aug 2020-Present
- AAE Strategic Vision Committee
 - * Member: Aug 2011 - May 2016
 - * Chair: May 2021 - Present
- AAE Department Ad Hoc Phd Development Committee Fall 2019-May 2021, Chair
- Assistant Professor Search Committee,
 - * Member: Fall 2012
 - * Chair: Fall 2016, Fall 2017, Fall 2018, 2 in Fall 2020

- AAE Department Assessment Committee
 - * Member: Aug 2017-Aug 2019
 - * Chair: Aug 2018-Aug 2019
- AAE Departmental Graduate Program Committee, Aug 2018-Aug 2020
- PCPE Undergraduate Program Director Search Committee/Chair, Spring 2019
- AAE PTE Revision Committee, Fall 2011 - Fall 2012, Spring 2017 - Spring 2018
- PCPE Research Specialist Search Committee/Chair, Spring 2017, Fall 2018
- PCPE Outreach Specialist Search Committee/Chair, Spring 2017
- AAE Departmental Undergraduate Program Committee
 - * Member: Aug 2010 - Aug 2012, Aug 2013 - Aug 2017
 - * Chair: Aug 2011 - Aug 2012, Aug 2015 - Aug 2016
- AAE Award Committee, Aug 2014 - Aug 2016
- Lecturer Search Committee, Spring 2011, Summer 2015

External

- Impact Foundation Technical Advisory Committee for North Dakota Transfer of Wealth Opportunity project, Fall 2017 - Spring 2018
- NDUS Retirement Plan Oversight Committee, Nov 2017 - Jun 2021

Referee

American Politics Research, Applied Economics Letters, Contemporary Economics Policy, DGBE Journal of Economic Analysis and Policy, Eastern Economic Journal, Economics Bulletin, Information Economics and Policy, Journal of Agricultural and Resource Economics, Journal of Economic Behavior and Organization, Journal of Institutional Economics, Journal of Happiness Studies, Journal of Private Enterprise, National Tax Journal, PLOS One, Public Choice, Public Finance Review, Scientific Reports (Springer Nature), Social Indicators Research, Southern Economic Journal

Association and Honor Society Membership

American Economic Association
 Association of Private Enterprise Education
 Omicron Delta Epsilon
 Phi Kappa Phi
 Public Choice Society
 Society for Public Economic Theory
 Southern Economic Association

Policy Change Cover Sheet

This form must be completed for each policy presented. All areas in **red** including the header must be filled in or it will be sent back to you for completion. Gender-inclusive language should be used in revised and new policies submitted to SCC.

*If the revisions you are requesting include housekeeping changes, please submit the housekeeping changes first. The SCC Secretary will notify you once the housekeeping changes have been made and you can submit the Policy Change Cover Sheet at that time. Please submit housekeeping changes to ndsuscc@ndsu.edu.

Refer to the [NDSU Senate Coordinating Council process](#) for more information about housekeeping changes.

Policy Number and Name: **331.1 Course Syllabus**

Effect of policy addition or change: Explain the important changes in the policy or effect of this policy.

Three of the changes are minor to add clarity and new office information; the proposed request for syllabi distribution is meant to help retention and is in response to Student Government.

Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s):

Added a reasonable request for faculty to provide syllabi 1-3 days ahead of class when possible; removed phone number since NDSU email is official communication method; changed name of Disability Services to new office name; changed holder of academic misconduct tracking forms to Office of the Provost to be consistent with Policy 335.

Is this a federal or state mandate: ☐ Yes ☒ No

This policy applies to (check all that apply): ☒ Students ☐ Staff ☒ Faculty ☐ Other (please describe):

Individual/Department/Committee or Organization submitting the policy change:

- **Melissa Lamp, Office of the Provost (oversees Academic Misconduct tracking process)**
- **Anastassiya Andrianova, Associate Professor of English and Faculty Senate President**

Date Submitted to SCC Secretary:

2/17/23

Email address of the person who should be contacted if revisions are requested:

melissa.lamp@ndsu.edu

anastassiya.andriano@ndsu.edu

NDSU’s Strategic Plan Inclusivity and Diversity Goal Checklist*. Create and maintain an open and collegial environment to promote inclusivity and diversity as a cornerstone of education, research, and outreach. Sub-Goal: Design and implement additional programming, curriculum, outreach opportunities, and **policies** that uphold inclusivity, diversity, respect, and connection. **Please address each item in the checklist below:**

Checklist items	Yes	No	N/A	Comments
The <i>social</i> impact on students, staff, faculty, others was considered (e.g. encourages a positive sense of community through an ethic of care, compassion, collaboration and/or belonging).	Y			The request for syllabi distribution would alleviate some stress for students.
The <i>economic</i> impact on students, staff, faculty, others was considered.			NA	
The <i>physical health</i> impact on students, staff, faculty, others was considered (e.g. facilitates healthy lifestyle choices, meeting of basic human needs, and/or a safe physical environment).			NA	
The <i>mental health</i> impact on students, staff, faculty, others was considered (e.g. supports skills and habits to manage stress, strengthen resilience, reduce substance abuse, and promote help seeking).	Y			The request for syllabi distribution would alleviate some stress for students.
Inclusive language is used (i.e. gender pronouns are not used or are inclusive, race/ethnicity, religion, etc.).	Y			
Input from the key stakeholders (students, staff, faculty, other) was sought and included during the development/revision of the policy	Y			University Curriculum Committee, some faculty and staff input was sought
Input was sought from on-and off-campus offices, departments, and organizations to ensure the policy is responsive to community needs.			NA	
This policy contributes to creating an environment that is safe and conducive to living, learning, working, and recreating.	Y			The policy contributes to this, but not the specific changes.
The policy addresses evaluation, including a person/office/entity responsible for tracking outcomes that ensure changes are positive.	Y			
This policy, as written, can be enforced/implemented/applied in a sustainable manner (e.g. human resources, financial resources needed, etc.)	Y			

The SCC Secretary will keep record of all actions taken on this policy change request on the SCC policy tracking spreadsheet. You will be notified once the policy has been approved and updated or if further revisions are requested.

* The President’s Council for Campus Wellbeing is committed to integrating a “Health in All Policies” approach when current policies are revised and new policies are developed. Why a “Health in All Policies” approach? Policies have health effects—positive and negative—on the communities and the people they affect. In fact, the World Health Organization estimates that the social, economic and environmental factors of a community influence up to 55% of a person’s wellbeing. Health in All Policies (HiAP) is an approach that integrates health into decisions and policy-making.

North Dakota State University

Policy Manual

SECTION 331.1 COURSE SYLLABUS

SOURCE: NDSU Faculty Senate

Each course taught at NDSU shall have a syllabus to provide specific class information for students and to fulfill federal and other legal requirements. Faculty will endeavor to distribute/post syllabi to enrolled students one to three days prior to the start of the semester.

The following categories of information shall be included on all syllabi:

- Course prefix, catalog number, credits, and title
- Instructor and contact information
 - Include campus address, ~~phone number~~, email address, office hours
- Bulletin description
 - Description on syllabus must be consistent with the description listed in the current course catalog. Additional information may be included after the bulletin description in a syllabus.
- Course objectives
 - List objectives, goals, aims and/or outcomes for the course.
 - All General Education course syllabi and course web sites must identify the course as having been approved for General Education and include the General Education category and outcomes. See [General Education Course Syllabi Requirement](#).
 - For courses offered for both undergraduate and graduate credit, course objectives should be written to clearly define the increased expectations for graduate students in these courses.
- Evaluation procedures and criteria
 - Indicate how students are evaluated, including tests, quizzes, papers, assignments, weight of the assignments, etc.
 - Clearly identify how course grades are determined.
 - If a course is offered for both undergraduate and graduate credit, the additional requirements for graduate students must be clearly described on the syllabus. These courses require a significant, identifiable higher level of expectations for the performance of the graduate students.
- Attendance
 - If class attendance is a component of the course grade, the course instructor must clearly communicate this in the syllabus. See [NDSU Policy, Section 333](#) for faculty and student responsibilities related to attendance, including for university-sponsored activities.
 - Faculty are encouraged to provide the following statement on syllabi: “Veterans and student servicemembers with special circumstances or who are activated are encouraged to notify the instructor as soon as possible and are encouraged to provide Activation Orders.”
- Course schedule/outline/calendar of events
 - Provide students with a tentative projected outline of significant events that occur throughout the semester, including assignments, projects, examinations, field trips, guest speakers, etc.

- Note the NDSU Dead Week policy, which limits the amount and type of exams/quizzes that may be given during the last two weeks of the semester and identifies exceptions. See [NDSU Policy Section 336: Examination and Grading](#).
- Student resources
 - List books, lab manuals, technology, supplies, calculators, and any other materials required or recommended for the student to complete the course requirements.
- American with Disabilities Act statement
 - The following statement must appear on all syllabi:
Any students with disabilities who need accommodations in this course are invited to share these concerns or requests with the instructor and contact the [Disability Services Office Center for Accessibility and Disability Resources](#) as soon as possible.
- Family Educational Rights and Privacy Act ([FERPA](#)) statement
 - The following statement must appear on all syllabi:
Your personally identifiable information and educational records as they relate to this course are subject to [FERPA](#).
- Approved academic honesty statement.
 - The following statement must appear on all syllabi:
The academic community is operated on the basis of honesty, integrity, and fair play. [NDSU Policy 335: Code of Academic Responsibility and Conduct](#) applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the [Office of Registration and Records](#)~~Office of the Provost~~. Informational resources about academic honesty for students and instructional staff members can be found at www.ndsu.edu/academichonesty.

In addition to the above, a statement of a college honor code, if applicable, should be included.

HISTORY:

New	September 28, 2000
Amended	February 2009
Housekeeping	December 2010
Housekeeping	February 14, 2011
Amended	June 1, 2011
Amended	February 11, 2014
Amended	April 24, 2014
Amended	May 13, 2022

XI. New Business.

2. Formation of an Ad Hoc Committee on Instructional Continuity Plans and Remote Work, consisting of:
 - i. two faculty members, including one member of the UCC;
 - ii. two staff members;
 - iii. two student members, including one graduate and one undergraduate;
 - iv. one representative from the Registrar's Office;
 - v. one representative from the Provost's Office; and
 - vi. one representative from Human Resources.

During the discussion of Policy 164, several concerns were raised about the impact of campus closures due to inclement weather on course continuity, program accreditation, work equity, instructional (IT) support, and liability issues. As campus closures affect instructional staff, academic support staff, and students, an ad hoc committee consisting of representatives from all three groups would be appropriate to study these concerns and propose solutions, including but not limited to instructional continuity plans and best practices for remote work in the case of campus closures.