The Faculty Senate meeting was held at 3:30 p.m. in the Prairie Room of the Memorial Union with Dr. T. Stone Carlson presiding and the following senators present: A. Akyuz, K. Benson, M. Clark, A. Denton, T. DeSutter, M. Eighmy, M. Engler, P. Gibbs, R. Green, J. Harmon, L. Helstern, X. Jia, B. Johnson, J. Jones, R. Jones, J. Knodel, W. Lin, F. Littman, T. Lundeen, K. Maddock Carlin, L. Manikowske, B. Pruess, Y. Rhee, G. Shen, C. Stockwell, B. Suzen, M. Weber, E. Wu, W. Zhang, and P. Zhao

Substitutions: S. Gajan for A. Bezbaruah, D. Cooley for C. Pearson, and Z. Linfor for S. Rahman

Approval of Minutes

MOTION (Cooley/J. Jones): to approve the minutes of the May 7, 2012, meeting as posted. MOTION CARRIED WITH UNANIMOUS CONSENT.

Consent Agenda

A. Academic Affairs Report (Attachment 1)
B. Senate Coordinating Council (SCC)
   For Information Only:
   • Policy 170: Payment of Meals for Staff and Guests (Attachment 2)

MOTION (Pruess/DeSutter): to approve the Consent Agenda as posted. MOTION CARRIED WITH UNANIMOUS CONSENT.

General Announcements

A. NDSU Provost –

Provost J. B. Rafert welcomed new and returning senators, and provided the following updates:

a. Student Success Tuition Model: Phase I is already in play for students at NDSU this fall. Phase II requires the development of differential tuition models. The new NDUS chancellor, Dr. H. Shirvani, has identified a plan to incorporate course and program fees into tuition. Many discussions will take place regarding this topic.

b. Proposed ND University System Model: Chancellor Shirvani has a very broad and comprehensive vision for the ND University System, which includes, but is not limited to:
   i. A 3-tiered model: Research universities, 4-year colleges and 2-year colleges;
   ii. New admission standards: Based on a model adopted in Iowa that considers a formula of ACT (SAT) scores, GPA, rank and core courses. Data has
been collected on the number of 2010-2011 admitted NDSU students who would not have been admissible under new cut scores, and 92% are still at NDSU and in good academic standing;

iii. Per-credit tuition model: President Bresciani has had an opportunity to review and respond to the proposed model in relation to our new Student Success Tuition Model, and respond to the chancellor. Additional conversations will take place on this issue. It is uncertain how graduate education would be handled under such a model.

c. Fall Enrollment: As of day 15, enrollment continues to be strong, slightly up from this time last year in both headcounts and FTEs.
d. Provost Action Report: Plans are underway to have another Provost Action Report later this fall. Faculty feedback will be sought on strategic activity items for coming year. Data is being collected to provide substance and support on the issues of understaffing and underfunding across Academic Affairs units.
e. Based on a Collaborative on Academic Careers in Higher Education (COACHE) survey, NDSU ranks highly when compared to its COACHE and other peers, including North Carolina State University, Kansas State University, Clemson, University of Tennessee and Purdue. Of 25 institutions on which we have data, NDSU is a leader in research productivity and classroom activity. COACHE provides useful data on issues such as productivity and faculty by gender/race relative to other universities that participated in the COACHE survey. In almost all categories, NDSU is in the top 30% of peer institutions.

A question from the floor centered on goals and priorities of the upcoming legislative session. Rafert explained that NDSU has put forth a strong slate of capital projects, which are aligned with goals of academic units based on the academic roadmap. These priorities will be reviewed to make sure they are still current. Capital projects submitted include a new science classroom building (which will not be exclusively used for science), which has been approved by the chancellor and SBHE, and currently is rated as the second highest project in the state. A new classroom building would provide modern instructional spaces and technology, and better meet our demands for space on campus.

A carry-over item from last spring is the state’s plan for a learning management system. Based on feedback from faculty to the ND University System Office, this issue has been pushed back until at least November 2012.

B. Vice-President of Student Body –

J. Beehler briefly discussed the new leadership team’s ten-point platform. Student Body President L. Brodeur and Beehler spent a lot of time over the summer working on responses to the state audit that was released. The audit dealt largely with student fees, yet student feedback was not sought during the audit process. Student Government is very comfortable with how student fee money was spent, and that feedback was shared with state auditors.
The new chancellor’s 3-tiered proposal is being discussed by Student Senate. Students overall think it is a good plan, but are concerned about the timeline and the strictness of admission standards. Most students have reported that if they were not admissible to NDSU or UND, they would have attended an out-of-state institution. The rise in admission standards, however, would be beneficial if implemented over a longer period of time.

Presentation

- Ad-hoc Budget Committee – (Attachment 4)

M. Engler, faculty senator and committee member, presented on the ad-hoc committee’s recommendation regarding the role that faculty could have in the budget process at NDSU. The committee was comprised of faculty representatives from different colleges, and was charged with determining whether a Faculty Senate budget committee could have a role on campus. The committee determined that such a committee would be appropriate and came up with a recommended charge, proposed committee composition, and committee role and reporting responsibilities.

Discussion ensued on whether committee members would need to be senators and if it would exclude administrators and whether the committee would have any official authority or if it would be merely advisory. It was explained that the goal would be to facilitate communication between faculty and administrators and gather faculty input on various budget issues. Provost Rafert added that it’s about communication and how to channel questions and information regarding appropriated funds, tuition/tuition revenue, fees, etc. Given the state budget surplus, it is an optimum time to create such a committee.

When asked about the process to establish such a committee, Stone Carlson added that there may be a recommendation that the Senate Executive Committee propose a change to the Bylaws to create a standing budget committee. Pursuing the establishment of a new committee while Bylaws revisions are pending briefly was discussed. Faculty senators present showed a favorable response to the creation of such a committee.

Senate Committee Reports

A. General Education –

L. Peterson, chair, reported that there is a revised set of general education learning outcomes. Campus open forums and discussions with various groups will take place before they are presented to Faculty Senate for approval. Once they are
approved, the discussion focus will shift to the implementation of a new general education model across the state and at NDSU.

The statewide General Education Council has revised its constitution, which will need to be ratified by Faculty Senates at the state campuses.

Academic departments were involved in completing a profile template related to capstone courses. Follow-up surveys are being planned.

B. Senate Coordinating Council –

Stone Carlson presented the following for discussion and vote:

- Policy 823: Financial Conflict of Interest – Public Health Service Sponsored Research (Attachment 3) –

  Policy changes are in response to federal agency Financial Conflict of Interest (FCOI) requirements, including those of the Public Health Service.

  MOTION (Cooley/Helstern): to approve policy changes as presented.
  MOTION CARRIED WITH UNANIMOUS CONSENT.

New Business

- Ombudsperson -

Stone Carlson presented the idea of an ombudsperson on campus, who would serve as an objective party to help mediate concerns between faculty members and other campus parties before they become grievances or litigations.

Discussion followed on the role of an ombudsperson when recurring issues related to policy and procedures arise. It was suggested that data be collected on the history and trends related to grievances at NDSU. These types of positions have been created at many colleges and universities nationwide. This proposal would focus on an ombudsperson to work with faculty issues and concerns only, and perhaps a different position or process would need to be established for students and staff.

The idea of an ombudsperson has been raised in prior University Senates (2004-2005), but did not receive buy-in from administration. The provost offered his support and provided additional examples of how an ombudsperson could facilitate SCOFR and other faculty issues and grievances. The ombudsperson could not be compelled by the university president or trustees to break confidence.
MOTION (Cooley/Green): to create an ad hoc committee of the Faculty Senate to research and discuss creating an ombudsperson at NDSU, and that the Faculty Senate president appoints committee members as he sees fit. MOTION CARRIED WITH UNANIMOUS CONSENT.

Adjournment

Meeting adjourned at 4:45 p.m.

Submitted,

Kristi Wold-McCormick, Secretary
NDSU Faculty Senate
Academic Affairs Committee Report

Approved Curricular Recommendations

Program Title Change
From: Individual and Family Wellness minor
To: Wellness minor

Track Title Change (Master of Public Health)
From: Emergency Management
To: Disaster and Emergency Preparedness

New Courses

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<th>Subject</th>
<th>No.</th>
<th>Title</th>
<th>Crs.</th>
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<tbody>
<tr>
<td>HNES</td>
<td>722</td>
<td>Readings in Sports Medicine</td>
<td>3</td>
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<tr>
<td>MICR</td>
<td>450L/650L</td>
<td>Infectious Disease Pathogenesis Laboratory</td>
<td>2</td>
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<tr>
<td>PPTH</td>
<td>457/657</td>
<td>Landscape Plant Pathology</td>
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Course Changes

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<tr>
<td>ACCT 422/622 Auditing II</td>
<td>3 ACCT 722 Advanced Studies in Auditing 3</td>
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<tr>
<td>BUSN 730 Legal Aspects of Business</td>
<td>3 ACCT 730 Legal Aspects of Business 3</td>
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<tr>
<td>COMM 103 Introduction to Agricultural Communication</td>
<td>3 COMM 133 Introduction to Agricultural Communication 3</td>
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New Special Topics

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<td>CE</td>
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<td>Groundwater Remediation</td>
<td>3</td>
</tr>
<tr>
<td>ECE</td>
<td>499/696</td>
<td>RF and Microwave Circuit Analysis and Design for Wireless Systems</td>
<td>3</td>
</tr>
<tr>
<td>EDUC</td>
<td>499</td>
<td>AVID Tutorials I: 21st Century Practices</td>
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<tr>
<td>UNIV</td>
<td>199</td>
<td>Cultural Diversity Scholars</td>
<td>2</td>
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Change in Prerequisites/Corequisites and Change in Bulletin Descriptions

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<th>Title</th>
<th>Prerequisite/Corequisite Change</th>
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<tr>
<td>ACCT</td>
<td>418</td>
<td>Tax Accounting I</td>
<td>ACCT 311 with a grade of C or better Restricted to College of Business professional major or minor, Jr or Sr classification, and a 2.50 minimum NDSU grade point average</td>
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<tr>
<td>COMM</td>
<td>345</td>
<td>Principles of Broadcast Production</td>
<td>Delete all existing prerequisite/s or corequisite/s</td>
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<tr>
<td>ECON</td>
<td>481</td>
<td>Natural Resource Economics</td>
<td>Prereq: ECON 201</td>
</tr>
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</table>
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 Melissa Lamp first so that a clean policy can be presented to the committees.

SECTION: 170 Payment of Meals for Staff and Guests

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).
   - Policy 170 – Update NDSU Policy 170, to match the content in SBHE Policy 806.1 and SBHE Procedure 806.1
   - The source for each part of the NDSU Policy is now carefully documented.
   - Most of these changes will have no effect on NDSU’s current practices, just an improved matching of NDSU policy to SBHE policy and procedures.
   - The most significant change from current practices is the SBHE requirement to document the reasonableness of meal costs. Part 6 of NDSU’s Policy 170 addresses the SBHE requirements for upper limit of 125% GSA rate test. However, the detailed examples will be kept out of NDSU policy as they will be available on the NDSU Accounting Office Website.
   -

2. This policy was originated by (individual, office or committee/organization):
   - Gary Wawers, Controller, NDSU Accounting Office, 5/21/2012
   - Gary.wawers@ndsu.edu

3. This policy has been reviewed/passed by the following (include dates of official action):
   - This portion will be completed by Melissa Lamp

   Senate Coordinating Committee:
   Faculty Senate:
   Staff Senate:
   Student Government:
   President’s Council:

If you have any questions regarding this cover sheet, please contact Melissa Lamp at 1-6133 or Melissa.lamp@ndsu.edu.

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
Payment or reimbursement of employee travel expenses, including meals or per diem, is governed by N.D.C.C. §§ 44-08-04 (lodging and per diem), 44-04-04.1 (per diem for long-term travel), 44-08-04.2 (travel advances), 54-06-09 (mileage) and 54-06-26 (reimbursement of one long-distance call per day). NDSU shall reimburse officers and employees for eligible travel expenses at the rates set forth in those statutes. However, institutions may, pursuant to subsection 7 of N.D.C.C. § 44-08-04, set a rate for travel expenses outside the state lower than the rates set forth in that statute. In addition to expenses for travel out of town, employees are also entitled to reimbursement for meals attended in the city where they normally work if such attendance is required or requested in connection with their duties.

(Source: State Board of Higher Education Policy 806.1, part 1).

(NDSU Interpretation)

a) Staff members must pay for their own meals in the community in which they are employed. Exceptions to this policy are provided for the following:

1.1 Functions attended at the request of and on behalf of the institution, including recruiting of staff and faculty, business meals with university guests, staff retreats (limited to one retreat per year for any one unit). Meal reimbursement will be at actual cost. Activities are subject to the following:

   a) The primary purpose must be business related.
   b) The employee must have either been required to attend or attendance was approved by his or her supervisor or employer.
   c) There must be at least one university guest present at a business meal. A university guest must be a non-employee of NDSU. (Spouses of employees will normally not qualify).

1.2 Meals included in the cost of a conference or seminar are guided by Policy 515, part 6.2.

(Source: State Board of Higher Education Procedure 806.1, part 9.)

b) EXAMPLES of events for which meal expenses may be paid or reimbursed if an employee is required to attend as part of the employee's duties include:
a. Events associated with recruitment of institution and system employees, including a meal at a local restaurant with a candidate or candidates hosted or attended by an employee as a member of a search committee.
b. A Chamber of Commerce banquet or similar event.
c. Annual staff retreat focused on issues specific to planning and assessment.
d. An organized retirement function.
e. A meal for the primary purpose of conducting business that is scheduled at or about the same time as a meal at a paid conference or other event an employee is attending.
f. An organized annual banquet or similar event honoring employees or students.

(Source: State Board of Higher Education Procedure 806.1, part 10.)
c) EXAMPLES of events for which meal expenses may not be paid or reimbursed include:

a. Regular or recurring staff meetings and activities.
b. Events attended at an employee's choice and not because the employee is required to attend or as part of the employee's duties.
c. Holiday celebrations and events.
d. Alcoholic beverages at any function or event.
e. Expenses for employee spouses or other family members, except as explicitly authorized under applicable policy or procedure.
f. Expense for an employee meal if an employee elects to not attend a meal paid for or reimbursed as part of a conference fee, unless it is necessary for the employee to miss the scheduled conference meal for a separate meal scheduled at or about the same time for the primary purpose of conducting business.

2. The university may pay expenses, including meals and costs of coffee and other beverages or snacks, for hosting dignitaries, guests, seminars and conferences; however, institutions may not use public funds to purchase alcoholic beverages. The university may pay expenses of coffee or other nonalcoholic beverages and snacks for institutional meetings or other employee functions.

(Source: State Board of Higher Education Policy 806.1, part 2).

a) The expense may be paid or reimbursement may be claimed individually or for a group. The expense must be reasonable, moderate, and withstand the test of public scrutiny. When feasible, documentation demonstrating reasonableness should be submitted. For example, if a NDUS group hosts a conference and in lieu of rental of conference rooms, a specified cost per meal is paid, a cost comparison should be submitted.

(Source: State Board of Higher Education Procedures 806.1, part 5).

(NDSU Interpretation)
b) Institutional meetings may include monthly staff meetings where the business purpose of the meeting is clear. The best way to make the purpose clear is to have a formal agenda.
3. As stated in NDCC § 44-08-04, employees may claim reimbursement for meals that are included as part of a registration fee for a conference, seminar, or other meeting and for meals attended at the request of and on behalf of the university. If a meal is included in a registration fee, the applicable quarter allowance cannot be claimed for that meal. If the reasonable cost of a meal attended at the request of and on behalf of the university exceeds the applicable quarter allowance, an employee may claim reimbursement for the actual, reasonable cost of the meal. (Source: State Board of Higher Education Policy 806.1, part 3).

3.1 Documentation required for payment or reimbursement of meal expenses for a conference, seminar or other meeting must include:

   a. Nature of event and purpose;
   b. Location;
   c. Date and approximate time;
   d. Meal served (i.e., breakfast, lunch, dinner) and;
   e. Receipt or invoice; and
   f. To the extent it is practical, a list of those in attendance (Source: State Board of Higher Education Procedure 806.1, part 4.)

4. As permitted in NDCC § 44-08-04 and NDUS HR Policy 31, athletic team or other organized group meal and other travel expenses may be documented and paid for the group and employees are not required to submit separate individual travel reimbursement vouchers for expenses detailed and documented on a team or other organized group report. (Source: State Board of Higher Education Policy 806.1, part 4).

5. NDSU may directly pay the reasonable cost of employee meals, in lieu of individual employee claim for reimbursement of the applicable quarter allowance, for meals attended as part of a conference, seminar or other meeting at the request of and on behalf of the university. For example, if an employee is a member of a system or institution task force or search committee and is expected to attend a meal in connection with task force or search committee duties and responsibilities, the NDUS or NDUS institution may directly pay the actual, reasonable cost of the meal, in which case the employee may not claim the applicable quarter allowance. (Source: State Board of Higher Education Policy 806.1, part 5).

6. The cost of a meal paid or reimbursed by the university under this policy may not in any case exceed a reasonable amount. The chancellor shall adopt an implementing procedure defining what is reasonable. (Source: State Board of Higher Education Policy 806.1, part 6).

6.1 The U.S. General Services Administration (GSA) meal per diem rates shall be used as a guideline for determining reasonableness of cost of meals for which per diem reimbursement is not claimed and payment or reimbursement of actual cost is permitted under Policy 806.1 and this Procedure. As a general rule, a meal for which the cost does not exceed 125% of the GSA rate is considered reasonable. Payment or reimbursement for cost of a meal that exceeds 125% of GSA rates is permitted only with written documentation explaining why the expense was reasonable and justified. Employees are
not required to document individual employee orders and calculations may be based on an average cost for all participants. 
(Source: State Board of Higher Education Procedure 806.1, part 7).

(NDSU Interpretation)
6.2 The NDSU Accounting Office website will provide further details and examples on applying the reasonableness test in part 6.1, above.

7. Payment or reimbursement of an expense that personally benefits an employee (except to pay or reimburse the reasonable cost of a meal or other expense) is prohibited. (Source: State Board of Higher Education Procedure 806.1, part 6).

(NDSU Interpretation)
38. In situations where the Accounting Office disagrees with a department's interpretation that a payment is an allowable expense under this policy, the payment will be routed to the appropriate Vice President for approval.

a) If the Vice President does not support the purchase, the employee will need to personally fund the expense.

b) Some expenses may be more appropriately paid for by a source outside of NDSU, such as a foundation or other organization.

c) (Payment will not be approved for purchase of food or beverages, including coffee breaks for departmental activity unless the activity meets one of the functions described above.)

d. (Names of either the individuals or official groups attending a meal, as well as the purpose of the activity involved, should be included on a Banquets & Meetings Documentation Form. This documentation form must be attached to the Request for Payment form Accounts Payable Voucher or Invoice, if paid in the department, for payment of any meals under this policy.)

NOTE: Statements in parentheses have been added to assist with the administration of the policies.

HISTORY: New July
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 Kim Matzke-Ternes first so that a clean policy can be presented to the committees.

SECTION: 823. Financial Conflict of Interest – Public Health Service Sponsored Research

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).

   1) The current Policy 823 was drafted in response to federal agency Financial Conflict of Interest (FCOI) requirements, including those of the Public Health Service (PHS).
   2) As of 8/24/2011, PHS has significantly revised its requirements for evaluation of Financial COI in research projects supported by the agency, effective 8/24/2012 (42CFR50, Promoting Objectivity in Research; and 45CFR94, Responsible Prospective Contractors)
   3) Policy 823 has been changed to reflect the 2011 PHS requirements, and will be limited to only PHS funding at this time.
   4) An institutional policy is already in place to address overall Conflict of Interest (COI) issues at NDSU – Policy 151.1. FCOI for research sponsored by all other external agencies will be covered under Policy 151.1.

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

3. This policy has been reviewed/passed by the following
   (include dates of official action):
   This portion will be complete by Kim Matzke-Ternes
   Policy Committee:
   University Senate:
   Staff Senate:
   President’s Council:

If you have any questions regarding this cover sheet, please contact Kim Matzke-Ternes at 1-7080 or kim.matzke-ternes@ndsu.edu

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 kim.matzke-ternes@ndsu.edu. All suggestions will be considered, however due to policy format guidelines, they may not be possible. Thank you for your understanding!
Section 823
FINANCIAL CONFLICT OF INTEREST – PUBLIC HEALTH SERVICE SPONSORED RESEARCH

SOURCE: SBHE Policy Manual, Section 611.4
NDSU President

1. INTRODUCTION

1.1. The US Public Health Service (PHS) requires institutions to establish standards that promote the objectivity of research by ensuring that the design, conduct and reporting of such research is free from any potential for bias resulting from investigator financial conflicts of interest. Investigators should conduct their affairs as to avoid or minimize conflicts of interest, and must respond appropriately when conflicts of interest arise.

1.2. This policy governing financial conflict of interest applies to all Investigators funded by, or submitting proposals for funding to any agency of the PHS, except for Small Business Innovation Research (SBIR) Program Phase I applications. Investigators are required to disclose any external financial interests related to their NDSU responsibilities for review, and any required management, to ensure the design, conduct or reporting of the PHS research is not biased by a financial conflict of interest. Investigators of sponsored projects funded by any other external agency are referred to NDSU Policy 151.1, External Activities and Conflicts of Interest to address conflicts of interest, including financial.

2. DEFINITIONS

2.1. Administrative Head: a Department Chair or Head, Dean, Director, Vice President, President or equivalent officer who has the primary authority for administering an administrative unit, and is responsible for solicitation and review of disclosures of Investigator’s Significant Financial Interests (SFI) related to their institutional responsibilities, including interests of an Investigator’s family members. When a conflict exists for an Administrative Head, refer the matter to the next level of administrative authority in the normal reporting lines. (See also in Policy 151.1.)

2.2. Conflict of Interest Advisory Committee (CIAC): a committee comprised of five members recommended by the Faculty Senate Executive Committee and appointed by the President of the Faculty Senate. The CIAC shall serve as an advisory body to the University administration on conflict of interest issues, and shall also hear appeals of decisions in conflict of interest cases. (See also in Policy 151.1.)
2.3. **Family:** any member of the Investigator's immediate family, including spouse, parents, siblings, and children.

2.4. **Financial Conflict of Interest (FCOI):** a Significant Financial Interest (SFI) that the University reasonably determines could directly and significantly affect the design, conduct or reporting of NDSU research.

2.5. **Investigator's Institutional Responsibilities:** the Investigator's responsibilities associated with his or her institutional appointment or position, such as research, teaching, clinical activities, professional practice, institutional committee memberships and service on panels, such as an Institutional Review Board.

2.6. **Investigator:** the project director or principal investigator and any other person, regardless of title or position, who is responsible for the design, conduct or reporting of Research funded by the PHS, or proposed for such funding, which may include collaborators or consultants.

2.7. **Management:** taking action to address a Financial Conflict of Interest (FCOI), which includes a documented plan to reduce or eliminate the FCOI to ensure, to the extent possible, that the design, conduct or reporting of the project will be free from bias.

2.8. **Public Health Service (PHS):** the Public Health Service of the U.S. Department of Health and Human Services, and any components of the PHS to which the authority of the PHS may be delegated. The components of the PHS include, but are not limited to, the Administration for Children and Families, Administration on Aging, Agency for Healthcare Research and Quality, Agency for Toxic Substances and Disease Registry, Centers for Disease Control and Prevention, Federal Occupational Health, Food and Drug Administration, Health Resources and Services Administration, Indian Health Service, National Institutes of Health, and Substance Abuse and Mental Health Services Administration.

2.9. **Research:** a systematic investigation, study, or experiment designed to contribute to generalizable knowledge relating broadly to public health, including behavioral and social-sciences research. The term encompasses basic and applied research (e.g., a published article, book or book chapter) and product development (e.g., a diagnostic test or drug).

2.10. **Retrospective Review:** a review of a financial interest that was either not disclosed, or not reviewed and managed by the University in a timely manner. The review is conducted to determine whether any PHS research conducted...
prior to the identification and management of the FCOI was biased in the
design, conduct or reporting.

2.11. **Significant Financial Interest (SFI):** anything of monetary value received or
held by an Investigator or a Family member, whether or not the value is readily
ascertainable, that reasonably appears to be related to the Investigator’s
Institutional Responsibilities. (Note: this exceeds the definition of SFI in Policy
151.1). SFI includes:

2.11.1. Salary or other payments for services (e.g., consulting fees, honoraria,
or paid authorships for other than scholarly works) when the aggregated
value received from a *publicly traded* entity during the 12 month period
preceding the disclosure, and the value of any equity interest during the
12 month period preceding or as of the date of disclosure, exceeds
$5,000; or

2.11.2. Salary or other payments for services, when the aggregated value
received from a *non-publicly traded* entity during the 12 month period
preceding the disclosure exceeds $5,000; or

2.11.3. Equity interests (e.g., stocks, stock options, or other ownership interests)
in a non-publicly-traded company of any value during the 12 month
period preceding or as of the date of disclosure; or

2.11.4. Income related to intellectual property rights and interests (e.g., patents,
trademarks, service marks, and copyrights) not reimbursed through
NDSU; and

2.11.5. Reimbursed or sponsored travel that is related to Investigator's
Institutional Responsibilities. This includes travel that is paid on behalf
of the Investigator rather than reimbursed, even if the exact monetary
value is not readily available. It excludes travel reimbursed or sponsored
by U.S. Federal, state or local governmental agencies, U.S. institutions
of higher education, research institutes affiliated with institutions of
higher education, academic teaching hospitals, and medical centers.

SFI does NOT include:

2.11.6. Salary, royalties, or other remuneration from NDSU;

2.11.7. Income from the authorship of academic or scholarly works;

2.11.8. Income from seminars, lectures, or teaching engagements sponsored by
or from advisory committees or review panels for U.S. Federal, state or
local governmental agencies; U.S. institutions of higher education; U.S. research institutes affiliated with institutions of higher education, academic teaching hospitals, and medical centers; or

2.11.9. Equity interests or income from investment vehicles, such as mutual funds and retirement accounts, so long as the Investigator does not directly control the investment decisions made in these vehicles.

3. DISCLOSURE OF SIGNIFICANT FINANCIAL INTERESTS

3.1. Investigators must disclose all SFI related to their Institutional Responsibilities (or certify no SFI) by completing the PHS SFI Disclosure Form [link to form] and submit it to their Administrative Head and Dean for initial review.

3.1.1. PHS proposal submission. Investigators must have a current (within the last 12 months) PHS SFI Disclosure Form on file with the University prior to submitting a Research proposal to PHS as a principal or subrecipient Investigator. A copy of the PHS SFI Disclosure Form is routed with the Proposal Transmittal Form to Sponsored Programs Administration (SPA). (The disclosure does not require review by the Administrative Head and Dean until funding has been awarded, unless otherwise required under Policy 151.1.)

3.1.2. Annual disclosure. Investigators participating in PHS-funded Research are required to submit to their Administrative Head and Dean an updated disclosure at least annually by submission of the PHS SFI Disclosure Form. New investigators must disclose within 30 days of their initial appointment or employment. The disclosure must be reviewed, managed, and reported to PHS when necessary, within 60 days of employment.

3.1.3. New SFI. Investigators participating in, or applying for PHS-funded Research are required to submit an updated disclosure within 30 days of discovery or acquisition (e.g., through purchase, marriage, or inheritance) of a new SFI. The disclosure must be reviewed, managed, and reported to PHS when necessary, within 60 days of identification.

3.1.4. Travel. Investigators participating in, or applying for PHS-funded Research are also required to disclose any reimbursed or sponsored travel related to their Institutional Responsibilities as defined under 2.11.5 above. Such disclosures must include, at a minimum: the purpose of the trip, identity of the sponsor/organizer, destination, duration, and monetary value, if known. The Administrative Head determines if additional information is needed (e.g., the monetary value if not already disclosed)
to determine whether the travel constitutes a FCOI with the Investigator’s Research.

4. REVIEW OF SFI DISCLOSURE

4.1. Prior to expenditure of PHS funds, the review and management of any FCOI must be complete, and a copy of the documentation forwarded to SPA. SPA will report any identified FCOI to the PHS agency. If the proposal does not result in an award, FCOI disclosures will be returned to the Administrative Head and Dean for further action if required under Policy 151.1.

4.2. If the Investigator has certified that he/she has no SFI to disclose, the Administrative Head and Dean, if they are in agreement with the Investigator’s disclosure, sign the PHS SFI Disclosure Form, acknowledging receipt and agreement, and sending a copy to SPA.

4.3. When the Investigator has disclosed SFI, the Administrative Head and Dean must review the PHS SFI Disclosure Form(s) before the expenditure of funds. This review is to determine whether:

4.3.1. The SFI reasonably appears to be related to the PHS Research (e.g., if the SFI could be affected by the PHS Research, or is in an entity whose financial interests could be affected by the Research); and

4.3.2. The interest constitutes a FCOI (e.g., a SFI that may directly and significantly affect the design, conduct, or reporting of PHS-supported Research).

4.4. If the SFI is either found to not be related to the PHS Research, or does not involve a potential FCOI, the Administrative Head and Dean sign the PHS SFI Disclosure Form, forwarding a copy to SPA; no further action is needed.

4.5. If the SFI is determined to constitute an actual or apparent FCOI, the Administrative Head and Dean sign the determination, forwarding the PHS SFI Disclosure Form to the respective VP, Provost, or the CIAC for additional review and Management, as set forth in Section 5.

4.5.1. Should the VP, Provost or CIAC review result in a determination that no actual or apparent FCOI exists, the final determination is documented on the PHS SFI Disclosure Form, a copy is forwarded to SPA, and no further action is required.

4.5.2. In the event the Dean, VP, Provost or CIAC determines that the FCOI cannot be satisfactorily managed, NDSU will refuse the PHS award. The
final determination is documented on the PH SFI Disclosure Form, a copy is forwarded to SPA, and no further action is required.

5. MANAGEMENT OF FINANCIAL CONFLICTS OF INTEREST

5.1. Prior to expenditure of PHS funds, the VP, Provost or CIAC are responsible for development of a Management plan including conditions or restrictions to eliminate, reduce or manage the FCOI. The Investigator, Administrative Head and Dean may also be involved in drafting the plan, including conditions such as:

5.1.1. Public disclosure of the conflict when publishing or presenting Research;

5.1.2. For human Research projects, disclosure of the conflict directly to participants;

5.1.3. Appointment of an independent monitor capable of taking measures to protect the design, conduct and reporting of the Research against bias resulting from the conflict;

5.1.4. Modification of the Research plan;

5.1.5. Change of personnel or their responsibilities, or disqualification from participating in all or a portion of the Research;

5.1.6. Reduce or eliminate the SFI; or

5.1.7. Sever relationships that pose a FCOI.

5.2. Upon review and consideration, the Management plan is documented in writing, including:

5.2.1. Role and principal duties of the conflicted Investigator;

5.2.2. Conditions of the Management plan;

5.2.3. How the plan is designed to safeguard objectivity in the Research;

5.2.4. Confirmation of the Investigator's agreement to the Management plan;

5.2.5. How the plan will be monitored to ensure Investigator compliance; and

5.2.6. Any other information relevant to the management of FCOI.
5.3. The Dean and the VP or Provost signs the Management plan, and appoints an individual to monitor the project until completion of the PHS-funded Research. SPA receives a copy of the approved Management plan, and reports all instances of FCOI to PHS, or the primary awardee institution, including applicable Management plans.

5.4. Where the Research involves human subjects, the Investigator provides a copy of the approved Management plan to the IRB for review with the IRB protocol. The IRB may impose additional, specific conditions or restrictions, where necessary, to ensure protection of the rights and welfare of research participants, but may not alter the Management plan finalized by the VP or Provost.

6. TRAINING

6.1. Investigator training on FCOI, this policy, and their responsibilities regarding disclosure of SFI is:

6.1.1. Recommended prior to submitting a Research proposal to the PHS;

6.1.2. Required prior to expenditure of PHS funds;

6.1.3. Required every 4 years during the period of award;

6.1.4. Required immediately when the FCOI policy is revised, an Investigator is new to a PHS project, or an Investigator is not in compliance with the policy or Management plan.

6.2. Online training modules shall be completed via www.citiprogram.org. The principal Investigator of each PHS funded project ensures that all applicable individuals involved in the design, conduct or reporting of their Research complete training.

7. SUBRECIPIENT REQUIREMENTS

7.1. PHS requires the awardee institution take reasonable steps to ensure that any subrecipient complies with FCOI requirements.

7.1.1. Subrecipient awards must specify whether the FCOI policy of NDSU, or that of the subrecipient will apply to the subrecipient’s Investigators.

7.1.2. When the subrecipient’s Investigators must comply with the subrecipient’s FCOI policy, the subrecipient award will certify that the subrecipient’s policy complies with PHS regulations, and specify the time
period to report all identified FCOI to NDSU, in sufficient time to allow NDSU to report any FCOI to PHS prior to expenditure of funds by subrecipient.

7.1.3. When the subrecipient’s Investigators must comply with NDSU FCOI policy, the subrecipient award will specify the time period to report all SFI disclosures to NDSU, in sufficient time for review, management and reporting of any FCOI to PHS prior to expenditure of funds by subrecipient. In such a case, the subrecipient disclosure and review will follow the same process required by NDSU Investigators in Section 3 and 4.

8. APPEALS

8.1. If Research is determined to be subject to restrictions or conditions due to FCOI, the Investigator may appeal the decision to the Faculty Senate President, as described in Policy 151.1. The CIAC serves to hear appeals of decisions in conflict of interest issues, and shall meet with the appellant Investigator within 15 working days of receipt of the appeal. If a member of the CIAC has any personal or working relationship with the appellant Investigator, that member should recuse him or herself and be replaced by another member appointed by the President of the Faculty Senate. More than one meeting may be scheduled to decide the case, if necessary.

8.2. The appellant Investigator has the right to call any witnesses and produce any evidence that could bear on a recommendation to allow the activity, as well as to have an advisor accompany him/her to any CIAC deliberations. The CIAC, however, will come to its conclusions and write its final recommendations in private. The recommendation to either uphold or change the original decision shall be sent to the appropriate Dean, VP or Provost. If the CIAC finds that the original decision should be upheld, then a final appeal may be made to the President of the University. If the recommendation is to change the original decision, the Dean, VP or Provost shall take appropriate action as he or she deems fit. All records of the proceedings shall be maintained on file in the office of the appropriate Dean, VP or Provost for three (3) years. A copy of the final recommendations shall be provided to the appellant Investigator.
9. COMPLIANCE AND SANCTIONS

9.1. In the event an Investigator fails to disclose SFI, or the Institution fails to review the disclosure in a timely fashion, PHS requires the Institution to conduct a review within 60 days of knowledge of the failure. If the SFI is found to involve FCOI, an interim Management plan is required, as well as a report to PHS by SPA.

9.2. In the event a FCOI is not identified or managed in a timely fashion, or the Investigator fails to comply with terms of a Management plan, PHS requires that the Institution conduct a Retrospective Review. Within 120 days of identification of the noncompliance, the Dean, VP, Provost or CIAC performs the review to determine whether the Research conducted during the period of noncompliance was biased in its design, conduct or reporting. The process and findings of the review are documented, and reported promptly to PHS by SPA.

9.3. If bias is found, the Institution is required to notify PHS promptly, and submit a mitigation report. The report is prepared with the assistance of the Investigator, Administrative Head and Dean, and shall include a description of the impact of the bias on the Research project and the plan of action to eliminate or mitigate the effect of the bias.

9.4. Violations of this policy shall be subject to disciplinary procedures, including sanctions up to and including suspension and termination of employment at NDSU. In addition, any NDSU employee who has received financial benefit from transactions in violation of this policy shall be liable for repayment (to the appropriate entity) of all financial benefits resulting from such violation. Compliance with this policy may also be enforced through the exercise of administrative oversight of funded Research and management of NDSU facilities and other property. Such enforcement measures may include, but are not limited to:

9.4.1. Freezing Research funds or accounts;

9.4.2. Rescinding contracts entered in violation of this policy or state law; or

9.4.3. Bringing legal action for restitution to the appropriate entity or entities of the amount of financial benefit received by the NDSU employee as a result of the employee’s violation of this policy.
10. REPORTING

10.1. Prior to expenditure of funds, SPA shall report all findings of FCOI to PHS. The report shall include sufficient information to allow the agency to understand the nature of the conflict and appropriateness of the Management plan. It shall include:

10.1.1. Project number; project director or principal Investigator;

10.1.2. Name of Investigator with the conflict, and the entity involved;

10.1.3. Nature of the financial interest (e.g., equity, consulting fee, travel reimbursement, honorarium, etc);

10.1.4. Value of the financial interest (dollar ranges are acceptable), or a statement that value is not readily determined;

10.1.5. Description of how the SFI relates to the PHS Research and the basis for determining that the SFI conflicts with the Research;

10.1.6. Description of the key elements of the Management plan, as described above.

10.2. On an annual basis, SPA reports to PHS the status of any previously identified FCOI, and any changes to the Management plan.

10.3. SPA submits Retrospective Review and mitigation reports promptly to PHS as necessary.

11. RECORDS AND CONFIDENTIALITY

11.1. Records of all disclosures of SFI and of all actions taken to review and manage conflicts will be maintained by the respective Department or College until at least three (3) years after the later of the termination or completion of the award to which they relate, or the resolution of any governmental action involving these records.
11.2. The disclosure and supporting documents filed in compliance with this policy will be maintained as confidential to the extent possible under applicable state and federal requirements and the North Dakota Open Records Act. Whenever requests for such information are requested by any external entity, the individual will be notified.

12. PUBLIC ACCESSIBILITY

12.1. PHS requires NDSU to ensure public accessibility of SFI information related to PHS Research, including an obligation to respond to any requestor within five business days, with information concerning any SFI that meets all the following criteria:

12.1.1. The SFI was disclosed and is still held by the senior/key personnel;
12.1.2. A determination has been made that the SFI is related to the PHS-funded Research; and
12.1.3. A determination has been made that the SFI constitutes an FCOI.

12.2. The information to be made available shall include the Investigator name, title and role in Research, name of entity involved with the FCOI, nature of the interest, approximate dollar amount of interest, or statement that the value is not readily determined.

12.3. The information must be made available for a period of three (3) years from the date that it was most recently updated.

HISTORY:

New June 1995
Amended October 1997
Amended August 2007
Revised August 2012
NDSU Faculty Budget Committee

Committee Charge
The objectives of the NDSU Faculty Budget Committee are:
1) to become familiar with the university budget process
2) to develop a set of guiding principles which align with strategic priorities with the intent of informing university budget decisions from a faculty perspective
3) to solicit input regarding the budget process from a wide range of faculty and on an ongoing basis
4) to serve as a resource for the Provost in budget matters
5) to act as a conduit of information between faculty and administration for budget discussions and decisions

Committee Composition
The composition of the NDSU Faculty Budget Committee shall reflect representation from each college in the university with the goal of at least half of the committee having expertise in accounting, budgets, statistics, or related area. It shall include a liaison from the Faculty Senate Executive Committee to be appointed by the Faulty Senate President.

Role and Reporting
The Committee shall meet regularly with the Provost to receive information and to provide input on budgetary issues. The Committee shall report regularly to the Faculty Senate Executive Committee. Any information requiring dissemination to a broader faculty audience or topics requesting input from the broader faculty body shall be brought to the full Faculty Senate. The Faculty Senate President shall forward to the Provost any recommendations on budget matters from faculty resolutions and shall make a report to the Provost annually.
The Faculty Senate meeting was held at 3:30 p.m. in the Prairie Room of the Memorial Union with Dr. T. Stone Carlson presiding and the following senators present: A. Akyuz, B. Aly Ahmed, K. Benson, A. Bezbaruah, U. Burghaus, M. Clark, A. Denton, T. DeSutter, M. Eighmy, M. Engler, P. Gibbs, K. Gordon, R. Green, J. Harmon, H. Hatterman-Valenti, L. Helstern, X. Jia, B. Johnson, J. Jones, R. Jones, W. Lin, F. Littman, T. Lundeen, B. Pruess, S. Rahman, Y. Rhee, K. Rodgers, G. Shen, E. Skoy, B. Suzen, G. Totten, E. Wu, W. Zhang, and P. Zhao


Approval of Minutes

MOTION (Cooley/Helstern): to approve the minutes of the September 10, 2012, meeting as posted. MOTION CARRIED WITH UNANIMOUS CONSENT.

Consent Agenda

A. Academic Affairs Report (Attachment 1)
B. Confirmation of May 2012 Graduates (Attachment 2) and August 2012 Graduates (Attachment 3)

MOTION (Cooley/Green): to approve the Consent Agenda as posted. MOTION CARRIED WITH UNANIMOUS CONSENT.

General Announcements

A. NDSU President –

President Bresciani provided the following updates:

- Pathways to Student Success Model – Information initially released on the proposed 3-tiered system of higher education for the state was an illustrative example of the chancellor’s goals. Chancellor Shirvani is allowing the two research universities to be more involved in defining new index standards for admission and an implementation timeline. For a new model to be successful and well received, it is important for implementation to be in a stepped manner to allow students to enroll in high school courses that meet the new criteria.

The chancellor is gaining a better understanding on the impact of MN students at the state’s institutions. Many new students from MN are similar to ND students, so should have equitable access.

The original terminology referencing three tiers has been renamed Pathways to Student Success, which is more acceptable to smaller four-year and two-year institutions. The chancellor recognizes that 75% of students in the state, including more academically
prepared students, are enrolled at the research universities, which use the Carnegie classification and definitions more than other institutions in the state.

Senators’ questions focused on the working context for what the tiered structure means. Policies and procedures are generally the same for all institutions, which is not a common model nationally. These include student and tenure policies, admission criteria, fees and eligibility for state or external funding, for example. The State Centers for Excellence Programs model is being recalibrated to focus on research universities, whereas other funds may be redirected to four-year or two-year institutions.

NDSU and UND have developed a collaborative and cooperative working relationship with each other in recent years. The collaboration ultimately will benefit our institutions, state and students.

B. NDSU Provost –

Provost Rafert provided additional information on points in the President’s State of the University address:

1. *NDSU School of Music* was approved by the SBHE. Two events will be held to celebrate this change in status: March 12 and March 25, 2013, at the Ordway in St. Paul, and a spring event in Fargo.

2. *School of Architecture* - Discussions have been underway for nearly 20 years, and are continuing, on creating a School of Architecture at NDSU. A potential model to create such a school is to align it with the College of Arts, Humanities and Social Sciences instead of Engineering and Architecture. A formal plan and resource package would need to be proposed and approved for change to occur.

3. *RCATT Vice President* – VP Phil Boudjouk has asked to step down from his role. Formalities of an announcement and search will be distributed as they are available. Dr. K. Katti will chair the search committee.

4. *IT, Distance Education and Library* – These units have been significantly impacted by changes in technology in recent years. Based on national trends and consultant recommendations, serious consideration is being given to combining IT, the Library and DCE, to include executive education, into a new division with a vice president over it.

C. President of Staff Senate –

L. DeGeldere reported the following:

1. *Discover U* - A Discover U seminar for staff is scheduled for November 12. The topic is *The HoopWoman’s Guide to Living Freely and Fully*. Staff should be encouraged to attend.

2. *Staff Senate Scholarships* - Raffle tickets to raise money for scholarships are being sold. Senators are encouraged to support this cause and encourage students to apply for Staff Senate sponsored scholarships.
D. Vice President of Student Body –

J. Beehler reported:

1. **Policy 332** - Student Senate recommended a change in section 3.3.1 to the Senate Coordinating Council. The change is to replace verbiage of ‘discretion of instructor’ to ‘discretion of department’ to ensure better consistency between departments.

2. **Homecoming** - There was a record turnout at many homecoming events with a lot of pride and excitement for NDSU.

3. October marks the half-way point for the current student leadership, which means many projects will be initiated in the coming months.

**Senate Committee Reports**

A. General Education –

L. Peterson presented information on the North Dakota General Education Council for purposes of ratifying changes to its constitution.

NDSU’s University Senate ratified the Council’s constitution in 2010, as did the senates at the other ND University System institutions. Two substantive revisions are proposed to address the number of meetings and the timing of nominating officers.

MOTION (Cooley/Hatterman-Valenti): to approve revisions to the ND General Education Constitution as presented. MOTION CARRIED WITH UNANIMOUS CONSENT.

B. Senate Coordinating Council –

T. Stone Carlson presented the following for discussion and vote:

- **Policy 332: Assessment of Teaching** *(Attachment 4)*

  Faculty Affairs Committee Representative Chris Ray presented on the ad hoc committee’s findings and recommendations regarding policy 332 *(Attachment 5)*.

  The committee met from spring through fall 2012 to study and make recommendations to the policy. It studied policy parameters and sample policies, developed guiding principles, and drafted policy revisions. Proposed revisions include clarifying the purpose, providing definitions and introducing triangulation between instructor-provided materials, student input and peer review of teaching. The committee also looked at policy 352 to ensure consistency between policies, and studied policies from other peer, land-grant and regional institutions.

  A question was posed on specific instruction on implementing individual graduate student assessment. Courses for graduate students would have questions included
in course evaluation. Also, courses ending in x9x would be exempt from university-wide rating form. Another question was asked on removing the bias for instructor demographics. Another step is for the Faculty Senate to look at the SROI itself and identify forms of bias in the existing form, some of which has already been done by Forward Committee. If you add in triangulation system, it allows for more types of evaluation and reduces the amount of bias.

The Provost recommended that 90-series courses be more clearly identified, assessment of every course/every term be clarified, faculty delegating up on the peer review issue be looked at more closely. Additional concerns were raised on whether this proposal inflates evaluation of instructor with assessment of learning, that much of this policy language is actually procedural in nature, and the costs and time associated with implementation of this policy. There already is a peer review of teaching process in place, which is self-selective and might be diminished as a result of this. Another concern was expressed regarding who makes the final decision on what is included in evaluation. The committee tried to leave the policy flexible enough to adapt to department needs. There will always remain potential for bias and there will be some subjective bias in nearly everything, but the triangulation process is intended to provide enough perspectives to help balance and remove some of the bias. It was suggested to use technology and recorded lectures to aid in peer review, and to further study the implications on PTE, and its synchronization with Policy 352.

MOTION (Cooley/Eighmy): to send Policy 332 back to committee to address the identified concerns, gather faculty feedback, and bring it back to Senate at a later time for a vote.

Further discussion ensued on the variety and volume of feedback that could be received if sent out to the entire faculty. Open forums were recommended.

A friendly amendment was made (Helstern) to separate the motion into two votes.

It was recommended that the committee consider actionable items raised by the Senate and make further clarifications before sending out to the faculty body. Also, coordination with the Forward group was recommended when incorporating changes and removing bias from the SROI.

MOTION TO SEND BACK TO COMMITTEE CARRIED WITH UNANIMOUS CONSENT.

MOTION TO SEND TO FACULTY, AFTER SENATE PROPOSED CHANGES ARE MADE AND BEFORE BRINGING BACK TO FACULTY SENATE FOR FINAL APPROVAL CARRIED. 71% of senators or their substitutes voted aye, 21% of senators or their substitutes voted no, and 7% of senators or their substitutes abstained (PRS individual voting results were not saved).
New Business

The following new business items were tabled for November meeting.

a. Inclusive Meeting Time Proposal
b. Priorities for Faculty Senate

Adjournment

The meeting adjourned 5:05 p.m.

Submitted,

Kristi Wold-McCormick, Secretary
Faculty Senate
Curricular Recommendations

### New Transcriptable Option in Ph.D. Statistics

#### Sports Statistics

**New Courses**

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<th>Subject</th>
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<td>Restaurant Operations Management Laboratory</td>
<td>2</td>
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<td>HDFS</td>
<td>185</td>
<td>Financial Survival for College Students</td>
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<td>Social and Political Philosophy</td>
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#### Course Changes

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#### Change in Prerequisites/Corequisites and Change in Bulletin Descriptions

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<td>ADHM</td>
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<td>Beverage Operations</td>
<td>Coreq/Prereq: ADHM 140 or ADHM 141</td>
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<td>ADHM</td>
<td>401</td>
<td>Convention and Meeting Planning</td>
<td>Coreq/Prereq: ADHM 381</td>
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<td>404</td>
<td>Restaurant Operations Management</td>
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<td>479</td>
<td>Hospitality Industry Management Strategy</td>
<td>Prereq: ADHM 435, ADHM 360</td>
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<td>HNES</td>
<td>341</td>
<td>Psychosocial Aspects of Health</td>
<td>Prereq: PSYC 111, HNES 160, and HNES 217</td>
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<td>HNES</td>
<td>345</td>
<td>Materials and Concepts of Health Education</td>
<td>Prereq: HNES 160 and HNES 217</td>
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### Spring 2012 Graduates

**Degree Conferral Date: May 12, 2012**

**College of Agriculture, Food Systems, and Natural Resources**

**Bachelor of Science**

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<tr>
<th>Name</th>
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<tr>
<td>Yogesh Aggarwal</td>
<td>Victoria Lynn Albers</td>
<td>Kyle Luther Anderson</td>
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<td>Tsogtbyar Baasandorj</td>
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<td>Benjamin Palmer Brettinngen</td>
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<td>Garret Ross Brown</td>
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<td>Nichole Marie Chapel</td>
<td>Marcus Gordon Christenson</td>
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<td>Landen Charles Cole</td>
<td>Cole Rollin Czech</td>
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<td>Jonathan David Eriksson</td>
<td>Jane Ann Elmore</td>
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<td>Kentucky Ferebee</td>
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<td>College of Agriculture</td>
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**Master of Science**

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**Doctor of Philosophy**

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**College of Arts, Humanities, and Social Sciences**

**Bachelor of Arts**

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North Dakota State University
October 8, 2012

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Stephanie Ann Schumacher
Tino Simon
Kevin J. Teigen

College of Engineering and Architecture

Bachelor of Landscape Architecture
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Aaron John Hanson
Vanessa Christine Hefti
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Alex Peter Johnson
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Zerek R. Kroll
Shawn Kummet
Megann L. Long Voelkner
Sarah Ann Mauel
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Travis Jarod Steffen
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Megan Jean McManus
Kristen Marie Mehrer
Carly Rose Melligren
Krista Hope Michtlisch
Christopher Russell Midgarden
Edin Miljanovic
Carrie Nicole Miller
Hanna Phyllese Minnick
Abby Lyn Monson
Graham J. Mootz
Delinda Bethany Mueller
Kaly Jo Mueller
Laura Beth Musselman
SarahJean Naaden
Brienna Susanne Nelson
Justin Nickolia Nelson
Alysha Jo Nicolai
Grace Ingrid Norton
David Eric Nutzhorn
Nicholas Alexander Obey
Natalie Jo Reiser
Lauren Paige Semanko
Lisa Carlene Woodbury
Koos Abdinasir Sharif
Rose Marie Ziegler
Ann Elizabeth Siebels
Corrie Lee Conlon
Tara May Sprague
Saylor Ann Skoglund
Stephanie Rose Stassen
Solveig Ann Skolness
Molly Teresa Farrell
Amy Lisa Stroud
Susan Lee Johnson
Xueting Sun
RachealAnn Elizabeth Tretter
Dustin Floyd Syverson
Elizabeth Patricia Troske
Emily Katharina Karen Thurn
Rachel Anne Trythall
RachealAnn Elizabeth Tretter
Brooke Vanden Bergh
Samantha Audrey Trill
Lauren Mae Vetter
Elizabeth Patricia Troske
Kristen Marie Vetter
Rachel Anne Trythall
Donna Mae Vetter
Jiayang Wang
Lauren Ebsen Vistad
Ryan Mark Weber
Matthew Gary Voigtlander
Rodney Eli Weigel
Hannah Kristine Wall
Nicholas Gordon Wright
Kemp Motz

Master of Athletic Training
Candace Lee

Master of Education
Beverly G. Anderson
Mary Frances Burchill
Jessica Kelly Christmann
Karen Christine Erickson
Drew Theodore Espeseth
Crystal Glanzer
Kallie Jade Heisler
Laura Kathryn Johnson
Cassandra Kay Kisse
Julianne Lowe
Brenda Kay Nottestad
Jordan Thomas Ottenbacher
Natalie Jo Reiser
Jennie DeKrey Rude
Nancy Ann Wentz

Master of Science
Scott T. Allen
Corrie Lee Conlon
Molly Teresa Farrell
Andrea Rose Freitag
Susan Lee Johnson
Kassie G. Krebsbach
Trista L. Manikowske
Elizabeth Ann Nova
Alisha Liane Ostlund
Wendi Marie Stachler
Anna J. Vannelli

Doctor of Philosophy
Carla J. Gross
Marvin Dale LeNoe
Barbara Lonbaken
Valerie Ritland
John Michael Schuna, Jr.
Meredith Grace Wagner

College of Pharmacy, Nursing, and Allied Sciences

Bachelor of Science
Carter Anthony Breeding, II.
Dean Allan Derhaag
Katherine Margaret Grosz
Joanna Marie Haugen
Kelli Joy Helgeson
Tammy Lee Kippley
Samantha Rae Klein
Brandon Douglas Mauch
Kristen Michelle Richter
Tyler Thomas Riedesel
Kelli Jo Ruggles
Kassondra Jo Smaaladen
Kali Lynn Weinand
Faculty Senate Minutes
North Dakota State University
October 8, 2012
Attachment 2

Tanya Siltanen
Tallie Marie Slind
Jamie Theresa Sommerfeld
Cassandra Johanna Thompson
Katreece Laurene Thompson
Alina S. Tyulyandina
Katelynn Thora Whetter
Amber Sue Wibe
Helen Zeng-Barnett

Doctor of Pharmacy
Shai Boe Adams
Rachel Marie Aipperspach
Amber Rose Altstadt
Robyn Jane Anderson
Jessica Ascheman
Adam Michael Backlund
Margaret Savage Bierman
Amanda Leigh Boese
Courtney I. Boucher
Kodi Lynn Brown
Jessica Jo Buber
Caitlin Renea Carter
Traci J. Christiansen
Matthew Craig DeGree
Allan James Demuth
Scott R. Doheny
Nathaniel T. Ehni
Julie Marie Fettig
Sarah Lynne Gangl
Cody Jacob Geiszler
Jared Hamilton Giroux
Erika Haglund
Matthew James Helbling
Laura Beth Hilde
Alexia Marie Hoefs
Trisha Hoekstra
Caitlin Marie Hoff
Amanda Leigh Hoffbeck
Jason Daniel Holle
Logan John Hollenkamp
Chelsea Ann Holte
Ryan Lee Hoverson
Jill Maureen Ihy
Rebecca Marie Jackson
Brianna Lynn Johnson
Sean Christian Karpowich
Nathan Thomas Keeler
Adis Keric
Kory Daniel Kowalski
Craig Lawler
Jason Randall Lind
Steven Daniel Maershbecker
Jessica Ann McClellan
Michelle Rae McKay
Sarah Anne Meichsner
Adel Sharif Mergoum
Anaa Moncef Mergoum
Melissa Lea Miller
Laura Jean Morris
Sammie H. Nguyen
David Lawrence Noeske
Ayodele Adebola Olamiju
Breth Steven Olson
Kayla Ann Otterson
Dilip Kumar Sumanbhai Patel
Preeti Raj Patel
Matthew Thomas Perkins
Natasha Jean Petry
Karalynne Elizabeth Price
Kayla Louise Rachel
Brittney Dyanne Roemmmich
Scott Ernest Rudnicki
Andrew William Schaeaf
Angela Irene Scharnowskes
Lane Schemel
Lee Dennis Schwan
Jena Rae Schwieger
Samantha Jane Seelig
Steven James Semingson
Toni R. Shaw
Robert Sieg
Wes Ethan Stettner
Anis Ben Tahar
Katie Anne Tescher
David Dennis Thompson
Nicole Lynn Towne
Matthew Troyer
Chantal Alexis Vance
Kashiflendra Kumar Madhucchai
Amanda Marie Volochenko
Ryan David Wall
Anthony William Wieland
Jayme Lynn Wolf
Jordan Alexander Wolf
Andrew Lawrence Zwack

Doctor of Philosophy
Kacie Lee Hughes
Preeti Purwaha

College of Science and Mathematics
Certificate
Sydney Nee Tetteh Addy
Anuradha Vegi
Anthony Joseph Waldenmaier

Bachelor of Arts
Lance Matthew Dean Bragstad
William L. Chale
Nicholas Stephen Dusek
Zachary George Fowler
Jarrett Donald Hart
Lynae Sue Hemming
Zachary Bryan Knight
Lindsey Jean Lee
Janelle M. Meyer
Andrea Renee Tang Boulder
Hannah Marie Worrall
Robert Konrad Wroblewski

Bachelor of Science
Palak Agarwal
Kristen Daniëlle Ahlers
Marquise Nicole Albrechtsen
Brandon Charles Alveshere
Maximilian Anders
Alyssa Jo Anderson
Jacob J. Anderson
Daniel W. Augustadt
Casey William Bateman
Benjamin G. Bechtold
Leah Mae Beekman
Andrew Jared Bentz
Erin Lynnette Binde
Brandi Nicole Bliz
Joshua Donald Borcharrd
Joseph Michael Bredahl
Matthew John Bullinger

Daniel Alan Carlson
Darren L. Carter
Gaurav Chauhan
Israel Owate Chujor
Emily Ruth Clark
Hannah Abigail Dahl
Eben Blake Danielson
Michael Thomas Delaney
Austen Leo Dicken
Jason Alan Duchscherer
Scott Matthew Dyck
Brianna G. Ehner
Mitchell Wade Ellingson
Luke Maverick Floan
Robert John Foertsch
Lane Berend Folkers
Arthur Dimitri Lakshan Fonseka
Stephanie K. Forster
Kelsey Ann Forward
Nathan Russel Froehlich
Benjamin Michael Gaboury
Brittany Lee Gagner
Teluca Pasan Galhenage
Ryan Wallace Gandrud
Justin James Gangestad
Alexis Nicole Ganzer
Mario Ismael Garcia
Samantha Lynn Gardner
Sean Alan Gerhardt
Cody Ray Gette
Lisa Nicole Gingrey
Haley Shay Gonzenbach
Alex Michael Greff
Jacob Paul Grendahl
Abram Paul Haich
Joel Edward Helbling
Micah J. Heppner
Chase Montana Hessman
Jessica Anne Heuer
Derek William Hiam
Allison Kay Hoffart
Kyle E. Hoge
Rosemary Louise Hunt
Rebeccah Rose Jaeger
Alexander James Johnson
Joshua Inky Johnson
Rebecca Lynn-Helen Johnson
Faculty Senate Minutes
North Dakota State University
October 8, 2012
Attachment 2

Tyler Allen Johnson
Thomas M. Kalinowski
Divek Karagwal
FNU Karan Chitkara
Marie Suzanne Kastella
Bridget Ann Kilien
Joshua David Knoll
Ryan Thomas Knudson
Cameron Mark Knutson
Brandon James Kobilansky
Kelsey Aaron Kolars
Marie Suzanne Kastella
Bridget Ann Kilen
Joshua David Knoll
Ryan Thomas Knudson
Cameron Mark Knutson
Brandon James Kobilansky
Kelsey Aaron Kolars
Emily E. Krieg
Andrew Jon Ladwig
Andrew Patrick Lamb
Ashley Jean Lane
Nicholas C. Larson
Jae Hee Lee
Ryan Michael Lemmer
David Levahn
Meagan Ann Loomis
Cory Christopher Loveless
Alex J. Mahrer
Jacob Ryan Maier
Rebecca Lynn Maier
Divia Maria Mella Malinowski
Erica Rose Marsyla
Cody Michael Martin
Lincoln Earl Martin
Miranda Francine Mathison
Anthony Michael McConnell
Erica Michelle McCue
Samantha Anne McDonald
Nathanial Dennis McDonough
Joshua Robert Melander
Suryank Mendiratta
Shivani Mittal
Nicholas Richard Moen
Levi Darwin Moyness
Christopher Richard Munsch
Yuki Nakazawa
Deepanshu Narang
Paige Marie Nash
Britta Ann Nelson
Steven B. Nelson
Jeffrey Nordlie
Mathew R. Odden
Nathan Allen Olson
Jacob Norbert Oster
Chelsey Lynn Paulsen
Amanda Kay Peterson
Erica Nicole Pfarr
Bryan Michael Phelps
Michael Joseph Price
Michael James Ratzlaff
Adam Donald Reznechev
Jennifer Marie Ritteman
Nicole Lynne Roberson
Kayla Tane Salathe
Isaac Darwin Saville
Nichole Johanna Schilling
Cory Schlack
Kelsey Jo Schmid
Tanner John Schmidt
Ellen Marie Schneiderhan
Eric A. Schumacher
Charles Steven Schutt
Brie Alyssa Seibert
Daniel Henri Semieticki
Daksh Sharma
Yogesh Sharma
Anoop Singh
Ramesh Singh
Samuel Lynn Skurupey
Melissa Jean Smith
Luke James Soeby
Andrew James Solberg
Eric Anthony Sondreall
Grant Michael Spears
Cecelia Marie Stephenson
Thomas Earl Stewart
Katherine DeLynn Strecker
Allison Kay Suda
Ashtynn Nicole Sylvester
Kevin Michael Szurek
Tyler Scott Taylor
Cheng Tian
Lauren Jean Tolleson
Alex Sam Torson
Bailey R. Uran
Andrea Marie Varriono
Tajae Lynn Viane
Laura Vogel-Ciernia
Brita Anne Watson
Jesse Michael Weiand
Selja Kjersten Weum
Ashley Marie Wheeler
Joni Catherine Wiebesick
Timothy Michael Wilson
Samantha Jean Wohler
Rylan Michael Webster Wolfe
Lisa Marie Young
Andrew J. Zetocha
Tyler Brett Zimmerman

Bachelor of University Studies
Jeffrey H. Adolphson
Travis James Conant
Kira J. Fraser
Jordan Hans Gehlhar
Allysa Lynn Hammer
Alex Peter Brakke Hoehle
Aaron Alexander Huus
Marissa Lee Iverson
Anwar Khashan
Elizabeth Hazel Larson
Weston Thomas Leutz
Jeremy Dale Luna
Michelle Therese Luna
Robert Matthew Lynch
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Eric Roland Pladson
Joshua Michael Roysland
Samantha Lynn Stegman
Keara L. Tappe
Jane R. VanDerMeer
Devin Michael Walter
Luke Edwin White

Master of Science
Muhammad Niamul Baqui
Samidip Basu
Venkata Santosh Chintamaneni
Jonathen Michael George
Bethlehem Abara Gronneberg
Srinivas Reddy Guduru
Michael Hemmer
Md. Mahbubur Rahman Khan
Chao Liu
Narendra Reddy Mandal
Ben Michael Meyer
Alex David Radermacher
Kaustubh Saxena
Ranjana Sharma
Susbi Sharma
Dinesh Arun Sivanandam
Matthew D. Strassburg
Zhuangli Wang
Shawn Edward Weissenfluh

Doctor of Philosophy
Samim Alam
Rajan Bhaskarao Bodke
Sean Justin Evenson
Eric Merlin Foard
Bobbi Jo Elizabeth Merten
Erin Christine Pavlacky
Puthenkivilakom Rajesh Raja
Yamaya Sosa Machado
Travis Vander Steen

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Eric Merlin Foard
Bobbi Jo Elizabeth Merten
Erin Christine Pavlacky
Puthenkivilakom Rajesh Raja
Yamaya Sosa Machado
Travis Vander Steen

College of University Studies
Summer 2012 Graduates  
Degree Conferral Date: August 3, 2012

College of Agriculture, Food Systems, and Natural Resources

Bachelor of Science
Laura Ann Anderson  
Karson Lynn Beckstrom  
Christina R. Bergman  
Lindsey Marie Dolezal  
Jamie Gayle Erickson  
Samantha Kaylynn Fabbri  
Dylan Mackenzie Foss  
Alisha Marie Freitag  
Michael Robert Gill  
Wanwei Guan  
Andrea J. Hilde  
Danielle Hoyum  
Aanders Garrett Johnson  
Amanda Marie Johnson  
Sheila Marie Kaliher  
Josh John Kuehn  
Kelsea Elizabeth Lako  
Laura Elizabeth Larson  
Sarah Elizabeth Loken  
Tiffani Ann Meyhoff  
Rachel Gloria Nicole Mitchner  
John August Mueller  
Jennifer Nguyen  
Madhulika Potukuchi  
Adam John Rutten  
Katie Ann Smith  
Sandra Jean Tuinstra  
Michelle Anne Ustipak  
April Rose Ann Wiedrich

Bachelor of Science
Richelle Lorraine Miller  
Emily Beth Schlepp  
Michelle Jene Solga  
Shane Jeremy Stafslien  
Rebecca Ann Whalen  
Roza Yunusova

Doctor of Philosophy
Julie Sherman Pasche

College of Arts, Humanities, and Social Sciences

Bachelor of Arts
Jasmin Mehinagic  
Danielle Nichole Verhey

Bachelor of Fine Arts
Cole Luke La Rocque  
Megan Elizabeth Roberts

Bachelor of Science
Jacob M. Bechtold  
Isaac Stephen Bolin  
Shelby Renee Breker  
Sydney Elizabeth Cartwright  
William John Corwin  
Brittany A. Dresser  
Grant Ryan Emerson  
Kimberly Kay Fredricks  
Kyle Christopher Hanson  
Elizabeth Anne Haugen  
Cailltin Ann Johnson  
Lauren Elaine Kirkeby  
Giovanny Leyes  
Matthew Gerard Mertes  
Ashley Erin Montgomery  
Christopher John Nelson  
Benjamin Lee Nicholas  
Rachel Jacqueline Pond  
Tyler Charles Ressler

Bachelor of Science
Cory James Shelton  
Elizabeth Jacqueline Sienkaniec  
John Martin Timmerman  
Molly Beth Weisenburger  
Andrew P. Wohlhuter

Master of Arts
Sarah Jane Adams  
Ramya Chandrasekaran  
Brent Alan Gostanzik  
Nigel Douglas Haarstad  
Rebecca Joy Hayes  
Gretchen Therese Junglas  
Chris Aaron Lindgren

Master of Music
Ashilton Foreman  
Jeremy David Marquardt  
David P. Stoddard

Master of Science
Madhurim Thapa

Doctor of Philosophy
Michael Edward Burns  
Kai Janovsky Western

College of Business

Bachelor of Science
Kimberly Ann Aagard  
Vipul Agarwal  
Ali Dhafer Alshehri  
Jennifer Margot Benjaminson  
Nicholas Adam Buck  
Kevin Stewart Docken  
Austen Michael Ellenson  
Ethan Carl Frank  
Zachery Robert Gerardy  
Chris Allen Hanson  
Aaron Philip Haugen  
Yupu Huo

Master of Accountancy
Lori Ann Burns  
Lisa Elizabeth Dolechek  
Alison Joy Green  
Timothy Robert Rude  
Regina Ann Wollin

Master of Business Administration
Sheena Bhan-Hawley  
Randall Thomas Erdman  
Sergey Rosliakov  
Nicholas Alan Strom

College of Engineering and Architecture

Bachelor of Landscape Architecture
Zachary W. Swanson

Bachelor of Science
Ali Abdul Mohsen AlQattan  
Aaron Jacob Blaha  
David John Booth  
Justin Fuhs  
Drew A. Kierzek  
Zhe Liu  
Ploiphan Saengporm  
Samantha Danelle Schultz

Brandi Lea Kaber  
Rebecca Anne Lisson  
Yu Liu  
Zachary Mark Ljungren  
Jared Lee Quast  
Tyler Lee Reisch  
Yuki Sato  
Cody Matthew Schenck  
Andrew J. Schrautemeyer  
Thomas Grant Uhllir  
Michael A. Wald  
Chelsea Ann Wendlandt  
Minami Yamane  
Liang Zhu

Sheena Bhan-Hawley  
Randall Thomas Erdman  
Sergey Rosliakov  
Nicholas Alan Strom

College of Engineering and Architecture

Bachelor of Landscape Architecture
Zachary W. Swanson

Bachelor of Science
Ali Abdul Mohsen AlQattan  
Aaron Jacob Blaha  
David John Booth  
Justin Fuhs  
Drew A. Kierzek  
Zhe Liu  
Ploiphan Saengporm  
Samantha Danelle Schultz
Faculty Senate Minutes
Fargo, ND  58108
North Dakota State University
October 8, 2012
Attachment 3

Kristin Elizabeth Bloom
Erianne Siena Bright
Lindsey B. Bruner
Shane Matthew Caslavka
Margo Alison Christopher
Sarah Elaine Clark
Kimberly Jo Davidson
Benjamin Davis
Dean Derfus
Matthew Lee Dohman
Emma Jayne Durkee
Rebecca Rae Ellingworth
Alyssa Jo Emerson
Michelle Terese Enerson
Michelle Ann Faber
Michael Jon Fisher
Andrew John Fiske
Hannah Stephanie Fundaun
Jonathan David Funk
Sarah Ann Gabert
Hali Jo Gjermundson
Kathleen Lee Grimes
Jeremy W. Grindeland
Tracey Madelyn Haberman
Jena Joy Hallberg
Lindsay Elizabeth Hanson
Tyler Joseph Haugen
Joseph Sheahan Henning
William Daniel Hess
Alyssa K. Holmen
April Dawn Huschka
Molly Rae Irfseld
Tenzin Jangchup
Shalynn Vera Jeske
Paul Stephan Jilek
Katie Lynn Johnke
Alice Elaine Johnson
April Marie Johnson
Joseph Robert Kaiser
Fidelis Kamuntu
Amanda Jo Kerr
Alyssa Marie Klein
Kayla Marie Kortan
Micaela Marie Koster
Katie Marie Kram
Kyle John Laporte

Emilie A. Lisburg
Michelle Jo Luebke
Derek Maattala
Michael Douglas Meier
Corey Scott Melroe
Samantha Jo Helen Metzler
Leah Jean Miller
Patricia Ann Louise Motl
Kristyn Marie Murphy
Lane Dalton Nelson
Trung Tan Nguyen
Melissa Kaye Nigg
Heath John Oetken
Amy Ann Olson
Tania Marie Peters
Chase Michael Peterson
Kevin Pham
Quang Minh Phan
Haylee Marie Preabt
Rebecca Rae Richards
Erika Lei Ridl
Jaime Aleecy Rue
Sarah Louise Schaf
Laura Emily Schleichert
Brittanie Rose Schmeets
Megan Elizabeth Shaffer
Megan Dawn Skiff
Arthur N. Skrundevskiy
Carly Marie Smithers
Nicole Esther Snyder
Whitney Lynn Streifel
Carline Jane Stromback
Jill Marie Tebbe
Megan Marie Verhelst
Kelsey Dallas Voigt
Alissa Walter
Brandi Lynn Wersinger
Marc Velo Westby
Jordan Severin Westrum
Tiffany Joy Wiger
Angela Dawn Williams
John David Youmans
Alysia M. Young
Jessica Ann Ziegler

Robyn Mari Berge
Michael A. Miller
Nicholas Seva Wilson
Beth Ann Askegaard
Jennifer Elise Buhr
Spencer McKay Bliss
Cristina Marie Borek
John Charles Bugner
Fawad Mansoor Dawlaty
Joseph Michael Erickson
John Donovan Waite Fielding
Jenna Rae Frye
Nathaniel Charles Grosz
Tyler James Hlibichuk
Philly Hour
Sara Jo Huguelet
Rosemary Louise Hunt
John Paul Lauman-Beltz
Marian Clementina Okondo
Taylor Marie Ruttger
Robert C. Saxton
Ashish Sharma
Tyler Smothers
Jacob C. Wolf
Narender Yadav
Ashley Ann Zondervan
Md. Junaid Arefeen
Kyal Scott Brandt
Travis Jon Dockter
Vindhaya Jonnalagadda
Qingrui Li
Deyan Iov Mihaylov
Joshua David Nelson
Christopher W. Olson
Basudha Pradhan
Pallavi Roy
Phani Ganga Bhavani Tirupathi
Iyad Alazzam
Omar Ghazi Al-Azzam
Benjamin John Anderson
Hanzhen Bao
Richard Erwin Hasenauer
Ivan Hevus
Farah Issa Kandah
Mallikharjuna Rao Komarneni
Vinod Upadhyay
Amos Allan Buehner
Taylor Robert Fontaine
Kerry Marie Frye
Bobbie Lee Gutzmer
Shane Williams Hurley
Jenna Marie Johnson
Shauntae Michelle Sachs
MacKenzie P. Ternes
Daniel James Vatnsdal
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 Melissa Lamp first so that a clean policy can be presented to the committees.

SECTION:  Policy 332: ASSESSMENT OF COURSES AND INSTRUCTION

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).
   - This revision expands the assessment of teaching to include input from the individual faculty member as well as peers while simultaneously clarifying the information collected from students.

2. This policy was originated by (individual, office or committee/organization):
   - Faculty Senate Policy 332 Ad Hoc Committee
   - Chris.Ray@ndsu.edu

3. This policy has been reviewed/passed by the following (include dates of official action):
   This portion will be completed by Melissa Lamp
   Senate
   Coordinating Committee:
   Faculty Senate:
   Staff Senate:
   Student Government:
   President’s Council:

If you have any questions regarding this cover sheet, please contact Melissa Lamp at 1-6133 or Melissa.lamp@ndsu.edu.

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 Melissa.Lamp@ndsu.edu.
All suggestions will be considered, however due to policy format guidelines, they may not be possible.
Thank you for your understanding!
SECTION 332
ASSESSMENT OF COURSES AND INSTRUCTION TEACHING

SOURCE: NDSU Faculty Senate Policy

1. INTRODUCTION

1.1. The purposes of this policy are to provide direction for faculty in their ongoing efforts to improve the quality of instruction, and to improve student learning, for faculty at North Dakota State University. Four guiding principles are emphasized in this policy concerning the purpose of assessment of teaching effectiveness: (1) to clarify and reflect what is meant by teaching effectiveness, including the demonstration of teaching effectiveness; (2) to emphasize the improvement of teaching and learning; (3) to utilize a triangulation approach to measuring teaching effectiveness; and (4) to minimize possible forms of bias such as student motivation and student or instructor demographics.

1.2. Definition of Instructors

1.2.1. For the purpose of this policy, instructors include all individuals, regardless of faculty status (e.g., probationary, tenured/tenure-track, and non-tenure-track faculty, instructors, and graduate teaching assistants) who serve in any teaching capacity as defined below.

1.3. Definition of Teaching

1.3.1. The assessment process reflected in this policy includes all forms of teaching (e.g., classroom, labs, and other instructional supervision activities) at all levels (e.g., undergraduate and graduate). Particular approaches to teaching vary widely, and instructors may demonstrate pedagogical skills in a variety of creative and innovative ways, all of which should be given due consideration.

1.4. Sources of Evidence

1.4.1. The triangulation approach to measuring teaching effectiveness should include data collected from the instructor (see section 2), students (see section 3), and peers (see section 4) for use during faculty appraisals and for other administrative purposes.

2. INSTRUCTOR-PROVIDED MATERIALS

2.1. Individual units should develop a flexible approach to assessment of teaching effectiveness that includes collection of evidence submitted directly by the instructor. It is recommended that this
evidence be submitted in the form of a teaching portfolio according to criteria established by the academic unit.

2.2. In addition to the materials submitted for comprehensive peer review (see section 4), the instructor-provided materials may include, but is not limited to, reflective statements concerning the instructor’s philosophy of teaching, teaching effectiveness, and course or curricular changes made as a response to teaching assessments; teaching materials developed by the instructor; video recordings of instructional activities; evidence of scholarly activity related to teaching and learning; evidence of student learning; data from knowledgeable peers; evidence of quality advising; and additional feedback from students.

2.3. During each academic year, the instructor will assess instruction in at least one class by soliciting information from students, peers, or both, for the primary purpose of improving instruction. Assistance in selecting appropriate assessment techniques is available from the NDSU Office of Accreditation, Assessment, and Academic Advising. While information from such formative assessments is considered property of the instructor and should not be shared without the instructor’s consent, Faculty Senate Assessment Committee. Completion of formative assessments will be noted in annual reports.

2.4. Any materials identified by the instructor as relevant to his or her instructional responsibilities should be considered in the teaching evaluation process.

3.1. In accordance with NDUS policy 605.1.6, which states that “evaluations of all teaching faculty must include significant student input,” all instructors must be assessed regularly by students in a manner appropriate to the instructional role.

3.2. University-Wide Course Rating Forms

3.2.1. Every section of every class offered at North Dakota State University will be assessed evaluated each term by the students using, as a minimum, the university-wide set of rating items. These items will evaluate student perception of instructor fairness within the course, perception of overall course quality and usefulness, student understanding of the principles in the subject matter upon course completion, and the instructor's ability to
communicate effectively. In addition, each instructor, unit, or college may be encouraged to develop additional items to include as a part of the course assessment form as appropriate to the academic discipline.

4.1.1.

3.2.2. Departments are encouraged to utilize an electronic course assessment process as an alternative to paper assessments. Departments may contact the Group Decision Center (GDC) to have the university-wide rating form set up electronically. Data on only the university-wide items, aggregated by course level (lower division, upper division, graduate) without reference to specific courses, will be forwarded to the Office of Institutional Research and Analysis.

3.2.3. The university-wide course evaluation assessment should occur during the final fourth quarter of the term, but not concurrent with examination periods. Someone other than the instructor, (including Graduate Teaching Assistant’s, or other individuals under the direct supervision of the instructor) will administer the instrument. A student in the class shall collect the evaluations and forward them directly to the appropriate department/unit head for analysis. The instructor will not be present while the student rating is being completed. All instructors will receive a copy of the analysis for their courses after final grades are submitted. The departmental/unit office and the dean’s office will retain a copy of the analysis for use during the annual faculty appraisals and for other administrative purposes.

3.2.4. The assessment form should indicate that student responses to the university-wide rating form may be used for evaluative purposes concerning personnel decisions including tenure, promotion, and salary decisions.

4.1.2. Items on the university-wide rating form are subject to approval by the NDSU Faculty Senate and should be examined and controlled for student motivation and other possible bias. Departments are encouraged to utilize an electronic evaluation process as an alternative to paper evaluations. Departments must contact the Group Decision Center (GDC) to have a Student Rating of Instruction set up electronically. The department/unit head will forward data, on only the university-wide items, aggregated by course level (lower division, upper division, graduate) without reference to specific courses, to the Office of Institutional Research and Analysis.

4.1.3.

3.2.5. All courses ending in 90-series numbers will be exempt from this procedure policy concerning the university-wide rating form.

3.3. Additional Student Input
3.3.1. At the discretion of the instructor, other student input may be used to supplement the university-wide ratings. Such supplemental evidence may include, but is not limited to, written comments on the university-wide rating form, student feedback in the form of exit interviews solicited by the department/unit head or immediate teaching supervisor, or other information voluntarily provided by students.

4. PEER REVIEW OF TEACHING

4.1. In addition to assessment data provided by students, each academic unit should conduct a critical peer review of the instructor’s range of teaching activities. The faculty or instructional staff for each academic unit will decide whether this peer review should be conducted by the unit’s faculty or whether the review should be delegated to the department/unit head or the academic dean.

4.2. For all instructors, this peer review process should include the instructor’s knowledge of the subject matter, contributions to the unit’s teaching efforts, and any other teaching contributions such as curricular improvements. Materials for peer review may include, but are not limited to: statement of teaching philosophy; direct assessment of classroom performance; cumulative list of courses taught by the instructor; course syllabi, including course objectives; sample instructional materials, assignments, and examinations; student research supervised by the instructor, including theses and dissertations; development of new or innovative course materials; receipt of teaching awards; and materials advancing the scholarship of teaching and learning in the instructor’s academic discipline.

4.3. This peer-review process should be conducted in a manner appropriate to the academic discipline and should include consideration of instructional activities occurring both within and outside the formal classroom such as traditional instruction, supervision of student research, laboratory instruction, advising, mentoring, and other activities related to student learning.

4.4. Instructors should provide evidence of the peer-review process when applying for promotion and/or tenure and every three years thereafter as part of the post-tenure review process.

_____________________________________________________________________________________________

HISTORY:
New December 10, 1973
Amended April 1992
Amended June 1994
Amended January 2004
Amended July 2, 2009
Housekeeping February 14, 2011
Policy 332: Assessment of Courses and Instruction
Faculty Senate Ad Hoc Committee

Committee Charge

• “to review and propose changes to Policy 332, including but not limited to the use of multiple measures of assessment of teaching effectiveness.” (FS, 2/13/12)
Committee Members

- Chris Ray, Education (Chair)
- Canan Bilen-Green, Industrial Engineering
- Ed Deckard, Plant Sciences
- Katie Gordon, Psychology
- Don Miller, Pharmacy Practice
- Chanchai Tangpong, Management
- Verena Theile, English

Committee Process

- Reviewed Policy Parameters
  - SBHE Policy 605.1.6
  - NDSU Policy, Section 352
- Reviewed Sample Policies
- Developed Guiding Principles
- Drafted Policy Revisions
Proposed Revisions

• Introduction
  – Clarifies purpose using guiding principles
  – Defines “instructors” and “teaching”
  – Introduces triangulation of evidence

• Instructor-Provided Materials
  – Includes evidence such as philosophy, reflection, curricular changes, formative assessment, evidence of student learning, evidence of quality advising etc.

Proposed Revisions (2)

• Student Input
  – Clarifies input students are asked to provide
  – Clarifies who can administer course forms
  – Requires statement indicating assessment data may be used for evaluation
  – Clarifies that Faculty Senate is responsible for university-wide rating form (i.e., SROI)
  – Allows additional student input (comments, exit interviews, etc.)
Proposed Revisions (3)

• Peer Review of Teaching
  – Requires peer review to supplement other evidence every three years
  – Conducted according as appropriate to academic discipline

• Proposed policy title (Assessment of Teaching) clarifies focus

Questions?

Substitutions: D. Cooley for C. Pearson and S. Travers for C. Stockwell

I) Approval of Minutes

MOTION (Welch/Cooley): to approve the minutes of the October 8, 2012, meeting as posted. MOTION CARRIED WITH UNANIMOUS CONSENT.

II) Consent Agenda

A. Academic Affairs Report (Attachment 1)
B. NDSU Policy 812: Allowable Cost Policies – Miscellaneous (Attachment 2)

MOTION (Cooley/Gordon): to approve the consent agenda as posted. MOTION CARRIED WITH UNANIMOUS CONSENT.

III) General Announcements

A. NDSU President –

President D. Bresciani provided the following updates:

- **Funding Model** - A new funding model for higher education in North Dakota is being addressed. The legislature was compelled in the last session to make this a priority, and the Governor has taken a lead role in providing oversight. He has worked to secure buy-in from political leadership on the process. All eleven campuses have agreed that the proposed new model, which is cost-based and funds institutions based on productivity and success (students and research), is a fairer model to the campuses and students. The cost of operating programs, campus facilities and size are considered in the new model using federal codes to objectively determine costs. If approved, NDSU could potentially receive up to $3-6 million more in funding per year.

- Through the academic roadmap, NDSU is ready to put any new resources to use through allocation to departments. Faculty members are encouraged to visit with their deans to learn more about the academic roadmap and college priorities. Provost Rafert and President Bresciani will have a retreat with the deans to start discussing future direction and where to best utilize resources.
• **Pathways to Student Success** – This initiative of the new chancellor has required an intense level of communication, particularly regarding admission standards.

• **Facilities** – A new STEM building at NDSU is ranked as the number two construction project within the ND University System, after a Mayville State building improvement project. It is proposed to be a student teaching facility with undergraduate teaching and lab facilities universally-designed and to be shared by the whole campus. It could be a model for future construction projects across the state, and will allow for much-needed improvements in other classrooms, labs and buildings on campus.

• **Economic Impact Study** - The results of an external economic impact study will be available soon, and are expected to demonstrate a substantial return of state dollars by NDSU. These study results should help promote the idea that investment in NDSU and higher education is a sound practice.

• **Legislature** – Overall, the upcoming legislative session is expected to be positive for NDSU.

Discussion ensued based on senator questions related to the state surplus and possible metrics to be used in determining research-based funding.

B. NDSU Provost –

Provost J. B. Rafert reported on the following:

• **Academic Roadmap** - The initial phase of the roadmap was completed last year with maintenance this fall to further identify college priorities and needs. Additional funds should allow for better distribution of workloads for faculty.

• **Library Funding** – Information provided by the Library Committee includes a very realistic set of outcomes and recommendations. Various funding scenarios will be considered based on different models and current needs.

• **Technology** – There is an urgent and rapidly growing gap in delivering WiFi enabled devices to students. Funding for meeting current and future needs also must be considered in future budgets.

Senators asked about the role of the Faculty Senate in helping determine where additional funding should be invested on campus. Prioritization by the Senate may be considered along with the academic roadmap and other identified needs.

C. President of Staff Senate –

Staff Senate President L. DeGeldere reported:

• **Staff Senate Raffle** raised $3,700 for student scholarships. Information about applying for scholarships will be available in January. Senators were asked to encourage students to apply.
• A half-day Professional Development workshop for staff held earlier in November was a success. Senators were encouraged to continue to support staff participation in such events.

D. Vice President of Student Body –

J. Beehler provided the following updates:

• Environmental Sustainability Committee will be introduced to the Senate Coordinating Council. Students will ask for representatives from faculty, staff and student senates with the goal of making it a standing committee at the university. The committee will be tasked with creating own mission statement.

• Higher Ed Day is scheduled for November 29. Legislators from across the state will be invited to NDSU to hear from students, learn about their ideas on the upcoming legislative session, and discuss statewide issues.

• Bison 101 is scheduled for November 27 and will focus on academic success, study tips and tools, and preparing for finals week.

• Holiday Lights Parade - Student Government was approached by Excel Energy to have NDSU be the lead float in the Holiday Lights parade on November 20 in downtown Fargo.

IV) Presentation: Behavioral Intervention Team (Attachment 5)

Jim Council, member of the NDSU Behavioral Intervention Team (BIT), discussed how the BIT is designed to help NDSU take appropriate actions before emergency situations occur. He presented on the background and purpose for the BIT as well as emerging issues, such as bullying for grades, entitlements, incivility, and mental health concerns. Reporting and consulting channels were identified, as well as responding and possible actions for behavioral concerns and issues.

V) Senate Committee Reports

A. General Education –

M. Harris, representing L. Peterson, reported that the faculty was sent an email from the General Education Committee identifying six core questions that framed the learning outcomes. To date, open forums have been held to discuss a learning outcome based model for general education, and links to the framing questions have been made available online. Meetings with chairs/heads and various committees are ongoing, and future open forums will be held. Senators are encouraged to take this information back to colleges for feedback and share ideas with the General Education or CULE committee.

B. Library Committee – (Attachment 3 and Attachment 4)
K. Rogers and M. Reid presented on the status and recommendations for the future of the NDSU Library. Significant concerns have been identified on recent cuts and the current state of the Library. The recommendations include increased appropriated funding through the prospective new higher education funding model, privately endowed collections and/or expanded private donations to the Libraries, and increased student library fee.

Printed subscriptions have ceased, and while digital access is still available, NDSU subscriptions are substantially less than many research intensive institutional peers. They currently are under 100 databases, which are based on large aggregated packages. There has been no book budget (print or electronic) for several years.

Questions from senators centered on the apparent cyclical nature in the amount of funding received annually, and student library fee funding history. The goal is to put the NDSU Library on a course for long-term growth and sustainability. Library administration has to ensure that purchases match the highest needs. Further discussion ensued on peer institutions funding models and student fee funding.

Support for the proposal was expressed by several senators, but it also was suggested to present a back-up plan in the event no additional funding is received.

VI) Adjournment

The meeting adjourned at 5 p.m.

Submitted,

Kristi Wold-McCormick, Ph.D.
Secretary, Faculty Senate
Academic Affairs Committee Report

Curricular Recommendations

**New Certificate**
Certificate in Professional Selling

**New Transcriptable MBA Subplan Option**
Supply Chain and Logistics Concentration
Health Care Industry Concentration

**New Courses**

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<td>Adult Development and Aging</td>
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<td>305</td>
<td>Global Leader Development</td>
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<td>200</td>
<td>Career Preparation in Plant Sciences</td>
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<td>220</td>
<td>Physics for Designers</td>
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<td>POLS</td>
<td>423</td>
<td>Public Policy Analysis</td>
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<td>446</td>
<td>Current Topics in International Law</td>
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<td>Uniform</td>
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**Course Deletions**

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<td>EMT</td>
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<td>Capstone in Emergency Management</td>
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<td>Advanced Landscape Architecture Planting Design</td>
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**Course Changes**

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**New Special Topics**

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<td>Introduction to Intelligent Infrastructure</td>
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<td>CHEM</td>
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<td>Advanced Professional Selling</td>
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<td>WGS</td>
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<td>Sexual Assault on Campus: Taking Action, Creating Change</td>
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**Change in Prerequisites/Corequisites and Change in Bulletin Descriptions**

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<td>LA</td>
<td>Community Planning and Design Studio</td>
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<td>LA</td>
<td>Remediation and Planting Design Studio</td>
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Policy Change Cover Sheet (Policy 812)
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 Melissa Lamp first so that a clean policy can be presented to the committees.

ION:

· Number and Name NDSU POLICY 812 – Allowable Cost Policies - Miscellaneous

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).
   - Type your description of changes here. Add Paragraph 25. This policy addition is to comply with a recommendation from the National Science Foundation following a monitoring review of NDSU grants policy and procedure in June 2012.

2. This policy was originated by (individual, office or committee/organization):
   - Gary Wawers, Controller, NDSU Accounting Office
   - Karen Hendrickson, Director, Grant and Contract Accounting
   - Office/Department Name and the date submitted
   - Email address of the person who should be contacted with revisions

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

   This portion will be completed by Melissa Lamp

   Senate Coordinating Committee:
   Faculty Senate:

   Staff Senate:

   Student Government:

   President’s Council:

If you have any questions regarding this cover sheet, please contact Melissa Lamp at 1-6133 or Melissa.lamp@ndsu.edu.

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 Melissa.Lamp@ndsu.edu. All suggestions will be considered, however due to policy format guidelines, they may not be possible. Thank you for your understanding!
SECTION 812
ALLOWABLE COST POLICIES – MISCELLANEOUS

SOURCE: NDSU President

1. ADVERTISING COSTS. The term advertising costs means the costs of advertising media, such as magazines, newspapers, radio and television programs, direct mail, and exhibits.

Advertising costs for the recruitment of personnel required for the performance of obligations under the sponsored agreement, the procurement of goods and services for the performance of the sponsored agreement, the disposal of scrap or surplus materials acquired in the performance of the agreement, and other specific purposes necessary to meet the requirement of the sponsored agreement are allowable as direct charges to an agreement.

The dates of the advertisement must correspond to the dates of the agreement to be charged.

If an advertisement benefits more than one sponsored agreement, the cost of the advertisement should be allocated between all agreements benefited.

The Accounts Payable Voucher should include the dates of the advertisement and the content of the ad if the information is not clearly provided on the invoice from the vendor.

1.1 On federal funds, the only allowable public relations costs are those specifically required by sponsored agreements.

Costs of promotional items and memorabilia including models, gifts and souvenirs are unallowable.

2. COMMENCEMENT AND CONVOCATION COSTS. These costs are not allowable as direct charges to sponsored agreements.

3. COMMUNICATION COSTS. Costs incurred for long distance telephone calls and facsimiles are allowable on sponsored agreements. If personal calls are made by an individual within a department, the cost of the call must not be allocated to any sponsored agreement.

3.1 Local telephone costs, which include purchase, installation, and monthly line charges, should normally be charged to a source other than the federal program. This also applies to the cost of pagers, cellular telephone, and facsimile lines, except where required by the projects' scope of work and approved by the sponsor in the project budget.
3.2 Postage should normally be charged to a source other than the federal program, unless the expense can be shown to be a significant part of the project or activity, and the expense is for the sole direct technical benefit of the project. Postage for routine correspondence, including correspondence with the sponsoring agency should not be directly charged to the project.

4. CONTINGENCY PROVISIONS. Contributions to a contingency fund or any similar provision are unallowable against sponsored agreements.

5. ENTERTAINMENT COSTS. Costs incurred for amusement, social activities, entertainment, and any items relating, such as meals, lodging, rentals, transportation, and gratuities are unallowable.

6. MEALS AND MEETINGS. The costs incurred in hosting official guests are allowable provided the expense incurred has a direct benefit on the agreement being charged. No alcoholic beverages may be reimbursed.

6.1 Costs of meetings and conferences, when the primary purpose is the dissemination of technical information, are allowable. This includes costs of meals, transportation, rental of facilities, and other items incidental to such meetings or conferences.

The request for reimbursement should include names of all attendees, date(s) of meeting, and purpose(s) of the meeting.

7. FINES AND PENALTIES. Costs resulting from violations of, or failure of the institution to comply with, Federal, State, and local laws and regulations are unallowable except when incurred as a result of compliance with specific provisions of the sponsored agreement, or instructions in writing from the contracting officer or equivalent.

Late fees and penalties resulting from failure to pay an invoice in a timely manner are also unallowable against sponsored agreements.

8. INSURANCE AND INDEMNIFICATION. Costs of insurance required or approved and maintained for a specific sponsored agreement are allowable.

If an agency requires the institution to provide a specified amount of liability insurance during the life of the agreement, the sponsored agreement should be directly charged for the cost of the insurance coverage.

9. INTEREST, FUND RAISING, AND INVESTMENTS. Costs incurred for interest on borrowed capital or temporary use of endowment funds are unallowable.

Costs of organized fund raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred solely to raise capital or obtain contributions are unallowable.
10. MAINTENANCE AND REPAIR COSTS. Cost incurred for necessary maintenance, repair or upkeep of property which neither add to permanent value nor appreciably prolong its intended life, but keep it in an efficient operating condition, are allowable.

11. MATERIAL COSTS. Costs incurred for the purchase of materials, supplies, and fabricated parts directly or indirectly sponsored agreement are allowable.

If the materials used were taken from stockrooms not recognized as specialized cost centers of the University, the cost of the materials charged should be substantiated by referencing the original purchase transaction for verification of the cost charged.

12. MEMBERSHIPS, SUBSCRIPTIONS, AND PROFESSIONAL ACTIVITY COSTS. Costs of the institution's membership in business, technical, and professional organizations are allowable. The cost of individuals' memberships, which are incurred primarily to represent the institution in business, technical, and professional organizations are allowable.

Costs of the institution's subscriptions to business, professional, and technical periodicals are allowable. If the subscription is in the name of an individual, the cost is still allowable provided the subscription is received at an on-campus address.

The cost of such memberships, subscriptions, and professional activity costs should be allocated among all activities benefiting from the expense.

When a membership, subscription, or professional activity cost is incurred solely for the benefit of one project, that fact should be explained on the Request for Payment so that clarification is given to the charge.

The dates of the membership, subscription, or professional activity cost should correspond to the effective dates of the agreement. This is not to say that an annual membership for the calendar year may only be charged to a agreement running on the calendar year, but that some benefit from the membership should be recognized during the effective dates of the agreement.

NOTE: Under federal agreements, the above mentioned memberships are allowable only if approved in the budget. Memberships in civic or community organizations are unallowable.

13. OFFICE SUPPLIES: For grant funding received from federal sources, general purpose office supplies are not normally allowable as direct costs. These costs are considered to be part of University overhead and are to be treated as F & A (facilities and administrative costs). Any direct charges need to be budgeted for and approved by the sponsor.

14. PROFESSIONAL SERVICES OR CONSULTANT COSTS. This section applies only to non-employees of North Dakota State University. See Section 805, Compensation for Personal Services, for rules applying to employees.
Costs of professional services rendered by the members of a particular profession who are not employees of the institution are allowable when reasonable in relation to the services rendered.

Certain agencies require prior approval for the use of consultants and/or limit the amount of consultant payments. Contact the Office of Grant and Contract Accounting for assistance.

14.1 When submitting an Accounts Payable Voucher for professional services, the following information should be provided:

1) the name of the consulting firm or individual consultant;

2) the nature of the services rendered and their relevance to the sponsored activity, if not apparent from the nature of the work performed;

3) the date the services were performed;

4) the basis for calculating the fee paid; e.g., rate per day or hour worked or rate per unit of service rendered; and

5) a certification statement from the Principal Investigator as follows:
"I HAVE REVIEWED AND APPROVED THE WORK PERFORMED BY (name). I FOUND THE WORK TO BE SATISFACTORY AND IN ACCORDANCE WITH THE ESTABLISHED POLICIES OF THE SPONSORED AGREEMENT."

____________________________
Signed Principal Investigator

The University will not issue payment for services until the actual work has been performed.

15. PROPOSAL COSTS. Proposal costs are the costs of preparing bids or proposals, including the development of data necessary to support the institution's bids or proposals and the cost of mailing the information to the agency. These costs are to be treated as indirect costs only. They are unallowable as direct charges to a sponsored agreement.

16. PUBLIC INFORMATION SERVICES COSTS. Cost of news releases pertaining to specific research or scientific accomplishment are allowable, when they result from performance of sponsored agreements.

17. REARRANGEMENT AND ALTERATION COSTS. Costs incurred for ordinary or normal rearrangement and alteration of facilities are allowable. Special arrangement and alteration costs incurred specifically for the project are allowable when such work has been approved in advance by the sponsoring agency.
18. RENTAL COSTS OF BUILDINGS AND EQUIPMENT. Rental costs under "sale and lease back" arrangements are allowable only up to the amount that would be allowed if the institution continued to own the property.

Rental costs under "less-than-arms-length" leases are allowable only up to the amount that would be allowed if the institution owned the property.

The Accounts Payable Voucher should state the period of time the rental costs are covering and the cost of the item if it were being purchased instead of being leased.

19. SCHOLARSHIP AND STUDENT AID COSTS. Costs of scholarships, fellowships, and other programs of student aid are allowable only when the purpose of the sponsored agreement is to provide training to selected participants and the charge is approved by the sponsoring agency.

All scholarship and student aid costs should be reported to the Financial Aids Office to be included with the student's financial support records.

20. STUDENT ACTIVITY COSTS. Costs incurred for intramural activities, student publications, student clubs, and other student activities, are unallowable, unless specifically provided for in the sponsored agreement.

21. SPECIALIZED SERVICE FACILITIES. The costs of institutional services involving the use of highly complex or specialized facilities such as electronic computers and analysis laboratories are allowable, provided the charge for the service meets the following conditions:

A. the cost of each service normally shall consist of both its direct costs and its allocable share of indirect costs with deductions for appropriate income;

B. the cost of such institutional services will be charged directly to users, including sponsored agreements based on actual use of the services and a schedule of rates that does not discriminate between federally and non-federally supported activities of the institution.

21.1 Departments operating a specialized service facility must establish a system of tracking all costs incurred in operating the facility. The costs involved in operating the facility should be allocated among the various services performed by the facility. The Controller's Office and Office of Grant and Contract Accounting are available to assist with establishing a system for tracking costs and establishing rates for such facilities.

21.2 Activities funded by external grants or contracts shall be subject to a charge for the use of University computer facilities. The charges will be based on the actual costs of operation of such facilities.

All proposals with activities that require computer use shall include a budget item for the amount of estimated use. Current rates may be obtained from the service provider.
Funded proposals of this nature are communicated to the service provider to establish a unique user account number for charges.

Basing rate charges upon the going rate of other commercial or private enterprises is not an acceptable method of establishing verifiable rates. The rates charged must correspond to the costs of operating the facility.

Rates charged for specialized service facilities which are not based upon a costing method as described above, will be unallowable against federally sponsored agreements.

22. LOBBYING. Costs of lobbying activities to influence legislative activity are unallowable. This includes travel costs involved in visiting legislators when the primary purpose of the visit is to seek assistance in securing federal funds. Costs involved in hosting receptions for legislators are also unallowable.

23. HONORARIA. Honoraria are unallowable if the primary intent of the cost is to confer distinction on, or to symbolized respect, esteem, or admiration for, the recipient.

Honoraria that constitute a payment for services rendered, such as a speaker’s fee are allowable. These costs should be called "Speaker Fees" as opposed to Honoraria when submitting the Accounts Payable Voucher.

23.1 The Accounts Payable Voucher should include the following:

A. the name of the individual speaking;
B. the nature of the service provided;
C. the date the service was performed; and
D. the basis for calculating the fee paid.

24. MOVING COSTS. Moving costs incurred by new or relocating employees may not be charged to federal funds without specific approval from the awarding agency.

25. PARTICIPANT SUPPORT COSTS National Science Foundation (NSF). The NSF participant support costs budget category is to be used for direct costs for items such as stipends or subsistence allowances, travel allowances and registration fees paid to or on behalf of, participants or trainees (but not employees) in connection with meetings, conferences, symposia or training projects. Participant support allowances may not be paid to individuals receiving compensation from other federal sources while participating in the NSF project.

Amounts allocated in the participant support cost budget category on NSF awards are restricted and may not be reallocated to other budget categories without the written approval of the NSF Program Officer. The participant support cost budget category is also excluded from the indirect cost calculation, but an administrative allowance of 25% of the participant stipend only may be permitted.
To track and manage participant support activity, a separate grant award project which is not coded to incur indirect cost, must be established for any awards containing a participant support cost budget allocation.

Because the participant support cost budget category is restricted and may not be re-allocated to other budget categories, any unexpended balance left in a participant support sub project at the end of the project period will become a de-obligated balance and will not be used to offset expenses in the parent project or any other sub project.

HISTORY:
New July 1990
Amended April 1992
Amended May 1996
Amended September 2007
Amended January 27, 2011
This document is a statement of deep concern by the NDSU Faculty regarding continued deterioration of the Libraries and the inevitable negative impact of that decline on the University's ability to compete for students and to accomplish its land-grant mission.

**Background**

The NDSU library has languished with an inadequate appropriated materials budget for decades. The cumulative effects of this decades-long inadequacy has now manifested in an accelerating decline in the size of the library staff, availability of new resources, and access to existing resources. This decline has put the accessibility of current knowledge and information by NDSU students, faculty and staff far behind that of their peers at other institutions. This includes the University of North Dakota.

Maintenance of even our inadequate holdings has required a growing and increasingly unstable infusion of supplementary funds from the Provost's office near the end of each fiscal year. Table 1 lists the amounts of those “bailout” funds since FY2005. It should be noted here that, in addition to the supplements listed in Table 1, the VPRCATT and Center for Protease Research have made significant contributions to help defray the cost of NDSU’s subscription to Scifinder Scholar. Clearly, this stifling mechanism for funding our libraries has a long history that predates extraneous factors such as the fiscal shortfall left by the Chapman administration and the national economic downturn that began in 2008. This history is consistent with the inadequate funding being endemic to NDSU and punctuates the need for a new approach.

In its ongoing effort to maintain some respectability in its electronic subscriptions and holdings, the Library has cut virtually all paper subscriptions, including journals, magazines, and newspapers. Vacated staff positions have gone unfilled and Library personnel have renegotiated database access wherever possible in order to minimize costs over the past four years. The student library fee was doubled in 2011 and, as shown in Figure 1, that fee increase put the fraction of the FY2013 budget funded by student fees at 19%. Despite these and other increased efficiencies, the FY2013 budget fell $450K short of the cost of the Library's paltry subscriptions. In order to meet the library's contractual obligations, nearly a quarter million dollars was forcibly reallocated from the already pathetic budgets of the colleges. There has been no book budget for the past four years. Additional information regarding the library shortfalls is provided in the Appendix.

In addition to the concern articulated herein, the NDSU Faculty's collective concern was quantified in the 2011-12 COACHE Faculty Job Satisfaction Survey wherein all categories of faculty ranked the NDSU Library in the lowest categories, both among its peers and among all COACHE institutions. Additionally, the 2006, 2008 and 2010 Noel-Levitz Student Satisfaction Inventories showed student satisfaction with the Library resources and services to be significantly lower than their sense of its importance.

**Strength of the University.** Focus on growth in recent years by the NDSU Administration and a dedicated Faculty has resulted in the classification of NDSU as a Research University of Very High Research Activity by the Carnegie Commission on Higher Education. The Faculty takes pride in having achieved this recognition, and in the stature it brings to a degree from NDSU.

**Significant Weakness.** However, it is important to recognize that future success of our University is not a foregone conclusion of this classification. In order to continue its grouping with the 108 research universities in this elite category, NDSU will not only have to sustain, but grow the activity and productivity that earned it's
place in that group. Figure 2 reveals that NDSU's only remaining up-to-date access to the World's knowledge base, its electronic database subscriptions, lags severely behind even its IPED peers. It is worthy of note that none of the four institutions in Figure 2 are among the six that are ranked as RU/VH in our IPED group of fifteen universities. Without substantial growth in NDSU's library holdings, the Faculty fears that fulfillment of NDSU's mission, much less maintaining the RU/VH ranking, will soon begin to slip beyond our reach. Hence, we herewith aim to initiate a campus dialog with the goal of developing and implementing a strategy to address the deficiencies in our Libraries.

The Goal

The Faculty strongly encourages the NDSU Central Administration to implement a strategy (vide infra) to grow the library holdings and database access to at least the average level of NDSU's IPED peer institutions. This crisis has been long in its growth and we realize that it will not be alleviated overnight. However, as we see this as a matter of considerable urgency, achievement of this goal should be put on a maximum time line of five years. In the interest of establishing a stable line of funding for the Library, the Faculty recommends that both appropriated and privately endowed funds be aggressively pursued and dedicated to maintaining competitive library holdings. These budget allocations should be adjusted in real time for inflationary increases in materials costs. Additionally, the Libraries should receive supplemental funding to rebuild its current book holdings in both print and electronic formats.

The Faculty feels it would be sadly inappropriate to grow the Library's resources by compromising the fiscal wherewithal necessary for academic departments and colleges to make effective use of them. Therefore, given that NDSU's academic units are already operating with increasingly inadequate budgets, the Faculty strongly contends that additional support of the Libraries should be accomplished with new funds, not by enforcing reallocation of academic department budgets.

Recommended Strategies

The Faculty suggest that the NDSU Administration vigorously explore at least the following three funding streams. Success in putting any or all of these mechanisms in place would contribute significantly to the management of the Library's fiscal crisis and, therefore, to the continued accomplishment of NDSU's mission. Lest we continue to fall further behind the peers with whom we compete for students and funding, it is critical that allowance be made on an ongoing basis for the effects of inflation on the cost of maintaining the Library's holdings and access to modern databases. As our nation recovers from its economic downturn, NDSU should plan for an annual inflation rate of approximately 8% in the cost of materials and databases.

Increase appropriated funding through the prospective new higher education funding model. The Faculty has been made aware that NDSU could see a significant increase in its appropriated budget through the anticipated new higher education funding model. In that event, the Faculty recommends that a fraction of those funds be permanently allocated to the Libraries. It is further suggested that such an allocation be sufficient to put the Libraries on a fiscal trajectory to establish at least the average holdings of its peer institutions.

Increase privately endowed collections and expand private donations to the libraries. Work with the Development Foundation to launch fund-raising campaigns aimed at establishing endowments for long-term support of the Libraries. The Faculty is aware that there has been hesitancy in launching such campaigns based on the notion that donors do not want to support infrastructure for which the state should be appropriating sufficient funds. However, there is precedence for private support of the Libraries. For example, the Germans
from Russia Heritage Collection is privately funded. As the NDSU library's status seems to have declined from crisis to imperiled, the University needs to give serious consideration to private funding as a means of avoiding further erosion of this crucial academic resource. One approach that NDSU and the Development Foundation could take is to name the Libraries after a private donor whose generosity is sufficient to endow some specified fraction of the Library's collections. This would be no different in principle to renaming Stevens Auditorium after the corporate donor who funded the renovation of that basic infrastructure.

**Increase the student library fee.** Although the student library fee was doubled last year (*vide supra*) it remains but a small fraction of the total student fees. The Faculty recognizes that it is unreasonable to continue raising student fees to manage this crisis, which has been decades in the making. However, in the light of its relatively small stature among other student fees and the gravity of the Library's decline, the Faculty recommends another doubling of the student library fee. Such an increase would raise the student fee contribution to the materials budget above the current level of 25% (*Figure 3*). However, it would avoid further cuts in holdings and database access for FY2014, thereby providing time for the University to develop and implement a new long-term strategy for funding the Libraries. It is important to recognize that our students have been heroically supportive of their University through its recent budgetary challenges. Therefore, out of respect and appreciation for that support, the Faculty feels that the new funding strategy should not rely on substantial increases in student fees in the near to medium term.

Respectfully submitted by the Faculty Senate Library Committee. 8 November, 2012
Appendix

Total allocations include state appropriations, student library fee, and supplemental from Provost's Office and Colleges

Allocations vs. Expenditures  
(with and without cuts)

- Total Rec’d Allocations
- Total Expenditure
- Total Expenditures Plus Cut Material Costs

Enrollment Comparison

- Allocations
- Enrollment
Each year supplemental income becomes more important to the Libraries’ budget.
(no supplementals included)
FY 2011-2012 Cuts

- In FY11 the Libraries took a 10% cut, which was made permanent in FY12, and lost all salary savings allocations, also eliminating/impacting services:
  - No appropriated book budget (restricted to endowed accounts)
  - Cut hours at Main Library and Branch Libraries
  - Closed Chemistry Branch to key access only
  - Subscription cuts (local newspapers, print periodicals, microfilm and fiche, continuations)
  - But preserved online database subscriptions
FY 2013 Materials Budget Shortfall

- $420,000 covered by
  - Provost ($200,000)
  - Colleges ($220,000)
- Cut list of print subscriptions $34,000
- No book budget (4th year)
- Gap Analysis – database subscriptions compared with selected peers

Supplemental Materials Funding Student Library Fee

- FY 13: est. $520,000
- FY 12: $515,774
- FY 11: $517,890
- FY 10: $256,164
List of top 63 databases: top 5 take up 59% of budget, or approx $1.2 million

NDSU Libraries' Most Expensive Databases

- #1 - Elsevier ScienceDirect
- #2 - Wiley Online
- #3 - SpringerLink
- #4 - Taylor and Francis Online
- #5 - SciFinder Scholar (CAS) (Division of American Chemical Society)

- Databases between $89,999 and $50,000; 4 databases
- Databases between $49,999 and $20,000; 9 databases
- Databases between $19,999 and $10,000; 11 databases
- Databases between $9,999 and $5,000; 14 databases
- Databases between $4,999 and $1,000; 20 databases

FY13 Material Exp vs. Operating Exp

- Total Operating: 54%
- Total Salaries: 39%
- Total Material: 7%
### Student Fee Distribution

#### As of 9/2012

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<td><strong>Total per credit</strong></td>
<td><strong>$ 45.76</strong></td>
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**Legend**
- Activity Fee
- Union Bond
- Career Services
- Technology Fee
- Health/Wellness Fee
- Library Fee
- ND Student Association
- ConnectND Fee
FACULTY SENATE LIBRARY COMMITTEE

Jace Beehler  Student, Undergraduate
Xuefeng (Michael) Chu  College of Engineering & Architecture
John Cox  College of Arts, Humanities & Social Sciences
Debjyoti Dwivedy  Student, Graduate
Nicole German  College of Human Development & Education
Thomas Ihle  College of Science & Mathematics
William Lenarz  Staff Senate
Maggie Lee Mackowick  College of Pharmacy, Nursing, & Allied Sciences
Kim Owen  Division of Information Technology
Kenton Rodgers  Graduate & Interdisciplinary Studies
Senay Simsek  College of Agriculture, Food Systems & Natural Resources
Christina Weber  Faculty Senate
Limin Zhang  College of Business
Michele Reid  Libraries
Increase appropriated funding through the prospective new higher education funding model.

Increase privately endowed collections and expand private donations to the Libraries.

Increase the Student Library fee. (Note that a proposal to double the fee is already pending.)
History of inadequate appropriated funding going back decades

Materials and operating budgets have historically outpaced funding (appropriations and Student Library Fee)

In FY11 the Libraries took a 10% cut, made permanent in FY12, and lost all salary savings allocations, also eliminating/impacting services:

- No appropriated book budget (restricted to endowed accounts)
- Cut hours at Main Library and Branch Libraries
- Closed Chemistry Branch to key access only
- Subscription cuts (local newspapers, print periodicals, microfilm and fiche, continuations)
- But preserved online database subscriptions
Increasing need to support teaching and research with very high Carnegie status

Peer data: severely underfunded compared to peer institutions and UND

Have always had access to DCE funding; however, this one-time end of year local funding never added to base appropriations

Libraries have increased efficiencies and cost containment measures, such as

- renegotiated more advantageous vendor contracts in last 4 years
- moved funding from operating to materials
- saving $50K per year beginning FY13 with move to ExLibris Alma system (had to wait until the end of the 5 year contract with Innovative negotiated during interim period)
- drastic reduction of print journals-cancellations based on use data
FY13 MATERIALS SHORTFALL

- $420,000 covered by
  - Provost ($200,000)
  - Colleges ($220,000)
- Cut list of print subscriptions $34,000
- No book budget (4th year)
- Gap Analysis – database subscriptions compared with selected peers
SURVIVAL THROUGH SUPPLEMENTAL ALLOCATIONS

- FY 13: $420,000 (Provost and Colleges)
- FY 12: $200,000 (Provost)
- FY 11: $400,000 (Provost)
- FY 10: $350,000 (Provost)
- FY 09: $150,000 (President)
- FY 08: $375,000 (Provost)
- FY 07: $125,000 (Provost)
STUDENT LIBRARY FEE

- FY 13: est. $520,000
- FY 12: $515,774
- FY 11: $517,890
- FY 10: $256,164
Background

- In response to tragic incidents, such as the Virginia Tech and Northern Illinois shootings, campuses have taken additional precautions to be prepared in responding to non-traditional emergency situations.
- Behavior Intervention Teams are designed to manage and mitigate behavioral risk.

Purpose

- The purpose of BIT is to assess and coordinate a response to issues and concerns about students requiring intervention to help support campus community members and increase campus safety.
- When a referral is made, the team will attempt to determine what is happening with the student and what type of assistance the student may need.
Policy

- 601: Code of Student Behavior
- 601.1: Behavior Intervention Team
- 608: Suicide Threat Response

Membership

- Janna Stoskopf, Dean of Student Life, Chair
- Karla Thoennes, Senior Associate Director of Residence Life, Co-Chair
- Ray Boyer, Director of University Police and Safety
- Bill Burns, Director of the Counseling Center
- Jim Council, Professor, Department of Psychology
- Evie Myers, Vice President for Equity, Diversity, and Global Outreach
- Nona Wood, Associate Director of Student Rights and Responsibilities
- Additionally, the team consults with other staff, faculty, and departmental representatives as appropriate and necessary.
Emerging Issues

- Bullying for grades
- Entitlement
- Lack of basic civility toward others
- Mental health concerns
- Physical impairments and disabilities
- Needs for acceptable classroom behavior
- Alcohol and other drug issues
- Harassment and stalking
- Threats to self and others

Reporting and Consulting

- Actions or communications that seem out of character to those familiar with the student
- Class assignments that contain threats of harm to self or others
- Emotional and/or verbal reactions that seem disproportionate to surrounding circumstances
- Academic/Personal/Physical/Safety Risk Indicators
- If unsure or if the situation is beyond one’s skill/comfort level, please contact us!
- FERPA
- ndsu.bit@ndsu.edu or 231-6560
  - Email correspondence goes to all members of the team
Responding and Possible Action

- Provide guidance and suggestions to the reporting party
- Requested or required meetings for students
- Referrals (voluntary or required)
- Student Conduct Action
- Police Reports

Substitutions: W. Dai for H. Hatterman-Valenti, J. LeBoldus for J. Knodel, and S. Gajan for A. Bezbaruah

I) Approval of Minutes

MOTION (Jones/Gordon): to approve the minutes of the November 19, 2012, meeting as posted. MOTION CARRIED WITH UNANIMOUS CONSENT.

II) Consent Agenda

a. Academic Affairs Report (Attachment 1)
b. NDSU Policy 183: Nonrenewal and Dismissal of Nonbanded, Nonacademic Staff (Attachment 2)
c. General Education Recommendation (Attachment 3)

MOTION (Welch/Green): to move the General Education Recommendation from Committee Reports to Consent Agenda. MOTION CARRIED WITH UNANIMOUS CONSENT.

MOTION (Green/Gordon): to approve the Consent Agenda as modified. MOTION CARRIED WITH UNANIMOUS CONSENT.

III) General Announcements

a. NDSU Provost –

Provost Rafert provided the following updates on Governor Dalrymple’s proposed budget, which the legislature will take up in the upcoming session:

i. $29 million has been recommended for a new general science building at NDSU. This project has unanimous support of the SBHE, and has been prioritized by the Chancellor as well. While final decisions will be made during the legislative session, the tentative plan would be for an approximately 100,000 square foot state-of-art classroom facility; the architecture and design to be determined if funded. The goal would be to visit other state-of-the-art classrooms around the country to get ideas on building concepts and models for innovative learning spaces. The project also would free up a number of outdated classrooms on campus. The Provost, deans and registrar would need to analyze and discuss the
disposition of current classrooms on campus and needs for research labs, offices, etc.

A question was raised about renovation funding. In any year of biennium, there is a small amount of money reserved for renovations of existing spaces. Currently, fixes are being made to the hoods in Dunbar Hall labs, and on space priorities to meet ABET accreditation standards are being addressed.

ii. The proposed budget model is cost-based model weighted on delivered student credit hours. This two-dimensional weighting will factor in course level, and Classification of Instruction Program (CIP) codes, along with a multiplier. Information from the State Education Committee November meeting is available on the state government web site. Tuition levels will be normalized with UND. Each dean will present to the President and provost his/her top college priorities in early spring semester.

A question was raised on assistance for faculty with research ideas. This idea was acknowledged, along with other funding needs on campus, including the Library, graduate student health insurance subsidies, improved Wi-Fi for students, lactation rooms, spousal hires, etc.

iii. The Governor is asking the Legislature for a 4% annual raise for university employees, as well as two additional increases in retirement, which would take TIAA/CREF from 16% to 18% to 20% over the biennium.

iv. Other innovative recommendations in the Governor’s budget are matching funds for donations made to academics, and cost share incentive to PIs at the research universities.

b. President of Faculty Senate –

T. Stone Carlson reminded senators of the upcoming commencement ceremony scheduled for Friday, December 14, 4 p.m., with a change in venue to the Bison Sports Arena due to the football playoff game at the FargoDome.

c. President of Staff Senate –

L. DeGeldere reported that a new pedestrian crossing light has been installed at University Drive and Administration Avenue, by Ceres Hall and the Alumni Center.

Dean Reid and the Library Committee will present its recommendations to the Staff Senate, which is prepared to assist and offer support toward the Library efforts.
d. Vice President of Student Body –

J. Beehler provided the following updates:

i. Last week, the president and vice president of the National Student Exchange program were on campus promoting a program that would allow students to attend institutions at other institutions across the nation, similar to study abroad, but domestic. Students will be accepted in to study at NDSU as well as NDSU students being placed at other institutions.

ii. A preliminary proposal was accepted for an aquatics center addition to the Wallman Wellness Center.

iii. The Bike Share Program proposal came back to Student Government. Start-up costs would run approximately $88,000, and would involve a partnership between NDSU, Concordia, MSUM, and Sanford Health. Annual costs are still being determined.

iv. Students will be lobbying for several goals in the ND legislature, including:
   1. NDSU STEM building
   2. Governor’s funding model
   3. Legislation of increasing funding for merit-based scholarships
   4. Adequate funding of NDSU
   5. Support for student mental health services
   6. Support for deferred maintenance funding
   7. Capping student fee increases at 1% in the ND Century Code.

IV) Senate Committee Reports

a. General Education –

L. Peterson announced that meetings to discuss the six core questions have been and continue to be held with colleges, councils, curriculum committees, heads/chairs, senates and student groups. Two more open forums before a final proposal is made.

b. Library Committee (Attachment 6) –

K. Rodgers provided an update on the Library Committee’s recommendation based on feedback at the last meeting and by the Senate Executive Committee. The committee was asked to clarify some of the language and details in the original report that focused on keeping the library functional and meeting the needs of the campus community.

A resolution was presented to the Senate in an effort to encourage university leadership to bring library funding in line with our IPEDS peers. It includes a 5-year timeline, with a focus on new appropriated funding rather than a reallocation of existing funds. It detailed immediate-, near- and medium-long term
recommendations. It also called for an increase in the Student Library Fee and work with the Development Foundation for fundraising efforts aimed at establishing a library endowment. Discussion ensued on how the increase in student fee was presented and why it is limited to the amount it is based on ND Century Code. The recommendations call for a doubling of the student library fee to a total $3.32.

MOTION (Green/Pruess): to approve the Library Committee’s resolution pertaining to the NDSU Library Committee report as presented. MOTION CARRIED WITH UNANIMOUS CONSENT. Stone Carlson will distribute the resolution to the campus community via the email lists.

c.  Ad-hoc Omnbudsperson Committee (Attachment 4 & Attachment 5) –

R. Green presented on behalf of the ad hoc committee, which included C. Wolf Hall, M. Mara, V. Clark Johnson and R. Green. The committee gathered information from previous years and put forth a proposal for university consideration and action.

The goal of an ombudsperson/office/service is to reduce the number of grievances filed at the university, resulting in substantial savings. It was deemed that faculty, staff and graduate students are all intrinsically important to the university and should be supported. An ombudsperson doesn’t advocate for individuals or groups, but for fairness and impartiality, and assists with settling conflicts and concerns, provides resources, interprets policy and procedures, offers guidance, and identifies and recommends areas for institutional improvement. The individual/s would keep records on the kinds of cases presented only, and not individuals. The presentation included recommendations on the qualifications, selection process, evaluation and reporting process.

Discussion followed on conflicts of interest and best practices, as well as the role of ombudsperson v. formal policies and procedures. It was clarified how two people get together with an ombudsperson, and explained that formal grievances tend to result in win-lose situation, whereas ombudsperson efforts tend to end in win-win situations. A question was raised on the role of the ombudsperson in tenure-promotion decisions. The committee felt that tenured, seasoned faculty members who have earned the respect of faculty might be good candidates for this position, though funding may determine whether a professional position is created.

MOTION (Preuess/Jones): to approve the ad-hoc committee’s recommendation that the NDUS Provost and President create an NDSU Ombudsperson Office on campus. MOTION CARRIED WITH UNAINOMOUS CONSENT.
V) New Business

a. Ad-hoc Budget Committee –

i. Faculty Senate Executive Committee is working on new language to change the Bylaws to include a Budget Committee. However, due to the steps and time required to approve Bylaws changes and the upcoming legislative session, an ad hoc committee may serve in an interim capacity to represent faculty in the budget process.

MOTION (Rogers/Welch): to approve an ad hoc budget committee. The same committee representatives who served on the initial committee will be asked to continue in this capacity. If unable or unwilling to serve, Stone Carlson will select new representatives.

MOTION CARRIED WITH UNANIMOUS CONSENT.

VI) Adjournment

The Faculty Senate meeting adjourned at 5 p.m.

Submitted,

Kristi Wold-McCormick, Ph.D.
Secretary
# Academic Affairs Committee Report

## Approved Curricular Recommendations

### New Courses

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### Course Deletions

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<td>PSCI</td>
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### Course Changes

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### Change in Prerequisites/Corequisites and Change in Bulletin Descriptions

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<td>Development of Musical Theatre</td>
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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 Kim Matzke-Ternes first so that a clean policy can be presented to the committees.*

SECTION: Section 183 Nonrenewal and Dismissal of Nonbanded, Nonacademic Staff

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).

The Chancellor recommended and the SBHE approved on first reading (waiving second reading) changes to 608.2—NDUS Employees Non-Renewal and Dismissal on September 26, 2012.

The change reduces the notice required for ‘without cause termination’ of system and institution officers excluded from the broadbanding system from twelve to six months, if an employee has been in that position for two years or more.

2. This policy was originated by (individual, office or committee/organization):
   - Office of Human Resources/Payroll – Colette Erickson
   - Colette.erickson@ndsu.edu

3. This policy has been reviewed/passed by the following (include dates of official action):
   *This portion will be complete by Melissa Lamp*
   - Policy Committee:
   - University Senate:
   - Staff Senate:
   - President’s Council:

*If you have any questions regarding this cover sheet, please contact Melissa Lamp (1-6133 or melissa.lamp@ndsu.edu)*

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
North Dakota State University
Policy Manual

SECTION 183
NONRENEWAL AND DISMISSAL OF NONBANDED, NONACADEMIC STAFF

SOURCE: SBHE Policy Manual, Section 608.2

1. Employees excluded from the broadbanding system who are not members of the academic staff at an institution may be terminated, without cause, pursuant to written notice of termination in accordance with the following schedule:

   a) At least three months, if written notice is given during the first year of service;
   b) At least six months, if written notice is given during the second year of service or thereafter;
   c) At least twelve months, if written notice is given thereafter.

2. Employees excluded from the broadbanding system who are not members of the academic staff at an institution may be dismissed for just cause or based upon financial exigency as determined by the Board, loss of appropriations, loss of institutional or program enrollment, consolidation of organizational units or program areas or elimination of courses, in which cases the notice requirements of the preceding section shall not apply. If a dismissal other than for just cause is implemented pursuant to this subsection, no less than 90 days notice shall be given the employee.

3. Just cause means just cause for dismissal of staff employees as defined in the North Dakota University System Human Resource Policy Manual. (See NDSU 220.2) Notice of intent to dismiss for cause, stating the reasons for the proposed action, shall be given by a department head or other designated official unless the employee is a vice president or other officer who reports directly to the institution's chief executive, in which case notice shall be given by the chief executive. The notice shall be given at least five calendar days prior to the date of dismissal and the employee has the right, within that time, to respond in writing and request a pre-termination review. Following notice of intent to dismiss and, if requested by the employee, the pre-termination review, the department head or other designated individual, if the notice of intent to dismiss was not given by the chief executive, shall forward a recommendation to the institution's
chief executive. The chief executive shall make a final decision and give written notice of that decision.

4. An employee who is dismissed for just cause pursuant to this policy may, within 20 days of dismissal, appeal the decision by filing a notice of appeal, accompanied by a specification of the reasons or grounds upon which the appeal is based, with the institution's chief executive. The chief executive shall appoint a hearing officer to conduct an evidentiary hearing and submit recommended findings, conclusions and a recommended order to the chief executive. The hearing officer shall conduct the hearing according to appeal procedures governing hearings conducted by a staff personnel board that are set forth in Section 27 of the North Dakota University System Human Resource Policy Manual (Policy 231 of the NDSU Policy Manual). The chief executive shall make a final decision and provide written notice of that decision to the hearing officer and the employee within 20 calendar days of receiving the hearing officer's recommendation.

5. This policy applies to all employees excluded from the broadbanding system who are not members of the academic staff and, with respect to their positions as administrators or other non-academic positions, to employees with appointments to the academic staff. This policy applies to coaches unless the employing institution has adopted a different policy governing coaches and that policy is stated or adopted by reference in a coach's employment contract, in which case the institution's policy applies. Members of the academic staff are governed by SBHE Policy Sections 605.1, 605.2, 605.3 and 605.4. Staff employees at the institutions are governed by the North Dakota University System Human Resource Policy Manual.

6. Dismissal actions of regular staff employees are governed by the NDSU Policies 220, 223, and 232.

7. Dismissal actions of temporary staff employees may occur at any time with or without cause (NDUS Human Resource Policy Manual, Section 2).

8. Dismissal or non-renewal actions for faculty are governed by NDSU Policy 350.1-350.4 and 352.

9. This policy does not apply to the Chancellor and institution presidents. Subsections 1 and 2 do not apply to student residence hall assistants, work-study students and other students employed on a part-time basis for a limited term. The terms and conditions of employment for student residence hall assistants shall be stated in a written contract.

HISTORY: New June 1994
Amended May 1996
Amended February 1998
Amended July 1999
Faculty Senate Minutes

Fargo, ND  58108  North Dakota State University  December 10, 2012

Amended December 1999
Amended January 2000
Approved General Education Recommendations

Outcomes Key:
1. Communicate effectively in a variety of contexts and formats.
2. Locate and use information for making appropriate personal and professional decisions.
3. Comprehend the concepts and perspectives needed to function in national and international societies.
4. Comprehend intrapersonal and interpersonal dynamics.
5. Comprehend concepts and methods of inquiry in science and technology, and their applications for society.
6. Integrate knowledge and ideas in a coherent and meaningful manner.
7. Comprehend the need for lifelong learning.

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Creation of an NDSU Ombudsperson Position

Committee: Roger Green (ECE), Charlene Hall (VMS), Virginia Johnson (HDE), Miriam Mara (English)

Rationale:
The establishment of an Ombudsperson position will facilitate early-stage, informal dispute resolution. An Ombudsperson can help parties negotiate a solution in a manner that is an alternative to the official university channels. A formal grievance is a public, often adversarial, process where each party becomes invested in “winning”. Thus, filing a formal grievance is an extreme step that can be rancorous, time-consuming and unsatisfying to all parties involved. Private consultation is more likely to help individuals work toward a mutually satisfying solution, and an Ombudsperson can help reduce the number of formal grievances filed. An Ombudsperson also serves as a reliable resource to help individuals locate relevant information and properly understand policies and procedures. Further, an Ombudsperson can help identify areas for improvement within the organization.

Description:
An Ombudsperson serves as a confidential, independent, impartial, and informal resource for NDSU faculty, staff, and graduate students. An Ombudsperson reports directly to the NDSU president. The role of an Ombudsperson includes, but is not limited to, assisting with the resolution of conflicts and concerns; providing advice and guidance on the interpretation of policies and procedures; identifying problem areas facing faculty, staff, and graduate students; and recommending areas for improvement to university policies and procedures. An Ombudsperson is not an advocate for individuals or organizations, but rather a facilitator of fairness. An Ombudsperson’s role is not to replace existing, formal resources for conflict resolution. Rather, an Ombudsperson practices neutrality and confidentiality. Many ombudsperson models exist (organizational versus classical, single versus multiple). To improve service continuity, independence, and impartiality, we recommend using two Ombudspersons with staggered two-year terms under an organizational ombudsperson model.

Qualifications:
To qualify for an Ombudsperson role, a candidate must:

- understand university governance as well as knowledge of university rules and policies;
- understand established operating procedures and prevalent cultural norms within the institution;
- display integrity, balance, and the ability to be fair and empathetic;
- possess outstanding communication skills and be able to communicate effectively with the diversity of people within the university;
- have excellent problem-solving skills, be able to gather and analyze information, and help develop appropriate options and actions;
- possess exceptional conflict resolutions skills, including the ability to coach people to better manage conflict on their own;
- encourage and foster civility and mutual respect across the campus community;
- be willing to participate in conflict resolution, mediation, and similar training.
Selection:
An Ombudsperson is appointed to a two-year term, beginning July 1, by a search committee formed by the faculty senate. The search committee shall include, at minimum, a faculty member, a staff member, and a student member. The university is responsible to provide compensation for an ombudsperson, in the form of salary or time release, that is commensurate with position work load. Further, the university is responsible to ensure availability of appropriate ombudsperson resources, including meeting space and support staff. Ombudspersons may serve multiple terms, if desired. An Ombudsperson should hold no position in the organization that might compromise independence (perceived or actual).

Evaluation and Reporting:
The performance of an Ombudsperson will be evaluated annually by an evaluation committee created by the faculty senate. By April 15 of each year, each Ombudsperson will provide an activity report to the university president and the evaluation committee. This report will present aggregate data that includes the numbers and types of cases, amount of time spent on cases, and the general outcome of cases. In no way should the report contain information that may breach confidentiality. Individuals using an Ombudsperson’s services will be asked to complete an anonymous evaluation. By April 15 of each year, support staff will compile the results of these evaluations for distribution to the Ombudsperson, evaluation committee, and president. Evaluation of an Ombudsperson is to be completed by May 15 and must indicate whether or not an Ombudsperson’s performance is satisfactory. If an evaluation indicates unsatisfactory performance, the university president can choose to remove an Ombudsperson from office.

Important Notes:
- The Office of the Ombudsperson is not an office "of record," and speaking to an Ombudsperson does not constitute legal notice to the University that a problem exists. An Ombudsperson does not keep records on behalf of the university; written records that contain identifying information will not be kept.
- An Ombudsperson will keep a record of the number and types of cases and issues, and a log of time spent with each case/issue.
- An Ombudsperson does not perform formal investigations.
- An Ombudsperson will not voluntarily testify or participate in any matters that become the subject of a grievance or legal action.
- An Ombudsperson will help people identify resources, if needed, for formal action and record-keeping.
- An Ombudsperson may decline services in cases where there is a conflict of interest, or if other circumstances exist that would compromise the intent of an Ombudsperson's services.
- Adequate resources are critical to the success of an Ombudsperson including: a neutral and private office; adequate staff support; and staff who can maintain confidentiality.
- An Ombudsperson will provide recommendations for change based on patterns of complaint brought to the office to try to ensure that similar situations will not recur.
- The Office of an Ombudsperson should have a Charter that ensures that an Ombudsperson will function according to the core values of independence, impartiality/neutrality, confidentiality, and informality. The Charter should also specify scope of practice, limitations of authority, and qualifications required for the position.

Recommended Document:
IOA Best Practices: A Supplement to IOA’s Standards of Practice (version 2, March 31, 2008)
Creation of an NDSU Ombudsperson Position

Roger Green (ECE)
Charlene Hall (VMS)
Virginia Johnson (HDE)
Miriam Mara (English)

Fall 2012

Rationale

• Facilitate early-stage informal dispute resolution
• Can help reduce the number of formal grievances filed
• Reliable resource for faculty, staff and graduate students
Description

• Confidential, independent, and impartial
• Assists with the resolution of conflicts and concerns
• Provides advice and guidance on the interpretation of policies and procedures
• Identifies and recommends areas for institutional improvement

Qualifications

• Display integrity, balance, and fairness
• Possess outstanding communication, problem-solving, and conflict resolution skills
• Understand university governance and procedures
• Encourage and foster civility and mutual respect
Selection

• Search committee formed by the Faculty Senate
• University is responsible to provide compensation and appropriate resources
• Recommend two ombudspersons with staggered two-year terms under an organizational ombudsperson model

Evaluation and Reporting

• Performance evaluated annually by an evaluation committee created by the Faculty Senate
• Ombudsperson produces annual activity report
• Ombudsperson reports directly to the university President
Important Notes

• An Ombudsperson does not perform formal investigations and does not provide an “office of record”
• An Ombudsperson may decline services when there is a conflict of interest
• International Ombudsmen Association Best Practices document provides excellent guidance and information

Proposed Senate Motion

The NDSU Faculty Senate recommend that the NDSU Provost and President create an NDSU Ombudsperson Office based on the senate ad-hoc committee’s recommendations and report
Faculty Senate Resolution Regarding the NDSU Libraries’ Materials Budget
Adopted 10 December, 2012

Whereas the accessibility of library resources by NDSU students, faculty, and staff is inferior to that at peer institutions, including the University of North Dakota, and Whereas the ability to support our existing online databases and other holdings is increasingly at risk, and Whereas the Libraries have exercised all available efforts in achieving cost efficiencies, including renegotiating database and other vendor contracts, and entering into additional consortial buying arrangements, and Whereas fiscal constraints have necessitated cancellation of nearly all print subscriptions, including journals, magazines, and newspapers, and the Libraries have been without a book budget during the past four consecutive years, and

Whereas the faculty’s collective concern was quantified in the 2011-12 COACHE Faculty Job Satisfaction Survey wherein all faculty cohorts ranked the NDSU Libraries in the lowest categories among their peers, and Whereas the 2006, 2008 and 2010 Noel-Levitz Student Satisfaction Inventories showed student satisfaction with the Libraries’ resources and services to be significantly lower than their opinion of the Libraries’ importance, and Whereas the administrative and faculty focus on growth has resulted in the classification of NDSU as a Research University of Very High Research Activity (RU/VH) by the Carnegie Commission on Higher Education, and that maintaining its RU/VH ranking and competitive stature will depend upon availability of library resources to students, faculty and staff,

Therefore, let it be resolved that the North Dakota State University Faculty Senate urges the NDSU Administration, in consultation with faculty, students, and the Libraries, to design and implement a strategy to establish and maintain library holdings and database access at the average level of (parity with) NDSU’s IPED peers. As this crisis has developed over a period of years, the Faculty Senate realizes that it will not be alleviated overnight. However, as this is a matter of considerable urgency, the Senate feels it warrants priority in the allocation of funds to achieve this goal within five years.

Let it be further resolved that the Faculty Senate recommends that the Libraries’ materials budget be funded to the greatest extent possible with new funds, and not with reallocations from academic college and/or department budgets.

And, let it be further resolved that the Faculty Senate recommends that the NDSU Administration explore new funding streams including, but not necessarily limited to the following three, the combination of which would contribute significantly to ameliorating the Libraries’ fiscal crisis:

Immediate term. Consider requesting the Student Fee Advisory Board to consider increasing the Student Library Fee by $1.66 per credit as a short term strategy to allow the University's development and implementation of a long-term funding model. Further, the Faculty Senate wishes to acknowledge and commend our students’ support of the University through recent budgetary challenges and, out of respect and appreciation for that support, the Faculty Senate acknowledges and recommends that any new funding strategy for the Libraries should not rely exclusively on regular or substantial increases in the Student Library Fee in subsequent years.

Near term. Consider increasing appropriated funding through directing a portion of the prospective new higher education funding model allocations to the Libraries in order to put the Libraries on a fiscal trajectory to establish and maintain parity with the holdings of peer institutions.

Medium to long term. Consider working with the Development Foundation to launch fundraising campaigns aimed at establishing endowments for the long-term support of the Libraries.
The Faculty Senate meeting was held at 3:30 p.m. in the Prairie Room of the Memorial Union with Dr. T. Stone Carlson presiding and the following senators present: A. Akyuz, B. Aly Ahmed, K. Benson, A. Bezbaruah, U. Burghaus, M. Clark, A. Denton, T. DeSutter, M. Eighmy, M. Engler, P. Gibbs, K. Gordon, R. Green, J. Harmon, H. Hatterman-Valenti, X. Jia, B. Johnson, J. Jones, R. Jones, J. Knodel, W. Lin, F. Littman, L. Manikowske, C. Pearson, B. Prueiss, S. Rahman, Y. Rhee, K. Rodgers, G. Shen, E. Skoy, C. Stockwell, B. Suzen, A. Welch, E. Wu, and P. Zhao

Substitution: R. Jones for M. Weber

I. **Approval of Minutes**

   MOTION (Welch/Pearson): to approve the minutes of the December 10, 2012, meeting as posted. MOTION CARRIED WITH UNANIMOUS CONSENT.

II. **Consent Agenda**

   • Academic Affairs Report ([Attachment 1](#))

      MOTION (Helstern/DeSutter): to approve the Consent Agenda. Stone Carlson announced that the original agenda posted had an error on the Academic Affairs report; the HNES subplan title change was listed for a master’s instead of bachelor’s program. This error was corrected within hours of the original posting.

      MOTION CARRIED WITH UNANIMOUS CONSENT.

III. **General Announcements**

   A. **President of Faculty Senate –**

      Stone Carlson reported that the Faculty Senate Executive Committee is planning to have the new SROI questions implemented this semester. Studies have been conducted, and questions recommended by the FORWARD Committee likely will be used.

   B. **President of Staff Senate –**

      L. DeGeldere provided the following announcements:

      o A Valentine’s Ball is scheduled for February 23. The event is no longer intended to turn a profit, but any proceeds raises will be contributed to student scholarships. Students, faculty and staff are welcome to come dressed in formal or casual wear. The event and additional details will be publicized in the near future.

      o Dean Reid, NDSU Libraries, visited Staff Senate in January to provide an update on the state of the library. Staff Senate has formed a small committee to explore ways staff can help promote library funding efforts.
C. Vice President of Student Body –

J. Beehler reported the following:

- Local and out-of-state architecture firms have visited NDSU to gather information for the proposed addition to the Wallman Wellness Center. Estimates are expected in late February, and will be taken to VP Bollinger to discuss bonds and funding options before it goes to a student vote. If students vote no, the process will halt; if they vote yes, then the next stage of planning will proceed.
- Student senators will be in Bismarck testifying to the Senate Education Committee to express the priorities and concerns determined by Student Government this past fall. A student representative is in Bismarck this semester advocating for student issues.
- Students are in the process of discussing student fees, including the library fee. Final recommendations will be sent to President Bresciani.

IV. Committee Reports

- Accreditation Report (Attachment 3) -

L. Peterson, Accreditation, Assessment and Academic Advising, announced that plans are underway for the next accreditation review and visit in 2015-2016. There is a new requirement in the accreditation criteria linking assessment of student learning to planning and budgeting. HLC Criterion 5 deals with institutional effectiveness and processes, including time, budget, scholarly activity and expertise, along with student learning.

One suggestion is to add four questions to new course and program proposals, for initial review by the Academic Affairs Committee, to help determine how student learning outcomes are aligned with programs.

V. Unfinished Business

A. Ad-hoc Budget Committee –

Stone Carlson reported that Faculty Senate previously voted to recall the ad hoc budget committee during this legislative/budget process until an official committee is formed. Only one member of original committee is able to serve on ad hoc committee for the current semester. Volunteers from the Faculty Senate are preferred, but senators also were encouraged to identify other faculty members who have interest in and knowledge of the budget/finance process. Interested individuals should contact Stone Carlson. E. Wu volunteered to serve.

B. Priorities for Faculty Senate –

Stone Carlson opened up the floor for senators to express suggestions for future items of discussion. Ideas included:

- SROIs. Evaluation of faculty by students was reiterated. Brief discussion ensued on the new questions, implementation/transition process, and the role of students
in the process. The proposed questions will be presented again to the Senate in the near future, and a newly formed committee will need to be considered.

- **Policy 352: PTE guidelines and process.** Concern was expressed that the current policy does not allow for recourse for faculty given probationary periods, but not tenure. The Provost can deny cases when they are approved at all other levels. There is a lot of diversity in wording used at department/college level for PTE.

- **University sustainability.** It was suggested that NDSU have a more comprehensive approach and policy on energy, heating/cooling, vehicles on campus, use of non-recyclables and water resources. Student Government has created such an environmental and sustainability group, and encourage faculty involvement and support. Brief discussion followed on the Student Environmental Advisory Council (SEAC). Student Body Vice President Beehler reported that the committee meets regularly, and includes students, as well as representatives from Facilities Management, Residence Life and Dining Services.

- **Plus/minus grading.** This issue has come up on multiple occasions in the past, but has not gained enough support for a proposed policy change. Senators discussed how such a grading scale would impact qualitative v. quantitative grading, its use for final grades only, optional use of it by instructors, and the flexibility and accuracy that a broader range of honor points would afford. Secretary Wold-McCormick reporting that both plus/minus and combined (AB/BC) grades are used extensively at institutions nationwide, and will gather additional information, including prior discussions at NDSU. The current student information system can easily accommodate such grading scales, but such a change may need approval at the ND University System level. Students also were asked to discuss this and come back with a recommendation from their perspective.

- **Standardized workload agreement.** This topic, which focuses on separating teaching, research, and service loads/overloads, has surfaced recently. It is important for faculty to provide feedback to their departments/colleges. The Provost would like to have ideal loads defined for each college.

**VI. New Business**

- **Addition of Budget Committee to Bylaws – For Information and Discussion (Attachment 2)**

Stone Carlson opened up for discussion the formal addition of a Budget Committee to the Faculty Senate Bylaws.

L. Peterson commented that this model would fit nicely with the new accreditation requirements process, as the planning process will consider the perspective of internal and external constituent groups.

Discussion ensued on language that includes administrators serving on this Faculty Senate committee, as well as item 3.d. related to serving as a resource for the Provost in budget matters. Some senators felt it should read ‘to the Provost’ or ‘advising the Provost on budget matters’ instead. There was also discussion about eliminating item d. altogether. Another suggestion was to add the word ‘central’ in front of administration in item e. While the committee will not have any real power, it should serve as a conduit to the Provost.
Clarification on voting committee members were implemented in the transition from a University to a Faculty Senate. It is possible that there could be another level of membership on Faculty Senate or for others to attend upon invitation. It was expressed that having non-voting members, such as administrators, serve on committees lends to a more transparent process and allows for everyone to be working with the same data and information.

The idea is that the committee would vote on recommendations to bring forward to administration regarding budget matters, such as how potential new funding would be spent toward various projects (e.g., the library).

Any changes made to the Budget Committee bylaws proposal can be presented and voted on as amendments at the next Faculty Senate meeting.

VII. Adjournment

The meeting adjourned at 4:55 p.m.

Submitted,

Kristi Wold-McCormick, Secretary
Faculty Senate
Approved Curricular Recommendations

### Sub-Plan Title Change in HNES, B.A./B.S. Program

**From:** Community Sport  
**To:** Sport Management

#### New Courses

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#### Course Deletions

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#### Course Changes

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#### Change in Prerequisites/Corequisites and Change in Bulletin Descriptions

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</table>
| ABEN    | 444/  | Transport Processes in Biological & Environmental Systems | Change in Bulletin Description  
Prereq: MATH 266, CE 309 or ME 352, and ABEN 263                                              |
|         | 644   |                                                    |                                                                                                  |
| ACCT    | 720   | Strategic Cost Management                          | Change in Bulletin Description  
                                                                                                   |
| ARCH    | 728   | Sociocultural Issues                               | Change in Bulletin Description  
                                                                                                   |
| FIN     | 740   | Advanced Financial Management                       | Change in Bulletin Description  
                                                                                                   |
| MGMT    | 750   | Advanced Organizational Behavior                    | Change in Bulletin Description  
                                                                                                   |
| MGMT    | 751   | Advanced Operations Management                      | Change in Bulletin Description  
                                                                                                   |
| MIS     | 770   | Information Resources Management                    | Change in Bulletin Description  
                                                                                                   |
| STAT    | 730   | Biostatistics                                      | Change in Bulletin Description  
Prereq: STAT 661 and STAT 468/768                                                                 |

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**Attachment 1**

**Faculty Senate Minutes**

North Dakota State University  
Fargo, ND  58108  
January 14, 2013

**Academic Affairs Committee Report**
Section 3. Budget Committee

1. Voting members shall consist of one faculty from each representation unit, and a representative of the Dean of Graduate and Interdisciplinary Studies.

2. Non-voting members shall consist of the Provost (or designee) and Vice President for Finance or (designee).

3. Committee responsibilities include:
   a. Becoming familiar with the university budget process
   b. Developing a set of guiding principles which align with strategic priorities, with the intent of informing university budget decisions from a faculty perspective
   c. Soliciting input regarding the budget process from a wide range of faculty and on an ongoing basis
   d. Serve as a resource for the Provost in budget matters
   e. Acting as a conduit of information between faculty and administration for budget discussions and decisions
The Higher Learning Commission is the regional accreditation agency for NDSU.

Higher Learning Commission New Criteria for Accreditation

Countdown to Accreditation Visit in Spring 2016: Linking Assessment of Student Learning, Planning, and Budgeting

- How do we link those processes and provide evidence for that linking?
- Curriculum Level Option: Add four additional requests to proposals for new courses and programs.

Countdown to Accreditation Visit in Spring 2016: Linking Assessment of Student Learning, Planning, and Budgeting

- 1) Explain how the student learning outcomes for a course or program are aligned with the student learning outcomes for the major or program it supports.
- 2) Explain how the department will assess student learning in this course (or program).
- 3) Include any relevant assessment of student learning results that support creation of this course (or program).
- 4) Include relevant recommendations from any external evaluation that support creation of this course (or program).


I. **Approval of Minutes**

MOTION (Weber/Pruess): to approve the minutes of the January 14, 2013, meeting as posted. MOTION CARRIED WITH UNANIMOUS CONSENT.

II. **Consent Agenda**

A. Academic Affairs Report (Attachment 1 and Attachment 2)  
B. General Education Recommendation (Attachment 3)  
C. NDSU Policy 129: Salary Administration Policy (Attachment 4)  
D. Confirmation of December 2012 Graduates (Attachment 5)

MOTION (Welch/Weber): to approve the consent agenda as posted. MOTION CARRIED WITH UNANIMOUS CONSENT.

III. **General Announcements**

A. **NDSU President D. Bresciani** –

President Bresciani reported that the legislative session is in its final stretch, and overall it has been a good one for NDSU. He provided the following legislative updates:

- All ND University System campuses have supported the Governor’s budget, which includes the new funding formula for higher education. Legislators seem largely supportive of it as well as of proposed capital construction projects.
- It is uncertain how proposed legislative changes to the governance structure of higher education and the SBHE will end up.
- A proposed amendment to one of the abortion bills has significant implications for research institutions and academic freedom.
- When compared to in-state and out-of-state peers, NDSU continues to do much more with less. Legislators are beginning to more fully understand and appreciate the economic impact of the exceptional job being done by faculty, researchers and students.
B. Provost J. B. Rafert –

- Activity is underway on the approved faculty ombuds position. A committee is drafting a position description and shoring up final details to begin a search.
- Questions by legislators on the proposed new STEM classroom building have been minor, and it has not received much scrutiny largely due to it being a dedicated teaching/classroom building.
- Rafert and Hatterman-Valenti are co-chairing a task force on academic freedom, which is identifying new ideas and related current events. The idea is to provide the President with recommendations on what the NDSU community can do to advance this cause, such as holding a research summit and focusing on the quality of education.
- The Degree Quality Profile (DQP) distributed by L. Peterson, which focused on capstone courses, is in the final draft stage. There will be one last opportunity to provide feedback, and it is important to get a lot of value from it as it bears on institutional accreditation.
- While some of the legislative bills and amendments are very troubling to academia, it is important for NDSU employees not to be misconstrued as official spokespersons for the university when voicing their personal and professional opinions. Anyone interested in becoming a lobbyist for the university should see Provost Rafert.

C. President of Faculty Senate Stone Carlson –

- Nominations are being sought for the Faculty Senate president-elect for 2013-14. Bylaws require that the names of the candidates be presented at the April senate meeting. Senators are encouraged to contact Carlson if interested or to nominate someone. While there is a lot of work associated with being Faculty Senate president or president-elect, it’s a great opportunity to learn about administrative processes, to affect change at the university, and get involved in matters related to university governance. The Provost offers support to the president by way of course relief so that the necessary time can be dedicated to this role while still carrying out departmental responsibilities.

D. President of Staff Senate DeGeldere –

- Staff Appreciation is scheduled for Wednesday, March 27, 8-10 a.m., in the Plains Ballroom. Postcards and emails were sent out and staff are encouraged to attend so they may be recognized for their efforts on campus. Faculty members also are asked to participate to show their support of staff. It’s also nomination time for Staff Senate, so this event is a good networking and learning opportunity for interested staff.
- NDSU Day of Honor is being planned to celebrate the lives of faculty, staff and students who were lost in the previous year. The first event is planned for January 2014, and is jointly supported by the staff and student senates.
- Gunkelman Award nominations are being received until April 5. Individuals are encouraged to nominate others who have created a positive environment at NDSU. Nomination forms are available on the Staff Senate web site.
E. **Vice President of Student Body J. Beehler** –

- Increases to the library fee and technology fee to improve wireless services on campus are going forward to a student vote this spring.
- Students took a stance regarding NDUS Chancellor Shirvani. Students have many concerns with the chancellor, and wanted it to be known that university administration was in no way involved in student discussions or actions. The same is true for the stance taken by the ND Student Association.
- Student Senate passed a $3.5 million budget for the coming year. It includes funding for a bike share program that would give students access to approximately 100 bikes on campus, at Barry Hall downtown, and at other locations throughout the city. Details are still being worked out in partnership with the city.
- Student body president/vice president elections are underway with only one ticket on the ballot. The ballot also will include a measure for a fee increase to support an aquatics center addition to the Wallman Wellness Center.

IV. **Senate Committee Reports**

A. **Academic Affairs** – *(Attachment 6)*

On behalf of the University Academic Affairs Committee, K. Wold-McCormick presented proposed changes to the degree/graduation requirements for undergraduate students. Many edits were housekeeping and combined two sections of the undergraduate catalog/bulletin.

Specific changes were added to the Residence Credit Requirement, which currently states that the last 30 credits ordinarily must be earned in residence at NDSU. Changes were proposed to allow for:

- Reverse transfer of credit, with departmental approval, for students admitted to professional programs (e.g., Veterinary Medicine, chiropractic) prior to completing a NDSU degree;
- NDSU approved study abroad/exchange experience credits to be taken in the last 30 credits without student appeal;
- Dual degree programs created in partnership with other institutions

MOTION (Weber/Pearson) to approve the proposed changes as presented. MOTION CARRIED WITH UNANIMOUS CONSENT.

B. **Accreditation** –

L. Peterson reported the following:

- DQP Quality Improvement Report for HLC will be placed on the accreditation web site and a notice will go to the faculty email list.
- Core questions on general education and learning outcomes will be presented at upcoming Senate meetings with the goal of having a single communication outcome, for example.
C. Senate Coordinating Council –

T. Stone Carlson presented the following policy for discussion and vote:

- NDSU Policy 133.1: Tuition Discount (Attachment 7)

  More inclusive language has been included to extend benefits to partners.

  MOTION (Welch/Pruess): to approve the policy changes as presented. Discussion ensued on how these changes can make NDSU more competitive with peer institutions in recruiting and retaining faculty.

  MOTION TO AMEND (Benson/Stockwell): by striking Section 3.2.1 to remove procedural (affidavit) language. Brief discussion followed on documentation for marriages v. partnerships. Several policies have been approved by the Senate in recent years to incorporate similar inclusive language in policies.

  MOTION TO AMEND CARRIED WITH UNANIMOUS CONSENT.

  MOTION TO AMEND (Rodgers/Littman): by modifying Section 1.1 to read ‘Dependents are defined as those unmarried children qualifying as dependents under the affordable health care act,’ and strike the remainder of the sentence. Discussion followed on state v. federal requirements. It was suggested to modify amendment further by removing the parenthetical statement and the remainder of the sentence that follows since state requirements must comply with federal policy. Section 1.1 final amended language is to read:

  “Dependents are defined as those unmarried children qualifying as dependents under the NDPERS health insurance plan.”

  MOTION TO AMEND CARRIED WITH UNANIMOUS CONSENT.

  It was suggested that additional housekeeping be done to insert the word partner consistently throughout the policy.

  MOTION TO APPROVE POLICY CHANGES, AS AMENDED, CARRIED WITH UNANIMOUS CONSENT.

V. Unfinished Business

- Addition of Budget Committee to Bylaws

  MOTION (Welch/Stockwell): to approve the addition of a Budget Committee to the Faculty Senate Bylaws. MOTION CARRIED WITH UNANIMOUS CONSENT.
VI. New Business

A. Proposal to Create an Ad-hoc Committee on Curriculum Approval and Review - (Attachment 8)

L. Peterson explained that there currently are several different committees looking at various parts of a curriculum (General Education, Academic Affairs, Program Review, and Assessment). As a coordinated university effort, we could perhaps look at the curriculum more holistically. There is an opportunity with the upcoming accreditation to link planning, budget, evaluation, and qualitative assessment to curriculum review processes.

MOTION (Weber/Yu): to approve an ad hoc committee to explore different committee structures/models to streamline curriculum review efforts and create efficiencies and linkages between them. One suggestion was made to have a large committee with various subcommittees.

MOTION CARRIED WITH UNANIMOUS CONSENT.

B. Resolution to Amendment to Senate Bill 2368 – (Attachment 9)

Stone Carlson reported that a proposed amendment would limit North Dakota research institutions’ partnerships, contracts and grants.

MOTION (Pruess/Pearson) to approve the Faculty Senate resolution as presented. A suggestion was made to strike ‘the principle of’ in paragraph two, reorder one of the ‘whereas’ statements, and add ‘as amended’ after the Senate Bill in the last statement. MOTION TO APPROVE THE RESOLUTION, AS AMENDED, CARRIED WITH UNANIMOUS CONSENT.

C. Academic Freedom Task Force –

Hatterman-Valenti reported that the task force on academic freedom is finalizing a survey to distribute in the near future to evaluate perceptions of academic freedom as it pertains to NDSU and state of ND. The survey will be distributed to faculty, staff and students.

VII. Adjournment

The meeting adjourned at 5:00 p.m.

Submitted,

Kristi Wold-McCormick, Secretary
Faculty Senate
Approved Curricular Recommendations

### Dual Major Option
Double Major in STEM Education with STEM discipline Ph.D.

### New Courses

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<td>Jazz Methods and Pedagogy in Music Education</td>
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### Course Changes

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### New Special Topics

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### Change in Prerequisites/Corequisites and Change in Bulletin Descriptions

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Approved Curricular Recommendations

**Suspension of option and minor in Health Education**
- Suspend Community Health Education (non-teaching) option within B.S./B.A. in Health Education
- Suspend Health Education minor

**New Program in Psychology Department**
- Minor in Managerial Psychology

**New Option in Master of Public Health Program**
- American Indian Public Health

**Change in Option Title in Master of Public Health Program**
- From: Pharmacy in Public Health  To: *Community Health Sciences*

**Delete Certificate Program**
- Human Resource Management, College of Business
- Marketing, College of Business

**New Courses**

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**Course Deletion**
- THEA 180 Dramatic Literature and Style

**Course Changes**

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<td>Prereq: NURS 240, NURS 250, NURS 251, NURS 252, NURS 341, NURS 342, NURS 352, NURS 360, NURS 402, NURS 403, NURS 460, NURS 499 Coreq: NURS 404, NURS 406</td>
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<td>Genetics and Plant Improvement</td>
<td>Prereq: PLSC 315; PLSC 315L or equivalent</td>
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</table>

**Rescission of item previously approved by Faculty Senate**

Per department request, rescind Faculty Senate approval (January 14, 2013) of:

Sub-Plan Title Change in HNES, B.A./B.S. Program in Physical Education

From: Community Sport  To:  Sport Management
Approved General Education Recommendations

Outcomes Key:
1. Communicate effectively in a variety of contexts and formats.
2. Locate and use information for making appropriate personal and professional decisions.
3. Comprehend the concepts and perspectives needed to function in national and international societies.
4. Comprehend intrapersonal and interpersonal dynamics.
5. Comprehend concepts and methods of inquiry in science and technology, and their applications for society.
6. Integrate knowledge and ideas in a coherent and meaningful manner.
7. Comprehend the need for lifelong learning.

Courses with Revised Prefixes

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<th>Course Title</th>
<th>Categories</th>
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<td>NURS 189</td>
<td>Skills for Academic Success</td>
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</tr>
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</table>
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 Melissa Lamp first so that a clean policy can be presented to the committees.

SECTION: Section 129: Salary Administration Policy

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).

   It has been requested, on behalf of the Presidents’ Office, that we remove language in the policy that allows for post-probationary increases. Because of the budget constraints we have been under for the past few years, the President has not been allowing this practice. Now it will be formalized in NDSU policy.

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

   Office of Human Resources/Payroll
   colette.erickson@ndsu.edu

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

   This portion will be complete by Kim Matzke-Ternes
   Policy Committee:

   University
   Senate:
   Staff Senate:

   President’s Council:

If you have any questions regarding this cover sheet, please contact Melissa Lamp at 1-6133 or melissa.lamp@ndsu.edu
SECTION 129 SALARY ADMINISTRATION POLICY

SOURCE: NDSU President NDUS Human Resource Policy Manual, Section 5

1. Philosophy and Objectives

The primary purpose of salary administration at North Dakota State University is to attract and retain well-qualified individuals who can best contribute to the University's stated mission. Decision-makers in the salary administration process will strive to make salary decisions fairly and communicate them effectively. To provide the University with the ability to use its limited resources most effectively, salary administration aims, in priority order, to:

- first, be responsive to market influences with consideration for internal equity (see Definitions portion of this policy);
- second, recognize different performance levels among employees;
- third, acknowledge the basic financial needs of all employees; and
- fourth, take into consideration the costs of turnover (for training, research start-up and indirect as well as direct recruitment) and the adverse effects of inadequate salaries on the need for supervision, employee morale and institutional image.

2. Methods and Guidelines

NOTE: The ability to make salary adjustment decisions at the campus level depends on legislative action and State Board of Higher Education (SBHE) guidelines. In years when no campus discretion is authorized, most of the following process will not be applicable.

2.1 Salary adjustments are divided into two main categories:

a) annual budgeted salary adjustments and

b) other salary adjustments.

2.1.1 Annual budgeted salary adjustments are based on one or more of the types described in Definitions portion of this policy. When campus-wide salary adjustments are provided by legislative and SBHE action, the campus decision process is as follows:

a) President's Office provides any relevant legislative or Board directives regarding salary adjustments after consultation with the NDUS office staff and the Chancellor's Cabinet.

b) The President and Vice Presidents determine priority needs of the institution that require use of salary dollars (faculty promotions, new positions and/or
reallocations) based on information from sources such as deans, directors, department chairs, the Office of Human Resources/Payroll, the Office for Equity, Diversity, and Global Outreach, the Presiding Officer of the Faculty Senate, the President of the Staff Senate, the Program Review Committee, and Planning, Priorities and Resources Committee.

c) The President and the Vice Presidents establish guidelines, using institutionally recognized market and internal equity data and input from the campus community. They communicate the guidelines to be used in making adjustment decisions, indicating the proportion of salary dollars allocated to each type (see Definitions). These types and proportions are determined according to institutional needs and initiatives whenever campus-wide adjustments are possible.

d) Once the types and proportions have been determined, the President and Vice Presidents allocate remaining salary adjustment pools to their respective administrative units.

e) Unit administrators, using the guidelines established by the President and Vice Presidents, allocate the salary pools within their units.

f) Within the units, each administrator/supervisor develops individual salary adjustment recommendations using performance documentation and other data appropriate to that year's guidelines (institutionally recognized internal equity or market studies, for example).

g) Unit administrators review and discuss recommendations and documentation for the recommendations (performance documentation, institutionally recognized market or internal equity data) with the administrator/supervisor, adjust the recommendations and/or forward the recommendations to the appropriate vice president.

h) Prior to recommending the final salary adjustments to the President, each Vice President will consult with the Director of Human Resources/Payroll and/or the Vice President for Equity, Diversity, and Global Outreach to review implications of the recommended adjustments for the campus as a whole and to advise the Vice Presidents on whether there is appropriate documentation for the adjustment, the potential impact on equity generally or whether the proposed adjustment is in compliance with policy.

i) President presents the budget including salary adjustments to the Chancellor.

j) Following SBHE approval of the budget, administrators/supervisors, when possible, will inform each employee of his/her salary for the coming fiscal year and the basis for the salary decision prior to the distribution of the University's annual salary notifications.

2.1.2 Other salary adjustments include post-probationary adjustments for staff, job family or band reassignment adjustments (if applicable), promotions (nonfaculty), market, internal equity and responsibility adjustments including interim appointments and significant administrative assignments (see Guidelines for Other Salary Adjustments portion of this policy.).

Current grievance policies are available as a means to provide an impartial review of a salary adjustment decision. An employee who thinks that the decision concerning his/her salary is inappropriate may request a review by choosing one of the following options.

3.1 The first is based on the type of appointment the individual holds:


   b) Faculty: NDSU Policy Manual, Section 353, Grievances - Faculty. This grievance procedure is available to instructors, assistant, associate and full professors, lecturers and graduate teaching assistants.

   c) Nonfaculty, nonbanded employees: NDSU Policy Manual, Section 230, Grievance Procedure for Conditions of Employment. The Staff Personnel Board described in Step 4 will consist of other nonfaculty, nonbanded employees.

3.2 The second is available to any employee when his/her salary decision is alleged to have been made on the basis of an employee's race, color, religion, national origin, sex, disability, age, Vietnam Era Veteran's status, sexual orientation, status with regard to marriage or public assistance, or participation in lawful activity off the employer's premises during nonworking hours which is not in direct conflict with the essential business-related interests of the employer: NDSU Policy Manual, Section 156, Equal Opportunity Grievance Procedures.

4. Distribution and Communication of the Policy

To facilitate the understanding of salary administration at NDSU, this policy will be included in the NDSU Policy Manual, the Faculty Handbook and any employee handbooks prepared by units within the University. In addition, an annual notice about this policy will be published in an appropriate spring issue of the University's staff and faculty newsletter (currently It's Happening at State).

5. Definitions

At NDSU, annual salary adjustments are based on one or more of the following:

5.1 Cost of living adjustment is an across-the-board amount related to--but not necessarily the same as--the changes in the cost of living (determined by the Consumer Price Index which reflects the changes in the cost of various consumer items during the previous 12 month period). Cost of living adjustments become part of an individual's salary base.

5.2 Internal equity is a comparison of salaries for similar positions at NDSU (or in the University System and/or State government when there is a limited basis for comparison at NDSU) based on appropriate and relevant data including these factors: previous related experience outside the university, a sustained change in responsibility that is more or less than what is considered normal for that type of position, education, or responsibility level within a group of similar positions at NDSU. Internal equity adjustments become part of an individual's base salary. NOTE: length of service is relevant for internal equity ONLY in the context of performance; that is, consideration of performance should override length of service in salary decisions.
5.3 Market or external equity is the comparison of NDSU salaries with those of other employers in the applicable recruitment area based on bona fide and relevant data. While NDSU may recruit nationally to fill a position, the salary may be established by using institutionally recognized, regional data. Market or external equity adjustments become part of an individual's base salary.

5.4 Performance adjustment is one based on level of performance identified through documentation, including an established review process. Performance adjustments may be made in one of two ways:

a) As a one-time payment when performance has been exceptionally meritorious in the preceding year. This type of adjustment does not become part of the salary base and is made as a single payment. The source of salary funding may dictate the availability of this option.

b) As a range of adjustments based on sustained meritorious performance. This type of adjustment becomes a part of the salary base.

6. Guidelines for Other Salary Adjustments

All staff positions are assigned to a salary band. The bands include job families with market levels for each position. (NDUS Human Resource Policy Manual 5.1)

Individual salary adjustments may be made throughout the year for the following reasons:

6.1 Post probationary adjustments for broadbanded staff. Upon successful completion of the initial six-month probation period an employee may be eligible for a salary adjustment up to 5%. The amount of the adjustment may vary, depending on such factors as performance, internal equity, initial salary and budget. A responsibility review form must be completed and submitted with the NDSU Change Form 101 requesting approval of the probationary adjustment (NDUS Human Resource Policy Manual 5.1.3).

6.2 Non-broadbanded staff. When an employee moves from one position to another involving an increased level of responsibility, the employee may receive a salary adjustment appropriate for the new level of responsibility. The adjustment must be consistent with internal equity and market and is subject to approval of the appropriate dean/director, vice president and the President.

6.3 The equity adjustments for staff are normally limited to ten percent but may exceed that amount with supportive documentation (NDUS Human Resource Policy Manual 5.1.6).

6.3.1 Equity adjustments. On a case-by-case basis, significant internal inequities may arise outside the annual salary review process described in 2.1. In these unusual situations, a request for an adjustment may be initiated. Factors generally considered are directly related experience, job performance and level of responsibility. The decision to request an equity adjustment should include consultation with the Office of Human Resources/Payroll and/or the Vice President for Equity, Diversity, and Global Outreach, whichever is appropriate, and appropriate documentation should accompany the NDSU Change Form 101.

6.3.2 Market adjustments. A market adjustment is intended to mitigate a documented external inequity using North Dakota University System recognized market data. Market adjustments are normally limited to ten percent but may exceed that amount.
with supportive documentation and appropriate administrative approval. Market adjustment proposals must consider institutional internal equity.

6.43 Responsibility adjustments including interim and administrative appointments

6.4.1 Adjustments for substantial, documented reassignments or changes in the duties/responsibilities within the same position may be initiated after consultation with the appropriate vice president or president. Documentation should accompany the NDSU Change Form 101.

6.4.2 For staff employees, rationale will include changes in the level of responsibility as documented by a Position Description; and changes in band and/or job family.

6.4.3 Adjustments for interim appointments and administrative assignments are limited to the period for which these assignments are made and do not become part of the salary base. For staff interim appointments, increases should not be given for interim periods of less than thirty days and staff employees may not retain the higher compensation level for more than thirty days after the interim period ceases to exist. (NDUS Human Resource Policy Manual 5.1.3.1).

6.54 The attainment of a degree or license does not automatically result in a salary adjustment. In some cases an adjustment for market and/or internal equity may be appropriate. Such adjustments should be recommended on the basis of the same type of documentation required for other market or internal equity adjustments.

HISTORY:

### College of Agriculture, Food Systems, and Natural Resources

#### Bachelor of Arts
- Haram Kim

#### Bachelor of Science
- Brandon Phillip Abell
- Jessie Brianna Arneson
- Jason Arth
- Alexandra Lynn Barber
- Andrew Scott Bates
- Mitchell James Bauske
- Maria Christine Breker
- Maggie Mae Carlson
- Elim Chin
- Kwang Bog Cho
- Rachel Gray Colwell
- John Nicholas Desautel
- Andrew Grayson Dockter
- Zachary David Duckstad
- Sarah Marie Eslinger
- Travis Jerome Evenson
- Jacob Edward Fannik
- Jordan Paul Fellbaum
- Kyle James Fode
- Courtney Renea Foss
- Jacob Vernon Gehrts
- Nathan James Gesme
- Benjamin Wilson Grann
- Dione Marie Hall
- Levi Robert Hall
- Derek Alan Haug
- Danielle Dawn Hoff
- Bryce Thomas Hogness
- Meredith Lynn Isrsfeld
- Adil Nasrat Ismail
- Justin Benedict Jacob
- Anurad Githrenda Jayasooriya
- Brandon William Joos
- Jason David Jordahl
- Sara James Kingrey
- Alyssa Ann Kittelson
- Brittany Joy Korynta
- John Andrew Kritzberger
- Sean Jamison Kveno
- Brett Nicholas Kyser
- Rachel Ann LaCount

#### Master of Science
- Blake Arden Lampert
- Matthew Joel Lau
- Da sul Lee
- Mattia Ann Lein
- Brent Wayne Lende
- Eric Charles Lies
- Yu Liu
- Chathira R. Lokumana
- Derek Edward Martinson
- Justin Roger Moe
- John Thomas Mortenson
- William Brian Petersen
- Ashley Michelle Randash
- David Allen Renton
- Kelsey Lynn Rheault
- Jadin Leigh Riedesel
- Cole Thomas Robertson
- Kendra Stacia Rodel
- Evan Lee Salsman
- Kriti Samadha
- Elizabeth Marie Sauer
- Justin David Schapel
- Michael Jay Schilt
- Kevin Patrick Sponsler
- James William Steinberger
- Ericka Ann Stoltenberg
- Nicholas Allen Tolleson
- Romano Smith Tuya
- Mackenzie Paul Weigel
- Joseph Michael Weirrauch
- Brittany Helen Weiers
- Diane May Williams
- Brianne Lyn Zaeske
- Marc Simon Ziesmann
- Kevin Patrick Sponsler
- James William Steinberger
- Ericka Ann Stoltenberg
- Nicholas Allen Tolleson
- Romano Smith Tuya
- Mackenzie Paul Weigel
- Joseph Michael Weirrauch
- Brittany Helen Weiers
- Diane May Williams
- Brianne Lyn Zaeske
- Marc Simon Ziesmann
- Ian Herbert Zimmerman

### College of Arts, Humanities and Social Sciences

#### Bachelor of Arts
- Daniel Justin Baldwin
- Megan Elizabeth Davidson
- Lydia Ruth DeMarais
- Alison Driscoll
- Tyler James Fretland
- Blaze H. Harmon
- Iain Robert Harriman
- JuYeong Lee
- Maia Beth Randklev
- Tyler James Fretland
- Emilee Catherine Ruhlhand
- Emilee Catherine Ruhlhand
- Blake Segerholm
- Megan Elizabeth Davidson
- Lydia Ruth DeMarais
- Alison Driscoll
- Tyler James Fretland
- Blaze H. Harmon
- Iain Robert Harriman
- JuYeong Lee
- Maia Beth Randklev
- Tyler James Fretland
- Emilee Catherine Ruhlhand
- Emilee Catherine Ruhlhand
- Blake Segerholm

#### Bachelor of Fine Arts
- Tara Kay Fermoyle
- Alison Marie Schaaf

#### Bachelor of Music
- Ashley Anne Jacobson
- Evan Ross Montgomery
- Chris James Schuster
- Blake Segerholm

#### Bachelor of Science
- Brenna Elizabeth Adams
- Thunyaporn Jeradechachai
- Annet Kyomuhangi
- Laura B. Laufmann
- Andre Luis Rodrigues Miranda
- Kondwani Richmond Msango S.
- Robert Mugabi
- Herbert Mukiibi
- Michael Muleme
- Christina A. Schwartz
- BillieJoe Mae Armbrust Shae
- Dustin Strong
- Emma Louise Swanson
- Eric W. Viall
- Yan Zhang
Brianna Jean Netter  
Peterson Olivier  
Jason Thomas Pagan  
Daniel Gordon Peterson  
Kasey Jean Pulkrabek  
Matthew Vernon Renfrew  
Andrew Joseph Rheault  
Austin Jacob Richard  
David Andrew Saari  
Jeana Renea Scheffer  
Ashley Kay Smith  
Kelsey Jewell Smith  
Jaylyssa Brooke Sorenson  
Rachel Lynne Stokes  
Andrew Joseph Rheault  
Max Von Stueven  
Jennifer Joan Thomas  
James Lowell Thorson  
Tessa Michele Torgeson  
Allison Jane Well  
Kori Leigh Werner  
Shane Paul White  
Jennifer Rose Wicklander  
Jordan Robert Willgoths  
Benjamin Jordan Willms  
Sophia Michelle Yohannes-Smadi  
Andrew John Young  
Michael Stephen Zastoupil  
Inessa Mary Zimmerman  
Azad Berwari  
Aaron Dale Quanbeck  
Nana Akua Agyekum  
John Michael Albus  
Emily Jo Gail Allen  
Ali Yahya Alshehri  
Amy Lee Anderson  
Joseph Timothy Anderson  
Nathan Mark Anderson  
Michael Joseph Arens  
April Lynne Ausk  
Brandi Ann Bader  
Jordan Michael Ballard  
Andrew William Baus  
Matthew David Beneke  
Angela Ann Berntson  
Anushree Bhattacharai  
Kayleigh Ann Biloki  
Brock Kevin Bjornson  
Kelly Rachelle Black  
Mary M. Brown  
Jordan Bussel  
Amy Lynn Burau  
Nicole Jean Burner  
Jonathan Steven Carr  
Collin Austin Craven  
Melissa Lynn Cufman  
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Morgan Celeste DeMike  
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Kyle James Docken  
Mitchell Ralph Domiano  
Randa Janine Dufault  
Jared Allen Finkelson  
Karen Marie Flesberg  
Dustin Jacob Fridgen  
Abdi M. Gedi  
Taylor John Gibson  
Brock William Gion  
Ryan Matthew Goodin  
Kristopher Daniel Graalum  
Tiffany Joy Grossman  
Faith Hannah Halverson  
Jamie Lynne Hart  
Marc Elliot Hartman  
Adam James Hiltner  
Aleshia DaRanda Huffman  
Ranganathan Prabaharan Jashothan  
Maribeth Chris Joraanstad  
Jacob Aaron Juettner  
Jeremy Clem Keil  
Kenny Cornelius Keller  
Michael James Kingley  
Justin David Kinnunen  
Anthony M. Kliniske  
Karlie Lynn Krieger  
Ryan Michael Kuehne  
Karissa Lynn Kuschel  
Krista M. Lambrecht  
Qian Lin  
Iryna Serghyina Lindhag  
Bradley Jordan Meis  
Ross Michael Melby  
Cassandra Ann Meyer  
Iman Deshun Moore  
Emily Elizabeth Moquist  
Lincoln Joseph Mousel  
Kylie Jo Muehlberg  
Kevin James Niccum  
Karina F. Nordsven  
Kristen Leigh Olsberg  
Anna Maria Oleksik  
Leslie LuAnn Olson  
Britani M. Otto  
June Pandey  
Mathew Bryan Parker  
Sarah A. Parkhouse  
Alex Jay Pederson  
Breann Lea Petermann  
Romalde Pierre  
Anthony M. Radermacher  
Brittany Sue Raisanen  
Patrick Michael Redmond  
Spencer Allen Reinert  
Lisa Irene Robinson  
Chelsea Jolene Roehl  
Jordan Michael Rostad  
Jonathan Michael Roswick  
William J. Ryan  
Cory Richard Samson  
Kyla Jo Samuelson  
Trevor Stephen Scapinak  
Michael I. Schenfield  
Kellan Michael Schmaltz  
Alex Marcus Schmidt  
Isaac Andrew Schmidt  
Robert John Schneider, II.  
Emily Chestine Schreier  
Laura Elizabeth Schumacher  
Tyler Scott Schwantes  
Jenny Lynn Skjei  
Thomas Martin Stadum  
Max Morgan Steffes  
Perry Stockwell  
Mathew Stoddard  
Erik Sveum  
Jonathan Robert  
Ohman Thornberg  
Ebba Tilahun  
McKenna Jo Tysdal  
Brett Edward Wanner  
Cameron Gordon Wedde  
Amber Jean Welton  
Christopher Michael Will  
Mitchell Alan Wyska  
Fan Yang  
Jonathan Zimprich  
Brittany Marie Anhorn  
Alec H. Grande  
David Lowell McMahon  
Rebecca Joy Menking  
Reed Michael Ystaas  
Tushar Agrawal  
Autumn Louella Austin  
Danielle M. Evenson  
Kelsey Lee Jensen  
Ganesh Kumar Kanjiravilla  
Tian Lin  
David D. Monke  
Austin R. Vansickle  
Samantha Lott  
Zachary B. Sager  
Samantha Lott  
Erik Joseph Schwarzkopf  
Whitney Rae Vogel  
Megan Kyong Un Ward  

College of Business  

Bachelor of Science  

Nana Akua Agyekum  
John Michael Albus  
Emily Jo Gail Allen  
Ali Yahya Alshehri  
Amy Lee Anderson  
Joseph Timothy Anderson  
Nathan Mark Anderson  
Michael Joseph Arens  
April Lynne Ausk  
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McKenna Jo Tysdal  
Brett Edward Wanner  
Cameron Gordon Wedde  
Amber Jean Welton  
Christopher Michael Will  
Mitchell Alan Wyska  
Fan Yang  
Jonathan Zimprich  

Master of Arts  

Grael Brian Gannon  
Kelli Marie Muzzy  
Meghan Joy Perry  
Neil Gene Slesser  
Derek Adam Ystebo  

Master of Music  

Karen W. Morrison  

Master of Science  

Lisa M. Gulland-Nelson  
Daniel David McGollum  
Courage Chikombororeo Mudzongo  
Sarah Jean Sebranek  
Ashley Rae Wiertzema  

Doctor of Musical Arts  

Sarah Kaye Prigge  

Doctor of Philosophy  

Matthew Attansey
Bachelor of Science in Agricultural and Biosystems
Ethan Curtis Liebswager
Daniel Kenneth Merritt
Chad Gene Lee Sietsema
Roy Charles Swenson

Bachelor of Science in Civil Engineering
Alex Edwin Ausk
John Steven Blenker
Alysa Clair Emerson
Kathryn Anne Garceau
Alex James Goerke
Kristal Ann Gruba
Joshua Kevin Hengel
Suyi Hou
Chance Burnett Hutchinson
Steven Craig Jensen
Brian Mark Knorr
Shane Lee Koenig
Megan Diane Lee
Shuai Liu
Shawn David Louwagie
Cameron Peter Miller
Trent Christopher Parks
Derek Wayne Pokrzywinski
Nickolas John Reinke
Ashley Marie Roder
Kyle Michael Rule
James Michael Soltis
Katy JoAnn Waisanen
Zachary H. Webber
Daniel Alan Weber
Andrew Kent Wellumson
Douglas Alvin Wencel
Tyler Patrick Yngsdal
William Anton Zidon

Bachelor of Science in Computer Engineering
Jake Lodoen Joraanstad
Zachary Neil Michel
Jamie Lynn Ottmar
Tyler John Pattengale
Austin W. Vandeberg

Bachelor of Science in Construction Management
Cade Anthony Krueger
Thomas Jeffrey Ward

Bachelor of Science in Construction Engineering
Derek Roy Anderson
Lukas James Robert Dahl
Joshua Paul Flem
Jason Richard Foster
Brendan David Frost
Jeremy John Host
Nathan Jeffrey Kemp
Derek Paul Mathison
William Reed McCain
Zachary John Milton
Lucas William Mol
Jesse James Morrow
Caleb Devine Nolte
Patrick Kenneth Peltier
Daniel Nathan Sheridan
Jarrod David Skoog
Brendan Robert Tarang
Leland John Zeman

Bachelor of Science in Electrical Engineering
Brian Michael Amann
Nicholas Alan Boldt
Geetika Chaudhary
Varun Dabas
Nicholas Frederick Engel
Stephanie Fae Erickson
Joshua Gale Ferguson
Huy Xuan Ha
Elliot R. Kirschmann
Qingyu Meng
Ahmed E. Musa Alhowajrah
Garrett Robert Nelson
Preetanjali Prasad
Alexander James Schrautemyer
Dane Ryan Swartz
Brent James Templin
Casey Lee Turnwall
Suhanthan Vethanayagam
Benjamin Albert Whittier
Derek D. Wiseman

Bachelor of Science in Industrial Engineering and Management
Derek Nycklemoe Anderson
Melissa Ann Bartholomay
Jared Michael Comegys
Duanjian Feng
Kyle Joe Kramer

Bachelor of Science in Manufacturing Engineering
Craig Matthew Knochenmus
Tyler Paul Thompson
Matthew Allen Walla

Bachelor of Science in Mechanical Engineering
Michael Duane Anderson
Sloan Oscar Balo
David John Baltes
Matthew David Beilke
Brendan Thomas Bohn
Benjamin Barry Brilz
Justin Howard Cronin
Heath Randy Dahl
Andrew John Dobmeier
Cody Blaine Erhardt
Nathaniel John Grobe
Jacob Floyd Hein
Jason Gene Hemmer
Paul Michael Hollermann
Ross Michael Hollermann
Jesse Joseph Janson
Catherine Marie Kempe
Travis Lee Kunrath
Samuel Leyk
Justin Joel Linder
Ethan Dale Marihart
Jared Steven Martel
Joseph William Matlock
James Allen McTavish
Victoria Paige Nous
Ismir Pekmic
Brett Henry Peterson
Weitian Qin
Austin Lee Quade
Evan Rusu Quist
Adam Thomas Roubinek
Gregory James Schiefelbein
Kyle Joseph Sieberg

Master of Architecture
Luis Angel Acevedo
Ankit Rauniyar

Master of Construction Management
Chukwumyen Michael Enyi
Brandon L. Larson
Jeffery Allan Miller
Michael Sanford

Master of Science
Aydar Rimoivich Akchurin
Kalyan Ram Athmuri
Vaibhav Mahadev Biradar
Josh L. Haugsdal
Sethu Raaj Munusamy
Md. Zillur Rahman Patwary
Daniel L. Portlock
Muniyamuthu Raviprasad
Binod Rijal
Michael Robinson
Nikhil Vijay Shinde
Juan Manuel Vargas-Ramirez

Doctor of Philosophy
Svyatoslav Chugunov
Justin M. Hoey
Artur Lutfurakhmanov
Shashindra Pradhan
Michael James Schmitz
Halis Simsek

College of Graduate and Interdisciplinary Studies

Certificate
William F. Lyons

Master of Managerial Logistics
Ciaran Kelly

Master of Natural Resources Management
Patrick Ryan Corrigan
Mark S. Flicker
Daniel Kevin Margarit
Justin Wade Tabaka

Master of Science
Samantha Marie Brunner
Aigerim Kenzhebekova
Shawn Koltes
Sean Lofgren
Anthony Ntaate
Matt P. Stanica
Gita Thapa
Nattapon Tuntiwattanapun
Austin R. Vansickle
Anthony Walekhwa Wamono

Master of Transportation & Urban Systems
Vu Hoang Dang

Doctor of Philosophy
Talal Bakheet Almeelbi
Dante Battocchi
Sourin Bhattacharya
Sumit Ghosh
Wesley E. Newton
Ajeeth Kumar Pingili
Brittany Ann Ziegler

College of Human Development and Education
Certificate
Andrea Marie Lang

Bachelor of Arts
Megan Bryant
Naomi Marie Koehler
Amy Cathleen Marquardt
Jessie Marie Quaglia
Jacob Wayne Sundeen

Bachelor of Science
Heidi Jo Bachler
Sydney Kay Becker
Keith Cameron Bennett
Sarah Marie Bieber
Matthew S. Blum
Shannon Marie Bozovsky
Kimberly Nicole Braulick
Briana Jo Burdick
Carly Marie Camas
Ashley Kay Campbell
Anne Marie Carlson
Maxwell James Casper
Madison Beth Christenson
Kelly Catherine Cooper
Amanda Chaput Crockett
Ashley Jane Dauner
Jeffrey Daniel Dertinger
Michael Shawn Dobberstein
Jaynell DelRae Dockter-Gust
Bethany Jane Dufault
Lukas Robert Dykema
Shari Ann Elen
Emily Margaret Eltgroth
Todd Anthony Frie
Adam Steven Gronaas
Sarah Beth Hardesty
Alissa Jo Heinze
Heidi Elizabeth Horstmann
Jessica Michelle Hotchkiss
Kayla Lynn Hovland
Yifang Jiang
Ciarra Lane Jorgenson
Josephine Sophia Jorris
Blaise Joseph Kautzman
Kristen Nichole Killoran
Bryce Delmarr Knaust
Mikayla Ruth Koble
Joseph Thomas Koteles
Kayla Mae Koth
Ryan Keith Kuphal
Elizabeth Erin Kusler
Carly Tere Lenihan
Devon Katherine Lura
Ryan Jeffrey Malmer
Matthew Joseph Melchior
Sarah Leah Mertz
Amy Therese Miller
Alicia Marie Mogen
Shawn Matthew Motl
Trent Joseph Murray
Whitney Rose Myers
Colette Kay Nagel
Crystal Kay Nodle
Shelby Iona Novak
Lucas John Odegard
Amanda Kathryn Olson
Maura Oster
Mandi J. Palczewski
Jenny Beth Peterson
Jaime Leigh Raden
Alaina Therese Ramstad
Stephanie Dawn Risser
Mark J. Roe
Myca Marie Romfo
Jacob Michael Sailer
Brandon Tyler Saude
Matthew Jeffrey Severns
Jessica Marie Skadberg
Brendon A. Smith
Courtney Lee Snyder
Braidy Scott Solie
Darin Lynn Spelhaug
Aleah Dawn Stangeland
Erin N. Stedman
Tyler Jason Steen
Robert Strickland
Spencer David Timm
David John Vanyo
Courtney Elizabeth Weck
Zachary Douglas Wentz
Hailey Alena Windels
Alycia Maureen Woodward

Master of Education
Larry K. Derr
Lori Ann Fingarson
Mary Elizabeth Goulet
Christina Ann Reynolds

College of Pharmacy, Nursing, and Allied Sciences
Bachelor of Science
Nicollette Josephine DeSautel
Nidhi Dubey
Nicholas Scott Gangl
Rebecca Marie Gemar
Lalita Jyoti
Shelly Mae Lux
Kara Deann Misemer
Lillian Beth Ratchenski
John Charles Schwab

Bachelor of Science in Nursing
Lindsay Ann Alexander
Lydia Joy Berry-Kopang
Brook A. Bruggeman
Hunter Allan Bultema
Amy G. Byars
Amanda Ann Erickson
Donald Michael Graening
Sarah Katharine Hamilton
Kelly L. Johnson
Lacey Jane Krueger
Michelle Elizabeth Larsen
Jennifer L. Sorensen
Sarah Jean Stark
Ashley Jean Steffl
Erica Nicole Stone
Lisa Anne Thompson
Naomi Ruth Tofibam
Carol L. VanderWeyst
Rebecca Ann Willits

Doctor of Philosophy
Rinku Dutta
Yan Gu
Michael David Scott
Praveenkumar Chandranath

College of Science and Mathematics
Certificate
Wesam Abuhammad
Talal Bakheet Almeelbi
Aastha Budati
Julie L. Fudge
Munmun Gupta
Febina Mathew
Elvis Mokake Ndembé
Erin Kathryn Nyren-Erickson
Mohamed Saif Ur Rahman

Bachelor of Arts
Jessica Nicole Deichert
Michelle Marie Gaffaney

Bachelor of Science
Lauren M. Aamoth
Hannah M. Albrightson
Luke Douglas Anderson
Ryan Michael Anderson
Tricia Lynn Bastian
Kevin Bruce Beidelman
Meghan M. Bennett
Ross Adam Bickle
Holly Lynn Christian
Arthur John Christiansen
Dylan Patrick Church
Charli Rae Crawford
Noah Geffe Dahl
Matthew Paul Dale
Neil William Dotzenrod
Jordan Milo Dyke
Carrie Corinne Fagerland
Brandi Lee Fearing
Shashi Agrani Fernando
Ashton Leigh Fischer
Jordan Andrew Flaten
Jamie Leigh Gay
Tyler Thomas Geffre
Tiffany A. Glass
Christopher Richard Hanson
David Scott Hedden
Matthew Alan Helfrich
Kimberly Lynn Herman
Sonya Marie Hills
John Henry Hoeven
Dillon Tyler Hofsommer
Tyler Vernon Holland
Caitlin Anna Jensen
Andrew Burkhard Jones
Amy Jean Jordahl
Aaron Adam Josephson
Shannon Carrie Kerbaugh
Brandon Aaron Kinzler
Esa Kose
Katrina L. Koser
Kelsey Blythe Kraft
Jang Mi Lee
Lindsey Kay Levin
Katrina Lee Tank Lybeck
Chase Michael Magalis

Jamil James Maleki
Jayson Craig Marcuse
Bryan Richard Marquardt
Emily Ann Monson
Ashley Nicole Murphy
Lovekesh Narang
Cassey Louann Nelson
Benjamin Vern Nordsven
Justin Lee Nygaard
Nathan Adam Ochsner
Nicole Marie Opperman
Magdalene Iyesogie Ovbiebo
Seyeon Park
Amanda Jo Parsons
Jarrod Michael Rademacher
Heidi Renae Rasmussen
Josiah Gregory Rauser
Jordan Edwin Reinbold
Anna Kirsten Roberts
Mariah Lynn Saint Augustine
Elizabeth Andina Schenfisch
Lacey Lynn Schmaltz
Darin Lee Slusher
Brooke Ann Swanson
Tyler Thorndal
Kushaagr Thukral
Taylor James Valnes
Austin Michael Vetter
Allison Ann Walker
Deanna Jo Webster
Andra Jore Wheeler
Michelle Krumwiede Willard
Sylvia Scarlett Ziejewski
Anthony Zimmerman

Dr. Mohammed abd alwahab Akour

Bachelor of Science
Haribabu Bavanari
Ryan Boyd
Satyanarayana Daggubati
Michelle Gastecki
Neha Kale
Ryan James McCulloch
Aditi Mohpal
Elangovan Murugaiyan
Matthew J. Piehl
Elizabeth Claire Sand
Pubudu Ruwanmini Wijeyaratne

Doctor of Philosophy
Mohammed abd alwahab Akour
Narayanaganesh Balasubramanian
Kevin Robert Betts

College of University Studies

Bachelor of University Studies
Nicona Lynn Burman
Carol Cherry
Karli Jo DeSchepper
Eric James Estes
David John Gerwood
Tracy Ann Geske
Stefan Patrick Ming
Geoffrey Lynn Parker
Donald Paul Redding
Cheyenne Rae Schriefer
Kelsey Christine Wilberg
Blair Marisa Winter
Carter James Woodley

Master of Science
Haribabu Bavanari
Ryan Boyd
Satyanarayana Daggubati
Michelle Gastecki
Neha Kale
Ryan James McCulloch
Aditi Mohpal
Elangovan Murugaiyan
Matthew J. Piehl
Elizabeth Claire Sand
Pubudu Ruwanmini Wijeyaratne

Master of Software Engineering
Deepak Dhankher
Parimal Raj Sharma
Degree/Graduation Requirements
To receive a baccalaureate degree from NDSU, students must satisfactorily complete two sets of requirements must be met: a) university-wide requirements and b) college- or department-level requirements, which include curricular requirements for completing majors and minors. College- and department-level requirements for majors and minors are listed in the college sections of this bulletin under the appropriate college listing, and in curriculum guides available online in Registration and Records and in academic departments. Minimum university degree/graduation requirements are as follows:

1. **Academic major requirements:** Satisfactory completion of all requirements of the curriculum in which one is enrolled.
   
   a. Because curricula are subject to change, intended degrees and majors, as well as second majors and minors, must be declared to be official. This may be done at the point of admission or readmission to the University or by submission of a Major Change form to the Office of Registration and Records.
   
   b. Students follow the published curricula in place when a major is declared or from the year of admission to a limited- or selective-enrollment program, whichever applies, to graduation provided enrollment at NDSU has not been discontinued for more than one calendar year.
   
   c. Students who change or declare additional majors, minors, or degrees are subject to meeting the requirements in effect during the academic year in which the new curriculum was declared.
   
   d. Students who advance into limited- or selective-enrollment programs will have their academic degree/plan status changed accordingly based on information provided to Registration and Records by the respective academic department.
   
   e. Students who discontinue enrollment at NDSU for more than one calendar year are subject to meet the curricular requirements in effect at the time during the term of readmission re-entry.
   
   f. Each program of study presented by a candidate for the baccalaureate degree is audited for meeting the degree requirements by the Office of Registration and Records. Degree candidates are certified by the Office of Registration and Records according to total credits and grades earned and other university and degree program requirements.

2. **Total degree credits:** Earn a minimum total of 122 credits in approved coursework.

Requirements for some academic programs exceed this minimum.
3. **General education requirements:** Satisfactory completion of the general education requirements as specified by the University and in a student’s degree and major.

4. **Scholastic standing requirement:** A minimum institutional grade-point average of 2.00 based on coursework taken at NDSU for which grades have been assigned is required for graduation. When a course is taken and repeated at NDSU, only the last grade and credits earned will be used in computing the cumulative grade-point average; however, all attempts appear on the transcript. Some academic programs require higher minimum grade-point requirements.

5. **Upper-level credit requirements:** At least 37 of the credits presented for graduation must be in courses taken at the 300 and 400 level.

6. **Transfer Students:** Students with transfer credit from another institution must earn a minimum of 60 semester credits from a four-year baccalaureate-degree granting or professional institution. Of these, at least 36 must be NDSU residence credits as defined below above. Within these 36 resident credits, minimum requirements include 15 semester credits in courses numbered 300 or above (37 upper-level credits must still be earned in total) and 15 semester credits in the major field of study.

7. **Residence requirements:** Residence credits include credits registered and paid for at NDSU while attending. These may include courses offered on the NDSU campus, via Tri-College, or via NDSU distance education. Ordinarily, the last 30 credits must be earned in residence.

**Exceptions to the Last 30 Credits Requirement:**

a. Courses taken as part of a NDSU-sponsored study abroad or exchange program count as residence credit. Students must still fulfill all other graduation requirements.

b. Students admitted to an accredited non-baccalaureate professional degree program (e.g., Veterinary Medicine, Chiropractic, etc.) at another institution prior to earning their baccalaureate degree from NDSU may be eligible to subsequently earn an NDSU bachelor’s degree through the transfer of earned professional course credits. Professional coursework transferred back to fulfill major requirements must be either department-approved as equivalent to NDSU
coursework or be authorized via department-approved substitution form. To be considered for this waiver, students must complete and submit an *Appeal for Exception to Academic Regulations form* to the Office of Registration and Records during their last semester of enrollment at NDSU. Students must still fulfill all other graduation requirements.

c. Courses taken as a part of a required curriculum in an NDSU-approved dual degree or joint program with another institution (i.e., HDFS/Elementary Education with VCSU).

d. Excluding the above exceptions, students who need to complete a limited number of credits (typically not to exceed nine) to fulfill their graduation requirements, and who are unable to take them at or through NDSU may seek an exception by completing and submitting the *Appeal for Exception to Academic Regulations form* to the Office of Registration prior to enrolling at another institution. To fulfill major requirements, transfer coursework must either be evaluated as equivalent to NDSU courses or be authorized via a department-approved substitution form. Students must still fulfill all other graduation requirements.

8. **Financial obligations:** Satisfy all financial obligations owed to the university.

9. **Application for degree:** All candidates for a baccalaureate or Pharmacy Doctorate degree must indicate their intent to graduate when registering for their last semester. The application forms are available in the Office of Registration and Records, or online at www.ndsu.edu/bisonconnection. Failure to apply by the published graduation application deadline of the planned semester of graduation may delay the awarding of the degree until the following semester. If a student fails to complete the required courses by the intended graduation term, the student must reapply for graduation in a following term.
SECTION 133.1 TUITION DISCOUNT – SPOUSE/Partner AND DEPENDENTS

SOURCE: NDSU President
SBHE Policy Manual, Section 820.1

The North Dakota State Board of Higher Education allows campuses to adopt tuition waivers which are consistent with an institution's mission. The spouse/partner and dependent tuition discount is intended to help recruit and retain faculty and staff who can best perform or support the teaching, research and public service mission of the University.

1. The spouse/partner and dependents of regular (broadbanded staff must be off probation), benefitted NDSU employees are eligible for the discount effective Fall 2002.

   1.1 Dependents are defined as those unmarried children qualifying as dependents under the NDPERS health insurance plan (25 years of age or under if they are a full-time student, otherwise age 22 and under), who rely on the parent(s) for significant financial support.

   1.1.1 A spouse/partner or dependent who is also a regular, benefitted employee is only eligible for the employee tuition waiver outlined in Section 133 (Educational Policy).

   1.2 The spouse/partner and/or dependents must meet admission standards and register for classes through regular registration procedures.

   1.3 The employee must be actively employed on the first day of each semester to be eligible for the discount.

2. The tuition discount is 50% of the tuition for NDSU classes (excluding self-supporting, Continuing Education courses and internships that require tuition to be paid to the site for student placement) per spouse and/or dependent.

   2.1 The discount applies regardless of whether paying resident or out-of-state tuition.

   2.2 The maximum discount for the dependent of more than one eligible employee is 50%.

   2.3 Fees are not discounted or waived.

   2.4 The discount applies to both undergraduate and graduate level classes.

   2.5 Early Entry students will be eligible according to the terms of this policy.
3. Procedure

3.1 A Spouse/Dependent Tuition Discount application needs to be submitted to the Office of Human Resources/Payroll by the Monday two weeks prior to the start of classes for which the waiver is requested. Given that conditions in this policy may change, it will be necessary to review the conditions of eligibility each term.

3.2 Proof of marriage, domestic partnership, and/or dependency may be required.

3.2.1 An affidavit of domestic partnership must be filed with Human Resources.

3.3 In accordance with federal regulations, the tuition discount will be used as a financial resource and become part of the student's financial aid package. The Student Financial Services Office may need to adjust aid if the amount of the tuition discount, along with other financial aid, exceeds the total cost of attendance.

3.4 No employee who has an overdue accounts receivable balance with the University may receive a spouse/dependent tuition discount.

3.5 In accordance with IRS regulations, the value of the tuition waived for graduate level classes will be considered taxable income to the employee. Federal, state and social security taxes will be deducted in a lump sum from the employee's last paycheck of the semester, or, at the employee's written request, deducted on a prorated basis throughout the semester.

HISTORY:
New April 2002
Amended July 2003
Amended April 2005
Amended October 18, 2010
Housekeeping November 17, 2011
Ad Hoc Senate Committee on Curriculum Approval and Review

Membership shall consist of at least one member from each of the following committees: Academic Affairs, Assessment, General Education, and Program Review. Preference will be given to incoming or recent committee chairs. Additional members from the four committees will be added to ensure one representative from each academic college. The Dean of Graduate and Interdisciplinary Studies will serve as an ex officio member. The Faculty Senate Executive Committee will designate one of its members to chair the committee.

The responsibilities of the Committee are to:

1. Examine the goals for academic programs and the curriculum the four committees share.
2. Consonant with Higher Learning Commission’s Criteria for Accreditation Criteria 5.C.2. “The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting,” evaluate to what extent these committees and their tasks can be re-structured and re-organized to achieve the shared goals more efficiently, ideally with fewer committees and fewer reports.
3. Report their recommendations to the Faculty Senate.
Resolution to Amendment to Senate Bill 2368

Whereas, NDSU as a driving force of research in North Dakota plays a vital role in improving the lives of the citizens of North Dakota through its research efforts and brings millions of dollars to the local and state economies; and

Whereas, academic freedom is integral to the foundation upon which successful research programs are built; and

Whereas, a recent amendment added to Senate Bill 2368 would prohibit universities in the state of North Dakota to contract with certain external funding agencies and community partners; and

Whereas, this amendment represents a significant threat to academic freedom; and

Whereas, this amendment would seriously limit the ability of faculty to fund and carry out their work on behalf of their universities, students and the people of North Dakota; and

Whereas, this amendment would jeopardize the future of key academic programs in medicine, health sciences, and other related disciplines at NDSU and UND, and

Whereas, this amendment would jeopardize medical and health related research and training in North Dakota; and

Be it resolved that the Faculty Senate at NDSU strongly opposes Senate Bill 2368 as amended and any other legislation that restricts the academic freedom of faculty to pursue their research responsibilities and goals as part of their mission to advance human knowledge and educate their students.

Substitution: Y. Yang for G. Shen, T. Fier for M. Engler, J. Glower for R. Green, and C. McGeorge for K. Benson

I. Approval of Minutes

MOTION (C. Pearson/Weber): to approve the minutes of the March 25, 2013, meeting as posted. MOTION CARRIED WITH UNANIMOUS CONSENT

II. Consent Agenda

- *Academic Affairs Report (Attachment 1)*

MOTION (Welch/ Helstern): to approve the consent agenda as posted. MOTION CARRIED WITH UNANIMOUS CONSENT

MOTION (McGeorge/Pearson): to move the New Business item up on the meeting agenda to allow ample time for discussion on the proposed Bylaws changes from the Commission on the Status of Women Faculty. MOTION CARRIED WITH UNANIMOUS CONSENT

III. New Business

- *Proposed Bylaws Changes from the Commission on the Status of Women Faculty (Attachment 5)*

A. Rupiper Taggart reported that the Advance FORWARD grant is coming to an end and the commission is seeking institutionalization through a relationship with the Faculty Senate. She provided an overview of the current structure of the commission and how current members were selected. She discussed how commission association with the Faculty Senate would enhance its presence and efforts.

Rupiper Taggart presented the following change to Article IV, Section 7, Number one (Faculty Affairs Committee) of the Faculty Senate Bylaws:

“Membership shall consist of one faculty member from each representation unit, a faculty representative from the Commission on the Status of Women Faculty, and a representative of the Dean of Graduate and Interdisciplinary Studies.”

MOTION (Rodgers/Pruess): to amend the proposed language to have faculty representatives from the Commission on the Status of Women Faculty and the College of Graduate and Interdisciplinary Studies be *non-voting* members. MOTION CARRIED WITH UNANIMOUS CONSENT.

Discussion ensued on the process for Bylaws changes, keeping faculty governance tightly controlled, and future membership on the commission.
MOTION (Weber/Helstern): to approve proposed changes as amended to the Faculty Senate Bylaws. MOTION CARRIED WITH UNANIMOUS CONSENT.

IV. General Announcements

A. President of Faculty Senate–

- Stone Carlson called for concise and succinct comments due to the number of agenda items.

B. President of Staff Senate –

L. DeGeldere reported:
- Gunkelman awards nominations are being accepted through Friday, April 12;
- The first faculty member to receive a Campus Kudos was awarded at the last Staff Senate to Anita Welch

C. Vice President of Student Body –

J. Beehler provided the following updates:
- There is an open invitation for faculty to attend the Bison Leader Awards as well as the State of the Student Address next Tuesday, April 16, in the Memorial Union.
- A tree planting ceremony in honor of NDSU students who have lost their lives since February 2012 is scheduled for April 22, 4:30 p.m.
- Student Government approved a resolution to allow the use of pepper spray and mace on campus.
- Legislative update – The higher education funding model is getting resistance in the house appropriations committee. As a result, Student Government will host a letter writing campaign to legislators from their home district to urge students, faculty, and staff to support the higher education funding model.

D. Textbook Requests –

C. Wichman, NDSU Bookstore offered the following announcements:
- Summer textbook adoptions: 82% of classes are in and 70% of departments are complete.
- Fall textbook adoptions: 31% of classes are in and 13% of departments are complete.
- Buyback begins April 29, 2013.
- Academic Pub – allows for custom publishing opportunities; instructors may customize printing across publishers; can take select chapters from one book and put with select chapters from another book.
- Instructors are urged to report when books are no longer being used so that the Bookstore can post a sign for students.

V. Senate Committee Reports

A. General Education – (Attachment 3 and Attachment 4)

A. Mara and S. Ray-Degges reported that the CULE committee is seeking Faculty Senate permission to move forward using the Five Core Questions (FCQ) as a framework for the general
education revision. The FCQ have been derived from feedback solicited from faculty and staff through department visits and open forums, as well as a myriad of written feedback received via email. Initially there were six questions, but feedback led the committee to the current FCQ. If this framework is approved, the CULE committee will enter the next phase and develop the outcomes and eventually a new general education model.

A question was raised about how the FCQ would be used in practice. Mara explained that the questions were the initial framework on which the committee will base learning outcomes. An inquiry was made as to the role of the LEAP initiatives and whether LEAP was consulted in this process. Mara explained that the committee did in fact review LEAP as one of its first tasks early in the process and that the FCQ were designed to overlay the LEAP initiatives.

Stone Carlson interjected that the discussion may be moving away from the initial intent and he reminded Senators the vote was to approve the FCQ and more information is forthcoming with respect to learning outcomes and model development. A vote on the FCQ would be an indication that the committee is moving in the right direction for general education revision. A recommendation was made that when moving forward with the FCQ that the committee flesh out a list of outcomes that will attach to each of the core questions.

MOTION (Carlson/DeSutter): to move forward with the five core questions with a recommendation to look more closely at questions 3 & 4 for revision. MOTION CARRIED.

MOTION (Skoy/Welch): to move forward with the proposal for SROI transition with the added recommendation to allow for the assessment of relevant student demographic. MOTION CARRIED WITH UNANIMOUS CONSENT

B. Ad-Hoc Committee on Assessment of Teaching – (Attachment 2 and Attachment 6)

C. Ray presented on the SROI transition detailing an 8-year transition timeline, the rationale for the number of items on the SROI, and data analyses. The final SROI items, as well as additional data analyses will be brought back to Faculty Senate for final approval.

MOTION (Skoy/Welch): to move forward with the proposal for SROI transition with the added recommendation to allow for the assessment of relevant student demographic. MOTION CARRIED WITH UNANIMOUS CONSENT

VIII. Adjournment

The meeting adjourned at 5 p.m.

Submitted,
RaNelle Ingalls, associate registrar
(for K.Wold-McCormick)
Approved Curricular Recommendations

**New Program in Human Development and Family Science Department**
Ph.D. in Couple and Family Therapy (CFT)

### New Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
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<tbody>
<tr>
<td>CJ</td>
<td>759</td>
<td>Advanced Research Design in Criminal Justice</td>
<td>3</td>
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<tr>
<td>NURS</td>
<td>460</td>
<td>Management, Leadership and Career Development</td>
<td>3</td>
</tr>
<tr>
<td>PHRM</td>
<td>705</td>
<td>Global Health</td>
<td>3</td>
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<td>THEA</td>
<td>460</td>
<td>Acting the Song</td>
<td>3</td>
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### Course Deletion

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<tbody>
<tr>
<td>PHRM</td>
<td>705</td>
<td>Public Health as a Team Endeavor</td>
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### Course Changes

#### From:

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<th>Title</th>
<th>Cr.</th>
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<td>HNES</td>
<td>426</td>
<td>Sport and Recreation Administration</td>
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<td>EMGT</td>
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### New Special Topics

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### Change in Prerequisites/Corequisites and Change in Bulletin Descriptions

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<tr>
<td>AGEC</td>
<td>339</td>
<td>Quantitative Methods &amp; Decision Making</td>
<td>Change in Bulletin Description</td>
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<td></td>
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<td>Prereq: ECON 201, MATH 146 and CSCI 116</td>
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<tr>
<td>BUSN</td>
<td>487</td>
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<td>MATH</td>
<td>760</td>
<td>Ordinary Differential Equations I</td>
<td>Change in Bulletin Description</td>
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<td>Prereq: MATH 650 or MATH 680 or Consent of instructor</td>
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<td>MATH</td>
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<td>Partial Differential Equations I</td>
<td>Prereq: MATH 650 or MATH 683 or Consent of instructor</td>
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<td>Prereq: MATH 144 or MATH 146, MGMT 320, and STAT 330</td>
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In 2006, North Dakota State University was ranked second to last from among 222 doctoral institutions in the *AAUP Faculty Gender Equity Indicators* report. One year later, a *Chronicle of Higher Education* article followed up on the report, highlighting a campus climate at NDSU that was “toxic” to female faculty. As one effort to improve campus climate and gender equity, Dr. Joey Sprague was invited to present a pedagogical luncheon on March 11, 2010 entitled “Gender and the evaluation of teaching: What we can’t count can hurt us,” prompting examination of the process utilized for students to evaluate teaching effectiveness.

At the January 23, 2012 Faculty Senate meeting, the Commission on the Status of Women Faculty, an interdisciplinary committee of NDSU faculty, presented results of a research project designed to identify possible bias in the current Student Ratings of Instruction (SROI) items, propose new SROI items, and field-test the new items. The result of the study indicated a need to revise both NDSU policy 332 and the SROI items. While efforts are currently underway to revise policy 332, no changes have yet occurred to the SROI items.

Therefore, a transition process is proposed wherein the five current SROI items are supplemented with the five SROI items that were proposed to the Faculty Senate by the Commission on the Status of Women Faculty in January 2012 and five additional items adapted from research literature according to the following timeline and recommendations. This transition process allows consistency in teaching assessment while simultaneously providing probationary faculty a choice concerning how they will be assessed.

**Current SROI Items**
*(Scale: Very Good; Good; In Between; Poor; Very Poor)*

Q1. Your satisfaction with the instruction in this course  
Q2. The instructor as a teacher  
Q3. The ability of the instructor to communicate effectively  
Q4. The quality of this course  
Q5. The fairness of procedures for grading this course

**Proposed SROI Items**
*(Scale: Strongly Agree; Agree; Neutral; Disagree; Strongly Disagree)*

Q6. This instructor created an atmosphere that is conducive to learning  
Q7. This instructor provided well-defined course objectives  
Q8. This instructor provided content and materials that were clear and well organized  
Q9. I understood how my grades were assigned in this course  
Q10. I met or exceeded the course objectives given for this course

Q11. The instructor was available to assist students outside of class  
Q12. The instructor provided feedback to me in a timely manner  
Q13. The instructor provided relevant feedback that helped me learn  
Q14. The instructor set and maintained high standards that students must meet  
Q15. The physical environment was conducive to learning
Transition Timeline

Fall 2013  An 8-year SROI transition phase should be implemented that includes administration of both current and proposed SROI items. The duration reflects the need for SROI consistency among current probationary faculty.

Fall 2013 – Data should be collected by the Office of Institutional Research (see below) Summer 2014

Fall 2014  A Faculty Senate ad hoc committee should be formed to make a recommendation to the Provost, based upon review of available data, concerning final approval of the proposed SROI items, including any revisions.

Fall 2015  All faculty hired beginning this date should be required to use the approved items for the duration of their probationary period.

Spring 2021  The transition phase ends. Only the approved items will be included on the SROI forms after this semester.

Transition Process Recommendations

1. Faculty hired before or during the 2013-14 academic year will have the option of reporting data from either the current or proposed SROI items. Faculty selecting the existing SROI items will continue to report data on items 2 and 4 while faculty selecting the proposed SROI items will tentatively report data from items 6, 7, and 8. A final decision must be made after reviewing results from the first set of data and all future reporting must use the same items to ensure consistency. This decision will be documented through a form placed in the instructor’s employment file and added to the PTE portfolio. A line will also be added to the policy and procedures checklist for portfolio evaluation to indicate the form is included.

2. Due to the sensitivity of the results to both sample size and outliers, SROI results should be reported as a mean, median, and range, and the number of responses should also be presented in addition to the number of students enrolled in the course.

3. A review process should occur at least every ten years to re-evaluate the Student Rating of Instruction items based upon available data. As indicated in the timeline above, the first review process should occur in the Fall 2015 semester.

Data Analysis

Data should be collected on both the current and proposed SROI rating items, separated by course/section, including, but not limited to, instructor and student gender, instructor race/ethnicity, instructor rank, student classification, academic college, required/elective course, student perception of meeting course outcomes (Q10), and physical environment (Q15) for item analysis purposes. During item piloting, the new and proposed SROI items should be administered in a manner that controls for possible order effects. Statistical analyses also should examine possible biases including, but not limited to gender and race/ethnicity.

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Items 6-10 were developed by the Commission on the Status of Women Faculty and field-tested in Fall 2010 in three classes consisting of approximately 500 students.
DATE: April 3, 2013

TO: Members Faculty Senate and Members of the NDSU Community

FROM: Core Undergraduate Learning Experiences (CULE)

RE: Five Core Questions to Frame Learning Outcomes for NDSU Undergraduates

Based on the feedback we received from 14 campus meetings, from approximately 50 pages of email, and from individuals who provided feedback on the Six Core Questions through the Group Decision Center, the members of CULE have revised the proposed Six Core Questions to Frame Learning Outcomes for NDSU Undergraduates. We are recommending the following revised Five Core Questions to Frame Undergraduate Learning Outcomes for NDSU Undergraduates to the Faculty Senate for the April 8, 2013 meeting:

1. How does the world work?
2. How do we create, expand, or discover knowledge and understand its limitations?
3. What does it mean to be human?
4. What values and practices are worth sustaining for the common good?
5. What are the world’s challenges and how might they be addressed?

We chose questions as a framework because questions encourage students to be curious and to be active learners. Questions help them understand that knowledge and understanding are not fixed and unchanging. We hope a framework of questions will promote a campus culture that values higher education as a gateway to lifelong learning, not just a credential.

We are continuing to revise, sharpen, and consolidate the individual Learning Outcomes into broader Learning Outcome categories. The provisional Learning Outcome categories are:

- Communication
- Critical Thinking and Problem Solving
- Understanding and Applying Technology
- Understanding Natural and Physical Worlds
- Understanding Human Societies
- Personal and Social Responsibility

We intend to present the Learning Outcome categories and their associated individual Learning Outcomes to the campus in late April or early May. If the Faculty Senate approves the Five Core Questions and the Learning Outcomes, CULE will develop a model of a GE program to help students fulfill those outcomes and will present this model to the campus for feedback. Based on the feedback, CULE will craft a recommendation for faculty review and the Faculty Senate’s approval.

CULE members: Marion Harris (AFSNR), Robert Harrold (Assessment, 2010-11), RaNelle Ingalls (Student Affairs), Rajesh Kavasseri (E&A), Andrew Mara (AHSS), Charlene Myhre (Libraries), Cynthia Naughton (PNAS), Lisa Nordick (DCE), Larry Peterson (Provost/Assessment), Seth Rasmussen (S&M), Susan Ray-Degges (HDE), Kent Sandstrom (Deans’ Liaison, replacing Kevin McCaul), Carolyn Schnell (University Studies), and Herbert Snyder (Business).
An example of potential learning outcomes linked to one of the five core questions:

- **Communication**
  - Students will, using a variety of formats, particularly written, oral, and visual methods
    - clearly communicate their analyses, knowledge, understanding, and conclusions related to the natural and social worlds
    - demonstrate mastery of the appropriate conventions
    - demonstrate the ability to communicate effectively with diverse audiences

- **Critical Thinking & Problem Solving**
  - Students will
    - explain the nature of evidence used to analyze the natural, physical, and social worlds
    - apply quantitative and qualitative methods to collect and analyze data
    - evaluate the assumptions, evidence, and logic of competing explanations
    - identify methods of inquiry, approaches to knowledge, and their assumptions and limitations in multiple disciplines
    - evaluate, synthesize, and apply evidence to understand and address complex, real world problems
    - generate reasoned, innovative approaches or solutions to unscripted, real world problems

- **Outcome**

**What are the world’s challenges and how might they be addressed?**

**How does the world work?**

**How do we create, expand, or discover knowledge and understand its limitations?**

**What does it mean to be human?**

**What values and practices are worth sustaining for the common good?**

Faculty Senate Minutes
North Dakota State University

Five Core Questions Framing Undergraduate Learning Outcomes for NDSU

April 2, 2013
Article IV: Faculty Senate Standing Committees

Section 5. Equity and Diversity
1. Voting membership shall consist of five faculty members and a faculty representative from FORwARD the Commission on the Status of Women Faculty recommended by the Faculty Senate Executive Committee and appointed by the Faculty Senate President. The Executive Committee shall strive for representation from diverse groups.
2. Non-voting membership shall consist of a representative from the office of the Vice President for Equity, Diversity, and Global Outreach.
3. Committee responsibilities include: a. Reviewing, revising and proposing policies to ensure that rights and considerations of diverse groups of faculty are included in NDSU policy, practices, and procedures.
   b. In particular, the committee will explore and identify ways that NDSU can be more inclusive for diverse faculty including women, people of color, and sexual minorities (e.g., lesbian, gay, bisexual, or transgendered).

Section 6. Executive Committee of the Faculty Senate
1. Voting membership shall consist of one senator from each representation unit, the President, the immediate Past President, and the President-Elect. In the event the immediate Past President is unable or unwilling to serve, the President will appoint another past President as a replacement for the immediate Past President on the committee. The term of office shall be for one year following the regular May meeting.
2. Non-voting membership shall consist of the Dean of Graduate and Interdisciplinary Studies, the Provost (or designee), a faculty representative from the Commission on the Status of Women Faculty the Faculty Senate Secretary, and the parliamentarian. The term of office of all members of Executive Committee shall be for one year following the regular May meeting.
3. During the first week of the fall semester, the Executive Committee shall meet and organize for the academic year.
4. Committee responsibilities are the following:
   a. Delegating tasks to Faculty Senate committees.
   b. Reviewing the progress of Faculty Senate committees.
   c. Setting the agenda for upcoming Faculty Senate meetings.
   d. Interpreting, when necessary, provisions of the Faculty Senate Constitution and Bylaws.

Section 7. Faculty Affairs
1. Membership shall consist of one faculty member from each representation unit, a representative from the Commission on the Status of Women Faculty, and a representative of the Dean of Graduate and Interdisciplinary Studies.
2. Committee responsibilities include the following:
   a. Reviewing policies and procedures relating to faculty affairs such as academic freedom, promotion, tenure, and evaluation, teaching and service.
   b. Reviewing and recommending revisions to the personnel sections of the Faculty Handbook concerning faculty affairs

Rationale:
A primary role for the CSWF, as charged by the Provost in its formative charter, is initiating policy change to improve organizational climate and recruitment, retention, and advancement of faculty. The NSF grant originally guiding Advance project activities is winding down, and effectively institutionalizing the CSWF so this work continues has become a priority. Designated membership on the above Faculty Senate bodies has three major advantages for this purpose: 1) policy discussions and change initiatives can be significantly facilitated; 2) CSWF will be “wired in” to evolving campus issues, enabling greater proactivity to address faculty needs; 3) a strong link to Faculty Senate enables a degree of independence from the Provost’s office.
Assessment of Teaching
Faculty Senate Ad Hoc Committee

SROI Transition

• Provide an SROI transition process that:
  – Provides a reasonable timeline
  – Provides consistency of assessment
  – Maximizes choice while also minimizing impact upon current faculty
  – Promotes evidence-based decision making
  – Results in an improved SROI
Transition Timeline: Eight Years

- Why so long?
  - One year for piloting / data analyses
  - Six years for tenure cycle
  - One year for tenure clock extensions

15 Items

- Why so many items?
  - Retain current items (for consistency)
  - Implement FORWARD items
  - Include additional literature-based items
  - Allows for complete statistical analysis
  - Only used for one year (during testing)

- What if these aren't perfect either?
  - Recommended 10-year review cycle
Data Analyses

• What about X analysis?
  – This proposal is to create a transition process
  – Suggested analyses have been provided, but this list will be finalized with various individuals if process is approved (e.g., Senate, IR, ITS, Registrar, Provost, etc.)

Questions?
The Faculty Senate meeting was held at 3:30 p.m. in the Prairie Room of the Memorial Union with Dr. T. Stone Carlson presiding and the following senators present: A. Akyuz, K. Benson, A. Bezbaruah, U. Burghaus, A. Denton, T. DeSutter, M. Engler, R. Green, J. Harmon, H. Hatterman-Valenti, X. Jia, B. Johnson, J. Jones, R. Jones, J. Knodel, W. Lin, F. Littman, T. Lundeen, K. Maddock Carlin, L. Manikowske, C. Pearson, B. Pruess, S. Rahman, Y. Rhee, K. Rodgers, G. Shen, M. Weber, A. Welch, E. Wu, N. Yu, W. Zhang, and P. Zhao

Substitutions: N. Fisher for P. Gibbs and C. Weber for L. Helstern

I) Approval of Minutes

MOTION (Welch/Weber): to approve the minutes of the April 8, 2013, meeting as posted. MOTION CARRIED WITH UNANIMOUS CONSENT.

Change in Order of Agenda:

MOTION (Yu/Littman): to move the Unfinished Business: Proposed Bylaws Change up in the agenda to after the announcements. MOTION CARRIED WITH UNANIMOUS CONSENT.

II) Consent Agenda

a. Academic Affairs Report (Attachment 1)
b. General Education Recommendation (Attachment 2)

MOTION (Pearson/Weber): to approve the Consent Agenda as posted. MOTION CARRIED WITH UNANIMOUS CONSENT.

III) General Announcements

a. NDSU President –

NDSU President Bresciani provided the following legislative updates:

i. The new statewide funding formula was approved, and will result in new resources for NDSU through our research, teaching, etc. The funding should help NDSU become not only a state leader, but a regional and national leader as well.

ii. Funding was received for the NDSU STEM classroom building. All capital projects were funded at 95%, with 5% going to a pool. Should construction costs exceed the 95% ratio, institutions could apply for the additional 5%.

iii. True up, or equity funding, of $6.4 million was approved. However, personnel costs were not fully covered. The SBHE will consider at this week’s meeting the balance and potential adjustments between tuition increases and equity funding for institutions across the state.

iv. The SBHE also will decide on the alignment or centralization of personnel in the University System. Some campus resources would be reallocated to the System Office if approved.
c. **NDSU Provost** –

Provost Rafert reported the following:

- President’s Task Force on Academic Freedom – surveys were distributed to about 22,000 faculty, staff, students and alumni with a May 8 deadline. All are encouraged to respond.
- Four candidates for the VP of Research have been to campus. An analysis of their strengths and weaknesses is being reviewed, but feedback is still welcome and may be directed to K. Katti or Provost Rafert. An offer likely will be made within the week.
- NDSU’s EPSCoR grant was renewed at the 50% level for the coming year, and we will need to apply again for future renewal. New commitments for next year might be thin.
- Conferral of tenure recommendations is on the SBHE Consent Agenda at its upcoming meeting.

d. **Staff Senate President** –

L. DeGeldere reported:

- Staff Senate elections were held last week. Kelly Bisek from Customer Account Services will serve as 2013-14 president and Wendy Clarin, Bison Connection/Bison Card, was elected president-elect.

e. **Student Senate Vice-President:**

- Eric Diederich, newly elected student body vice president, introduced himself as a junior in construction management. He looks forward to working with the Faculty Senate in the coming year to improve communication and academic experiences between students and faculty.
- The new student body president is Robbie Lauf.

IV) **Unfinished Business**

- **Proposed Bylaws Change from the Commission on the Status of Women Faculty** -

  MOTION (Welch/Littman): to approve the proposed Faculty Senate Bylaws change as presented. MOTION CARRIED WITH UNANIMOUS CONSENT.

V) **Committee Reports**

a. **Academic Affairs** –

   i. Addendum: *(Attachment 6)*

   C. Stevens presented an addendum of additional courses to the Academic Affairs report on the Consent Agenda.

   MOTION (Pearson/Zhang): to approve the Academic Affairs addendum as presented. MOTION CARRIED WITH UNANIMOUS CONSENT.
ii. Guidelines for accelerated/combined bachelors to masters programs:

D. Wittrock presented guidelines for combined/accelerated bachelors to masters programs of study at NDSU. Several academic departments have proposed accelerated or combined bachelors to masters programs recently, and a few such programs already exist on campus. The goal of the guidelines, which were approved by Graduate Council and endorsed by the Academic Affairs Committee, is to take existing programs and create a way for students to earn both degrees in a shorter amount of time with fewer total credits.

Wittrock reported that the Higher Learning Commission (HLC) allows for courses to be counted toward both UGRD and GRAD programs with the stipulation that at least 15 credits be taken at the graduate level in order to get a master’s degree. NDSU programs would double count 3-15 credits. These accelerated programs would be targeted at highly talented students and have minimum GPA standards. Graduate Council and Academic Affairs will review all combined program proposals for adherence to these guidelines.

Brief discussion ensued on how to submit proposals and whether students in such programs would qualify for graduate waivers. If support is available at the department level, the usual policies and procedures for assistantships would be applied for graduate courses only.

b. Council of College Faculties (CCF)--

- Minot State Vote of No Confidence in Chancellor Shirvani -
  http://www.minotstateu.edu/senate/

E.J. Miller reported on the CCF meeting discussion about the MiSU Faculty Senate vote of no confidence in Chancellor Shirvani. CCF members were asked to take this issue back to their respective campuses. Miller read a background of the MISU resolution, the resolution itself and a related timeline.

- In February - Chancellor Shirvani phoned the CCF representative to the SBHE asking for CCF support in affirming policies of board from a faculty level. CCF decided it would not be appropriate to take a stand one way or another;
- February 23 - ND Student Association had a vote of no confidence (53-2-7) in the chancellor;
- March 4 - J. Miller asked for guidance from NDSU’s Senate Executive Committee regarding these issues. Accreditation was identified as primary concern related to board policies. Miller informed the CCF president of the NDSU discussion;
- March 12 - Senator Grindberg called for the chancellor’s resignation based partly on open meetings violations;
- March 14 – A letter to the editor, written by former presidents, was published in the Forum;
- March 19 - Chancellor Shirvani, Vice Chancellor Haller, and board staff participated in the CCF meeting. When asked about campus
autonomy and accreditation issues, the chancellor indicated that problems arose because the board asked him to move quickly, and that he would like to receive feedback directly from the CCF;

- April 3 – Former President Chaffee wrote the Higher Learning Commission citing accreditation concerns because of board leadership practices.
- April 4 – Minot SU’s Faculty Senate approved a vote of no confidence in the chancellor;
- April 9 -- During the CCF meeting, the chancellor praised Skarphol and reported that implemented board policies were a result of best national practices. The CCF approved a motion asking each campus CCF representative to share the MiSU resolution with and have a related discussion on their respective campuses. It was believed that each campus’ faculty organization may wish to examine the recent struggles among the SBHE, the chancellor, the campuses and the legislative, and either draft a letter of support, or the lack thereof, of the chancellor.
- Reports on open meeting violations have continued.

Discussion among NDSU senators centered on open meetings violations and whether other faculty senates in the state have since passed no confidence votes. It was expressed that informed discussions with faculty should take place before a vote on recommendation action is taken one way or the other. The impact of any action may be less significant given the closure of the legislative session and actions taken at the upcoming SBHE meeting regarding.

A question was raised on national best practices regarding hiring/firing of institutional presidents since this is an expressed item of concern regarding the chancellor and campus leaders. Claims made by the former NDUS general counsel were mentioned, and concern was expressed about state level leadership not being congruent with what we are used to dealing with in North Dakota. One recommendation was to issue a statement that NDSU faculty does not support the chancellor’s policies, in general. Further discussion involved how to get CCF minutes and information out to the greater faculty body in a more timely manner (potential to link minutes and other information off of the Faculty Senate site).

Significant deliberation was held on possible courses of action by the Senate. Options presented included not taking any action; voting on a statement of concern around policies and leadership; and having the Executive Committee further investigate the matter.

MOTION (Pearson/Littman): to issue a statement that the NDSU Faculty Senate has strong concern around policies proposed by the NDUS chancellor and supported by SBHE as some of them may threaten institutional accreditation.

Concern was expressed that we do not have all of the facts and the issue is very politically charged. However, it was generally supported that the Senate has concerns and may want to take a stand. Student Body President Lauf was involved in the NDSA vote of no confidence and shared extensive information on his involvement and the student perspective.
WITHDRAWAL OF MOTION WITHOUT OBJECTION (Pearson/Pruess).

MOTION (Pruess/Green): In response to the NDUS Council of College Faculties' recent request to discuss the Minot State University Faculty Senate vote of no confidence in Chancellor Shirvani's leadership, because the NDSU Faculty Senate shares some of the same concerns expressed in the Minot State University Faculty Senate resolution, the NDSU Faculty Senate Executive Committee will investigate these matters further before a decision on an appropriate course of action is taken.

MOTION CARRIED WITH FOUR ABSTENTIONS: Welch, Zhang, Weber (for Helstern) and Benson.

c. General Education/Accreditation -

i. General Education Learning Outcomes (Attachment 3):

L. Peterson presented the recommended General Education Learning Outcomes developed by the CULE committee with input by NDSU faculty. Multiple meetings and open forums were held to focus on learning outcomes and defining language. The next step will be developing a new general education model based on these outcomes, which will be brought to the Senate for feedback and approval before finalized.

MOTION (Weber/Weber [for Helstern]): to approve the learning outcomes as presented. MOTION CARRIED WITH UNANIMOUS CONSENT.

ii. WICHE Passport Initiative:

The goal of the Passport Initiative is to create a common currency of learning outcomes for lower division general education coursework to facilitate student transfer between states. Twenty-three institutions are participating from the five pilots states: ND, HI, OR, UT and CA. Statewide meetings and on-campus open forums have been held. The learning outcomes have been narrowed down to written communication, oral communication and quantitative literacy. A passport status agreement is expected to be signed by August. A Group Decision Center survey will be distributed to gather additional faculty input.

d. Senate Coordinating Council –

- Policy 335: Code of Academic Responsibility and Conduct (Attachment 4)

MOTION (Green/DeSutter): to approve policy changes as presented. MOTION CARRIED WITH UNANIMOUS CONSENT.
New Business

e. Guidelines for the Use of Instructional Computing and Social Media Tools (Attachment 5) –

K. Sandstrom reported on behalf of the ad hoc committee which was charged by the provost to enumerate what policies and laws govern the use of social media in the classroom. The guidelines are designed to provide assistance and direction to faculty members at NDSU when using computing and social media resources as educational tools in courses.

Brief discussion followed on issues related to accessibility, student privacy, and alternatives for students who choose not to use social media. Three types of systems currently exist to facilitate learning and include internal tools such as Blackboard which are behind firewalls and ensure privacy but are not always suited to what instructors need; specific software selected by instructors; or social media such as Facebook or Twitter. The guidelines are written from a teaching perspective only.

Stone Carlson will send the guidelines to the faculty list to solicit feedback. The finalized guidelines will reside on the ITS web site and may be linked to the Provost, Faculty Senate, and Academic Affairs (and other) sites.

f. Passing of the Gavel to Incoming Faculty Senate President –

Stone Carlson presented the gavel to 2013-14 Faculty Senate President Harlene Hatterman-Valenti. He then thanked the Senate for the exciting and necessary work that was accomplished this past year.

Provost Rafert thanked Stone Carlson by presenting him with a plaque for his year of service as Faculty Senate president.

g. New President-Elect -

Birgit Pruess was presented as the candidate for president-elect for the coming year.

MOTION (Welch/Pearson): to confirm Pruess as president-elect of the Faculty Senate. MOTION CARRIED WITH UNANIMOUS CONSENT.

VI) Adjournment

Faculty Senate President Hatterman-Valenti adjourned the meeting at 5:25 p.m.

Submitted,

Kristi Wold-McCormick, Ph.D.
Secretary, Faculty Senate
## Academic Affairs Committee Report

### Approved Curricular Recommendations

#### New Transcriptable Options in Master of Education Degree

**Teacher Licensure**

#### New Courses

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<th>Subject No.</th>
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<tbody>
<tr>
<td>HIST 352</td>
<td>Museum Collections Management</td>
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<tr>
<td>THEA 181</td>
<td>Dramatic Literature &amp; Style II</td>
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#### Course Deletions

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<tr>
<td>ANTH 208</td>
<td>Folklore and Culture</td>
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<tr>
<td>ANTH 452/652</td>
<td>North American Indians</td>
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<tr>
<td>ANTH 458/658</td>
<td>Indians of the Plains</td>
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<td>ANTH 461/661</td>
<td>Germans from Russia</td>
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#### Course Changes

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<tbody>
<tr>
<td>Subject No.</td>
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<tr>
<td>ANTH 206</td>
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<td>CM&amp;E 204</td>
<td>Construction Surveying</td>
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<tr>
<td>CM&amp;E 260</td>
<td>Soils and Foundations</td>
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<tr>
<td>EMGT 715</td>
<td>Emergency Management for Public Health Professionals</td>
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<tr>
<td>PLSC 484/684</td>
<td>Plant Tissue Culture and Micropropagation</td>
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<tr>
<td>PSCI 413/613</td>
<td>Pharmacodynamics and Applied Therapeutics III</td>
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<tr>
<td>PSCI 414/614</td>
<td>Pharmacodynamics and Applied Therapeutics IV</td>
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<td>PSYC 755</td>
<td>Behavior Therapy &amp; Assessment I</td>
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<tr>
<td>PSYC 756</td>
<td>Behavior Therapy &amp; Assessment II</td>
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<tr>
<td>PSYC 770</td>
<td>Advanced Psychological Assessment</td>
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<td>THEA 180</td>
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<td>THEA 273</td>
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#### New Special Topics

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<tr>
<td>WGS 499</td>
<td>Gender and Media</td>
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#### Change in Prerequisites/Corequisites and Change in Bulletin Descriptions

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<thead>
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<th>Subject No.</th>
<th>Title</th>
<th>Prerequisite/Corequisite Change</th>
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<tbody>
<tr>
<td>ANTH 111</td>
<td>Introduction to Anthropology</td>
<td>Change in Bulletin Description</td>
</tr>
<tr>
<td>BUSN 780</td>
<td>Business Conditions Analysis</td>
<td>Delete all course prerequisites and corequisites</td>
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<tr>
<td>CM&amp;E 453</td>
<td>Concrete Design and Construction</td>
<td>Change in Bulletin Description</td>
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<td>HNES 256</td>
<td>Professional Preparation in High School Physical Education</td>
<td>Prereq: HNES 110</td>
</tr>
<tr>
<td>HNES 301</td>
<td>Motor Learning and Performance</td>
<td>Req: Professional Level 2, Completion of required 100 &amp; 200 level courses</td>
</tr>
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<td>Course Code</td>
<td>Course Name</td>
<td>Prerequisites</td>
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<tr>
<td>HNES 345</td>
<td>Material and Concepts of Health Education</td>
<td>Prereq: HNES 367; Req: Professional Level 2, Instructor Approval</td>
</tr>
<tr>
<td>TL 715</td>
<td>Enterprise Resource Planning</td>
<td>Change in Bulletin Description</td>
</tr>
<tr>
<td>TL 721</td>
<td>International Logistics Management</td>
<td>Prereq: TL 711</td>
</tr>
<tr>
<td>TL 723</td>
<td>Advanced Supply-Chain Planning Across the Enterprise</td>
<td>Prereq: TL 711</td>
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<tr>
<td>TL 725</td>
<td>Technology Advances and Logistics</td>
<td>Prereq: TL 711</td>
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<td>TL 727</td>
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<td>TL 729</td>
<td>Adaptive Planning in Logistics Systems</td>
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<td>TL 735</td>
<td>Acquisition Contracts: Law and Management</td>
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**Accelerated/Combined Undergraduate to Graduate Programs** (For Information Only)
- B.S./B.A. to M.S. Degree in Criminal Justice
- B.S. Degree with a Minor in Coatings and Polymeric Materials to M.S. or Ph.D. in CPM
- B.S. in Electrical or Computer Engineering to M.S./M.E. Degrees in Electrical and Computer Engineering

**Rescission of item previously approved by Faculty Senate**
Per department request, rescind Faculty Senate approval (March 25, 2013) of:
- Deletion of THEA 180: Dramatic Literature and Style
Approved General Education Recommendations
For Faculty Senate Meeting on (month/year): May 6, 2013

**Outcomes Key:**
1. Communicate effectively in a variety of contexts and formats.
2. Locate and use information for making appropriate personal and professional decisions.
3. Comprehend the concepts and perspectives needed to function in national and international societies.
4. Comprehend intrapersonal and interpersonal dynamics.
5. Comprehend concepts and methods of inquiry in science and technology, and their applications for society.
6. Integrate knowledge and ideas in a coherent and meaningful manner.
7. Comprehend the need for lifelong learning.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Recommended Categories</th>
<th>Recommended Outcomes</th>
</tr>
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<tr>
<td>PHYS 220</td>
<td>Physics for Designers</td>
<td>Sp</td>
<td>5, 6</td>
</tr>
<tr>
<td>PHIL 257</td>
<td>Traditional Logic</td>
<td>R</td>
<td>5, 6</td>
</tr>
</tbody>
</table>
## Proposed Undergraduate Learning Outcomes

### COMMUNICATION
Students will use a variety of modes, particularly written, oral, artistic, and visual, to
- effectively communicate analysis, knowledge, understanding, expression and/or conclusions
- skillfully use high-quality, credible, relevant sources
- demonstrate appropriate conventions in a variety of communication situations
- demonstrate the ability to communicate effectively with diverse audiences in a variety of contexts

### CRITICAL THINKING, CREATIVE THINKING, AND PROBLEM SOLVING
Students will
- explain the nature of evidence used for analysis
- apply quantitative and qualitative methods to collect and analyze data
- apply creativity and divergent thinking
- evaluate the assumptions, evidence, and logic of competing views and explanations
- identify methods of inquiry, approaches to knowledge, and their assumptions and limitations in multiple disciplines
- evaluate, synthesize, and apply evidence to understand and address complex, real world problems
- generate creative, reasoned, approaches or solutions to unscripted, real world problems

### UNDERSTANDING AND APPLYING TECHNOLOGY
Students will
- apply technology to demonstrate creativity and solve problems
- use technology to enhance understanding
- identify the social, aesthetic, and ethical implications of technological decisions
- analyze how technology shapes, limits, and augments our experiences and understandings

### UNDERSTANDING NATURAL AND PHYSICAL WORLDS
Students will
- analyze the elements and dynamics of natural and physical worlds
- apply the scientific method to investigate and explain natural and physical worlds

### UNDERSTANDING HUMAN SOCIETIES
Students will
- analyze the components and dynamics of human societies and their artistic, cultural, and historical contexts
- identify the role of aesthetic and creative activities as expressions of human experience
- identify values and contributions of diverse societies, both past and present
- identify how values and contributions of diverse societies provide contexts for individual experiences, values, ideas, artistic expressions, and identities
- analyze how cultural differences, both domestic and international, contribute to and shape solutions to challenges confronting individuals, groups, societies, or the global community

### PERSONAL AND SOCIAL RESPONSIBILITY
Students will
- examine their own values, biases, and conclusions
- analyze the ethical basis for and implications of personal, professional, and civic decisions
- comprehend and demonstrate appropriate standard of professional behavior
- identify stewardship of the land and its people as integral to a land-grant university
- analyze human impacts on the world and the importance of sustaining its resources for future generations
- engage in service learning
- collaborate with others in diverse interpersonal and intercultural settings

Revised by Core Undergraduate Learning Experiences (CULE) team 04/30/13
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 Melissa Lamp first so that a clean policy can be presented to the committees.

SECTION:

1. Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).

The proposed change allows for the possibility for dismissal from the Graduate School as a result of academic misconduct covered by this policy. It also clarifies the process for students in graduate interdisciplinary programs and non-degree students.

2. This policy was originated by (individual, office or committee/organization): David A. Wittrock, Dean of the College of Graduate and Interdisciplinary Studies.

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

   Senate Coordinating Committee:
   Faculty Senate:
   Staff Senate:
   Student Government:
   President’s Council:

If you have any questions regarding this cover sheet, please contact Melissa Lamp at 1-6133 or Melissa.lamp@ndsu.edu.

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 Melissa.Lamp@ndsu.edu. All suggestions will be considered, however due to policy format guidelines, they may not be possible. Thank you for your understanding.
SECTION 335 CODE OF ACADEMIC RESPONSIBILITY AND CONDUCT

SOURCE: NDSU Faculty Senate Policy

The academic community is operated on the basis of honesty, integrity, and fair play. This trust is violated when students engage in academic misconduct, either inadvertently or deliberately. This policy serves as the guideline for cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context (e.g., coursework, exams for degree requirements, practical experience, or fieldwork experience). Depending on the nature of the alleged offense, academic misconduct involving graduate or undergraduate research (e.g., thesis, dissertation, honors thesis), may be handled by either this policy or policy 326, ACADEMIC MISCONDUCT. This policy also serves as the guideline for cases in which there is evidence of student academic misconduct in more than one instance.

Procedures established by an academic college (including the College of Graduate and Interdisciplinary Studies) may exceed the minimum standards outlined in this policy. Academic colleges with an approved and published honor commission (or similar mechanism) may employ alternative procedures; however, the standards of expected behavior shall not be less than those in this policy. In all cases, the procedures presented in this policy for tracking academic misconduct must still be followed; see Sections 5.c and 5.d of this policy.

1. Definitions. In this policy, an “instructional staff member” is defined as anyone who has primary responsibility for a course, or other instructional context to which this policy applies. Examples of instructional staff members include tenured and tenure-track faculty members, professors of practice, teaching assistants who have primary responsibility for a course, teaching fellows, instructors, and lecturers.

In this policy, a “student” is defined as anyone enrolled in undergraduate, professional, or graduate coursework at NDSU. These students include individuals in a non-degree status, such as those taking NDSU courses through a collaborative, consortium, exchange, or early admission program, or in a conditional admit status (e.g., Tri-College, NDUS Collaborative Registration, and Early Entry/dual credit program).

2. Examples of behavior constituting academic misconduct. Academic misconduct (intentional or otherwise) includes but is not limited to the following:

   a) Plagiarizing, i.e., submitting work that is, in part or in whole, not entirely one’s own, without attributing such portions to their correct sources;

   i. Cases of apparently unintentional plagiarism or source misuse must be handled on a case-by-case basis and in the context of the instructor's policies. Unintentional plagiarism may constitute academic misconduct.

   ii. Improper attribution of sources may be a symptom of bad writing and not plagiarism. Instructors are encouraged to recognize that citation skills are developed over time and are contextual.
b) Receiving, possessing, distributing or using any material or assistance not authorized by the instructional staff member in the preparation of papers, reports, examinations or any class assignments to be submitted for credit as part of a course or to fulfill other academic requirements;

c) Unauthorized collaborating on individual assignments or representing work from unauthorized collaboration as independent work;

d) Having others take examinations or complete assignments (e.g., papers, reports, laboratory data, or products) for oneself;

e) Stealing or otherwise improperly obtaining copies of an examination or assignment before or after its administration, and/or passing it onto other students;

f) Unauthorized copying, in part or in whole, of exams or assignments kept by the instructional staff member, including those handed out in class for review purposes;

g) Altering or correcting a paper, report, presentation, examination, or any class assignment, in part or in whole, without the instructional staff member's permission, and submitting it for re-evaluation or re-grading;

h) Misrepresenting one's attendance or the attendance of others (e.g., by PRS or attendance sheet) in a course or practical experience where credit is given and/or a mandatory attendance policy is in effect;

i) Fabricating or falsifying information in research, papers, or reports;

j) Aiding or abetting academic misconduct, i.e., knowingly giving assistance not authorized by the instructional staff member to another in the preparation of papers, reports, presentations, examinations, or laboratory data and products;

k) Unauthorized copying of another student's work (e.g., data, results in a lab report, or exam);

l) Tampering with or destroying materials, (e.g., in order to impair another student's performance);

m) Utilizing false or misleading information (e.g., illness or family emergency) to gain extension or exemption on an assignment or test.

3. The university culture of academic honesty. A primary responsibility of the students, instructional staff members, staff members and administrators is to create an atmosphere in which academic honesty, integrity, and fair play are the norm and academic misconduct is minimized.
a) Instructional staff members are responsible for providing guidelines concerning academic misconduct at the beginning of each course in each class syllabus, and should use precautionary measures and security to discourage academic misconduct.

b) Students are subject to disciplinary action even when not enrolled in the course where the academic misconduct occurred.

4. Fairness. Instructional staff members and administrators are responsible for procedural fairness to any student accused of academic misconduct. An instructional staff member who suspects that academic misconduct has occurred in his/her class or other instructional context has an initial responsibility to:

a) inform the student involved of his/her suspicion and the suspicion’s grounds;

b) allow a fair opportunity for the student to respond;

c) make a fair and reasonable judgment as to whether any academic misconduct occurred; and

d) inform the student of the judgment, penalty (if any), and the student’s right to appeal. See also Section 5.c of this policy.

5. Penalties from instructional staff members for academic misconduct. Instructional staff members have the prerogative of determining the penalty for academic misconduct in their classes and other instructional contexts.

a) Penalties may be varied with the gravity of the offense and the circumstances of the particular case. Penalties may include, but are not limited to, failure for a particular assignment, test, or course.

b) If an instructional staff member imposes a penalty, the student may not drop the course in question without the permission of the instructional staff member. (The instructional staff member is responsible for notifying the Registrar to prevent the student from dropping the class.)

c) If an instructional staff member imposes a penalty, the instructional staff member must complete the Student Academic Misconduct Tracking Form and submit copies to the student, the chair/头 of the instructional staff member’s primary department, or the program director if the student is enrolled in an interdisciplinary program. It is the chair/Head or program director’s responsibility to forward copies of the tracking form to the dean of the college of the student’s primary major, the dean of the instructional staff member’s primary college, the Registrar, and the Provost/VPAA. In the case of graduate student academic misconduct, the Dean of the College of Graduate and Interdisciplinary Studies also must receive a copy of the completed Student Academic Misconduct Tracking Form.
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d) Within three class days of receiving the Student Academic Misconduct Tracking Form, the Registrar shall enter the information from the Student Academic Misconduct Tracking Form into a FERPA compliant Student Academic Misconduct Database.

e) In cases of particularly egregious academic misconduct, the dean of the college of the student’s primary major or the dean of the college where the academic misconduct occurred may recommend suspension or expulsion as outlined in Sections 9 and 10 of this policy.

6. Penalties from instructional staff members for students not enrolled in course. If a student involved in a case of academic misconduct is not enrolled in the course in which the academic misconduct occurred, the instructional staff member teaching that course may recommend a penalty to the dean of the instructional staff member’s primary college. If the student is enrolled in a different college, the dean will forward the recommendation to the dean of the college of the student’s primary major.

a) The dean of the college of the student’s primary major may impose academic warning or probation in the college, according to established college policy.

b) Alternatively, the dean of the college of the student’s primary major may recommend suspension or expulsion to the Academic Standards Committee (http://www.ndsu.edu/fileadmin/vpaa/POLICIES_FOR_NDSU_UNIVERSITY_ACADEMIC_STANDARDS_COMMITTEE-Rev_6_22_10.doc), as outlined in Sections 9 and 10 of this policy.

7. Penalties for students with multiple instances of academic misconduct. If, when entering an instructional staff member's report into the Student Academic Misconduct Database, it is discovered that the student has a prior record of academic misconduct, the Registrar shall notify the Provost/VPAA and dean of the college of the student's primary major about the student’s repeated academic misconduct.

a) In case of repeat offenses, the Provost/VPAA and/or the dean of the college of the student’s primary major may recommend additional penalties up to and including dismissal, suspension or expulsion, as outlined in Sections 9 and 10 of this policy.

b) In the case of graduate student academic misconduct, the Dean of the College of Graduate and Interdisciplinary Studies also must be notified.

8. Non-graduate student appeals for penalties from instructional staff members. A student who has received a penalty from an instructional staff member for academic misconduct may appeal the penalty on one or more of the following bases: the penalty was too severe for the offense; the instructional staff member’s decision was made in an arbitrary or capricious manner; the instructional staff member’s decision was not substantiated by adequate evidence; or the student’s rights were violated.
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a) If the student chooses to appeal the instructional staff member’s penalty, the student must initiate the appeal process within fifteen class days after the beginning of the following semester. For spring or summer courses, the appeal must be initiated within fifteen class days of the start of the fall semester. The student must appeal the penalty in writing. The appeal must be pursued in the following sequence: the instructional staff member, the chair/head of the instructional staff member’s primary department, and the dean of the instructional staff member’s primary college.

b) If the appeals outlined in Section 8.a. are not granted, the student may request a hearing by the Student Progress Committee in the college where the academic misconduct occurred to appeal the penalty. The student may request that two additional students be appointed to the Student Progress Committee for the hearing: one student shall be a member of the Student Court appointed to the Student Progress Committee by the Chief Justice of the Student Court, and the other student shall be a student senator for that college appointed to the Student Progress Committee by the Student Body President.

i. The outcome of the appeal shall be communicated to the Registrar by the Student Progress Committee within three class days after the Student Progress Committee has made its final decision. The decision of the Student Progress Committee is final.

ii. If the Student Progress Committee decides that no academic misconduct has occurred, then the Registrar shall delete all relevant information relating to the case from the Student Academic Misconduct Database. Otherwise, the Registrar shall enter the decision of the Student Progress Committee into the Student Academic Misconduct Database.

9. Suspension or expulsion at the university level of non-graduate students. In cases of particularly egregious academic misconduct, a student may be suspended or expelled for academic misconduct in accordance with the following procedure:

a) If the dean of the college of the student’s primary major or the dean of the college where the academic misconduct occurred decides that suspension or expulsion is warranted, that dean shall recommend suspension or expulsion to the Academic Standards Committee. At the same time, the dean who recommends suspension or expulsion also shall notify the student of this action and inform the student of the hearing and response options described in Sections 9.b. and 9.c. of this policy.

b) The student has five class days after receiving the dean’s notification to request a hearing from the Student Progress Committee (or Honor Commission or similar body) in the college of the dean who has recommended suspension or expulsion.

i. Such hearings shall be held in accordance with college policy.

ii. The Academic Standards Committee shall take no action on the case before a hearing is concluded.
iii. The Student Progress Committee (or Honor Commission or similar body) shall forward its decision and appropriate hearing information to the student, the dean who recommended suspension or expulsion, the dean of the college of the student’s primary major, and the Academic Standards Committee.

c) The student has five class days after receiving notification to respond to the dean’s recommendation and/or the hearing outcome in a written statement submitted to the Academic Standards Committee.

d) If the Academic Standards Committee decides that suspension or expulsion is warranted, the committee chair shall recommend suspension or expulsion to the Provost/VPAA. At the same time, the committee chair also shall notify the student of its decision and inform the student that he/she has the right to respond to the recommendation, as described in Section 9.e. of this policy.

e) The student has five class days after receiving the Academic Standards Committee’s notification to respond to the committee’s recommendation in a written statement to the Provost/VPAA.

f) If the Provost/VPAA decides that suspension or expulsion is warranted, he/she shall impose suspension or expulsion. At the same time, the Provost/VPAA shall notify the student of his/her decision and the terms of the decision, and inform the student that he/she has the right to appeal the penalty, as described in Section 9.g. of this policy. At the same time, the Provost/VPAA also shall notify the Registrar and President of the university of the action and its terms.

g) The student may file a written appeal of this penalty with the President of the University within thirty calendar days of receiving the notice of the decision. The President’s decision normally will be made within thirty calendar days after receiving the appeal. The President’s decision on the matter is final.

h) The Office of the President shall notify the following parties of the results of the final decision on suspension or expulsion: the student, the chair/head of the student’s primary major department, the dean who recommended suspension or expulsion, the dean of the college of the student’s primary major, the Academic Standards Committee, the Provost/VPAA, and the Registrar.

10. Procedures for cases involving graduate students. Accusations involving academic misconduct of graduate students will follow the procedure described in Sections 4-7 above, with the following exceptions. Appeals of penalties imposed by instructional staff member must be filed in accordance with the policy described in the NDSU Graduate Bulletin. Also, the dean of the college of the student’s primary major may recommend an additional penalty (including academic warning, academic probation, dismissal, suspension, or expulsion) to the Dean of the College of Graduate and Interdisciplinary Studies. If the student is enrolled in a graduate interdisciplinary program or is a non-degree student, the associate dean of the College of Graduate and Interdisciplinary Studies will review the case and make a recommendation to the
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The imposition of penalties shall be in accordance with the policy described in the NDSU Graduate Bulletin.

a) The Dean of the College of Graduate and Interdisciplinary Studies will provide the student with written notice of the following:

i. additional disciplinary action taken, if any;

ii. description of the graduate student appeal process, as outlined in the NDSU Graduate Bulletin;

iii. the date by which an appeal must be filed by the student, should the student choose to file an appeal.

b) If an appeal is filed, the Dean of the College of Graduate and Interdisciplinary Studies will notify the student of the result following the completion of the appeal process.

c) The following parties shall be notified if the student is dismissed, suspended or expelled: the student, the chair/head of the student's primary major department, the dean who recommended suspension or expulsion, the dean of the college of the student's primary major, the Academic Standards Committee, the Provost/VPAA, and the Registrar.

11. Procedures for cases involving individuals who are not NDSU students. If a person who is not an NDSU student (according to the definition in Section 1 of this policy) is involved in academic misconduct, the instructional staff member shall send a written statement describing the academic misconduct to the Provost/VPAA, Vice President for Student Affairs, Registrar, and Director of Admission for appropriate action. Appropriate action may include, but is not limited to, holds being placed on admission or readmission to the university, and notification being sent to the individual’s home institution.

12. Rescission of degrees. A degree previously awarded may be rescinded if it is determined that the graduate’s actions taken to obtain the degree involved academic misconduct. The degree conferring college reserves the right to recommend to the Provost the rescission of any wrongfully obtained degree(s).

a) Written notice of the concerns and recommendation to rescind the graduate’s degree(s) shall be sent via certified mail and email with return receipt to the graduate, with a hold placed on the student’s record. The graduate will have 30 days after the notice was received to respond in writing or request a hearing with the conferring college’s Student Progress Committee for undergraduate degree holder or the Graduate Council for graduate level degree holders. A recommendation by the Committee or Council to the Provost whether to rescind the degree(s) shall be made within 30 days after a response is received or hearing is completed.
b) A decision by the Provost shall be made within 30 calendar days after receiving the recommendation. The graduate has 10 business days after receiving the Committee or Council recommendation to respond, in writing, to the Provost. Notice of the decision whether to rescind the degree(s) shall be sent to the respondent via certified mail with return receipt. The respondent may file an appeal of this decision with the President of the University within 30 calendar days of receiving the notice of the decision. The President’s decision will normally be made within 30 calendar days after receiving the appeal.

c) The Office of Registration and Records will be notified of the results of the final decision on rescinding the degree(s).

GUIDELINES FOR THE USE OF Instructional COMPUTING and Social Media TOOLS

These guidelines are intended to provide assistance and direction to faculty members at NDSU for use of computing and social media resources as educational tools in all courses (online and traditional) at NDSU.

A. INTRODUCTION.

NDSU is guided by its Mission, Vision and Core Values, which provide the context through which NDSU makes decisions about its operations and activities. Within its Core Values, NDSU provides the following guidance about Teaching and Learning:

We provide a superior teaching and learning environment within and outside of the traditional classroom. We promote and value liberal, graduate and professional education in a collegial environment where divergent ideas can be shared. We foster an environment that promotes life-long learning with individually defined goals.

This Core Value inspires us to recognize technology’s value in the educational process for two important reasons. First, computing technology has created many new tools that can be highly effective as pedagogical devices. Second, computing resources are now ubiquitous in our society, and NDSU needs to help train its students in cutting-edge computing technology in order to prepare them for their roles as employees, entrepreneurs and citizens.

Nevertheless, NDSU must be mindful of legal restraints, privacy concerns, and security issues which exist for computing resources, and particularly the internet and social media. As will be discussed in more detail below, the University must comply with: (i) the Family Educational Rights and Privacy Act (“FERPA”) which protects a student’s educational records, including classroom assignments/projects; and (ii) the Americans with Disability Act (“ADA”) which requires NDSU to provide academic adjustments and auxiliary aids and services to otherwise qualified students with disabilities (e.g., readers, interpreters, adaptive equipment for classroom use) if these are needed for equality of opportunity.
Moreover, even when FERPA and the ADA are not implicated in the use of a particular computing tool, NDSU must still be mindful of basic security and privacy concerns associated with our students’ information.

It is important to NDSU faculty to provide an innovative, engaging atmosphere for instructional learning and still be mindful of NDSU policy and procedure and all applicable federal and state regulations when creating that environment. To encourage this, the following guidelines have been created and are intended to be flexible enough to foster development of new and exciting computing tools for instructional purposes.

**B. WHEN SELECTING YOUR COMPUTING TOOLS.**

The first determination to be made is whether to use a computing tool which is (1) provided by NDSU; (2) acquired by a faculty member specifically for a particular class; or (3) a publicly-available non-NDSU social media computing tool such as Facebook, Twitter, etc. This section will provide guidance regarding each of these options.

1. **NDSU PROVIDED COMPUTING OPTIONS:** NDSU, through its Information Technology Services, provides many tools to support the academic mission. The primary benefits of using NDSU-provided services are the ease of use, cost savings for the instructor, and protection of data. Primarily, these tools are found in Blackboard and present faculty with several instructional benefits including a secure interface for instruction and testing for the students and the faculty that helps support the prevention of cheating or plagiarizing; the ability to facilitate online discussions between students, and between students and the instructor(s); and a secure and safe environment for submitting work.

2. **CLASS-SPECIFIC ACQUIRED COMPUTING OPTIONS:** There may be circumstances when a faculty member opts to use a 3rd-party computing tool that is not provided by NDSU. Examples of this might be a facilitative, online interactive or a class specific web-based service, including test-
taking/grading options. These services/tools may be used by NDSU faculty; however, 3rd party services raise privacy and security concerns if they are transmitting and receiving student educational records or other protected data. As a result, the University, not the faculty member, will need to enter into an agreement with the 3rd-party provider. Faculty members can contact the Vice President for IT or his/her respective chairperson in order to discuss the process involved with acquiring the tool.

3. **PUBLICLY-AVAILABLE THIRD PARTY SOCIAL MEDIA TOOLS**: Some faculty may choose to utilize publicly available social media tools as pedagogical devices for their class (e.g., Facebook, Twitter, etc.). When using these tools, faculty members must be cognizant of privacy and security issues that can occur in this environment. Listed below are basic guidelines for social media usage:

(a) When using social media tools, alert the students to their use as soon as possible so that the students can consider whether they want to participate in the class. This can be done through the faculty member’s syllabus by specifying if and which social media tools will be used. Students also need to be informed if classroom material will be publicly available through a social media site.

(b) If relevant and reasonable, provide the students with an alternative for participation in a way that does not include the social media participation if (1) the student requests such an alternative; or (2) it is necessary to comply with the Americans with Disability Act as determined by NDSU Disability Services.

(c) If the students, are required by the site to create an account that requires a login and/or password, and the student does not want to use their real name, or the site could potentially provide information that will identify the student and the student’s work to people outside of the classroom, provide a process that permits the
students to create an alias or other mechanism (known by the faculty member) that prevents the student from being publicly recognizable.

(d) Encourage students not to provide information that they would not want publicly known, including personal information, medical information, social security numbers, etc.

(e) Beyond personal information, faculty and students must be polite and respectful in their discussions and online presence. An educational exercise/assignment using online social media must follow the same rules of decorum and respect that would occur in a face-to-face classroom.

(f) Many privacy and security issues relate to the fact that these sites can publicly share information such as comments/discussions are available to the public and can be difficult to delete or remove from the site. If possible, when using a social media site for discussion, create a “private group” for the class. Most social media sites have privacy settings; inform the students what those settings are and where they are located. Be sure to explain to them what settings are expected to be used for the duration of the class.

(g) It is highly recommended that faculty members don’t use their personal social media sites for teaching purposes. If the faculty member chooses to use his/her own social media site(s) as an online media tool for instruction, then he/she should treat the personal environment as an extension of his/her classroom.

(h) Class discussions may be conducted via social media but, evaluative comments and grades must not be shared publicly or with other members of the class.
(i) Social media Internet sites have the ability to share information quickly and worldwide, be sure to take precautions to protect all confidential, sensitive, copyright protected and proprietary information to which, you as an NDSU faculty member own or have access to and will be using for the class.

(j) It is recommended to incorporate the Fair Use Guidelines for Online Learning for materials which you don’t own or have formal written permission to use.

(k) Ensure the terms of the Internet site or services you are using are appropriate for the work you are doing. For example, some services store data in foreign countries, some respond to government requests for data without notice to users, and some retain your data even after your account is closed.

(l) Be mindful of NDSU policies and procedures when using computing tools to facilitate student learning within your course. The policies and procedures listed below can be found at www.ndsu.edu/policy.

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<th>Policy/Procedure Title</th>
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NDSU Links and Resources

Legal: www.ndsu.edu/general_counsel/

Fair Use Guidelines: www.ndsu.edu/its/fair_use_guidelines_for_educational_multimedia

Copyright Guidelines: www.ndsu.edu/its/copyright

IT Security Guidelines: www.ndsu.edu/its/security

Contact Information

NDSU’s general counsel office:

Phone:

Email:

Web site: www.ndsu.edu/general_counsel

NDSU’s information technology security office:

Phone: 231-5870

Email: ndsu.itso@ndsu.edu

Web site: www.ndsu.edu/its/security
NDSU’s Provost for Academic Affairs:

Phone:

Email:

Web site:

Date: February 27, 2013
Curricular Recommendations

New Courses

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Course Changes

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