

Meeting Agenda

March 18, 2024

- I. Call to Order.
- II. Adoption of the Agenda.
- III. Approval of Meeting Minutes from February 26, 2024.
- IV. Announcements.
 1. David Cook, President
 2. David Bertolini, Provost
 3. Warren Christensen, Faculty Senate President
 4. Erin Gillam, Faculty Senate Past-President
 5. Jeremy Jackson, Faculty Senate President-Elect
 6. Kristi Steinmann, President of Staff Senate
 7. Kaylee Weigel, President of Student Government
- V. Committee and Other Reports.
- VI. Special Order.
 1. Election to fill the Vacant President Elect position
- VII. Consent Agenda.
 1. UCC Report
- VIII. Unfinished Business
 1. Policy 331.1 - Course Syllabus*
 2. Policy 350.1 - Board Regulations on Academic Freedom and Tenure; Academic Appointments
 3. Revision of the Faculty Senate By-laws
 4. Policy 335 - Academic Integrity in Instructional Contexts
- IX. Adjournment.

*An amendment to this policy is currently under discussion, and will resume when this item is reached.

Meeting Minutes

February 26, 2024

- I. Call to Order
 - Meeting called to order at 3:02 pm
- II. Attendance and Substitutions
 - Ambrosio for Boonstoppel
 - Caton for Hearne
 - Greives for Travers
 - See Appendix 1 for Attendance Record
- III. Adoption of the Agenda
 - MOTION to Adopt the Agenda (Haug/Smith)
 - MOTION passed by unanimous consent
- IV. Approval of Meeting Minutes from January 22, 2024
 - One change noted - fix one Senator's name in Jan 22 minutes
 - Minutes passed by unanimous consent
- V. Announcements
 1. David Cook, President
 - Not present, no announcements
 2. David Bertolini, Provost
 - Agrees with students' proposed changes to the Syllabus policy regarding earlier availability of syllabi
 3. Warren Christensen, Faculty Senate President
 - Interim Higher Education Group rescheduled
 4. Erin Gillam, Faculty Senate Past-President
 - No announcements
 5. Jeremy Jackson, Faculty Senate President-Elect
 - No announcements
 6. Kristi Steinmann, President of Staff Senate
 - Day of Honor celebration went very well
 - MFA for Blackboard going into effect after Spring Break
 - If concerns with cell service in classroom, make sure you have a backup method in place
 - Shared Governance Summit set for March 21

7. Kaylee Weigel, President of Student Body

- Student government election coming up later in the semester
- 2nd higher education legislation day was held yesterday
- Course syllabus policy (Policy 330.1) being discussed by FS today – revisions of policy based on FS feedback in previous academic year

VI. Committee and Other Reports

- None

VII. Consent Agenda

1. Includes: 1) UCC Report, 2) Policy 132 - Developmental Leave, and 3) Policy 149 - Leave Without Pay
 - MOTION to Approve the consent agenda (Gillam/Jackson)
 - MOTION passed (30 AYE; 0 NAY; 0 ABSTAIN)
 - See Q1 in Appendix 2 for voting record

VIII. General Order

1. Modification of Faculty Senate By-laws related to committee structure and membership
 - MOTION to Amend Article 2 Section 6-8: Add “Represent the Senate to the Staff Senate and the Student Government” to the duties of both the President-Elect and Past President (Smith/Haug)
 - MOTION passed (34 AYE; 1 NAY; 1 ABSTAIN)
 - See Q2 in Appendix 2 for voting record
 - MOTION to Rescind the previously adopted amendment of changing membership of the General Education Committee from 3 to 5 representatives from the College of Arts and Sciences (Haug/Magel)
 - Haug: Students from all colleges take General Education courses, also speaks to the concept of shared governance regarding close to equal representation from all colleges
 - Jackson: Supports motion to rescind
 - Huseynov: Supports motion to rescind – what is 5 accomplishing that 3 cannot?
 - McGrath: Supports motion. 5 creates the majority of the group, which is not fair and lacks diversity in committee work at NDSU
 - Benton: Does not support motion. Majority of the work of the Gen Ed committee is revising Gen Ed courses – valuable to have more members from the college that teaches the vast majority of the Gen Ed courses
 - Hong: Supports the motion – concern that one college will be able to drive the decisions made by the committee
 - Gao: Supports the motion – other colleges need a representative voice on this committee

- MOTION to Rescind passed (22 AYE; 11 NAY; 3 ABSTAIN)
 - See Q3 in Appendix 2 for voting record
- Return to MOTION to Approve Modification of Faculty Senate By-laws Related to Committee Structure and Membership
- MOTION passed (36 AYE; 0 NAY; 0 ABSTAIN)
 - See Q4 in Appendix 2 for voting record

IX. New Business

1. Policy 352 - Promotion, Tenure and Evaluation

- MOTION to Approve (McWood/Smith)
 - Faculty Senate discussion summarized below for brevity:
 - Ambrosio gave a summary of timeline and process for developing these revisions to Policy 352. Clarified that an activity report, as referenced in the policy, refers to the report faculty members give to their chair every year. Addressed that a 3-year time window for the process of starting post-tenure review should alleviate concerns about having insufficient faculty on a departmental PTE committee to conduct these reviews.
 - Ambrosio clarified that there are two mechanisms that trigger post-tenure review: the review process must take place at least every 5 years or if a faculty member received 2 unsatisfactory reviews within a 5-year period. Clarification that a 5-year maximum time period between post-tenure review was included for cases in which a chair might be biased and not giving unsatisfactory reviews, even if they are appropriate. Some colleges already do post-tenure reviews every 3 years – that could continue as normal, this policy change is setting the max time between post-tenure reviews to 5 years.
- MOTION to Amend Policy Section 4.8.1 to eliminate trigger of review every 5 years and only have the trigger for 2 negative annual reviews in a 5-year period (Jackson/Kirkpatrick)
 - Jackson: Does not avoid the chair bias problem, but creates lots of extra work for the departmental PTE committees
 - Smith: Opposed to the amendment
 - Ross: Opposed to the amendment
 - Wood: There is value in having the PTE committee look at the post-tenure review material. Also, when a raise is given, there has to be a S/U given
- MOTION to Amend Fails (9 AYE; 25 NAY; 4 ABSTAIN)
 - See Q5 in Appendix 2 for voting record

- MOTION to Amend Section 4.8.3 to add Extension
 - Valenti: Does not support the motion because there is no need to put extension in the policy
 - Mathew: Supports the motion. Issue is that the policy addresses teaching, service and research and creative activities, but not extension
 - Ambrosio: Extension is not a part of Policy 352 to begin with
 - McWood: Does not support motion – Extension fits within teaching, research and service.
 - MOTION to Amend Fails (6 AYE; 27 NAY; 5 ABSTAIN)
 - See Q6 in Appendix 2 for voting record
 - Return to Original MOTION to Approve Policy 352
 - MOTION to Approve Passes (34 AYE; 1 NAY; 3 ABSTAIN)
 - See Q7 in Appendix 2 for voting record
2. Policy 331.1 - Course Syllabus
- MOTION to Approve (Steig/Akhmedov)
 - Smith: Opposes Motion – many people are concerned that this policy change could be weaponized against instructors and faculty in regards to their performance
 - Huseynov: Constituents requested that policy be changed so that the syllabus is available on the first day that a class meets
 - Hong: Concern that new adjuncts may not be able to share syllabus with students because they cannot access Blackboard 3 business days before the start of the semester
 - McWood: Opposes the motion: 9-month faculty would be expected to work on creating their syllabi while off contract.
 - MOTION to Amend such that syllabus should be posted by the first day a class is scheduled to meet (Huseynov/Magel)
 - Weigel: Feedback from students is that the base expectation is that the syllabus is received on the first day of class. The 3 business days is not meant to be weaponized against faculty but meant to allow students time ahead to know what a class is going to entail
- X. Adjournment
- MOTION to Adjourn (McWood/Smith)
 - Meeting adjourned at 4:30pm

Appendix 1. Attendance Record for February 26, 2024 Faculty Senate Meeting

Last Name	First Name	Feb 26
Akhmedov	Azer	X
Ambrosio*	Tom	X
Amiri	Ali	X
Barabanov*	Nikita	
Benna	Justin	X
Benton	Brad	X
Boonstoppel	Sarah	P
Choi	Bong-jin	X
Choi	Juwon	
Christensen	Warren	X
Del Rio Mendoza	Luis	X
Gao	Jerry	X
Gillam	Erin	X
Hatterman-Valenti	Harlene	X
Haug	Karla	X
Hearne	Robert	P
Hershberger	John	
Hong	David	X
Huseth-Zosel	Andrea	X
Huseynov	Fariz	X
Jackson	Jeremy	X
Jeong	Inbae	X
Kilina	Svetlana	
Kirkpatrick	Sarah	X
Kryjevskaja	Mila	X
Larson	Jamee	X
Law	Quincy	
Li	Jin	X
Magel	Ken	X
Mathew	Febina	X
Mataic	Dane	X
Matthew	Sijo	X
McGrath	Ryan	X
McWood	Leanna	X
Nelson	Kjersten	X
Peltier	Allison	
Rahman	Mukhlesur	
Rao	Jiajia	
Ross	Darrell	X
Secor	Gary	X
Smith	Matthew	X

Last name	First Name	Feb 26
Steig	Jayme	X
Sun	Rex	X
Tangen	Jodi	
Travers	Steve	X
VanSickle	Candace	X
Vold	Jessica	X
Wood	Scott	X
Wu	Xiangfa	X

*indicates Alternate 47 voting senators Quorum
 = 25.8 (26 senators must be present)
 X = Present P = Proxy

Appendix 2. Voting Record for February 26, 2024 Faculty Senate Meeting

Participant	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Azer Akhmedov	AYE	AYE	NAY	AYE	ABSTAIN	NAY	AYE
Thomas Ambrosio		AYE	NAY	AYE	NAY	NAY	AYE
Justin Benna	AYE	AYE	NAY	AYE	NAY	NAY	AYE
Bradley Benton	AYE	AYE	NAY	AYE	NAY	NAY	AYE
James Caton				AYE	AYE	ABSTAIN	ABSTAIN
Bong-Jin Choi	AYE	AYE	ABSTAIN	AYE	ABSTAIN	AYE	AYE
Luis Del Rio Mendoza	AYE	AYE	AYE	AYE	NAY	AYE	AYE
Jerry Gao	AYE	AYE	AYE	AYE	NAY	NAY	AYE
Erin Gillam	AYE	AYE	ABSTAIN	AYE	NAY	NAY	AYE
Tim Greives	AYE	AYE	NAY	AYE	NAY	NAY	AYE
Harlene HattermanValenti		AYE			NAY	NAY	AYE
Karla Haug	AYE	AYE	AYE	AYE	NAY	NAY	AYE
Yongtao Hong	AYE	AYE	AYE	AYE	NAY	NAY	AYE
Andrea Huseuth-Zosel	AYE	AYE	AYE	AYE	NAY	NAY	AYE
Fariz Huseynov		AYE	AYE	AYE	ABSTAIN	ABSTAIN	ABSTAIN
Jeremy Jackson	AYE	ABSTAIN	AYE	AYE	ABSTAIN	NAY	AYE
Inbae Jeong	AYE	AYE	AYE	AYE	AYE	AYE	AYE
Sarah Kirkpatrick		AYE	NAY	AYE	AYE	NAY	NAY
Mila Kryjevskaja	AYE	AYE	NAY	AYE	NAY	NAY	AYE
Jamee Larson	AYE	AYE	AYE	AYE	NAY	NAY	AYE
Jin Li	AYE		AYE	AYE	NAY	NAY	AYE
Kenneth Magel		AYE	AYE	AYE	NAY	AYE	AYE
Dane Mataic	AYE	AYE	ABSTAIN	AYE	NAY	NAY	AYE
Febina Mathew	AYE	AYE	AYE	AYE	AYE	ABSTAIN	AYE
Sijo Mathew	AYE	AYE	AYE	AYE	NAY	NAY	AYE
Ryan McGrath	AYE	AYE	AYE	AYE	NAY	ABSTAIN	AYE
Leanna McWood	AYE	AYE	AYE	AYE	AYE	NAY	AYE
Kjersten Nelson	AYE	AYE	NAY	AYE	NAY	NAY	AYE
Md Mukhlesur Rahman	AYE	AYE	AYE	AYE	AYE	AYE	AYE
Darrell Ross	AYE	AYE	NAY	AYE	NAY	NAY	AYE
Gary Secor	AYE	AYE	AYE	AYE	NAY	NAY	AYE
Matthew Smith	AYE	AYE	NAY	AYE	NAY	NAY	AYE
Jayme Steig	AYE	NAY	AYE	AYE	NAY	NAY	AYE
XIN Sun	AYE	AYE	AYE	AYE	AYE	ABSTAIN	ABSTAIN
Candace Vansickle	AYE	AYE	AYE	AYE	AYE	NAY	AYE
Jessica Vold	AYE	AYE	AYE		NAY	NAY	AYE
Scott Wood		AYE	NAY	AYE	NAY	NAY	AYE
Xiangfa Wu	AYE	AYE	AYE	AYE	AYE	AYE	AYE

**University Curriculum Committee Report
For Faculty Senate Meeting on March 18, 2024**

Program Update
B.S. Agricultural Sciences – Name change from General Agriculture
B.S. Animal Science – Inactivating Options 4 & 5 (Livestock Media and Meat Science)
B.S. Crop and Weed Sciences – Accelerated to M.S. PLSC
B.S. Health Education – Program changes
B.S. Horticulture & Urban Agriculture – Accelerated to M.S. Horticulture & Urban Agriculture
B.S. Mathematics Education – Program changes
B.S. Physical Education – Program changes
B.S. Software Engineering – Program changes
B.S./B.A. Biological Sciences Education – Program changes
B.S./B.A. Chemistry Education – Program changes
B.S./B.A. Comprehensive Science Education – Program changes
B.S./B.A. English Education – Name change from B.S./B.A. English Education (Standard and Communication option)
B.S./B.A. Human Development & Family Science: Social Work – Program changes
B.S./B.A. Interior Design – Program changes. ADHM to ID prefixes.
B.S./B.A. Physics Education – Program changes
B.S./B.A. Spanish Education – Program changes
B.S.N. Nursing: LPN to BSN Track – Program changes and delivery method change.
M.S. Extension Education – Program changes
M.S. Health, Nutrition and Exercise Science – Program changes
M.S. Horticulture and Urban Agriculture – Name change from M.S. Horticulture

New Program
B.S. Information Technology
GR Cert Adult-Gerontology – Acute Care Nurse Practitioner

New Courses			
Subject	No.	Title	Effective Term
AGRI	120	Feeding and Fueling the World	Fall 2024
BIOL	499	New Special Topic: Biology of Cancer	Fall 2024
H&CE	481L	Methods of Teaching Agriculture Lab	Fall 2024
HNES	192	Sport Management Practicum	Fall 2024
HNES	418	Foundations of Sport in Oceania	Fall 2024
HNES	618	Foundations of Sport in Oceania	Fall 2024
HNES	419	Foundations in Asian Sport	Fall 2024
HNES	619	Foundations in Asian Sport	Fall 2024
HNES	421	Foundations of Sport in the Americas	Fall 2024
HNES	621	Foundations of Sport in the Americas	Fall 2024
HPER	124	Rugby	Fall 2024
HPER	484	Coaching and Physical Activity Leadership Internship	Fall 2024
HPER	739	SEL via the Adventure Education Instructional Model	Fall 2024
HPER	745	Organization and Administration of Coordinated School Health Programs	Fall 2024
MICR	453L	Food Microbiology Laboratory	Fall 2024
MICR	653L	Food Microbiology Laboratory	Fall 2024
PHRM	190	Critical Thinking, Academic, and Professional Skills for the Health Professions	Fall 2024
PHRM	453	Complementary and Alternative Therapies: An Evidence-Based Approach	Fall 2024
PHRM	653	Complementary and Alternative Therapies: An Evidence-Based Approach	Fall 2024
PLSC	650	Sugarbeet Production	Fall 2024

Changes in Course Descriptions and/or Requisites				
Subject	No.	Title	Title/Prerequisite/Co-requisite/Description Change	Effective Term
HDFS	480	Community Resources of Later Life	Removing requisite of junior or senior standing.	Fall 2024
HDFS	482	Family Dynamics of Aging	Removing requisite of junior or senior standing.	Fall 2024
HNES	261	Food Selection and Preparation Principles	Removing prerequisites of CHEM 117 and CHEM 121.	Fall 2024
HNES	261L	Food Selection and Preparation Principles Laboratory	Removing corequisite of HNES 261.	Fall 2024
HNES	458L	Advanced Medical Nutrition Therapy Laboratory	Removing corequisite of HNES 458 and adding prerequisites of HNES 354 and HNES 354L and department consent required.	Fall 2024
HNES	465	Exercise Physiology	Removing prerequisites of BIOL 221, BIOL 221L and HNES 366. Adding prerequisite of HNES 365 and corequisite of HNES 465L and Exercise Science major.	Fall 2024
New: HPER Old: HNES	714	New title: Legal Liability in Health, Physical Education, & Recreation Old title: Legal Liability in HPER	New description: This course focuses on risk management and legal liability in health, physical education, and recreation (HPER). Overview of civil and criminal law as it relates to these areas is addressed. Old description: Focused on risk management and legal liability in health, physical education, and recreation. Overview of civil and criminal law related to sports and recreation.	Fall 2024
HPER	715	Teaching Concepts-Based Fitness	Course reactivation.	Fall 2024
New: HPER Old: HNES	731	New title: Governance in Sport Coaching Old title: Governance in Sport	New description: This course examines how high school, recreational, and youth sport organizations interact and coordinate with numerous policy actors from inside and outside the sport coaching realm to facilitate and coordinate the mechanisms of governance. The transition from high school to collegiate sports and collegiate to professional for some players will be explored as well. Old description: This course examines how sport organizations interact and coordinate with numerous policy actors from inside and outside the sport realm to facilitate and coordinate the mechanisms of governance.	Fall 2024
New: HPER Old: HNES	736	New title: Ethical Leadership in Coaching Sports Old title: Ethical Leadership	New description: This course examines the various ethical situations coaches encounter within organizations and with other coaches and athletes. Students will gain an understanding of the ethical dimensions of sport and develop strategies to facilitate ethical coaching practices and encourage athletes to recognize and understand the importance of ethics in sport. Old description: This course looks at the various ethical situations coaches encounter within organizations and with other coaches and athletes. Students will gain an understanding of the ethical dimensions of sport and develop strategies to facilitate ethical coaching practices and encourage	Fall 2024

			athletes to recognize and understand the importance of ethics in sport.	
New: HPER Old: HNES	737	School-wide Physical Activity Promotion	Updated prerequisite to: Must be enrolled in either the LPESC or Whole Child Approaches program or have instructor permission.	Fall 2024
New: HPER Old: HNES	738	Adapted Physical Education	Updated prerequisite to: Must be enrolled in the LPESC program or have instructor permission.	Fall 2024
IME	774	Neural Networks	Removing CSCI 724 as a prerequisite.	Fall 2024
MICR	453	Food Microbiology	Removing MICR 350L as a prerequisite and changing credit from 3 to 2.	Fall 2024
MICR	653	Food Microbiology	Updated course description to match MICR 453 and changing credit from 3 to 2.	Fall 2024
New: PH Old: CHP	300	Introduction to the U.S. Health Care System	New description: This course introduces students to the structure, design, and groups who participate in the US healthcare system. Emphasis will be placed on describing the roles of various health professions, organizations and/or settings in which health care is provided, and the mechanisms by which health care is financed. Students will gain an understanding of how these components frame major issues of health policy and public health that include, ensuring access to services, ensuring high quality care, and ensuring that care is provided efficiently. This course will also immerse students in reasoning-related activities that facilitate teamwork and a commitment to the roles and responsibilities required of all health professionals. Old description: This course introduces students to the structure, design and groups who participate in the U.S. health care system. Emphasis will be placed on describing the roles of various health professions, organizations and/or settings in which health care is provided, and the mechanisms by which health care is financed. Students will also gain an understanding of how these components frame major issues of health policy and public health that include, ensuring access to services, ensuring high quality care, and ensuring that care is provided efficiently. This course will also immerse students in reasoning-related activities that facilitate teamwork and a commitment to the roles and responsibilities required of all health professionals.	Fall 2024
New: PH Old: CHP	301	Research Methods in Health Services	Prefix only change.	Fall 2024
PH	474	Epidemiology	New description: Study of the distribution and dynamics of disease in populations. Presents principles and methods of epidemiologic investigation with a focus on infectious diseases. Old description: Study of the distribution and dynamics of disease in populations.	Fall 2024

			Adding PH 101 as prerequisite.	
PHRM	170	New title: Common Diseases, Prevention, and Treatment Old title: Common Medicines & Diseases	New description: Consumer-oriented introduction to common diseases, their prevention and treatment including common classes of drugs, non-drug treatment, and safe medication use. Old description: Consumer-oriented introduction to drugs, common dosage forms, usage of common classes of prescription, and over-the-counter drug products. Does not count toward a pharmacy major.	Fall 2024
PLSC	New # 420 Old # 320	New title: Integrated Forage and Cover Crops Production Management and Ecosystem Services Old title: Principles of Forage Production	New description: Introduction to alfalfa and other forage crops and their management, identification, preservation, forage quality characteristics, use of legumes in rotations and their benefits to the environment. Old description: Introduction to alfalfa and other forage crops and their management, identification, preservation, forage quality characteristics, and use of legumes in rotations. 2 lectures, 1 one-hour laboratory, 1 tutorial by arrangement.	Fall 2024
PLSC	New # 450 Old # 350	Sugarbeet Production	Changing course number and removing PLSC 110 and PLSC 210 as prerequisites.	Fall 2024
STAT/DATA	660	Applied Survey Sampling	Adding cross-listing of DATA.	Fall 2024
STAT/DATA	662	Introduction to Experimental Design	Adding cross-listing of DATA.	Fall 2024
STAT/DATA	725	Applied Statistics	Adding cross-listing of DATA.	Fall 2024

General Education Changes/Revalidations				
Subject	No.	Title	Action	Category

Policy Change Cover Sheet

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

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

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

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

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

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

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

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

Update 5/8/2023: The Faculty Senate approved an amendment to Policy 331.1. Adding “ /session” to the sentence about providing syllabi at the start. Since Staff Senate also wanted “faculty” to be changed to “instructors,” I am making that housekeeping change now, as well, to be consistent with the rest of the language.

Update 9/19/2023: Student government approved with the following amendment: The Amendment moves to strike 'endeavor to' and replace '1 to 3 days' with '3 business days' in the first paragraph.

Is this a federal or state mandate: Yes No

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

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

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

Date Submitted to SCC Secretary: 9/19/2023

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

melissa.lamp@ndsu.edu

anastasiya.andriano@ndsu.edu

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

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

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

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

North Dakota State University

Policy Manual

SECTION 331.1 COURSE SYLLABUS

SOURCE: NDSU Faculty Senate

Each course taught at NDSU shall have a syllabus to provide specific class information for students and to fulfill federal and other legal requirements. [Instructors will distribute/post syllabi to enrolled students three business days prior to the start of the semester/session.](#)

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, 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 [instructor](#) and student responsibilities related to attendance, including for university-sponsored activities.
 - [Instructors](#) 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.

Deleted: Faculty

Deleted: endeavor to

Deleted: one to

Deleted: <

Deleted: phone number,

Commented [FA1]: Housekeeping change for consistency of language used in the policy.

Deleted: faculty

Commented [FA2]: Housekeeping change for consistency of language used in the policy.

Deleted: Faculty

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

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

Formatted: Outline numbered + Level: 2 + Numbering Style: Bullet + Aligned at: 0.75" + Tab after: 1" + Indent at: 1"

Deleted: ¶

Deleted: [Disability Services Office](#)

Field Code Changed

Formatted: Don't add space between paragraphs of the same style

Deleted: [Office of Registration and Records](#)

HISTORY:

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

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@ndsus.edu.

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

Policy Number and Name: **Section 350.1 Board Regulations on Academic Freedom and Tenure; Academic Appointments**

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 this policy, under consideration since Fall 2021, would clarify the procedures for advancement of research/practice faculty and create transparent, consistent, and equitable pathways for conversion of faculty positions, providing flexibility for faculty to change their role, with unit approval, without having to await a position opening.

The proposed changes to Sec. 4 c) 12 and 13 would allow faculty in Research Professor or Professor of Practice positions to negotiate promotion credit at the time of hire. Changes to these sections would also make clear that an application for promotion follows the process and timeline specified in the PTE Guidelines.

The proposed new Sec. 4 d) would allow for possible conversion between faculty positions without a search. After at least three years of service as a research professor or professor of practice at any rank, a faculty member, with recommendation of the unit (according to unit policy), could apply to have their position considered for conversion to a probationary tenure-track position. Conversely, after at least three years of service in a probationary tenure-track position, a faculty member could apply to have their position considered for conversion to a research/practice professor position. Similarly, after at least three years of service as a senior lecturer, a faculty member, with recommendation of the unit, could apply to have their position considered for conversion to a professor of practice position.

Is this a federal or state mandate: Yes No

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

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

Commission on the Status of Women Faculty, Office of the Vice Provost for Faculty and Equity

Date Submitted to SCC Secretary: 5/12/23

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

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

Checklist items	Yes	No	N/A	Comments
The <i>social</i> impact on students, staff, faculty, others was considered (e.g. encourages a positive sense of community through an ethic of care, compassion, collaboration and/or belonging).	X			This policy ensures equity and transparency across campus, which supports physical, mental, social, and economic well-being of all faculty, staff, students.
The <i>economic</i> impact on students, staff, faculty, others was considered.	X			
The <i>physical health</i> impact on students, staff, faculty, others was considered (e.g. facilitates healthy lifestyle choices, meeting of basic human needs, and/or a safe physical environment).	X			
The <i>mental health</i> impact on students, staff, faculty, others was considered (e.g. supports skills and habits to manage stress, strengthen resilience, reduce substance abuse, and promote help seeking).	X			
Inclusive language is used (i.e. gender pronouns are not used or are inclusive, race/ethnicity, religion, etc.).	X			
Input from the key stakeholders (students, staff, faculty, other) was sought and included during the development/revision of the policy	X			The request to review this policy came from the Office of the Provost/Faculty Affairs and Equity. Input came from the Commission on the Status of Women Faculty, which has faculty members from all colleges.
Input was sought from on-and off-campus offices, departments, and organizations to ensure the policy is responsive to community needs.	X			
This policy contributes to creating an environment that is safe and conducive to living, learning, working, and recreating.	X			
The policy addresses evaluation, including a person/office/entity responsible for tracking outcomes that ensure changes are positive.	X			
This policy, as written, can be enforced/implemented/applied in a sustainable manner (e.g. human resources, financial resources needed, etc.)	X			

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

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

North Dakota State University

Policy Manual

SECTION 350.1 BOARD REGULATIONS ON ACADEMIC FREEDOM AND TENURE; ACADEMIC APPOINTMENTS

SOURCE: SBHE Policy Manual
Section 605.1, 605.2, 605.3, 605.4
NDSU President

1. General Principles

- a) A college or university is a forum for ideas, and it cannot fulfill its purpose of transmitting, evaluating, and extending knowledge if it requires conformity with any orthodoxy of content and method. Academic freedom and tenure are both important in guaranteeing the existence of such a forum. This policy is intended to enable institutions under the authority of the Board to protect academic freedom.
- b) The purpose of tenure is to assure academic freedom. Academic freedom applies to all scholarly pursuits. Freedom in scholarship is fundamental to the advancement of knowledge and for the protection of the rights of the faculty members and students. It carries with it duties and responsibilities correlative with rights. These duties and rights are set forth in policy 401.1, relating to Academic Freedom, and the **1940 Statement of Principles on Academic Freedom and Tenure** (Rev. 1990), adopted by the American Association of University Professors and the Association of American Colleges. These policies apply to all institution faculty unless otherwise indicated.
- c) Tenure is awarded by the Board upon recommendation of the Chancellor, following review and recommendations made pursuant to the procedures established at the institution and a recommendation by the institution's president to the Chancellor. A favorable recommendation means that the applicant meets all of the prerequisites and criteria and the award of tenure is consistent with the sound fiscal management and academic priorities of the institution and the system of education under the control of the Board. Tenure recommendations submitted to the Board shall include a brief summary of the candidate's qualifications and reasons for the recommendation. Tenure is not an entitlement, and the granting of tenure requires an affirmative act by the Board. Tenure is limited to the academic unit or program area in the institution in which tenure is granted and shall not extend to an administrative or coaching position.

2. Definitions of terms used in sections 605.1, 605.2, 605.3 and 605.4 of Board Policy (350.1, 350.2, 350.3, 350.4 NDSU Policy Manual):

- a) "Academic Year" means the period, approximately nine months in duration, starting with the beginning of the Fall semester and ending following completion of the Spring semester.
- b) "Board" means the North Dakota State Board of Higher Education.

- c) "Faculty" means all members of the academic staff, excluding only coaches and administrators in their capacities as coaches or administrators.
- d) "Receipt" means either actual or constructive receipt. Constructive receipt means the sending party has taken all reasonable steps to ensure that the receiving party has received actual notice.

"Academic unit or program area" shall be defined as the department or comparable unit. Comparable unit shall be determined by the President after consultation with relevant department, college, and university faculty and representatives.

"Head of an academic unit" shall be defined as the department chair or equivalent administrative appointment. Equivalent administrative appointment includes faculty coordinating a program area who have administrative responsibility for evaluating probationary and tenured faculty and making recommendations for tenure, promotion, renewal or nonrenewal, dismissal, or termination.

3. General Procedures

- a) Because of the variety of scope and organizational structure of the institutions under the control of the Board, the faculty governance structure at each institution, in accordance with section 305.1 of these policies, shall recommend procedural regulations to the president to implement policies 605.1, 605.2, 605.3 and 605.4, including:

~~*The faculty governance structure at North Dakota State University is the University Senate. At North Dakota State University, faculty governance is the responsibility of the Faculty Senate.*~~

- 1. Procedures for continuing evaluation of both probationary and tenured faculty members; and
- 2. Criteria and procedures by which faculty members are evaluated and recommended for tenure.

Procedures for the continuing evaluation of both probationary and tenured faculty members, and criteria and procedures by which faculty members are evaluated and recommended for tenure are published in the NDSU Policy Manual, Section 352.

- b) The criteria for tenure evaluation and continuing evaluation of probationary and tenured faculty shall include scholarship in teaching, contribution to a discipline or profession through research, other scholarly or professional activities, and service to the institution and society. Institutions may adopt additional criteria. The regulations defining these criteria shall be consistent with the nature and mission of the institution.
 - 1. Institutions shall establish various tenure "plans" appropriate to the diverse missions of individual institutions, designed to encourage emphasis on research, scholarship in teaching (including, for example, utilization of technology in teaching and innovative teaching methods), service (including, for example, technology

transfer and economic development) and other areas of emphasis. Institution regulations shall include guidelines for determining weight to be given each of the criteria for tenure evaluation and continuing evaluation. The guidelines shall provide for varying emphasis on the enumerated criteria based upon the faculty member's plan, the needs of the institution and the background, abilities and interests of the faculty member.

2. Tenured and probationary faculty contracts shall identify the faculty member's tenure plan and describe the faculty member's duties and goals. The contracts shall specify the weight to be given the criteria for evaluating performance. The contract provisions shall be reviewed and, when appropriate, revised as a part of the faculty member's periodic evaluations.
- c) Eligibility for tenure requires a probationary period of six years of continuous academic service to the institution, during which the faculty member is evaluated at least annually according to an evaluation process designed to foster continuous improvement. The term may be extended beyond six years or the continuous service requirement may be waived in exceptional circumstances. Institutions shall establish procedures for granting extensions or waivers of the continuous service requirement in exceptional circumstances, which must include maternity or parental leave and appropriate accommodations for faculty members with disabilities. Institution procedures may define additional exceptional circumstances including, for example, family emergencies or extended illness.

A faculty member desiring an extension of the six-year probationary period or a waiver of the continuous service requirement based on exceptional personal or family circumstances shall make a written request for an extension or waiver to the department chair or head of the academic unit. The written request shall be made within 90 days from the time of the exceptional circumstances justifying the extension or waiver request. The chair or head of the academic unit shall forward a recommendation on the request to the Dean who shall also review the matter and forward a recommendation on the request to the Provost. Approval of the extension or waiver request rests with the Provost and the President of the University. Denial of an extension or waiver request is a matter related to promotion and tenure appealable pursuant to Policy 350.

- d) An institution may, subject to procedural requirements stated in this policy and sections 605.2, 605.3, and 605.4, decline to renew the contract of probationary faculty without cause at any time during the probationary period.
4. Faculty appointments shall be probationary, tenured or special.
 - a) PROBATIONARY APPOINTMENTS are renewable annually and yield credit toward tenure. The probationary term is limited to six years of continuous academic service, excluding extensions to the term or exceptions to the continuous service requirement granted in exceptional circumstances.
 1. An individual with previous professional experience may, at the discretion of the institution, be given tenure credit not to exceed three years for this experience, with such credit to be regarded as academic service to the institution for the purpose of these regulations. The faculty member shall be informed in writing of

this policy and the institution's decision prior to or at the time of appointment.

Acceptability of tenure credit shall be evaluated by the department chair and the dean or director of the college or equivalent unit. Approval of credit toward tenure rests with the Provost and the President of the University.

2. Time spent on leave of absence or developmental leave may be counted, up to a maximum of two years, as academic service for the purposes of these regulations. The amount shall be determined, and the faculty member informed in writing, including any applicable conditions, prior to authorization of the leave.

Approval for leave credit is required by the department chair, dean, and Provost.

- b) TENURED APPOINTMENTS recognize a right, subject to Board policy, to continuous academic year employment in an academic unit or program area as defined by an institution and stated on the contract. A faculty member shall qualify to be recommended for a tenured appointment by satisfying the criteria for tenure developed in accordance with subsection 3 of this policy.

1. The following persons are not eligible for tenured appointment:

- i. Faculty members with a part-time or temporary appointment. However, faculty members who have been awarded part-time tenure as established by previous Board policy and those who accept a part-time appointment after being awarded tenure in a full-time position shall continue to have such tenure recognized.
- ii. An institution's president:

The President's Office maintains the list of faculty members who have been awarded part-time tenure under previous Board policy.

2. The Board may, following review and recommendations made pursuant to the procedures established at an institution award tenure in exceptional circumstances, defined by the institution's procedures, to an institution's chief academic officer or to any other person appointed to the faculty who has not met the eligibility requirement of subdivision 3 (c) of this policy, provided that the person, at the time tenure is granted has:
 - i. Held a tenured appointment at another institution, or
 - ii. Been a faculty member at the institution for at least one prior academic year.
3. The Board may, following review and recommendation made pursuant to the procedures established at an institution award tenure in exceptional circumstances, defined by the institution's procedures, to any person appointed to the faculty who has not met the eligibility requirements of subdivisions 3(b) and 3(c) of this policy, provided that the person has a documented record of outstanding achievement and consistent excellence in a discipline or profession gained through research, scholarly or professional activities, or service.

Materials in support of a candidate for tenure under exceptional circumstances shall be submitted to the department or academic unit in which tenure is sought. The materials shall be reviewed at the department or unit level and the chair or head of the academic unit shall forward the unit's recommendation to the Dean and the college PTE committee, who will review the materials and unit recommendation and make independent recommendations to the Provost. The Provost will review the materials and recommendations and provide a recommendation to the President who will make a final recommendation to the State Board of Higher Education.

- c) SPECIAL APPOINTMENTS do not involve either tenure credit or status. Special appointments are all appointments except tenured or probationary appointments, including:
1. Courtesy adjunct appointments awarded in accordance with Board policy to professional people who contribute to the academic or research program of the institution;
 2. Visiting appointments for people holding academic rank at another institution of higher education;
 3. Appointments of retired faculty members on special conditions;
 4. Initial appointments supported wholly or partially by other than state appropriated funds;
 5. Appointments clearly limited to a brief association with the institution, as defined by the institution;
A brief association, as defined at NDSU, will be a maximum duration of six consecutive years. Exceptions to this policy must be approved by the chair, dean and Provost.
 6. Terminal appointments given with notice of non-renewal to faculty members who were previously on probationary appointment. A terminal appointment with notice of nonrenewal must be given to a faculty member no later than the end of the sixth year of probationary appointment if the decision is made to deny tenure;
 7. Part-time faculty;
 8. Lectureship appointments, which shall be for performance of specifically assigned academic duties only, without general faculty responsibilities;

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

A Senior Lecturer appointment is also available for academic staff of distinguished merit and ability when a probationary faculty appointment is either inappropriate or unavailable.

Factors to be considered in awarding a Senior Lecturer appointment include the academic degree and years of experience of the candidate, as well as the level of courses taught and the quality of instruction. Senior lecturers may be expected to participate in college activities and committees.

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

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

9. Graduate teaching assistant appointments.

10. Postdoctoral fellowships and clinical appointments; and

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

12. Research Professorships

- i. **Research Professorships** shall be for faculty members whose primary function is research in a position that is supported entirely by extramural funding; provided however, funding for faculty members located at branch stations of the North Dakota Agricultural Experiment Station is not limited to extramural funds. Research Professorships are offered to individuals with experience and scholarly qualifications comparable to regular faculty members at the same rank. Thus, the appointments may be made at the levels of a) Research Assistant Professor, b) Research Associate Professor, or c) Research Professor. Research Professorships shall be hired using existing university policies and guidelines, and the appointment must be associated with an academic department and/or a research unit within an academic department. It may, however, be made in one or more departments. If the appointment is a joint appointment between two units, the appointment must exceed 50% in one of the units, and the Chair/Head in the majority unit would take primary responsibility for annual evaluations.

- ii. To the extent applicable, the duration of the appointment is based upon extramural funding. Research Professorships neither carry tenure nor are eligible for tenure.
- iii. The position is typically 100% research. No teaching or university service is expected, but professional service (e.g., reviewing submissions; presenting at conferences) is an inherent responsibility of the position. Departments may have different expectations concerning the role that the appointee plays in departmental service activities (e.g., attending the departmental meetings, voting on departmental issues). Research Professorships will not typically involve formal classroom teaching. In rare cases in which a Research Faculty is considered for a teaching assignment, a separate part-time teaching appointment is required, and the Research Faculty should reduce their research effort accordingly. All non-research activities are, of course, subject to constraints imposed by the funding agencies providing support for the primary appointment.
- iv. Research Professorships are not counted for the purposes of determining unit representation for University Governance. The appointee's role in graduate education shall be governed by the department and by existing policies of the Graduate School.
- v. An annual written evaluation will be completed by the department Chair/Head. If the Research Faculty is working within a research group, then the Chair/Head shall consult with the Research Director of the Principal Investigator for input on the appointee's evaluation. It is essential that the evaluation be based upon a current position description. One component of the annual review will be the assessment of past and upcoming funding for the position.
- ~~vi. Faculty in Research Professor positions are not eligible for tenure, though promotion through ranks is possible, based on time in rank and satisfactory evaluation of assigned responsibilities. Assistant or Associate Research Professors are eligible for promotion after a minimum of five years in rank, or earlier if promotion credit was negotiated at the time of hire. An application for promotion follows the process and timeline specified in the PTE Guidelines (see Policy 352). Promotion shall be based primarily on demonstrated success in research and knowledge dissemination, evidenced by publications, extramural funding, and supervision of graduate students.~~
- ~~vi. Promotion is initiated via a departmental recommendation. The recommendation is signed by the College's Promotion, Tenure and Evaluation Committee, by the Dean, and by the Provost. Typically promotion cannot be achieved until the candidate has spent a minimum of five years in rank. Promotion shall be based primarily on demonstrated success in research, publications and extramural funding (i.e.; demonstration of knowledge dissemination in his/her field, supervision of graduate researchers, and/or continued funding support.~~
- vii. A Research Faculty member is eligible to apply for a tenure-track position. Upon recommendation by the chair, dean, and the Provost, up to 3 years prior experience in a Research Professorship can be counted toward tenure.

13. Professor of Practice

- i. The designation, Professor of Practice, shall be for faculty members whose primary function is to teach in their academic discipline and carry out other responsibilities assigned at the discretion of the department or college, including apportionment of their time to service and/or other professional responsibilities. Appointments at the Assistant, Associate, and Full Professor of Practice are based on academic qualifications, as describe below.
 - a) **Assistant Professor of Practice.** For appointment as Assistant Professor of Practice, candidates must have a terminal degree or equivalent professional experience, and demonstrated professional or industrial/business experience. The length of appointment may be 1-3 year, renewable every year upon satisfactory performance of assigned responsibilities, the majority of which will be instructional activities and practice.
 - b) **Associate Professor of Practice.** For appointment as Associate Professor of Practice, candidates must have a terminal degree or equivalent professional experience, evidence of leadership in instructional activity in academic or professional instruction that has had a significant impact on the department, college, university, or profession. The length of appointment may be 1-4 years, renewable every year upon satisfactory performance of assigned responsibilities, the majority of which will be in instructional activities and practice.
 - c) **Professor of Practice.** For appointment as Professor of Practice, candidates must have a terminal degree or equivalent professional experience, evidence of contributions to advancing learning in the field (i.e. national visibility in dissemination of instructional methods and/or materials, successful grant funding for instructional activities/innovations, leadership in professional organizations.) The length of appointment may be 1-5 years, renewable every year upon satisfactory performance of assigned responsibilities, the majority of which will be in instructional activities and practice.
- ii. Departments may have different expectations concerning the role that the appointee plays in departmental service activities (e.g., attending departmental meetings, voting on departmental issues). The appointee's role in graduate education shall be governed by the department and by the existing policies of the Graduate School. An annual written evaluation will be completed by the department Chair/Head.
- iii. Faculty in Professor of Practice positions are not eligible for tenure, though promotion through ranks is possible, based on time in rank and satisfactory evaluation of assigned responsibilities. Assistant or Associate Professors of Practice are eligible for promotion after a minimum of five years in rank, or earlier if promotion credit was negotiated at the time of hire. An application for promotion follows the process and timeline specified in the PTE Guidelines (see Policy 352). Promotion shall be based primarily on demonstrated success in instructional activities and other assigned responsibilities.
- ~~iii. The position of Assistant, Associate, or Professor of Practice neither carries tenure nor eligibility for tenure, though promotion is possible through ranks,~~

~~based on time in rank and satisfactory evaluation of assigned responsibilities. Promotion is initiated via a departmental recommendation. The recommendation is signed by the College's Promotion, Tenure and Evaluation Committee, by the Dean, and by the Provost. Typically, the promotion cannot be achieved until the candidate has spent a minimum of five years in rank. Promotion shall be based primarily on demonstrated success in instructional activities and other assigned responsibilities.~~

- iv. A faculty of practice member is eligible to apply for a tenure-track position. Upon recommendation by the chair, dean and Provost, up to 3 years prior experience in a Professorship of Practice can be counted toward tenure probation.

(d) CONVERSION OF FACULTY APPOINTMENTS is possible under the following conditions and according to the following procedures.

1. After at least three years of service as a research professor or professor of practice at any rank, a faculty member, with recommendation of the unit (according to unit policy), may apply to have their position considered for conversion to a probationary tenure-track position. The application follows the same process as for Promotion, Tenure, and Evaluation (PTE) review of tenure-line faculty. Following the PTE Guidelines (see Policy 352), the applicant prepares and submits a portfolio for evaluation by the PTE committees of the department and the college and by the chair and the dean, to be completed no later than the end of the following semester. In the case of a positive recommendation, the evaluations must advise the applicant on progress toward tenure and promotion (as would a third-year review). Based upon recommendations of the committees and administrators, the Provost may convert the research/practice professor position to a probationary tenure-track position at the same or lower rank, with up to three years of prior faculty experience credited toward tenure probation. The tenure-track position begins at the start of the next academic year. If conversion of the position is approved, the faculty member may not subsequently apply to convert the position back to a research/practice professor position.
2. After at least three years of service in a probationary tenure-track position, but no later than one year before the deadline for submitting their tenure portfolio, a faculty member may apply to have their position considered for conversion to a research/practice professor position. Following the PTE Guidelines (see Policy 352), the applicant prepares and submits a portfolio for evaluation by the departmental PTE committee and the chair, to be completed no later than the end of the following semester. Based upon recommendations of the departmental PTE committee and the chair, the dean may convert the tenure-track position to a research/practice professor position at the same rank, with up to three years of prior faculty experience credited toward time in position for promotion. The research/practice faculty position begins at the start of the next academic year. If conversion of the position is approved, the faculty member may not subsequently apply to convert the position back to a tenure-track position.
- 1.3. After at least three years of service as a senior lecturer, a faculty member, with recommendation of the unit, may apply to have their position considered for

conversion to a professor of practice position. Following the PTE Guidelines (see Policy 352), the applicant prepares and submits a portfolio for evaluation by the departmental PTE committee and the chair, to be completed no later than the end of the following semester. Based upon recommendations of the departmental PTE committee and the chair, the dean may convert the senior lecturer position to a practice professor position at assistant rank. The practice faculty position begins at the start of the next academic year.

5. The general terms and conditions of appointment shall be provided the appointee in a written contract. The contract shall state whether the appointment is probationary, tenured or special. The term of a contract, except contracts made pursuant to paragraph 4(c)(11), shall generally not exceed one year. A multiple-year contract must be subject to termination upon discontinuance of the program in which the faculty member is employed, non-appropriation or loss of funds, or other financial exigency.

For faculty on nine- or ten-month contracts covering the traditional academic year (generally, August to May), institutions shall not later than June 30 each year, provide notice of renewal terms with a contract, agreement or appointment letter to be signed by both parties. Absent good cause or agreement extending or establishing a different deadline, faculty must sign and return a contract or other document indicating acceptance of contract terms not later than July 20. Institutions shall establish procedures providing that failure to return a signed contract or other document indicating acceptance of contract terms by July 20 constitutes a resignation resulting in termination of employment, effective July 20, except for good cause shown by the faculty member or unless the institution has granted an extension. Prior to the end of the spring semester each year, institutions shall provide notice to faculty summarizing the process and deadlines for contract renewal, including information on extending deadlines to accommodate faculty who may be traveling or not able to readily receive and respond to communications during summer months.

For a faculty appointment, the contract consists of the letter offering the position, the annual notice of renewal terms, the current job description of the individual faculty member, and the current policies and procedures of NDSU and the State Board of Higher Education. The department chair or head of an academic unit will ensure that all faculty have job descriptions that are periodically reviewed and updated. Each job description will be signed by the Dean, the Chair or head of the academic unit, and the faculty member and filed in the faculty member's official personnel file. Each job description shall specify how a faculty member's assigned responsibilities will be allocated among teaching, research, and service which will determine the weight to be given to each area of responsibility for tenure, promotion, and continuing evaluations.

6. The institutional process for evaluation of faculty, the criteria and minimum expectations for promotion and for tenure, and provisions concerning required notices, shall be made known to the appointee at the time of appointment. This disclosure may be accomplished by a published description of the process, criteria, and expectations in a faculty handbook or similar document. Such provisions are subject to change according to processes established for adoption or amendment of Board and institutional policies. Institution procedures shall provide for annual evaluation of all full-time faculty. The procedures shall include provisions requiring that evaluations are completed in a timely and appropriate fashion and that the institution takes appropriate remedial action in response to unsatisfactory evaluations. Evaluation criteria shall relate to a faculty member's duties and goals and be appropriately

weighted in accordance with the terms of the faculty member's contract. Evaluations of all teaching faculty must include significant student input.

At the time of appointment, the appointee shall be provided with information, which contains the institutional process for evaluation of faculty, as well as minimum expectations for promotion and tenure. In addition, specific departmental and college guidelines for promotion, evaluation and tenure, if applicable, will be made available to the appointee.

The dean or director of the college or equivalent unit will be responsible for providing these documents to the appointee.

Note: Since this Policy repeats Board Policy, the section numbers in the Board Policy refer to Board Policy numbers. The italicized portions of Policies 350.1-350.4 are NDSU Policy which implement or supplement Board Policy.

HISTORY:

Replaces portions of Policy 605 SBHE Minutes April 25, 1995 pg 6554

Amended April 25, 1995

Amended July 1, 1996

Amended January 1997

Amended June 1997

Amended February 2001

Amended October 2001

Amended August 2003

Amended October 2005

Amended October 2007

Amended December 2008

Amended December 19, 2011

Amended September 25, 2012

Amended October 4, 2012

Amended November 29, 2015

Amended November 25, 2019

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 [ndsus.scc@ndsus.edu](mailto:ndsuscc@ndsus.edu).

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

Policy Number and Name: **335 Academic Integrity in Instructional Contexts**

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):

Enhancing the language, especially around appeals, so that students understand the process more easily. I work with students on a regular basis who do not understand how to make an appeal, so I am addressing their questions and issues with these changes. I have made comments on the changes, as to what they are specifically addressing.

Is this a federal or state mandate: Yes No

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

Other: The policy applies to administrators, faculty, students, and former students.

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

Melissa Lamp, Office of the Provost – maintains academic misconduct database and works with students and faculty to assist with understanding the policy and process

Date Submitted to SCC Secretary: 1/11/2024

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

melissa.lamp@ndsus.edu

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

Checklist items	Yes	No	N/A	Comments
The <i>social</i> impact on students, staff, faculty, others was considered (e.g. encourages a positive sense of community through an ethic of care, compassion, collaboration and/or belonging).	Y			Compassion for students in helping them understand processes
The <i>economic</i> impact on students, staff, faculty, others was considered.			NA	
The <i>physical health</i> impact on students, staff, faculty, others was considered (e.g. facilitates healthy lifestyle choices, meeting of basic human needs, and/or a safe physical environment).			NA	
The <i>mental health</i> impact on students, staff, faculty, others was considered (e.g. supports skills and habits to manage stress, strengthen resilience, reduce substance abuse, and promote help seeking).	Y			Students are overwhelmed by this policy and clarity may alleviate some of that frustration
Inclusive language is used (i.e. gender pronouns are not used or are inclusive, race/ethnicity, religion, etc.).	Y			
Input from the key stakeholders (students, staff, faculty, other) was sought and included during the development/revision of the policy	Y			Changes are made based on conversations with students and faculty over many years. Input was received from Vice Provost for Assessment/Strategic Initiatives.
Input was sought from on-and off-campus offices, departments, and organizations to ensure the policy is responsive to community needs.			NA	
This policy contributes to creating an environment that is safe and conducive to living, learning, working, and recreating.	Y			Helps uphold the integrity of the institution
The policy addresses evaluation, including a person/office/entity responsible for tracking outcomes that ensure changes are positive.			NA	
This policy, as written, can be enforced/implemented/applied in a sustainable manner (e.g. human resources, financial resources needed, etc.)	Y			

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

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

North Dakota State University

Policy Manual

SECTION 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.
 - iii.
 - b) Receiving, possessing, distributing or using any material or assistance not authorized by the instructional staff member in the preparation of papers, reports, examinations or any class

assignments to be submitted for credit as part of a course or to fulfill other academic requirements;

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

Deleted: others (e.g., by PRS or attendance sheet)

Commented [LM2]: Rewritten for clarity.

Deleted: T

Deleted: of academic honesty

Deleted: A

Deleted: the

Deleted:

- b) Students participating in academic misconduct are subject to disciplinary action even when not enrolled in the course where the academic misconduct occurred.
4. Fairness. Instructional staff members and administrators are responsible for procedural fairness to any student accused of academic misconduct. An instructional staff member who suspects that academic misconduct has occurred in his/her class or other instructional context has an initial responsibility to:
- a) inform the student involved of his/her suspicion and the suspicion's grounds;
 - b) allow a fair opportunity for the student to respond;
 - c) make a fair and reasonable judgment as to whether any academic misconduct occurred; and
 - d) inform the student of the judgment, penalty (if any), and the student's right to appeal 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. [Instructors can recommend penalties outside of the scope of the class in which the misconduct took place; the recommendations can be written into the Student Academic Misconduct Tracking form, which would then be evaluated by the Dean of the instructor's college to decide if additional penalties are warranted.](#)
 - 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

Commented [LM3]: Addresses what happens when an instructor recommends or imposes a penalty that the instructor does not have jurisdiction over, such as expulsion. It is up to the Dean to decide if the penalty for anything outside of the instructor's classroom jurisdiction would be imposed.

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. 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 in the following situations:

- a) The instructional staff member's decision was made in an arbitrary or unnecessarily harsh manner;
- b) The instructional staff member's decision was not substantiated by adequate evidence;
- c) The student's rights were violated.

Review of academic misconduct decision-making:

In all instances, student appeals are first considered by the instructional staff member. The student can initiate the appeal by sending written communication to the instructor who imposed the penalty. If the instructional staff member upholds the penalty, the student shall be notified of the decision and can submit the written 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 of the instructional staff member's 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.

NDSU respondents 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 misconduct information may be removed from the database identified in Section 4.

8. Rights of the instructional staff member for cases in which an appeal has been overturned. In cases where the academic misconduct penalty has been overturned, a faculty member may request a review by the Academic Integrity Committee or by a sub-committee appointed by the

Moved down [1]: In cases where the penalty has been overturned, a faculty member may request a review by the Academic Integrity Committee or by a sub-committee appointed by the Academic Integrity Committee ("Committee"). The Committee may not overturn the decision of Administration, but it may review the process to ensure that the policy was properly followed, while also addressing any negative consequences for the faculty members. The Committee shall provide its written findings, including its rationale, to all parties involved. The goal of this process shall be to improve policy implementation.¶

Commented [LM5]: Students are often unsure how to appeal something. Since there is no form, stating that the student needs to send a written communication to the instructor should help them understand the process.

Deleted: in

Deleted: College

Deleted: , if the decision is not overturned by the instructional... staff member or the Dean staff member or the Dean

Deleted: staff member or the Dean

Deleted: applicable

Moved (insertion) [1]

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.31" + Indent at: 0.56"

Academic Integrity Committee ("Committee"). The Committee may not overturn the decision of the Chair/Head, Dean, or Provost, but it may review the process to ensure that the policy was properly followed, while also addressing any negative consequences for the faculty members. The Committee shall provide its written findings, including its rationale, to all parties involved. The goal of this process shall be to improve policy implementation.

Deleted: Administration

Commented [LM7]: Moved from appeal section, since it is information for the instructor and not the student.

9. 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 Office of the Provost, 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.

Deleted: Vice Provost for Student Affairs and Enrollment Management, Registrar, and

Deleted: Director of Admission

10. 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 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. The graduate has 30 business days after receiving the Committee or Council 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 Office of the Provost of the results of the final decision on rescinding the academic credential(s).

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
Housekeeping	March 24, 2021
Amended	May 13, 2022
Housekeeping	June 10, 2022
Amended	January 4, 2023
Amended	November 13, 2023

