

**Meeting Agenda**

May 6, 2024

- I. Call to Order.
- II. Adoption of the Agenda.
- III. Approval of Meeting Minutes from April 15, 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. Lisa Montplaisir, Faculty Senate President-Elect
  6. Kristi Steinmann, President of Staff Senate
  7. Kaylee Weigel, President of Student Government
  8. Seinquis Leinen, Director of Admissions
  9. Kathryn Kloby, VP for Communications and Marketing
  10. Alicia LaFerriere, NDSU Bookstore
- V. Consent Agenda.
  1. UCC Report
  2. North Dakota Constitution of General Education Council
- VI. Special Order
  1. Election to for 2024-5 President Elect of Faculty Senate
    - i. Nominee – Christina Weber
- VII. New Business
  1. Policy 336 – Examinations and Grading
  2. Policy 133.1 – Tuition Waiver – Spouse/Partner and Dependents
- VIII. Adjournment.

**Meeting Minutes**

April 15, 2024

- I. Call to Order
  - Meeting called to order at 3:01 pm
  - Substitutions
    - Bhagavathula for Huseth-Zosel
    - Mullet for McWood
    - Denton for Kryjevskaja
    - Jha for Magel
- II. Adoption of the Agenda
  - MOTION to adopt the agenda (Hearne/Secor)
  - Motion Passes by unanimous consent
- III. Approval of Meeting Minutes from March 11, 2024
  - Minutes Approved by unanimous consent
- IV. Announcements
  1. David Cook, President
    - Not present, no announcements
  2. David Bertolini, Provost
    - HHS dean search complete - in the Provost's hands
    - VP FA finished their work last week – in Provost's hands
    - VP AA closed last week, committee working through those applicants (total of 19 applicants)
  3. Kristi Steinmann, Staff Senate President
    - Shared Governance Summit Open Forum on Wednesday, April 17 @ 2pm in AG Hill 130/132
  4. Kaylee Weigel, Student Body President
    - Concluded Student Body elections
      - New officers take office on April 28<sup>th</sup>
    - Alumni social with student government leadership happening next week
  5. Warren Christensen, Faculty Senate President
    - Thanks to Kristi Steinmann and Phil hunt for organizing the Shared Governance Summit
      - Goal is to think about how to operationalize changes on campus
      - Zoom option available.
  6. Erin Gillam, Faculty Senate Past-President
    - No announcements

## V. Consent Agenda

1. UCC Report
2. Charge for the Ad Hoc Workload Committee
  - Committee membership: Erin Gillam, Febina Mathew, Ken Magel, Sarah Boonstoppel, Tom Ambrosio
  - Committee charge: To revise Policy 322 (Equitable and Transparent Faculty Workloads) in a manner that addresses feedback received from Faculty Senate and objectives communicated from the State Board of Higher Education
- MOTION to Approve the Consent Agenda (Smith/Travers)
  - MOTION Passes by unanimous consent

## VI. General Order

1. Election to fill the Vacant President Elect position
  - Lisa Montplaisir elected as Faculty Senate President-Elect (to fill Jeremy Jackson's vacated position) (24 MONTPLAISIR: 9 MAGEL)
    - Secret ballot, votes not recorded in Appendix 2
2. Modification of Faculty Senate Bylaws
  - MOTION to Approve Bylaw changes (Wood/Gillam)
    - Change is to make a Standing Committee on Policy 352 (Promotion, Tenure and Evaluation)
    - Smith: Concern that there is no representation from CSWF, Promotion to Professor Task Force or Faculty Affairs Committee
    - Hearne: Does not support the motion. Every time Policy 352 is changed, college and unit policies need to be modified as well
    - Gillam: supports the motion. Focus needs to be on best practices nationally related to promotion, tenure and evaluation
    - Huseynov: Does not support the motion – it is too much for units to keep up with changes to Policy 352
      - Also commented on two redundant lines in the committee responsibilities
    - Denton: Committee responsibilities listed come directly from the charge to the ad hoc committee from FS in 2013
    - Boonstoppel: Supports the motion – sees the committee has helping to guide change.
  - MOTION to Amend (Hearne/Nelson): ADD under *Committee responsibilities*: “Review and support the development of college and departmental PTE criteria and evaluation documents”
    - Kilina: could be interpreted by units as pressure or a command for how to develop their policies
    - Mathew: Will be perceived as micromanagement by the university of the college and departments/units

- Denton: Historically, college and unit policies were reviewed by VP FA&E to assist with alignment with Policy 352
- Benton: Might help to remove “review” from the statement
- Hearne: Idea is that this should mean the Policy 352 committee cares about what is happening at the college and unit levels
- Smith: This idea of vetting Policy 352 changes should be the job of the Faculty Senate to talk with their constituents and delay changes if it seems the changes will be detrimental to colleges or other units
- Hong: issue with department policies not being rapidly approved at the college level and resulting in lack of agreement with Policy 352
  - Kilina: people hired under older versions of the policy get to choose which policy they go up under
- MOTION to Amend Fails (14 AYE; 21 NAY; 2 ABSTAIN)
  - See Q1 in Appendix for voting record
- MOTION to Amend to add representation from Commission for the Status of Women Faculty, Faculty Affairs Committee and Promotion to Professor Task Force to the Policy 352 committee as voting members (Smith/Nelson)
  - Denton: Those members were crucial components of the committee
- MOTION to Amend Passes (32 AYE; 4 NAY; 0 ABSTAIN)
  - See Q2 in Appendix for voting record
- MOTION to Approve Passes (32 AYE; 3 NAY; 2 ABSTAIN)
  - See Q3 in Appendix for voting record

## VII. New Business

1. MOTION to Add “Suspension of the Rules to Move the May Faculty Senate Meeting to May 6, 2024” under New Business (Gillam/Hearne)
  - MOTION Passes by unanimous consent
2. Policy 325. Academic Freedom
  - MOTION to Approve (Del Rio Mendoza/Akhmedov)
  - MOTION to Approve Passes (32 AYE; 0 NAY; 2 ABSTAIN)
    - See Q4 in Appendix for voting record
3. Suspend the Rules and Move the May Meeting to May 6, 2024
  - MOTION to Approve (Gillam/Benton)
    - Christensen: Explained reasoning, requires a  $\frac{3}{4}$  majority vote
  - MOTION to Approve Passes (36 AYE; 1 NAY; 0 ABSTAIN)
    - See Q5 in Appendix for voting record

## VIII. Adjournment

- MOTION to Adjourn (Hearne/Akhmedov)
- Meeting adjourned at 3:45pm

Appendix 1. Attendance Record for April 15, 2024 Faculty Senate Meeting

Last Name	First Name	April 15		Last Name	First Name	April 15
Akhmedov	Azer	X		Secor	Gary	P
Ambrosio*	Tom			Smith	Matthew	X
Amiri	Ali	X		Steig	Jayme	X
Andrianova	Anastassiya			Sun	Rex	X
Barabanov*	Nikita			Tangen	Jodi	X
Benna	Justin	X		Travers	Steve	X
Benton	Brad	X		VanSickle	Candace	X
Boonstoppel	Sarah	X		Vold	Jessica	X
Choi	Bong-jin	X		Wood	Scott	X
Choi	Juwon			Wu	Xiangfa	
Christensen	Warren	X				
Del Rio Mendoza	Luis	X				
Gao	Jerry	X				
Gillam	Erin	X				
Hatterman-Valenti	Harlene	X				
Haug	Karla	X				
Hearne	Robert	X				
Hershberger	John					
Hong	David	X				
Huseth-Zosel	Andrea	P				
Huseynov	Fariz	X				
Jackson	Jeremy					
Jeong	Inbae	X				
Kilina	Svetlana	X				
Kirkpatrick	Sarah	X				
Kryjevskaja	Mila	P				
Larson	Jamee	X				
Law	Quincy					
Li	Jin	X				
Magel	Ken	P				
Mathew	Febina	X				
Mataic	Dane	X				
Matthew	Sijo	X				
McGrath	Ryan	X				
McWood	Leanna	P				
Nelson	Kjersten	X				
Peltier	Allison	X				
Rahman	Mukhlesur	X				
Rao	Jiajia	X				
Roberts	David					
Ross	Darrell					

Appendix 2. Voting Record for April 15, 2024 Faculty Senate Meeting

Participant	Q1	Q2	Q3	Q4	Q5
Azer Akhmedov	NAY	AYE	AYE	AYE	AYE
Justin Benna	NAY	AYE	AYE	AYE	AYE
Bradley Benton	AYE	AYE	AYE	AYE	AYE
Akshaya Bhagavathula	AYE	AYE	AYE	AYE	AYE
Sarah Boonstoppel	NAY	AYE	AYE	AYE	AYE
Luis Del Rio Mendoza	NAY	AYE	AYE	AYE	AYE
Jerry Gao	NAY	AYE	AYE	AYE	AYE
Erin Gillam	NAY	AYE	AYE	AYE	AYE
Harlene Hatterman-valenti	NAY	AYE	AYE	ABST	AYE
Karla Haug	AYE	AYE	AYE	AYE	AYE
Robert Hearne	AYE	NAY	NAY	AYE	AYE
Yongtao Hong	NAY	-	NAY	AYE	AYE
Fariz Huseynov	ABST	AYE	ABST	AYE	AYE
Inbae Jeong	AYE	AYE	AYE	AYE	AYE
Ajay Kumar Jha	AYE	NAY	NAY	AYE	AYE
Svetlana Kilina	NAY	AYE	AYE	-	AYE
Sarah Kirkpatrick	NAY	AYE	AYE	AYE	AYE
Jamee Larson	NAY	AYE	AYE	AYE	AYE
Jin Li	NAY	NAY	ABST	AYE	AYE
Dane Mataic	NAY	AYE	AYE	AYE	AYE
Febina Mathew	NAY	AYE	AYE	AYE	AYE
Sijo Mathew	AYE	AYE	AYE	AYE	AYE
Ryan McGrath	ABST	AYE	AYE	AYE	AYE
Lisa Montplaisir	NAY	AYE	AYE	AYE	AYE
Natira Mullet	AYE	AYE	AYE	AYE	NAY
Kjersten Nelson	NAY	AYE	AYE	AYE	AYE
Md Mukhlesur Rahman	AYE	AYE	AYE	-	AYE
Jiajia Rao	AYE	AYE	AYE	-	AYE
Gary Secor	AYE	NAY	AYE	AYE	AYE
Matthew Smith	NAY	AYE	AYE	AYE	AYE
Jayme Steig	NAY	AYE	AYE	AYE	AYE
XIN Sun	AYE	AYE	AYE	AYE	AYE
Jodi Tangen	AYE	AYE	AYE	AYE	AYE
Steven travers	AYE	AYE	AYE	ABST	AYE
Candace Vansickle	NAY	AYE	AYE	AYE	AYE
Jessica Vold	NAY	AYE	AYE	AYE	AYE
Scott Wood	NAY	AYE	AYE	AYE	AYE

**University Curriculum Committee Report  
For Faculty Senate Meeting on May 6, 2024**

<b>Program Update</b>
B.S. Art Education – program update to remove course no longer required by the State for licensure.
B.S. Business Education – program update to better adhere to licensure requirements.
B.S. Emergency Management – program requirement updates.
B.S./B.A. Apparel, Retail Merchandising and Design – program requirement and course prefix updates from ADHM to ARMD.
B.S./B.A. Chemistry – adding accelerated degree plan.
B.S./B.A. Journalism – program notes update allowing students to enroll in multiple COMM programs.
B.S./B.A. Management Communication – program notes update allowing students to enroll in multiple COMM programs.
B.S./B.A. Political Science – program requirement updates.
B.S./B.A. Sociology – adding new class to electives.
B.S./B.A. Strategic Communication – program notes update allowing students to enroll in multiple COMM programs.
B.S.I.E.Mgt. Industrial Engineering & Management – adding elective to the approved list.
M.A. Anthropology – program option updates.
M.S. Anthropology – program option updates.
M.S. Sociology – program option updates.
Minor Apparel, Retail Merchandising and Design – removing courses from elective list and updating ADHM prefix to ARMD.
Minor Pre-Law – program updates.
Minor Professional Selling – update notes for the program.
Minor Public Policy – adding recently approved Political Science classes to the program.
UG Cert Apparel, Retail Merchandising & Design – removing courses from elective list and updating ADHM prefix to ARMD.
UG Cert Professional Selling – program updates.

<b>New Program</b>
B.S. Data Science
Minor Forensic Science
UG Cert Sport Coaching

<b>Program Inactivation</b>
B.S./B.A. Earth Science Education - request to inactivate this program allowing campus to put a hold on the program and not admit new students for up to three years but allow current students to earn their degree.
Minor Reliability Engineering - request to inactivate this program allowing campus to put a hold on the program and not admit new students for up to three years but allow current students to earn their degree.

<b>New Courses</b>			
<b>Subject</b>	<b>No.</b>	<b>Title</b>	<b>Effective Term</b>
Universal	898	Continuing Enrollment	Fall 2024
ANTH	456	Madness and Culture	Fall 2024
ANTH	656	Madness and Culture	Fall 2024
CJ	430	Issues in Forensic Science	Fall 2024
CSCI	712	Mobile Software Engineering	Fall 2024
DATA	760	Applied Artificial Intelligence	Fall 2024
DATA	761	Applied Machine Learning	Fall 2024
DATA	766	Applied Database Systems	Fall 2024
HNES	644	Sport Finance	Fall 2024
MICR	100	Famine, Plague, and Cheese. Microbes: the cause and solution to the world's problems	Fall 2024
PHYS/CSCI	430	Quantum Computation	Fall 2024
PHYS/CSCI	630	Quantum Computation	Fall 2024

UNIV	199	New Special Topic: You Got Here, Now What? Tools for Epic Success		Fall 2024
<b>Changes in Course Descriptions and/or Requisites</b>				
Subject	No.	Title	Title/Prerequisite/Co-requisite/Description Change	Effective Term
MIS	479	Business Data Mining and Predictive Analytics	Prerequisite removal of MIS 320.	Fall 2024
ABEN	348	Agricultural Technology Exposition	Course change to make it repeatable for credit.	Fall 2024
New: ASCI Old: CHP	125	Medical Terminology for Health Professionals	Changing course prefix from CHP to ASCI.	Fall 2024
New: ASCI Old: CHP	184	Understanding and Developing Compassion in Patient Care	Changing course prefix from CHP to ASCI.	Fall 2024
ASM	348	Agricultural Technology Exposition	Course change to make it repeatable for credit.	Fall 2024
New: BUSN Old: ADHM	New: 211 Old: 411	New title: World Culture and Food Service Old title: Food and World Cultures	Course prefix, number, title and description updates.	Fall 2024
CPM	782	New title: Applied Polymer Colloid Science Old title: Physical Chemistry of Coatings	Course title change only.	Fall 2024
CSCI	425	Machine Learning	Course prerequisite update.	Fall 2024
CSCI	736	New: Computational Intelligence Old: Advanced Intelligent Systems	Course title and description update.	Fall 2024
ECON	341	Intermediate Microeconomics	Course prerequisite update. Removing ECON 202.	Fall 2024
ENGR	321	Introduction to Robotics	Removing course prerequisites.	Fall 2024
HDFS	448	Issues in Sexuality	Course prerequisite update.	Fall 2024
HDFS	462	Methods of Family Life Education	Course prerequisite update.	Fall 2024
HNES	444	New: Sport Finance Old: Sport Funding and Commerce	Course title, description and requisite updates.	Fall 2024
New: ID Old: ADHM	151	Design Fundamentals	Prefix and requisite update.	Fall 2024
New: ID Old: ADHM	161	New: Technical and Graphic Communications Old: Introduction to Manual Drafting	Prefix, title, description and requisite update.	Fall 2024
New: ID Old: ADHM	251	New: Residential Studio Old: Interior Design Studio I-Residential	Prefix, title and requisite update.	Fall 2024
New: ID Old: ADHM	253	New: Small Scale Contract Studio Old: Interior Design Studio II-Small Scale Contract	Prefix, title and requisite update.	Fall 2024
New: ID Old: ADHM	261	Visual Communications	Prefix, description and requisite update.	Fall 2024
New: ID Old: ADHM	264	Residential Systems	Prefix and requisite update.	Fall 2024
New: ID Old: ADHM	New: 265 Old: 365	CADD for Interiors	Prefix, number and requisite update.	Fall 2024
New: ID Old: ADHM	351	New: Advanced Residential Studio Old: Interior Design Studio III-Advanced Residential	Prefix, title and requisite update.	Fall 2024
New: ID Old: ADHM	353	New: Large Scale Contract Design Studio	Prefix, title and requisite update.	Fall 2024



		Old: Interior Design Studio IV-Large Scale Contract Design		
New: ID Old: ADHM	363	Commercial Lighting Design and Building Systems	Prefix and requisite update.	Fall 2024
New: ID Old: ADHM	460	Career Development and Professional Practice	Prefix and requisite update.	Fall 2024
New: ID Old: ADHM	461	Building Information Modeling	Prefix and requisite update.	Fall 2024
New: ID Old: ADHM	462	Pre-Internship Development	Prefix and requisite update.	Fall 2024
New: MGMT Old: ADHM	141	New: Travel Management Old: Tourism and International Travel Management	Prefix and title update.	Fall 2024
MGMT	434	Leading Virtual Teams	Requisite update. Adding CoB requirement.	Fall 2024
MGMT	436	Ethical Leadership	Requisite update. Adding CoB requirement.	Fall 2024
New: MGMT Old: ADHM	New: 441 Old: 401	New: Events Experience and Planning Old: Event Planning and Production	Prefix, number, title, description and requisite updates.	Fall 2024
MGMT	451	Negotiations	Requisite update. Adding CoB requirement.	Fall 2024
MGMT	471	Leading Social Entrepreneurship and Nonprofit Organizations	Requisite update. Adding CoB requirement.	Fall 2024
MRKT	350	Creativity and Innovation	Requisite update. Adding CoB requirement.	Fall 2024
MRKT	432	Entrepreneurial Sales	Requisite update. Adding CoB requirement.	Fall 2024
MRKT	436	Advanced Professional Selling	Requisite update.	Fall 2024
MRKT	438	Customer Relationship Management (CRM) and Sales Technology	Requisite update. Adding CoB requirement.	Fall 2024
MRKT	466	Digital Marketing Analytics	Removing MRKT 320 as a prerequisite.	Fall 2024
NURS	356	The Essence of Nursing	Requisite update.	Fall 2024
NURS	446L	Population Focused Nursing Care-Clinical	Prerequisite update.	Fall 2024
NURS	456	RN to BSN Immersion IV	Course description and prerequisite update.	Fall 2024
POLS	470	Quantitative Methods for Political Science and Public Policy	Prerequisite update.	Fall 2024
RELS/HIST	345	Church and State in America	Title and course description update. Adding HIST as a cross-listing.	Fall 2024
SCM	330	Supply Chain Analysis and Analytics	Course description and prerequisite update.	Fall 2024

General Education Changes/Revalidations				
Subject	No.	Title	Action	Category
New: MGMT Old: ADHM	141	Travel Management	Revalidation	Categories B and G.

**University Curriculum Committee Report - Addendum  
For Faculty Senate Meeting on May 6, 2024**

<b>Program Update</b>
B.S./B.A. Economics – program update to remove ECON 211 and update to ECON 411 or ECON 410

<b>New Program</b>

<b>Program Inactivation</b>

<b>New Courses</b>			
<b>Subject</b>	<b>No.</b>	<b>Title</b>	<b>Effective Term</b>

<b>Changes in Course Descriptions and/or Requisites</b>				
<b>Subject</b>	<b>No.</b>	<b>Title</b>	<b>Title/Prerequisite/Co-requisite/Description Change</b>	<b>Effective Term</b>

<b>General Education Changes/Revalidations</b>				
<b>Subject</b>	<b>No.</b>	<b>Title</b>	<b>Action</b>	<b>Category</b>

## **THE CONSTITUTION OF THE NORTH DAKOTA GENERAL EDUCATION COUNCIL**

The colleges and universities in the North Dakota University System and private and tribal colleges and universities do establish this General Education Constitution which shall:

- (a) identify the interests shared among faculty regarding General Education;
- (b) identify and support particular General Education interests in teaching, research, and service shared by faculty appointed to colleges and universities, hereafter referred to as institutions, with like roles and missions;
- (c) promote a continuing dialogue to compare those interests from similar institutions with those General Education interests shared by faculty appointed to institutions with differing roles and missions;
- (d) work together to promote the interests of General Education across the state at public, tribal, and private institutions;
- (e) coordinate the diverse General Education programs among these institutions and develop cooperation among these institutions, while respecting the differing missions of these institutions;
- (f) provide a forum for campuses from across the state to improve their efforts in designing, assessing, implementing, and evaluating General Education programs and teaching and learning within those programs;
- (g) assist the State Board of Higher Education and other governing bodies in their duty to improve higher education by ministering to the needs and proper development of General Education at each institution, in harmony with the best interests of the students and the people of North Dakota;
- (h) proceed in a manner which informs the System, the Board, and other governing bodies of the diversity of views on General Education issues so that they might perform their governing role for the benefit of the entire system.

### **I: NAME**

The name of this organization shall be the North Dakota General Education Council.

### **II: PURPOSE**

The purpose of the Council shall be to foster discussion and collaboration in reviewing General Education practices, assessment, and outcomes across institutions of higher learning in the state of North Dakota. Our vision of General Education is grounded in the work of the Higher Learning Commission and its "Statement on General Education" which defines General Education as being "intended to impart common knowledge and intellectual concepts to students and to develop in them the skills and attitudes that ...faculty believe every educated person should possess. From...general education a student acquires a breadth of knowledge in the areas and proficiency in the skills that...[the faculty] identifies as hallmarks of being college educated. Moreover, effective general education helps students gain competence in the exercise of independent intellectual inquiry and also stimulates their examination and understanding of personal, social, and civil values." It is the intent of the Council to help each institution ensure that all students who complete

General Education possess a common core of college-level skills and knowledge that reflects a shared experience in academic foundations and provides a basis for transferability.

### **III: MEMBERSHIP**

#### **Section A: Representatives and Alternates**

The Council membership shall consist of two representatives, at least one of which must be a faculty member from each participating public, private, and tribal campus as selected by procedures defined by and for each campus. It is suggested that both members be directly involved in the implementation of General Education on each campus.

Each campus shall also select one alternate, to serve in the absence of a representative.

It is the responsibility of each participating institution to inform the Council secretary of any changes in representatives or alternates for that institution prior to the commencement of either a summit or a business meeting of the Council.

#### **Section B: Terms**

Each voting representative shall serve a three-year term.

The term of the alternate shall be set by each individual campus.

#### **Section C: Responsibilities**

The representative members and alternates from each institution shall have full rights to discussion and deliberation.

Representatives must act as a liaison between the Council and their respective campuses.

#### **Section D: Non-voting Members**

Non-voting members of the Council shall include the Vice Chancellor for Academic Affairs, the Director of Academic Affairs, and a registrar member of the North Dakota Association of Collegiate Registrars and Admission Officers.

Non-voting members may also include one student representative selected by the North Dakota Student Association, a workforce representative invited by the Council, one representative each from the North Dakota Association of Tribal Colleges, the Department of Public Instruction, the Department of Career and Technical Education, the Council of College Faculties, and other invited ad hoc members.

### **IV: MEETINGS**

#### **Section A: Frequency of Meetings**

The Council must meet at least four times throughout the academic year. Additional meetings may be called as deemed necessary by the President of the Council or by majority vote of the members.

**Section B: Quorum**

Fifty (50) percent of the membership plus one (1) shall constitute a quorum.

**Section C: Rules**

Meetings will be conducted according to *Robert's Rules of Order*, latest edition.

**Section D: General Education Summits**

In addition to the above meetings, the Council will organize and host at least one General Education Summit per academic year. The site of the summit will be determined at least four months prior to the date of the summit. Attendance at summits will be open to any individuals from any campus with a vested interest in General Education, no matter the role they have on their individual campus. It is expected that attendees be both from among the faculty and administration of each campus. The purpose of a summit is to have the Council report on its actions and to solicit input from attendees as to how to best proceed with a common General Education agenda for the state of North Dakota. Summits may include topic specific themes, activities, speakers, and/or workshops.

**V. VOTING****Section A: Introducing Motions**

For voting purposes, proposed actions may be introduced by any member of the Council at any regularly scheduled meeting.

**Section B: Voting**

All representatives shall have the power to vote on any issue at Council meetings at which they are in attendance.

**Section C: Proxy Voting**

No proxy votes will be allowed.

**Section D: Electronic Voting**

Electronic voting may be used for remote meetings, or for Council members who are participating electronically in a face-to-face meeting. Remote meeting votes may be conducted using the chat feature.

Members may request that votes be taken by email if desired, in the same manner as a roll call vote would be requested.

The Council may hold electronic votes of the full Council on matters that require a timely decision before the next regularly scheduled meeting.

**Section E: Alternates**

An alternate may vote only in the absence of a representative from that campus.

## **VI: OFFICERS**

The elected officers shall consist of a president, a vice president, a secretary, and a treasurer/parliamentarian. Election of officers for the next academic year will occur at the final Spring meeting. The terms of office shall be for one year commencing June 1st.

### **Section A. President**

The President shall preside at Council meetings and otherwise act as the chief executive officer of the council.

### **Section B. Vice President**

The Vice President shall preside at meetings in the absence of the president.

### **Section C. Secretary**

The Secretary shall record and maintain a file of minutes of the Council meetings, distribute copies of minutes within two weeks after each meeting to all Council members, and keep a record of membership and activities of the Council.

### **Section D. Treasurer/Parliamentarian**

The Treasurer/Parliamentarian shall keep an account of any and all receipts and expenditures of the Council, ~~and~~ coordinate reimbursements, and serve as Parliamentarian.

## **VII: QUALIFICATIONS, NOMINATION AND ELECTION OF OFFICERS**

### **Section A. Qualifications**

Any voting member of the Council shall be eligible to hold any office.

### **Section B. Nominations**

Nominations shall be made at least thirty (30) days prior to the election of officers. They may be made from the floor at a previous meeting, or in written communication.

### **Section C. Election**

The election of officers will be by majority vote of the members. If more than two candidates are competing for an office, and no one receives a majority, a run-off between the top two will be held at the same meeting.

### **Section D. Vacancies**

Vacancies occurring during a term of office shall be filled by a vote at the next scheduled meeting after the vacancy occurs.

## **VIII: RATIFICATION AND AMENDMENTS**

### **Section A. Ratification**

This constitution must be approved in its totality by at least two-thirds (2/3) of the attendees present and voting at one of the regularly scheduled General Education Summits.

After approval by the Summit attendees, this constitution must be submitted to the highest-level faculty governing body on each campus and to the state Academic Affairs Council and ratified in its totality by two-thirds (2/3) of participating campuses no later than thirty (30) days prior to the next General Education Summit. After consideration and approval by these bodies, this constitution shall become effective immediately.

#### **Section B. Amendments**

Amendments to the constitution may be introduced by any member of the Council at any regularly scheduled meeting. Proposed amendments shall be distributed to all members of the Council at least thirty (30) days before the meeting at which they are to be considered. Amendments must be approved by at least two-thirds (2/3) of the members present and voting of the Council.

After approval by the Council, amendments must be submitted to the faculty governing bodies in member institutions and approved by two-thirds (2/3) of them. After consideration and approval by these bodies, amendments shall become effective immediately.

Effective Date: October 1, 2011

Revised: October 13, 2012

Revised February 5, 2021

## CHRISTINA D. WEBER

Department of Sociology and Anthropology, Minard 428D4 • [Christina.D.Weber@ndsu.edu](mailto:Christina.D.Weber@ndsu.edu)

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### **Education:**

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- Ph.D., 2005: Sociology, State University of New York (SUNY)—University at Buffalo.
- M.A., 2001: Sociology, SUNY—University at Buffalo.
- B.A., 1999: Sociology, Minor Germanics, University of Washington, *cum laude*.

### **Academic Employment History:**

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#### **North Dakota State University, Fargo, ND**

- 2020-Present (finishing June, 2024): Professor of Sociology
- 2021-2024: Chair, Department of Sociology and Anthropology
- 2015-2019: Associate Dean of Faculty Development, AHSS
- 2011-2019: Associate Professor of Sociology
- 2005-2011: Assistant Professor of Sociology

#### **Department of Sociology, (SUNY)—University at Buffalo, Buffalo, NY**

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- 2001-2005: Instructor
- 2001-2003: Research Assistant
- 2000-2002: Teaching Assistant

### **Research and Scholarly Activities:**

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#### **Publications:**

#### **Refereed Journal Publications**

- (2024) "Atlas Markers: An Emerging Autoethnography." *The Autoethnographer*, 4(2).
- (2019) "Dust Covered Privilege: White Women's Experiences of the Dust Bowl." *Humanity & Society*
- (2019) "Explicating Anomic in Refugee Women's Integration Narratives: A Qualitative Research Study." *International Journal of Intercultural Relations* [with Jonix Owino]
- (2019) "Reaching for Low Hanging Fruit: Engaging with Disjunctures in the Process of Institutional Change." *Cultural Studies* ↔ *Critical Methodologies*.
- (2018) "'Unpacking' Cross-Disciplinary Research Collaboration in the Social Sciences and Humanities." *Qualitative Inquiry*. [with Alison Graham-Bertolini and Michael Strand]
- (2015) "Being Brave: Negotiating Agency and Disengagement in the Work of Institutional Change." *International Review of Qualitative Research*, 8(2), 194-211.
- (2012) "Putting the Family into the Military Mission: A Feminist Exploration of a National Guard Family Program." *Cultural Studies* ↔ *Critical Methodologies*, 12(5), 438-449.
- (2012) "Navigating the Gender Math Path: Understanding Women's Experiences in University Mathematics Classes." *International Review of Qualitative Research*. 5(2), 153-174. [with Angie Hodge]
- (2010). "Literary Fiction as a Tool for Teaching Social Theory and Critical Consciousness." *Teaching Sociology*, 38(4), 350-61.
- (2010). "'Awkward Anxiety': Ambivalent Expressions of Masculine Subjectivity." *Cultural Studies* ↔ *Critical Methodologies*, 10(4), 337-346.
- (2009). "Methodological Approaches to Studying the Social Monad: A Consideration of Interdisciplinary Sociological Research." *Reconstruction: Studies in Contemporary Culture*, 9(1), <http://reconstruction.eserver.org/091/weber.shtml>.
- (2008). "Navigating Gender Boundaries Inside and Outside the Wire: A Qualitative Analysis of U.S. Women Veterans of Vietnam and Iraq." *Minerva Journal of Women and War*, 2(2), 8-25.
- (2008). "Conceptualizing the Embodied Front: An Analysis of *Born on the Fourth of July*." *Interculture: An Interdisciplinary Journal*, 5(1), 33-42.
- (2003). "Reading Lives as a Palimpsest: A Reconsideration of the Interpretation Process." *Proteus*, October.

#### **Refereed Book**

- (2015) *Social Memory and War Narratives*. New York: Palgrave.



### Refereed Book Chapters

- (2014) “Localizing the Structures of Poverty through Service Learning: Assessing the Effectiveness of a Participatory Action Research Project” in *Service Sociology and Academic Engagement in Social Problems*. Farnham, UK: Ashgate Publishing Company. (March, 2014)
- (2010). “Interroger la monade à travers *Tout est Illuminé* de Jonathan Safran Foer. [“Interrogating the Social Monad Through Jonathan Safran Foer’s, *Everything is Illuminated*”]. In Florent Gaudez (Ed.), *La Connaissance du Texte: Approches socio-anthropologiques de la construction fictionnelle* (volume 1). Paris: L’Harmattan.

### Book Reviews

- (2014). *Gendering Global Conflict: Toward a Feminist Theory of War* by Laura Sjoberg. *Gender & Society*. 29(4): 448-50.
- (2013). *Making Gender, Making War: Violence, Military and Peacekeeping Practices* edited by Annica Kronsell and Erika Svedberg. *Gender & Society*. 27(6): 941-2.
- (2002). *Imagining the Modern City* by James Donald. *Urban Affairs Review*, 37:3.

### Invited Publications and Technical Reports

- (2023). Great Plains Food Bank Community Assessment: Final Report (with Dr. Dane Mataic).
- (2011). “Moving Beyond Long-Term vs. Short-Term: The Importance of Process.” (with Erin Binde, Sarah Champa, Stephanie Forster, Kayla Houchin, Rebecca Mellem, Benjamin Nicholas, Stephanie Olson, Krista Padgett, and Briana Wilhelmi).
- (2008). “Missing Voices: Women’s Experiences in War and Combat.” North Dakota Humanities Council.

### Grants and Fellowships:

- Community Assessment of TEFAP Reach and Resiliency Grant for Great Plains Food Bank (GPFB), 2023 [Co-PI with with Dr. Dane Mataic]
- Humanities in the Public Square Grant, National Endowment for the Humanities (NEH), 2015-16 [extension through 2018]
- Climate and Gender Equity Grant ADVANCE FORWARD, 2015-16 (Co-Primary Investigator with Jill Nelson).
- Dust, Drought, and Dreams Gone By: Women and the Dust Bowl, Oklahoma State Library (with NDSU Libraries), Spring 2014.
- Deans Fellowship, College of AHSS, Summer 2014.
- FORWARD Mentoring Grant, Spring 2014.
- Creative Community Leadership Institute, Bush Foundation, Spring 2012.
- FORWARD Travel Grant, Spring 2012 and Spring 2013.
- Instructional Development Grant, North Dakota State University, Spring 2011.
- Climate and Gender Equity Research Grant, ADVANCE FORWARD, 2009-10 (Co-Primary Investigator with Angela Hodge).
- Midwestern Sociological Society Endowment Grant, 2009.
- ADVANCE Grant, National Science Foundation, 2008-2013 (Co-Primary Investigator).
- Efficiency in Government Grant, North Dakota State University, 2007-8
- Remele Fellowship, North Dakota Humanities Council, 2007-8

### Selected Colloquia, Papers and Presentations:

- “Spatializing Privilege and Inequality through Family Migrations.” National Women’s Studies Association Annual Conference, San Francisco, CA (November 2019).
- “Storytelling Sociology as Community Engagement: Can We Bridge Understanding between War Veterans and the Community?” Association for Humanistic Sociology Annual Meeting, Detroit, MI. (November 2018).
- “Telling the Stories of War Veterans and their Families: Exploring the Use of Storytelling Sociology with Institutional Ethnography.” Society for the Study of Social Problems Annual Meeting, Philadelphia, PA. (August 2018).
- “Local Impact of Project Unpack.” Invited Panelist at Annual Meeting of National Humanities Alliance. Washington, D.C. (March 12, 2018).
- “Data as Enabling and Constraining: An Examination of Three Case Studies.” Ethnographic and Qualitative Research Conference, Las Vegas, NV (February 2017).

- “Storytelling and Engagement in Understanding the Nuances and Long-Term Effects of War Trauma.” Ethnographic and Qualitative Research Conference, Las Vegas, NV (February 2017).
- “Intersectional Experiences of the Dustbowl and the Great Depression: An Historical Ethnographic Study.” Association for Humanist Sociology Annual Meeting, Havana, Cuba (November 2017).
- “Building a Genealogical Ethnography of the Great Depression: Exploring the Use of Visual and Archival Data in an Ethnographic Context.” Congress of Qualitative Inquiry, Urbana-Champaign, IL. (May 2016)
- “Exploring the Relationship between Mentoring, Leadership, and Climate.” University of New Mexico Mentoring Institute Annual Conference, October 2015—Albuquerque, NM. (with Jill Nelson).
- “Mentoring for Connection: Effective Personal Growth Mentoring.” University of New Mexico Mentoring Institute Annual Conference, October 2015—Albuquerque, NM. (with Jill Nelson).
- “What Do White Women’s Experiences of the Dust Bowl Tell Us about Inequality and Privilege?” Society for the Study of Social Problems (SSSP) Annual Conference August 2015—Chicago, IL.
- “The Value of Anomalies: Exploring Divergent Experiences of Women in the Dustbowl.” Congress of Qualitative Inquiry, May 2015—Urbana-Champaign, IL.
- “Being Brave: Negotiating Agency and Disengagement in the Work of Institutional Change.” Congress of Qualitative Inquiry, May 2015—Urbana-Champaign, IL.
- “Mid-Career Peer Mentoring: Integrating Connection and Compassion for Better Work-Life Balance.” Women in Leadership: Work Life Balance Conference, March, 2015—Los Angeles, CA.
- “Doing Institutional Ethnography in the University: A Case Study on Institutional Change.” Congress of Qualitative Inquiry, May 2013—Urbana-Champaign, IL.

### Invited Presentations:

- “Narrating War and Home: Veterans Stories of Homecoming.” One Book, One Community Presentation. Weber Reading Room, NDSU. October 3, 2018.
- “What Storytelling can tell us about the Experiences of War and Trauma.” Bringing the Humanities to Life. Bismarck State College. November 13, 2017.
- “Building a Mentoring Network.” College of HDE Professional Development Day. January 9 ,2017.
- “Developing Mentoring Networks.” NDSU College of AHSS Development Day. March 6, 2017.
- “Ethnography, Feminism, and *Bricolage*: Mapping a Research Agenda.” NDSU Department of Communication Colloquium. February 25, 2015.
- Dust, Drought, and Dreams Gone By: Women and the Dust Bowl Grant. “Women and the Dustbowl.” NDSU Library November 19, 2014.
- Dickinson Presentations for Women’s History Month: “Inside & Outside the Wire: Women’s Experiences in War and Combat.” March 6, 2012.
- “Missing Voices: Women’s Experiences of Coming Home After War and Combat.” March 7, 2012.
- Here It Now Interview, Prairie Public Radio, March 9, 2011.
- “Gender Equity: Helping Everyone Succeed in the Mathematics Classroom.” Mathematics Colloquium, November 23, 2010.
- “Where Did All the Girls Go?: Gender Equity in University Mathematics.” Science Café, November 9, 2010.
- “Visions of Guatemala: Reflecting on the Possibilities and Challenges of Service Learning.” World iView Presentation, November, 18, 2010.
- “The Personal is Structural: What does it Mean to Say Race Structures Our Everyday Lives?” Anti- Racism Presentation, February 16, 2010.
- “Thoughts and Challenges in Preparing Students for Service Learning.” Faculty Teaching and Learning Conference, August 19, 2009.
- Remele Lectures: “Missing Voices”
  - NDSU, January 16, 2008
  - NDSU, March 19, 2008
  - Dickinson State University, March 4, 2008
  - Minot State University, March 31, 2008
- Presentation of Preliminary Research with North Dakota National Guard for Inter-Service Family Assistance Committee (ISFAC).
- “Gendered Soldiers.” Women in Action Conference. MSU—Moorhead, January 26, 2007.
- “Women's Fight for the Vote: a 72-year Struggle.” Women’s Equality Day Lecture for the USDA, August 26, 2006.

## ***Honors & Awards:***

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- Arts, Humanities, and Social Sciences Outstanding Service Award, 2015.
- Arts, Humanities, and Social Sciences Outstanding Teaching Award, 2012.
- Odney Award, North Dakota State University, 2009.
- Apple Polisher Award, North Dakota State University, 2009.
- Tapestry of Diverse Talents, North Dakota State University, 2008.

## ***Service:***

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### **University and College Committees:**

- College of Arts and Sciences (CAS) Graduate Waiver Task Force (2023)
- Women and Gender Studies Director Search Committee, Chair (2020)
- President's Council for Campus Wellness (2019-22)
  - Chair of Research Work Group (2019-22)
- Inclusion Committee, Co-Chair (2018-2019)
- College of AHSS Interim Dean Search Committee, 2017.
- Digital Measures Planning Committee, 2015.
- Provost's PTE Advisory Committee, January 2015.
- Library Dean Search Committee, Chair, 2016
- Library Dean Search Committee, 2014.
- Library Dean Review Committee, 2013.
- FORWARD Steering Committee—NSF Grant Research Team, 2008-2018
- FORWARD Team for Improving Campus Climate for Women Faculty Team, 2006-2018
- College of AHSS, Deans Diversity Committee, 2012-2014
- College of AHSS, Student Progress Committee, 2011-2014
- College of AHSS, PTE Committee, 2012-2015. (Chair, 2014-15)
- Council of College Faculties, 2012-2015
- Women and Gender Studies Advisory Committee, 2005-present
- University Senate, 2009-2012
- Senate Executive Committee, 2010-2012
- Commission for the Status of Women Faculty, 2009-2012 (Co-Chair 2009-2012)
- IRB Review Board, alternate member, 2007-10
- College of AHSS, Student Progress Committee, 2011-2013
- College of AHSS, Policy & Planning Committee, 2006-09 (Chair, 2007-09)
- College of AHSS, Curriculum Committee, 2006-08

### **Departmental Committees:**

- Assessment Committee, 2019-2020 (Chair)
- Sociology Search Committee, 2019
- Curriculum Committee, Coordinator, 2018-2020
- Ad-Hoc Curriculum Committee, August-November, 2017
- Graduate Committee, 2006-07, 2009-2017: Coordinator, 2013-2017
- PTE Committee, 2011-2015, 2019, Chair, 2013-14,
- Policy and Planning Committee, 2011-Present, Chair, 2013-14, 2018-present
- Visiting Sociology Search Committee, 2013, Chair
- Anthropology Search Committee, 2013 and 2015
- Sociology Program Committee, 2008-2017
- Social Psychology Search Committee, 2010-11
- Medical Sociology Search Committee (Chair), 2010
- Qualitative Methods Search Committee, 2009
- Medical Sociology Search Committee, 2008-09
- Undergraduate Committee, 2006-08, (Chair, 2007-08)
- Library Committee, 2005-2010
- Emergency Management Search Committee, 2006-07
- Medical Sociology Search Committee, 2006-07

**Other Service:**

- Faculty Advisor, Sociology Club, 2021-Present
- College of AHSS Faculty Mentoring
- McNair Presentation, January 2012
- First Year Experience Mentor for Seim Hall, Fall 2007
- Faculty Sponsor, Sociology Club, 2006-2011
- Faculty Sponsor, Feminist Majority Student Organization, 2006-08
- WISMET (Women in Science, Math, Engineering, and Technology), 2005-2008

**Community Service/Outreach:**

- Executive Board Member, North Dakota Public Employees Association, 2012-2015
- Board Member, Inter-Service Family Assistance Committee (ISFAC): June 2006-2009
- Participation in Youth Rendezvous sponsored by North Dakota National Guard: August, 2006
- Executive Board Member, People Escaping Poverty Project (PEPP): September 2006-2008

***Advising/Teaching/Curriculum:***

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**Advising:**Current Graduate Advisees:

- Anne Johnson
- Philomena Obeng
- Emily Vieweg

Masters Thesis Committee Chair

- Anne Johnson (Spring 2024): "AN ANALYSIS OF INTERSECTING FACTORS INFLUENCING FIRST-GENERATION COLLEGE STUDENT ENROLLMENT"
- Damaris Bibi (Fall 2021): "EXPLORING THE IMPACTS OF COVID-19 PANDEMIC ON THE DOMESTIC VIOLENCE VICTIM SERVING AGENCIES AND PROFESSIONALS"
- Marisa Mathews (Spring 2021): "Understanding Rural Red Communities: Socialist History and Structural Causes of Contemporary Ideologies in North Dakota"
- Fnu Ahadujjaman. (Summer 2020)
- Paige Stark. "Parents of Children with Autism: The Stigma and Emotion Work Associated with Navigating, Advocating, and Managing Autism." (Summer 2020)
- Elvedina Basic. (Fall 2019)
- DelRae Chivers. "Determining Women's Innermost Social Support Relationships." (Fall 2018)
- Kathleen Bullock. "The Reproduction of Hypermasculinity, Misogyny, and Rape Culture in Online Video Game Interactions." (Fall 2017)
- Mariah Bartholomay. "Exploring the Gendered Differences within the Service Industry." (Fall 2016)
- Jonix Owino. "Integration of African Refugee Women into the Social Programs in North Dakota." (Fall 2015)
- Jennifer Pruett. "Tykes and Tenure: Navigating the University from the Standpoint of Faculty Mothers." (Fall 2015) Dominique Speer. "'It's more how other people perceive you': Social Identity Formation Through Study Abroad." (Summer 2015)
- Alicia Kauffman. "Agency and Empowerment in the Childbirth Process: The Effect of Medicalization on Women's Decision Making." (Spring 2015)
- Audrey Putz, "Healing Garden for Survivors of Domestic Violence and Sexual Assault" (Spring 2014)
- Shelby Bohnenkamp, Co-Chair: Inheritance Patterns and Strategies: Process for Intergenerational Farmland Transfer in Southeastern North Dakota (Summer 2013)
- Christie Chappell: "Perceptions of Gender in Collegiate Coaching: How Men's and Women's Experiences are Different." (Spring 2012)
- Lindsay Bergenheier: "Downtown Fargo: Stakeholder Struggles and the Crisis of Identity" (Fall 2011)
- Samantha Larson: "A Few Good Women: Exploring Aspirations and Challenges of Young, Single and College-Educated Women from Rural North Dakota" (Spring 2011)
- Karen Okigbo: "Ghostly Narratives: A Case Study of on the Experiences and Roles of Biafran Women in the Nigerian-Biafran War" (Spring 2011)

- Angela Mathers: “Education as Transformation” (Fall 2010)
- Lindsey (Bratvold) Narloch: “Hurricane Victim?: Applying Moral Framing to Understand Perspectives of Hurricane Katrina” (Spring 2009)
- Misti Mowery: “‘We Believe Deeply in this Cause’: How Nurses and Staff Members Justify their Involvement in a Women’s Reproductive Health Clinic.” (Spring 2008)

#### **Second/Third Thesis/Dissertation Committee Member:**

- Faith Daniel: MS Sociology (2022)
- Natasha Cary-Waselk: MS Sociology (2022)
- Nicole Mohs: MS Sociology (2021)
- Parvina Yakubova: MS Sociology (Summer 2020)
- Doreen Odera: MA Anthropology (Spring 2019)
- Danielle Seehafer: MS Sociology (Spring 2017)
- Jenna Clawson: MS Anthropology (Fall 2014)
- Muhabbat Yakubova: MS Sociology (Summer 2014)
- Daniel Bartholomay: MS Sociology (Spring 2014)
- Elizabeth Wood: MS Sociology (Spring 2013)
- Madhurim Thapa: MS Sociology (Spring 2012)
- Misti Mowery: PhD Emergency Management (Fall 2010)
- Tyler Anderson: MS Sociology (Fall 2009)
- Emily Hagemeister: MA Anthropology (Fall 2009)
- Kristi Stahl: MA Anthropology (Fall 2009)
- Tammy Karlgaard: MS Emergency Management (Spring 2008)
- Jeanine Neipert: MS Emergency Management (Spring 2008)
- Paul Emch: MS Anthropology (Spring 2007)

#### **Outside Member for Graduate Theses, Projects, and Dissertations:**

- Emma Tomb (invited outside reader): MA, History (2023)
- Erik Gustafson (invited outside reader): PhD, Communication (2022)
- Amy Runcorn (invited outside reader): PhD, Counselor Education (2021)
- Jonix Owino (invited outside reader): PhD, Human Development and Family Science (2021)
- Megan Degenstein (invited outside reader): PhD, Counselor Education (Spring 2021)
- Lorraine Albrecht (invited outside reader): PhD, Counselor Education (Fall 2020)
- Danelle Klamann (invited outside reader): PhD, Education (Fall 2020)
- Ashleigh Petts (invited outside reader): PhD, English (Spring 2020)
- Malcolm Jason (invited outside reader): PhD, Communication (Spring 2020)
- Aaron Cross (invited outside reader): PhD, Communication (Fall 2019)
- Curtis Sullivan (invited outside reader): PhD, Communication (Summer 2019)
- Kay Beckerman (invited outside reader): PhD, Communication (Summer 2019)
- Tyler McMillin (invited outside reader): MA, Communication (Summer 2019)
- Francis Oakgrove (invited outside reader): PhD Education (Summer 2019)
- Olivia Vogt (invited outside reader): MA, Communication (Spring 2019)
- Lynae Hemming (invited outside reader): PhD Counselor Education (Spring 2018)
- Josh Parcha (invited outside reader): PhD Communication (Spring 2018)
- Lizzie Crowston (invited outside reader): PhD Education (Spring 2018)
- Derek Jorgenson (invited outside reader): PhD Communication (Fall 2017)
- Carol Huynh (invited outside reader): PhD Criminal Justice (Fall 2017)
- Alison Noe (invited outside reader): MS Criminal Justice (Spring 2017)
- Ann Brooks (invited outside reader): MS Communication (Spring 2017)
- Jessica Brown (invited outside reader): PhD Counselor Education (Spring 2017)
- Kathryn Ralston (invited outside reader): MS Communication (Spring 2016)
- Jessica Piek (invited outside reader): MA English (Fall 2016)
- Kaylee Jangula (invited outside reader): MS English (Spring 2016)
- Jesse Riley (invited outside reader): MS Natural Resource Management (Spring 2015)

- Ashley Walsdorf (invited outside reader): MA Couples and Family Therapy (Spring 2015)
- McKenzie Wood (invited outside reader): PhD Criminal Justice (Spring 2014)
- Irene Harper (invited outside reader): PhD Counselor Education (Fall 2014)
- Kayley Erlandson (invited outside reader): MA Communication (Summer 2014)
- David Lemke (invited outside reader): MA English (Spring 2013)
- Kai Western (invited outside reader): PhD Communication (Spring 2012)
- Sara Adams (invited outside reader): MS Communication (Spring 2012)
- Elijah Westerfield (invited outside reader): MA Couples and Family Therapy (Spring 2012)
- Susan Johnson (invited outside reader): MA Couples and Family Therapy (Spring 2012)
- Molly Farrell (invited outside reader): MA Couples and Family Therapy (Fall 2011)
- Jessica Lemer (invited outside reader): MA Couples and Family Therapy (Spring 2011)
- Bethany Kubik (invited outside reader): PhD Mathematics (Spring 2011)
- Natalie Smith Carlson (invited outside reader): MA English (Summer 2010)
- Lindsey Bergeron (invited outside reader): PhD Criminal Justice (Spring 2010)
- Erienne Fawcett (invited outside reader): MA Communication (Spring 2010)
- Tim Peterson (invited outside reader): MA Criminal Justice (Spring 2010)
- Rachel Daigle (invited outside reader): MA Counselor Education (Spring 2009)
- Steven Hammer (invited outside reader): MA Communication (Spring 2009)
- Carly Hearn (invited outside reader): MA English (Spring 2009)
- Cody Stanley (invited outside reader): MA History (Spring 2009)
- Courtney Taylor (invited outside reader): MA Natural Resources Management (Spring 2009)
- Liliana Herakova (invited outside reader): MA Communication (Spring 2008)
- Darren Buttke (invited outside reader): MA English (Fall 2007)

### **Courses Taught:**

#### Undergraduate Sociology Courses

- Structures of Poverty (SOC 491)
- Senior Capstone (SOC 489)
- Social Change (SOC 439)
- Sociology of Culture (SOC 425)
- Feminist Theory and Discourse (SOC 424)
- History of Social Theory (SOC 422)
- Sociology of Gender (SOC 412)
- Social Inequality (SOC 410)
- Service Seminar (SOC 379)
- Cultural Diversity (SOC 235)
- Social Problems (SOC 115)

#### Selected Graduate Sociology Courses

- Institutional Ethnography Seminar (SOC 790)
- Participatory Action Research (SOC 790)
- Social Theory (SOC 723)

### ***Professional Activities:***

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#### **Activities and Committees:**

- Graduate Student Outstanding Paper Committee for Institutional Ethnography Section of SSSP, 2018-2020.
- Reviewer, *Teaching Sociology*, 2015-present.
- Reviewer, *Contemporary Ethnography*, 2011-present.
- Reviewer, *Gender and Society Journal*, 2007-present.
- Membership and Outreach Committee, Society for the Study of Social Problems (SSSP), 2017-2020.
- Nominations and Elections Committee for Midwest Sociological Society, 2008-11.
- Jane Addams Award Organizer, Midwest Sociological Society, 2008-2010.
- Women in the Profession Committee for Midwest Sociologists for Women in Society, 2006-10

- Book Reviewer: Wendy Kolmar and Frances Bartowski. (2005). *Feminist Theory: A Reader*, 2<sup>nd</sup> Ed. New York: McGraw-Hill.
- Organizer, Panel Sessions, Midwest Sociological Society 2008 Conference
  - Organizer, Panel Sessions, Midwest Sociological Society 2007 Conference (w/ Kathleen Slobin)
  - Organizer & Presider, Session on Remembering and Forgetting: Exploring the Relationship Between Memory and Subjectivity, Association for Cultural Studies, Sixth International Conference, July 2006—Istanbul, Turkey.

### **Trainings and Workshops:**

- Green Dot Training (zoom, January 2021)
- Emerging Women Leadership Conference. Boulder, CO, November, 2013.
- American Council of Education Regional Leadership Forum. Fargo, ND, September, 2013.
- Writing Autoethnography and Narrative in Qualitative Research with Arthur Bochner & Carolyn Ellis, May 16, 2012.
- Institutional Ethnography Workshop with Dorothy Smith, August 18, 2011.
- Writing Quality Inquiry: Self, Stories, and Academic Life with H. L. Goodall, May 18, 2011.
- The Secrets of Accidental Ethnography with Christopher N. Poulos, May 18, 2011.
- Naropa University Summer Writing Workshop, June, 2010.

## 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.

\*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](mailto:ndsuscc@ndsu.edu).

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

Policy Number and Name: 336 Examinations and Grading

Is this a federal or state mandate:  Yes  No

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

\*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 or negative--on the communities and the people who live and work within the community where the policy is implemented. In fact, the World Health Organization estimates that the social, financial, 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. For more information, see [HiAP at NDSU 2023 Report](#).

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

Date Submitted to SCC Secretary: 3/25/24

Email address of the person who should be contacted if revisions are requested: [jack.firman@ndsu.edu](mailto:jack.firman@ndsu.edu)



**NDSU's Strategic Plan Inclusivity and Diversity Goal:** 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 change will help reduce student stress and burnouts during finals week. Faculty may have to administer a final at a different time, will not affect most classes, but some faculty may have to make arrangements for 1-2 students. The testing center may see a very small increase of test takers in the center.
The <i>financial</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			If a student had 3 finals one on day it is likely they would get minimal/poor sleep the day before, affecting their health.
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			This policy change will help improve the mental health of students during finals week allowing them to be less overwhelmed.
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			Met with Faculty senate President and staff senate president before submitting.
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			This policy will help students earn better grades therefore creating a positive learning environment.
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 same body in charge of enforcing the 3 final exams per day maximum would continue to enforce the 2 final exams per day maximum.

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

This change will reduce the maximum number of Exams a student is scheduled to take from 3 to 2. It has been estimated that this will affect a very small amount of students, (mostly 1<sup>st</sup> and 2<sup>nd</sup> year undergraduates). This will reduce stress during finals week for students by helping them focus more on one exam at a time rather than having to take so many in the same day. This also aligns with most other schools' finals week policy. (University of North Dakota, University of Minnesota). Studies have proven that the less exams a student has on one day, the better they will do on said exam, we should be testing knowledge and understanding, not endurance.

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

# North Dakota State University

## Policy Manual

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### SECTION 336

#### EXAMINATIONS AND GRADING

SOURCE: NDSU Faculty Senate Policy

The giving of examinations, their type, and number is up to the individual instructor, in so far as it is consistent with Dead Week Policy (see below). However, results of some examinations or other methods of evaluation are to be provided to students before the last day to drop courses (coincides with last day to withdraw to zero credits) within a given term. This deadline is published on an annual basis and typically occurs in week 12 of the semester, which includes final examination week, for standard full-term courses. Deadlines for variable length courses are prorated based on the length of the class.

Examinations and grade lists are not to be posted by name, social security number or University-generated student identification number, and examination and term papers must have the grade denoted inside when they are made available for students to pick up, in order to maximize privacy of grades. (University Senate Policy, approved Feb. 21, 1972)

#### Mid-Term Grades

As an early intervention effort to improve retention and academic progress of students, mid-term grade rosters are generated prior to the 8th week of fall and spring semesters for all standard full-semester classes. Instructors are encouraged to enter deficient mid-term grades of D and F in undergraduate courses. Notifications are sent to students with reported deficient mid-term grades and to academic departments/advisers.

For all other courses, mid-term progress reports shall be made available to students upon request.

Mid-term grades are not considered official grades and do not appear on student academic transcripts.

Adviser holds may be placed on students who have one or more reported deficient mid-term grades.

#### Final Examinations:

The schedule for final examinations is determined and published by the Office of Registration and Records. Final examinations in one-credit courses are usually given during the last regular class period. Final examinations for summer classes and distance-delivered classes are arranged by the instructors. Classes scheduled outside the standard scheduling patterns do not have published final examination periods. Instructors are to make arrangements to administer examinations at times that are least disruptive to students' existing schedule of final exams. Final examinations for all other courses may not be rescheduled during the final examination period, or given prior to the start of final examination period. According to the State Board of Higher Education policy, the examination period is instructional time and, if a final examination is not given, some instructional use of this period is expected.

No student shall be obligated to take more than ~~three~~ two final examinations scheduled for the same calendar day. In the event that a student has ~~four~~ three or more final examinations on the same calendar day, the student shall notify the instructor(s) from the highest numbered course(s) no later than two weeks

before the last day of class to schedule a make-up examination to be administered at a mutually acceptable time.

**Dead Week Policy** (adopted by Faculty Senate on February 14, 2005):

Only one exam or quiz per course may be given during the last two weeks of the semester (prorated accordingly for variable length courses), which includes finals week. Exceptions include summer classes, self-paced/correspondence courses, make-up exams, courses in which laboratory is incorporated with a lecture, one-credit courses, and quizzes that account for less than 5% of the students' overall grade. If a professor chooses to give an exam during the last week of classes, he/she is expected to make some instructional use of the final examination time.

Upon request all instructors shall inform students directly of their approximate mid-term grades before the end of the eighth week of the semester. (University Senate Policy, approved Dec. 21, 1970)

Examinations and grade lists are not to be posted by name, social security number or student University generated identification number, and examination and term papers must have the grade denoted inside when they are made available for students to pick up, in order to maximize privacy of grades. (University Senate Policy, approved Feb. 21, 1972)

**Final Grades**

Grades for all undergraduate, graduate and professional students in all courses must be entered by the grade loading deadline in order for important end-of-term academic and financial processes to run, and for timely academic standing notifications to be sent to students. Final grades are reported in the student information system by faculty and typically are due by the end of the second business day following the conclusion of finals week. Instructions and deadlines are provided each term by the Office of Registration and Records.

**Incomplete Grades**

Under extraordinary circumstances and at the discretion of the instructor, a student may be assigned a grade of Incomplete (I). The following policies apply to Incomplete grades:

1. The grade of Incomplete is assigned to indicate that satisfactory work has been completed up to within five weeks of the semester end, and that circumstances beyond the student's control prevented completion of the work. The time period is proportional for variable length courses and summer session.
2. The grade of Incomplete is not to be given in any instance where the student has a deficiency of more than five weeks of work including final exam week. The time period is proportional for variable length courses and summer session.
3. Grades of Incomplete are initiated by student request. The student must contact the instructor, request an Incomplete grade, and, upon instructor approval, make arrangements to complete the work.
4. The grade of Incomplete (I) is an administrative grade that may only be entered by the Office of Registration and Records, except in courses designated as practicum, internship, individual study, field experience, or study abroad.
5. An Incomplete Grade Reporting Form detailing the work to be completed, expected completion date, and grading standard is to be signed and dated by both the instructor and

the student. The form is to be submitted to the Office of Registration and Records by the grade submission deadline in which the course was taken. It is advisable that the instructor, student and advisor retain copies of this form for their records as well.

6. Grades of Incomplete, including those for most course types identified in #4, must be removed no later than the end of the seventh week of the next full semester (fall or spring). The time period is proportional for variable length courses and summer session.
7. Grades of Incomplete are removed when the student has completed all course requirements and the instructor of the course files a Grade Reporting Form with the Office of Registration and Records.
8. All grades of Incomplete that are not removed within the specified time are automatically changed to F grades by the Office of Registration and Records.
9. Instructors may specify completion deadlines for remaining work on the Incomplete Grade Reporting Form earlier than the standard deadlines.
10. Requests for extensions beyond the seventh week of the next full semester require approval by both the instructor and the chair of the department offering the course. The extended deadline must be indicated on the Incomplete Grade Reporting Form and may not exceed two Incomplete conversion/deadline cycles. If a grade is not submitted by the specified deadline, the Incomplete grade will convert to a grade of F.
11. Grades of Incomplete, which convert to grades of F, earned in the last semester of attendance by a student who leaves the University for two or more years may be changed to Withdrawn (W) upon re-enrollment. Requests for this privilege must be filed with the Office of Registration and Records during the first term of re-entry.
12. An Incomplete grade may be converted to a letter grade (or P/F, S/U) according to the above guidelines, but may not be expunged from the record.
13. Students may not register in courses in which they currently hold grades of Incomplete, except for courses that are repeatable for credit.
14. Students are not allowed to graduate with unconverted Incomplete grades on their academic records. Upon graduation, unconverted Incomplete grades will convert to grades of F. If a course in which an Incomplete grade was assigned is required for graduation, the instructor may extend the deadline according to the above procedures and timelines, and graduation will be postponed.
15. Students who receive grades of Incomplete or converted grades of F may appeal disputed grades in accordance with NDSU Policy, Section 337: Grade Appeals Board.

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HISTORY:

New	January 19, 1970
Amended	April 1992
Amended	November 1992
Amended	May 2005
Amended	October 2006

Housekeeping February 14, 2011  
Amended January 28, 2014

## 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](mailto:ndsuscc@ndsu.edu).

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

Policy Number and Name: 133.1 – Spouse/Partner and Dependents

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):

Revised 1.2 to reflect language to be more in-line with marriage equality laws after discussion with legal (refined partner). Added clarifying language to 1.4 to better describe eligibility. Added clarifying language to 3.5 to direct them to Payroll for information relating to taxation of graduate level classes. Added 3.6 for compliance reasons.

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:  
Mark Genkinger, Pat Hanson, Doreen Kramer

Date Submitted to SCC Secretary: January 31, 2024

Email address of the person who should be contacted if revisions are requested: [mark.genkinger@ndsu.edu](mailto:mark.genkinger@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).	X			
The <i>economic</i> impact on students, staff, faculty, others was considered.	X			Trying to better streamline this process to ensure accurate and timely processing
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			Input from Doreen Kramer & Pat Hanson
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

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### SECTION 133.1 TUITION WAIVER – SPOUSE/PARTNER AND DEPENDENTS

SOURCE: NDSU President  
SBHE Policy Manual, Section 820.3

The North Dakota State Board of Higher Education and North Dakota State University encourages the family members of benefitted employees to pursue a program of continuing education. The spouse/partner and dependent tuition waiver is intended to help recruit and retain faculty and staff who can best perform or support the teaching, research and public service mission of the University.

1. The spouse/partner and dependents of regular, benefitted NDSU employees as defined in SBHE Board Policy 703.2 are eligible for the waiver.

1.1 Dependents are defined as a child who is related to the employee as a natural child, a child placed for adoption, a legally adopted child, a child for whom the employee has legal guardianship, a stepchild, or a foster child, under the age of 26. Eligible dependents do not include the spouse of an adult dependent child.

1.2 Partner is defined for purposes of this policy as couples in a legal marriage.

1.3 A spouse/partner or dependent who is also a regular, benefitted employee as defined in SBHE Board Policy 703.2 is only eligible for the educational benefit outlined in Section 133 (Educational Policy).

1.4 A spouse/partner or dependent who utilizes other NDSU tuition waivers may have the spouse/partner and dependent waiver reduced in order to ensure that the amount of tuition waivers do not exceed the actual tuition cost for the semester.

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

1.6 The employee must be actively employed two weeks prior to the first day of each semester for the spouse/partner or dependent to be eligible for the waiver.

2. The tuition waiver is 50% of the tuition for NDSU for-credit classes per spouse/partner or dependent.

2.1 This policy is applicable to any degree eligible and remedial courses, regardless of delivery or instruction mode.

2.1.1 Waivers cannot be used for third party provided curriculum where NDSU directly pays full or partial tuition collected to the third party, consortium programs such as the Great Plains IDEA consortium, or professional development courses which do not result in the award of college credit.

**Deleted:** same sex partners who have completed and filed a Declaration of Domestic Partnership <http://www.ndsu.edu/forms/>, with the Office of Human Resources/Payroll.

**Deleted:** is eligible for other NDSU tuition waivers may become ineligible for this educational benefit, or will receive the benefit at a reduced rate (e.g. 50% after other waivers are applied. the graduate assistant tuition waiver or the cultural diversity tuition waiver are not eligible for this educational benefit. Other waivers may also not be awarded which may duplicate benefits. Tuition waivers provided cannot exceed the actual tuition cost for the semester....

**Deleted:**

2.1.2 This waiver benefit is available on classes taken through the Tri-College University Course Exchange.

2.2 The maximum tuition waiver for the spouse/partner or dependent of more than one eligible employee is 50%.

2.3 Fees are not waived.

2.4 The tuition waiver applies to undergraduate, professional and graduate level classes.

2.5 Early Entry students are eligible according to the terms of this policy.

### 3. Procedure

3.1 A Spouse/Partner and Dependent Tuition Waiver application needs to be submitted to the Office of Human Resources/Payroll by the Monday two weeks prior to the start of classes for which the waiver is requested. The Human Resources and Payroll office will review to ensure the student is eligible as a spouse/partner or dependent of the benefitted employee. The Customer Account Services office will review the educational benefit for course and waiver exclusions, and will process the tuition waiver benefit. Given that conditions in this policy may change, it will be necessary to review the conditions of eligibility each term.

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

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

3.4 The spouse/partner and dependent tuition waiver may not be received if the employee, spouse/partner or dependent has an overdue accounts receivable balance with the University.

3.5 In accordance with IRS regulations, the value of the tuition waived for graduate level classes will be considered taxable income to the employee. Federal, state and social security taxes will be deducted [as specified on the Payroll Services Website](#).

[3.6 All employees exercising this benefit must adhere to the Family Educational Rights and Privacy Act of 1974 \(FERPA\) in regards to the student's educational record.](#)

Deleted:

Deleted:

**Deleted:** in a lump sum from the employee's last paycheck of the semester, or, at the employee's written request, deducted on a prorated basis throughout the semester

#### HISTORY:

New	April 2002
Amended	July 2003
Amended	April 2005
Amended	October 18, 2010
Housekeeping	November 17, 2011
Housekeeping	July 29, 2013
Amended	March 23, 2014
Amended	November 7, 2014
Housekeeping	January 2, 2015
Amended	April 7, 2017