NDSU | COLLEGE OF HEALTH PROFESSIONS

Policy Manual

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BY-LAWS GOVERNING THE COLLEGE OF HEALTH PROFESSIONS

GENERAL DESCRIPTION

The College of Health Professions, a major academic unit of North Dakota State University, serves the state and region through its programs in pharmacy, nursing, allied sciences, and public health education, research, patient care, and public service. The College is composed of five academic departments: the Department of Allied Sciences (including Respiratory Care, Medical Laboratory Science and Radiologic Sciences), the Department of Public Health, the School of Nursing, the School of Pharmacy (Department of Pharmaceutical Sciences and the Department of Pharmacy Practice). Allied Sciences maintains affiliations with accredited, hospital-based clinical programs in respiratory care, medical laboratory science, and radiologic sciences. The nursing program is approved by the North Dakota Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE). The pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE). The MPH program is accredited by the Council on Education for Public Health (CEPH). Academic degrees offered by the College include: Bachelor of Science and Doctor of Nursing Practice, Doctor of Pharmacy, and Bachelor of Science, Master of Science and Doctor of Philosophy in Pharmaceutical Sciences, Master of Public Health, and Bachelor of Science in Respiratory Care, Medical Laboratory Science, and Radiologic Sciences.

I. Governance

The Faculty of the College of Health Professions (hereafter referred to as "The College") shall govern the College in accordance with the laws and regulations of the state of North Dakota, North Dakota State Board of Higher Education, and the policies and directives of the University.

II. Membership, Duties and Voting Privileges of the Faculty

A. Membership

Members of the Faculty will be instructors, lecturers, senior lecturers, assistant, associate, and professors of practice, research faculty, assistant, associate, and full professors who hold full-time, part-time or adjunct appointments in the College.

B. Duties of the Faculty

The immediate governance of the College shall be by the Faculty. Without limiting the generality of the foregoing statement, such power shall include adopting admission requirements; developing, evaluating, and implementing the academic programs of the College; determining requirements for graduation; recommending degree candidates; developing research and continuing education programs; and evaluating student progress and conduct.

C. Voting Membership

1. Voting membership of the College Faculty shall consist of members of the Faculty in the College who are benefited employees of the University.
2. Faculty members not meeting the above qualifications may be given a vote provided they have been approved for voting status by two-thirds of the eligible voting members present. A vote will be taken annually to determine voting status of non-full-time voting faculty.

III. Faculty Meetings

A. Frequency

1. Meetings of the Faculty shall be held at least one time per semester, or upon the written request of five members of the Faculty, or upon the call of the Dean or Associate Deans.

2. In lieu of additional meetings, business may be conducted via electronic notification and ballot providing a quorum number of electronic votes are cast.

B. Quorum

Fifty percent of the voting members of the Faculty shall constitute a quorum.

C. Order of Business

An agenda and associated documents shall be established by the Dean or the Dean's designee and shall be distributed one week prior to each meeting. Any member of the voting faculty may place an item on the agenda by contacting the Faculty Secretary. Robert's Rules of Order shall prevail at all faculty meetings.

D. Presiding Officer

The Dean shall be the presiding officer. In the Dean's absence or inability to preside, this function shall be exercised by an Associate Dean, or a faculty member designated by the Dean.

E. Secretary of the Faculty

The Secretary of the Faculty shall be elected by the Faculty annually. The Secretary shall be responsible to the Faculty for proper records, shall send notices of the meetings, and shall be responsible for presentation to the Faculty, in advance of any meeting, adequate information regarding matters to be considered. Further, the Secretary shall be responsible for maintaining and distributing the minutes of each faculty meeting, shall conduct all elections which require a written ballot, and shall keep a valid roster of the voting members of the Faculty.

F.Parliamentarian

A parliamentarian shall be elected by the Faculty annually and shall rule on all questions of parliamentary procedure.

IV. Committees (General Provisions)

The immediate governance of the College and its respective disciplines shall be by the Faculty. College level business shall be governed by College Faculty including but not be limited to the governance of College Standing Committees relative to their area of responsibility assigned by the College Faculty. Discipline specific business (e.g. pharmacy, nursing, allied sciences, and public health) shall be governed by the Faculty of that Discipline including but not limited to the governance of Standing Committees established by the Discipline relative to their area of responsibility assigned by the Discipline's Faculty. Without limiting the generality of the foregoing statement, such power of the Faculty shall include adopting admission requirements; developing, evaluating, and implementing the academic programs of the discipline; determining requirements for graduation; recommending degree candidates; developing research and continuing education programs; and evaluating student progress and conduct. Such power and authority of the Faculty shall be executed in accordance with the rules, regulations, policies, and procedures established by the Faculty for the College and its respective disciplines. Ad-hoc committees of the Faculty may be appointed by the Dean of the College for such purposes as may be deemed necessary by the Dean or the Faculty. When appropriate all standing committees shall provide a progress report to the full faculty on any actions or informational items requiring faculty consideration.

V. College Standing Committees

A. Administrative Council

The Administrative Council of the College shall consist of the Dean, who shall be chair, the Associate Deans of the College, Chair or a designee from each of the academic departments or programs within the College, the College Budget Manager, and the Senior Director of Development. The Administrative Council acting as the leadership team of the College shall be an advisory committee to the Dean on administrative matters affecting

the College. The Administrative Council shall periodically review the Bylaws and present any proposed changes to the Faculty.

B. Dean's Student Liaison Committee

The Dean's Student Liaison Committee shall consist of the Associate Dean for Student Affairs and Faculty Development, who shall be chair, and one student representative from each of the following areas: first year, second year, third year, and fourth year of the pharmacy professional program; first year, second year, and third year of the nursing professional program; two allied sciences professional students; one MPH student, as well as one representative from each college student organization officially registered with the NDSU Student Activities Office. Student representatives from each group will be elected annually by their respective class or student organization. The purpose of the Dean's Student Liaison Committee is to provide students with an opportunity to interact directly with the Deans Office, to exchange information, to advise the Dean on student organization budget requests, and to problem-solve on matters of interest and concern to students.

C. Scholarship Recognition/Awards Committee

The Scholarship Recognition/Awards Committee shall consist of at least one representative at the rank of lecturer or higher from each department of the College, Senior Director of Development, Scholarship Coordinator, and Associate Dean for Student Affairs and Faculty Development. The Committee shall be responsible for planning the College Annual Student Recognition Program and the presentation of individual awards to students. Under the leadership of the Committee, department adhoc committees are formed to select their respective recipients by evaluating scholarship applications; implementing the criteria established by the Faculty and donors for individual scholarship awards; and making decisions on the selection of student scholarship recipients. Departmental standing committees may substitute for department adhoc committees if mutually agreeable to both department and college Scholarship Recognition/Awards Committee. The College Committee shall be responsible for working with the Student Financial Services to ensure that the necessary funds are distributed.

D. Promotion, Tenure, and Evaluation Committees

The College Promotion, Tenure, and Evaluation (PTE) Committee shall evaluate faculty candidates of the College and make recommendations for their promotion and/or tenure in accordance with the guidelines and standards established by the Department, the College, and the Promotion, Tenure and Evaluation Guidelines and Policies of North Dakota State University. The College PTE Committee shall also review and make recommendations to the Faculty concerning the guidelines and standards for promotion and tenure within the College. The College PTE Committee shall consist of at least three (3) faculty members holding tenured appointments in the College with a minimum rank of associate professor. If eligible, each academic department shall have at least one representative on the College PTE Committee. Faculty with administrative appointments in academic units are not eligible for membership on the College PTE Committee. All College PTE Committee members shall be elected by the College Faculty by ballot in an election conducted by the Faculty Secretary prior to September 15th. Each member shall be elected for a term of three (3) years and may be re-elected. The Chair of the College PTE Committee shall be elected annually by the Committee. In the event of a resignation from the Committee, a new election will be held to fill the vacancy on the Committee for the remainder of the unexpired term. Faculty members who are candidates for promotion and/or tenure shall not serve on the College PTE Committee during the period of time in which their candidacy is under consideration.

Each eligible department in the College shall have a Department Promotion, Tenure, and Evaluation (PTE) Committee. The Department PTE Committee shall evaluate faculty candidates of the Department and make recommendations for their promotion and/or tenure in accordance with the guidelines and standards established by the Department, the College, and the Promotion, Tenure and Evaluation Guidelines and Policies of North Dakota State University. The Department PTE Committee shall consist of at least three (3) faculty members holding tenured appointments in the Department with a minimum rank of associate professor. If more than three

(3) faculty are eligible, all tenured faculty members in the department shall have membership on the Department PTE Committee. Faculty with administrative appointments in academic units are not eligible for membership on the Department PTE Committee. If less than three (3) faculty are eligible, the Department shall appoint a sufficient number of tenured faculty from outside the Department to serve on the Department PTE Committee. The Chair of the Department PTE Committee shall be elected annually by the Committee. Faculty members who are candidates for promotion and/or tenure shall not serve on the Department PTE Committee during the period of time in which their candidacy is under consideration. Faculty members cannot serve on both department and college PTE Committees at the same time. If a department cannot fill both committees, they can solicit a member from outside the department to fill the committee.

E. Academic Affairs Committee

The Academic Affairs Committee shall consist of the Senior Associate Dean, who shall be chair, and a minimum of four members, including at least one from each academic department. With the assistance of the Dean's office, the responsibilities of this committee are to: 1) recommend curriculum and programmatic changes to the University Academic Affairs Committee on behalf of the College and its academic programs; 2) recommend to the Faculty policies and standards regarding academic integrity, probation, termination, suspension and readmission within the College; 3) based on policies and standards established by the Faculty, review and recommend action on academic issues dealing with sanction, suspension, or termination; and 4) In conjunction with the Office of Registration and Records, review and act upon requests for waiver and substitution of coursework required by the College.

F. Educational Resources Committee

The Educational Resources Committee shall consist of at least one member from each academic department, one staff member with expertise in technology and the Health Sciences Librarian at the College. The Committee shall approve requests for new acquisitions to the Health Sciences Library and formulate appropriate recommendations to the Main Library on the operation of the Health Sciences Library. The Committee shall serve as a forum for faculty input in, enhancing and sustaining adequate learning resources, and instructional technology to support the mission of the College and its Departments.

G. College Awards Committee

The College Awards Committee shall consist of at least two faculty members and one student from each department of the College and one faculty member from outside the College. Each department will select their own department faculty representative to serve on the College Awards Committee. Student representatives will be selected by the Dean's Student Liaison Committee. The faculty representative from outside the College will be appointed by the Dean. Members of the College Awards Committee who are nominated for a college award must recuse themselves from the selection process for that specific award. Members of the College Awards Committee shall elect a chair annually who will be responsible for facilitating the awards selection process for each college award according to the criteria and procedures outlined in the college recognition awards policy. By March 1, the College Awards Committee shall by majority vote make a recommendation to the Dean for selection of each award recipient based on the award's criteria and the written documentation submitted by candidates. By March 15, the Dean shall make the final decision on all awards given.

H. College Student Affairs Committee

The Student Affairs Committee shall consist of the Associate Dean for Student Affairs and Faculty Development, who shall be chair, and a minimum of four members, including at least one from each academic department, the Director of Outreach and Community Engagement, and a student member. With assistance from the Dean's office, the responsibilities of this committee are to: 1) provide oversight of the admissions processes in place within the College; 2) recommend to the faculty policies and standards for academic advising; 3) identify recruitment needs for academic programs; 4) provide oversight of and distribution of information for student background checks; 5) review student complaints; 6) serve as a liaison for equity/diversity efforts within the

College; 7) track post-graduate employment; 8) based on the policies and standards established by the faculty, review and recommend action on professional misconduct issues dealing with termination and suspension; and 9) provide an inclusive environment for all students (pre-professional, professional, and graduate).

I. Interprofessional Education Committee

The purpose of the Interprofessional Education Committee is to expand, enhance, and sustain interprofessional education opportunities within the curriculums of pharmacy, nursing, allied science, and public health disciplines. Members of the Interprofessional Education Committee shall consist of the Senior Associate Dean and representation from each discipline as deemed appropriate with at least one faculty member from each academic discipline. The responsibilities of the committee are to: 1) facilitate cross-program interaction; 2) promote curriculum innovations in interprofessional education across all disciplines; 3) assess the impact of interprofessional education; and 4) support faculty development and training efforts in the delivery of interprofessional education.

J. The Faculty Development Committee

The Faculty Development Committee shall consist of the Associate Dean for Student Affairs and Faculty Development and at least one member with faculty rank (per NDSU Policy 350.1) from each of the academic departments in the College. The Committee shall serve as a forum for soliciting input, and making policy recommendations based on that input, to promote continuous improvement in all areas relevant to academic performance (teaching, scholarship, service, advising, and clinical practice). The Committee is also responsible for sponsoring and implementing programming to expose faculty within the College to new tools (both practical and theoretical) that they can use to more effectively fulfill their academic and professional responsibilities.

K. The Inclusivity Committee

The Inclusivity Committee shall consist of the Associate Dean for Student Affairs and Faculty Development, at least one member with faculty rank (per NDSU Policy 350.1) from each of the academic departments in the College, at least one staff member, one member of the community, and one student member from each academic program in the College. Students, faculty, and staff who represent the diverse backgrounds and cultures that exist within the College are especially encouraged to serve on the Committee and to participate in its activities. The Committee shall serve as a forum for soliciting input, and making policy recommendations based on that input, to promote continuous improvement in all areas relevant to diversity and cultural competency. As a part of this charge, the Committee will recognize the efforts of individuals within the College to promote diversity and cultural competence. The Committee is responsible for securing the resources to sponsor and implement programming to expose faculty, staff, and students within the College to new ideas and tools that they can use to ensure that the College and its academic programs promote an open and welcoming working and learning environment.

VI. Allied Sciences Standing Committees

A. NDSU/Sanford Health Respiratory Care

1. Consortium Committee

The NDSU/Sanford Health Respiratory Care Consortium Committee shall consist of three NDSU representatives and three Sanford Health members. The Consortium Committee provides overall direction of the NDSU/Sanford Health Respiratory Care program and its personnel through the development and approval of policies and procedures, including selection of students for admission into the professional program.

2. Curriculum Committee

The NDSU/Sanford Health Respiratory Care Curriculum Committee shall consist of at least two NDSU representatives and two Sanford Health Respiratory Care faculty. The Curriculum Committee makes

recommendations for curriculum guidelines and revisions to the Consortium Committee and approves the RC 494 Specialty Option Proposals.

3. Advisory Committee

The NDSU/Sanford Health Respiratory Care Advisory Committee shall consist of representatives of the communities of interest in the NDSU/Sanford Health Respiratory Care Program: a senior year student, a graduate of the program, administrative representatives of acute care, home care, and community hospital affiliates, a public/consumer representative, physician, and an NDSU administrative representative. The NDSU/Sanford Health Respiratory Care Advisory Committee provides guidance in curriculum content related to the needs and/or expectations of the communities of interest of the program.

B. Radiologic Sciences-Sonography

1. Consortium Committee

The Sonography Consortium Committee shall consist of three College administrative representatives and four Sanford Health members. The Sonography Consortium Committee provides overall direction of the sonography program and its personnel through the development and approval of bylaws, policies and procedures, and selects students for admission into the professional program.

2. Advisory Committee

The Sonography Advisory Committee shall consist of representatives of the communities of interest of the program; a student currently enrolled in the Sanford Sonography Program, one NDSU and one Sanford administrative representative, a local hospital sonography care representative, a community hospital representative, a public/consumer representative, and a physician representative. The Sonography Advisory Committee provides guidance in curriculum content related to the needs and/or expectations of the communities of interest of the program.

3. Curriculum Committee

The Sonography Curriculum Committee shall consist of two College administrative representatives and the Sanford Sonography Program Director. The Curriculum Committee reviews program curriculum and makes recommendation for approval by the Consortium Committee.

C. Assessment Committee

The Department of Allied Sciences Assessment Committee shall consist of the director of the Department of Allied Sciences and program directors of affiliated hospital programs. The Assessment Committee will develop an annual assessment plan, design and implement assessment measures, discuss and implement an action plan, evaluate effectiveness for program improvement, and report annually to the designated University Official(s).

D. Allied Sciences Alumni Advisory Board

The Department of Allied Sciences Alumni Advisory Board shall consist of representation from the programs within the department, with the Dean, Director of Advancement and Director, Department of Allied Sciences serving as ex-officio members. New members will be recommended by current members and appointed by the director. A chair will be elected annually by the advisory board membership. The Alumni Advisory Board shall assist the department to: 1) build and maintain an advancement program; 2) review program goals and outcomes, assessment data, and curriculum, and determine continuous quality improvement efforts; 3) identify financial, physical, and human resources needed to deliver quality programs; 4) identify current needs, trends affecting the professions, future challenges, and opportunities to advance programs; and 5) strategize, develop, promote and encourage interprofessional collaborations among the college's academic units.

(Standing Committees of other disciplines are listed in their respective By-laws.)

VII. Suspension of Rules

At any meeting of the Faculty, the rules of order governing the conduct of the meeting may be suspended by vote of the Faculty provided that not more than one-fourth of the voting members present object to such suspension and provided that a quorum is present.

VIII. Amendment of the Bylaws Governing the Faculty of the College

These Bylaws may be amended at any meeting of the Faculty where a quorum is present by a two-thirds vote of the voting members present, provided written notice of the amendment with an accompanying statement of the purpose and effect was distributed to each member of the Faculty at least seven days prior to the meeting at which the amendment is to be moved, or provided the motion was originally presented at a preceding meeting of the Faculty.

Approved: 11/24/92
Revised: 11/23/98; 8/23/00; 1/24/2007; 12/7/07; 4/15/09; 10/15/09; 2/2/10; 9/21/11; 3/26/12; 12/13/12; 12/11/13; 12/3/14; 5/11/16; 10/31/18
Housekeeping: 12/3/14; 4/29/15
Source: Faculty Meeting Minutes

COLLEGE
Policy 1.02

Representation on University Senate

College of Health Professions representation on the University Senate shall consist of one representative from each department, i.e., Pharmacy Practice, Pharmaceutical Sciences, Nursing, Allied Sciences, and Public Health.

Approved: 2/25/88
Housekeeping: 4/29/15
Source: Faculty Meeting Minutes

College of Health Professions
Standards for Promotion, Tenure and Evaluation

I. Introduction

This document sets forth the criteria to be used by the College of Health Professions, hereafter referred to as the "College," in the appointment of new faculty and in the recommendation of faculty for promotion, continued appointment, and tenure, in accordance with the policies of North Dakota State University and the State Board of Higher Education. These criteria will be used to evaluate probationary (tenure track), special appointment (non-tenure track), and tenured faculty. The following two paragraphs are excerpted from the NDSU Policy Manual, section 352 and 350.1.

The promoting of faculty and awarding of tenure, and the prerequisite processes of evaluation and review, are of fundamental importance to the long-term ability of the University to carry out its mission. Promotion recognizes the high quality of a faculty member's contributions in the areas of teaching, scholarship (research and discovery), and service. Promotion acknowledges that the faculty member's contribution to the university is of increasing value. Tenure assures academic freedom and enhances economic security for faculty members who show promise of sustained contributions in those three areas. Tenure aims to both recognize a candidate's potential long-term value to the institution, as evidenced by professional performance and growth, and to provide the expectation of continued employment. The decision to award tenure rests on criteria that reflect the potential long-term contribution of the faculty member to the purposes, priorities, and resources of the institution, the College, and its programs.

From the University's mission flows the expectation that each faculty member will make contributions of high quality in the areas of teaching, scholarship, and service. "Teaching" includes instruction both on- and off-campus. "Scholarship refers to research and other creative endeavors that lead to significant advances in the acquisition or synthesis of new information and knowledge. These endeavors may be in the research laboratory, the classroom, or in the patient care setting. "Service" includes public service, service to the University, College and Department, and service to the profession.

Because of the University and the College missions, the quality and quantity of contributions in all three areas will be considered at the times of promotion and tenure. Faculty members are expected to demonstrate significant and sustained contributions, competence, and independence in all three areas; however, because of variations among faculty in strengths and/or responsibilities, faculty members are not expected to demonstrate equal levels of accomplishment in all areas. Collaboration with others in all three areas is recognized and encouraged; however, faculty members must demonstrate independence and leadership in their contributing area of expertise. As a result of collaboration with others, faculty members are expected to become a lead investigator or author and generate publications, grants, and presentations of their scholarship/new discoveries in their respective discipline. Expectations in the areas of teaching, scholarship, and service will be based on the individual's position description. Faculty members on special appointments (non-tenure track) are expected to demonstrate a minimum of 10% commitment toward scholarship activities. Faculty members on probationary appointments (tenure track) are expected to demonstrate a minimum of

25% or more commitment toward scholarship. Faculty members are expected to provide sustained contributions to the overall mission of the Department, College, and University and maintain high standards of professional and ethical behavior in their work. A commitment to the College core values is expected, where honesty, integrity, and collegiality guide all interactions with students, faculty, staff, administration, and the public. Failure to meet these expectations may be sufficient grounds for denial of tenure or promotion regardless of meeting expectations for teaching, scholarship, and service.

For probationary faculty, the basis for review of the candidate's portfolio and any recommendations on promotion and/or tenure shall be the promotion and tenure guidelines and criteria of the academic unit which were provided to the candidate at the time of the candidate's appointment to the position. The dean or director of the college or equivalent unit has the responsibility to provide to the appointee these documents, as well as a position description, contract, or other document that constitutes a tenure or work plan. Tenured candidates for promotion to professor shall be evaluated by the criteria in effect at the time of application. The format of portfolio materials must follow the NDSU Guidelines for Promotion and Tenure Portfolio Preparation. These guidelines are updated annually and are available on the Provost web site.

II. Promotion

Promotions are based on merit and are earned by achievement as evidenced by the faculty member's total contribution to the overall mission of the College. The performance record of a candidate for promotion will be evaluated in terms of the following criteria as they apply to the proposed rank: teaching, scholarship (research and discovery), and service.

While the College as a whole must excel in all of the above areas, individual faculty members may contribute in some areas more than others. Therefore, each department, with approval of the department Chair and Dean, must define permissible weights to be given to these roles and responsibilities for each department member. In evaluating the candidate's qualifications for promotion, the candidate's position description will be used to define priorities for each role, and evaluation must reflect those role priorities. Faculty members on special appointments (non-tenure track) are expected to demonstrate a minimum of 10% commitment toward scholarship activities. Faculty members on probationary appointments (tenure track) are expected to demonstrate a minimum of 25% commitment toward scholarship.

A. Criteria for Promotion

The candidate for promotion must demonstrate significant and sustained contributions to the College and demonstrate competence, independence, and evidence of high quality in the primary areas of evaluation including: teaching, scholarship (research and discovery), and service. Each candidate will be evaluated in each of the areas in proportion to the priorities assigned to his/her roles and responsibilities as a faculty member as defined by their position description.

1. Teaching (encompassing both instruction and advising) refers to the broad area of student-faculty interaction for educational purposes. A faculty member who excels in teaching is a person who engages students to learn; guides students to think purposely, independently, and critically; keeps informed about new developments in his or her specialty and related fields; strives continuously to broaden and deepen his or her knowledge and understanding;

and continually contributes to improving the methods of teaching his or her subject matter. Peer evaluations of teaching content and methods are required.

a. CRITERIA: In the areas of teaching, the following criteria apply to evaluation of contributions by a candidate for promotion and tenure review:
    1) the effective delivery of instruction to and the stimulation of learning by students and/or clients;

    2) the continuous improvement of courses or instructional programs;

    3) the effective advising and mentoring of undergraduate and/or graduate students;

    4) when it applies, the effective preceptorship and/or clinical supervision of students earning academic credit for these experiences.

b. EVIDENCE: A candidate demonstrates quality of teaching (encompassing both instruction and advising) by providing evidence and information from multiple sources such as:
    1) The receipt of awards or special recognition including certification or licensing for teaching;

    2) student, peer, and client evaluation of academic course materials, expertise, and ability to communicate knowledge;

    3) peer evaluation of an individual's contribution to the improvement of instructional programs through the development and/or implementation of new courses, curricula or innovative teaching methods;

    4) the dissemination of best practices in classroom teaching and clinical instruction, including student preceptorship;

    5) evaluation by advisees of the quality of graduate and undergraduate advising;

    6) student, peer, and client evaluations of innovation in clinical instruction and/or preceptorship experiences, and ability to translate clinical knowledge into practice.

c. OTHER CONSIDERATIONS: Additional considerations include: degree of responsibility; scope of teaching, importance of teaching duties with regard to the mission of the College; exceptional responsibilities undertaken, assigned or voluntary; size and level of teaching load; number of clinical students precepted; participation in continuing education and/or distance education programs of the College. Significant teaching responsibilities must provide evidence of high quality.

2. Scholarship (research and discovery) is defined as any original work that is conducted and sufficiently documented by faculty such that it exemplifies excellence, innovation, and independence and is recognized by peers to have made a significant impact on and contributions to new knowledge. Excellence in scholarship may be demonstrated and documented in one or more of the following areas: teaching, discovery, integration, and application.

   The scholarship of teaching must demonstrate innovation, discovery, or experimentation in the classroom or clinical setting that enhances student learning.

   The scholarship of discovery is the practice of research and represents the investigative tradition of academic life. The scholarship of discovery contributes to the realm of human knowledge and to the intellectual climate of the College and University.

   The scholarship of integration is the giving of meaning and perspective to isolated information and fitting information into larger, more meaningful patterns. While it represents the synthesizing research traditions of academic life, it can also be affected through service and clinical practice.

   The scholarship of application is the responsible application of professional knowledge to consequential problems in both preclinical and clinical arenas.

   Principal criteria for the assessment of scholarship quality in all areas of teaching, discovery, integration, and application are

   Primary
   a. High quality, peer-reviewed publications, especially with the candidate being a major contributing author
   b. Extramural grants (including contracts) especially with candidate being principal investigator in a peer-reviewed, openly competitive grant process

   Secondary
   c. Presentation of papers at professional societal meetings
   d. Appointments to regional, national, and/or international advisory boards/committees and study sections
   e. Invited editorialships, lectureships, and/or chairing of meeting sections particularly at the national and international level
   f. Election to Fellow status in professional societies
   g. Publication of non-peer reviewed sources
   h. Intramural Grantsmanship
   i. Activities relating to the review of grant proposals and manuscripts
   j. Consultantships
   k. If an expectation of employment is to support the graduate program, successfully attracting graduate students and mentoring them to completion of study within an appropriate time frame

3. Service refers to the work that a faculty member performs for the University, College, profession, and public that contributes to the welfare of others.

   Principal criteria for the assessment of quality of service are
   a. Effectiveness in professional practice activity
   b. Active participation and demonstrated leadership in University governance and programs at the Department, College, and University levels
   c. Active participation in and demonstrated leadership of professional organizations and societies and other activities
   d. Demonstrated high quality in advising of student organizations
   e. Active participation in continuing and distance education programs of the College
   f. Active participation and demonstrated leadership in serving the public in a professional capacity
   g. Recognition by peers as an expert in his or her discipline
   h. Service as an exemplary role model

B. Guidelines for Promotion or Appointment for Special Appointment (Non-tenure Track) Faculty

1. SPECIAL APPOINTMENTS do not involve either tenure credit or status. Special appointments are all appointments except tenured or probationary appointments, including:

   a. Courtesy adjunct appointments awarded in accordance with Board policy to professional people who contribute to the academic or research program of the institution;

   b. Visiting appointments for people holding academic rank at another institution of higher education;

   c. Appointments of retired faculty members on special conditions;

   d. Initial appointments supported wholly or partially by other than state appropriated funds;

   e. Appointments clearly limited to a brief association with the institution, as defined by the institution; A brief association, as defined at NDSU, will be a maximum duration of six consecutive years. Exceptions to this policy must be approved by the chair, dean and the Provost;

   f. Terminal appointments given with notice of non-renewal to faculty members who were previously on probationary appointment. A terminal appointment with notice of nonrenewal must be given to a faculty member no later than the end of the sixth year of probationary appointment if the decision is made to deny tenure;

   g. Part-time faculty;

h. Lectureship appointments, which shall be for performance of specifically assigned academic duties only, without general faculty responsibilities;

Lecturers provide the services defined in the letter of appointment, which are generally limited to teaching specific courses or advising a certain number of students; participation in faculty governance is not provided for. These appointments are compensated and may be for one or two semesters at a time. Full-time lectureship appointments are considered temporary. Service beyond a total of six consecutive years requires a written justification by the department and approval by the Dean and the Provost.

A Senior Lecturer appointment is also available for academic staff of distinguished merit and ability when a probationary faculty appointment is either inappropriate or unavailable. Factors to be considered in awarding a Senior Lecturer appointment include the academic degree and years of experience of the candidate, as well as the level of courses taught and the quality of instruction. Although Senior Lecturers may be expected to participate in College activities and committees, they are not eligible for governance activities or committee assignments provided for the University's faculty by its Constitution or Bylaws.

Senior Lecturers shall be appointed annually (or for a longer period with the approval of the Provost at a salary appropriate for their qualifications, responsibilities and department.

Notice of termination of a Senior Lecturer appointment must be given by March 1 of the first full year of academic service, or by December 15 of the second or subsequent year of service, in order for the termination to be effective as of the end of that fiscal year of service.

i. Graduate teaching assistant appointments;

j. Postdoctoral fellowships and clinical appointments; and

k. Other faculty appointments, not probationary or tenured, that are designed to help fulfill the Institution's mission or meet long-term needs. The appointments shall be subject to an agreement describing the faculty member's duties and goals, criteria and weight assigned each criteria for evaluation. The term of an appointment and agreement, or renewal thereof, may not exceed three years. The faculty member's performance and achievement of goals shall be evaluated during the final year of an appointment. An appointment may be renewed only if the evaluation demonstrated satisfactory performance.

l. Research Professorships (non-tenure track)
    1) Research Professorships shall be for faculty members whose primary function is research in a position that is supported entirely by extramural funding. Research Professorships are offered to individuals with experience and scholarly qualifications comparable to regular faculty members at the

same rank. Thus, the appointments may be made at the levels of a) Research Assistant Professor, b) Research Associate Professor, or c) Research Professor. Research Professorships shall be hired using existing university policies and guidelines, and the appointment must be associated with an academic department and/or a research unit within an academic department. It may, however, be made in one or more departments. If the appointment is a joint appointment between two units, the appointment must exceed 50% in one of the units, and the Chair/Head in the majority unit would take primary responsibility for annual evaluations.

2) The duration of the appointment is based upon extramural funding. Research Professorships neither carry tenure nor are eligible for tenure.

3) The position is typically 100% research. No teaching or university service is expected, but professional service (e.g., reviewing proposal or manuscript submissions; presenting at conferences) is an inherent responsibility of the position. Departments may have different expectations concerning the role that the appointee plays in departmental service activities (e.g., attending the departmental meetings, voting on departmental issues). Research Professorships will not typically involve formal classroom teaching. In rare cases in which a Research Faculty is considered for a teaching assignment, a separate part-time teaching appointment is required, and the Research Faculty should reduce their research effort accordingly. All non-research activities are, of course, subject to constraints imposed by the funding agencies providing support for the primary appointment.

4) The appointee's role in graduate education shall be governed by the Department and by existing policies of the Graduate School.

5) An annual written evaluation will be completed by the department Chair/Head. If the Research Faculty is working within a research group, then the Chair/Head shall consult with the Research Director of the Principal Investigator for input on the appointee's evaluation. It is essential that the evaluation be based upon a current position description. One component of the annual review will be the assessment of past and upcoming funding for the position.

6) Promotion is initiated via a departmental recommendation. The recommendation is signed by the College's Promotion, Tenure and Evaluation Committee, by the Dean, and by the Provost. Typically promotion cannot be achieved until the candidate has spent a minimum of five years in rank. Promotion shall be based primarily on demonstrated success in research, publications and extramural funding (i.e., demonstration of knowledge dissemination in his/her field, supervision of graduate researchers, and/or continued funding support). Individuals with research faculty appointments will be evaluated according to the same

standards and timelines as tenure-track faculty, with the caveat that the evaluation criteria will be adjusted for the difference in teaching, research and service responsibilities between tenure-track and research faculty.

7) A Research Faculty member is eligible to apply for a tenure-track position. Upon recommendation by the Chair, Dean, and the Provost, up to 3 years prior experience in a Research Professorship can be counted toward tenure.

m. Professor of Practice (non-tenure track)

The designation, Professor of Practice, shall be for faculty members whose primary function is to teach in their academic discipline (including, but not limited to classroom instruction, clinical instruction and significant student preceptorship) and carry out other responsibilities assigned at the discretion of the department or college, including apportionment of their time to service and/or other professional responsibilities. Appointments at the Instructor, Assistant, Associate, and Full Professor of Practice are based on academic qualifications, as describe below.

1) Instructor. Appointment as Instructor should be used for the faculty member who does not possess the terminal degree in his or her discipline but who is contributing in the areas of teaching, scholarship (research and discovery), and service. This rank may also be used for the faculty member possessing a terminal degree in his/her field with limited post graduate experience.

2) Assistant Professor of Practice. For appointment as Assistant Professor of Practice, candidates must have a terminal degree or equivalent professional experience, and demonstrated professional or industrial/business experience. The requirement of a terminal degree can be waived for a faculty member able to document significant professional accomplishments in any of the three academic endeavors, i.e., teaching, scholarship, and service. The length of appointment may be 1-3 year, renewable every year upon satisfactory performance of assigned responsibilities, the majority of which will be instructional activities and practice. Candidates may be reappointed for a second term as an Assistant Professor of Practice based on satisfactory performance of assigned responsibilities.

3) Associate Professor of Practice. For appointment as Associate Professor of Practice, candidates must have a terminal degree or equivalent professional experience, evidence of leadership in instructional activity in academic or professional instruction that has had a significant impact on the Department, College, University, or profession. The length of appointment may be 1-4 years, renewable every year upon satisfactory performance of assigned responsibilities, the majority of which will be in instructional activities and practice. Candidates may be reappointed for a

second term as an Associate Professor of Practice based on satisfactory performance of assigned responsibilities.

Promotion or appointment to Associate Professor will be based on clear and demonstrable evidence that the candidate has, by independent effort, developed a program of teaching, service/clinical practice, or scholarship that is recognized by local/regional peers as high quality. In general, faculty with professor of practice appointments will be evaluated according to the same standards and timelines as tenure-track faculty, with the caveat that the evaluation criteria will be adjusted for the difference in teaching, research and service responsibilities between tenure-track and practice faculty. If teaching is the primary criterion for promotion, the candidate should have a demonstrated understanding of pedagogy and show evidence for assessment and achievement of high quality student outcomes. Evidence for meaningful mentoring of junior faculty and students/residents will also be considered. If clinical practice is the primary criterion for promotion, the candidate must have developed unique clinical services that have achieved local/regional recognition for contributions to patient care. In addition, the candidate must be recognized by peers, students, and members of the health care team for the high quality of his or her clinical practice skills. When evaluating scholarship (research and discovery), the candidate must show independent, sustained, high quality scholarship (research and discovery) recognized by peers as significant contributions to the field.

4) Professor of Practice. For appointment as Professor of Practice, candidates must have a terminal degree or equivalent professional experience, evidence of contributions to advancing learning in the field (i.e., national visibility in dissemination of instructional methods and/or materials, successful grant funding for instructional activities/innovations, leadership in professional organizations). The length of appointment may be 1-5 years, renewable every year upon satisfactory performance of assigned responsibilities, the majority of which will be in instructional activities and practice. Candidates may be reappointed for a second term as a Professor of Practice based on satisfactory performance of assigned responsibilities.

   Promotion or appointment to Professor requires academic maturity and evidence that the candidate has achieved national recognition as an authority in his or her area of excellence. If teaching is the primary criterion for promotion, the candidate should have a superior understanding of pedagogy and demonstrate evidence for assessment and achievement of superior student outcomes. Evidence for meaningful mentoring of junior faculty and students/residents will also be considered. If clinical practice is the primary criterion for promotion, the candidate must have developed unique clinical services that have achieved national recognition for contributions to patient care. In addition, the candidate must be recognized by peers, students, and members of the health care team for outstanding

clinical practice skills. If scholarship is the primary criterion, the candidate must show independent, sustained, high quality scholarship recognized nationally by peers as significant contributions to the field. In general, faculty with professor of practice appointments will be evaluated according to the same standards and timelines as tenure-track faculty, with the caveat that the evaluation criteria will be adjusted for the difference in teaching, research and service responsibilities between tenure-track and practice faculty.

5) General Considerations. For promotion of faculty on special (clinical) appointment, the candidate must demonstrate significant and sustained contributions, competence, and independence in teaching, service, and scholarship (proportional to their job description), and demonstrate excellence in at least one of these areas. Faculty members on special appointments (non-tenure track) are expected to demonstrate a minimum of 10% commitment toward scholarship activities. The area(s) of excellence must be specified in the promotion application. To be considered for promotion, the candidate will normally have served at least six years at the previous rank.

6) Conversion to (or from) Probationary (Tenure-Track) Status. Faculty on Assistant/Associate/Full Professor of Practice appointments, and who have completed at least one successful appointment at the rank of Associate Professor of Practice may, pending budgetary approval and with the approval of the Provost, the Dean and the faculty's department chair, choose to convert to a probationary (tenure-track) appointment. Faculty may keep the rank they currently hold on their practice-based appointment, and will be placed on a traditional six year probationary period. Up to three years of credit may be used for time served on the professor of practice track. Assistant Professors of Practice and Associate Professors of Practice in their first appointment are ineligible for conversion. Faculty who hold the rank of Professor of Practice may convert to probationary (tenure-track) appointments so long as they have not previously held a probationary appointment of any kind at NDSU. Faculty who hold a probationary appointment of any kind are ineligible to convert (or convert back to) to a professor of practice appointment at any rank. Faculty applying for tenure will be held to the same standards, and adhere to the same processes used to evaluate all other probationary appointments for tenure.

C. Guidelines for Promotion or appointment by Academic Rank for Probationary (Tenure Track) Faculty

The basis for determining promotion to any of the ranks listed below must include regular reviews of faculty performance by the department chair (annually for probationary and special appointment faculty and at least every three years for tenured faculty). For successively higher levels of faculty rank, higher levels of achievement are expected. A candidate being considered for initial employment by the College will be evaluated on accomplishments in the role priorities

of his/her current and previous positions. Lack of congruence of the prior position(s) expectations with the job description of the position offered will not prejudice the candidate's evaluation.

In general, the following guidelines will apply.

1. Assistant Professor – Probationary (Tenure Track) Appointment.
   For promotion or appointment to the rank of Assistant Professor, the faculty member must possess a terminal or other appropriate degree in his or her discipline and show promise in the areas of teaching, scholarship (research and discovery), and service. The requirement of a terminal degree can be waived for a faculty member able to document significant professional accomplishments in the three academic endeavors, i.e., teaching, scholarship, and service.

2. Associate Professor – Probationary (Tenure Track) Appointment.
   For promotion or appointment to the rank of Associate Professor, the faculty member must meet the criteria for the rank of Assistant Professor and display a sustained and significant record of accomplishment in teaching, scholarship (research and discovery), and service in proportion to assigned responsibilities outlined in the individual's position description. There must be clear and demonstrable evidence that the candidate has, by independent effort, developed a program of teaching, scholarship, and service that is recognized by peers as high quality. The candidate must show independent, sustained, and high quality scholarship (research and discovery) recognized by peers as significant contributions to the field. The record of accomplishments must document an emerging reputation of regional and/or national scope in the candidate's academic discipline

3. Professor – Probationary (Tenure Track) Appointment.
   The rank of Professor is among the highest honors that the University can bestow on a faculty member. Therefore, it should be granted only to faculty who have distinguished themselves in their respective disciplines. Promotion or appointment to Professor requires academic maturity and evidence that the candidate has achieved national recognition as an authority in his or her discipline. The faculty member must demonstrate a significant and sustained record of outstanding achievements in teaching, scholarship (research and discovery), and service, in proportion to the assigned responsibilities in the individual's position description. The candidate must show independent, sustained, and high quality scholarship (research and discovery) recognized by peers as significant contributions to the field. The candidate must have fully achieved national and/or international recognition in his or her discipline.

III. Tenure

Tenure assures academic freedom and enhances economic security for faculty by providing the expectation of continued employment. Tenure represents the most significant commitment that the University can make to a faculty member. Therefore, it is imperative that the review process for tenure be extremely rigorous. In general, the candidate for tenure shall have achieved regional/ national recognition among peers in his or her discipline and shall have demonstrated competence, independence, leadership, and a significant and sustained record of accomplishments in teaching,

scholarship, and service. Even though there is an expectation of continued employment, tenured faculty are expected to continue their commitment to high quality and excellence by a) fulfilling their role and responsibilities as an active/productive member of the faculty; b) striving toward continued development of their knowledge, skills, and application of their respective discipline; and c) making ongoing efforts toward significant, sustained contributions in the areas of teaching, scholarship (research and discovery), and service.

Tenure and promotion are separate issues but evaluations for promotion to Associate Professor and granting of tenure will ordinarily be conducted concurrently. In cases where promotion is offered to a faculty member before his or her probationary period has been completed, no promise of eventual tenure is implied by the promotion.

A. Tenure Policy

Faculty without previous, academic-relevant experience (first academic position), eligibility for tenure requires a probationary period of six years; however, such probationary faculty who have demonstrated exceptional academic accomplishments may apply for early promotion prior to the completion of the six years of the probationary period. Conversely, a faculty member with relevant professional/academic experience may be given credit toward tenure and promotion when negotiated as a provision in their original hiring contract. There are two options:

(1) Faculty may be given one to three years of credit (maximum allowed) and then would apply for promotion and tenure in the sixth year of academic service (for example, given one year of credit, promotion and tenure application would be due after four years of service; given three years, the application would be due after two years of service).

(2) Faculty may be given the full six year probationary period with the option of applying for promotion and/or tenure at any time following three years of academic service. In either option, failure to achieve tenure will lead to a terminal year contract.

At any time during the probationary period but prior to the sixth year (when the portfolio is due), a faculty member may request an extension of the probationary period not to exceed three years based on exceptional personal or family circumstances. Faculty given promotion and tenure credit are eligible for this extension. The request must be made by the faculty member in writing and forwarded and reviewed sequentially with recommendation by the Chair/head, Dean, and Provost to the President who will make the final decision on approval or denial of the request. Denial of an extension is appealable pursuant to Policy 350.4 of the University Policy Manual.

A probationary faculty member who becomes the parent of a child or children by birth or adoption, prior to the year in which the portfolio is due, will automatically be granted a one-year extension of the probationary period. Written notification to the Provost must be provided by the Department Chair/Head and the Dean of the college within one year of the event and prior to the year in which the portfolio is due. While NDSU supports the use of the extension, the probationary faculty member has the option at any time after the birth or adoption to return to the original schedule of review. Any additional extensions beyond the one year must be requested under the provisions of 3.6 above. Extensions due to childbirth or adoption may not exceed three years. (Granting extensions does not increase expectations for performance.)

Persons holding an academic rank below Associate Professor or special appointment (non-tenure track) faculty (i.e., Associate Professor and Professor) are ineligible for tenure.

B. Criteria for the Awarding of Tenure

The awarding of tenure constitutes recognition of past academic and professional achievements and confidence of continued professional development. The criteria for promotion in Section II A of this document are the activities and accomplishments that will be evaluated in arriving at tenure decisions. Tenured individuals are presumed to be committed to maintenance of high standards of performance in teaching, continued scholarly contributions to their disciplines, and service consistent with the University and College missions. In recognition of these achievements, the faculty member is assured of continued academic freedom with its attendant advantages and obligations.

IV. Procedural Guidelines for the Recommendation of Promotion and Tenure

A. Annual performance and mid-tenure reviews

The following procedures have been established and will be followed to provide faculty PTE candidates and administrators the opportunity to monitor and evaluate the candidate's progress in meeting the expectations of employment and the criteria for promotion and tenure. These procedures are intended to provide faculty constructive feedback to assist them in attaining their goals for promotion and tenure.

In implementing the PTE policy, the following procedures shall be used:

1. Each faculty member of the College [tenured, probationary (tenure track,) and special appointment (non-tenure track)] will be reviewed by February 1 of every year by his/her department chair according to the College policy on Annual Performance Review of Faculty. When requested by any party to the tenure or promotion process, including the candidate, formal feedback shall be provided to the individual by the Department PTE Committee, Department Chair, Dean, College PTE Committee, and the Provost. The College PTE Committee shall conduct a mid-tenure review according to the College policy on Mid-Tenure Track Review for each tenure track candidate to provide feedback on the candidate's progress toward achieving promotion and tenure within the College.

2. The Department Chair will be responsible for conducting annual performance reviews of faculty in their respective department and communicating their results to the individual faculty member.

   During the annual performance review, the Department Chair will provide each faculty member with both verbal and written feedback regarding the individual faculty member's performance and where appropriate, progress toward achieving promotion and tenure including strengths and recommendations for improvement related to the areas of teaching, scholarship (research and discovery), and service. The annual performance review shall also state expectations and goals for the coming year review period. Should the annual performance reviews indicate that a faculty member is not making satisfactory progress toward tenure and/or promotion; the report may include a recommendation for non-renewal.

Nonrenewal of probationary faculty prior to the sixth year shall be done in accordance with the College and University policies for nonrenewal of probationary faculty. In making a judgment on satisfactory progress, due consideration shall be given to the candidate's academic record, performance of assigned responsibilities as defined in his/her position description, and future potential to meet the criteria for promotion and/or tenure.

3. The faculty member being reviewed shall have 14 days to respond in writing to the written assessment of performance. The written report of the annual performance by the chair, and any written response from the faculty member, shall become part of the faculty member's official personnel file.

4. For probationary faculty (tenure track), at the completion of the sixth year of service, the faculty member shall be notified in writing that he or she will either be awarded tenure or a one-year terminal contract for the seventh year of service.

5. A new faculty member with previous tenure relevant experience will normally undergo a review with respect to tenure in the final year prior to the end of his or her probationary period at the University. At the completion of the probationary period, the faculty member will be notified in writing that he or she will either be awarded tenure or a one-year terminal contract at the conclusion of the probationary period.

6. Promotion and tenure are two separate considerations. For example, a person may be eligible and acceptable for promotion and eligible but not acceptable for tenure. Circumstances may be such that a recommendation for postponing the granting of tenure may be in order. In such a case, the faculty member will be recommended for a special appointment position according to the guidelines of the State Board of Higher Education and NDSU. The Department Chair and Dean should meet with the candidate to discuss the basis of such a decision. This decision must be made before the process is initiated to evaluate the candidate's credentials for promotion and tenure.

   Faculty members may request a change in appointment (i.e., changing from non-tenure track to tenure track appointment and vice versa). The request must be made by the faculty member in writing and forwarded and reviewed sequentially with recommendation by the Chair/head, Dean, and Provost who will make the final decision on approval or denial of the request. Non-tenure track faculty can request a change in appointment at any time; however, tenure track faculty must request a change in appointment no later than the completion of their third probationary year of employment.

B. Submission of portfolio

Candidates for promotion and/or tenure must submit a portfolio (following the current "NDSU Guidelines for Promotion and Tenure Portfolio Preparation" distributed by the Provost to their Department Chair for review by no later than August 15. Candidates are encouraged to include the section called "Statement of Accomplishment" as part of their portfolio. The Department Chair will forward the candidate's portfolio to the Department's Promotion and Tenure Committee by September 1. The Department PTE Committee will conduct a review and submit a written letter of evaluation of the candidate and recommendation to the department chair by no later than

October 1, according to Department's PTE guidelines and university promotion and tenure guidelines distributed by the Provost.

Upon receipt of this information, the Department Chair will review and submit a written letter of evaluation of the candidate and recommendation to the College PTE Committee. The letters of evaluation from the Department PTE Committee and the Department Chair will be inserted in the candidate's PTE portfolio by the Department Chair. The Department Chair shall forward the candidate's PTE portfolio and all supporting documentation to the College Promotion and Tenure Committee and to the Dean by no later than October 20. If necessary, the College PTE Committee may request additional information from the candidate, Department PTE Committee, Department Chair, and/or Dean. The College PTE Committee will inform all parties (candidate, Department Chair and Dean) what additional information is being requested prior to the information being collected. Additionally, the faculty member's Department Chair may be invited to attend the initial meeting of the College PTE Committee to discuss the candidate's eligibility for promotion and/or tenure.

Recommendations and any other materials collected as part of the evaluation process at the Department, College, and University levels must be added to the candidate's portfolio before being sent forward to the next level of review. At the time that any written materials are added to the candidate's portfolio, copies of the added material must be sent to the candidate for review. The candidate shall have 14 calendar days to respond in writing to the additional materials. Any response from the candidate to such materials must be in writing and included in the portfolio for review at the next level.

The College PTE Committee and the Dean will independently evaluate the candidate based on the submitted portfolio in accordance with the University guidelines for promotion and tenure distributed by the Provost's office. Each will prepare a separate written letter of evaluation of the candidate, including recommendations regarding the candidate's promotion and tenure and an explanation of the basis for the recommendations, that will be included in the candidate's portfolio. The College PTE Committee and Dean shall share their respective letters of evaluation with each other only after each has completed their independent evaluation of the candidate. The letters of evaluation from the College PTE Committee and Dean shall be sent to the Chair of the academic unit and the candidate. The Dean will forward these letters of evaluation, recommendations, and the candidate's portfolio to the Provost by December 17.

All recommendations for tenure must be recommended by the President to the State Board of Higher Education for final approval by the Board (NDSU policy 350). Termination of a probationary or tenured appointment may occur only in accordance with the policies of North Dakota State University and the State Board of Higher Education (State Board Policy 605). Departmental supplemental information may be added to this document.

C. Letters of Evaluation from Outside Reviewers

Letters of evaluation from outside North Dakota State University are not required but may be considered. The purpose of seeking such letters is to accumulate credible documented evidence of a faculty member's qualifications and contributions to the profession related to their position responsibilities. Such letters should be objective evaluations from well qualified individuals. Solicited outside letters should provide specific evidence of achievement or competence by the

candidate in a specific area, but should not include a recommendation for or against promotion and/or tenure. Solicited outside letters should be limited to evaluation from leaders in the field and from scholars at comparable research universities (no more than three letters). Letters should not be solicited from co-authors, co-principal investigators, former professors/advisors, co-workers, or former students. Letters should generally be from tenured professors or individuals of equivalent stature outside of academia who are widely recognized in the field. The following process must be followed for soliciting letters of evaluation from outside reviewers:

1. The faculty member will submit a list of names of potential outside reviewers who meet the above criteria to the Department Chair. The Department Chair will select individuals from this list or request additional names that are mutually agreed upon by the Chair and the candidate. The Department Chair will notify the candidate of the outside reviewers that have been selected.

2. Letters of evaluation from outside reviewers will be solicited by the Dean or Department Chair. The Dean or Department Chair will send letters to each outside reviewer soliciting a formal letter of evaluation of the faculty member. The letters sent to outside reviewers soliciting an evaluation must contain statements pertaining to the following: (a) under North Dakota law the candidate has a right to review all material in the promotion and tenure file. A copy of each letter is sent to the candidate; and (b) no recommendation is to be made for or against promotion and/or tenure. A representative form letter (see sample letter Appendix A) should be used by the Dean or Chair as a guideline. The letter sent by the Dean or Department Chair to the outside reviewers should also contain the following information about the faculty member: a copy of the faculty member's current position description, vita, and where appropriate copies of publications.

3. Letters of evaluation from outside reviewers are not to be solicited by the faculty member, but will be added to the portfolio by the Dean or Department Chair. To receive consideration in the PTE process, letters of evaluation from outside reviewers must be solicited, inserted, and part of the completed faculty member's portfolio which is submitted by the Department Chair to the College PTE Committee. No letters of evaluation from outside reviewers will be accepted or considered once the College PTE Committee review process has been started.

V. Policy and Procedures for Post-tenure Review (PTR)

The granting of tenure does not relieve the faculty member of his or her obligations to fulfill all assigned job duties. Annual job performance reviews of faculty rest with the Department Chair and the process by which faculty are reviewed on an annual basis. Additionally, Section 350.3 of the NDSU Policy Manual details the circumstances, policies and procedures under which a faculty (tenured or otherwise) member may be terminated.

Upon request of the faculty member, Dean or Chair, a faculty member with tenure can be requested to be evaluated by post-tenure review. Unless requested by the faculty member, this review cannot be done more frequently than every 3 years. This review should address the quality of the faculty member's performance in the areas of teaching, research/scholarship, and service, consistent with the faculty member's job description. Ideally, the review shall result in recommendations for

enhancing performance and provide a plan for future development. The department chair initiates the process by notifying the faculty member that materials for the review are due by August 15. Materials will include an abbreviated promotion portfolio and this includes: updated CV, current job description, annual performance review, and a statement of accomplishment in the three areas (see Section F in Policy 352). The materials will be reviewed by the Departmental PTE committee and the College PTE committee. A letter summarizing the outcome of each committee will be sent to the faculty member with a copy to the Chair, Dean and Provost.

Faculty members may use the currently established grievance process to resolve any improper use of PTR documents. Concomitantly, participation in PTR is viewed as a necessary component of successfully completing one's job duties. Faculty members who fail to participate in the post-tenure review process in a timely and professional fashion are subject to sanction via the annual review process and NDSU Policy 350.3. The review does not change the university's commitment to academic freedom, or the circumstances under which tenured faculty can be dismissed from the university.

Revision approved by the Faculty, September 26, 2014
Revision approved by the Provost, December 26, 2013
Revision approved by the Faculty, October 24, 2013
Revision approved by the Provost, November 15, 2010
Revision approved by the Faculty, April 15, 2009
Revision approved by the Provost, November 15, 2006
Revision approved by the Faculty, November 8, 2006
Revision approved by the Provost/VPAA 10/31//03; by the Faculty 11/12/03.
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Approved by V.P. Academic Affairs September 9, 1997
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Housekeeping: 12/3/14; 4/29/15

COLLEGE
Policy 1.03.1

Mid Tenure Track Review

The College of Health Professions Policy 1.03 Standards for Promotion, Tenure and Evaluation directs the College Promotion, Tenure and Evaluation Committee to conduct a mid-tenure review for each tenure track candidate. The department chairs will identify tenure-track faculty in his/her department, who are approaching completion of the mid-probationary period (usually three years). During the annual evaluation process, the chairs will ask these candidates to prepare and submit the mid-tenure portfolio to the chair of the PTE committee, on or before October 1. If necessary, the PTE committee may request additional information from the candidate, the chair, and the dean. By November 1, the committee will generate a written assessment report–regarding progress toward promotion and tenure within the college, which may also include a recommendation regarding tenure credit for prior service. Copies will be distributed to the candidate, the department chair, and the dean of the college. A copy will be retained in the candidate's personnel file.

The following is the format and content of the mid-tenure portfolio.

A. COVER PAGE

Demographic Data

Name_____ Effective Date of Rank_____

Dept_____ Date of Initial Appointment _____

Rank_____

B. TABLE OF CONTENTS (optional)

C. APPOINTMENT LETTER AND POSITION DESCRIPTION/SPECIAL AGREEMENTS

1. A copy of the candidate's letter of appointment and a copy of the position description. The latter should state all work expectations (including percent of time expectations) in the areas of teaching, research and service agreed upon by the candidate, the department chair, and the dean of the college.
2. If appropriate, a copy of (1) any agreement for prior service on a tenure track appointment, (2) time extension agreement, or (3) any terms, conditions or other circumstances, which are pertinent to the candidate's appointment.
3. Copies of all annual performance evaluations of the candidate by the department chair.

D. ACADEMIC BACKGROUND

1. A list of degrees, in chronological order, with conferring institutions, areas of concentration, and dates.
2. A list of post-doctoral or other educational experiences with institutions, areas, mentors, and dates.
3. A list of licenses or certifications with issuing states or organizations and effective dates.

E. ACADEMIC EXPERIENCE/EMPLOYMENT HISTORY

A list of all positions (with titles) in academia, government, or industry, in chronological order, institutions, ranks, and dates.

F. STATEMENT OF CONTEXT AND ACCOMPLISHMENTS

A succinct statement, not exceeding three pages, about the candidate's accomplishments to date and the philosophy as to how planned future activities will contribute to the professional growth, productivity and development. A statement of unmet needs, which are affecting the candidate's professional growth and development, can be included.

The candidate may request a letter from the department chair commenting on his/her strengths and weaknesses that may affect promotion and tenure.

G. TEACHING, ADVISING, AND CURRICULUM DEVELOPMENT

Courses taught and student ratings

1. A table listing the following details, in reverse chronological order, about all courses taught at NDSU: term/semester/year, course numbers, title, number of students enrolled at the census date of that term (usually the third week enrollment), and percentage of responsibility, in the format as shown below.

Term	Prefix	Course Number	Title	Credits	Enrollment	% Resp.	Course Rating	Instructor Rating

   Instructor and Course ratings are listed in the university Student Rating of Instruction questions 2 and 4, respectively.

2. Copies of Student Ratings of Instruction with complete student comments for each course. The candidate should provide the context for the SROIs by providing peer review and/or student comments.

Advising

A list containing the numbers of undergraduate student advisees by individual year. A description of co-curricular advising activities, e.g., as the faculty advisor to a professional student organization, specifying the role and dates.

Graduate students, postdoctoral associates, and other trainees

A list of all individuals advised in each of the following capacities:

a. major professor - contains student names, dates of enrollment, degree tracks, dates of graduation or resignation (if applicable), and thesis/paper/dissertation titles;
b. examining committee member - contains student names, degrees, departments, and dates;
c. postdoctoral and other advisor - contains names, types of advising, and dates.

Outreach activities

A list of seminars, courses, consultantships, and other activities, with dates and descriptions.

Personal/professional development to improve teaching effectiveness

A list of names, places, and dates of activities, in which the candidate participated to improve teaching effectiveness, such as faculty development activities, seminars, workshops, teaching grant activities, and pedagogical activities at professional meetings.

H. RESEARCH, CREATIVE, AND PROFESSIONAL ACTIVITIES

Publications

A list of all publications and other research scholarly efforts and creative activities, consisting of complete citations, and specifying the contributions made at NDSU. The list of publications should be organized by appropriate headings, e.g. peer-reviewed papers, reviews, book chapters, and books, followed by publications, which were not peer-reviewed. The impact of publications can be documented by the list of citations (optional).

Presentations and professional meetings

A list of attendance at professional meetings, symposia and conferences indicating the candidate's role (e.g., organizer, chair, invited speaker, discussant, presenter, or attendee). The titles of presentations should be included, if applicable.

Grants and contracts

A list of grant and contract support including title, funding agency, dates, name(s) of principal investigator(s) and dollar amounts. The list should be organized by appropriate headings of (1) approved and funded, (2) approved but not funded, (3) pending approval, and (4) not approved.

Creative activities/research and development of new items

A list of intellectual property developed, e.g., patents, copyrights, and inventions.

I. SERVICE

To the university

A list of department, college, and university committee assignments, with dates, roles (e.g. chair, committee member), as well as special contributions.

To the profession

A list of memberships and involvement in professional associations (offices held, committee assignments), advisory or review panels, study sections, editorial boards, task forces, planning groups, reviewing for grant agencies or journals, and any other service to the profession at regional, national, or international levels.

To the public

A list of service to institutions, governmental units, and community, which engages the candidate's professional skills.

J. AWARDS AND HONORS

A list of awards, honors, and other special recognitions, including descriptions, dates, and awarding organizations.

Amended 05/05/2006
Approved: 2/5/2001
Housekeeping: 4/29/15
Source: Faculty Meeting Minutes

COLLEGE
Policy 1.04

Annual Review of Faculty Performance

1. Each faculty member shall have a position description mutually agreed upon by the Department Chair and Dean that is updated regularly and describes the individual faculty's responsibilities and duties for employment including percent effort in the areas of teaching, research, and service.
2. Department Chairs will solicit from faculty, each year, documentation of their accomplishments from the previous year (January-December) in the areas of teaching, research, and service via a faculty activity report. In addition, as part of the annual review of performance process, faculty will be asked each year to submit, by February 1, to the Department Chair, a list of goals related to teaching, research, and service for the coming year and an updated copy of their curriculum vitae to be placed in the individual faculty member's official file.
3. Performance evaluations will be conducted by the Department Chairs annually for all full-time faculty by February 15th. Evaluation of faculty performance will be based upon the expectations of employment as outlined and defined in the individual faculty's position description.
4. Department Chairs will meet with faculty individually each year to review their performance, including student evaluations of faculty instruction; review and update the faculty's position description; and provide both verbal and written assessment of faculty performance including strengths, areas needing improvement, and expectations/goals for the coming year. A copy of the written assessment of faculty performance will be signed by individual faculty and will be filed in the Dean's and Department Chair's faculty file. Signature by individual faculty of the written assessment of faculty performance means that the faculty member is acknowledging that an annual performance appraisal was conducted and does not mean that he/she agrees with the assessment itself.
5. By March 1st, the Department Chairs will forward to the Dean the names of individual faculty whom they recommend for receiving a salary performance adjustment along with a written justification for the increase.

Approved: May 5, 1999

COLLEGE
Policy 1.05

Nonrenewal of Probationary Faculty Prior to the Sixth Year

In accordance with NDSU Policy 350.3(1)(b), nonrenewal recommendations of probationary faculty prior to the final probationary year shall be made by the department chair or head of the academic unit and the college dean and then the Provost for recommendation to the President.

The department chair or head of the academic unit shall first meet with the faculty member, discuss the proposed nonrenewal recommendation, and give the faculty member at least seven (7) calendar days to respond, in writing, to the proposed nonrenewal recommendation.

The faculty member's written response and any additional material the faculty member wishes to include shall accompany the recommendation. The department chair or head of the academic unit may include all periodic reviews and any other materials from the faculty member's personnel files that the department chair deems relevant. The timelines and procedures of NDSU Policy 352(4), (5), and (6) do not apply to nonrenewals prior to the sixth year.

Approved: 2/11/98
Housekeeping: 4/29/15
Source: Faculty Meeting Minutes

COLLEGE
Policy 1.06

Student Evaluation of Didactic Courses and Faculty Instruction

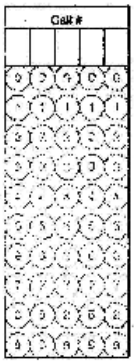
Formative Assessment

During each academic year, each instructor will assess instruction in at least one of his/her classes by soliciting information from students for the purpose of improving instruction. This information can be collected using a variety of techniques that will vary with each instructor and each course. Assistance in selecting appropriate assessment techniques is available from the Teaching Support Center and the Office of Assessment and Institutional Research.

Summative Evaluation

1. Each course offered in the College of Health Professions will be evaluated each term by the students using as a minimum, the university-wide set of rating items and the appropriate College supplemental form for courses. Separate College forms are available for pharmacy didactic courses and nursing courses.
2. The course evaluation should occur during the final fourth of the term, but not during examination periods. They may be done in class or on-line. If done in class, the instructor will not be present while the student rating is being completed and departmental secretaries will collect the forms and retype any written comments by students. All instructors will receive a copy of the analysis for their courses after final grades are submitted. The departmental chair will also receive a copy of the analysis for use during the annual appraisals. All courses ending in 90-series numbers except 96 will be exempt from this procedure.
3. Each instructor who teaches 40% or more of a class must be evaluated using the standard Pharmacy or Nursing supplemental questions.

Approved: 5/15/90
Revised: 10/27/93; 1/27/99; 12/10/03; 12/16/04
Housekeeping: 4/29/15
Source: Faculty Meeting Minutes
NDSU University Senate Policy 332



North Dakota State University

Student Rating of Instruction

Directions:
Using a #2 pencil only, please blacken the circle that best represents your response to each item.

Please rate:	*Very Good*	*Good*	*In Between*	*Poor*	*Very Poor*
1. your satisfaction with the instruction in this course.	○	○	○	○	○
2. the instructor as a teacher.	○	○	○	○	○
3. the ability of the instructor to communicate effectively.	○	○	○	○	○
4. the quality of this course.	○	○	○	○	○
5. the fairness of procedures for grading this course.	○	○	○	○	○
6. your understanding of the course content.	○	○	○	○	○

7.	19.	31.	
8.	20.	32.	
9.	21.	33.	
10.	22.	34.	
11.	23.	35.	
12.	24.	36.	
13.	25.	37.	
14.	26.	38.	
15.	27.	39.	
16.	28.	40.	
17.	29.	41.	
18.	30.	42.	

NORTH DAKOTA STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
EVALUATION OF INSTRUCTION

DIRECTIONS: Statements describing the above course/instructor are listed below. For each statement please indicate:

Very Good	= A
Good	= B
In Between	= C
Poor	= D
Very Poor	= F

7. The objectives of the course were clearly stated.
8. The coursework covered was pertinent to the course objectives.
9. The examinations reflected class materials.
10. The required work was not excessive for the credit received.
11. The evaluation and grading procedures were clearly explained.

On the back of the paper please list ONE outstanding characteristic of this course.

On the back of this paper please list ONE aspect about this course that needs improvement and suggest a strategy for improvement.

12. The instructor demonstrated a command of the subject matter.
13. The instructor presented material at an appropriate intellectual level.
14. The instructor was enthusiastic about the subject matter.
15. The instructor encouraged students participation.
16. The instructor answered questions clearly.
17. The instructor was available for students.

On the back of this paper please list ONE outstanding characteristic of this instructor.

On the back of this paper please list ONE aspect about this instructor that needs improvement and suggest a strategy for improvement.

This course and instructor evaluation is being done to improve the quality of teaching in the College of Health Professions. The results will be shared with the course instructor and his/her department chair. Your comments are taken seriously. However, please remember to keep your criticism constructive. Comments that are unnecessarily negative or personal are generally counterproductive to our shared goal of improving instruction.

Approved: 1/27/99; Revised 12/16/04
Housekeeping: 4/29/15

COLLEGE
Policy 1.06.3

NORTH DAKOTA STATE UNIVERSITY
Instructor Evaluation

Instructor's Name: _____

Semester (circle one) I II
Year_____

Directions: Statements describing the above instructor are listed below. For each statement please indicate:

Strongly Agree	= A
Agree	= B
Neutral	= C
Disagree	= D
Strongly Disagree	= E

CLASSROOM INSTRUCTION ONLY - THE INSTRUCTOR:

7. presents ideas and theories in a clear and organized manner.
8. demonstrates comprehensive knowledge of the subject.
9. encourages student participation and answers questions clearly.
10. provides the student with constructive feedback in classroom, on assignments, and on tests.
11. shows willingness to help students with course concerns.
12. stimulates students to examine issues logically.
13. shows interest in subject.
14. integrates/supports content with current research findings.

CLINICAL ONLY - THE INSTRUCTOR: (To be completed by only those students who have had this instructor in the current semester. Do not complete this section if there is not a clinical component)

15. assists students in relating theory to practice.
16. stimulates students to think critically and creatively.
17. clarifies the criteria for evaluation and provides constructive feedback.
18. recognizes individuality of students and personalizes learning.
19. demonstrates professionalism.
20. demonstrates expertise in clinical knowledge and skills.

COMMENTS:

9/91 JB; 8/92; 4/95 revised

COLLEGE
Policy 1.07

Criteria for Selection of Scholarship Recipients

Students must apply annually to receive a scholarship. Applicants must be enrolled at least half-time (as defined by NDSU guidelines) in a professional pharmacy, nursing, allied sciences or public health program for the academic year in which the scholarship is received (unless otherwise stated in specific scholarship criteria). Applicants must meet the criteria outlined by the donor of the scholarship/award and other criteria established by the College. Students currently in violation of the College conduct policy or under investigation are not eligible for scholarships. Students will be notified by email each year when applications are available. The due date will be listed on the application form and also posted on the College website.

Requirements for accepting/receiving a scholarship include attending the College of Health Professions Scholarship Recognition Program, and providing the College with a copy of the thank you letter sent to the donor. Students who are engaged in a practical experience or rotation, in which the distance prohibits their attendance, or other unusual circumstance, may receive an excused absence from the dean of the College. If these requirements are not met, the College reserves the right to render the scholarship null and void.

All applicants will be notified by email of award decisions.

Approved: 3/18/96Revised: 3/24/99; 12/7/07; 2/22/10
Housekeeping: 4/29/15
Source: Faculty Meeting Minutes

College Recognition Awards

The College has established the following awards to recognize individuals for achieving excellence in the areas of teaching, research, service, and academic advising. The awards will be selected annually according to the following criteria and procedure. The frequency and number of faculty awards distributed on any given year will depend on the availability of funds and the quality of nominations received. All awards will be based on evidence of high quality.

MARY BERG AWARD FOR EXCELLENCE IN TEACHING

The award recognizes a faculty member who is an outstanding teacher as defined by the ability to inspire and engage students in learning, who has demonstrated knowledge of pedagogical principles, and has been creative and innovative in approaches to teaching.

The College Awards Committee will be responsible for facilitating the award selection process including: by January 15, soliciting nominations from faculty; by February 1, gathering information from the candidates; and by March 1, recommending the award recipient to the Dean. By March 15, the Dean will make the final decision on the selection of the award recipient. The College Awards Committee will gather and make their recommendations to the Dean based on the following information submitted by candidates:

1. Teaching philosophy and methodology
2. Assessment of student learning
3. Creativity and Innovations in teaching
4. Peer review of teaching
5. Student letters of support addressing evidence of teaching excellence (no more than five one page letters of support will be accepted)

A faculty member may receive the award one time within a five year time period. Faculty with at least three years of teaching experience within the College are eligible for the award. In years where no suitable candidates are identified, the committee may choose not to issue the award.

DEAN'S AWARD FOR EXCELLENCE IN RESEARCH

The award recognizes a faculty member who has demonstrated outstanding achievements in research and excellence/innovation in scholarly work.

The College Awards Committee will be responsible for facilitating the award selection process including: by January 15, soliciting nominations from faculty and students; by February 1, gathering information from the candidates; and by March 1, recommending the award recipient to the Dean. By March 15, the Dean will make the final decision on the selection of the award recipient. The College Awards Committee will gather and make their recommendations to the Dean based on the following information submitted by candidates:

1. Description of research philosophy
2. Publications in quality peer-reviewed journals
3. Competitive research funding from national funding agencies
4. Other innovative or creative scholarly work recognized by peers
5. Presentations of research at national and international meetings

6. Letters of support from research peers or collaborators addressing evidence of research/scholarship excellence (no more than five one page letters of support will be accepted)

A faculty member may receive the award one time within a five year time period. Faculty with at least three years of research experience within the College are eligible for the award. In years where no suitable candidates are identified, the committee may choose not to issue the award.

DEAN'S AWARD FOR EXEMPLARY SERVICE

The award recognizes a faculty member who has a sustained record of service to the department, college, university, profession, and to the public through professional involvement and/or civic contributions.

The College Awards Committee will be responsible for facilitating the award selection process including: by January 15, soliciting nominations from faculty and students; by February 1, gathering information from the candidates; and by March 1, recommending the award recipient to the Dean. By March 15, the Dean will make the final decision on the selection of the award recipient. The College Awards Committee will gather and make their recommendations to the Dean based on the following information submitted by candidates:

1. Periods of committee service in department, college, and university;
2. Examples of particular contributions to the mission of department, college, or university through service;
3. Offices held in professional organizations;
4. Examples of particular contributions to the development, growth, advocacy efforts and/or stability of professional organization(s);
5. Civic contributions reflective of professional expertise.
6. Letters of support addressing evidence of exemplary service (no more than five one page letters of support will be accepted)

A faculty member may receive the award one time within a five year time period. Faculty with at least three years of service within the College are eligible for the award. In years where no suitable candidates are identified, the committee may choose not to issue the award.

DEAN'S AWARD FOR OUTSTANDING ADVISING

The award recognizes an individual within the College who has demonstrated exceptional advising skills and who has had a positive impact on students. By highlighting examples of outstanding academic advising, the award identifies qualities and characteristics important to good advising, which make significant contributions toward meeting the mission of the College in representing that student academic success is paramount.

Eligibility:

All faculty, staff, and administrators who spend a portion of their time providing academic advising services to students within the College for at least three years may be nominated. Recipients cannot receive more than one advising award within a five-year period. Previous nominees who did not receive the award may be nominated again. Previous winners may be re-nominated after five years with additional noted achievements. In years where no suitable candidates are identified, the committee may choose not to issue the award.

Criteria:

The following criteria have been adapted from the National Academic Advising Association's faculty award criteria. The selection committee will evaluate nominations on the evidence of qualities and practices that distinguish the nominee as an outstanding academic adviser. Evidence may include:

Quality of information and advice:

- Knowledge of graduation requirements including General Education, Major and Degree requirements
- Knowledge of appropriate schedule development and course sequencing
- Use and dissemination of appropriate information sources
- Monitoring of student progress toward academic and career goals
- Knowledge of student resources and appropriate referral activity
- Mastery of institutional regulations, policies and procedures
- Knowledge of careers, residencies and post graduate study
- Participation in and support of advisor development programs

Support

- Strong interpersonal skills
- Establishing good rapport with students
- Caring, helpful attitude towards students
- Willingness to act in the student's best interests·
- Sensitivity to diversity issues
- Knowledge of campus resources and appropriate referral activity

Accessibility

- Availability to advisees and frequency of contact
- Face-to-face and electronic communication
- Welcoming and responsive to students

Nominations:

The College Awards Committee will be responsible for facilitating the award selection process including: by January 15, soliciting nominations from faculty and students; by February 1, gathering information from the candidates; and by March 1, recommending the award recipient to the Dean. By March 15, the Dean will make the final decision on the selection of the award recipient. The College Awards Committee will gather and make their recommendations to the Dean based on the following information submitted by candidates:

Nominations must contain adequate factual or descriptive material to describe the extent to which an individual meets the awards criteria. Include the following items and use objective data to support the nomination.

1. A completed Nomination Form.
2. Letters of support from advisees, faculty, colleagues, and administrators addressing evidence of outstanding advising (no more than five one page letters of support will be accepted). Letters of support should include information summarizing the extent to which the nominee meets award criteria, citing letters of support, data, or other materials illustrative of exemplary performance as an advisor.

An individual may receive the award one time within a five year time period. All faculty, staff, and administrators who advise students within the College are eligible for the award.

Approved: 12/7/2007
Revised: 2/22/2010; 3/26/12; 3/2/2016
Source: Faculty Meeting Minutes

COLLEGE
Policy 1.09

College Administrative Contingency Plan

The College recognizes the importance and need to provide administrative support for its programs and people. Administrative leaders (Department Chairs, Associate Deans, and Dean) within the College are responsible for providing administrative support for their assigned areas. Administrative leaders are expected to be accessible to their respective constituents to address any issues, opportunities, problems, or concerns in a timely manner. Consistency and continuity of administrative support is important and requires administrative leaders to be accessible during (and occasionally after) University normal business hours of operation to address any issues in their respective areas. Administrative leaders are expected to keep their office calendars (Microsoft Office Outlook) up-to-date and accessible to their direct support staff as well as to the Assistant to the Dean along with providing the Department and College with a mechanism for contacting the administrative leader in a timely fashion when they are out of the office including after hours. Contact information including office phone numbers and email addresses for administrative leaders will be kept up-to-date and accessible electronically to employees on the Department and College webpage and on the College shared drive. An after-hours emergency phone contact list of administrative leaders of the College will be kept up-to-date and accessible to administrative leaders of the College, the Provost, and President for cases involving emergencies and/or times when administrative leaders are out of the office including after hours.

For Department-related matters requiring immediate administrative attention or action, the first line of contact and response should be the Department Chair. If the Department Chair is not immediately available, the Dean of the College should be contacted. For College-related matters requiring immediate administrative attention or action, the first line of contact and response should be the Dean of the College. During times when the Dean is not immediately available, the next line of contact and response should be the Senior Associate Dean (SAD). If the SAD is not immediately available, the next line of contact and response should be the Associate Dean for Student Affairs and Faculty Development (ADSA). If the SAD and ADSA are not immediately available, the Provost should be contacted. If administrative attention or action is needed during times when the Dean is not immediately available, and the matter is determined to be something that cannot wait until the Dean is available, then the appropriate Associate Dean in consultation with the Provost (and in consultation with the appropriate Department Chair and/or Administrative Council when and where appropriate), is empowered to make decisions and take action on matters requiring urgent attention or action. Decisions involving matters of significance impacting the College and its Departments which require immediate attention and action, should be performed in a timely manner by the Department Chair or Associate Dean as described above, after appropriate consultation with the Provost. In the case of an extended absence (i.e., leave of absence, illness, or other), the Provost will work with the College and its Departments to appoint an Interim administrative leader (i.e., Chair, Associate Dean, or Dean) to ensure continued administrative support for the specific area in need.

Approved: 9/13/2011
Source: Faculty Meeting Minutes

COLLEGE
Policy 1.10

Instructional Faculty Qualifications

I. Purpose

A. Articulate the minimum qualifications of faculty teaching within the College of Health Professions (CHP) to ensure students benefit from faculty who are experts in the subject matter they teach and are able to communicate that content knowledge effectively to students.
B. Ensure faculty teaching within CHP meet minimum qualifications as established by the discipline.
C. Outline a system for documenting faculty qualifications for teaching courses in the College to ensure consistency and transparency.

II. Minimum Qualifications

Faculty are deemed qualified to teach a specific course primarily upon their academic credentials (earned degrees or completed coursework). In some cases, other criteria such as tested experience or a combination of academic credentials and tested experience may be used to determine if instructional faculty meet minimum qualifications for a particular course.

III. Academic Credentials

A. The College considers academic credentials as the primary criteria when determining faculty qualifications to teach a given course.
B. Qualification to teach a given course is based upon the faculty member's highest earned degree from an accredited institution in the United States.
C. If an institution outside the United States awarded the relevant academic degree, the hiring department is responsible for verifying the foreign credentials.
D. For undergraduate courses, faculty may be deemed qualified if they have earned
    1) A master's degree or higher in the discipline in which they teach;
    2) A master's degree or higher in another field plus a minimum of 18 graduate credit hours in the discipline in which they teach;
    3) A master's degree or higher in a closely related field, as defined by the academic discipline/program or accrediting body.

E. For professional courses and graduate courses, faculty may be deemed qualified if they have earned:
    1) A terminal degree (MD, PhD, PharmD, DNP, EdD etc.) in the discipline/program in which they teach;
    2) A terminal degree in another field plus a minimum of 18 graduate credit hours in the discipline/program in which they teach;
    3) A terminal degree in a closely related field, as defined by the academic discipline/program or accrediting body.

IV. Other Qualifications

In the absence of an earned degree or graduate coursework in the discipline, faculty may also be deemed qualified if they possess a combination of several of the following criteria (depending upon the discipline):

A. Tested experience includes relevant experience gained while working outside the classroom providing a breadth and depth of content knowledge;
B. Professional licensure and certifications relevant to the discipline of the course;
C. Documented scholarly activity and publications relevant to the discipline in top-tier refereed journals;
D. Recognized achievements, honors, or awards in the discipline;
E. Other qualifications or competencies required by discipline-specific accrediting agencies and/or licensing boards.

V. Documentation

A. Faculty who teach in CHP are responsible for providing to the department chair / program director the documentation necessary to verify their qualifications.
B. The department chair / program director is responsible for ensuring that all academic credentials are verified and provides the following documentation to the dean (or designee):
    1) Official transcripts (or letter from the university) for graduate degree(s) and relevant graduate coursework;
    2) Current Curriculum Vita;
    3) Course(s) assigned to faculty member to teach.
C. The department chair / program director is also responsible to provide to the dean (or designee) the following documentation for instructors lacking appropriate academic credentials:
    1) Documentation outlined in "B." above;
    2) Objective evidence verifying the qualifying experience(s), professional licenses, certifications, publications, achievements, honors, awards, and other competencies supporting faculty qualification to teach;
    3) Department chair / program director justification clearly describing the relevancy between items outlined above with course content and level of instruction within the discipline.

VI. Approval of Qualifications

A. Faculty within the teaching unit review documentation of instructor credentials and justification of other qualifications and provides program-level approval.
B. The Dean of the College (or designee) is responsible for ensuring that all instructor credentials are verified and other qualifications are justified and provides college-level approval.
C. The college shall maintain physical or electronic copies of documentation supporting faculty qualifications in the faculty member's official file.

Approved: 5/3/2017
Source: Faculty Meeting Minutes

Source:
Higher Learning Commission. "Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices" (http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf). Accessed on 10/27/16.

COLLEGE
Policy 1.11

External and Internal Fundraising

The NDSU Development Foundation and Alumni Association have established a well defined fund-raising and friend-raising structure and process for seeking donations from external constituents including alumni, corporations, foundations, businesses, and NDSU friends for the purposes of supporting University and College priorities. This process includes a requirement that all fund-raising activities being conducted with external constituents on behalf of the College of Health Professions involving its employees, students, student organizations, staff and faculty must be centrally coordinated through the College of Health Professions development officer and approved by the Dean of the College. Students, student organizations, staff, and faculty must also obtain approval from their Department Chair or Program Director and Dean of the College before actively fund-raising or seeking donations from any internal University entity including but not limited to: Central Administration (e.g. President, Provost, Vice President for Research, or other administrators, departments or divisions on campus). Students and student organizations must also have any fund-raising efforts reviewed and approved by their organizational advisor and the Associate Dean for Student Affairs and Faculty Development. Employees, students, student organizations, staff and faculty of the College who are applying for funding support through an open public competitive application process (e.g. grant or other) are to follow the University Research Administration guidelines for submitting and approving grants or obtain approval from the Dean of the College.

Approved: 11/29/2017
Source: Faculty Meeting Minutes

Student Academic and Conduct Standards Policy 3.01

NDSU College of Health Professions

Introduction

The mission of the NDSU College of Health Professions is to educate students and advance research and professional service in pharmacy, nursing, allied sciences, and public health. The College has established professionalism and ethics as two of its core values.

Pharmacists, nurses, allied health care professionals, public health professionals, and pharmaceutical scientists must live up to the high ideals of their profession. Their lives must be guided by the principles of honesty and integrity, in order to ensure that the public can regard their words and actions as unquestionably trustworthy.

To develop an understanding of and respect for these principles of honesty and integrity as applied to the academic work of pharmacy, nursing, allied science, and public health students, the College of Health Professions has developed this student conduct policy. This policy is applicable to anyone enrolled as a student in the College, including those in the pre-professional, professional, and graduate programs. This policy also applies to any student taking a course for credit in the College. Acceptance of this policy is required as a condition of admission to the College.

Academic Standards

The academic standards of the College of Health Professions differ from those of the University. Any student who fails to meet or exceed the University standards may be placed on University probation or suspension (see the current NDSU Bulletin for university information on academic deficiencies).

Semester Grade Point Average (All Students): To be in good academic standing within the College, all undergraduate and professional students shall maintain a semester grade point average of 2.00 or above for each semester enrolled in the College of Health Professions. All graduate students are expected to maintain a 3.0 grade point average as well as any other academic policies outlined by the graduate school.

Any student who fails to attain a semester GPA of 2.0 or above may be placed on College probation. Students who have been placed on academic probation for two (2) consecutive or three (3) non-consecutive semesters shall be suspended from enrollment in the College. After two suspensions, students will be terminated from the College. (Termination from the College does not prohibit the student from registering elsewhere in the University provided the academic standards of the alternate college of registration have been met or exceeded.)

A student who is suspended and desires readmission into the College must file a request for re-admittance with the Senior Associate Dean at least 60 days prior to the beginning of the semester in which readmission is sought. In addition, professional students must seek readmission to the professional programs in Pharmacy, Nursing, Allied Sciences, and Public Health through the Admissions Committee of their respective program.

Minimum Grade Requirement (Professional Students): To be in good academic standing within the College, all students enrolled in the professional programs of the College must complete all required courses within the College with a grade of "C" or above. Students are encouraged to refer to program-specific policies related to minimum grade requirements which can be found in the College Policy Manual at www.ndsu.edu/healthprofessions/college_information /policy_manual/. Graduate students are expected to uphold policies and procedures consistent with the graduate school and to maintain a 3.0 grade point average.

Students Enrolled in College Affiliated Educational Training Programs (Professional Students): To be in good academic standing within the College, all students enrolled in College affiliated internships, clinical, or experiential training programs are also required to uphold the academic

standards of that affiliate and will be subject to the terms of probation, suspension, and termination of the affiliated program. Students failing to meet affiliated program academic standards may also lead to termination from the College.

Conduct Standards

High standards of professional conduct are expected from all students, both to facilitate the learning of all students and to promote professional values. Individuals are expected to represent the College, professional program, or profession in a positive, professional manner. Students conducting clinical experiences, rotations, and/or internships must also uphold the specific policies of their clinical site.

All students are held responsible for exhibiting the following professional attributes: honesty, integrity, accountability, confidentiality, and professional demeanor. Academic dishonesty and professional misconduct are unacceptable. If there is doubt about whether or not academic or professional conduct is appropriate, individuals should query the Dean's Office.

Examples of unprofessional conduct include, but are not limited to, the following:

Academic Misconduct:

1. Cheating, includes but is not limited to, the following:
    a. The receipt, possession, or use of any material or assistance not authorized by the instructor in the preparation of papers, reports, examinations, or any class assignments to be submitted for credit as part of a course or to be submitted to fulfill College requirements.
    b. Arranging to have others take examinations or complete assignments (i.e., papers, reports, laboratory data, or products) for oneself, unauthorized collaborating with another student on individual assignments, or doing academic work for another student.
    c. Stealing or otherwise improperly obtaining, unauthorized copies of an examination or assignment before or after its administration, and/or passing it onto other students.
    d. Copying, in part or in whole, exams or assignments that will be kept by the instructor and are handed out in class only for review purposes.
    e. Knowingly submitting a paper, report, presentation, examination, or any class assignment that has been altered or corrected, in part or in whole, for reevaluation or re-grading, without the instructor's permission.
    f. Misrepresenting your attendance or the attendance of others in a course or practical experience where credit is given and/or a mandatory attendance policy is in effect.
    g. Plagiarism: Submitting work that is, in part or in whole, not entirely the student's own, without attributing such portions to their correct sources. Unauthorized collaboration with another student and representing it as one's own individual work is also considered plagiarism. Ignorance is NOT an excuse.
    h. Fabrication: falsifying data in scientific/clinical research, papers, and reports.
    i. Aiding or abetting dishonesty: Knowingly giving assistance not authorized by the instructor to another in the preparation of papers, reports, presentations, examinations, or laboratory data and products.
2. Utilization of a false/misleading illness or family emergency to gain extension and/or exemption on assignments and tests.
3. Violation of any IRB and/or University research processes.

Professional Misconduct

1. Violation of conduct described in course policies or articulated by the instructor in writing.
2. Violation of any code of ethics of the profession in which the student is enrolled.
3. Contributing to, or engaging in, any activity which disrupts or obstructs the teaching, research, or outreach programs of the College or University, on campus or at affiliated training sites.
4. Entering the classroom or clinical experience habitually late or leaving early, arriving late to a professional activity, without prior permission from the instructor. The instructor also has the obligation to notify the class, if possible in advance, of any changes in class times, possible late arrival, and/or cancelled classes.
5. Approaching faculty, staff, or students in less than a professional manner and treating faculty, staff, peers, and patients in a disrespectful and inconsiderate way (i.e., addressing a faculty member

without the appropriate title during professional activities). Respect and consideration are also expected when addressing a faculty member, staff, student, or patient that chooses to be called by their first name.
6. Failure to deal with professional, staff, and peer members of the health care team in a considerate manner and with a spirit of cooperation.
7. Unprofessional dress (as outlined in the professional program, class and/or clinical agency policies) during classes, clinical experiences, or when representing the College of Health Professions.
8. Bringing family members, guests, and pets to the classroom or any professional academic activities without prior consent of the instructor.
9. Falsifying applications, forms, documents, reports, or records of any kind or providing false information to the University personnel prior to admission to the College, or while an active member of the College's academic programs.
10. Unauthorized accessing or revealing of confidential information about faculty, staff, or students of the College and University.
11. Violation of patient respect and confidentiality in any practice/learning setting.
12. Theft, damaging, defacing, or unauthorized use of any property of the College, University, or training sites.
13. Computer Usage that violates NDSU/NDUS and/or clinical sites acceptable use policies.
14. Sexual harassment as defined by NDSU, NDUS, and/or clinical sites.
15. Harassment, threats of violence, intent to do harm (NDSU, NDUS)
16. Endangering patients, faculty, staff, and/or fellow students or damaging their property.
17. Intoxication, abuse, possession, use, and/or illegal sale of alcohol, drugs, chemicals, firearms, explosives, or weapons within the University campus, in any practice/learning setting, or when representing the College.
18. Any violation and/or conviction of any federal, state, or municipal law as well as a University rule or rule at a professional experience site.
19. DUI & DWI (driving under the influence or driving while intoxicated) is considered by the College as improper behavior, and any individual violating this law is required to undergo an alcohol/drug evaluation.

Reporting Process

Academic Misconduct

1. Students are required to report any academic misconduct to the Senior Associate Dean within 7 days of the occurrence. Failure of the student to report violations within the required time could result in immediate expulsion from the College and/or its programs. Graduate students must also report to the Department Chair of the graduate program.
2. The course instructor who suspects that academic misconduct has occurred in their course or other instructional context has an initial responsibility to: a) inform the student(s) involved of his/her suspicion and the suspicion's grounds; b) allow a fair opportunity for the student to respond; and c) make a fair and reasonable judgment as to whether any academic misconduct occurred.
3. The course instructor will report academic misconduct violations to their Department Chair within 7 days of the occurrence or discovery of the misconduct.
4. The Department Chair will report the academic misconduct to the Senior Associate Dean.

Professional Misconduct

1. Students are required to report any professional misconduct to the Associate Dean for Student Affairs and Faculty Development within 7 days of the occurrence. Failure of the student to report violations within the required time could result in immediate expulsion from the College and/or its programs.
2. Faculty members are required to report unprofessional conduct within the classroom setting. Similarly, other College personnel are required to report professional misconduct issues as they arise and which directly affect their daily professional activities.
3. The faculty member/College personnel will report professional misconduct violations to their Department Chair within 7 days of the occurrence or discovery of the misconduct.
4. The Department Chair will report the professional misconduct to the Associate Dean for Student Affairs and Faculty Development within 7 days of the discovery of the misconduct.

5. If a faculty member is aware that a student has violated the Conduct Policy outside of the classroom, he/she should remind the student of the policy and direct the student to self- report any professional misconduct violations to the Associate Dean for Student Affairs and Faculty Development within 7 days of the occurrence.

Disciplinary Sanctions

Academic Misconduct

1. The course instructor is responsible for determining the sanction for academic misconduct in the course. Sanctions may include, but are not limited to, failure for a particular assignment, test, or course.
2. The course instructor will inform the student of the sanction in writing by completing the Student Academic Misconduct Tracking Form as per University Policy 335 and submitting it to the student and the Department Chair.
3. The Department Chair will submit a copy of the form to the Senior Associate Dean.
4. The Senior Associate Dean will submit the form to the Registrar and Provost/VPAA in accordance with University Policy 335. In the case of graduate student academic misconduct, the Dean of the College of Graduate & Interdisciplinary Studies must also receive a copy of the completed Student Academic Misconduct Tracking form.
5. A copy of the Student Academic Misconduct Tracking Form will be placed in the student's academic file.

Professional Misconduct

1. Professional misconduct issues may be more likely to happen outside of the classroom and have broader implications for the well-being of students, faculty, and staff in the College. Hence, the Associate Dean for Student Affairs and Faculty Development has the initial and primary responsibility for administering and enforcing professional misconduct issues.
2. The Associate Dean for Student Affairs and Faculty Development will work collaboratively with the Department Chair (and where appropriate, individual instructors) to resolve professional misconduct issues.

Department and College Related Sanctions

Additional academic and/or professional disciplinary sanctions for the department/program may be assigned by the Department Chair depending upon the circumstances and nature of the misconduct. The Department Administrator will notify the student in writing of the sanction and rights to due process and forward a copy to the Senior Associate Dean &/or Associate Dean for Student Affairs and Faculty Development.

The Senior Associate Dean may impose additional disciplinary sanctions for the **College** and will notify the student in writing and the Dean of the College of Graduate and Interdisciplinary Studies (if a graduate student involved). Disciplinary action for academic and professional misconduct will depend based upon the seriousness of the misconduct. In general, sanctions may include, but are not limited to, any of the following:

1. Probation.
2. Supervised probation.
3. Suspension from the College.
4. Termination from the College. (Termination from the College of Health Professions does not prohibit the student from registering elsewhere in the University provided the academic standards of the alternate college of registration have been met or exceeded.)

In cases of particularly egregious or multiple instances of academic/professional misconduct, the Dean of the College may also recommend expulsion from the university.

Student's Right to Appeal

Students sanctioned for violations of the College Student Academic and Conduct Standards Policy have the right to appeal. Student appeals must follow the appeal procedure outlined below. Graduate student

appeals of sanctions involving academic misconduct must be filed in accordance with the Graduate Student Appeals policy described in the NDSU Graduate Bulletin.

Pre-professional/Professional Student Appeals Procedure

1. If the student chooses to appeal a course instructor's sanction, it must be pursued in the following sequence: course instructor, Department Chair, Associate Dean for Student Affairs and Faculty Development or Senior Associate Dean, and Dean.
2. Department and College related sanctions for professional misconduct may be appealed to the Associate Dean for Student Affairs and Faculty Development and the College Student Affairs Committee. Department and College related sanctions for academic misconduct may be appealed to the Senior Associate Dean and the College Academic Affairs Committee. Final appeals may be made to the Dean of the College of Health Professions.
3. In cases of sanctions involving suspension or termination from the College of Health Professions, the appeal will follow the process outlined in University Policy 335: Code of Academic Responsibility and Conduct.
4. An appeal for any sanction must be made in writing within 15 business days of the sanction letter. The date of the letter shall be the date the letter is postmarked. If hand-delivered, a notation of that date will be made in the student's file.
5. Appeal letters must specify in detail one or more of the following bases of appeal:
    a. the sanction was too severe for the offense;
    b. the decision for non-action/action/sanction was made in an arbitrary or capricious manner;
    c. the finding of the Student Academic and Conduct Standards Policy having been violated was not substantiated by evidence, and/or
    d. the student's/student organization's rights were violated (specify those rights believed to have been violated).

Appeal Review Process (Pre-professional and Professional Students)

1. Appeals made to the Senior Associate Dean or Associate Dean for Student Affairs and Faculty Development will be reviewed by the Academic Affairs Committee or Student Affairs Committee of the College depending upon the conduct violation in question.
2. The Academic Affairs/Student Affairs Committee will review the written letter of appeal from the student/organization and the materials from the original adjudication process. After reviewing these materials, the committee may decide to do one of the following:
    a. issue a decision based solely on the written materials;
    b. issue a decision based on a review of written materials and discussion with the involved principals;
    c. recall one or more witnesses;
    d. refer the decision to the full faculty for action;
    e. return the case for reconsideration of the decision and/or sanctions.
3. The Academic Affairs/Student Affairs Committee may uphold or lessen the original decision/sanction but not increase the sanctions/actions imposed by other persons or bodies.
4. The decision of the committee will generally be issued within 15 working days of the receipt of the appeal letter, but may take longer during University recesses, or in the event of complex cases.
5. The Registrar will be advised of the results of the appeal.

Unresolved Appeals

After the College appeals process has been completed, if the student/organization is not satisfied with the appeal decision, the student/organization has the right to appeal the decision to the Provost. The Provost will make the final decision on any appeals.

Incomplete Disciplinary Process

Students with pending disciplinary or legal actions, with sanctions for which an appeal has been submitted but not resolved, or whose sanctions have not been successfully fulfilled, will not be allowed to graduate from NDSU with a degree, major, or program of study offered by the College of Health Professions. In such cases, the College reserves the right to place a hold on a student's graduation until the case has been successfully resolved and the sanctions have been successfully fulfilled.

Annual Pledge, FERPA Notification, and Signature

I have read and understand the above policy. I agree to accept and abide by this Student Academic and Conduct Standards Policy of the College of Health Professions. I understand that possible violations of this policy and sanctions imposed, as well as information used to substantiate violations (including, but not limited to, criminal background checks and drug screens), may be shared with College affiliated educational training programs, clinical sites at which I may complete program-specific experiential requirements, licensing and/or certification boards relevant to my program of study, clinical sites at which I work for non-academic reasons (i.e., for pay or to volunteer), and other faculty, staff or administrators within the College of Health Professions and North Dakota State University who have a legitimate interest in my education. I understand that I have the right to revoke the College of Health Professions' ability to share this information at any time. Should I revoke the ability of the College of Health Professions to share relevant information with the aforementioned parties, I also understand that I am immediately ineligible to complete a degree offered within the College of Health Professions, and I voluntarily (and immediately) withdraw from my major or program of study within the College. I understand that withdrawing from a major or program of study within the College of Health Professions does not prevent me from pursuing another major at North Dakota State University. I am also aware of and assume responsibility for following other College and Department policies as stated in my major or program of study's student handbook.

Please indicate your major:

_____ Medical Laboratory Science – Pre-professional
_____ Medical Laboratory Science: Year 1
_____ Nursing – Pre-professional
_____ Nursing: Year 1 2 3
_____ Nursing – LPN - BSN
_____ Nursing – RN - BSN
_____ Nursing - DNP
_____ Pharmaceutical Sciences – MS
_____ Pharmaceutical Sciences – Ph.D.
_____ Pharmacy – Pre-professional
_____ Pharmacy – Pharm.D.: Year 1 2 3 4
_____ Public Health - Certificate
_____ Public Health - MPH
_____ Radiologic Sciences – Pre-professional
_____ Radiologic Sciences: Year 1 2
_____ Respiratory Care – Pre-professional
_____ Respiratory Care: Year 1 2

Date:_____

Printed Name:_____

Signature:_____

Revised: May 14, 2008, April 15, 2009, April 21, 2011, October 7, 2013, April 29, 2015, October 31, 2018, Jan. 2, 2019
Source: Faculty Meeting Minutes

COLLEGE
Policy 3.03

Right to Terminate Enrollment

The College of Health Professions reserves the right to terminate the enrollment of any student at any time, if the student demonstrates that he or she is unsuited for a professional career and its inherent responsibilities and obligations. Circumstances that may lead to student termination will include, but not be limited to, violation of state or federal statutes or regulations.

Approved: 10/27/93
Housekeeping: 4/29/15
Source: Faculty Meeting Minutes

COLLEGE
Policy 3.06

Status Documentation

Upon acceptance to a professional program housed in the College of Health Professions, students may be required to submit documentation of health status. Programs will define their own documentation requirements and include those requirements in their program handbook(s). Examples of documentation may include, but are not limited to:

- Record of immunizations or other immunity for influenza, measles, mumps, rubella, varicella, poliomyelitis, tetanus, diphtheria, hepatitis B
- Results of tuberculin testing
- Physical examination by the student's health care provider (MD, DO, NP) within one year
- Allergies
- Health problems that may be of significance in clinical practice
- Permission to release information to clinical agencies
- Affirmation of veracity of the record

Health status documentation to be completed by the student and his/her health care provider will be provided to the student. Documentation must be submitted to the student's professional program designee as indicated in student's program handbook.

If required by the professional program, tuberculin testing must be done annually and the report submitted to the appropriate department.

The expense of the physical examination and any needed immunizations is the student's responsibility.

Approved: 12/10/03
Revised: 11/29/2017
Documentation: Faculty Meeting Minutes

Health Insurance

Upon admission to the professional program students in the College of Health Professions are required to have adequate health insurance coverage in case they require health care or hospitalization while they are enrolled.

The College does not provide coverage for students while they are in clinical experiences, and students are not covered by the agency's workers' compensation.

Insurance company and policy number will be provided by the student to the secretary in the department in which the student is enrolled before any experience in the clinical areas. Insurance may be obtained through the University or a company selected by the applicant.

Approved: 12/10/03
Housekeeping: 4/29/15
Source: Faculty Meeting Minutes

COLLEGE
Policy 3.08

Criminal Background Checks

NDSU (and the College of Health Professions) reserves the right to refuse admission or re-enrollment or to place conditions on admission or re-enrollment of applicants and former students, and suspend or terminate the enrollment of students, who NDSU and/or the College of Health Professions determine represent a safety risk to NDSU or the College, students, employees, property, or affiliated teaching sites and their employees and patients. An individual who is disqualified from having patient contact based on a background check may be unable to meet program requirements and/or to complete their intended degree. The State regulatory boards may deny licensure to an individual with a criminal background. All students will be required to complete a criminal background check as determined by their discipline. Students may be required to obtain two background checks (a multi-state and an FBI check) at multiple points in their educational program. Students who do not comply with the background checks, release of information, and the required deadlines for procuring background checks will be prevented from registering for and/or attending classes and/or professional program application(s).

Approved: 2/2/96
Revised: 12/8/99; 12/10/03; 2/2/10
Housekeeping: 4/29/15
Documentation: Faculty Meeting Minutes

COLLEGE
Policy 3.09

Professional Dress

Professionalism is a core value of our program. Students are to dress appropriately during the laboratory and experiential components of the professional program in order to promote and maintain a positive professional image. In addition, appropriate professional clothing is to be worn when representing the College at professional out-reach activities. Violations of the College or departmental dress code may result in sanctions. Students should refer to their respective department or affiliated clinical/experiential dress code policy for further details.

Approved: 1/26/94
Revised: 3/3/99, 10/20/08
Source: Faculty Meeting Minutes

COLLEGE
Policy 3.10

Instructional Continuity

1. Individual faculty members shall develop an Instructional Continuity Plan for each face-to-face course they teach.

2. The goal of an Instructional Continuity Plan is to:
   a. Identify alternative methods of instruction in order to deliver a quality learning experience for students in the event of a disruption of classroom activities for a week or longer; and
   b. Address medical situations (e.g. illness, hospitalization, contagious disease) which preclude individual students from physically coming to class for a week or longer.

3. The Instructional Continuity Plan shall be communicated orally to students on the first day of class, in writing in the course syllabus, and as an announcement posted on the Blackboard course homepage.

4. The Instructional Continuity Plan for classroom disruption shall contain general guidelines addressing the following components:
   a. Course Communication - Method of communication between instructor and student as well as expectations for turnaround time on responses. Consider the possibility that internet access or delivery is unavailable. (Examples of alternative methods of communication include email, Blackboard announcements on course homepage, and phone.)
   b. Course Content – Methods for alternative delivery of content and how you will make course materials available to students. (Examples include electronic copies of lecture materials stored on Blackboard, archived Wimba lectures, audio lecture recordings uploaded to Blackboard, use of Blackboard Discussion Board, and Wimba live.)
   c. Assignments and Assessments – Modifications in the event a campus closure should coincide with an exam or assignment due date. (Examples include submitting assignments using the Assignment feature in Blackboard or via U.S. Mail, on-line assessments using Blackboard, & extended deadlines.)
   d. Course Requirements and Grading – Modification in grading in the event of a change in course requirements.

5. The Instructional Continuity Plan addressing medical situations that preclude individual students from attending class shall contain the following general guidelines:
   a. Student Communication – Expectations for students to notify the instructor within 48 hours of the extended absence to request an alternative course delivery method, state the reason for the absence, and anticipated length of the absence. Students are also expected to communicate with the instructor on a weekly basis during their absence.
   b. Instructor Assurance – Instructors will provide students with reasonable accommodations to ensure instructional continuity.

EXAMPLE INSTRUCTIONAL CONTINUITY PLANS

Example - Instructional Continuity Plan for Disruption of Classroom Activities:

"In the event this class is not able to meet face-to-face for an extended period of time (e.g. 1 week or longer) the instructor will ***communicate*** *with the student using Blackboard announcements &/or Blackboard email. In the likelihood the internet is disabled, the instructor will communicate with the student using U.S. Mail. Students may communicate with instructors using Blackboard email or by phone (Office phone # _____). Depending upon the nature of the classroom disruption, please allow 48-72 hours for a response.*

During the campus closure, ***course content*** *will be delivered using archived Wimba lecture technology. Directions on how to use this technology will be posted on Blackboard. (Students are encouraged to familiarize themselves with these instructions and clarify any questions regarding this technology at the beginning of the semester.) If the internet is disabled, students are expected to use the required textbook identified on the syllabus to supplement their lecture handouts.*

If the classroom disruption coincides with the time an ***assignment*** *is due or on an* ***exam*** *day, alternative arrangements will be made and communicated to the student using Blackboard or U.S. Mail as described above.*

Lastly, depending upon the nature and length of classroom disruption, ***course requirements may be modified and grading adjusted*** *accordingly. Any modifications in course requirements or grading will be communicated to the student using Blackboard or U.S. Mail as described above.*

For questions regarding this Instructional Continuity Plan, please talk with your instructor as soon as possible."

Example - Instructional Continuity Plan for Individual Medical Reasons:

"In the event *a student becomes ill, hospitalized, contracts a contagious disease (flu or other) or has a medical condition which precludes them from physically coming to class for a week or longer, the instructor will provide reasonable accommodations to ensure instructional continuity provided the student: 1) Notifies the instructor within 48 hours of the extended absence to request an alternative course delivery method; 2) identifies the reason for and anticipated length of the absence; and 3) Communicates weekly with the instructor during the absence."*

Approved: October 21, 2010
Source: Faculty Meeting Minutes

COLLEGE
Policy 3.11

Student Technical Standards Policy

The North Dakota State University College of Health Professions' (NDSU CHP) mission is to educate students and advance research and professional service in pharmacy, nursing, allied sciences, and public health. As a corollary to this mission, the NDSU CHP seeks to train students who have the ability, interest and work ethic necessary to be eligible for licensure and/or certification and to embark upon a successful career as a health care professional. Thus, all professional programs offered by the NDSU CHP require students to undertake the ***full set of activities*** that are necessary to complete their program(s) of study.

The goal of every licensed and/or certified health professional is to provide ***safe*** and ***effective*** care to patients. In order to provide that care, individuals must demonstrate the physical, cognitive and social skills necessary to learn, practice and master each of the competencies of one's profession. Failure to demonstrate these competencies not only endangers the patients under the provider's care, but also impacts the ability of other health care professionals to provide safe and effective patient care.

To that end, the NDSU CHP has established the following technical standards as minimal guidelines regarding the competencies necessary to complete a professional program in the NDSU CHP. For simplicity, these competencies are organized into three general categories: physical, cognitive and social.

Physical Competencies

1. Students must demonstrate ***sufficient motor skill capacities*** to evaluate and execute medication orders, use diagnostic equipment specific to the discipline, undertake physical assessments of patients and effectively deliver therapies commensurate with the discipline.
2. Students must demonstrate ***sufficient physical stamina*** to productively contribute to a practice or classroom setting over a standard length of time. As an example, students on clinical rotations should demonstrate the physical stamina to keep up with their peers and supervisors as they perform patient care activities over the course of a typical shift.
3. Students must demonstrate ***the physical capacity to observe*** their surroundings and environment (in both the classroom and in the practice setting) using visual, auditory and somatic senses.

Cognitive Competencies

1. Students must demonstrate the ***innate*** ability to collect, comprehend, and interpret information from their physical surroundings. That is, a student must demonstrate not only the physical ability to interact with a patient, a peer, a teacher or other environmental stimuli, but must also demonstrate the cognitive ability to process the interaction and develop an appropriate response. As a practical example, a health care professional must not only demonstrate the physical faculties to communicate with a patient, but also the mental capacity to understand the patient's needs and formulate an appropriate response.
2. Students must consistently demonstrate the ability to think analytically and critically. Students must be able to use these skills (both independently and as part of a team of professionals) to solve practical patient care problems. Students must be able to think critically and analytically in an efficient

and timely manner, and under stressful conditions. It is important to stress that this competency is as much a function of ***practice*** as it is a function of innate cognitive ability (item 1).

3. Students must demonstrate the ability to adapt to new information, situations, problems and environments. Students must demonstrate the ability to incorporate those new stimuli into their decision making processes and ***respond*** in an appropriate fashion. As an example, students must demonstrate the ability to incorporate new concepts, patient care standards and past academic and/or work experience into their current and future patient care activities.

Social Competencies

1. Students must demonstrate the ability to ***adhere to the regulatory and institutional constraints*** imposed by the discipline, most notably by the law and the licensing board of the discipline in question.
2. Students must demonstrate the ***ability to act in an ethical and professional manner*** commensurate with the standards of the discipline. It is important to note that, while laws and regulations are themselves ethical and moral guidelines, they are minimalist in nature. Acting in a truly ethical and professional manner may require holding oneself to stricter standards of behavior than what is required by regulatory and institutional constraints. It also requires a high degree of maturity and emotional stability.
3. Students must demonstrate the ability to observe, understand and ***show compassion*** for patients.
4. Students must demonstrate ***effective interpersonal communication skills***, including verbal, non-verbal and written communication skills. Students must demonstrate sufficient fluency (verbally, non-verbally and written skills) in the native language where the instruction takes place.
5. Students must demonstrate ***cultural sensitivity***, and understand the ideologies, socio-cultural and political characteristics which frame the lives and daily activities of their peers, co-workers and/or patients.

Reasonable Accommodations under the Americans with Disabilities Act (ADA)

The College strongly encourages any student who suspects that he or she may have a disability to contact the NDSU Office of Disability Services for guidance concerning the steps that are necessary to document and verify the nature and extent of the disability. Consistent with NDSU, state and Federal policies, students with documented evidence of disabilities have every right to request reasonable accommodations of instructors (defined in the broadest sense to include faculty, preceptors, administrators and supervisors), and instructors are required to accommodate reasonable requests. However, such requests are not reasonable if they disrupt, are detrimental to and/or endanger patients, students, co-workers and/or instructors. As such, students who, after reasonable accommodations are made, do not consistently demonstrate the competencies identified above are ineligible for admission or progression in the NDSU CHP' professional programs.

Additional Technical Standards

Specific professional programs housed in the NDSU CHP (and the departments sponsoring those programs) may choose to add additional competencies not specifically identified in this policy. Successful demonstration (with or without reasonable accommodations) of program specific technical standards is also required for admission and progression within the specific professional program. Students should make every effort to

obtain and understand these additional competencies from the academic administrator for that program (i.e., a chair and/or associate dean).

Failing to Meet, Reporting and Adjudicating Technical Competencies

Students who consistently fail to demonstrate the competencies identified above are ineligible for admission or progression in the NDSU CHP' professional programs. Students who are admitted to a professional program and who ***realize*** (either through their own efforts or as demonstrated by a licensing board, a preceptor or a faculty member in the student's program) that they do not (or no longer) ***consistently*** demonstrate the requisite technical competencies to be eligible for licensure have an ethical obligation to self-report that information to the CHP administration (i.e., the appropriate department chair, the Associate Dean for Nursing, the Senior Associate Dean, and/or the Associate Dean for Student Affairs and Faculty Development). Moreover, once realized (own awareness or as reported to them by a licensing board, faculty, or preceptor), a failure to self-report a ***consistent*** lack of technical competencies represents a violation of the Student Conduct Policy (College Policy Manual, Policy 3.01). Once self-reporting occurs, these administrators will work with the student to identify reasonable accommodations. If reasonable accommodations are not available, these administrators will assist the student as he or she transitions out of the professional program. This transition will occur in a manner generally consistent with the timelines established in the Student Conduct Policy (College Policy Manual, Policy 3.01).

Revised: 12/3/2014
Approved: 10/21/2010
Housekeeping: 4/29/15
Source: Faculty Meeting Minutes

Student File Contents

The Family Educational Rights Protection Act (FERPA) and North Dakota open records laws guarantee students the right to examine their academic files as long as the guidelines and protocols outlined in the Act and the College of Health Professions Policy Handbook (hereafter, simply referred to as the "Handbook") are followed appropriately. The purpose of this policy is three-fold. First it defines the contents that can be included in a student's academic file. All other information germane to student records (including, but not limited to an advisor, faculty member or administrator's personal notes regarding personal interactions with the student) that is not included in a student's academic file must be contained in a separate file (hereafter denoted as a "personal file"). Second, it identifies the individuals with discretionary power to peruse and disseminate information contained in a student's personal file. Third, it defines the means (not already identified explicitly under FERPA) by which a student can gain access to the information contained within his/her academic file.

Student Academic File Policy

All students who are currently registered in a pre-professional, professional and/or graduate program housed within the College of Health Professions (hereafter, denoted as the "College") will have an academic file created and maintained within the College. The file will potentially (depending on whether that documentation is collected and deemed necessary by a program) contain the following information:

- A student's complete set of admission actions, including (but not limited to) any completed application forms held in the College, letters of admission and student background checks conducted as a part of the admission process(es);
- Original, signed copies of the College' Student Conduct Policy Form;
- Official documentation regarding academic and/or professional misconduct, including the nature of the misconduct, official evidence to substantiate the misconduct (i.e., police and other official citation reports), the sanctions assessed and documentation substantiating whether (and if so, to what extent) the student satisfied the remediation outlined in the sanctions;
- A student's complete academic transcript, including transcripts from NDSU, transfer universities and (if applicable) high school;
- Any advising records, notes and worksheets detailing the student's academic progress that are recorded on advising worksheets formally adopted by an academic program, department or the College as a whole;
- Formal evaluations (written or otherwise) of a student's clinical, experiential and/or cooperative education activities;
- If applicable, all formal reports and/or results of a preliminary and/or final examinations for the granting of an academic degree housed within the College;
- Any and all official interaction between the student and the appropriate licensing board that directly relates to the student's academic and professional progress, including (but not limited to) formal applications for licensure, both intern and otherwise (i.e., R.N., R.Ph., etc.) and current licensure(s) on file;
- Official documentation relating to scholarships, employment and/or other financial assistance directly relating to academic progress;

- If applicable, official documentation verifying that the student has met all Federal, University, College and (where available and necessary) hospital-specific requirements (including NDSU Hiring Form 100/102 and successful completion of NDSU's safety and sexual harassment training) to lawfully accept employment.

Student Personal File Policy

All other information directly or indirectly relating to a student's academic and professional progress that is not included in the student's academic file shall be contained in the personal file. This file shall remain distinct and separate from the student's academic file in both its creation and maintenance. The appropriate College faculty and/or administrators creating and maintaining the file may exercise complete discretion in determining whether (and if so, how much) to disclose the contents of the personal file to a student and/or their legal representative(s).

Student Personal and Academic File Procedures

All files are property of the College. All files will be housed in a secure area, preferably a locked file cabinet. Faculty may have access to files where appropriate and necessary. However, faculty who request such files must check them out and return them within 24 hours. Faculty members who fail to conform to the aforementioned procedures are subject to the faculty misconduct sanctions outlined in the Handbook.

Students do not have unsupervised and unlimited access to their academic (or, if allowed, personal) file. Instead, students may obtain access to their information via the following procedures:

1. Make a formal request through an official University medium (i.e., through the postal service or via NDSU email) to the Dean's Office of the College to view the information in her/his academic file. Within that request, the student must proactively acknowledge that failure on his/her part to follow these established procedures and/or act in a professional manner during the requested meeting will result in a violation of the Student Conduct Policy.
2. Work with the appropriate College administrator and/or their designee maintaining the file to arrange a mutually agreeable time to view the content of the file.
3. At the time the meeting is finalized, the appropriate College administrator (or their designee) will also inform the student about whether (and, if so, how much) information from the student's personal file will be available at the meeting. If the student does not raise the issue, the appropriate College administrator is not obligated to proactively inform the student about the presence of a personal file.
4. At the time of the meeting, the student shall be supervised by a College administrator, faculty or staff member at all times, and the file is not to leave the physical location where the appointment takes place.
5. At the time of the appointment, the student may request a photocopy of any information contained in her/his academic file. The student is allowed to retain these copies permanently for their own use. However, the College administrator is solely responsible for making those copies to ensure the integrity of the file in question. The student will be billed eight cents per reproduced page, and payment will be made in cash at the time of the appointment.
6. The student is not allowed to take notes or otherwise make unauthorized and/or subjective reproductions of the information contained in his/her academic file.

Approved: 10/21/2010
Housekeeping: 4/29/15
Source: Faculty Meeting Minutes

COLLEGE
Policy 3.13

Minimum Class Enrollment

I. Purpose

A. Maximize instructional resources efficiently by requiring minimum class size enrollments.

II. Minimum Class Size

A. Courses offered in the College of Health Professions within the traditional academic year will be taught provided they meet a minimum enrollment of 15 students for undergraduate (100-400 level) courses, 10 students for professional program courses (e.g. Pharmacy, Nursing, Allied Sciences), and 5 students for graduate (500-, 600-, 700-, 800-level) courses.

B. Exemptions to the minimum class size enrollment may include new courses, courses required for a degree program, clinical placement courses (e.g. externships, field experiences/internships, practicums, etc.), Independent Study (494, 594), Special Topics (499, 596, 696), Study Abroad (479, 679), Master's Paper/Thesis (797, 798), and Clinical/Doctoral Dissertation (799S, 899) courses.

Approved: 5/3/2017
Source: Faculty Meeting Minutes

Substance Misuse Testing Policy

The NDSU College of Health Professions is committed to ensuring safe, healthy learning environments, including both didactic and experiential learning environments, for all of its students. The use of illicit drugs, as well as the overt misuse of alcohol and/or legally prescribed medications (including, but not limited to, mood altering medications) compromise learning environments and are prohibited under College Policy 3.01: Student Conduct Policy and University Policy 155. It is beneficial for all College of Health Professions stakeholders (including its students, faculty, staff, clinical partners, and the patients and families we serve) to establish a testing policy process to ensure the safety and health of these learning environments, as well as to ensure an equitable due process for students who are alleged to partake in substance misuse.

Bases for Testing

The College of Health Professions reserves the right to require any student enrolled in one of its pre-professional or professional programs and/or enrolled in any course housed within the College to undergo testing for substance misuse. All testing is coordinated and monitored through the Office of the Associate Dean for Student Affairs and Faculty Development (ADSAFD). All testing must be direct observation, 10 panel (or higher) tests, and must be conducted at a WADA-accredited or SAMHSA-certified laboratory. Per College Policy 3.12: Student File Contents, all test results shall be maintained in a secure location in the Office of the ADSAFD, and may be included in the Student's Personal File. The default method of analysis will be urinalysis, although the ADSAFD reserves the right to require alternative methods of analysis (for example, blood analysis or hair analysis) where appropriate. Alternative methods (if required) will be disclosed in writing when notifying the student about the need to be tested.

Nonrandom Testing

Nonrandom testing for substance misuse may occur as a requirement for entry into clinical sites (per site policies or program-specific experiential education policies), or to fulfill the requirements of sanctions imposed under College Policy 3.01: Student Conduct Policy.

Reasonable Suspicion Testing

Incidents or events involving suspected substance misuse by students shall be reported to the ADSAFD using the Reasonable Suspicion Reporting Form. Reasonable suspicion shall be determined using objective evidence (photos, legal documents, or other documentation), reports made by credible sources (law enforcement, clinical site staff, NDSU faculty and staff, etc.), or a combination of these sources. Because it is a violation of University Policy 155 and College Policy 3.01: Student Conduct Policy to misuse alcohol or prescription medications, or to use illicit drugs, and testing may exonerate the student of an alleged policy violation should the allegation be made falsely, the ADSAFD may exercise discretion in determining what evidence is of sufficient credibility to require testing. A descriptive summary of the evidence will be provided to the student at the time the student is informed of the need to submit to testing.

Random Testing

The College of Health Professions may implement a random substance misuse testing program. Should a random substance misuse testing program be implemented, the parameters of the program must be made freely available on the College of Health Profession's website, and students must be provided notice of the policy at least 6 months prior to its implementation. No more than 5 percent of the active College of Health

Professions student body may be randomly selected for testing in any academic semester. No student will be randomly identified for testing more than once in a single academic year. The random selection of students will be implemented using a computer generated random number generating process, with interval (or other non-weighted) sampling. A summary of that selection process shall be provided to the Dean of the College of Health Professions on an annual basis.

Testing Process

Students who are required to undergo testing will be notified in writing via NDSU email. Upon receiving a request for testing, students are responsible for providing a 10 (or larger) panel, direct observation, drug screen from a reputable, appropriated licensed vendor within 12 business hours of the date and time of the request. The student identified for testing is solely responsible for obtaining his/her own appointment for testing, his/her transportation to the appointment, and paying the costs of these tests. An original copy of the test results must be delivered to the Office of the ADSAFD at the end of the 12 business hour window. Test results that show evidence of a diluted sample will not be accepted, and will not result in additional time in which to submit test results.

Ramifications for Positive Test Results or Failure to Test in a Timely Manner

Students whose test results are positive are subject to sanctions outlined in College Policy 3.01: Student Conduct Policy. Once sanctions are assigned, a student's rights of due process are also outlined in College Policy 3.01: Student Conduct Policy.

Students who fail to submit an original copy of their test results within the 12 business hour window face additional sanctions under College Policy 3.01: Student Conduct Policy. More specifically, students who fail to provide the required test results within the 12 business hour window will be sanctioned under the presumption that the test results for the substance misuse in question are positive.

Testing Alternatives

Students whose religious, cultural or other practices prohibit them from undergoing a specific type of drug test may request that the ADSAFD require an alternative test, so long as the alternative test is of equal or greater accuracy and precision than the original test required by the ADSAFD. All parameters identified previously apply to the alternative test. In the event that no such test exists, or in the event that students are unable to justify the need for an alternative test, students may be found in violation of College Policy 3.11: Student Technical Standards.

Approved: 11/29/2017
Source: Faculty Meeting Minutes