

Meeting Agenda

May 9, 2022

- I. Call to Order.
- II. Attendance.
- III. Adoption of the Agenda.
- IV. Approval of Meeting Minutes from April 11, 2022.
- V. Announcements.
 1. Dean Bresciani, President
 2. Margaret Fitzgerald, Provost
 3. Florin Salajan, Faculty Senate President
 4. Dennis Cooley, Faculty Senate Past-President
 5. Anastassiya Andrianova, Faculty Senate President-Elect
 6. Joshua Schroetter, Staff Senate President
 7. Laura Friedmann, Student Body Vice-President
 8. Philip Hunt, Registrar
- VI. Committee and Other Reports.
 1. Budget Committee report
- VII. Consent Agenda.
 1. UCC Report
 2. Policy 320
 3. Policy 327
 4. Policy 331.1
 5. Policy 823
- VIII. Special Order
 1. Election for the Faculty Senate President-Elect
 - i. Nominations
 - a. Dr. Ryan Limb
 - b. Dr. Warren Christensen
- IX. Unfinished Business.
- X. General Order.
- XI. New Business.
 1. Policy 325
 2. Policy 335
 3. Policy 352

4. Guiding Principles for Shared Governance at NDSU
- XII. Adjournment.

Meeting Minutes

April 11, 2022

- I. Call to Order: 3:02pm.
- II. Attendance: See Appendix 1.
- III. Adoption of the Agenda: Limb/Hassel
 1. Motion to adopt approved unanimously
- IV. Approval of Meeting Minutes from March 21, 2022.
 1. Approved by unanimous consent
- V. Announcements.
 1. Dean Bresciani, President
 - i. The state's economy continues to look strong in agriculture and energy, which will be a good thing for education. The previous cuts to higher education have been debilitating and the legislators seem to realize it. There is a potential to redress those issues in next year's legislative session.
 - ii. The enrollment for the Freshman class is looking good. Increased enrollment holds promise for NDSU's future success and budget situation.
 - iii. NDSU continues to lead the state in retention and graduation rates. Unfortunately, that success can be considered to come with a penalty because NDSU receives less money from the state as a result of students progressing more quickly through their education paths.
 - iv. This May's graduation will be the largest in NDSU's history. That is great news for students and for employers.
 - v. The Peltier Complex will break ground this summer. It will be the largest complex on campus.
 - vi. The replacement of Waldron Hall and some satellite buildings is very important to many people and the economy of North Dakota.

It is first on NDSU's building funding priorities to the state, and there are some legislators already talking about replacing it.

vii. Questions:

- a. Is there any news about the new engineering building?
 - a. It will be the next building listed after Waldron Hall on the funding request list. The problem is that since engineering has declining enrollments, it will be a struggle to fund any new building for it with state money. Enrollments in engineering have to grow to get that state attitude toward funding an engineering building reversed.
 - b. The legislators are more likely to provide appropriated funds if there is substantial private funding secured. There have been inquiries about whether an engineering building could be privately funded, but there does not seem to be sufficient resources available for such funding.
- b. Opinion on the governor's drive for online delivery of education and Western Governors University (WGU).
 - a. Although the governor apparently believes that all education can be delivered online, and that actually works for some students, the opportunity to be in class and interact with their peers is essential to many students and the chance for a successful education. In-class engagement cannot be replaced with online classes.
- c. Is the library in the talks for upgrade or replacement?
 - a. The legislators do not believe libraries will exist in the future; so, they are unlikely to fund it with a building project. In order to get money for the library, it might be practical to re-envision the library as a data analytics center, e.g., to make it more attractive to the state legislators.

2. Margaret Fitzgerald, Provost

- i. The Provost's Office will be holding sessions on the capital campaign and what it means to campus, as well as three other events.
- ii. The committees' recommendations on the budget reductions are in, with the exception of the Academic Portfolio Committee. With

the recommendations from the other committees in, the budget reduction talks now begin.

3. Florin Salajan, Faculty Senate President
 - i. At the May Faculty Senate meeting there will be elections for President-Elect. If any Senator knows of someone or wants to self-nominate, then please send a CV of the nominee to President Salajan by 1 May 2022 at the latest. That being said, there can still be nominations from the floor, but using this pathway will not allow Senators to have as much time to review the nominee's qualifications.
 - ii. Pres. Salajan asked the Senators cycling off the Senate to ask their deans to follow up on the college elections to make sure that replacements have been duly elected before the Tuesday after commencement. The Tuesday after commencement is when new Senators' terms begin.
4. Dennis Cooley, Faculty Senate Past-President
 - i. No announcements
5. Anastasiya Andrianova, Faculty Senate President-Elect
 - i. No announcements
6. Joshua Schroetter, Staff Senate President
 - i. The Gunkelmen award ceremony is at 3:00pm on 4 May 2022 in the Alumni Center. There were over 80 nominations for 30 individuals.
 - ii. The Staff Senate has formed an ad hoc committee to review remote work. Email surveys will be coming out soon to stakeholders, including faculty who supervise staff.
7. Laura Friedmann, Student Body Vice-President
 - i. The proposed changes to NDSU Policy 335 on academic misconduct policy are being reviewed by Student Government. There are several revisions that they would like to discuss before making a decision.
 - ii. NDSU Prom is coming up in 2 weeks (23 April 2022 8pm-12 midnight) at the Fargo Air Museum. Student Government sold out the 1,200 tickets that were available. Student Government asked for faculty to volunteer at the parking lot for bus safety, food distribution, or one of the other open slots.
 - iii. Last week, student body elections were held. Christian Walth won the presidency. Student Government is now in their transition phase between the current and elected officers.

- iv. Pres-Elect Walth greeted the Faculty Senate.
- 8. Philip Hunt, Registrar
 - i. Absent but with R. Ingalls acting as proxy.
 - ii. No announcements.
 - iii. Question
 - a. Is there a new deadline to finish and record grading? Has it moved from noon to midnight?
 - a. There is no plan to change the deadline.

VI. Committee and Other Reports.

- 1. Budget Committee report
 - i. M. Petersen stated that the Senate Budget Committee has all the various work groups and ad hoc committees' reports except for one. The Budget Committee will meet with the Provost tomorrow - 12 April 2022 - to review and give advice on the recommendations.
 - ii. Questions
 - a. Which committee report is the Budget Committee awaiting?
 - a. It is the Academic Portfolio Committee.
 - b. Can a summary of these reports be sent out to the faculty?
 - a. The Provost believes that the reports are on the Provost's [website](#) and have already been sent to the deans and heads to distribute.
- 2. Shared Governance Ad Hoc Committee report
 - i. Sen. Hassel stated that the document in the agenda is the result of the committee's work from the last few months. The committee considered different deliverables, including policy, statement, and guiding principles. The committee decided that a guiding principle document with the value and process is the main focus, and the attached draft is being presented for input in the Faculty Senate.
 - a. Input
 - a. Why is it a document of guiding principles rather than a policy proposal?
 - i. There isn't agreement among the governance groups that a policy is needed or wanted. To move forward together, a clear document on shared governance principles is a good start.

- b. Pres. Salajan encouraged Senators to send any comments or questions to Pres. Salajan or Sen. Hassel.
 - 3. Grading System Change Ad Hoc Committee report
 - i. Sen. Limb stated that the proposed policy has been around for a year. The Student Body representatives were surprised that this proposal was coming forward because there had been no call for it. When the committee did its due diligence they found that there appeared to be no interest or support for such a policy change.
 - ii. Motion to disband the committee: Cooley/Christensen.
 - a. Motion approved unanimously
- VII. Consent Agenda.
 - 1. UCC Report
 - i. Consent Agenda approved by unanimous consent
- VIII. Unfinished Business.
 - 1. None
- IX. General Order.
 - 1. None
- X. New Business.
 - 1. None
- XI. Adjournment 3:52pm: Selekwa/Roberts
 - 1. Approved unanimously

Appendix 1: Attendance

Name	Substitution	Present
Aldrich-Wolfe, Laura		X
Amiri, Ali		X
Andrianova, Anastassiya		X
Arnold, Lisa		X
Asa, Eric	Banawi, A	X
Berg, Eric		X
Burt, Sean		X
Byrd, Christopher		X
Choi, Juwon		X
Christensen, Warren		X
Cooley, Dennis		X
Creese, John		
Emanuelson, Pam		X
Fellows, Kristen		X
Gao, Jerry		X
Harringer, Shannon		X
Hassel, Holly		X
Hershberger, John	Hinsz, V	X
Hong, Yontao (David)		X
Huseth-Zosel, Andrea		X
Jackson, Jeremy		X
Kilina, Svetlana		X
Larson, Jamee		X
Limb, Ryan		X
Lin, Zhibin		X
March, Raymond		
McGrath, Ryan		X
Nordstrom, Onnolee		X
O'Rourke, Stephen		X
Overton, Kimberly		X
Peltier, Allison		
Philbrick, Candace		
Rahman, Mukhlesur		X
Roberts, David		X
Ross, Darrell		X
Salajan, Florin		X
Selekwa, Majura		X
Smith, Matthew		X
Thompson, Sara		X

Tian, Ruilin	Jones, J	x
Ungar, Abraham		x
Wood, Scott		x
Wu, Xiangfa		
Yan, Changhui		x
Yan, Guiping		x
Zhang, Qi		x
Zhao, Pinjing		x

**University Curriculum Committee Report
For Faculty Senate Meeting on May 9, 2022**

Program Update
B.F.A. Art – Redeveloped program for an emphasis on research/concept and professional development.
B.S./B.A. Art – Redeveloped program to include a stronger balance of professional, research, and concept development.
B.S. Art Education – Updated program due to new teacher licensure requirements set by ND Education Standards and Practices Board, EDUC 475 has been added to satisfy this requirement.
B.S. Business Education – Updated program due to new teacher licensure requirements set by ND Education Standards and Practices Board, EDUC 475 has been added to satisfy this requirement. Also added HCE 467 to meet Career and Tech Education requirements with the state.
B.S. Family & Consumer Science Education - Change in program requirements.
B.S. Health Education – Updated program due to new teacher licensure requirements set by ND Education Standards and Practices Board, EDUC 475 has been added to satisfy this requirement. HNES 445 has been removed as it is no longer needed.
B.S. Horticulture – Change in program requirements.
B.S. Mathematics Education – Updated program due to new teacher licensure requirements set by ND Education Standards and Practices Board, EDUC 475 has been added to satisfy this requirement.
B.S. Physical Education – Change in program requirements and updated program due to new teacher licensure requirements set by ND Education Standards and Practices Board, EDUC 475 has been added to satisfy this requirement.
B.S./B.A. Biological Sciences Education – Updated program due to new teacher licensure requirements set by ND Education Standards and Practices Board, EDUC 475 has been added to satisfy this requirement.
B.S./B.A. Chemistry Education – Change in program requirements and updated program due to new teacher licensure requirements set by ND Education Standards and Practices Board, EDUC 475 has been added to satisfy this requirement.
B.S./B.A. Comprehensive Sciences Education – Updated program due to new teacher licensure requirements set by ND Education Standards and Practices Board, EDUC 475 has been added to satisfy this requirement.
B.S./B.A. Earth Sciences Education – Updated program due to new teacher licensure requirements set by ND Education Standards and Practices Board, EDUC 475 has been added to satisfy this requirement.
B.S./B.A. English Education (Standard and Communication option) – Change in program requirements and updated program due to new teacher licensure requirements set by ND Education Standards and Practices Board, EDUC 475 has been added to satisfy this requirement.
B.S./B.A. French Education – Updated program due to new teacher licensure requirements set by ND Education Standards and Practices Board, EDUC 475 has been added to satisfy this requirement.
B.S./B.A. Hospitality & Event Management – New program title and program updates. Old name was Hospitality & Tourism Management.
B.S./B.A. Physics Education – Updated program due to new teacher licensure requirements set by ND Education Standards and Practices Board, EDUC 475 has been added to satisfy this requirement.
B.S./B.A. Social Science Education – Updated program due to new teacher licensure requirements set by ND Education Standards and Practices Board, EDUC 475 has been added to satisfy this requirement.
B.S./B.A. Spanish Education – Updated program due to new teacher licensure requirements set by ND Education Standards and Practices Board, EDUC 475 has been added to satisfy this requirement.
B.S./B.A. History Education – Updated program due to new teacher licensure requirements set by ND Education Standards and Practices Board, EDUC 475 has been added to satisfy this requirement.
Graduate Certificate Computer Science Education – Program requirement updates.
Graduate Certificate Professional Writing – Program requirement updates.
Graduate Certificate Women and Gender Studies – Program requirement updates.
Graduate Certificate Youth Development – Program requirement updates.
M.ACC. Accountancy – Change in program requirements.
M.B.A. Business Administration – Adding accelerated track.
M.S. Health, Nutrition and Exercise Science – Change in CIP code.
M.S. Human Development and Family Science – Change in program requirements.
M.S. Software Engineering changing title to M.S. Software and Security Engineering
PhD. Software Engineering changing title to Ph.D. Software and Security Engineering
M.S./M.Ed. Education – Change in program requirements.
M.S.C.M. Transportation & Logistics – Change in program requirements.

Minor Managerial Psychology adding PSYC 311 as an option for the program.
New Program
Graduate Certificate Adult Learning
Graduate Certificate Organizational Change Management
Minor Professional Selling
Undergraduate Certificate Event Management

New Courses			
Subject	No.	Title	Effective Term
ADHM	451	Professional Interior Design Seminar	Fall 2023
ADHM	462	Pre-Internship Development	Spring 2023
ANTH	678	History and Cultures of the Caribbean	Fall 2022
CJ	767	Reform and Accountability in Criminal Justice and Crime Policies	Fall 2022
CSCI	625	Machine Learning	Fall 2022
CSCI	643	Introduction to Computer Programming	Fall 2022
CSCI	644	Data Structures and Algorithms	Fall 2022
CSCI	702	Survey of Cybersecurity	Fall 2022
ENVE	668	Plastics Pollution to Solution	Fall 2022
H&CE	645	Designing and Delivering Nonformal Education Programs	Spring 2023
H&CE	669	Housing Education and Issues	Fall 2022
LA	621	Planting Design: Theory + Research	Fall 2022
LA	631	Advanced Digital Applications + Analysis Technology	Fall 2022
LA	644	Advanced Construction Drawings + Documentation	Fall 2022
ME	469	Energy Storage Technology	Spring 2023
ME	669	Energy Storage Technology	Spring 2023
ME	763	Advanced Transport Phenomena	Spring 2023
MRKT	350	Creativity and Innovation	Fall 2022
MUSC	746	Topics in Song Literature	Fall 2022
PH	782	Introduction to Maternal and Child Health Epidemiology	Fall 2022
PHRM	640	Public Health for Pharmacists	Fall 2022
PHRM	670	Pharmacy Practice Improvement and Project Management	Spring 2023
POLS	433	Law and Public Policy	Fall 2022
POLS	654	Comparative Democratic Institutions	Fall 2022
POLS	670	Quantitative Methods for Political Science and Public Policy	Fall 2022
POLS	703	Advanced Policy Analysis	Fall 2022

Course Inactivations			
Subject	No.	Title	Effective Term

Changes in Course Descriptions and/or Requisites				
Subject	No.	Title	Title/Prerequisite/Co-requisite/Description Change	Effective Term
ANTH	446	New title: Anthropology of Latin America Old title: Latin American & Caribbean: Afro-Latino/As, Gender, Indigeneity	Remove prerequisite of ANTH 206	Fall 2022
CHP	190	New title: Critical Thinking, Academic, and Professional Skills for the Health Professions Old title: Critical Thinking and Academic Success	Credit change from 2 to 3 credits. Removed prerequisite of pre-professional major in the College of Health Professions. Updated course description:	Fall 2022

			This course provides students with opportunities to develop proficient critical thinking and clinical problem-solving skills as they are used in the health professions. This course will also immerse students in reasoning-related activities that facilitate academic success, teamwork, and a demonstrated commitment to the roles and responsibilities required of all health professionals.	
CHP	New # 211 Old # 321	Perspectives for Wellness	Added general education category W: Wellness. Removed prerequisite of Sophomore, Junior or Senior standing or completion of HDFS 242.	Fall 2022
COMM	200	Introduction to Media Writing	Removed prerequisite of COMM 112.	Fall 2022
CSCI	628	New title: Artificial Intelligence, Ethics, and the Environment Old title: Computational Techniques for Environmental Sustainability	Course description update: After an introduction to the topic of ethics in artificial intelligence, the course focuses on geospatial AI applications, and their ethics implications. The course includes a semester-long project in which students gain technical proficiency and ethical awareness related to geospatial AI. This course covers computational technology that is relevant for work in sustainability. Geo-spatial data management, statistical concepts for data mining, and computational modeling techniques, are discussed in the context of environmental sustainability.	Fall 2022
ENGL	323	Creative Writing	Removed prerequisites of ENGL 229, ENGL 275 or ENGL 322.	Fall 2022
H&CE	467	New title: Leading Youth Organizations Old title: Advising Family, Career, and Community Leaders of America	Course description update: This course is designed to prepare CTSO advisors and other youth group advisors to facilitate youth organizations, build leadership in students, raise awareness of benefits of youth organizations, and manage the functions of youth organizations. This course prepares advisors of Family, Career, and Community Leaders of America chapters; prepares Family and Consumer Sciences teachers to build	Fall 2022

			<p>student leadership; and raises awareness of FCCLA resources available to FCS teachers.</p> <p>Added prerequisite of admission to the School of Education.</p>	
H&CE	667	<p>New title: Leading Youth Organizations Old title: Advising Family, Career, and Community Leaders of America</p>	<p>Course description update: This course is designed to prepare CTSO advisors and other youth group advisors to facilitate youth organizations, build leadership in students, raise awareness of benefits of youth organizations, and manage the functions of youth organizations. This course prepares advisors of Family, Career, and Community Leaders of America chapters; prepares Family and Consumer Sciences teachers to build student leadership; and raises awareness of FCCLA resources available to FCS teachers.</p>	Fall 2022
HDFS	480	Community Resources of Later Life	<p>Updated prerequisites: Added Junior or Senior standing AND one of the following: HDFS 230 or enrolled in Aging Studies Certificate. Removed HDFS 250.</p>	Fall 2022
HDFS	482	Family Dynamics of Aging	<p>Updated prerequisites: Added Junior or Senior standing AND one of the following: HDFS 242 or enrolled in Aging Studies Certificate. Removed HDFS 250.</p>	Fall 2022
HDFS	436	<p>New title: Sport Facility and Event Management Old title: Managing Sport Facilities</p>	<p>Updated course description: The course provides an overview of planning, development, and operation of sport facilities and sport events. The course includes methods to measure sport facility and event performance. This class will cover numerous issues from construction-related concerns to marketing facilities, naming rights, and concession concerns. Also covered will be topics related to the facility management side of the industry, with special attention paid to back-of-the-house operations such as water, heating, cooling, and related activities. This is a comprehensive course focusing on applied rather than theoretical knowledge.</p> <p>Removed HNES 224 and HNES 226 from the prerequisites.</p>	Fall 2022
LA	<p>New # 332 Old # 232</p>	<p>New title: Digital Drawing + Representation Technology Old title: Design Technology</p>	<p>Course description update: Intermediate introductory exploration into computer applications and of digital design techniques as related to Landscape Architecture. media and</p>	Fall 2022

			<p>environmental technology in landscape architecture. Course emphasis on digital drawing methods, modeling processes and professional presentation practices.</p> <p>Removed ARCH 271 or LA 271 as prerequisite or corequisite and added LA 231 as prerequisite.</p>	
LA	New # 431 Old # 331	New title: Advanced Digital Applications + Analysis Technology Old title: Graphics III: Design Communication	<p>Course description update: Advanced investigation exploration into technology software computer applications, technologies, and methods design techniques as applied towards the profession of Landscape Architecture. related to landscape architecture. Course emphasis in complex computer modeling, analytical methods, and innovative design software. Course emphasis towards proficient digital drafting, graphical representation and presentation strategies.</p> <p>Removed LA 232 and Landscape Architecture or Architecture majors only. Added LA 332 as prerequisite.</p>	Fall 2022
LA	New # 475 Old # 371	New title: City-Shaping Design Studio Old title: Site-Planning & Design Studio	<p>Course description update: Regional to neighborhood scale investigation of urban design theories, systems, and planning practices as related to Landscape Architecture. Focus on streetscapes and bicycle and pedestrian facility analysis and problem-solving strategies through written, graphical, and modeling studies. Visual problem solving and large scale site planning issues. Two-part focus involving the comprehensive visual inventory and analysis along with the immediate application of site planning and design skills. Studio.</p> <p>Removed prerequisite of LA major and LA 272. Added LA 472 as prerequisite.</p>	Fall 2022
LA	New # 476 Old # 372	New title: Ecological Design Studio Old title: Community Planning & Design Studio	<p>Course description update: Regional to site-scale study exploring the ecological processes and cultural systems within Landscape Architecture. Studio emphasis towards the application of the full design development process, from problem definition to construction detailing, as a comprehensive advanced-level project. Cultural and environmental design issues as they relate to large scale land planning and site design involved with residential communities. Emphasis within the studio involves site</p>	Fall 2022

			engineering and design detailing. Course includes a field trip. Removed prerequisites of LA major and LA 371.	
ME	682	Fuel Cell Science and Engineering	Reactivating course and course description update. Fundamental concepts principles, technologies, and technology applications of state-of-the-art fuel cells and their applications . emerging class of energy storage/conversion devices .	Fall 2022
MGMT	451	New title: Negotiations Old title: Negotiation and Alternative Dispute Resolution	Course description update: An exploration of negotiation and conflict settlement in interpersonal, business, and international settings. Topics include techniques used in negotiations, conflict resolution , and mediation . alternative dispute resolution procedures such as mediation and arbitration . May be repeated. Prerequisite update: Restricted to Jr or Sr classification and removed MGMT 320.	Fall 2022
PHRM	675	Pharmacy Management	Course reactivation and description update: This course introduces students to Case studies of retail and hospital pharmacy management techniques applicable to concerns, as well as the contemporary practice of pharmacy in community and unique consideration of retail pharmacy and institutional settings. factors of hospital pharmacy management.	Fall 2022
TL	831	New title: Supply Chain Modeling Algorithms and Decision Analysis Old title: Modeling for Transportation and Logistics Decision Analysis	Course description update: This course focuses on the application of supply chain techniques to model and solve new and emerging supply chain management problems. It This course emphasizes critical thinking skills and excel spreadsheet modeling skills to solve deterministic analytic models, stochastic analytic models, solve, and simulation model applications in supply chains. analyze logistics and transportation issues. It includes an introduction to modeling, excel, add-in tools. tools, optimization, and uncertainty analysis. Removed ENGR 770 and added TL 888 as prerequisite.	Fall 2022

General Education Changes/Revalidations				
Subject	No.	Title	Action	Category
ANTH	205	Human Origins	Revalidation	Category B/D: Social & Behavioral Sciences/Cultural Diversity
THEA	280	World Theatre	Revalidation	Category A/D: Humanities & Fine Arts/Cultural Diversity
HDFS	242	Couples, Marriages and Families	Revalidation	Category W/D: Wellness/Cultural Diversity
HIST	271	Introduction to Latin American History	Revalidation	Category A/D: Humanities & Fine Arts/Cultural Diversity
GEOL	105L	Physical Geology Lab	Revalidation	Category S: Science & Technology
GEOL	106	The Earth Through Time	Revalidation	Category S/G: Science & Technology/Global Perspectives
GEOL	106L	The Earth Through Time Lab	Revalidation	Category S: Science & Technology

University Curriculum Committee Report
Addendum For Faculty Senate Meeting on May 9, 2022

Program Update			
M.S./M.Ed. Education – Two options being added to the program: Whole Child and Computer Science Education. (This one was listed on the original agenda as a program change and didn't include the information that the options were being added.)			
B.S. Agricultural Education – Program requirement update clarifying for the advisement report.			
Minor Microbiology – Removing inactive course MICR 472 and adding MICR 460 and MICR 460L.			
New Courses			
Subject	No.	Title	Effective Term
CSCI	425	Machine Learning	Fall 2022

Changes in Course Descriptions and/or Requisites				
Subject	No.	Title	Title/Prerequisite/Co-requisite/Description Change	Effective Term
HDFS -HNES Incorrect prefix of HDFS on UCC report to Faculty Senate.	436	New title: Sport Facility and Event Management Old title: Managing Sport Facilities	Updated course description: The course provides an overview of planning, development, and operation of sport facilities and sport events. The course includes methods to measure sport facility and event performance. This class will cover numerous issues from construction related concerns to marketing facilities, naming rights, and concession concerns. Also covered will be topics related to the facility management side of the industry, with special attention paid to back-of-the-house operations such as water, heating, cooling, and related activities. This is a comprehensive course focusing on applied rather than theoretical knowledge. Removed HNES 224 and HNES 226 from the prerequisites.	Fall 2022

General Education Changes/Revalidations				
Subject	No.	Title	Action	Category
ADHM	203	Sustainability and Social Change in Fashion	New course and general ed categories B & G.	Category B/G: Social & Behavioral Sciences/Global Perspectives
SOC	235	Cultural Diversity	Revalidation	Category B/D: Social & Behavioral Sciences/Cultural Diversity
SPAN	101	First-Year Spanish I	Revalidation	Category A/D: Humanities & Fine Arts/Cultural Diversity
SPAN	201	Second-Year Spanish I	Revalidation	Category A/D: Humanities & Fine Arts/Cultural Diversity
ADHM	310	History of Fashion	Revalidation	Category A: Humanities & Fine Arts
ENGL	261	American Literature I	Revalidation	Category A/D: Humanities & Fine Arts/Cultural Diversity
PHIL	215	Contemporary Moral Issues	Revalidation	Category A/D: Humanities & Fine Arts/Cultural Diversity
CSCI	160	Computer Science I	General education approval and course description update.	Category S: Science & Technology
GEOL	105	Physical Geology	Removing one general education category.	Remove Category G: Global Perspectives Retain Category S: Science & Technology

May 5, 2022

NDSU Faculty Senate

Re: UCC Change to Substantive/Non-Substantive Review Procedure

The University Curriculum Committee will be making a simple procedural change in their review process. Presently, any course or program change which falls within out Substantive changes oversight requires a more in-depth review of that proposal. Non-substantive changes incur less scrutiny given their overall scope of modification and fall into our consent agenda. All proposals are still reviewed to confirm those requested/proposed changes, etc.

As a procedure going forward, we will be moving the substantive review of Gen Ed revalidated courses to non-substantive (consent agenda). This is due to the rigorous level of detail and time the Gen Ed committee puts into their course review and revalidation process. Gen Ed courses are already routed through the Gen Ed committee and only enter the UCC cue in Course Leaf once approved by the Gen Ed committee.

This review procedure modification will not be reflected in what constitutes a Substantive/Non-substantive change for faculty/staff. This is merely a procedural change for how UCC handles already validated courses coming from the Gen Ed committee. It is meant to reduce redundancy and improve efficiency for the review of curriculum on campus.

Policy Change Cover Sheet

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

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

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

Policy Number and Name: Policy 320: Faculty Obligations and Time Requirements

Effect of policy addition or change: Explain the important changes in the policy or effect of this policy. Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s):

- 1) Minor updates were made to the Sick Leave part of the policy (point 4) to improve clarity.
- 2) The Childbearing Leave part of the policy (point 5) was updated to include 12-month faculty and to tie childbirth to Modified Duties.
- 3) The Modified Duties part of the policy (point 6) was strengthened to include more significant life events, to clarify the purpose of Modified Duties, and to improve transparency in the process of requesting and negotiating Modified Duties.

Is this a federal or state mandate: Yes No

Individual/Department/Committee or Organization submitting the policy change: Lisa Arnold on behalf of the Commission on the Status of Women Faculty

Date Submitted to SCC Secretary: February 24, 2022

Email address of the person who should be contacted if revisions are requested: lisa.r.arnold@ndsu.edu

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

North Dakota State University

Policy Manual

SECTION 320

FACULTY OBLIGATIONS AND TIME REQUIREMENTS

SOURCE: NDSU President

1. Basic Obligations

Regular faculty appointments carry those responsibilities and privileges traditionally identified with academic positions. While a minimum of specific restrictions are imposed on the activities of a faculty member, they are under obligation to render to the University the most effective service of which they are capable. Moreover, they are expected to increase their depth and range of competency with increased length of service. All members of the faculty have a responsibility to develop their professional proficiency.

Faculty member obligations fall into these four broad areas: 1) academic instruction, 2) research and other scholarly activities, 3) administrative and related duties, and 4) professional service to communities. Primary responsibilities for most appointees include the functions of teaching and research.

These broad statements of faculty responsibility mean that faculty members are accountable to the University during the term of their appointment (including summer school appointments) for all necessary or appropriate teaching, research, administrative, and service obligations. More specifically, this means that faculty members are obligated to meet all their scheduled classes, to schedule and be available for a reasonable amount of consultation hours in their office, and to attend scheduled meetings that are related to their professional obligations.

2. Office Hours

Faculty members are considered professional personnel responsible for accomplishing the tasks for which they are employed. Faculty members are responsible for making time available for student conferences and are expected to post a listing of office hours.

3. Annual Leave

While nine-month faculty members thus have considerable flexibility in scheduling and fulfilling these professional obligations, they should not regard as automatic vacations all those periods when University classes are in recess. It should be clearly understood that there is no formal **annual leave** policy established for faculty whose regular term of employment is less than 12 months either by the State Board of Higher Education or by the University, other than the obvious fact that all faculty members are entitled to take the holidays defined by the State of North Dakota for state institutions. This should not be interpreted to mean that nine-month faculty members are obligated to work from 8:00 AM to 5:00 PM on all other days of the academic year, just as it would be inappropriate to assume that faculty members are excused from all academic responsibilities during the breaks provided for students. Instead, the guiding principle should be the more flexible requirement of professional obligation and accountability referred to above.

4. Sick Leave

This same philosophy prevails at NDSU with regard to sick leave for faculty whose regular term of appointment is less than 12 months. Although there is no formal sick leave policy or provision for such faculty, the understanding is that they have the opportunity to reschedule their commitments or make appropriate voluntary arrangements with their colleagues during times when sickness makes it impossible or unwise for them to meet their professional obligations. This does not guarantee any certain amount of paid sick leave hours or days to faculty members whose regular term of appointment is less than 12 months, but the flexibility it provides seems to meet the needs of most faculty members. Where extended illness or [short-term disability is involved prevents a faculty member from working](#), however, the amount of such informal sick leave shall be limited to a maximum of two weeks for each year of academic service to NDSU, unless an exception is approved by the Provost. [In any event, Eligible faculty members may apply for the University's TIAA-CREF disability insurance, which provides salary benefits after six months of disability. See the Modified Duties section, described below, for possible adjustments to duties if a health condition does not necessitate a reduction in workload. Tenure-track faculty should refer to Section 3.6.2 of Policy 352 \(Promotion, Tenure, and Evaluation\) for policies on extending the probationary period for personal injury or disability.](#)

5. Childbearing Leave

Academic appointees (tenured and tenure-track faculty, professors of practice, and senior lecturers) [with less than twelve-month appointments](#) who give birth are eligible for childbearing leave during the period of medical disability. This is a temporary leave from all duties without reduction in pay during the time the faculty member is temporarily disabled because of pregnancy and childbirth. Childbearing leave begins on the actual delivery date and ends six weeks after (including university breaks), although individual circumstances may require extending this period. Any extension beyond six weeks (before and after delivery) shall require medical certification from the attending physician or midwife and is approved by the Provost. Unpaid leave that extends beyond the period of medical disability is available through FMLA. Eligibility for childbearing leave begins upon hiring. [In addition to childbearing leave, academic appointees who give birth are automatically granted modified duties, as described below. Tenure-track faculty who become parents should refer to Section 3.6.1 of Policy 352 \(Promotion, Tenure, and Evaluation\) for policies on extending the probationary period for childbirth or adoption.](#)

6. Modified Duties

- 6.1. Who is eligible: An academic appointee ([as defined by Policy 350.1 tenured and tenure-track faculty, professors of practice, and senior lecturers](#)) who 1) becomes a parent [or legal guardian through childbirth, adoption, or foster placement](#) of a child (as defined by the Family Medical Leave Act (FMLA)); 2) has a health condition that makes them unable to perform their regular duties but does not necessitate a reduction in workload; ~~or 3) who will be must temporarily care~~ing for a child, spouse/partner or parent who has a serious health condition (as defined by FMLA); ~~or 4) experiences exceptional circumstances in their personal lives, including, but not limited to, a death in the immediate family (spouse/partner or child) or divorce.~~ Additional modifications for longer-term conditions may be made in accordance with the Americans with Disabilities Act and NDSU Policy 100.1.
- 6.2. Definition: "Modified duties" means a change to duties and goals without reduction of salary for a limited period of time [to provide sufficient flexibility for faculty to respond to personal or family circumstances](#). A person taking "modified duties" will still be at a 100% workload and 100% salary; however the nature of the responsibilities for this time period will be adjusted. Modified duties will include a revision of workload for up to the equivalent of a [regular](#)

semester ([revisions might include, for example e.g., release from or reassignment alteration of teaching courses duties, committee assignments, clinical field placement or clinical practice, advising, extension services, or alteration of research duties](#)). ~~When a period of modified duties immediately follows childbearing leave, the modified duties may be extended to the end of a semester to accommodate teaching schedules as necessary. Modified duties following the addition of a child to the family should include release from onsite duties for the primary caregiver.~~ Modified duties must conclude within 12 months of a ~~birth or adoption~~ [the life event](#).

- 6.3. Process: Modified duties, goals, and duration will be negotiated by the individual requesting modified duties with the department chair/head and approved by the dean. [Agreements and modifications must be provided in writing](#). If agreement cannot be reached between the faculty member, the department chair/head, and the dean, the negotiation will advance to the Provost. [All modified duties agreements must be forwarded by the dean of the faculty member's college to the Vice Provost for Faculty and Equity; that office shall make anonymized relevant examples available to faculty members upon request.](#)
- 6.4. Performance evaluation: Faculty members who use the modification of duties and goals must still submit an annual report when it is due in their department. The time period in which duties were modified, as well as the specific modifications in place, must be included in the annual report. The report must also include the agreed upon goals and a statement about how those goals were accomplished, but must not disclose confidential medical information. Those reviewing and evaluating the document should take this into account and adjust expectations accordingly. Acceptance of modified duties does not change the candidate's responsibility for meeting the department's PTE standards by the end of the probationary period, whether that period has been extended or not. A period of modified duties is not a necessary condition for an extension of the tenure probationary period. A period of modified duties also does not require that the individual extend the tenure probationary period.

HISTORY:

New	November 28, 1989
Amended	January 1998
Amended	December 2002
Amended	October 2007
Amended	April 25, 2012

Policy Change Cover Sheet

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

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

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

Policy Number and Name: **Section 327 Evaluation of Academic Administrators**

Effect of policy addition or change: Explain the important changes in the policy or effect of this policy. Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s):

The proposed changes to Sec. 4 (Common Review Criteria) are based on the premise that all administrators should be evaluated on their contributions to creating an inclusive and equitable environment. Further review criteria, which will vary with administrator job descriptions, are updated to include effective and collaborative administration and management and creating a culture of mentorship and support.

Is this a federal or state mandate: Yes No

Individual/Department/Committee or Organization submitting the policy change:
Commission on the Status of Women Faculty and President's Council on Diversity, Inclusion, and Respect

Date Submitted to SCC Secretary: 2/18/22

Email address of the person who should be contacted if revisions are requested: alan.denton@ndsu.edu

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

North Dakota State University

Policy Manual

SECTION 327 EVALUATION OF ACADEMIC ADMINISTRATORS

SOURCE: NDSU President
Faculty Senate

1. Introduction

North Dakota State University believes every university employee deserves regular evaluation of their professional duties as they relate to a formal job description and the university's needs. This process should be transparent and constructive, including an acknowledgment of the employee's achievements, as well as an assessment of their ability to match the university's expectations.

This policy pertains to the provost, full-time vice provosts, academic vice presidents who report to the provost, academic deans, full-time academic associate and assistant deans, directors of academic offices, and chairs and heads. The evaluation process will include input from a variety of groups; faculty will play a major role in evaluation of academic administrators.

2. Annual Review

Each administrator covered by this policy will be reviewed annually by the administrative supervisor to whom that person reports in accordance with Policy 167. Supervisors shall solicit feedback from all relevant stakeholders (including, but not limited to, faculty and staff who interact with the administrator) as a part of the annual review process. Feedback shall be collected through a consistent means, such as letters, interviews or surveys.

3. Comprehensive Review

All administrators covered under this policy will undergo comprehensive review. The first comprehensive review will be completed by the end of the administrator's third year of appointment. Subsequent reviews will occur every five years, to be completed by the end of the fifth year after the prior review. Interim reviews may be initiated by the administrator or by the person to whom the administrator reports. If a review indicates substantial areas of concern or lack of performance, the next comprehensive review will be completed within two years of that review.

4. Common Review Criteria

~~Review criteria will be based on the administrator's job description and may include, but are not limited to, the following:~~

Review criteria will be based on the administrator's job description and shall include commitment to institutional values, including equity, diversity, respect, academic freedom, shared governance, and contributions to creating an inclusive and equitable environment.

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~~Further review criteria will vary with administrator job descriptions and may include, but are not limited to, the following:~~

- a) leadership, strategic planning, and assessment;
- b) ~~effective and collaborative~~ administration and management;
- c) ~~creating a culture of mentorship and support;~~
~~commitment to institutional values including equity and diversity, academic freedom,~~
~~—and shared governance;~~
- d) external relations;
- e) service to the broad mission of the University.

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~~The relative importance of evaluation areas will vary with administrator job description; therefore, some criteria above may not apply and others may be added.~~

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5. Procedures

Comprehensive reviews will be initiated by the administrator's supervisor and must be conducted according to the procedures dictated by the specific unit and/or College. Each College should post their specific procedures on their College website. The [Comprehensive Review Procedures for Academic Administrators](#) are to be used for the evaluation of Deans, Vice Provosts, Academic Vice Presidents, and the Provost.

Review committees – consisting of tenured faculty, relevant administrators, and staff – will be formed in accordance with the Comprehensive Review Procedures. The review committee shall prepare a report summarizing its findings for submission to the supervisor. The supervisor shall be responsible for assembling a review committee to collect and summarize feedback from stakeholders. The supervisor shall solicit feedback on the committee's composition from the administrator under review. The composition of the committee should reflect the diversity of stakeholders with whom the administrator being reviewed interacts, as well as diversity based on gender and other protected factors. Individuals with a conflict of interest are ineligible to serve on the review committee. Conflicts of interest exist if there is a past or current relationship that compromises, or could have the appearance of compromising, a faculty member's judgment with regard to the candidate. The following list, while not exhaustive, illustrates the types of relationships that constitute a conflict of interest:

- A family relationship
- A marital, life partner or dating/romantic/intimate relationship
- An advising relationship (e.g., having served as the administrator's PhD or postdoctoral advisor)
- A direct financial interest and/or relationship
- Any other relationship that would prevent a sound, unbiased decision

The review committee shall prepare a report summarizing its findings for submission to the supervisor. Prior to the committee disseminating the report's findings, the administrator being reviewed will have an opportunity to respond to the summary report in writing. The administrator has 14 days to respond to the report, which will be submitted to the administrator's supervisor and the review committee.

Within 60 days of the submission of the report, the supervisor shall attend an open forum or faculty meeting and provide a verbal summary of the review. Copies of the summary report and the administrator's response will not be posted on publicly available (i.e., non-password protected) websites.

HISTORY:

New	July 1990
Amended	April 1992
Amended	January 1995
Amended	January 1996
Amended	February 1997
Amended	May 1997
Amended	January 2003
Amended	October 2007
Housekeeping	February 14, 2011
Housekeeping	July 12, 2013
Amended	January 9, 2017
Housekeeping	May 10, 2021
Amended	July 26, 2021

Policy Change Cover Sheet

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

Policy Number and Name: Policy 331.1 – Course Syllabus

Effect of policy addition or change: Explain the important changes in the policy or effect of this policy. Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s):

- 1) ADA Statement Edits:** We are eliminating term “special” from accommodation(s) because the word “special” in relationship to those with disabilities can be offensive to some because it euphemistically stigmatizes that which is different. Accommodations are put in place to remove barriers for disabled students and the word accommodation(s) should be sufficient to describe what students need.
- 1) FERPA Statement Addition:** The addition of this statement directs students to their privacy protections as a continued reminder. Often, students do not encounter this set of rights beyond their first days at NDSU when acknowledging their protections. FERPA regulations are Federal mandates, although the inclusion of this acknowledgement in the syllabi is not a mandate, it is appropriate for students to be aware of their personal identity rights across their career at NDSU.
4/7/2022: Addition from SCC: Change “NDSU’s student privacy policy” to “FERPA”

Is this a federal or state mandate: Yes No

- Not technically a mandate to include these changes. However, we are required as an institution to make students aware of their rights related to FERPA, which is accomplished outside of course syllabi.

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

- ADA edits made by the NDSU Office of Disability Services
- FERPA edits made by the UCC and Registration & Records

Date Submitted to SCC Secretary: 3/2/2022

Email address of the person who should be contacted if revisions are requested:
Adam.marx@ndsus.edu and mark.coppin@ndsus.edu

The SCC Secretary will keep record of all actions taken on this policy change request on the SCC policy tracking spreadsheet. You will

be notified once the policy has been approved and updated or if further revisions are requested.

North Dakota State University Policy Manual

SECTION 331.1 COURSE SYLLABUS

SOURCE: NDSU Faculty Senate

Each course taught at NDSU shall have a syllabus to provide specific class information for students and to fulfill federal and other legal requirements.

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

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

- o Note the NDSU Dead Week policy, which limits the amount and type of exams/quizzes that may be given during the last two weeks of the semester and identifies exceptions. See [NDSU Policy Section 336: Examination and Grading](#).

- Student resources

- o List books, lab manuals, technology, supplies, calculators, and any other materials required or recommended for the student to complete the course requirements.

- American with Disabilities Act statement

- o The following statement must appear on all syllabi:

Any students with disabilities who need accommodations in this course are invited to share these concerns or requests with the instructor and contact the [Disability Services Office](#) as soon as possible.

- Family Educational Rights and Privacy Act (FERPA) statement

- o The following statement must appear on all syllabi:

Your personally identifiable information and educational records as they relate to this course are subject to [FERPA](#).

- Approved academic honesty statement.

- o The following statement must appear on all syllabi:

The academic community is operated on the basis of honesty, integrity, and fair play. [NDSU Policy 335: Code of Academic Responsibility and Conduct](#) applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the [Office of Registration and Records](#). Informational resources about academic honesty for students and instructional staff members can be found at www.ndsu.edu/academichonesty.

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

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Field Code Changed

Commented [AM2]: Addition of a FERPA statement, per the UCC and R&R
Embedded hyperlink is:
<https://www.ndsu.edu/registrar/records/ferpa/>

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Deleted: NDSU's student privacy policy

HISTORY:

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

Policy Change Cover Sheet

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

Policy Number and Name: 823 – Financial Conflict of Interest – Public Health Service, National Science Foundation or Other Applicable Sponsored Research

Effect of policy addition or change: Explain the important changes in the policy or effect of this policy. Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s):

1. The original source of the policy SBHE 611.4 has been eliminated by the SBHE. Portions of SBHE 611.4 were incorporated into a new policy 308.4 by the SBHE.
2. NDSU Policy 151.1, on which policy 823 is based, was modified in October 2019.
3. The proposed revisions to 823 bring it into alignment with both SBHE 308.4 and NDSU policy 151.1.
4. Lastly, procedures have been removed from NDSU 823 since they are not policy.

Is this a federal or state mandate: Yes No

Individual/Department/Committee or Organization submitting the policy change: Kristy Shirley, Research Integrity & Compliance and Dennis Cooley, Professor of Philosophy and Ethics, Co-author of NDSU 151, 151.1, and 152.

Date Submitted to SCC Secretary: February 25, 2022

Email address of the person who should be contacted if revisions are requested: Kristy.shirley@ndsu.edu

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

North Dakota State University

Policy Manual

SECTION 823

FINANCIAL CONFLICT OF INTEREST – PUBLIC HEALTH SERVICE, NATIONAL SCIENCE FOUNDATION OR OTHER APPLICABLE SPONSORED RESEARCH

SOURCE: SBHE Policy Manual, Section ~~611.4308.4~~
NDSU President

1. INTRODUCTION

- 1.1. The US Public Health Service (PHS), National Science Foundation (NSF) and other applicable sponsors require institutions to establish standards that promote the objectivity of research by ensuring that the design, conduct, and reporting of such research is free from any potential for bias resulting from Investigator financial conflicts of interest. Investigators should conduct their affairs as to avoid or minimize conflicts of interest, and must respond appropriately when conflicts of interest arise.
- 1.2. This policy governing financial conflict of interest applies to all Investigators funded by, or submitting proposals for funding to, any agency of the PHS, except for Small Business Innovation Research (SBIR) Program Phase I applications. This [SBIR](#) exclusion does not apply to investigators submitting proposals to NSF. Investigators are required to disclose any external financial interests related to their NDSU responsibilities for review, and any required management, to ensure the design, conduct or reporting of the ~~PHS~~-research is not biased by a financial conflict of interest. Investigators of sponsored projects funded by any other external agency are referred to [NDSU Policy 151.1, External Activities and Conflicts of Interest](#) to address conflicts of interest, including financial.

2. DEFINITIONS

- ~~2.1. **Administrative Head:** a Department Chair or Head, Dean, Director, Vice President, President or equivalent officer who has the primary authority for administering an administrative unit, and is responsible for solicitation and review of disclosures of Investigator's Significant Financial Interests (SFI) related to their institutional responsibilities, including interests of an Investigator's family members. When a conflict exists for an Administrative Head, refer the matter to the next level of administrative authority in the normal reporting lines. (See also in [Policy 151.1](#).)~~
- ~~2.2. **Conflict of Interest Advisory Committee (CIAC):** a committee comprised of five members recommended by the Faculty Senate Executive Committee and appointed by the President of the Faculty Senate. The CIAC shall serve as an advisory body to the University administration on conflict of interest issues, and shall also hear appeals of decisions in conflict of interest cases. (See also in [Policy 151.1](#).)~~
- ~~2.3.2.1. **Family:** any member of the Investigator's immediate family, including spouse, domestic partner, parents, siblings, and children.~~
- ~~2.4.2.2. **Financial Conflict of Interest (FCOI):** a Significant Financial Interest (SFI) that the University reasonably determines could directly and significantly affect the design, conduct or reporting of NDSU research.~~

~~2.5.2.3. **Investigator's Institutional Responsibilities:** the Investigator's responsibilities associated with his or her institutional appointment or position, such as research, teaching, clinical activities, professional practice, institutional committee memberships and service on panels, such as an Institutional Review Board.~~

~~2.6.2.4. **Investigator:** the project director (PD)/principal investigator (PI), co-PD/co-PI and any other person, regardless of title or position, who is responsible for the design, conduct or reporting of research (PHS) or research or educational activities (NSF) funded by the PHS, NSF or other sponsors, or proposed for such funding, which may include collaborators or consultants.~~

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

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

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

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

~~2.11.2.5. **Significant Financial Interest (SFI):** anything of monetary value received or held by an Investigator or a Family member, whether or not the value is readily ascertainable, that reasonably appears to be related to the Investigator's Institutional Responsibilities. (Note: this exceeds the definition of SFI in [Policy 151.1](#)). SFI includes:~~

~~2.11.1.2.5.1. Salary or other payments for services (e.g., consulting fees, honoraria, or paid authorships for other than scholarly works) when the aggregated value received from a *publicly traded* entity during the 12 month period preceding the disclosure, and the value of any equity interest during the 12 month period preceding or as of the date of disclosure, exceeds \$5,000; or~~

~~2.11.2.2.5.2. Salary or other payments for services, when the aggregated value received from a *non-publicly traded* entity during the 12 month period preceding the disclosure exceeds \$5,000; or~~

~~2.11.3.2.5.3. Equity interests (e.g., stocks, stock options, or other ownership interests) in a non-publicly-traded company of any value during the 12 month period preceding or as of the date of disclosure; or~~

~~2.11.4-2.5.4.~~ Income related to intellectual property rights and interests (e.g., patents, trademarks, service marks, and copyrights) not reimbursed through NDSU; and

~~2.11.5-2.5.5.~~ Reimbursed or sponsored travel that is related to Investigator's Institutional Responsibilities. This includes travel that is paid on behalf of the Investigator rather than reimbursed, even if the exact monetary value is not readily available. It excludes travel reimbursed or sponsored by U.S. Federal, state, or local governmental agencies, U.S. institutions of higher education, research institutes affiliated with institutions of higher education, academic teaching hospitals, and medical centers.

SFI does NOT include:

~~2.11.6-2.5.6.~~ Salary, royalties, or other remuneration from NDSU;

~~2.11.7-2.5.7.~~ Income from the authorship of academic or scholarly works;

~~2.11.8-2.5.8.~~ Income from seminars, lectures, or teaching engagements sponsored by or from advisory committees or review panels for U.S. Federal, state or local governmental agencies; U.S. institutions of higher education; U.S. research institutes affiliated with institutions of higher education, academic teaching hospitals, and medical centers; or

~~2.11.9-2.5.9.~~ Equity interests or income from investment vehicles, such as mutual funds and retirement accounts, so long as the Investigator does not directly control the investment decisions made in these vehicles.

3. ~~DISCLOSURE OF SIGNIFICANT FINANCIAL INTERESTS~~ INVESTIGATOR REQUIREMENTS

3.1. Investigators must disclose all Significant Financial Interests (SFI) related to their Institutional Responsibilities (or certify no SFI) by completing the Significant Financial Interest (SFI) Disclosure Form and submit it to their Administrative Head and Dean for initial review.

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

~~3.1.1. |~~

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

3.1.3. ~~New SFI~~ Updating SFI Disclosures. Investigators participating in, or applying for PHS, NSF or other sponsor funded ~~Research~~ research are required to submit an updated disclosure within 30 days of discovery or acquisition (e.g., through purchase, marriage, or inheritance)

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of a new SFI. The disclosure must be reviewed, managed, and reported to PHS, NSF or other sponsor by RCA when necessary, within 60 days of identification.

3.1.4. Travel. Investigators participating in, or applying for PHS, NSF or other sponsor-funded ~~Research~~ research are also required to disclose any reimbursed or sponsored travel related to their Institutional Responsibilities as defined under 2. ~~4.1.5.3~~ above. Such disclosures must include, at a minimum: the purpose of the trip, identity of the sponsor/organizer, destination, duration, and monetary value, if known. The ~~Administrative Head~~ Administrative Head determines if additional information is needed (e.g., the monetary value if not already disclosed) to determine whether the travel constitutes a FCOI with the Investigator's Research.

4. REVIEW OF SFI DISCLOSURE

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

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

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

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

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

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

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

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

~~4.1.1. In the event the Dean, VP, Provost, or CIAC determines that the FCOI cannot be satisfactorily managed, NDSU will refuse the award. The final determination is documented on the SFI Disclosure Form, a copy is forwarded to SPA, and no further action is required. The University Conflict of Interest Committee (COIC) shall be responsible for (a) reviewing SFI and (b) developing, approving, and monitoring plans to manage or eliminate FCOI.~~

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~~4.5.2. The COIC's Procedures are available on the NDSU COI [Website](#).~~

~~5. MANAGEMENT OF FINANCIAL CONFLICTS OF INTEREST~~

- ~~5.1. Prior to expenditure of funds, the VP, Provost, or CIAC are responsible for development of a Management plan including conditions or restrictions to eliminate, reduce, or manage the FCOI. The Investigator, Administrative Head, and Dean may also be involved in drafting the plan, including conditions such as:~~
- ~~5.1.1. Public disclosure of the conflict when publishing or presenting Research;~~
 - ~~5.1.2. For human Research projects, disclosure of the conflict directly to participants;~~
 - ~~5.1.3. Appointment of an independent monitor capable of taking measures to protect the design, conduct and reporting of the Research against bias resulting from the conflict;~~
 - ~~5.1.4. Modification of the Research plan;~~
 - ~~5.1.5. Change of personnel or their responsibilities, or disqualification from participating in all or a portion of the Research;~~
 - ~~5.1.6. Reduce or eliminate the SFI; or~~
 - ~~5.1.7. Sever relationships that pose a FCOI.~~
- ~~5.2. Upon review and consideration, the Management plan is documented in writing, including:~~
- ~~5.2.1. Role and principal duties of the conflicted Investigator;~~
 - ~~5.2.2. Conditions of the Management plan;~~
 - ~~5.2.3. How the plan is designed to safeguard objectivity in the Research;~~
 - ~~5.2.4. Confirmation of the Investigator's agreement to the Management plan;~~
 - ~~5.2.5. How the plan will be monitored to ensure Investigator compliance; and~~
 - ~~5.2.6. Any other information relevant to the management of FCOI.~~
- ~~5.3. The Dean and the VP or Provost signs the Management plan, and appoints an individual to monitor the project until completion of the funded Research. SPA receives a copy of the approved Management plan, and reports all instances of FCOI to PHS, NSF or other sponsor, or the primary awardee institution, including applicable Management plans.~~
- ~~5.4. Where the Research involves human subjects, the Investigator provides a copy of the approved Management plan to the IRB for review with the IRB protocol. The IRB may impose additional, specific conditions or restrictions, where necessary, to ensure protection of the rights and welfare of research participants, but may not alter the Management plan finalized by the VP or Provost.~~

~~6.5. TRAINING~~

~~6.1.5.1.~~ Investigator training on FCOI, this policy, and their responsibilities regarding disclosure of SFI is:

~~6.1.1-5.1.1.~~ Recommended prior to submitting a ~~Research~~research proposal to the PHS, NSF or other sponsors;

~~6.1.2-5.1.2.~~ Required prior to expenditure of PHS-, NSF or other sponsored funds; and

~~6.1.3-5.1.3.~~ Required every 4 years during the period of award;

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

~~6.2-5.1.4.~~ Online training modules shall be completed via www.citiprogram.org. ~~The principal investigator of each PHS, NSF or other sponsor funded project ensures that all applicable individuals involved in the design, conduct or reporting of their Research complete training.~~

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~~7.6.~~ SUBRECIPIENT REQUIREMENTS

~~7.1.6.1.~~ PHS, NSF and other sponsors requires the awardee institution take reasonable steps to ensure that any subrecipient complies with FCOI requirements.

~~7.1.1-6.1.1.~~ Subrecipient awards must specify whether the FCOI policy of NDSU, or that of the subrecipient will apply to the subrecipient's Investigators.

~~7.1.2-6.1.2.~~ When the subrecipient's Investigators must comply with the subrecipient's FCOI policy, the subrecipient award will certify that the subrecipient's policy complies with PHS, NSF or other sponsors regulations, and specify the time period to report all identified FCOI to NDSU, in sufficient time to allow NDSU to report any FCOI to PHS, NSF or other sponsors prior to expenditure of funds by subrecipient.

~~7.1.3-6.1.3.~~ When the subrecipient's Investigators must comply with NDSU FCOI policy, the subrecipient award will specify the time period to report all SFI disclosures to NDSU, in sufficient time for review, management and reporting of any FCOI to PHS, NSF or other sponsors prior to expenditure of funds by subrecipient. In such a case, the subrecipient disclosure and review will follow the same process required by NDSU Investigators in Section 3 and 4.

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~~8.~~ APPEALS

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

~~8.2.~~ The appellant Investigator has the right to call any witnesses and produce any evidence that could bear on a recommendation to allow the activity, as well as to have an advisor accompany him/her

to any CIAC deliberations. The CIAC, however, will come to its conclusions and write its final recommendations in private. The recommendation to either uphold or change the original decision shall be sent to the appropriate Dean, VP, or Provost. If the CIAC finds that the original decision should be upheld, then a final appeal may be made to the President of the University. If the recommendation is to change the original decision, the Dean, VP, or Provost shall take appropriate action as he or she deems fit. All records of the proceedings shall be maintained on file in the office of the appropriate Dean, VP, or Provost for three (3) years. A copy of the final recommendations shall be provided to the appellant Investigator.

9. COMPLIANCE AND SANCTIONS

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

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

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

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

~~9.4.1. Freezing Research funds or accounts;~~

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

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

10. REPORTING

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

- ~~10.1.1. Project number; project director or principal Investigator;~~
- ~~10.1.2. Name of Investigator with the conflict, and the entity involved;~~
- ~~10.1.3. Nature of the financial interest (e.g., equity, consulting fee, travel reimbursement, honorarium, etc.);~~
- ~~10.1.4. Value of the financial interest (dollar ranges are acceptable), or a statement that value is not readily determined;~~
- ~~10.1.5. Description of how the SFI relates to the funded Research and the basis for determining that the SFI conflicts with the Research;~~
- ~~10.1.6. Description of the key elements of the Management plan, as described above.~~
- ~~10.2. On an annual basis, SPA reports to PHS, NSF or other sponsor the status of any previously identified FCOI, and any changes to the Management plan.~~
- ~~10.3. SPA submits Retrospective Review and mitigation reports promptly to PHS, NSF or other sponsors as necessary.~~

~~11.7. RECORDS AND CONFIDENTIALITY KEEPING~~

- ~~11.1. Records of all disclosures of SFI and of all actions taken to review and manage conflicts will be maintained by the respective Department or College until at least three (3) years after the later of the termination or completion of the award to which they relate, or the resolution of any governmental action involving these records.~~
- ~~11.2.7.1. The disclosure and supporting documents filed in compliance with this policy will be maintained as confidential to the extent possible under applicable state and federal requirements and the North Dakota Open Records Act. Whenever requests for such information are requested by any external entity, the individual will be notified. Research Integrity & Compliance will be responsible for maintaining records related to all SFI disclosures, associated reviews and actions (whether or not a disclosure resulted in a determination of a financial conflict of interest), reporting/updating information, etc.~~

~~12. PUBLIC ACCESSIBILITY~~

- ~~12.1. PHS, NSF and other sponsors requires NDSU to ensure public accessibility of SFI information related to PHS, NSF and other sponsored Research, including an obligation to respond to any requestor within five business days, with information concerning any SFI that meets all the following criteria:~~
 - ~~12.1.1. The SFI was disclosed and is still held by the senior/key personnel;~~
 - ~~12.1.2. A determination has been made that the SFI is related to the funded Research; and~~
 - ~~12.1.3. A determination has been made that the SFI constitutes an FCOI.~~

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

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

HISTORY:

New	June 1995
Amended	October 1997
Amended	August 2007
Revised	August 23, 2012
Amended	May 3, 2017
Amended	February 13, 2019
Housekeeping	February 15, 2022

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ryan.limb@ndsu.edu<http://www.ndsu.edu/range>**EDUCATION****Ph.D. – Natural Resource Ecology and Management: Option - Rangeland Ecology and Management, December 2008**

Oklahoma State University, Stillwater, Oklahoma

Dissertation: The effects of disturbance in grassland plant communities (Terry Bidwell and David Engle, Advisors)

M.S. – Animal and Range Sciences, May 2005

North Dakota State University, Fargo, North Dakota

Thesis: The interaction of grazing intensity and simulated drought in northern mixed-grass prairie (Donald Kirby, Advisor)

B.S. – Biological Sciences: Option - Fish and Wildlife Management, December 2001 Montana State University, Bozeman, Montana

Undergraduate Thesis: Willow stem canker associated with wildlife browse (Clayton Marlow, Advisor)

EMPLOYMENT**Associate Professor** – Range Program, School of Natural Resource Sciences, North Dakota State University, July 2018 – Current**Interim Range Program Leader** – Range Program, School of Natural Resource Sciences, North Dakota State University, December 2016 – April 2019**Assistant Professor** – Range Program, School of Natural Resource Sciences, North Dakota State University, June 2013 – June 2018**Assistant Professor** – Eastern Oregon Agriculture and Natural Resource Program, Department of Animal and Rangeland Sciences, Oregon State University, December 2010 – June 2013**Senior Research Specialist** – Department of Natural Resource Ecology and Management, Oklahoma State University, January 2008 – December 2010**Graduate Research Associate** – Department of Natural Resource Ecology and Management, Oklahoma State University, April 2005 – December 2008**Graduate Research Assistant** – Department of Animal and Range Sciences, North Dakota State University, May 2003 – April 2005**Owner/Operator** – Treasure State Land Management, Belgrade, MT, January 2001 – September 2003

Foreman – Gallatin County Weed Control District, Bozeman, MT, April 1999 – December 2002

PEER-REVIEWED PUBLICATIONS

- Pei*, C.K., T.J. Hovick. **R.F. Limb**, J.P. Harmon and B.A. Geaumont. *Internal review*. Invasive grass and litter accumulation constrain bee and plant diversity in altered grasslands.
- Pei*, C.K., T.J. Hovick. **R.F. Limb**, J.P. Harmon and B.A. Geaumont. *Internal review*. Native and introduced pollinators vary in seasonal floral resource visitation and selection between native and exotic plant species.
- Kjaer*, E.L., **R.F. Limb**, M. Hamel*, B. Geaumont, J.P. Harmon, T.J. Hovick and K. Sedivec. *Internal review*. Management strategies to reduce ecosystem alterations by invasive grass species.
- Kjaer*, E.L., **R.F. Limb**, M. Hamel*, B. Geaumont, J.P. Harmon, T.J. Hovick and K. Sedivec. *Internal review*. Fire drives patch selection by cattle in a patch-burn grazing scenario.
- Puffer*, M., **R.F. Limb**, A.L.M Daigh, K.K. Sedivec. *In-review*. Mechanical and biotic strategies for post-mine reclaimed grasslands. *Land Degradation and Development*
- Puffer*, M., **R.F. Limb**, A.L.M Daigh, K.K. Sedivec, C.A. Duquette*, J.M. Volk. *In-revision*. Alternative reclamation practices support early establishment of native grasses and inhibit invasive grasses. *Journal for Nature Conservation*
- Duquette*, C.T. Hovick, B. Geaumont, J. Harmon, **R. Limb**, and K. Sedivec. *In-review*. Embracing sources of heterogeneity in rangeland bird management. *Ecosphere*.
- Duquette*, C.T. Hovick. J. Harmon, B. Geaumont, **R. Limb**, and K. Sedivec. *In-review*. Re-thinking Leading and Trailing Edge Dynamics to Improve Conservation Planning of Climate-threatened Species. *Journal of Applied Ecology*.
50. Duquette*, C.T. Hovick., B. Geaumont, J. Harmon, **R. Limb**, and K. Sedivec. *Accepted*. Spatially discrete disturbances enhance grassland floral resources. *Journal of Applied Ecology*.
49. Dornbusch, M.J., **R.F. Limb**, I.V. Bloom-Cornelius*, R.D. Elmore, J.R. Weir, and S.D. Fuhlendorf. *In-press*. Factors influencing the persistence of a fire-sensitive Artemisia species in a fire-dependent ecosystem. *Ecological Applications*
48. Pei*, C.K., T.J. Hovick, **R.F. Limb**, J.P. Harmon, and B.A. Geaumont. *Accepted*. Bumblebee (*Bombus*) species distribution, phenology, and diet in North Dakota. *Prairie Naturalist*.
47. Cutter*, J., B. Geaumont, D. McGranahan, J. Harmon, **R. Limb**, C. Schauer, and T. Hovick. In-Press. Cattle and sheep differentially alter floral resources and the native bee communities in working landscapes. *Ecological Applications*
46. Cutter*, J., T. Hovick, D. McGranahan, J. Harmon, **R. Limb**, J. Spiess*, and B. Geaumont. 2022. Cattle Grazing Results in Greater Floral Resources and Pollinators Compared to Sheep Grazing in Low Diversity Grasslands. *Ecology and Evolution* 12:e8396.

45. Wanchuk*, M.R., D.A. McGranahan, K.K. Sedivec, K.C. Swanson, T.J. Hovick, and **R.F. Limb**. 2021. Contrasts in forage mineral concentration with patch-burn grazing: a preliminary analysis. *Translational Animal Science*. Volume 5, Issue Supplement_S1, December 2021, Pages S75–S79, <https://doi.org/10.1093/tas/txab173>
44. Pei*, C.K., T.J. Hovick, C.A. Duquette*, **R.F. Limb**, J.P. Harmon and B.A. Geaumont. 2021 Two common bee-sampling methods reflect different assemblages of the bee community and are dependent on surrounding floral resource availability. *Journal of Insect Conservation*. <https://doi.org/10.1007/s10841-021-00362-3>
43. Antonsen*, A.K., K.C. Kral-O'Brien, T.J. Hovick, **R.F. Limb**, B.A. Geaumont and J.P. Harmon. 2021. Spatiotemporal dynamics of the monarch butterfly (*Lepidoptera: Danaidae*), regal fritillary (*Lepidoptera: Heliconiinae*), and their floral resources. *Annals of the Entomological Society of America*, saab013.
42. Kral-O'Brien, K.C., A.K. Antonsen*, T.J. Hovick, **R.F. Limb**, and J.P. Harmon. 2021. Getting the most from surveys: how method selection and method modification impact butterfly survey data. *Annals of the Entomological Society of America*, saab004.
41. Ostrand*, M.S., T.M. DeSutter, D.D. Steele, **R.F. Limb**, and A.L.M. Daigh. 2021. Can a superabsorbent polymer help remediate soil compaction? – A laboratory evaluation on soil physical processes. *Arid Land Research and Management* DOI: 10.1080/15324982.2021.1887399
40. Ostrand*, M.S., T.M. DeSutter, A.L.M. Daigh, **R.F. Limb**, and D.D. Steele. 2020. Superabsorbent polymer characteristics, properties and applications. *Agrosystems, Geosciences & Environment* 3:e20074
39. Spiess*, J.W., D.A. McGranahan, B. Geaumont, K. Sedivec, M. Lakey*, T.J. Hovick, and **R.F. Limb**. 2020. Patch-burning buffers forage resources and livestock performance to mitigate drought in the northern Great Plains. *Rangeland Ecology and Management* 73:473-481.
38. Kral-O'Brien*, K.C., T.J. Hovick, **R.F. Limb**, J.P. Harmon, and E.H. Gillam. 2020. Incorporating field behaviors into monarch surveys to promote informed conservation actions. *Journal for Nature Conservation*. 53:125761
37. Dornbusch*, M.J., **R.F. Limb**, and K.K. Sedivec. 2020. Alternative grazing management strategies combat invasive grass dominance. *Natural Areas Journal* 40:86-95.
36. Dornbusch*, M.J., **R.F. Limb**, H.A.K. Tomlinson, A.L.M Daigh and K.K. Sedivec. 2020. Evaluation of soil treatment techniques on remediated brine water spill sites in semi-arid rangeland. *Journal of Environmental Management* 260:110100
35. Block*, P.R., C.K. Gasch, and **R.F. Limb**. 2020. Biological integrity of mixed-grass prairie topsoils subjected to long-term stockpiling. *Applied Soil Ecology* 145:103347
34. Duquette*, C.A., T.J. Hovick, **R.F. Limb**, D.A. McGranahan, and K.K. Sedivec. 2019. Restored disturbance regimes influence nest selection and survival in Brewer's Blackbirds. *Acta Ornithologica* 54:171-180.

33. Johnson*, H.M.A., **R.F. Limb**, M.L. Bauer, and K.K. Sedivec. 2019. Influence of land management strategies on browse and nutritional quality of a grassland shrub. *Rangeland Ecology and Management* 72:654-660.
32. Kral*, K., **R. Limb**, T. Hovick, and J. Harmon. 2019. Compositional shifts in forb and butterfly communities associated with Kentucky bluegrass invasions. *Rangeland Ecology and Management* 72:301-309.
31. Geaumont, B., T. Hovick, **R. Limb**, W. Mack*, A. Lipinski*, and K. Sedivec. 2019. Plant and Bird Community Dynamics in Mixed-grass Prairie Grazed by Native and Domestic Herbivores. *Rangeland Ecology and Management* 72:374-384.
30. Bendel*, C.R., K.A. Kral, T.J. Hovick, **R.F. Limb**, and J.P. Harmon. 2019. Exotic floral resources and honeybee influence plant-pollinator network dynamics in grassland working landscapes. *Ecosphere* 10:1-14.
29. Dornbusch*, M., **R.F. Limb**, and C.K. Gasch. 2018. Facilitation of an exotic grass through nitrogen enrichment by an exotic legume. *Rangeland Ecology and Management* 71:691-694.
28. Kral*, K.C., T.J. Hovick, **R.F. Limb**, and J.P. Harmon. 2018. Multi-scale considerations for grassland butterfly conservation in agroecosystems. *Biological Conservation* 226:196-204.
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26. Kral*, K.C., J.P. Harmon, **R.F. Limb**, and T.J. Hovick. 2018. Improving our science: the evolution of butterfly sampling and surveying methods over time. *Journal of Insect Conservation* 22:1-14.
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24. **Limb, R.F.**, T.J. Hovick, J.E. Norland, J.M. Volk. 2018. Grassland plant community spatial patterns driven by herbivory intensity. *Agriculture, Ecosystems & Environment* 257:113-119.
23. Kral*, K.C., **R.F. Limb**, J.P. Harmon, and T.J. Hovick. 2017. Arthropods and fire: previous research shaping future conservation. *Rangeland Ecology and Management* 70:589-598.
22. Bohrer*, S.L., **R.F. Limb**, A.L.M. Daigh, and J.M. Volk. 2017. Below-ground attributes on reclaimed surface minelands over a 40-year chronosequence. *Land Degradation and Development* 28:2290-2297.
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18. Klaustermeier*, A., H. Tomlinson*, A. Daigh, **R. Limb**, T. DeSutter, and K. Sedivec. 2016. Comparison of soil-to-water suspension ratios for determining electrical conductivity of brine contaminated soils. *Canadian Journal of Soil Science* 96:233-243.
17. Field*, A. K.K. Sedivec, J. Hendrickson, P. Johnson, B. Geaumont, L. Xu, R. Gates, and **R. Limb**. 2016. Effects of short-term cattle exclusion on plant community composition: prairie dog and ecological site influences. *Rangelands* 38:34-37.
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15. **Limb, R.F.**, D.M. Engle, A.L. Alford, and E.C. Hellgren. 2014. Plant community response following removal of *Juniperus virginiana* from tallgrass prairie: A test of restoration limitations. *Rangeland Ecology and Management* 67:397-405.
14. Strand, E.K., K.L. Launchbaugh, **R. Limb**, and L.A. Torell. 2014. Livestock grazing effects on fuel loads for wildland fire in sagebrush dominated ecosystems. *Journal of Rangeland Applications* 1:35-57.
13. Weir, J.R., and **R.F. Limb**. 2013. Seasonal variation in flammability characteristics of *Quercus marilandica* and *Quercus stellate* leaf litter burned in the laboratory. *Fire Ecology* 9:80-88.
12. Fuhlendorf, S.D., D.M. Engle, R.D. Elmore, **R.F. Limb**, and T.G. Bidwell. 2012. Conservation of pattern and process: Developing an alternative paradigm of rangeland management. *Rangeland Ecology and Management*. 65:579-589.
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10. Weir, J.R. and **R.F. Limb**. 2011. Use of waste oil as an alternative fuel in drip torches. *Fire Management Today* 71:12-14.
9. Dong, X., B. Patton, P. Nyren, **R. Limb**, L. Cihacek, D. Kirby, and E. Deckard. 2011. Leaf-water relations of a native and an introduced grass species on the mixed-grass prairie under cattle grazing. *Applied Ecology and Environmental Research* 9:311-331.
8. **Limb, R.F.**, S.D. Fuhlendorf, D.M. Engle, J.R. Weir, R.D. Elmore, and T.G. Bidwell. 2011. Pyric-herbivory and cattle performance in grassland ecosystems. *Rangeland Ecology and Management* 64:659-663.
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6. **Limb, R.F.**, D.M. Engle, A.L. Alford, and E.C. Hellgren. 2010. Tallgrass prairie plant community dynamics along a canopy cover gradient of eastern redcedar (*Juniperus virginiana* L.). *Rangeland Ecology and Management* 63:638-644.

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4. **Limb, R.F.**, D.M. Engle, S.D. Fuhlendorf, D.P. Althoff, and P.S. Gipson. 2010. Altered herbivore distribution associated with focal disturbance. *Rangeland Ecology and Management* 63:253-257.
3. **Limb, R.F.**, S.D. Fuhlendorf, and D.E. Townsend. 2009 Heterogeneity of thermal extremes: Driven by disturbance or inherent in the landscape. *Environmental Management*. 43:100-106.
2. **Limb, R.F.**, K.R. Hickman, D.M. Engle, J.E. Norland, and S.D. Fuhlendorf. 2007. Digital photography: reduced variation in visual obstruction measurements for southern tallgrass prairie. *Rangeland Ecology and Management*. 60:548-552.
1. **Limb, R.F.**, C.B. Marlow, and B. Jacobson. 2003. What Causes Willow Die-off. *Rangelands*. 25:14-17.

*Undergraduate or Graduate student

30 - additional government documents, technical reports and publications

PROFESSIONAL PRESENTATIONS

Submitted Oral Papers and Posters - 94

Invited Oral Papers and Posters - 44

AWARDED COMPETATIVE GRANTS

To date: \$4,801,471

Assessing herbage production by ecological site associated with a novel ecosystem (invasive cool-season grass invasion) on the Fort Pierre National Grasslands. \$28,000. USDA Forest Service Challenge Cost Share. 2022-2023. B. Geaumont, **R. Limb**, and K. Sedivec.

Assessing herbage production by ecological site associated with a novel ecosystem (invasive cool-season grass invasion) on the Fort Pierre National Grasslands. \$25,000. Fort Pierre Grazing Association. 2022-2023. **R. Limb**, K. Sedivec, and B. Geaumont.

Managing disturbance for multi-functional rangelands: livestock, plant, and pollinator responses to management strategies that differentially use fire and grazing. \$499,242. USDA-AFRI. 2020-2023. J. Harmon, M. Berti, B. Geaumont, T. Hovick, K. Kral-O'Brien, **R. Limb**, D. McGranahan, K. Sedivec.

Enhancing dry bean production with adjacent pollinator habitats: Quantifying the range and extent of benefits. \$127,276. North Dakota Department of Agriculture. T. Hovick, J. Harmon, **R. Limb**, B. Geaumont, M. Ostlie.

How do sheep and cattle compare in a novel application of patch-burn grazing in the semi-arid Northern Great Plains? \$149,979. USDA AFRI Foundation-SEED. 2015-2019 D. McGranahan, T. Hovick, B. Geaumont, **R. Limb**, C Schauer.

- Enhancing Floral Resources for High Conservation Priority Pollinators. \$199,096. North Dakota Game and Fish – USFWS Section 6. 2017 – 2019. T. Hovick, **R. Limb**, D. McGranahan, B. Geaumont.
- Community dynamics and nest survival of conservation priority birds in grasslands with restored disturbance regimes. \$98,689. North Dakota Game and Fish – State Wildlife Grant. 2018 – 2022. T. Hovick, **R. Limb**, D. McGranahan, B. Geaumont, K. Sedivec.
- Reducing soil compaction for improved reclamation of lands impacted by oil and gas well-pad site development. \$368,725. North Dakota Industrial Commission-Oil and Gas Research Council. 2017. K.K. Sedivec, **R.F. Limb**, T. DeSutter, A. Daigh, F. Casey.
- Reclamation options for legacy brine waste pits in north central North Dakota 2017-2019. \$425,000. North Dakota Industrial Commission-Oil and Gas Research Council. 2015. **R.F. Limb**, K.K. Sedivec.
- Monitoring native pollinator communities throughout North Dakota: Status and management considerations for species of conservation concern. \$699,100. North Dakota Department of Agriculture. 2016-2020. **R.F. Limb**, T.J. Hovick. J.R. Harmon and B. Geaumont.
- Management practices to improve soil and vegetation parameters on reclaimed North Dakota coal mine lands. \$578,187. North Dakota Industrial Commission-Lignite Research Council. 2016-2020. **R.F. Limb**, K.K. Sedivec, A.L. Daigh, T. DeSutter
- Management practices to improve soil and vegetation parameters on reclaimed North Dakota coal mine lands. \$120,000. BNI Energy. 2016-2020. **R.F. Limb**, K.K. Sedivec, A.L. Daigh, T. DeSutter
- Management practices to improve soil and vegetation parameters on reclaimed North Dakota coal mine lands. \$120,000. Coteau Properties – North American Coal Corporation. 2016-2020. **R.F. Limb**, K.K. Sedivec, A.L. Daigh, T. DeSutter
- Management practices to improve soil and vegetation parameters on reclaimed North Dakota coal mine lands. \$60,000. Coyote Creek Mining Company – North American Coal Corporation. 2016-2020. **R.F. Limb**, K.K. Sedivec, A.L. Daigh, T. DeSutter
- Management practices to improve soil and vegetation parameters on reclaimed North Dakota coal mine lands. \$120,000. Falkirk Mining Company – North American Coal Corporation. 2016-2020. **R.F. Limb**, K.K. Sedivec, A.L. Daigh, T. DeSutter
- Natural Resource Data Acquisition and Integrated Pest Management. \$95,823. Department of Defense-North Dakota Army National Guard. 2015-2017. K.K. Sedivec. **R.F. Limb**, D. Rider
- Reclamation options for legacy brine waste pits in north central North Dakota. \$309,508. North Dakota Industrial Commission-Oil and Gas Research Council. 2015. **R.F. Limb**, K.K. Sedivec, A.L. Daigh, T. DeSutter, A. Chatterjee, E. DeKeyser, and F. Casey
- Influence of land-use practices on site occupancy of Monarchs (*Danaus plesipus*), Dakota Skippers (*Hesperia dacotae*) and other prairie dependent butterflies. \$87,441. USDI Fish and Wildlife Service Cooperative Ecosystems Studies Unit. 2015-2019. **R.F. Limb**, T. Hovick, J. Harmon, and K. Kral.
- Influence of land-use practices on site occupancy of Dakota Skippers (*Hesperia dacotae*) and other prairie dependent butterflies. \$42,000. USDI Fish and Wildlife Service Cooperative Ecosystems Studies Unit. 2015-2017. **R.F. Limb**, and J. Harmon.

- Lepidoptera monitoring on the Dakota Prairie National Grasslands. \$10,000. USDA Forest Service Challenge Cost Share Agreement. 2014. **R.F. Limb**
- Monitoring and evaluating reclaimed coal mine land in North Dakota. \$16,000. KDK Consulting. 2014. **R.F. Limb**, A.L. Daigh
- Land reclamation on Bakken oil and gas contaminated sites in North Dakota. \$200,000. North Dakota Industrial Commission. 2014. **R.F. Limb**, A.L. Daigh, and K.K. Sedivec
- Vegetation management on the Dakota Prairie National Grassland (Sheyenne). \$45,000. USDA Forest Service Challenge Cost Share Agreement 13-CS-11011800-016. 2013. **R.F. Limb**
- Starkey Ungulate Ecology Team, Ecological Process and Function Program. \$222,316. USDA Forest Service, PNW Research Station Interagency Personnel Agreement. 2012. **R.F. Limb**
- Yellow sweet clover soil nutrient study. \$1,000. Oregon State University Undergraduate Research, innovation, Scholarship and Creativity Program. 2012. J.P. Averett* and **R.F. Limb** (Faculty Advisor)
- Effect of anthropogenic and ungulate disturbance intensities on native and exotic understory forest dynamics PNW 11-JV-1126167-064-MOD-1. \$35,000. USDA Forest Service, PNW Research Station Joint Venture Agreement. 2012. **R.F. Limb**
- Effect of anthropogenic and ungulate disturbance intensities on native and exotic understory forest dynamics. \$75,000. USDA Forest Service, PNW Research Station Joint Venture Agreement PNW 11-JV-1126167-064. 2011. **R.F. Limb**
- Changes in populations associated with military training at a National Guard installation in Kansas. \$24,489. U.S. Army Corps of Engineers Construction Engineering Research Laboratory. 2008. **R.F. Limb** and S.D. Fuhlendorf
- Invasive plant and soil fungi interactions on military installations: Mechanisms for establishment. \$7,950. U.S. Army Corps of Engineers Construction Engineering Research Laboratory. 2008. **R.F. Limb** and S.D. Fuhlendorf
- Changes in herbivore grazing selection associated with military training at a National Guard installation in Kansas. \$4,800. U.S. Army Corps of Engineers Construction Engineering Research Laboratory. 2007. **R.F. Limb** and T.G. Bidwell
- Changes in Grasshopper Sparrow abundance associated with military training at a National Guard installation in Kansas. \$4,850. U.S. Army Corps of Engineers Construction Engineering Research Laboratory. 2007. **R.F. Limb** and T.G. Bidwell
- Willow response to wildlife browse in mountain riparian zones. \$1,000. Montana State University Undergraduate Scholars Program. 2000. **R.F. Limb** and C.B. Marlow

*Undergraduate or Graduate student advisee

NON-COMPETATIVE FUNDING**To date: \$106,050****TEACHING****North Dakota State University**

- Introduction to Range Management (RNG 336/136) Odd & Even Fall
- Grazing Ecology (RNG 458/658) Odd Fall
- Range Habitat Management (RNG 456/656) Even Fall
- Agrostology - Great Plains Agroecosystems (RNG 706) 2015 and 2017 Summer

Oregon State University

- Rangeland Ecology & Management (RNG 341) Odd & Even Fall
- Wildland Plant Identification (RNG 353) Odd & Even Spring
- World Soils (CSS 395) Odd & Even Winter
- URME Preparation (RNG 405) Odd & Even Fall
- Wildland Restoration Ecology (RNG 421) Even Spring
- Rangeland Animal Relations (RNG 442) Odd Winter
- Rangeland Planning (RNG 490) Odd & Even Spring
- Prescribed Fire/Fire Ecology (RNG 499) Even Spring
- Undergraduate Research (RNG 499) Odd & Even Fall/Winter/Spring
- Guest lecturer: Introduction to Fish and Wildlife Management (FWL 251)

Oklahoma State University

- Backfire Operations for Wildfire Management (Oklahoma State University - Northeast Oklahoma Regional Fire School)
- Co-instructed Ecology of Fire Dependent Ecosystems (NREM 5653)
- Guest lecturer: Invasive Species (NREM 4760/5760)

Montana State University*Lab Instructor*

- Cellular and Molecular Biology (BIOL 102)

ADVISING**North Dakota State University****Club/Organizations**

Range Club 2013-2014

Academic**Undergraduate Students**

2021-2022 - 4
 2020-2021 - 3
 2019-2020 - 9
 2018-2019 - 10
 2017-2018 - 10
 2016-2017 - 7
 2015-2016 - 6

Undergraduate Students cont.

2014-2015 - 6
 2013-2014 - 6

Current Graduate Students

Advisor
 1 - Ph.D.
 1 - M.S.
 Committee
 1 - Ph.D.

Past Graduate Students

Advisor
 1 – Ph.D.
 8 – M.S.
 Committee
 2 – Ph.D.
 12 – M.S.

Research Technicians

1 – 2019-2021
 1 - 2017-2018

Post-doctoral Scholars

1 – 2014-2015

Oregon State University**Clubs/Organizations**

Range Club 2010 -2013

Academic**Undergraduate Students**

2010/2011 – 32
 2011/2012 – 58
 2012/2013 - 63

Graduate Students

2 – M.S.

AFFILIATIONS, SERVICE and OUTREACH

90 Peer reviews for discipline journals

2022 – North Dakota State University Equal Opportunity/Title IX committee reviewer
 2021 – 2022 North Dakota State University Faculty Senate Grade Policy Ad-hoc Committee
 2021– Current North Dakota State University Information Technology Council
 2021 – 2022 North Dakota State University Library Dean search committee
 2021 – North Dakota State University Interim Library Dean search committee
 2021 – USDA-NIFA Federal Grant Peer Review Panelist - Food, Agricultural, Natural Resources, and Human Sciences Higher Education Grant Programs
 2021 – USDA-NIFA Federal Grant Peer Review Panelist – Food, Agricultural, Natural Resources, and Human Sciences Small Business Grant Programs
 2020 - USDA- NIFA Federal Grant Peer Review Panelist – Food, Agricultural, Natural Resources, and Human Sciences Higher Education Grant Programs
 2020 – Current North Dakota State University Faculty Senate Executive Committee
 2019 – Current North Dakota State University Faculty Senate Representative
 2019 – 2020 NDSU Leadership Development Group
 2015 – Adjunct Faculty Dickinson State University Department of Agriculture and Technical Studies
 2014 – 2020 Great Plains Fire Science Exchange co-PI and Board of Directors
 2014 – Current Wildlife Society member
 2014 – Current North Dakota Range Camp Lecturer
 2013 – Current North Dakota State University School of Natural Resource Sciences Graduate Student Committee
 2013 – Current North Dakota State University School of Natural Resource Sciences Curriculum Committee
 2013 – 2014 North Dakota State University WERA-40 representative
 2012 – Current Society for Range Management Wildlife Committee
 2012 – 2013 Owyhee Management Area Technical Team
 2012 – 2013 Oregon Sage-grouse Conservation Planning Team
 2011 – Current National E-Extension Prescribed Fire Community of Practice Leadership Team
 2011 – 2013 High Desert Youth Range Camp Technical Advisor

- 2011 – 2013 Oregon State University Eastern Oregon Agriculture and Natural Resource Program Space Committee
- 2011 – 2013 Oregon State University Eastern Oregon Agriculture and Natural Resource Program Curriculum Committee
- 2011 – 2013 Oregon State University Eastern Oregon Agriculture and Natural Resource Program Range Coordinator
- 2010 – Current Association for Fire Ecology member
- 2008 – 2011 Natural Resource Conservation Service - Conservation Effects Assessment Project (CEAP) Prescribed Fire Team
- 2008 – National 4-H Wildlife Habitat Evaluation Program (WHEP) National Contest Team
- 2007 – 2010 Tri-State Patch Burn Working Group
- 2006 – Current Ecological Society of America member
- 2004 – Current Society for Range Management member

HONORS and AWARDS

- 2017 – Lignite Energy Council Distinguished Service Award – Research & Development
- 2015 – Society for Range Management Outstanding Young Professional
- 2007 – Current – Golden Key National Honor Society
- 2007 – 2nd Place Graduate Oral Paper contest. Society for Range Management 60th Annual meeting, Reno, NV
- 2006 – 2007 – Wimberly Memorial Scholarship (Oklahoma State University)
- 2005 – 2008 – Sitlington Enriched Graduate Scholarship (Oklahoma State University)
- 2004 – Adrian Fox Scholarship (North Dakota State University)
- 2000 – Undergraduate Research Scholar (Montana State University)

GRADUATE STUDENT HONORS and AWARDS

- Esben Kjaer – 2022 3rd Place Ph.D. Paper Competition Society for Range Management International Meeting
- Esben Kjaer – 2022 3rd Place Ph.D. Poster Competition Society for Range Management International Meeting
- Katherine Kral – 2016 Outstanding Graduate Student North Dakota Chapter the Wildlife Society
- Stefanie Bohrer – 2015 2nd Place Poster Competition North Dakota Chapter of Northern Great Plains Section of Society for Range Management
- Hannah Tomlinson – 2015 1st Place Poster Competition North Dakota Chapter of Northern Great Plains Section of Society for Range Management
- Hannah Tomlinson – 2015 1st Place M.S. Poster Competition Society for Range Management International Meeting

Warren M. Christensen, Ph.D.
North Dakota State University, Department of Physics
PO Box 6050, Dept 2755, Fargo, ND 58108-6050
warren.christensen@ndsu.edu
Office Phone 701.231.6744

EDUCATION

- 2007 Ph.D., Department of Physics and Astronomy, Iowa State University, Ames, IA
“Student understanding of calorimetry, entropy and the second law of thermodynamics”
Thesis advisors: Dr. David Meltzer and Craig Ogilvie
- 2001 B.S., Physics, Magna Cum Laude, University of Central Missouri, Warrensburg, MO

RESEARCH INTERESTS

Physics Education Research, student use of mathematics in physics, Discipline-based Education research, research-based curriculum development and dissemination, flipped classroom instructional impact, reformed physics courses with a focus on biomedical equipment

PROFESSIONAL EXPERIENCE

- 2016-present Associate Professor, North Dakota State University, Fargo, ND
- 2009-2016 Assistant Professor, North Dakota State University, Fargo, ND
- 2007-2009 Post-doctoral Research Associate, University of Maine, Orono, ME
Supervisor: Dr. Susan McKay, John Thompson, and Michael Wittmann
- 2004-2007 Graduate Research Assistant, Iowa State University, Ames, IA
- 2002-2007 Graduate Teaching Assistant, Iowa State University, Ames, IA
- 2000-2001 Lab Teaching Assistant for Physics for non-majors, University of Central Missouri, Warrensburg, MO

TEACHING EXPERIENCE

North Dakota State University

- 2013-15 Introductory Calculus-based Electricity and Magnetism Recitation (2 times)
- 2013-20 Co-developer of the multi-departmental Foundations of Science Course (with Jeff Boyer and others) (6 times)
- 2012-14 Course developer and Instructor for Intro to Electromagnetic Theory (2 times)
- 2011-21 Course Creator and Instructor for Research Methods in STEM Education (5 times)
- 2010-21 Coordinator of STEM Education Research Seminar (5 times)
- 2009-20 Course developer and Instructor for University Physics I: First semester Calculus-based Physics (9 times)
- 2019-22 Course developer and Instructor for Quantum Mechanics I (3 times)
- 2020-22 Course developer and Instructor for Quantum Mechanics II (2 times)

University of Maine, Orono, ME

Christensen Curriculum Vitae

- 2008-2009 Co-instructor for Research-based Curriculum design course taken by interns at Jackson Laboratory in Bar Harbor, ME
- 2007-2008 Facilitator for Seminar on Research Methodology for Science and Mathematics Education Research

Iowa State University, Ames, IA

- 2002-2007 Recitation & Laboratory Teaching Assistant throughout the introductory physics sequences
- 2006 Teaching Assistant and Grader for Sophomore-level Modern Physics I & II
- 2004-2006 Ph.D. Qualifying Exam Preparation Course Co-Creator and Co-Instructor
- 2004-2005 Teaching Assistant and Grader for Junior-level Thermal Physics course
- 2003 Tutoring for Women In Science and Engineering program

GRANTS

“Collaborative Research: Beyond procedures: a research-based approach to teaching mathematical methods in physics,” NSF PHY #1912152, Award Total: \$171,528; Role: PI; 09/01/2019-08/31/22, Current Status: Funded.

“REU Site: Growing up STEM: An Interdisciplinary Research Experience in Undergraduate STEM Education,” NSF DUE #1852045, Award Total: \$476,899; Role: Co-PI; 06/01/2019-05/31/22, Current Status: Funded.

“REU Site: Interdisciplinary Research in Undergraduate STEM Education,” NSF DRL #1560142, Award Total: \$475,838; Role: Co-PI; Submitted: 08/26/2015, Current Status: Funded.

“Continuing the Conversation in DBER: The Transforming Research in Undergraduate STEM Education (TRUSE) Conference,” NSF DUE #1551038, Award Total: \$37,342; Role: PI; Submitted: 07/06/2015, Current Status: Funded.

“Collaborative Research: Multimedia modules for physics instruction in a flipped classroom course for pre-health and life science majors,” NSF DUE #1431434, Award Total: \$42,769; Role: PI; Submitted: 02/03/2014, Current Status: Funded.

“Collaborative Research: Research on the teaching and learning at the physics-mathematics interface,” NSF PHY #1406035, Award Total \$57,184; Role: Subaward PI; Submitted: 11/15/2013, Current Status: Funded.

“REU Site: Interdisciplinary Research in Undergraduate STEM Education,” NSF DRL #1156974, Award Total: \$328,456; Role: PI, with Jennifer Momsen (co-PI; NDSU); 10/01/12-09/30/16.

“Collaborative Research: A Conference to Promote the Integration of Research on Undergraduate Mathematics, Physics, and Chemistry Education,” NSF Grant DUE #0941191, Award Total \$132,670; Role: Co-PI, with Chris Rasmussen, (PI, San Diego State University) and John Thompson (co-PI, University of Maine); 05/19/2009.

“Collaborative Research: Research and Curriculum Development in Thermal Physics,” NSF Grant DUE-0817282; Role: co-PI, with J.R. Thompson (PI; University of Maine), and D.E.

Meltzer (co-PI; Arizona St. U. Polytechnic); Collaborative Proposal by M.E. Loverude (PI; California St. U – Fullerton); 09/01/08–08/31/11.

HONORS AND AWARDS

- 2016 College of Science and Mathematics Ambassadors' Excellence Award, yearly award given to one faculty of the College of Science and Mathematics by the Student Ambassadors of the college, NDSU
- 2010 Scholar in Residence Award Winner, from the Physics Education Research Topical Group within the American Association of Physics Teachers, NDSU
- 2005-2006 Robert G. Patrick Award Winner, for Outstanding Teaching Assistant of Year, ISU
- 2000-2001 Department of Theater and Dance, Best Actor Award, UCM
- 2000-2001 College of Arts & Sciences Student of the Year Nominee, UCM

PEER-REVIEWED PUBLICATIONS

Wawro, Megan, Watson, Kevin, and Christensen, Warren. "Students' metarepresentational competence with matrix notation and Dirac notation in quantum mechanics." *Physical Review Physics Education Research* **16** 2 (2020).

Slominski, Tara, Fugleberg, Andrew, Christensen, Warren M., Buncher, John B., and Momsen, Jennifer L. "Using Framing as a Lens to Understand Context Effects on Expert Reasoning." *CBE—Life Sciences Education* **19** 3 (2020).

Farlow, Brian, Vega, Marlene, Loverude, Michael E., and Christensen, Warren M. "Mapping activation of resources among upper division physics students in non-Cartesian coordinate systems: A case study." *Physical Review Physics Education Research* **15** 2 (2019).

Lee, LaDoris, Connelly, Manju, Henderson, Charles, Dancy, Melissa, Christensen, Warren M., "A Comparison of Student Evaluations of Instruction vs. Students' Conceptual Learning Gains," *Am. J. Phys.* **86** (7) 531-535 (2018).

Christensen, Warren, Coakley, Aeowynn, Brainard, Jordan, Austin, Kimberly, Mylott, Elliot, & Widenhorn, Ralf. "Development of a Rubric for Improved Understanding of IPLS Curricula." Paper presented at Physics Education Research Conference 2018, Washington, DC, August 1-2, 2018.

Vega, Marlene, Christensen, Warren, Farlow, Brian, Passante, Gina and M. Loverude. "Student understanding of unit vectors and coordinate systems beyond cartesian coordinates in upper division physics courses." Paper presented at the Physics Education Research Conference 2016, Sacramento, CA, July 20-21, 2016.

Myllott, Elliot, Kutschera, Ellyne, Dunlap, Justin C., Christensen, Warren M., Widenhorn, Ralf, "Using biomedically relevant multimedia content in an introductory physics course for life science and pre-health students," *Journal of Sci. Ed. And Tech.* **25** 2 (2015).

Smith, Trevor I., Christensen, Warren M., Thompson, John R., Mountcastle, Don B., "Identifying student difficulties with entropy, heat engines, and the Carnot cycle," *Phys. Rev. Sp. Top: Phys. Ed. Res.* **11** 2 020116 (2015).

Lauer, Shanda, Momsen, Jennifer, Offerdahl, Erika, Kryjevskaja, Mila, Christensen, Warren, Montplaisir, Lisa, "Stereotyped: Investigating gender in introductory science courses," *CBE Life Sci Educ* **12** 1 (2013).

Christensen, Warren M., Johnson, James K., Van Ness, Grace R., Mylott, Elliot, Dunlap, Justin C., Anderson, Elizabeth A., Widenhorn, Ralf, "Developing and Assessing Curriculum on the Physics of Medical Instruments," *CBE Life Sci Educ* **12** 2 (2013).

Christensen, Warren M., "Moving worked problems to YouTube," *The Physics Teacher* **51** 8 (2013).

Christensen, Warren M., Thompson, John R., "Investigating graphical representations of slope and derivative without a physics context," *Phys. Rev. Sp. Top: Phys. Ed. Res.*, **8** 2 023101 (2012).

Christensen, Warren M., Meltzer, David E., Nguyen, Ngoc-Loan, "Student understanding of calorimetry in introductory calculus-based physics," *American Journal of Physics*, **79** (11) 1168-1176 (2011).

Thompson, John R., Christensen, Warren M., Wittmann, Michael C., "Preparing future teachers to anticipate student difficulties in physics in a graduate-level course in physics, pedagogy, and education research," *Physical Review Special Topics: Physics Education Research* **7**, 010108 (2011).

Reprinted in *Teacher Education in Physics: Research, Curriculum, and Practice*, D.E. Meltzer and P.S. Shaffer, Eds., 91-102 (American Physical Society, 2011).

Christensen, Warren M., Meltzer, David E., Ogilvie, Craig A., "Student ideas regarding entropy and the second law of thermodynamics in an introductory physics course," *American Journal of Physics*, **77** (10) 907-917 (2009).

Smith, Trevor I., Christensen, Warren M., Thompson, John R., "Student difficulties with concepts related to entropy, heat engines and the Carnot cycle," 2009 Physics Education Research Conference, Ann Arbor, MI, July 29-30, 2009.

OTHER PUBLICATIONS

Christensen, Warren M., Thompson, John R., "Investigating student understanding of physics concepts and the underlying calculus concepts in Thermodynamics," Proceedings of the 13th annual conference for Research in Undergraduate Mathematics Education (2010).

Christensen, Warren M., Engelhardt, Larry A., "Tapping Physics Education Research for a graduate-level curriculum: A novel approach for a Ph.D. qualifying exam preparation course," in the *Forum on Education of The American Physical Society Spring 2006 Newsletter* (2006).

INVITED PRESENTATIONS

Keeping up with Cartesian: Use of Non-Cartesian Coordinate Systems in Calculus III, Invited

talk at the 2019 Research on Undergraduate Mathematics Education Conference – Math Physics Working Group, Oklahoma City, OK, February 28, 2019.

Student Reasoning about Eigenvectors and Eigenvalues from a Resources Perspective, Invited talk at Minnesota State University at Moorhead, Moorhead, MN, January 18, 2019.

Investigating mathematics in the upper-division physics: Examples of Linear Algebra and Non-Cartesian Coordinate Systems, Invited talk at Kansas State University, March 21st, 2016.

Student Evaluations of Instruction and Their Relations to Students' Conceptual Learning Gains, Invited Panel at the 2015 Summer Meeting of the American Association of Physics Teachers, College Park, MD, July 27th, 2015.

How do Student Evaluations of Instruction Relate to Students' Conceptual Learning Gains? Invited talk at Michigan State University, Nov 12th, 2014.

Student Framing Impacts Math/Physics Thinking in the Context of Matrix Multiplication, Invited talk at the 2014 Summer Meeting of the American Association of Physics Teachers, Minneapolis, MN, July 28th, 2014.

Investigating math/physics frame shifts in the context of matrix multiplication, Invited talk at Chicago State University, April 17th, 2014.

Student reasoning about matrix multiplication: a window for investigating math/physics frame shifts, Invited talk at University of Maine, March 21st, 2014.

Investigating math/physics frame shifts in the context of matrix multiplication, Invited talk at University of Maryland – College Park, MD, Feb. 24th, 2014.

Investigating students' understanding of matrix multiplication through a Resources and Framing Framework, Invited Talk at Rochester Institute of Technology, Rochester, NY, November 21, 2013.

Students' ideas about matrix multiplication, an analysis using the framework of Resources and Framing, Invited talk at Minnesota State University – Moorhead, October 18, 2013.

Students' understanding of matrix multiplication: An analysis using the Resources and Framing framework, Invited talk at San Jose St University, August 7, 2013.

Panel: Multi-Disciplinary Based Education Research Groups, invited panelist at 2012 Summer Meeting of the American Association of Physics Teachers, August 1, 2012.

Tackling Teaching: Understanding Commonalities among Chemistry, Mathematics, and Physics Classroom Practices, Invited talk at the 2012 Transforming Research in Undergraduate STEM Education, St. Paul, MN, June 5th, 2012.

On the Effective Use of Clicker, and other Voting Systems, seminar at North Dakota State University, Pedagogical Luncheon, Fargo, ND, February, 1, 2012

Physics Education Research: Developing a Science of the Learning and Teaching of Physics, seminar at Francis Marion University, Francis Marion Science Colloquium, Florence, SC, November 20, 2008.

Investigations into Student Understanding of Entropy and the Second Law of

Thermodynamics, seminar at The Ohio State University, Physics Education Research Group, Columbus, OH, May 19, 2008.

Student Conceptions of Entropy in an Introductory Physics Course, seminar at the University of Maine, Center for Science and Mathematics Education Research, Orono, ME, April 12, 2007.

Research on Student Learning and the Development of Effective Curriculum, seminar at West Chester University, Department of Physics, West Chester, PA, February 8, 2007.

Physics Education Research: The Why and the How, seminar at St. Mary's University, Department of Physics, Winona, MN, January 26, 2007.

Student Understanding of Entropy and the Second Law of Thermodynamics, seminar at the University of Washington, Department of Physics, Seattle, WA, January 27, 2006.

CONTRIBUTED PRESENTATIONS

Christensen, Warren M., Farlow, Brian, Vega, Marlene, Loverude, Michael, *Upper-division Physics Student Thinking Regarding Non-Cartesian Coordinate Systems*, Contributed Poster at the 2017 Transforming Research in Undergraduate STEM Education, St. Paul, MN, July 6, 2017.

Wawro, Megan, Watson, Kevin, Christensen, Warren M., *Meta-Representational Competence with Linear Algebra in Quantum Mechanics*, Preliminary Talk at the 2017 Conference for Research in Undergraduate Mathematics Education, San Diego, CA, February 25, 2017.

Christensen, Warren M., Farlow, Brian, Vega, Marlene, Loverude, Michael, *Upper-division Physics Student Thinking Regarding Non-Cartesian Coordinate Systems*, Contributed Poster at the 2017 Conference for Research in Undergraduate Mathematics Education, San Diego, CA, February 24, 2017.

Mylott, Elliot E., Christensen, Warren M., Widenhorn, Ralf, *Impact of IPLS Course Materials on Attitudes of Pre-health Students Toward Physics Instruction*, Contributed Poster at the 2017 Summer Meeting of the American Association of Physics Teachers, Cincinnati, OH, July 26, 2017.

Mylott, Elliot E., Kepple, Caitlin, Christensen, Warren M., Widenhorn, Ralf, *Attitudes of Pre-health Students Toward Reformed IPLS Course Materials*, Contributed Poster at the 2017 Summer Meeting of the American Association of Physics Teachers, Cincinnati, OH, July 25, 2017.

Vega, Marlene, Loverude, Michael, Farlow, Brian, Christensen, Warren M., *Student Unit Vector Resources in Polar Coordinates*, Contributed Poster at the 2017 Summer Meeting of the American Association of Physics Teachers, Cincinnati, OH, July 24, 2017.

Farlow, Brian, Christensen, Warren M., Loverude, Michael, Vega, Marlene, *Addressing Student Ideas About Coordinate Systems in the Upper Division*, Contributed Poster and Talk at the 2017 Summer Meeting of the American Association of Physics Teachers, Cincinnati, OH, July 24-25, 2017.

Farlow, Brian, Loverude, Michael, Vega, Marlene, Christensen, Warren M., *Student Ideas About Coordinate Systems in the Upper Division*, Contributed Poster and Talk at the 2016 Summer Meeting of the American Association of Physics Teachers, Sacramento, CA, July 18, 2016.

Farlow, Brian, Vega, Marlene, Loverude, Michael, Christensen, Warren M., *Student Thinking Regarding Coordinate Systems in the Upper Division*, Contributed Poster at the 2016 Winter Meeting of the American Association of Physics Teachers, New Orleans, LA, January 11, 2016.

Vega, Marlene, Loverude, Michael, Passante, Gina, Christensen, Warren M., *Student Understanding of Non-Cartesian Coordinate Systems in Upper-Division Physics*, Contributed Talk at the 2016 Winter Meeting of the American Association of Physics Teachers, New Orleans, LA, January 12, 2016.

Farlow, Brian, Vega, Marlene, Loverude, Michael, Christensen, Warren M., *Student Thinking Regarding Coordinate Systems in the Upper Division*, Contributed Poster and Talk at the 2016 Winter Meeting of the American Association of Physics Teachers, New Orleans, LA, January 11-12, 2016.

Christensen, Warren M., Momsen, Jennifer L., *A Cohort Model for a Discipline-based Education Research REU Program*, Contributed Poster at the 2016 Winter Meeting of the American Association of Physics Teachers, New Orleans, LA, January 11, 2016.

Christensen, Warren M., Urich, Matthew, Widenhorn, Ralf, *Assessing a Flipped, Biomedically Focused Curriculum for IPLS*, Contributed Talk at the 2016 Winter Meeting of the American Association of Physics Teachers, New Orleans, LA, January 10, 2016.

Christensen, Warren M., Remily, Levi, Urich, Matthew, Widenhorn, Ralf, *Using Biomedical Curriculum in Introductory Physics for the Life Sciences*, Contributed Poster at the 2015 Summer Meeting of the American Association of Physics Teachers, College Park, MD, July 28th, 2015.

Christensen, Warren M., Lee, LaDoris, Henderson, Charles, Dancy, Melissa, *How do student evaluations of instruction relate to students' conceptual learning gains?* Contributed Talk at the 2015 Winter Meeting of the American Association of Physics Teachers, San Diego, CA, January 5, 2015.

Christensen, Warren M., Momsen, Jennifer L., *Outcomes of an REU Cohort Model in Discipline-based Education Research*, Contributed Poster at the 2015 Winter Meeting of the American Association of Physics Teachers, San Diego, CA, January 4, 2015.

Christensen, Warren M., *Using a Framing and Resources Framework For Analyzing Student Thinking about Matrix Multiplication*, Contributed Poster at the 2014 Conference for Research in Undergraduate Mathematics Education, Denver, CO, February 27, 2014.

Anderson, Elizabeth, Johnson, James K., Van Ness, Grace, Widenhorn, Ralf, Christensen, Warren M., *Assessing the Developing Curriculum of an Upper-level Physics in Biomedicine Course*, Contributed Talk at the 2013 Summer Meeting of the American Association of Physics Teachers, Portland, OR, July 17, 2013.

Anderson, Elizabeth, Johnson, James K., Van Ness, Grace, Widenhorn, Ralf, Christensen, Warren M., *Assessing Curriculum of a Physics in Biomedicine Course*, Contributed Poster at

the 2013 Summer Meeting of the American Association of Physics Teachers, Portland, OR, July 17, 2013.

Johnson, James K., Christensen, Warren M., Widenhorn, Ralf, Van Ness, Grace, Anderson, Elizabeth, *Attitudinal Assessment of Curriculum on the Physics of Medical Instruments*, Contributed Talk at the 2013 Summer Meeting of the American Association of Physics Teachers, Portland, OR, July 16, 2013.

Christensen, Warren M., *Investigating Student Understanding of Eigentheory in Quantum Mechanics*, Contributed Talk at the 2013 Conference for Research in Undergraduate Mathematics Education, Denver, CO, February 22, 2013.

Christensen, Warren M., Johnson, James K., Van Ness, Grace R., Mylott, Elliot, and Widenhorn, Ralf, *Initial Assessment of a Curriculum on the Physics of Biomedicine*, Contributed Talk at the 2013 Winter Meeting of the American Association of Physics Teachers, New Orleans, LA, January 7, 2013

Christensen, Warren M., *Investigating students understanding of Eigentheory in Quantum Mechanics*, Contributed Poster at the 2012 Transforming Research in Undergraduate STEM Education, St. Paul, MN, June 6, 2012.

Pazicni, Samuel, Marrongelle, Karen, Christensen, Warren, *Tackling Teaching: Understanding Commonalities among Chemistry, Mathematics, and Physics Classroom Practices*, at the 2012 Conference for Research in Undergraduate Mathematics Education, Portland, OR, February 24, 2012.

Christensen, Warren M., *Research-based course design in a large lecture course without recitations*, at the 2012 Winter Meeting of the American Association of Physics Teachers, Ontario, CA, February 6, 2012.

Christensen, Warren M., Scherr, Rachel E., Close, Hunter G., McKagan, Sarah B., *Negotiating Novel Forms of Energy: "Phase Energy"*, poster at the 2011 Physics Education Research Conference, Omaha, NE, August 3, 2011.

Christensen, Warren M., Scherr, Rachel E., Close, Hunter G., McKagan, Sarah B., Close, Eleanor W., *'Productive Disciplinary Engagement' in the Context of Energy*, at the 2011 Summer Meeting of the American Association of Physics Teachers, Omaha, NE, August 2, 2011.

Christensen, Warren M., Scherr, Rachel E., Close, Hunter G., McKagan, Sarah B. *What meanings of "Forms of Energy" are implicit in the negotiation of novel forms?* poster at the 2011 Foundations and Frontiers of Physics Education Research Conference, Bar Harbor, ME, June 15, 2011.

Christensen, Warren M., *Moving Worked Physics Examples from the Classroom to YouTube*, at the 2011 Winter Meeting of the American Association of Physics Teachers, Jacksonville, FL, January 11, 2011.

Thompson, John R., Christensen, Warren M., Rasmussen, Chris L., Towns, Marcy H., *TRUSE Conference: Integrating Undergraduate Physics, Chemistry and Mathematics Education Research*, poster at the 2011 Winter Meeting of the American Association of Physics Teachers, Jacksonville, FL, January 11, 2011.

Christensen, Warren M., *Adapting Effective Small Group Activities*, at the 2010 Summer Meeting of the American Association of Physics Teachers, Portland, WA, July 20, 2010.

Christensen, Warren M., Thompson, John R., *Student understanding of slope and derivative after multivariable calculus*, at the Conference on Transforming Research in Undergraduate STEM Education, Orono, ME, June 15, 2010

Thompson, John R., Christensen, Warren M., Mountcastle, Donald B., *Investigating Student Understanding of Physics Concepts and the Underlying Calculus Concepts in Thermodynamics*, at the 2010 March Meeting of the American Physical Society, Portland, OR, March 16, 2010.

Christensen, Warren M., Thompson, John R., *Student understanding of calculus within physics and mathematics classrooms*, at the 2010 March Meeting of the American Physical Society, Portland, OR, March 16, 2010.

Thompson, John R. and Christensen, Warren M., *Investigating Student Understanding of Physics Concepts and the Underlying Calculus Concepts in Thermodynamics*, at the Conference on Research in Undergraduate Mathematics Education, Raleigh, NC, February 26, 2010

Kryjevskaja, Mila, Christensen, Warren M., *Adapting Research-based Instructional Materials To Meet Institutional Constraints*, at the 2010 Joint American Physical Society April Meeting/American Association of Physics Teachers Winter Meeting, Washington D.C., February, 15, 2010.

Christensen, Warren M., Kryjevskaja, Mila *Adaptation of Tutorial-style Instruction for Interactive Lectures: Entropy “Two-blocks” Tutorial*, at the 2010 Joint American Physical Society April Meeting/American Association of Physics Teachers Winter Meeting, Washington D.C., February, 15, 2010.

Smith, Trevor I., Christensen, Warren M., Thompson, John R., Mountcastle, Donald B., *Addressing student difficulties considering entropy and heat engines*, poster at the 2009 Physics Education Research Conference, Ann Arbor, MI, July 30, 2009.

Christensen, Warren M., Smith, Trevor I., Thompson, John R., *Curriculum Adaptation in Upper-Level Thermodynamics: Entropy and the Second Law*, at the 2009 Summer Meeting of the American Association of Physics Teachers, Ann Arbor, MI, July 28, 2009.

Christensen, Warren M., Thompson, John R., *Student thinking regarding derivative and slope concepts in multivariable calculus*, at the 2009 March Meeting of the American Physical Society, Pittsburgh, PA, March 19, 2009.

Christensen, Warren M., Thompson, John R., Wittmann, Michael C., *Graduate student ideas about common student thinking concerning force and motion*, poster at the 2009 Conference on the Preparation of Physics and Physical Science Teachers, Pittsburgh, PA, March 13, 2009.

Christensen, Warren M., Thompson, John R., *Assessing the concepts of integration and differentiation in multivariable calculus*, poster at the 2008 Physics Education Research Conference, Edmonton, Alberta, Canada, July 23, 2008.

Christensen, Warren M., Thompson, John R., *Student difficulties concerning derivative and slope concepts in multivariable calculus*, at the 2008 Summer Meeting of the American

Association of Physics Teachers, Edmonton, Alberta, Canada, July 22, 2008.

Christensen, Warren M., Thompson, John R., Wittmann, Michael C., *Assessing the evolution of content knowledge and pedagogical content knowledge in a graduate course in physics, pedagogy, and education research*, poster at the 2008 Conference on the Preparation of Physics and Physical Science Teachers, Austin, TX, February 29, 2008.

Christensen, Warren M. and Meltzer, David E., *“Is Entropy Conserved?” Student Understanding of Entropy in Introductory Physics*, at the 2007 American Astronomical Society/American Association of Physics Teachers Joint Meeting, Seattle, WA, January 9, 2007.

Meltzer, David E., and Christensen, Warren M., *Pedagogical Landscape in Upper-Level Thermal Physics*, at the 2007 American Astronomical Society/American Association of Physics Teachers Joint Meeting, Seattle, WA, January 9, 2007.

Christensen, Warren M. and Engelhardt, Larry, *Peer-Led Instruction for a Qualifying Exam Preparatory Course or: How I Learned to Stop Worrying and Love the PhD Qualifying Exam*, at the 2006 Physics Education Research Conference, Syracuse, NY, July 26, 2006.

Student Thinking Regarding Entropy and the Second Law of Thermodynamics, at the 2006 Summer Meeting of the American Association of Physics Teachers, Syracuse, NY, July 24, 2006.

Christensen, Warren M. and Engelhardt, Larry, *Peer-Led Instruction for a Qualifying Exam Preparatory Course or: How I Learned to Stop Worrying and Love the PhD Qualifying Exam*, at the 2006 American Physical Society April meeting, Dallas, TX, April 24, 2006.

Christensen, Warren M., and Meltzer, David E., *What’s Entropy? Student Understanding of Thermodynamics in an Introductory Physics Course*, at the 2006 Winter Meeting of the American Association of Physics Teachers, Anchorage, AK, January 24, 2006

Meltzer, David E., Christensen, Warren M., and Thompson, John R., *Uneven Development of Students’ Reasoning Regarding Concepts in Thermal Physics*, at the 2006 Winter Meeting of the American Association of Physics Teachers, Anchorage, AK, January 23, 2006.

Christensen, Warren M., Meltzer, David E., and Stroman, Thomas A., *Students’ Ideas about the State-Function Property of Entropy*, at the conference on Foundations and Frontiers in Physics Education Research, Bar Harbor, ME, August 16, 2005.

Christensen, Warren M., and Meltzer, David E., *Students’ Reasoning Regarding Entropy and the Second Law of Thermodynamics*, at the 2005 Summer Meeting of the American Association of Physics Teachers, Salt Lake City, UT, August 8, 2005.

Meltzer, David E., and Christensen, Warren M., *Students’ Reasoning Regarding Entropy and the Second Law of Thermodynamics in an Upper-Level Thermal Physics Course*, at the 2005 American Physical Society March Meeting, Los Angeles, California, March 23, 2005.

Christensen, Warren M., and Meltzer, David E., *Student Understanding of Entropy and the Second Law of Thermodynamics in an Introductory Physics Course*, at the 2005 American Physical Society March Meeting, Los Angeles, CA, March 23, 2005.

Christensen, Warren M., and Meltzer, David E., *Students’ Ideas about Entropy and the Second Law of Thermodynamics*, at the 2005 Winter Meeting of the American Association of Physics

Christensen Curriculum Vitae

Teachers, Albuquerque, NM, January 11, 2005.

Meltzer, David E., and Christensen, Warren M., *Development of Student Reasoning in an Upper-Level Thermal Physics Course*, at the 2005 Winter Meeting of the American Association of Physics Teachers, Albuquerque, NM, January 11, 2005

Christensen, Warren M., Nguyen, Ngoc-Loan P., and Meltzer, David E., *Student Difficulties with Graphical Representation of Vector Products: Crossing and Dotting Beyond t's and i's*, poster at the 2004 Physics Education Research Conference, Sacramento, CA, August 4-5, 2004.

Christensen, Warren M., Nguyen, Ngoc-Loan P., and Meltzer, David E., *Semi-Intuitive Thinking and Reasoning Inconsistencies in Calorimetry*, at the 2004 Summer Meeting of the American Association of Physics Teachers, Sacramento, CA, August 3, 2004.

Christensen, Warren M., Nguyen, Ngoc-Loan P., and Meltzer, David E., *Intuitive and Rule-based Reasoning in the Context of Calorimetry*, at the 2004 Winter Meeting of the American Association of Physics Teachers, Miami Beach, FL, January 26, 2004

Nguyen, Ngoc-Loan P., Christensen, Warren M., and Meltzer, David E., *Students' Use of Rule-based Reasoning in the Context of Calorimetry and Thermal Phenomena*, poster at the 2003 Physics Education Research Conference, Madison, WI, August 6-7, 2003.

MENTORING

Graduate Students:

Brian Farlow, Department of Physics, North Dakota State University

Undergraduate Researchers:

Marne Johnson, Brandon Johnson, Matthew Urich, Levi Remily, Daron Dykes, Jordan Brainard, Joseph Bonin, Samantha Gisi, Michael Noah

Graduate Committee service:

Lauren Singelman, Department of Electrical and Computer Engineering, North Dakota State University

Danny Luecke, Department of Mathematics, North Dakota State University

Nekeisha Johnson, Department of Physics, North Dakota State University

Rachel Salter, Department of Biological Sciences, North Dakota State University

Alistair McInerny, Department of Physics, North Dakota State University

Tara Slominski, Department of Biological Sciences, North Dakota State University

Shanda Lauer, Department of Psychology, North Dakota State University

Cody Gette, Department of Physics, North Dakota State University

Trent Anderson, Department of Chemistry and Biochemistry, North Dakota State University

Jon Dees, Department of Biological Sciences, North Dakota State University

Sarah Freeman, Department of Chemistry and Biochemistry, North Dakota State University

Jaime Wirth, School of Education, North Dakota State University

Kory Boehmer, School of Education, North Dakota State University

Trevor I. Smith, Department of Physics and Astronomy, University of Maine

COMMUNITY OUTREACH

Christensen Curriculum Vitae

2013	NDSU College of Science and Mathematics – Science Café Lecturer
2011	Science Fun Night – Longfellow Elementary, Fargo, ND
2011	Science Fun Day – Horizons Middle School, Moorhead, MN
2010	Science Fun Night – Longfellow Elementary, Fargo, ND

DEPARTMENTAL AND UNIVERSITY SERVICE

2021-2022	Faculty Representative on the University President’s Cabinet
2021-2022	College of Science and Mathematics Representative on the Faculty Senate Executive Committee
2021-2022	Faculty Senator from the College of Science and Mathematics
2021-2022	Creator and Member of FS Working Group on Mode of Instruction
2021-2022	Member of the Faculty Senate Ad Hoc Committee on Grading System Change
Fall 2021	Chair of Search Committee for Lecturer Position in Physics
2021-2022	Chair of Departmental Committee on Awards and Honors
2021-2022	Chair of Departmental Committee on Assessment
Summer 2021	Member of the College of Science and Mathematics Strategic Task Force
Spring 2021	Faculty Senator from the College of Science and Mathematics (substitute)
2019-2022	Member of Ad Hoc Learning Assistants Program Committee
2018-2020	Member of the College of Science and Mathematics PTE Committee
2016-present	Facilitated Search Committee Training on Inherent and Unconscious Bias (10 times)
2015-2017	College of Science and Mathematics Representative on the Faculty Senate Executive Committee
2015-2017	Faculty Senator from the College of Science and Mathematics
2015	Chair of Search Committee for Professor of Practice in Physics
2015	Conducted an Internal Department Evaluation about satisfaction among Physics Majors
2014-2015	Search Committee Member for Professor of Practice in Physics
2015	Co-organized a Regional Learning Assistants Workshop at NDSU
2015-2018	Workshop with Assistant Professor Chelsea Pace “The Classroom Is A Stage! Engaging Students Using All of Their Senses,” at the Graduate Learning Conference for College Teaching (3 times)
2014	New Faculty Mentoring Workshop for Advance FORWARD
2013-present	Served as a FORWARD Advocate
2013-2021	Chair of Physics Department Undergraduate Recruitment and Outreach
2012-2015	Faculty in Residence in the Mathew Living Learning Center
2011-2021	Faculty Advisor to the Society of Physics Students
2010-2018	LIVE REAL Mentor for the Department of Physics
2009-present	Steering Committee for the Interdisciplinary STEM Education Ph.D. program
2011-2013	Attended National Learning Assistants Workshop in Boulder, CO on three occasions to create and build capacity for the Learning Assistants Program at NDSU.
2009-2012	Physics Department Assessment Committee Member
2011	Summative Assessment Workshop for the Teaching and Learning Conference
2011	Formative Assessment Workshop for the College of Science and Mathematics
2010	Search Committee for new position in Engineering Education
2010	Summative Assessment Workshop for the Teaching and Learning Conference

NATIONAL/INTERNATIONAL SCIENTIFIC SERVICE

- 2017 Organized the 3rd Transforming Research in Undergraduate STEM Education Conference, taking place in St. Paul, MN. (Grant funded activity)
- 2007-present Reviewer for *American Journal of Physics*, *Physical Review Special Topics: Physics Education Research*, *The Physics Teacher* and *The Proceedings of the Physics Education Research Conference*
- 2013-2016 Recruited to be a Learning Assistants Workshop Regional Team Leader to assist in developing and extending the Learning Assistants Alliance.
- 2012-2013 Served as Chair of the Committee on Research in Physics Education within the American Association of Physics Teachers
- 2012-2013 Served as Member Ex Officio to the Physics Education Research Leadership Organizing Council, the governing body for the Physics Education Research Topical Group within AAPT
- 2012 Organized a Workshop on Grant Writing in Physics Education Research at the Summer Meeting of the AAPT
- 2012 Organized the 2nd Transforming Research in Undergraduate STEM Education Conference, taking place in St. Paul, MN. (Grant funded activity)
- 2011-2012 Served as Vice-Chair of the Committee on Research in Physics Education within the American Association of Physics Teachers
- 2010-2013 Served as an At-Large member on the Committee on Research in Physics Education within the American Association of Physics Teachers
- 2010 Volunteer for the Paper Sort for the National Summer Meeting of the American Association of Physics Teachers

MEMBERSHIPS

American Physical Society, American Association of Physics Teachers and Physics Education Research Topical Group

PROFESSIONAL DEVELOPMENT

- 2019 LGBTQ+ SafeZone Training 1, 2 & 3
- 2014 Raising Calculus to the Surface Workshop, Winona, MN
- 2014 FORWARD Search Committee Training
- 2011-2015 FORWARD Ally Coffee Meetings
- 2011 FORWARD Ally Training
- 2011 LGBTQ+ SafeZone Training
- 2009-2011 College of Science and Mathematics first and second year faculty seminars, North Dakota State University
- 2009-2018 Attended numerous Pedagogical Luncheons, North Dakota State University
- 2006 Preparing Future Faculty seminar series, Iowa State University

Policy Change Cover Sheet

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

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

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

Policy Number and Name: NDSU Policy Section 325: Academic Freedom

Effect of policy addition or change: Explain the important changes in the policy or effect of this policy.
Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s): Changes were made to incorporate new language added to SBHE Policy 401 pertaining to academic freedom, which were made in response to recent state legislation pertaining to freedom of speech and related issues (HB 1503). We also modified the organization of the policy to better highlight how academic freedom applies across various faculty roles. Finally, we added an entry making clear that the academic freedom protections accorded to faculty, students, and guest speakers also apply to staff whose roles include the conduct of research.

Is this a federal or state mandate: Yes No

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

Date Submitted to SCC Secretary: 02/23/22

Email address of the person who should be contacted if revisions are requested: jeffrey.s.johnson@ndsu.edu

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

North Dakota State University Policy Manual

SECTION 325 ACADEMIC FREEDOM

SOURCE: SBHE Policy Manual, Section 401.1

1. *General principles:* The primary responsibility of the academic community is to provide for the enrichment of intellectual experience. Essential to the realization of this ideal is a free and open academic community, which takes no ideological or policy position itself. However, the responsible academic community welcomes those who do take such positions and guards, with vigilance, their right to do so. Thus, its meaningful pursuit of truth requires the academic community to be tolerant of disparate thinking and hospitable towards those with whom one disagrees, even to closed minds. It must further welcome the conflict of ideas likely to ensue. Academic freedom protects vides a safe haven for the expression of diverse points of view by faculty, students and guests of the University, free from interference by administrators, SBHE members or other government officials, in accordance with NDSU Policies.

Commented [CS1]: Would this be better written with "an opportunity"

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2. *Faculty Roles:* ~~Members of the faculty are as entitled as any other member of the community in which they live to establish membership in voluntary groups, to seek or hold public office, to interact with their elected officials, to express their opinions as individuals on public questions and to take action in accordance with their views. Cognizant of their responsibilities to their profession and to their institution, faculty accept certain obligations; they should attempt to be accurate, to exercise sound judgment and to respect the right of others to express opinions. They must make clear that their actions, statements and memberships do not necessarily represent the views of either NDSU, or the ND University System. If there are controls to be exercised over faculty members, they are the controls of personal integrity and the judgment of their colleagues.~~

a. Research and creative activities: Members of the faculty have full freedom to pursue their research and/or creative activities and to publish their results, free from ridicule, recrimination, or reprisal by colleagues, administrators, SBHE members or other government officials. They are free to involve interested students and other professionals in their University research and to pursue extramural funding to support it. Faculty members and other NDSU employees who engage in scholarly work shall be subject to the full protections of speech and expression accorded to students under SBHE Policy 503.1 and 503.3.

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b. Instruction: Faculty are entitled to freedom in teaching their assigned courses. That freedom includes, but is not limited to, design of pedagogical approach, selection and delivery of course content and reference materials beyond what is considered baseline in their degree program(s). Freedom further extends to conducting of class meetings and demonstrations, creating assignments and examinations to assess student performance, and assigning grades. As a result, no faculty member may face adverse employment action for classroom speech unless the speech is not reasonably germane to the subject matter of the class as broadly construed and comprises a substantial portion of classroom instruction. As a general rule, faculty shall not face discipline or adverse employment action based on classroom speech unless such speech violates other institutional policies or procedures. Institutions may provide additional. These protections also extend to~~protections for classroom speech and the speech of faculty in~~

instruction-related activities, such as office hours, mentoring, advising, and other similar situations.

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b.c. Service to the Community: Members of the faculty are as entitled as any other member of the community in which they live to establish membership in voluntary groups, to seek or hold public office, to interact with their elected officials, to express their opinions as individuals on public questions and to take action in accordance with their views. Cognizant of their responsibilities to their profession and to their institution, faculty accept certain obligations; they should attempt to be evidence-based, to exercise sound judgment and to respect the right of others to express alternate perspectives. They must make clear that their actions, statements and memberships do not necessarily represent the views of either NDSU, or the ND University System. If there are controls to be exercised over faculty members, they are the controls of personal integrity and the judgment of their colleagues.

3. Students: Academic freedom affords students the right to be taught by instructors who are unconstrained by institutional and governmental political forces and to have access to all views and information pertinent to their subjects of study. They have the right to the widest possible latitude in selecting their plan of study and their instructors. Moreover, they have a right to ~~intellectual~~ disagreement with their instructors and classmates, and to question them without fear of ridicule, recrimination or reprisal. However, they should attempt to be evidence-based, to exercise sound judgment and to respect the right of others to express alternate perspectives. Academic freedom does not afford students the right of protection from exposure to ideas or points of view divergent from their own, even if they find them repugnant or offensive. Students are entitled to seek the publication of their views, to seek membership in groups, to seek or hold public office, and to take lawful action in accordance with their views. ~~During academic discourse, students are responsible for being informed and respectful of others.~~ They are ~~further~~ responsible to make clear that their actions, memberships and statements represent neither the views of NDSU, nor the ND University System.

4. Staff: Staff members whose roles include a research component have full freedom to pursue their research and/or creative activities and to publish their results, free from ridicule, recrimination, or reprisal by colleagues, administrators, SBHE members, or government officials. They are also free to involve interested students, faculty and other professionals in their University research and to pursue extramural funding to support it. NDSU staff researchers engaging in scholarly work shall be subject to the full protections of speech and expression accorded to faculty and students under SBHE Policy 503.1 and 503.3.b.

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5. Guest speakers, movies, theatrical presentations, exhibits and other programs: ~~Adherence to the tenets of academic freedom~~ Adherence to NDSU policies, North Dakota Century Code and tenets of academic freedom precludes colleges and universities from denying persons or organizations, even those with whom its students, faculty, staff, administrators or SBHE members may disagree, the right to freedom of expression. Particularly pertinent to this issue is the above assertion that a free and open academic community takes no ideological or policy position itself. Accordingly, the university must not enact explicit policy or act upon any implicit policy that extends the right of freedom of expression to some persons while denying it to others, as this would place the institution in the position of aligning itself ideologically with the past record and views of those who are permitted to present or perform. Therefore, guest speakers, performers, or programs representing a diverse range of views may be presented under the sponsorship of any duly recognized NDSU student, faculty, staff, or administrative organization or any individual officer of instruction without fear of censorship. ~~regardless of the views they promote.~~ The speaker must, to the most reasonable extent possible, be extended the courtesy of an uninterrupted presentation. Except for ceremonial occasions, such as graduation addresses and facility dedications, questions

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must be permitted from the floor after the presentation. Speakers must accept, as condition of their appearance, the right of their audience to question or challenge statements made in their address. They must further accept their responsibility to promptly address those questions and statements. The invitation or scheduling of such an event must represent the desire of the institutional sponsor and not the will of external individuals or organizations. The sponsor must establish full responsibility for the program and should help to make clear that the views expressed in an address or performance do not necessarily represent those of NDSU or the ND University System.

4.

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HISTORY:

New	May 11 1984
Amended	April 1992
Amended	December 2, 2016

Policy Change Cover Sheet

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

Policy Number and Name: **335 CODE OF ACADEMIC RESPONSIBILITY AND CONDUCT**

Effect of policy addition or change: Explain the important changes in the policy or effect of this policy. Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s):

Clarification and streamlining of misconduct and appeal process, including instructor penalties and bases on which misconduct can be appealed.

Update 4/7/2022: At the request of SCC, In Section 3b) change "such guidelines" to "the approved academic honesty statement" referenced in Policy 331.1.

Is this a federal or state mandate: Yes No

Individual/Department/Committee or Organization submitting the policy change:
Faculty Senate Academic Integrity Committee/Provost Office

Date Submitted to SCC Secretary: 3/1/2022

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

Elizabeth Crawford Jackson, Academic Integrity Committee - elizabeth.c.crawford@ndsu.edu

Melissa Lamp, melissa.lamp@ndsu.edu

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

North Dakota State University Policy Manual

SECTION 335

ACADEMIC INTEGRITY IN INSTRUCTIONAL CONTEXTS

SOURCE: NDSU Faculty Senate Policy

The academic community operates on the basis of honesty, integrity, and fair play. This trust is violated when students engage in academic misconduct, either inadvertently or deliberately. This policy serves as the guideline for cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context (e.g., coursework, exams for degree requirements, practical experience, or fieldwork experience). Depending on the nature of the alleged offense, academic misconduct involving graduate or undergraduate research (e.g., thesis, dissertation, honors thesis), may be handled by either this policy or [policy 326, ACADEMIC MISCONDUCT](#). This policy also serves as the guideline for cases in which there is evidence of student academic misconduct in more than one instance.

The policy identifies the process for addressing academic misconduct in instructional contexts and the instances where the University may impose penalties beyond the instructional context.

1. Definitions. In this policy, an “instructional staff member” is defined as anyone who has primary responsibility for a course, [experiential learning site/experience](#), or other [applicable instructional contexts](#). Examples of instructional staff members include tenured and tenure-track faculty members, professors of practice, teaching assistants who have primary responsibility for a course, teaching fellows, instructors, lecturers, and hosts or supervisors of internship or practicum experiences.

In this policy, a “student” is defined as anyone enrolled in undergraduate, professional, or graduate coursework at NDSU. These students include individuals in a non-degree status, such as those taking NDSU courses through a collaborative, consortium, exchange, or early admission program, or in a conditional admit status (e.g., Tri-College, NDUS Collaborative Registration, and Early Entry/[Dual Credit Program](#)).

2. Academic or research misconduct (intentional or otherwise) includes but is not limited to the following:
 - a) Plagiarizing, i.e., submitting work that is, in part or in whole, not entirely one’s own, without attributing such portions to their correct sources;
 - i. Cases of apparently unintentional plagiarism or source misuse must be handled on a case-by-case basis and in the context of the instructor’s policies. Unintentional plagiarism may constitute academic misconduct.
 - ii. Improper attribution of sources may be a symptom of bad writing and not plagiarism. Instructors are encouraged to recognize that citation skills are developed over time and are contextual.
 - b) Receiving, possessing, distributing or using any material or assistance not authorized by the instructional staff member in the preparation of papers, reports, examinations or any class assignments to be submitted for credit as part of a course or to fulfill other academic

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requirements;

- c) Unauthorized collaborating on individual assignments or representing work from unauthorized collaboration as independent work;
- d) Having others take examinations or complete assignments (e.g., papers, reports, laboratory data, or products) for oneself;
- e) Stealing or otherwise improperly obtaining copies of an examination or assignment before or after its administration, and/or passing it onto other students;
- f) Unauthorized copying, in part or in whole, of exams or assignments kept by the instructional staff member, including those handed out in class for review purposes;
- g) Altering or correcting a paper, report, presentation, examination, or any class assignment, in part or in whole, without the instructional staff member's permission, and submitting it for re-evaluation or re-grading;
- h) Misrepresenting one's attendance or the attendance of others (e.g., by PRS or attendance sheet) in a course or practical experience where credit is given and/or a mandatory attendance policy is in effect;

i) Fabricating or falsifying information in research, papers, assignments, projects, or reports;

j) Violating IRB protocol;

k) Aiding or abetting academic misconduct, i.e., knowingly giving assistance not authorized by the instructional staff member to another in the preparation of papers, reports, presentations, examinations, or laboratory data and products;

l) Unauthorized copying of another student's work (e.g., data, results in a lab report, or exam);

m) Tampering with or destroying materials, (e.g., in order to impair another student's performance)

n) Utilizing false or misleading information (e.g., illness or family emergency) to gain extension or exemption on an assignment or test.

3. The university culture of academic honesty. A primary responsibility of the students, instructional staff members, staff members and administrators is to create an atmosphere in which academic honesty, integrity, and fair play are the norm and academic misconduct is not tolerated.

a) Instructional staff members are responsible for providing guidelines concerning academic misconduct at the beginning of each course, and should use precautionary measures and security to discourage academic misconduct. It is required that the approved academic honesty statement, be contained in each class syllabus. For internships, practicums, experiential learning sites, or other courses that may not have a class syllabus, it is recommended that instructional staff members communicate these guidelines at the start of the practicum or experiential learning.

b) Students participating in academic misconduct are subject to disciplinary action even when not enrolled in the course where the academic misconduct occurred.

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4. Fairness. Instructional staff members and administrators are responsible for procedural fairness to any student accused of academic misconduct. An instructional staff member who suspects that academic misconduct has occurred in his/her class or other instructional context has an initial responsibility to:

- a) inform the student involved of his/her suspicion and the suspicion's grounds;
- b) allow a fair opportunity for the student to respond;
- c) make a fair and reasonable judgment as to whether any academic misconduct occurred; and
- d) inform the student of the judgment, penalty (if any), and the student's right to appeal any decision resulting in a penalty.

In instances where a penalty is imposed by the instructional staff member, the instructional staff member must contemporaneously complete the Student Academic Misconduct Tracking Form (the "Tracking Form") and submit it to the Provost's Office. The Provost's Office shall submit copies of the Tracking Form to the student, the Dean of the student's primary major, the Registrar's Office and, if applicable, the Dean of the College of Graduate and Interdisciplinary Studies.

The Office of the Provost shall maintain a database of all Tracking Forms it receives. This database may be shared with relevant personnel in order to address trends in academic misconduct, address multiple instances of academic misconduct, or as otherwise allowed under FERPA.

Once a student has been informed that academic misconduct is suspected in a class or other instructional context, that student cannot drop the class.

5. Penalties imposed by the instructional staff member. Instructional staff members have the prerogative of determining the penalty for academic misconduct in their classes and other instructional contexts.

- a) Penalties may be varied with the gravity of the offense and the circumstances of the particular case. Penalties may include, but are not limited to, failure for a particular assignment, test, or course.
- b) If an instructional staff member imposes a penalty, the student may not drop the course in question without the permission of the instructional staff member.

6. Penalties imposed by the University. If a student involved in a case of academic misconduct is not enrolled in the course in which the academic misconduct occurred, the instructional staff member teaching that course may recommend a penalty to the Dean of the student's primary college. In the situation where a student has engaged in multiple instances of academic misconduct, the Dean of the student's primary major may impose additional penalties in accordance with this policy or as otherwise allowed under established College policy. Absent mitigating circumstances, the Dean's decision on additional penalties shall be communicated to the student and instructional staff member within five business days of the Dean's receipt of the Student Academic Misconduct Tracking Form.

The University may also impose additional penalties according to procedures established by an academic program or college (including the College of Graduate and Interdisciplinary Studies). In the absence of any such procedures, penalties related to academic misconduct, including the ability to repeat a course, shall be controlled by this policy and other applicable NDSU policies.

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If an instructional staff member imposes a penalty, the instructional staff member must complete the [Student Academic Misconduct Tracking Form](#) and submit copies to the student, the chair/head of the instructional staff member's primary department, or the program director if the student is enrolled in an interdisciplinary program. It is the chair/head or program director's responsibility to forward copies of the tracking form to the Dean of the college of the student's primary major, the Dean of the instruct... [1]

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Additional penalties imposed by the university and colleges should be communicated across units that have imposed the previous penalties.

7. Student Appeals. A student who has received a penalty for academic misconduct may appeal the penalty imposed by the instructional staff member and, if applicable, the Dean of their primary major. Any such appeal must be initiated within 15 business days of the student's receipt of the notification identifying the penalty being imposed. In instances where the University is imposing additional penalties beyond those imposed by the instructional staff member, the 15-day period begins upon the notification from the Dean identified in Section 6. If a student chooses to appeal a penalty, the imposition of the penalty remains until the appeal process is resolved. A student who receives an academic misconduct notification within the last 15 business days of the spring term may submit an appeal up to 15 business days into the fall term.

All appeals must be in writing and will be reviewed by the appeals board in the following situations:

The instructional staff member's decision was made in an arbitrary or unnecessarily harsh manner.

- a) The instructional staff member's decision was not substantiated by adequate evidence.
- b) The student's rights were violated.

In all instances, student appeals are first considered by the instructional staff member. If the instructional staff member upholds the penalty, the student shall be notified of the decision and can submit the appeal to the Chair of the instructor's department. If the Chair upholds the penalty, the student shall be notified of the decision and can submit the appeal to the Dean in the College in which the academic misconduct occurred. For penalties limited to the instructional context, the decision of the Dean is final.

In instances where the Dean has imposed additional penalties, the student's appeal shall be forwarded to the Office of the Provost for a final decision, if the decision is not overturned by the instructional staff member or the Dean.

NDSU will endeavor to complete the appeal process within 30 business days of the initiation of the appeal.

In the event that a penalty is overturned, the individual responsible for overturning the penalty shall notify the Office of the Provost so that the applicable information may be removed from the database identified in 4.f.

8. Procedures for cases involving individuals who are not NDSU students. If a person who is not an NDSU student (according to the definition in Section 1 of this policy) is involved in academic misconduct, the instructional staff member shall send a written statement describing the academic misconduct to the Provost, Vice Provost for Student Affairs and Enrollment Management, Registrar, and Director of Admission for appropriate action. Appropriate action may include, but is not limited to, holds being placed on admission or readmission to the university, and notification being sent to the individual's home institution.

9. Rescission of degrees or other academic credential(s). A degree or other academic credential(s) previously awarded may be rescinded if it is determined that the individual's actions taken to obtain the degree involved academic misconduct. The degree conferring college reserves the right to recommend to the Provost the rescission of any wrongfully obtained academic credential(s) using

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their own process or policies.

- a) Written notice of the concerns and recommendation to rescind the individual's academic credential(s) shall be sent via certified mail and email with return receipt to the individual, with a hold placed on the individual's record. The individual will have 30 business days after the notice is received to respond in writing or request a hearing with the conferring college's Student Progress Committee for the undergraduate credential holder or the Graduate Council for graduate level credential holder. A recommendation by the Committee or Council to the Provost whether to rescind the academic credential(s) shall be made within 30 business days after a response is received or hearing is completed. In the absence of response, the recommendation is finalized.
- b) A decision by the Provost shall be made within 30 business days after receiving the recommendation to respond, in writing, to the Provost. Notice of the decision whether to rescind the academic credential(s) shall be sent to the respondent via certified mail with return receipt. The respondent may file an appeal of this decision with the President of the University within 30 business days of receiving the notice of the decision. The President's decision will normally be made within 30 business days after receiving the appeal. In the absence of response, the action is finalized.
- c) The Office of Registration and Records will be notified by the Provost of the results of the final decision on rescinding the academic credential(s).

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HISTORY:	
New	December 10, 1973
Amended	May 12, 1975
Amended	April 1992
Amended	December 2006
Amended	March 2007
Amended	January 27, 2011
Housekeeping	March 04, 2011hk
Amended	January 28, 2014
Housekeeping	June 15, 2018
Housekeeping	January 16, 2019

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Policy Change Cover Sheet

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



If the changes you are requesting include housekeeping, please submit those changes to ndsuscc@ndsus.edu first so that a clean policy can be presented to the committees.

SECTION: Policy Number and Name: 352 – Promotion, Tenure, and Evaluation

1. **Effect of policy addition or change (explain the important changes in the policy or effect of this policy). Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).**
 - Is this a federal or state mandate? Yes No
 - Describe change: Language was added to i) include community engaged scholarship as an explicit criterion to satisfy research requirements; ii) align interpretation of PTE guidelines with a candidate's position description; iii) address issues related to PTE clock extensions during pandemics or changes in PTE guidelines during the probationary window; and iv) address the use of emeritus faculty on PTE committees.
 - Matt Hammer rephrased the second paragraph of section 5.2 relating to emeritus faculty serving on PTE committees.
 - The 352 Working Group accepted with AG's edit with relatively minor revisions.
2. **This policy change was originated by (individual, office or committee/organization):**
 - NDSU Policy 352 Working Group, October 4, 2021
 - Daniel.Friesner@ndsus.edu

This portion will be completed by Ann Fredrickson.

Note: Items routed as information by SCC will have date that policy was routed listed below.

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

Senate Coordinating Committee:

Faculty Senate:

Staff Senate:

Student Government:

President's Cabinet:

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

North Dakota State University

Policy Manual

SECTION 352 PROMOTION, TENURE AND EVALUATION

SOURCE: NDSU President
NDSU Faculty Senate

1. INTRODUCTION

- 1.1 The promoting of faculty and awarding of tenure, and the prerequisite processes of evaluation and review, are of fundamental importance to the long-term ability of the University to carry out its mission. Promotion recognizes the quality of a faculty member's scholarship and contributions in the areas of teaching, research, and service. Promotion acknowledges that the faculty member's contribution to the university is of increasing value. Tenure assures academic freedom and enhances economic security for faculty members who show promise of sustained contributions in those three areas. Tenure aims to both recognize a candidate's potential long-term value to the institution as evidenced by professional performance and growth and to provide the expectation of continued employment. The decision to award tenure rests on criteria that reflect the potential long-term contribution of the faculty member to the purposes, priorities, and resources of the institution, unit, and program. With the individual autonomy derived from academic freedom and tenure comes the responsibility to create and/or maintain an ethical, respectful, and professional work climate for oneself, one's colleagues, one's students, and others with whom one relates professionally. Failure to meet this responsibility should be noted in periodic reviews of teaching, research, and service and may be addressed through the enforcement of other NDSU policies, such as Policy 151 Code of Conduct and Policy 326 Academic Misconduct. Due to the emphasis on institutional purposes and priorities, tenure recommendations should be reviewed at department, college, and university levels.
- 1.2 From the University's mission flows the expectation that each faculty member will make contributions of high quality to the areas of teaching, research, and service. "Teaching" includes all forms of instruction both on- and off-campus. "Research" includes basic and applied research and other creative activities. "Service" includes public service, service to the University, college, and department, and service to the profession. Because of the University's mission, the quality and quantity of contributions in all three areas will be considered at the times of promotion and tenure. But, because of variations among faculty in strengths and/or responsibilities, faculty members are not expected to exhibit equal levels of accomplishment in all areas. Moreover, disciplines will vary with respect to the kinds of evidence produced in support of quality of contributions.
- 1.3 Colleges and units are responsible for ensuring that promotion and tenure evaluation criteria be aligned with official position descriptions.
- 1.4 The policies and standards of each college should be congruent with the University's mission and its policies on promotion and tenure, and also should reflect the college's unique expectations of its faculty members. The policies and standards of academic units within each college should be consistent with the missions of the University and college and their

policies on promotion and tenure, and also should designate evidence of how faculty in the academic unit meet the expectations of the college and University.

2. UNIVERSITY PROMOTION, TENURE, POST-TENURE, AND EVALUATION: CRITERIA AND EVIDENCE

- 2.1 Promotion and granting tenure are not automatic. In addition to contributions in the areas of teaching, research, and service, consideration may be given to factors such as professional background and experience. Expectations for faculty in Professor of Practice and Research Professor positions may differ from those for tenure-line faculty.
- 2.2 The evaluation of a candidate's performance shall be based on the individual's contributions to teaching, research, and service, on- and off- campus, in regional, national, or international activities. Judgments will be based on evidence of both the quality and significance of the candidate's work.

2.2.1 TEACHING

- 2.2.1.1 CRITERIA In the areas of teaching (as defined above), the following criteria apply to evaluation of contributions by a candidate for promotion, tenure, and post-tenure review:
 - 2.2.1.1.1 the effective delivery of instruction to and the stimulation of learning by students and/or clients;
 - 2.2.1.1.2 the continuous improvement of courses or instructional programs;
 - 2.2.1.1.3 the effective advising and mentoring of undergraduate and/or graduate students.
- 2.2.1.2 EVIDENCE Consistent with NDSU Policy 332 Assessment of Teaching, a candidate demonstrates quality of teaching (encompassing both instruction and advising) by providing evidence and information from multiple sources such as:
 - 2.2.1.2.1 the receipt of awards or special recognition including certification or licensing for teaching;
 - 2.2.1.2.2 student, peer, and client evaluation of course materials, expertise, and ability to communicate knowledge (note that student ratings of instruction, by themselves, are insufficient evidence of teaching effectiveness);
 - 2.2.1.2.3 peer evaluation of an individual's contribution to the improvement of instructional programs through the development and/or implementation of new courses, curricula or innovative teaching methods;
 - 2.2.1.2.4 the dissemination of best practices in teaching;
 - 2.2.1.2.5 evaluation by advisees of the quality of graduate and undergraduate advising.

2.2.2 RESEARCH

- 2.2.2.1 CRITERIA In the areas of research and creative activities (as defines above), the following criteria apply to evaluation of contributions by a candidate for promotion, tenure, and post-tenure review:
- 2.2.2.1.1 contributions to knowledge, either by discovery or application, resulting from the candidate's research; and/or
 - 2.2.2.1.2 creative activities and productions that are related to the candidate's discipline; and/or;
 - 2.2.2.1.3 documented evidence of community-engaged scholarship, collaboration, or multi-disciplinary work, and demonstrated beneficial impact on the department/unit, university, local community, and discipline.
- 2.2.2.2 EVIDENCE A candidate demonstrates quality of research by providing evidence of completed original work (i.e. published/in press, exhibited, or funded) from multiple sources such as:
- 2.2.2.2.1 dissemination of scholarly or professional papers, and publication of books, book chapters or articles;
 - 2.2.2.2.2 juried or invited presentations or productions in the theater, music, or visual arts, design, and architecture;
 - 2.2.2.2.3 the development and public release of new products or varieties, research techniques, copyrights, and patents or other intellectual property;
 - 2.2.2.2.4 peer evaluation of research by colleagues from an individual's discipline or area of expertise;
 - 2.2.2.2.5 the receipt of awards or special recognition for research;
 - 2.2.2.2.6 the receipt of grants or other competitive awards.

2.2.3 SERVICE

- 2.2.3.1 CRITERIA In the areas of service (as defined above), the following criteria apply to evaluation of contributions by a candidate for promotion, tenure and post-tenure review:
- 2.2.3.1.1 contributions to the welfare of the department, college, university, or profession, and/or
 - 2.2.3.1.2 contributions to the public that make use of the faculty member's academic or professional expertise.

- 2.2.3.2 EVIDENCE A candidate demonstrates quality of service by providing evidence and information from multiple sources such as:
- 2.2.3.2.1 the receipt of awards or special recognition for service;
 - 2.2.3.2.2 evaluation of an individual's service contributions by peers, administrators, and constituents;
 - 2.2.3.2.3 active participation in and leadership of societies which have as their primary objective the furtherance of scholarly or professional interests or achievements;
 - 2.2.3.2.4 active participation and leadership in University governance and programs at the department, college, university and system levels;
 - 2.2.3.2.5 contributions to fostering a campus climate that supports and respects faculty, staff, and students who have diverse cultures, backgrounds, and points of view;
 - 2.2.3.2.6 contributions to the management or improvement of administrative procedures or programs;
 - 2.2.3.2.7 contributions to knowledge as editors of scholarly publications, or service on editorial boards, juries, or panels;
 - 2.2.3.2.8 contributions to the operation of public or private organizations, boards, and agencies;
 - 2.2.3.2.9 contributions to NDSU's Land Grant mission.

2.3 The foregoing lists are not exhaustive, and other forms of information and evidence might be produced in support of the quality and significance of the candidate's work. The mission statements and specific promotion and tenure criteria of the individual academic units are important in defining the appropriate forms of evidence in the context of the candidate's discipline and distribution of responsibilities.

3. COLLEGE AND DEPARTMENTAL PROMOTION, TENURE, POST-TENURE, AND EVALUATION CRITERIA

3.1. Each academic unit is responsible for refining the University promotion, tenure, post-tenure, and evaluation criteria and applying those criteria within the special context of the unit. Thus, each academic unit will develop specific promotion, tenure, post-tenure, and evaluation criteria and designate the types of evidence to be used for evaluation of progress toward tenure, for renewal, promotion, and tenure decisions, and for post-tenure review. Within the framework of the University's promotion and tenure criteria, each academic unit shall specify the relative emphasis on teaching, research, and service, and the extent to which a faculty member's assigned responsibilities can be allocated among teaching, research, and service. Expectations for faculty in Professor of Practice and Research Professor positions may differ from those for tenure-line faculty.

- 3.2. A statement of promotion, tenure, post-tenure, and evaluation criteria specific to each college shall be developed by the Promotion, Tenure, and Evaluation (PTE) committee of the college in consultation with the Dean and approved by the faculty of the college. The faculty of each department shall also develop a statement of criteria for promotion, tenure, post-tenure, and evaluation that shall be reviewed and approved by the college PTE committee and the Dean to assure consistency with the college promotion, tenure, post-tenure, and evaluation criteria. The college and departmental statements, and any subsequent changes, shall be reviewed and approved by the Provost assure consistency with University and State Board of Higher Education (SBHE) policies.
- 3.3. For probationary faculty, and for non-tenure-line faculty at the assistant rank, the basis for review of the candidate's portfolio and any recommendations on promotion and/or tenure shall be the promotion and tenure guidelines and criteria of the academic unit that were provided to the candidate at the time of the candidate's appointment to the position. In the event that a unit or college revises its guidelines and criteria, a candidate may choose to be evaluated based on the criteria in effect at the time of application. The dean or director of the college or equivalent unit has the responsibility to provide to the appointee these documents, as well as a position description, contract, or other document that constitutes a tenure or work plan. Tenured and non-tenure-line candidates for promotion to the rank of full professor may choose to be evaluated by the criteria in effect at the time of the previous promotion, if the application is made within eight years of the previous promotion. Thereafter, candidates shall be evaluated by the criteria in effect at the time of application. Candidates applying for promotion to the rank of full professor more than eight years after the previous promotion may choose to be evaluated based on work completed in the eight years immediately prior to applying rather than on their entire post-promotion record.
- 3.4. When evaluating candidates for promotion and tenure, PTE committees shall align their applications of the criteria with the candidate's position description.

3.4.3.5. Faculty Hired Without Previous, Relevant Experience

For a faculty member without previous academic-relevant experience, eligibility for tenure requires a probationary period of six years. Evaluations for promotion to Associate Professor and granting of tenure will ordinarily be conducted concurrently. However, exceptional academic accomplishments may warrant early promotion prior to the completion of the six years of the probationary period. Petitions for early promotion shall be initiated by department heads/chairs, and not by faculty members themselves.

3.5 Faculty Hired with Previous Relevant Experience

- 3.5.1 Individuals hired into a tenure-eligible position at a negotiable faculty rank may be hired with tenure and at a rank of Associate Professor or Professor when this is negotiated as a provision of the original contract. Decisions regarding tenure and advanced rank are made using the same process and standards as in the customary promotion and tenure process, although the timeline may be altered. The recommendation proceeds through the regular channels, including the respective Department and College PTE Committees, the Department Chair/Head, College Dean, Provost and President, prior to hire. The process of review is initiated by the Chair/Head of the unit in which the tenure line is housed.
- 3.5.2 A probationary faculty member with relevant professional/academic experience may be given credit toward tenure and promotion when this is negotiated as a provision in

the original contract. The Department PTE Committee recommends to the Department Chair/Head the maximum number of years of tenure credit offered.

There are two options:

- 3.5.2.1 Faculty may be hired with one to three years of tenure credit. For each year of tenure credit awarded, one year shall be subtracted from the tenure application deadline. For example, given one year of credit, promotion and tenure application would be due in the fifth year of service; given three years, the application would be due in the third year of service. Faculty accomplishments during the tenure credited years are included as accomplishments in the faculty member's promotion and tenure portfolio. Requirements for promotion and tenure shall be adjusted according to the years at NDSU to maintain productivity at the same rate as that expected for promotion and tenure without tenure credit; for example, if six quality publications are required in the six-year probationary period for promotion and tenure, then one quality publication shall be required for each year the faculty member is at NDSU.
- 3.5.2.2 Faculty may be allowed the full six-year probationary period with the option of applying for promotion and/or tenure at any time following three years of academic service. How prior work is considered must be specified in the appointment letter.
- 3.5.2.3 For either option, failure to achieve tenure will lead to a terminal year contract. 3.6 Extensions to Probationary Period, apply in all other cases.

3.5.3 Any exceptions to Section 3.5 must be approved by the President.

3.6 Extension of Probationary Period

At any time during the probationary period but prior to the sixth year (or prior to the year in which the portfolio is due), a faculty member may request an extension of the probationary period not to exceed a total of three years based on institutional, personal or family (pertaining to a child, spouse/partner or parent, as described in NDSU Policy 320) circumstances, personal illness or disability, which, according to reasonable expectations, impede satisfactory progress towards promotion and tenure. Faculty given promotion and tenure credit are also eligible for this extension. Faculty members are encouraged to request probationary period extension as soon as they recognize the need for extension. Written notification to the Provost must be submitted within one year of the beginning of the event for which the extension is requested and approved prior to July 1 of the year in which the tenure/promotion portfolio is due. A faculty member who submits an extension request during the academic year in which they are to undergo third year review must successfully undergo third-year review and renewal before any extension can take effect. The request must be in writing and will be submitted to the Provost who will review the request and will approve or deny the request. Denial of an extension may be appealed under NDSU Policy 350.4, however, appeals will not be granted for requests that are submitted outside the required timeline for extension.

3.6.1 Extension of Probationary Period for Childbirth or Adoption

A probationary faculty member who becomes the parent of a child (or children in case of twins, triplets, etc.) by birth or adoption, prior to the year in which the portfolio is due, will automatically be granted a one-year extension of the probationary period upon written notification to the Provost. While NDSU supports the use of the extension, the probationary faculty member has the option at any time after the birth or adoption to return to the original schedule of review. Any additional extensions beyond the one year (per birth/adoption occurrence, not to exceed three years total extension) must be requested under the provisions of 3.6 above.

3.6.2 Extension of Probationary Period for Personal Illness or Disability

A probationary faculty member who experiences a personal illness or disability may request an extension of his/her probationary appointment. Medical documentation of the personal illness or disability is required. Such documentation shall be collected and housed by the Office of Human Resources/Payroll following guidelines provided in NDSU Policy 168. However, the Office of Human Resources/Payroll shall not make recommendations to the Provost pertaining to probationary period extension requests. The faculty member will grant the Provost access to Human Resources records relevant to the request. The Provost shall maintain strict confidentiality of such documentation. Written notification of the request for an extension, along with supporting documentation, must be provided to the Provost.

3.6.3 Extension of Probationary Period for Institutional Circumstances

A probationary faculty member may be granted an extension of probationary period due to institutional circumstances, such as major disruption of work or faculty's ability to perform their duties beyond the reasonable control (e.g., natural or human-caused disaster, or lab-space unavailability) of the faculty member. Written notification of the request, along with supporting documentation, for an extension must be provided to the Provost.

3.6.4 Procedures for Initiating, Reviewing, and Approving Notifications/Requests for Extension of the Probationary Period

- 3.6.4.1 Notification of extension of the probationary period due to childbirth or adoption may be initiated by the faculty member, the Department Chair/Head, or the Dean of the college.
- 3.6.4.2 Request for extension of the probationary period due to personal or family circumstances, personal illness or disability shall be initiated by the faculty member. In the case of requests involving disability or illness, it is the responsibility of the faculty member to provide appropriate documentation to adequately demonstrate why the request should be granted.
- 3.6.4.3 Request for extension of the probationary period due to institutional circumstances may be initiated by the faculty member, the Department Chair/Head, or the Dean of the college.
- 3.6.4.4 Faculty members may inform their Department Chair/Head and/or Dean of the college of their request if they wish to do so, but they are not required to do so.

- 3.6.4.5 Extension of the probationary period requests shall be submitted to the Provost using the Request for Probationary Period Extension form.
- 3.6.4.6 Once an extension of the probationary period request is approved, the faculty member, Department Chair/Head, and the Dean of the college will be notified in writing by the Provost. If the request is denied, the faculty member will be notified in writing by the Provost.

3.6.5 Confidentiality

Individuals involved in the extension of the probationary period process (which may include the supervisor, the Department Chair/Head, the Dean of the college, the Provost, and/or the Office of Human Resources/Payroll) have the responsibility of keeping information pertaining to the request confidential and not sharing such information with individuals not involved in the process. Medical documentation provided by a faculty member requesting extension of the probationary period shall be maintained in a confidential file separate from the employee's official personnel file in the Office of Human Resources/Payroll. Other written documentation and forms pertaining to the request/notification of extension of the probationary period shall be maintained in a confidential file separate from the employee's official personnel file in the Office of the Provost. It is understood that some information provided pursuant to this policy may be subject to disclosure pursuant to North Dakota open records laws.

3.6.6 Notwithstanding other extensions, in extraordinary circumstances (e.g., pandemic, building collapse), the Provost may grant a one-year automatic extension of the probationary period to impacted probationary faculty (consistent with Section 3.6) and of the time in rank to impacted associate professors (consistent with Section 3.3). While NDSU supports the use of this extension, faculty have the option at any time to return to the original schedule of review. Extensions granted under this provision are not subject to the three-year cumulative cap on extensions.

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

Related Policies and Procedures:

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

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

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

3.7 As part of its statement on promotion, tenure, post-tenure review, and evaluation, each academic unit shall establish the criteria for promotion and tenure, including early

promotion, and shall establish the minimum timeline for promotion from Associate Professor to Professor.

4. PERIODIC REVIEW

- 4.1 Periodic reviews of faculty serve multiple functions. The reviews assist faculty members in assessing their professional performance, assist the administration in delineating areas to which particular effort should be directed to aid in improving the professional achievement of the faculty members, and contribute to the cumulative base upon which decisions about renewal, promotion, and tenure are made. In addition, periodic reviews may result in changes in responsibilities, modified expectations, and/or altered goals for performance.
- 4.2 The procedures for periodic review that are developed by each academic unit shall be reviewed and approved by the college PTE committee and the Dean.
- 4.3 All full-time faculty will be reviewed annually. Unless college or department procedures provide otherwise, annual reviews of non-tenured faculty shall be conducted so that decisions and notifications can be made in accord with the deadlines listed in Section 350.3.
- 4.4 Probationary faculty hired into tenure-track positions must receive special review during their third year of service to the institution. This third-year review shall recognize and reinforce areas of strength as well as point out areas of weakness that could jeopardize the case for promotion and tenure. Specific formative evaluations shall be provided to help candidates prepare their strongest case for promotion and tenure. Any extension granted prior to the third year review will delay the review by an equal period.
- 4.5 While faculty in Professor of Practice and Research Professor positions are not eligible for tenure, promotion through ranks is encouraged and is based on time in rank and satisfactory evaluations of assigned responsibilities. An application for promotion is initiated via a departmental recommendation and follows the same procedure and submission deadlines as for tenure-line faculty. Faculty in such positions are eligible to apply for promotion from assistant to associate after the completion of five years in rank.
- 4.6 Unless college or department procedures provide otherwise, the department chair or head of the academic unit will be responsible for the conduct of the reviews and the communication of their results. Periodic reviews shall result in a written report to the faculty member being reviewed. The report shall state expectations and goals for the coming review period. For probationary faculty, the report shall include an assessment of the faculty member's progress toward tenure and recommendations for improvement. Should the periodic reviews indicate that a faculty member is not making satisfactory progress toward tenure, the report may include a recommendation for nonrenewal. In making a judgment on satisfactory progress toward tenure, due consideration shall be given to the candidate's academic record, performance of assigned responsibilities, and potential to meet the criteria for promotion and tenure at the end of the probationary period.
- 4.7 Colleges and departments shall develop specific post-tenure review policies appropriate to their faculty. Annual reviews of tenured faculty shall include an evaluation of the faculty member's performance relative to the current position description. For Associate Professors, annual reviews must include specific recommendations to strengthen the case for promotion. Annual reviews of Professors must recognize and reinforce areas of strength, as well as discuss areas of weakness and recommend improvements. Should the annual

reviews indicate that performance of a faculty member is unsatisfactory under the standards for post-tenure review, the report shall include a recommendation for appropriate remedial action.

- 4.8 The faculty member being reviewed shall have 14 days to respond in writing to the written report if the faculty member wishes to do so. The written report, and any written response from the faculty member, shall become part of the faculty member's official personnel file.

5. COMPOSITION OF PTE COMMITTEES

- 5.1 Each college shall have a PTE Committee consisting of at least three faculty members elected by the faculty of the college. The college PTE committee shall be as reflective as possible of the college's breadth of disciplines and fields of expertise. Ordinarily, at least three departments or sub-units of a college will be represented on the committee, and usually no more than one member of the same department may serve on the committee at one time.
- 5.2 Only tenured faculty members who have completed three years of full-time appointment with the University and who have attained the rank of associate professor or above are eligible for service with full voting rights on a college or department PTE Committee. When reviewing applications for promotion of Professors of Practice or Research Professors, PTE committees are encouraged to solicit advisory input from Associate/Full Professors of Practice or Research Professors. If allowed by department and college policies, PTE committees may include representation from Associate/Full Professors of Practice or Research Professors holding terminal degrees. Voting rights for Professors of Practice or Research Professors on applications for promotion shall be determined by the respective colleges or departments. Only in cases where unit policy allows can Professors of Practice or Research Professors who hold positions in the evaluating unit have voting rights on applications for promotion of Professors of Practice or Research Professors, respectively.

In the absence of otherwise qualified individuals within the academic unit, individuals external to their unit, but internal to the institution, including emerita/emeritus faculty, may serve as members of a unit PTE committee, unless prohibited by college or unit policy if allowed by college or unit policy. In such cases, the voting rights of emeritus faculty member emerita/emeritus faculty such individuals on PTE committees shall be the same as their rights consistent with the final title they held prior to retirement emerita/.

- 5.3 Prior to commencement of deliberations, the chair of any PTE committee must have received PTE committee training within the last three years, provided through the Office of the Provost. Nonadministrative faculty members who have applied for promotion and/or tenure may not be involved in the review and recommendation process of any candidate. Administrators who have applied for promotion may not be involved in the review and recommendation process of any candidate where there may be an actual or apparent conflict of interest. A candidate may provide input concerning selection of external reviewers if allowed by department and college policies.
- 5.4 The department and college PTE committees' reviews and recommendations are part of a process of peer review. Thus, faculty holding academic administrative appointments, including those with interim status, are not eligible to serve. ("Academic administrative appointment" includes appointments as President, Provost, Vice President or Provost, Associate or Assistant Vice President or Provost, Dean, Associate or Assistant Dean, Department Chair or Head, Associate, Assistant or Vice Chair or Head, and any other

administrators who supervise and/or evaluate other faculty.) Center or Program Directors who do not supervise and/or evaluate other faculty are eligible to serve.

- 5.5 A college PTE committee member who has voted on the promotion/tenure of a candidate in the department PTE committee shall be recused from the vote by the college PTE committee. In such a case, college policy shall determine whether the committee member may or may not deliberate with the committee on the candidate.
- 5.6 Faculty members, including administrators, who participate in the PTE process shall be recused from deliberations and decisions regarding a candidate if there is a past or current relationship that compromises, or could have the appearance of compromising, a faculty member's judgment with regard to the candidate. The following list, while not exhaustive, illustrates the types of relationships that constitute a conflict of interest:
- A family relationship
 - A marital, life partner or dating/romantic/intimate relationship
 - An advising relationship (e.g., the faculty member having served as the candidate's PhD or postdoctoral advisor)
 - A direct financial interest and/or relationship
 - Any other relationship that would prevent a sound, unbiased decision

Recusal due to a conflict of interest with one candidate does not prevent a faculty member from participating in deliberations and decisions regarding other candidates.

Conflicts of interest must be identified and resolved as soon as they are recognized, but no later than the start of the departmental PTE committee's review of a candidate's portfolio. Conflicts of interest may be identified by the candidate or anyone participating in the PTE review process for that candidate. Any individuals evaluating that candidate may voluntarily recuse themselves from the PTE process. A conflict of interest that would lead to involuntary recusal will be resolved by the Standing Committee on Faculty Rights (SCOFR). In such a case, the PTE process will be suspended until the conflict of interest is resolved. Every effort will be made to complete the review in the same academic year that the portfolio was submitted. If a delay exceeds 60 days, the candidate may request an altered timeline for consideration and approval by the Provost.

6. PTE PROCEDURES

- 6.1 The candidate shall ensure that the electronically submitted portfolio is current, accurate and complete for review at the department level using procedures consistent with department and college policies. The chair or head must forward the electronic portfolio together with the department's recommendations, and an explanation of the basis for them, to the College Dean and the College's PTE Committee according to the PTE Timeline published by the Office of the Provost:
https://www.ndsu.edu/fileadmin/provost/PTE/PTE_Timeline.pdf
- 6.2 In the absence of an approved extension, faculty who do not submit a tenure portfolio during their final probationary year, or who withdraw a submitted tenure portfolio, shall receive a one-year terminal contract for the following year. Only the candidate may withdraw a submitted tenure or promotion portfolio.
- 6.2.1 After the deadline for submission of the portfolio to the Dean's office, as stated on the PTE timeline, the information that may be added to the portfolio is limited to
- a) Recommendations by the evaluating units considering the portfolio at that time;

- b) the candidate's response to those recommendations;
- c) any materials requested by the evaluators.

6.2.2 Candidates may petition the college Dean and PTE committee to add additional materials after the deadline. The Dean and PTE committee must both agree to the addition in order for additional material to be added.

6.2.3 Any additional materials added to the portfolio must pertain to information or material already in the portfolio, such as pending publications or grant proposals.

- 6.3 Unsolicited individual faculty input is limited to the department level of review.
- 6.4 Recommendations and any other materials collected as part of the evaluation process at the department, college, and university levels must be added to the candidate's portfolio before being sent forward to the next level of review. At the time that any written materials are added to the candidate's portfolio, copies of the added material must be sent to the candidate for review. The candidate shall have 14 calendar days to respond in writing to the additional materials. Any response from the candidate to such materials must be in writing and must be included in the portfolio for review at the next level.
- 6.5 Allegations of misconduct discovered after the deadline for submission of the portfolio to the Dean's Office that could be detrimental to a candidate's case (e.g. academic misconduct) shall be handled through the appropriate University policy and mechanisms. In such cases, the PTE process will be suspended by the Provost (or designee). Once the allegations are resolved, the PTE process will resume, using the version of the candidate's portfolio under consideration immediately prior to the allegations. The Provost (or designee) will apprise the PTE committee of any outcomes of a misconduct inquiry or investigation that may impact the evaluation of the portfolio. Any delays in resolving misconduct allegations will not adversely affect the candidate's evaluation. If a delay exceeds 60 days, the candidate may request an altered timeline, consistent with NDSU Policy 352, Section 3.6, for consideration and approval by the Provost (or designee). Once the PTE process resumes, the candidate may update the portfolio.
- 6.6 Colleges and departments shall document that they have followed all procedures; e.g., by a comprehensive checklist of the steps in the PTE process. The documentation must be included in the portfolio.
- 6.7 The College PTE Committee and the College Dean shall separately and independently review and evaluate the candidate's portfolio without discussion or communication.
- 6.8 The college PTE Committee shall prepare a written report, including recommendations and an explanation of the basis for them, that shall be included in the candidate's portfolio. The report and recommendations shall be submitted to the Provost according to the PTE Timeline. A copy shall be sent to the Dean, the chair or head of the academic unit, and the candidate.
- 6.9 The College Dean shall also prepare a separate written report, including recommendations and an explanation of the basis for them that shall be included in the candidate's portfolio. The Dean shall forward the report and recommendations, and the portfolio of the candidate, to the Provost according to the PTE Timeline. A copy of the Dean's report shall be sent to the College PTE committee, the chair or head of the academic unit, and the candidate.

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

7. APPEALS

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

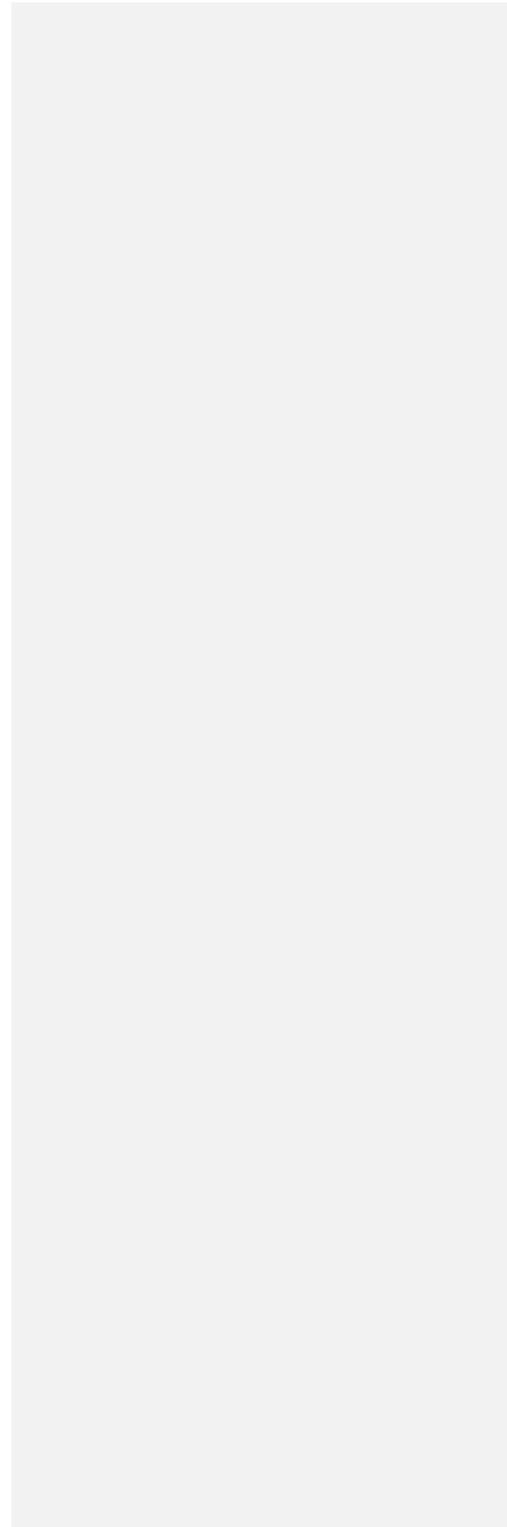
8. DOCUMENT RETENTION

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

HISTORY:

Amended	May 13, 1974
Amended	February 10, 1975
Amended	December 12, 1988
Amended	May 14, 1990
Amended	April 1992
Amended	December 12, 1994 (Effective date July 1, 1995)
Amended	June 1997
Amended	November 2000
Amended	October 2001
Amended	October 2007
Amended	July 2008
Housekeeping	February 14, 2011
Amended	October 11, 2011
Amended	June 19, 2014
Amended	October 19, 2015

Amended	January 27, 2016
Amended	April 11, 2016
Amended	September 8, 2016
Amended	April 12, 2017
Housekeeping	April 19, 2017
Amended	March 29, 2018
Amended	February 27, 2019
Amended	June 18, 2019
Amended	September 23, 2020



Background: this guiding principle document was prepared by the Shared Governance Ad Hoc Committee, charged by the faculty senate to prepare a document that would guide shared governance interactions and decision-making.

The group's work took place between October 2021 and May 2022. Members include

- *Kay Hopkins and Phil Hunt, staff senators*
- *Holly Hassel, and Darrell Ross, faculty senators;*
- *Christian Walth, student governance representative*
- *Chris Wilson, administrative representative*

Guiding Principles for Shared Governance at NDSU (Draft 4.2.22)

SBHE 305.1.4.a states, each President shall ensure effective and broad-based participation in the decision-making process from faculty, staff, student, and others in those areas in which their interests are affected.

The purpose of this document is to outline and clarify the collective understanding of shared governance operations at NDSU. Shared governance has long been a hallmark of higher education's internal governance model. It is a collaborative process involving relevant stakeholders creating, implementing, and upholding policies that affect the educational and working conditions here at NDSU. With shared governance, stakeholders share both the benefits and the responsibilities of governing NDSU.

NDSU affirms its commitment to shared governance, and while the exact processes involved with shared governance may change over time, four fundamental aspects will always be critical to effective shared governance:

- (1) transparency: stakeholders will share accurate and relevant information with the other stakeholders about both decisions and the processes that supported those decisions;
- (2) responsibility: stakeholders understand that the institution is obligated to be a good steward of its resources
- (3) good faith: the stakeholders will enter into the process with good intentions, making an ethical commitment to seeing processes through;
- (4) respect: stakeholders participate in deliberations and dialogue with care and regard for the perspectives of other groups.

Each stakeholder, represented by a governance group, has the right to propose new policies and, adjust, or amend existing policies, through the appropriate process, as outlined in [policy 714 – Senate Coordinating Council](#). As stated in the policy, the Senate Coordinating Council “does not approve or disapprove policies but facilitates the policy review process by the various Senates.” Policy 714 covers the responsibilities and procedures for our shared governance model at NDSU.

Additionally, all faculty, staff, and students are encouraged to use their voices and actively participate in the existing governance structure to inform decision making at the university as it seeks to fulfill its mission. It is the prerogative of the faculty, staff, and student governance representatives to voice the concerns of the respective groups they represent in good faith and fair dealing with the administration, and vice versa.

Shared governance means each governance body has the responsibility to inform, educate, and share with its constituents how shared governance is defined at NDSU and the mechanisms by which they can participate in the work. This may require different approaches for different groups of stakeholders.

Rights and Responsibilities

Governance bodies elect representatives for the purposes of reflecting principles for representation of reflecting the view of constituent groups. Therefore, we affirm that senators in each of the groups should adhere to the following:

- as part of their participation in governance activities, consider their role as a representative of the diverse constituencies whom they represent.
- regularly communicate the activities of the governance group to constituents.
- identify multiple clear and transparent opportunities for represented constituents to share views on upcoming items.

I. Definitions

- A. The stakeholder groups (**administration, faculty, staff, and students**) are those defined in NDSU Policy Manual Section 101, "Personnel Definitions" and NDSU Policy Manual Section 101.1 "Employee Group Definitions."
- B. **Stakeholder** refers to any person or constituency group who is affected by university decisions.
- C. **Constituency** refers to employee groups defined in 101.1 who are represented by governing bodies such as Faculty Senate, Staff Senate, or Student Government.
- D. **Governance body** refers to any formally constituted body that has oversight and decision-making authority about a specific university function, policy, or process (for example, an academic department, a senate or senate committee).
- E. **Transparency:** In the context of governance, transparency means visibility of the rationale, thinking, and information that is considered as part of institutional decision-making to the greatest extent possible within the context of policy.
- F. **Consultation** is defined as the process of engaging the appropriate stakeholders or groups in feedback-gathering activities prior to the finalizing of a decision. Consultation should be focused on gathering perspectives that meaningfully inform the final outcome. Consultation shall occur whenever reasonably possible and appropriate. In instances where consultation has

not taken place due to constraints (e.g. legal or budgetary), administration shall share its rationale with the appropriate governance group.

- I. **Reference Documents:** The following resources provide an overview of scope, duties, and membership eligibility for the following areas of shared governance at NDSU,
 - A. General
 1. [State Constitution Article VIII - Education](#)
 2. [North Dakota Century Code - State Board of Higher Education](#)
 3. [Higher Learning Commission Accreditation - Criterion 5. Institutional Effectiveness, Resources and Planning](#)
 - B. Faculty:
 1. [Constitution and Bylaws | Faculty Senate](#)
 2. [NDSU University Senate -- Proposed Faculty Senate Constitution](#)
 3. [ND Century Code: Faculties of Institutions under Supervision of State Board of Higher Education](#)
 - C. Staff
 1. [Constitution and Bylaws | Staff Senate](#)
 2. [CONSTITUTION OF THE STAFF SENATE OF NORTH DAKOTA STATE UNIVERSITY Article I Name The name of the organization shall be the "](#)
 - D. Student Governance
 1. [Student Body Constitution](#)
 2. ND Century Code, 15-10-19.1 [Nonresidential and Resident Student for Tuition Purposes Defined.](#)
 - E. Administration:
 1. SBHE Policy: [305.1 Institution President Authority and Responsibilities; Contract Terms](#)
 2. [SBHE Policy 304.1 Chancellor/Commissioner of Higher Education Authority and Responsibilities](#)
 - F. Senate Coordinating Council Documents (Procedure)
 1. https://www.ndsu.edu/fileadmin/policy/Senate_Coordinating_Council_Process_rev_5.6.2021.pdf
 2. <https://www.ndsu.edu/fileadmin/policy/714.pdf>
 - G. North Dakota Century Code
 1. [Chapter 15.10.01-65: The State Board of Higher Education](#)