

TO: Members of the Senate
FROM: Secretary of the Senate
SUBJECT: *Senate Meeting on January 11, 2018*
DATE: January 5, 2018

The January meeting of the University Senate will be held on **Thursday, January 11, 2018 at 3:30 p.m. in Room 113, Education.**
Chair Nancy Vogeltanz-Holm, presiding.

CALL TO ORDER

AGENDA

SENATE CALENDAR:

- 1) Announcements/Chair Updates
 - a. Update on Administrator Evaluation Process
 - b. Council of College Faculties (CCF) Update: Gov Burgum Task Force on Higher Ed Governance Selected
 - c. USenate Fall 2017 Attendance Report (Attachment #1)
 - d. New Staff Senate President
- 2) Establish Quorum
- 3) Review/Approval 12-07-2017 Minutes: <http://und.edu/university-senate/agendas-and-minutes.cfm>
- 4) Senate Executive Committee Meeting 12-19-2017, Actions
 - a. SEC and PTE Working Groups approve new revisions to PTE Guidelines for Faculty Handbook; Revised Mission Statement; 4 Academic Policies
- 5) Question period

CONSENT CALENDAR:

- 6) No Items

BUSINESS CALENDAR:

- 7) Curriculum Committee, Request for Approval (Attachment #2)
- 8) Academic Policies & Admissions Committee, Request for Approval of 4 Policies (Attachment #3)
- 9) Essential Studies Committee, Request for Approval (Attachment #4)
- 10) PTE Working Group: Final Revisions to the Faculty Handbook Section on PTE (Attachment #5; Old PTE document, feedback, and PTEWG revision notes at <http://und.edu/provost/initiatives/pte-facultyhandbook-draft-feedback-aug2017.cfm>)
- 11) Draft Revision of UND Mission Statement (Attachment #6)

UNIVERSITY OF NORTH DAKOTA
SENATE MEETING ATTENDANCE RATES*
SENATE MEMBERSHIP**, FALL SEMESTER 2017

Ex-Officios	% of Meetings Attended	At-Large Senators	% of Meetings Attended	College Representatives	% of Meetings Attended	Student Representatives	% of Meetings Attended	Staff Representatives	% of Meetings Attended	SUMMARY	% of Meetings Attended
Alice Brekke	50	James Casler	100	Ali Alshami	100	Paige Amann	100	Amber Flynn	100	Ex-Officios (16)	39
Scott Correll	100	Michael Dodge	100	Justin Berg	100	Cole Bachmeier	75	Tyler Clauson	100	At-Large Senators (29)	78
Tom DiLorenzo	100	Gerri Dunnigan	75	Kevin Buettner	75	Hannah Carlson	25	Patricia Reed	50	College Reps (23)	80
Hesham El-Rewini	50	Salah Faruque	50	Caroline Campbell	75	Zach Dabrowski	25			Student Reps (12)	46
Cara Halgren	100	Daba Gedafa	100	Anne Christopherson	100	Erik Hanson	50			Staff Reps (3)	83
Peter Johnson	0	James Grijalva	75	Kirsten Dauphinais	75	Lucas Knowlton	25			Total Senators (83)	67
Cindy Juntunen	25	Surojit Gupta	50	Van Doze	50	Jamisen Ogle	75				
Mark Kennedy	0	Thomasine Heitkamp	25	Guodong Du	100	Shawn Peterson	75				
Steve Light	25	Jeff Holm	100	Julia Ernst	100	Chris Petschen	0				
Paul Lindseth	100	Colt Iseminger	100	Holly Gabriel	75	Bryan Quintero	0				
Grant McGimpsey	0	Susan Jenö	100	Dana Harsell	100	Jordan Schaeftbauer	0				
Kathryn Rand	25	Soizik Laquette	100	Roxanne Hurley	100	Stephen Williamson	100				
Gayle Roux	0	Elizabeth Legerski	75	Mark Jendrysik	100						
Debbie Storrs	25	Howe Lim	100	Jared Keengwe	75						
Stephanie Walker	25	Marcia Mikulak	0	Lewis Liang	50						
Joshua Wynne	0	Eric Murphy	100	Jim Mochoruk	75						
		Jeremiah Neubert	75	Anne Mostad-Jensen	100						
		Tom Petros	50	Nuri Oncel	50						
		Kathy Smart	75	Aimee Rogers	75						
		Denyse Sturges	100	Donald Sens	25						
		Shuzo Takahashi	75	Enru Wang	75						
		Clement Tang	50	Cai Xia Yang	100						
		Paul Todhunter	100	Xiaodong Zhang	75						
		Greg Vandeberg	100								
		Nancy Vogeltanz-Holm	100								
		Becky Weaver-Hightower	75								
		Ryan Zerr	100								
		Julia Zhao	100								
		Sonia Zimmerman	50								
*											

* Percentages based on four official meetings in Fall, 2017 (9/7, 10/5, 11/2, 12/7)

** Official Senate membership is 83

Source: Office of the Registrar (12-8-17)

**University Senate Curriculum Committee Report
January 11, 2017**

I New Course

- CSCI 387 : Secure Software Engineering
- CSCI 388 : Exploit Analysis and Development
- CSCI 487 : Penetration Testing
- COMM 360 : Communicating Science
- ENRV 100 : Environmental Studies Seminar
- ENRV 122 : Foundations of Environmental Science
- ME 425 : Numerical Methods for Engineers Using Advanced MATLAB Programming Techniques

II Course Deletion

- ART 100 : Introduction to Sculpture
- ART 120 : Introduction to Drawing and Color Materials
- ART 130 : Drawing I
- ART 151 : Introduction to Ceramics
- ART 212 : Concepts of Art
- ART 221 : Painting II
- ART 246 : Black and White Photography II
- ART 277: Fibers I
- ART 301 : Sculpture II
- ART 304 : Intermediate Ceramics
- ART 305 : Jewelry and Metalsmithing II
- ART 340 : Printmaking II
- ART 367 : Intermediate Photography
- ART 370 : Applied Visual Strategies
- ART 371 : Fibres II
- ART 380 : Timebased Media II - Digital Video
- ART 381 : Timebased Media III - Motion Graphics
- ART 382 : Typography
- ART 383 : Timebased Media IV
- ART 397 : Cooperative Education
- ART 402 : Advanced Painting
- ART 406 : Advanced Fibers
- ART 408 : Technical Ceramic Applications
- ART 413 : History of Graphic Design
- ART 415 : History of Art: Museum Internship
- ART 416 : History of Art: Renaissance and Baroque
- ART 419 : History of Art: Late18th through the19th Century Art

- ART 423 : History of Art: 20th and 21st Century
- ART 424 : History of Art: Non-Western Traditions
- ART 483 : Advanced Timebased Media: Alternative Presentation of Media
- ART 494 : Professional Exhibition
- GEOG 314 : Conservation Of Resources
- GEOG 455 : Geopolitics

III Title changes – Department, Major, and Minor

- “Minor in Graphic Design & New Art Media” to “Minor in Graphic Design”

Senate Approval is not required for the following report items

IV Program Changes

- ART-BFAGD : BFA with Major in Graphic Design & New Art Media
 - Program name change to “BFA with Major in Graphic Design”
 - Change in program requirements
 - Change in required credits from 125 to 120
- ART-MinorAH : Minor in Art History
 - Change in minor requirements
- ART-MinorGD : Minor in Graphic Design
 - Program name change to “Minor in Graphic Design”
 - Change in minor requirements
- ART-MinorVA : Minor in Visual Arts (Studio)
 - Change in minor requirements
- AVIT-BSAERO-ATC : BS in Aeronautics with Major in Air Traffic Management
 - Change in program requirements
 - Change in required credits from 125 to 120
- AVIT-BSAERO-CA : BS in Aeronautics with Major in Commercial Aviation
 - Change in required credits from 125 to 120
- AVIT-BSAERO-FE : BS in Aeronautics with Major in Flight Education
 - Change in program requirements
 - Change in required credits from 125 to 120
- AVIT-Minor-AM : Minor in Aviation Management
 - Change in minor requirements
- CJ-BS : BS in Criminal Justice Studies
 - Change in program requirements
 - Change in required credits from 125 to 120
- GT-Minor : Minor in Geospatial Technologies
 - Change in minor requirements
- Geol-BS : BS in Geology
 - Addition of the Concentration in Petroleum Engineering

- GEOG-BA-EnvirSt : BA with a Major in Environmental Studies
 - Change in program requirements
- GEOG-BS-EnvirSt : BS with a Major in Environmental Studies
 - Change in program requirements
- Geog-BS : BS with Major in Geography
 - Change in program requirements
- Geog-Minor : Minor in Geography
 - Change in minor requirements

V Course Changes: Undergraduate

- ART 200 : Sculpture I
 - Title change to “Intro to Sculpture”
- ART 204: Jewelry & Metalsmithing I
 - Title change to “Intro to Jewelry & Metalsmithing”
- ART 220 : Painting I
 - Title change to “Intro to Painting”
- ART 230 : Drawing II
 - Title change to “Intro to Drawing”
 - Prerequisite change
 - Revise course description
- ART 240 : Printmaking I
 - Title change to “Intro to Printmaking”
- ART 245 : Black and White Photography I
 - Title change to “Intro to Black and White Photography”
- ART 250 : Ceramics: Handbuilding
 - Title change to “Intro to Ceramics: Handbuilding”
- ART 253 : Ceramics: Throwing
 - Title change to “Intro to Ceramics: Throwing”
- ART 260 : Color Photography
 - Title change to “Intro to Color Photography”
- ART 272 : Timebased Media I - Time Design and Digital Media
 - Title change to “Digital Foundations”
 - Revise course description
- ART 273 : Graphic Design Foundations
 - Title change to “Intro to Graphic Design”
 - Prerequisite change
- ART 400 : Advanced Sculpture
 - Change in credit hours from 3 to 1-6
 - Prerequisite change
- ART 403 : Advanced Printmaking
 - Change in credit hours from 3 to 1-6

- Prerequisite change
- ART 404 : Advanced Ceramics
 - Change in credit hours from 3 to 1-6
 - Prerequisite change
- ART 405 : Advanced Photography
 - Change in credit hours from 3 to 1-6
 - Prerequisite change
- ART 410 : History of Art : Selected Topics
 - Title change to “Advanced History of Art”
 - Change in credit hours from 1-4 to 1-6
 - Prerequisite change
 - Revise course description
- ART 417 : History of Art: Museum Studies Practicum
 - Change in credit hours from 3 to 1-6
 - Repeatable for credit from No to Yes
 - Total credits allowed 36
 - Prerequisite change
- ART 430 : Advanced Drawing
 - Title change to “ Advanced Painting & Drawing”
 - Change in credit hours from 3 to 1-6
 - Prerequisite change
 - Revise course description
- ART 480 : Advanced Graphic Design
 - Change in credit hours from 3 to 1-6
 - Prerequisite change
- ART 481 : Graphic Design Internship
 - Title change to “ Art & Design Internship”
 - Prerequisite change
 - Revise course description
- ART 490 : Special Projects/ Independent Research
 - Change in total credits allowed from 12 to 6
 - Prerequisite change
- ART 491 : Special Topics
 - Change in credit hours from 3 to 1-6
 - Change in total credits allowed from 99 to 6
 - Prerequisite change
- ART 498 : Seminar in Art and Design Capstone
 - Prerequisite change
- AVIT 103 : Introduction to Air Traffic Control
 - Title change to “Introduction to Air Traffic Management”

- Revise course description
- AVIT 142 : Introduction to Aviation-Helicopter
 - Terms offered: Fall
- AVIT 143 : Private Pilot-Helicopter Certification
 - Title change to “Private Pilot-Helicopter Certification Lab”
 - Revise course description
- AVIT 208 : Aviation Safety
 - Prerequisite change
- AVIT 222 : IFR Regulations and Procedures
 - Prerequisite and corequisite change
- AVIT 241 : Commercial Helicopter
 - Revise course description
- AVIT 242 : Introduction to Commercial Flying-Helicopter
 - Title change to “Introduction to Commercial Flying-Helicopter Lab”
- AVIT 247 : R44 Helicopter Transition
 - Title change to “R44 Helicopter Transition Lab”
 - Revise course description
- AVIT 260 : Air Traffic Control: Tower Operations I
 - Title change to “Control Tower”
 - Prerequisite change
 - Revise course description
- AVIT 261 : Air Traffic Control: Radar Operations I
 - Title change to “RADAR Operations I”
 - Prerequisite change
 - Revise course description
- AVIT 343 : Instrument Rating-Helicopter Certification
 - Title change to “Instrument Rating-Helicopter Certification Lab”
 - Revise course description
- AVIT 342 : IFR Regulations and Procedures-Helicopter
 - Revise course description
- Avit 362: Air Traffic Control: Advanced Tower Operations II
 - Title change to “Advanced Tower Operations II”
 - Revise course description
- AVIT 363: Air Traffic Control: Radar Operations II
 - Title change to “RADAR Operations II”
 - Prerequisite change
 - Revise course description
- AVIT 397 : Cooperative Education
 - Total credits allowed from 4 to 8
- AVIT 464 : Air Traffic Control: Tower and Radar Operations III
 - Title change to “Control Tower/Radar Operations III

- Revise course descriptions
- AVIT 465 : Air Traffic Control: Radar and Tower Operations IV
 - Title change to Control Tower/RADAR Operations IV
 - Revise course description
- AVIT 468 : Air Traffic Control:Non-Radar Procedures
 - Title change to “Non-RADAR Environment”
 - Prerequisite change
 - Revise Course description
- BIOL 480 : Senior Capstone Seminar
 - Prerequisite change
- CSCI 384 : Artificial Intelligence
 - Revise course description
- CSCI 427 : Advanced Data Communications
 - Title change to “Cloud Computing”
 - Prerequisite change
 - Revise course description
- CSCI 455 : Database Management Systems
 - Revise course description
- CSCI 457 : Electronic Commerce Systems
 - Prerequisite change
 - Revise course description

Office of Admissions

Gorecki Center
3501 University Avenue, Stop 8357
Grand Forks, ND 58202-8357
Phone: 1.800.CALL.UND
Fax: 701.777.2721
Email: admissions@UND.edu

To: Nancy Vogeltanz-Holm, University Senate, Chair
From: Scott Correll, Registrar
Dr. Deborah Melby, Academic Policies and Admissions Committee, Secretary
CC: Timothy Prescott, Academic Policies and Admissions Committee, Chair
Lori Hofland, Administrative Assistant, Office of the Registrar
Date: December 14, 2017
Re: Recommended Policy Changes

1. Enter midterm deficiencies into “Unsatisfactory Grade Report” as a requirement. The Faculty Handbook committee is requesting this change.

Current Handbook (Section 3.6 reporting grades)

At the end of the eighth week of each semester, faculty members “**should**” identify students who are deficient in their work (those who received grades of D, F, or U) on “Unsatisfactory Grade Report” forms.

Recommended

At the end of the eighth week of each semester, faculty members “**must**” identify students who are deficient in their work (those who received grades of D, F, or U) in the electronic reporting system (Starfish in 2017).

Scott moved to approve the recommended language changes.

Tim seconded.

All Unanimous

2. Course repeat policy

Current 2017-2018 Academic Catalog, page 2, printed version

If a course repetition is taken for traditional A through F letter grading, the “**last**” grade achieved in the course will be used in calculating the student’s grade point average.

Recommended (change to paragraph #2, first sentence)

If a course repetition is taken for traditional A through F letter grading, the “**highest**” grade achieved in the course will be used in calculating the student’s grade point average.

Scott moved to approve the recommended language changes.

Tim seconded.

All Unanimous

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3. Transfer Credit

Current 2017-2018 Academic Catalog, page 36, printed version

If transfer students completed **24 or fewer** transferable semester credits, they must verify high school graduation by submitting all official high school transcripts directly to the UND Office of Admissions.

Recommendation

If transfer students **have less than 24 transferable semester credits (including in-progress work)**, they must verify high school graduation by submitting all official high school transcripts directly to the UND Office of Admissions.

Scott moved to approve the recommended language changes.

Teresa seconded

All Unanimous

4. Reduce minimum credit hours for program certificates from 16-9 credits.

Current 2017-2018 Academic Catalog, page 1, printed version

A program certificate is a specialized course of study requiring at least **16** credit hours at the undergraduate level.

Recommendation

A program certificate is a specialized course of study requiring at least **9** credit hours at the undergraduate level.

Scott moved to approve the recommended language changes.

Teresa seconded

All Unanimous

University Senate - Essential Studies Committee Business Calendar Agenda Items

January 2018

- I. **Essential Studies Program Course Revalidations:** These are existing ES courses which have recently been approved by the ES Committee for continued inclusion in the ES Program. All ES courses are revalidated on a once-every-four-years cycle. The attributes are listed for each course, and signify the nature of the course's role within the ES Program. Reviewing each attribute for each course is part of the ES Committee's revalidation review.

- ESSP 160: Sustainability & Society
 - Breadth of Knowledge: Social Science
 - Goals: Intercultural Knowledge & Skills
- ESSP 200: Sustainability Science
 - Breadth of Knowledge: Math, Science, & Technology
 - Goals: Quantitative Reasoning
- GEOG 121: Global Physical Environment
 - Breadth of Knowledge: Math, Science, & Technology
 - Special Emphasis: Quantitative Reasoning
 - Goals: Critical Inquiry & Analysis, Quantitative Reasoning
- GEOG 121L: Global Physical Science Lab
 - Breadth of Knowledge: Math, Science, & Technology
 - Special Emphasis: Quantitative Reasoning
 - Goals: Critical Inquiry & Analysis, Quantitative Reasoning
- GEOG 134: Introduction to Global Climate
 - Breadth of Knowledge: Math, Science, & Technology
 - Goals: Critical Inquiry & Analysis, Quantitative Reasoning
- GEOG 134L: Introduction to Global Climate Lab
 - Breadth of Knowledge: Math, Science, & Technology
 - Goals: Critical Inquiry & Analysis, Quantitative Reasoning
- GEOG 151: Human Geography
 - Breadth of Knowledge: Social Sciences
 - Special Emphasis: Global Diversity
 - Goals: Information Literacy, Intercultural Knowledge & Skills
- GEOG 161: World Regional Geography
 - Breadth of Knowledge: Social Sciences
 - Special Emphasis: Global Diversity
 - Goals: Information Literacy, Intercultural Knowledge & Skills
- Art 110: Introduction to Visual Arts
 - Breadth of Knowledge: Humanities
 - Goals: Critical Inquiry & Analysis, Written Communication, Intercultural Knowledge & Skills

- Art 112: Basic Design
 - Breadth of Knowledge: Fine Arts
 - Goals: Critical Inquiry & Analysis, Oral Communication, Written Communication
- Art 210: History of Art I
 - Breadth of Knowledge: Humanities
 - Goals: Critical Inquiry & Analysis, Written Communication, Intercultural Knowledge & Skills
- Art 211: History of Art II
 - Breadth of Knowledge: Humanities
 - Goals: Critical Inquiry & Analysis, Oral Communication, Written Communication, Intercultural Knowledge & Skills
- Art 230: Drawing II
 - Breadth of Knowledge: Fine Arts
 - Goals: Critical Inquiry & Analysis, Oral Communication, Intercultural Knowledge & Skills
- Art 250: Ceramics I
 - Breadth of Knowledge: Fine Arts
 - Goals: Critical Inquiry & Analysis, Oral Communication, Intercultural Knowledge & Skills
- Art 260: Color Photography
 - Breadth of Knowledge: Fine Arts
 - Goals: Critical Inquiry & Analysis, Oral Communication, Intercultural Knowledge & Skills
- Art 498: Art & Design Capstone
 - Capstone
 - Special Emphasis: Advanced Communication
 - Goals: Critical Inquiry & Analysis, Oral Communication, Written Communication
- T&L 252: Child Development
 - Breadth of Knowledge: Social Sciences
 - Goals: Critical Inquiry & Analysis
- T&L 433: Multicultural Education
 - Breadth of Knowledge: Social Sciences
 - Special Emphasis: US Diversity
 - Goals: Critical Inquiry & Analysis, Oral Communication, Written Communication, Intercultural Knowledge & Skills
- T&L 489: Senior Capstone – Responsive Teaching
 - Capstone
 - Special Emphasis: Advanced Communication
 - Goals: Critical Inquiry & Analysis, Written Communication
- CE 301: Civil Engineering Lab I
 - Special Emphasis: Advanced Communication
 - Goals: Critical Inquiry & Analysis, Quantitative Reasoning, Written Communication, Information Literacy

- CE 302: Civil Engineering Lab II
 - Special Emphasis: Advanced Communication
 - Goals: Critical Inquiry & Analysis, Oral Communication, Quantitative Reasoning, Written Communication
- CE 482: Civil Engineering Design
 - Capstone
 - Goals: Critical Inquiry & Analysis, Quantitative Reasoning, Oral Communication, Written Communication, Information Literacy
- CE 483: Civil Engineering Design II
 - Capstone
 - Goals: Critical Inquiry & Analysis, Quantitative Reasoning, Oral Communication, Information Literacy, Written Communication

- ATSC 110: Meteorology I
 - Breadth of Knowledge: Math, Science, Technology
 - Special Emphasis: Quantitative Reasoning
 - Goals: Critical Inquiry & Analysis
- ATSC 110L: Meteorology I Laboratory
 - Breadth of Knowledge: Math, Science, Technology
 - Lab Science
 - Goals: Critical Inquiry & Analysis
- ATSC 120: Severe & Hazardous Weather
 - Breadth of Knowledge: Math, Science, Technology
 - Special Emphasis: Quantitative Reasoning
 - Goals: Quantitative Reasoning
- ATSC 492: Senior Project
 - Capstone
 - Special Emphasis: Advanced Communication
 - Goals: Critical Inquiry & Analysis, Oral Communication, Written Communication
- CJ 201: Introduction to Criminal Justice
 - Breadth of Knowledge: Social Sciences
 - Goals: Critical Inquiry & Analysis
- CJ 401: Administration of Criminal Justice Systems
 - Capstone
 - Special Emphasis: Advanced Communication
 - Goals: Critical Inquiry & Analysis, Oral Communication, Written Communication
- PHYS 110: Introductory Astronomy
 - Breadth of Knowledge: Math, Science, & Technology
 - Special Emphasis: Quantitative Reasoning
 - Goals: Quantitative Reasoning
- PHYS 110L: Introductory Astronomy Lab
 - Breadth of Knowledge: Math, Science, & Technology
 - Lab Science

- Goals: Critical Inquiry & Analysis, Quantitative Reasoning, Written Communication
- PHYS 130: Natural Sciences - Physics
 - Breadth of Knowledge: Math, Science, & Technology
 - Special Emphasis: Quantitative Reasoning
 - Goals: Quantitative Reasoning
- PHYS 161: Introductory College Physics
 - Breadth of Knowledge: Math, Science, & Technology
 - Special Emphasis: Quantitative Reasoning
 - Goals: Quantitative Reasoning
- PHYS 211: College Physics I
 - Breadth of Knowledge: Math, Science, & Technology
 - Special Emphasis: Quantitative Reasoning
 - Goals: Quantitative Reasoning
- PHYS 415:
 - Capstone
 - Goals: Critical Inquiry & Analysis, Quantitative Reasoning, Oral Communication, Written Communication
- CSci 101: Introduction to Computers
 - Breadth of Knowledge: Math, Science, & Technology
 - Goals: Information Literacy
- CSci 120: Computer Programming I
 - Breadth of Knowledge: Math, Science, & Technology
 - Goals: Critical Inquiry & Analysis, Quantitative Reasoning, Information Literacy
- CSci 130: Introduction to Scientific Computing
 - Breadth of Knowledge: Math, Science, & Technology
 - Goals: Critical Inquiry & Analysis
- CSci 160: Computer Science I
 - Breadth of Knowledge: Math, Science, & Technology
 - Goals: Critical Inquiry & Analysis, Quantitative Reasoning, Information Literacy
- CSci 289: Social Implications of Computer Technology
 - Breadth of Knowledge: Math, Science, & Technology
 - Goals: Written Communication, Oral Communication
- CSci 290: Cyber –Security and Information Assurance
 - Breadth of Knowledge: Math, Science, & Technology
 - Goals: Critical Inquiry & Analysis, Written Communication, Information Literacy
- CSci 492: Senior Project I
 - Capstone
 - Special Emphasis: Advanced Communication
 - Goals: Critical Inquiry & Analysis, Quantitative Reasoning, Oral Communication, Written Communication
- CSci 493: Senior Project I
 - Capstone

- Special Emphasis: Advanced Communication
- Goals: Critical Inquiry & Analysis, Quantitative Reasoning, Oral Communication, Written Communication, Information Literacy
- MUSC 100: Intro to the Understanding of Music
 - Breadth of Knowledge: Fine Arts
 - Goals: Critical Inquiry & Analysis
- MUSC 101: Fundamentals of Music
 - Breadth of Knowledge: Fine Arts
 - Goals: Critical Inquiry & Analysis, Written Communication
- MUSC 180: Intro to Music Therapy
 - Breadth of Knowledge: Social Sciences
 - Goals: Critical Inquiry & Analysis
- MUSC 260: Concert Choir
 - Breadth of Knowledge: Fine Arts
 - Goals: Critical Inquiry & Analysis
- MUSC 263: Varsity Bards Men's Chorus
 - Breadth of Knowledge: Fine Arts
 - Goals: Critical Inquiry & Analysis
- MUSC 264: Women's Chorus
 - Breadth of Knowledge: Fine Arts
 - Goals: Critical Inquiry & Analysis
- MUSC 270: Wind Ensemble
 - Breadth of Knowledge: Fine Arts
 - Goals: Critical Inquiry & Analysis
- MUSC 271: University Band
 - Breadth of Knowledge: Fine Arts
 - Goals: Critical Inquiry & Analysis
- MUSC 272: Marching/Athletic Band
 - Breadth of Knowledge: Fine Arts
 - Goals: Critical Inquiry & Analysis
- MUSC 273: Instrumental Jazz Ensemble
 - Breadth of Knowledge: Fine Arts
 - Goals: Critical Inquiry & Analysis
- MUSC 275: University Chamber Orchestra
 - Breadth of Knowledge: Fine Arts
 - Goals: Critical Inquiry & Analysis
- MUSC 441: Methods and Materials for Elementary Music
 - Capstone
 - Special Emphasis: Advanced Communication
 - Goals: Critical Inquiry & Analysis and Oral Communication
- MUSC 490: Seminar in Music
 - Capstone
 - Special Emphasis: Advanced Communication

- Goals: Critical Inquiry & Analysis and Oral Communication
- Fine Arts 150: Intro to the Fine Arts
 - Breadth of Knowledge: Fine Arts
 - Goals: Critical Inquiry & Analysis
- COMM 102: Communication and the Human Community
 - Breadth of Knowledge: Social Sciences
 - Special Emphasis: US Diversity
 - Goals: Intercultural Knowledge & Skills
- COMM 103: Information, Technology, and Social Change
 - Breadth of Knowledge: Social Sciences
 - Goals: Information Literacy
- COMM 300: Communication and Society
 - Breadth of Knowledge: Humanities
 - Goals: Critical Inquiry & Analysis
- COMM 410: Research Methods in Communication
 - Capstone
 - Special Emphasis: Advanced Communication
 - Goals: Critical Inquiry & Analysis, Quantitative Reasoning, Oral Communication, Written Communication, Information Literacy

II Courses to be deleted from Essential Studies Approved Course Listing per department request

- ART 130
- ART 151
- CSci 101T
- CSci 435

University of North Dakota

Draft Faculty Handbook Section on Promotion, Tenure, and Evaluation

October 31, 2017

8497 Words

Preface

The recruitment, advancement and retention of an eminent and engaged faculty are among the most important obligations of a flagship research University. The institution's quality and strength depend on all members of the faculty and the breadth and diversity of their intellectual endeavors.

The University of North Dakota (UND or University) therefore will recruit, cultivate, and reward faculty for superior accomplishments in intellectual, professional, artistic, and performative activities that advance the University's mission.

The University is responsible for creating an environment that fosters faculty success alongside the expectation of significant achievement. Each faculty member is responsible for pursuing academic excellence ~~in teaching, research, scholarly, and creative activity, and service~~, and for developing professionally with guidance and support from the University.

At the intersection of institutional and individual responsibilities, faculty achievement of recognition, and reward, promotion in rank and for tenure-eligible faculty, ~~and~~ tenure, are among the most significant professional benchmarks of a faculty member's career. Promotion and tenure encompass the performance and evaluation of faculty roles and responsibilities over time, and impact the viability and vitality of the University's academic mission.

University processes must therefore be in place for promotion, tenure, and evaluation that reflect high but achievable standards of performance, provide clear, meaningful, and accurate guidance, and are fair, equitable, and transparent.

Source Documents and Application

All recommendations and advice on faculty promotion, tenure, and evaluation are to be informed by, and in accordance with, all applicable federal, state, and local statutes, the policies and procedures adopted by the North Dakota State Board of Higher Education (SBHE or Board) and the North Dakota University System (NDUS or System), and all UND policies and procedures, including but not exhaustive to those found in the Code of Conduct, Faculty Handbook, and College/School, and Department rules of governance.

The application of promotion, tenure, and evaluation standards must support the University's mission in

the areas of teaching, research, scholarly and creative activity, and service. Promotion, tenure, and evaluation processes must be conducted rigorously, fairly, and in accordance with appropriate benchmarks and metrics that align with discipline-specific standards, University expectations, and national norms. Standards should be applied in a manner that ensures the quality of academic programs by fostering faculty success.

Both the process and the substance of promotion, tenure, and evaluation decisions should reflect the University's commitment to appropriate, accurate, and fair assessment of faculty productivity, academic integrity and public accountability, and the encouragement of collaborative, interdisciplinary, and innovative approaches to teaching and learning, research, scholarly and creative accomplishment, and professional service and contribution to society.

Departmental Promotion, Tenure, and Evaluation Guidelines

A. Generally

Each academic Department must adopt formally in its rules of governance criteria and procedures for promotion, tenure, and evaluation that establish minimum levels of excellence in academic performance, articulate procedures that ensure fairness in the promotion, tenure, and evaluation process, and reflect appropriate discipline-specific expectations in alignment with the policies specified in the Faculty Handbook

Such criteria and procedures should—

- advance the goals and values of the discipline in line with the Department's academic mission;
- foster excellence in teaching, research, scholarly, and creative activity, and service;
- facilitate the individual faculty member's professional development consistent with Department, College/School, and University goals and aspirations;
- promote a professional working environment characterized by mutual respect and constructive cooperation; and
- balance clarity of expectations with sufficient flexibility to give each faculty member reasonable leeway to satisfy those expectations.

All departmental criteria and procedures must be formally approved by the Department, Dean, and Provost and Vice President for Academic Affairs (Provost) [or, for the School of Medicine and Health Sciences \(SMHS\), the Vice President for Health Affairs \(VPHA\)](#).

B. Required Elements

Each Department shall have established guidelines for promotion, tenure, and evaluation which:

- Define criteria used to assess accomplishment in teaching, research, scholarly, and/or creative activity, and service.

- Identify the minimum expectations and relative importance of teaching, research, scholarly and/or creative activity, and service.
- Describe the Department's evaluation procedures.
- Establish how annual reviews will be used to generate any merit-based salary adjustments.
- Define the structure and content of a tenure/professional development plan, including the mechanism by which such a plan is established when a faculty member is appointed. (SBHE 604.3).
- Clearly state the relationship between the faculty member's contract (position description and distribution of effort), tenure/professional development plan, and the Department's stated expectations. Importantly, a faculty member's effort percentages should have a documented and direct relationship to stated expectations for promotion and tenure in order to assist the faculty member in meeting those expectations. Thus, each effort percentage should help to foster a faculty member's professional development in accordance with his/her academic responsibilities and interests, and should be reevaluated annually to facilitate progress towards promotion and tenure.
- State whether faculty, after tenure or promotion, may request a distribution of effort that focuses on a particular area of faculty obligation (i.e., an increased teaching load, higher research effort allocation, or an administrative assignment); if so, describe the process for approval of such requests and, for Associate Professors, address the impact on progress toward promotion to Professor.
- Define the composition of the departmental promotion, tenure, and evaluation committees.
- Define the evidence used for evaluating teaching, research, scholarly and/or creative activity, and service.
- Describe the methods used to assess teaching, research, scholarly, and/or creative activity, and service.
- Describe how collaborative and/or interdisciplinary work will be assessed under the criteria used to assess accomplishment in teaching, research, scholarly and/or creative activity, and service.
- Describe the criteria used and process for identifying external reviewers for tenure and promotion reviews.
- Describe how formally-recognized administrative duties are considered service, or else their own category, for purposes of promotion, tenure, and evaluation. This should include how duties for administrative assignments will be considered and evaluated in relation to other faculty duties so as to provide a clear sense of how they may influence the path to promotion and/or tenure.
- Describe a process and timing for meaningful pre-tenure review that occurs at a point that affords the faculty member the opportunity to adjust work output in order to meet standards for tenure and promotion.
- Describe the expected content and organization of a faculty member's evaluation file, including a suggested format for the submitted curriculum vitae.
- Provide adequate notice and sufficient time for:

- The faculty member to assemble an evaluation file.
- Committee and Department Chair review.
- The faculty member to review the final document and respond in writing.
- Include a statement about the use, limits on confidentiality, and disposition of promotion, tenure, and evaluation documents.
- Describe clearly the Department, College, and University appeals procedure.
- Define the alignment between annual reviews, progress towards tenure and promotion, and professional development. All merit pay increases must be supported by current written performance reviews (SBHE 604.3) and in alignment with clear departmental policy.

In addition to meeting the above requirements, the basic components of departmental guidelines must align with the following sections of the *Faculty Handbook*. Departmental criteria for promotion and tenure should reflect the uniqueness of the discipline and amplify the University's more general criteria for performance expectations in academic rank.

I. Academic Ranks, Roles, and Responsibilities

A. Ranks and Appointments

The promotion of faculty and awarding of tenure are of fundamental importance to the long-term ability of the University to carry out its mission. A major consideration in any appointment, reappointment, promotion, or tenure decision is achievement in each of the areas of teaching/advising/other instructional activities, research, scholarly, and creative activities, and University/professional/public service. Recognizing that individual faculty responsibilities may vary, care must be taken to ensure that outstanding performance in a single area does not receive undue consideration in relation to the other factors that should be considered in evaluating overall performance. Decisions to award promotion and/or tenure should reflect the ability of the faculty member to be successful at UND, and will typically be based upon their record of performance after hire.

Promotion recognizes the quality of a faculty member's contributions to the University in each of the areas of teaching, research, scholarly, and creative activity, and service, and acknowledges that the expectations for these contributions increase as s/he progresses through rank. Promotion is, therefore, fundamentally both summative, i.e., a recognition and reward for past accomplishment, and also reflects an expectation for future outstanding performance.

To advance the University's mission to transmit, evaluate, and extend knowledge, the purpose of tenure is to assure academic freedom (*see* SBHE 605.1). By granting faculty tenure, UND meets its responsibility to ensure that faculty maintain freedom to pursue and propagate knowledge without undue or inappropriate interference from external forces.

Tenure recognizes the quality of a faculty member's contributions over time in each of the areas of teaching, research, scholarly, and creative activity, and service, and acknowledges the promise for sustained contributions in those three areas. Tenure is awarded to a faculty member upon evidence of the capacity and likelihood for continued intellectual, scholarly, and professional vitality in areas of

professional duties, evidence of the ability and willingness to perform assigned duties, and evidence of a sense of responsibility and dedication to make the continuing exemplary performance of future duties a reasonable expectation. Once granted, tenure carries with it both duties and responsibilities. Tenure is, therefore, an incentive and expectation for future success.

1. Academic Appointments

All appointments at UND must conform with the rules and regulations set out by the SBHE and NDUS. There are three types of academic appointments at UND as categorized by SBHE Policy: Tenured Appointments, Probationary Appointments, and Special Appointments (see SBHE 605.1.4). Appointments are laddered in rank based on qualifications and attainment.

The general criteria set forth below indicate the categories and levels of attainment that candidates for appointment or promotion to the various faculty ranks should have achieved. These criteria should be considered *minimum standards* for appointment to or promotion in the University

a. Professor: Tenured or Probationary

The rank of Professor is open to one holding an earned doctoral degree or other terminal degree in his/her field. The following requirements must be met for appointment at or promotion to the rank of Professor:

- A candidate recommended for the rank of Professor must have significant, sustained, and quality accomplishments beyond those justifying the rank of Associate Professor.
- In the area of research, scholarly, and creative activity, the significance and distinction of a candidate's scholarly accomplishment must clearly place him/her at the forefront of the discipline or field, and the candidate must at a minimum have achieved national visibility and distinction.
- A candidate must demonstrate excellent teaching and/or advising skills. The candidate must show an advanced level of performance as an instructor and contribute effectively to the Department's instructional needs, including leadership capabilities in course/curriculum development, evaluation, and revision. The candidate must also demonstrate the ability to direct the research programs or creative activities of advanced students where this is a part of expected responsibilities.
- A candidate must demonstrate sustained and significant service to the Department, College/School, and University, and/or his or her profession, and show effective leadership in the UND and broader communities.

Appointment at or promotion to the rank of Professor is achieved on the basis of clear and convincing evidence of sustained and continuing excellence in all three areas of faculty responsibility. The rank of Professor should not reward years of service; rather, it should reward significant accomplishments. The rank of Professor carries with it the expectation of continued performance at this level of achievement.

b. Associate Professor: Tenured or Probationary

The rank of Associate Professor is open to one holding an earned doctoral degree or other terminal degree in his/her field. The following requirements must be met for appointment at or promotion to Associate Professor:

- A candidate recommended for the rank of Associate Professor must have significant, sustained, and quality accomplishments beyond those justifying the rank of Assistant Professor.
- The candidate's accomplishments in research, scholarly, and creative activity must be significant, demonstrating the potential for achieving at least national visibility and distinction.
- A candidate must demonstrate markedly effective teaching and/or advising skill and the commitment to maintain a high level of teaching effectiveness, and must contribute effectively to the Department's instructional needs, including in course/curriculum development, evaluation, and revision. The candidate must demonstrate the ability to conduct research with and direct scholarly activities of students when this is a part of expected responsibilities.
- A candidate must demonstrate substantial contribution through service to the Department, College/School, and University, and/or his or her profession, show effectiveness in service activities, and demonstrate willingness and potential to be a leader in the UND and broader communities.

Appointment at or promotion to the rank of Associate Professor is achieved on the basis of clear and convincing evidence of consistent high-quality performance in all three areas of faculty responsibility that, if sustained, will lead to at least national recognition in the future. The rank of Associate Professor carries with it the expectation of continued performance at this level of achievement.

c. Assistant Professor: Probationary

The rank of Assistant Professor is open to one holding an earned doctoral degree or other appropriate terminal degree in his/her field. The following requirements must be met for appointment to the rank of Assistant Professor:

- A candidate recommended for the rank of Assistant Professor must demonstrate a threshold level of qualification and achievement, and reveal promise for a program of original research, scholarship, and/or creative activity consistent with eventual promotion to Associate Professor.
- A candidate must demonstrate effective teaching ability and willingness to contribute effectively to the instructional needs of his/her Department and to student academic success, such as advising if required.
- A candidate must demonstrate willingness and interest in providing service to the Department, College, and University and/or his/her profession and the broader community.

Appointment to the rank of Assistant Professor is achieved on the basis of clear and convincing evidence of the promise of high-quality performance in all three areas of faculty responsibility that, if sustained, will lead to at least national recognition in the future.

d. Special Appointments

All faculty appointments that are not probationary or tenured fall into the category of special appointments. Special appointments that employ the titles of Professor, Associate Professor, or Assistant Professor should carry performance expectations aligned with those for the tenured or probationary ranks described above. Specific performance expectations and area(s) of faculty responsibility must be detailed in the special appointment contract. Special appointments are described in and governed by SBHE policy 605.1.4.c.

B. Expectations and Responsibilities

1. *General*

Professionalism and collegiality are consistent expectations for all faculty. Because collaboration, a commitment to the common good, courteous discourse and interactions, and respect for fellow colleagues and University policies, procedures, and property are necessary for the successful achievement of all faculty duties, the awarding of promotion and/or tenure is also a reflection of good University citizenship. Faculty are expected to demonstrate professionalism and collegiality in fulfilling all faculty responsibilities.

2. *Research, Scholarly, and Creative Activity*

All tenured and probationary faculty are expected to engage in research, scholarly, and/or creative activity appropriate to the faculty member's discipline and profession, continuing professional growth and level of performance expected at the faculty member's rank, and the mission of the University.

Research, scholarly, and/or creative activity should be broadly construed, as appropriate within a faculty member's discipline, to include:

- Scholarly inquiry conducted with the avowed purpose of creating and adding to the knowledge in the field and thereby advancing theory and principles. The significance of this type of research is recognized when communicated in major academic and professional outlets.
- Expansion of ideas, theories, and principles, and the interpretation of developed information, and the provision of further insights. The significance of this type of research depends upon the content and/or distribution outlets.
- Improvement and/or facilitation of the application and utilization of knowledge within the applied professional field, including through the translation of applied knowledge for the

betterment of society. The significance of this type of research depends upon content originality, contribution to the field, distribution outlets, and impact.

- The scholarship of teaching and learning, which contributes to our understanding about how students learn and the effectiveness of various pedagogical techniques and approaches. The significance of this type of research must be judged in a way that reflects the appropriate rigors of the discipline within which the work has been done.

In general, publication in the major journals and presses in the discipline/field is of primary importance in establishing levels of scholarly achievement.

In general within specific disciplines, funded research grants and other means by which scholarly contributions to the discipline are reviewed, utilized, and evaluated by peers outside the University are of primary importance in establishing levels of scholarly achievement.

Creative activity similarly should be broadly construed, as appropriate within a faculty member's discipline, to include sustained artistic endeavor and commitment in composition or performance demonstrating a high level of skill obtained through experience, study, or observation. Such contributions in turn result in an aesthetic experience measurable on a comparative basis with other creative accomplishments within a given area and accorded knowledgeable peer approval within a separate discipline. Illustrative examples may include, but are not limited to, the following, as determined in concert with discipline-, College/School-, and Department-specific criteria:

- Within the field of music, a creative contribution or artistic endeavor could include solo and ensemble performances, composition and creative arranging, and the directing and conducting of musical ensembles and productions.
- Within the field of theatre/dance, a creative contribution or artistic endeavor could include directing/choreography, scenic and costume design, technical direction, and acting or individual performance.
- Within the field of visual arts, a creative contribution or artistic endeavor could include general exhibitions, juried exhibitions, and commissions.
- Within the field of writing, a creative contribution or artistic endeavor could include composition or translation of prose, fiction, drama, or poetry and the publication or presentation of such compositions.

Evaluation of research, scholarly, and/or creative activity considers the contribution to the field or discipline, the quality of the work, and its significance or impact, with particular emphasis on accomplishments since the faculty member's last appointment or promotion, especially during the period of appointment at UND. Such evaluation also includes consideration of the continuity, range, focus, and aggregation of productive work in the faculty member's field or discipline.

3. *Teaching and Advising*

All tenured and probationary faculty are expected to demonstrate teaching effectiveness at the level of performance expected at the faculty member's academic rank, to contribute to the Department's

instructional needs and the mission of the University, and to utilize best practices consistent with the faculty member's discipline and the Department's priorities.

Teaching includes the discovery, appraisal, and innovative distribution of knowledge to the community of students, the profession, and to society at large with the goal of fostering exceptional learning, enhanced critical thinking, and the knowledge, skills, and abilities to be lifelong learners and engaged community members.

Advising includes, but may not be limited to: help with course selection; timely degree completion; experiential learning; career guidance; co- and extra-curricular selection; mentoring capstone, research, or other scholarly projects; and other factors impacting a student's success.

A faculty member must be prepared for teaching in his/her subject area, and demonstrate substantive command of the subject as well as appropriate pedagogical technique. Required degrees, qualifications, specialty certifications, and experience, including expertise in clinical or professional practice, shall be determined by the appointing Department. Ongoing development in teaching expertise and subject-matter knowledge is expected at each level of academic rank.

Effective teaching requires creation of a learning environment that fosters student learning and supports diversity of thought and opinion. Evaluation of a faculty member's teaching effectiveness must include significant student input drawn from the courses taught by the faculty member during the period under review.

Evidence of teaching effectiveness may include, but is not limited to, student, colleague, and administrative evaluations; honors, awards, or other recognition; preparation and/or publication of textbooks, case studies, or other teaching materials; contributions to curricular design and implementation; creative or innovative teaching techniques; interdisciplinary instruction; and theses, dissertations, independent studies, and research or similar experiences completed under the faculty member's supervision as well as other advising activities.

A faculty member is responsible for preparing, or otherwise appropriately contributing to the preparation of, teaching materials, such as course syllabi, course activities, texts, readings, and resources, and, where appropriate, to post content within electronic learning-management platforms. When faculty develop new courses, programs, and curricula for use by themselves and others, these materials must evidence relevance and contributions to a successful learning environment.

A faculty member is expected to engage in assessment of student learning, and shall demonstrate evidence of planning, implementing, and appropriately evaluating student learning experiences. A faculty member is expected to utilize tools to increase student retention and student success in ways consistent with effective teaching and learning.

4. *Service*

All tenured and probationary faculty are expected to engage in service to support the academic tradition of shared governance, to support the professional and organizational needs of the faculty member's discipline, and to bring the products of University work to the public to benefit society. The kind and quality of service expected of a faculty member should be consistent with the level of performance expected at the faculty member's academic rank, and aligned with the Department's priorities and the University's mission.

Among service expectations, University citizenship is of paramount importance. In the interest of maintaining broad participation and inclusion in decision-making processes and substantive policies, procedures, and practices at the University, faculty must recognize their responsibilities to the institution and contribute to shared governance. This includes, but is not limited to, service on program, Department, College/School, and University committees and task forces that contribute to institutional well-being. Through such active engagement, faculty members increase the level of self-determination in their ranks.

Professional service and leadership, public service, and/or professional consultation related to a faculty member's discipline take on increasing significance with the achievement of higher academic ranks.

The criteria for professional service refer to contributions to professional organizations within the faculty member's field. Professional association participation may include, but are not limited to, serving as a board member, section chair, officer, editor, reviewer, committee member, or other roles and responsibilities within a professional organization. Other examples of professional service may include sponsoring, mentoring, or advising an active student organization, or providing opportunities for student co- or extra-curricular experiences outside the expectations of teaching.

Relevant public service reflects a faculty member's use of his or her professional skills and expertise to serve community, state, tribal, national, or international public constituents or communities. This may take the form of serving as a board member, section chair, officer, editor, reviewer, committee member, or other roles and responsibilities within a public organization. Other examples may include contributing professional expertise through publishing informed opinion pieces or providing substantive comment to public media. In this way, faculty members not only further the mission of public outreach in the tradition of public intellectuals, but also serve as role models for students who are encouraged to engage in similar activities as part of their ongoing development.

Relevant professional consultation reflects a faculty member's offering of professional expertise to business, industry, schools, community organizations, and colleagues in other University programs. Consultation services to external constituents within the faculty member's professional expertise may be included in this area. Such service may be remunerated or pro bono; it is the responsibility of the faculty member to demonstrate clearly how professional consultation that is remunerated or pro bono meets University expectations for workload, and contributes appropriately to the service category.

5. *Administrative leadership*

In the course of an academic career at UND, some faculty members will assume formal duties as, for example, a program Coordinator or Director, Department Chair, Dean, or other University leadership position. Such responsibilities are crucial for ensuring the proper functioning of the University, and therefore should be valued as the essential contributions that they are.

To ensure an appropriate balance of meeting administrative needs while fostering early career success for faculty in achieving promotion and tenure, it is generally expected that faculty who assume administrative duties will be at the rank of Associate Professor with tenure or above.

Departments must articulate in their guidelines how administration is considered service, or else its own category, for purposes of promotion, tenure, and evaluation. The specific duties for administrative assignments, along with how they will be considered and evaluated in relation to other faculty duties, as well as to promotion and/or tenure, should be outlined in the annual contract. A faculty member who assumes administrative duties should be provided a clear sense of how these duties will influence their prospective path to promotion, as applicable, on the basis of the duties' relationship to teaching, research, scholarly, and/or creative activity, and service.

II. Rules and Procedures for Faculty Appointment, Promotion, Tenure, and Evaluation

A. Appointment

1. Initial Contract

The general terms and conditions of each faculty appointment will be set at the time of the faculty member's appointment in a written contract and/or letter of understanding (LOU). The Provost's [or VPHA's](#) office will make available to Deans and Chairs a standard LOU for use in probationary, tenured, and special faculty appointments.

The general terms and conditions of appointment should be set by the Dean, in consultation with the Department Chair, and as approved by the Provost [or, for the SMHS, the VPHA](#). At a minimum, the general terms and conditions shall include:

- The title of the appointment and a statement of whether the appointment is probationary, tenured, or special
- Years of tenure credit awarded, if applicable
- The faculty member's teaching, research, scholarly, and/or creative activity, and service responsibilities during the term of the contract or the first year of the appointment
- The percent of total effort the faculty member is expected to allocate in each area of responsibility
- Reference to policies generally applicable to University employees
- Reference to policies pertaining to faculty promotion, tenure, and evaluation

- A statement concerning how and under what circumstances the appointment may be terminated; and
- Standard conditions as set by the University.

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 faculty member at the time of appointment. This disclosure may be accomplished by a published description of the process, criteria, and expectations in the *Faculty Handbook* or similar documents. Such provisions are subject to change according to processes established for adoption or amendment of SBHE and institutional policies.

2. Contract Renewals for Probationary and Tenured Faculty

For faculty on contracts covering the traditional academic year, the University shall, not later than June 30 each year, provide notice of renewal terms through a written contract and/or LOU to be signed by both parties.

The faculty member's teaching, scholarly, and/or creative activity, and service responsibilities in each contract renewal are determined by the Department and are subject to change based on the needs of the Department and/or the School/College. These responsibilities may also change as a result of regular evaluation of the faculty member and goal setting or other terms of employment for the faculty member.

Absent good cause or express 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. It is the faculty member's obligation to notify the Dean and Chair by May 15 of any circumstances, such as travel, that will interfere with the faculty member's ability to meet the July 20 deadline and to request an extension of the deadline. A request for an extension is subject to the Dean's approval, in consultation with the Chair. In the ordinary case, the deadline may not be extended beyond August 15.

The faculty member's failure to return a signed contract or other document indicating acceptance of contract renewal terms by July 20 (or by the extended deadline as approved by the Dean) constitutes a resignation that, at the University's discretion, may result in immediate termination of employment, except for good cause shown by the faculty member (SBHE 605.1.5).

3. Contracts for Special Appointments Faculty

For special appointment contracts covering the traditional academic year, the University shall, not later than June 30 each year, provide notice of appointment terms through a written contract and/or LOU to be signed by both parties.

Absent good cause or express 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. It is the faculty member's obligation to notify the Dean and Chair of any circumstances, such as travel, that will interfere with the faculty member's ability to meet the July 20 deadline and to request

an extension of the deadline. A request for an extension is subject to the Dean's approval, in consultation with the Chair. In the ordinary case, the deadline may not be extended beyond August 15.

The faculty member's failure to return a signed contract or other document indicating acceptance of contract terms by July 20 (or by the extended deadline as approved by the Dean) constitutes a declination that, at the University's discretion, may result in revocation of the offered contract, except for good cause shown by the faculty member (SBHE 605.1.5).

4. *Relationship of Contract Terms to Evaluation of Faculty*

a. Generally

The criteria used to annually evaluate faculty shall relate to a faculty member's responsibilities as set forth in the faculty member's contract, and shall be appropriately weighted in accordance with the percent of total effort assigned to a particular responsibility under the faculty member's contract.

b. Probationary Faculty

A faculty member's responsibilities as set forth in the faculty member's contract, along with the percent of total effort assigned to a particular responsibility under the contract, should have a documented and direct relationship to stated expectations for promotion and tenure in order to assist the faculty member in meeting those expectations. Thus, the percent of total effort assigned to a particular responsibility under the faculty member's contract should be set to foster a faculty member's professional development in accordance with his or her academic responsibilities and interests as well as Department and College/School needs, and should be re-evaluated annually (and readjusted if necessary) to facilitate progress towards promotion and tenure.

c. Tenured Faculty

After tenure, a faculty member's responsibilities as set forth in the faculty member's contract, along with the percent of total effort assigned to a particular responsibility under the contract, should continue to foster a faculty member's professional development in accordance with his or her academic rank, responsibilities, and interests, as well as Department and College/School needs. The faculty member's responsibilities should be re-evaluated annually (and readjusted if necessary) to facilitate productivity toward Department, College/School, and University goals befitting a senior faculty member, as well as to facilitate progress towards promotion to the rank of Professor.

d. Special Appointments Faculty

Where promotion is available to faculty on special appointment contracts, the faculty member's responsibilities as set forth in the faculty member's contract, along with the percent of total effort assigned to a particular responsibility under the contract, should have a documented and direct relationship to stated expectations for promotion in order to assist the faculty member in meeting those

expectations. Thus, the percent of total effort assigned to a particular responsibility under the faculty member's contract should be set to foster a faculty member's professional development in accordance with his or her academic responsibilities and interests as well as Department and College/School needs, and should be re-evaluated annually (and readjusted if necessary) to facilitate progress towards promotion.

5. Tenure Credit for Past Experience

Individuals with previous professional experience may, at the discretion of the institution, be granted tenure credit not to exceed three years (SBHE 605.1.4.a.i). All tenure credit must be agreed upon by the faculty member and Department Chair, approved by the Dean, and documented at the time of appointment.

6. Faculty Orientation

It is expected that the Department, College/School, and University will provide appropriate information resources and programming to orient new faculty. At a minimum, new faculty should be provided with access to the Code of Conduct, Faculty Handbook, and Department and College/School guidelines for promotion, tenure, and evaluation.

7. Tenure and Professional Development Plans

Each probationary faculty member should participate with the Department Chair in the development of a written tenure plan that will guide the faculty member's efforts with a timeline toward successful promotion and tenure. (SHBE Policy 605.1) Tenured faculty will continue to work with the Department Chair at least annually to assure continued contribution to the Department, College/School and University and, as appropriate, progress toward successful promotion to full Professor. Special appointments faculty will work with the Chair at least annually toward successful contributions to the Department and College/School, and to plan for successful promotion as appropriate.

8. Faculty Responsibility

It is the responsibility of the University to take all steps listed above upon hire. At the same time, each new faculty member also is responsible for making all reasonable efforts to become familiar with all relevant provisions of the Code of Conduct, Faculty Handbook, the promotion, tenure, and evaluation guidelines of his/her Department and College/School, and other policies or procedures as may be developed and distributed to the faculty.

B. Annual Review

As required by SBHE policy, each faculty member shall have an annual performance review that includes evaluation of performance based upon mutually agreed upon development plans or goals (SBHE 604.3,

SBHE 605.1.6). Annual evaluations of all faculty must follow University processes established by the Office of Human Resources, where relevant, and the Department and College/School. The results of the evaluation must be communicated to the faculty member in written form.

1. *Department Guidelines*

All Departments shall adopt procedures for annual evaluation that are clearly articulated in the Department's promotion, tenure, and evaluation guidelines

2. *Progress Statement Toward Promotion and/or Tenure*

All evaluations for faculty must include a clear summary statement on whether the candidate is making satisfactory progress toward promotion and/or tenure, and, if necessary, appropriate steps articulated in a performance improvement plan.

3. *Performance Improvement Plans*

Upon completion of the evaluation, if the faculty member does not meet specified performance expectations, the Department Chair, in collaboration with the faculty member, shall establish as necessary an annual performance improvement plan that includes clearly articulated and understood goals that are specific, measurable, achievable, relevant, and time-bound. The performance improvement plan shall then inform the expectations articulated in the faculty member's subsequent contract and annual evaluation.

4. *Review Following Leave*

The terms of annual evaluation for faculty who are granted developmental or other forms of leave from the University, or who are placed on administrative leave by the University, will be established in writing at the time leave is granted.

C. *Promotion and Tenure*

1. *Time in Rank*

Time served in rank is never a sufficient criterion for promotion or tenure. Instead, promotion and tenure must be awarded based on performance in all relevant faculty roles and responsibilities, and in accordance with expectations in academic rank.

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. (SBHE Policy 605.1).

Service as a faculty member commencing in the spring semester will count as one full academic year. A probationary faculty member who starts service at the University of North Dakota in the spring semester, therefore, will have served one year toward promotion and/or tenure at the end of their first semester.

Probationary faculty are expected to submit an application for promotion to Associate Professor and tenure in the fall of their sixth year of eligibility. This time period may be adjusted to account for tenure credit granted at the time of appointment.

Although allowable only in exceptional circumstances (SBHE 605.1.4.b.iii), a probationary faculty member may initiate their tenure review early. Regardless of when the tenure review occurs, if the faculty member is denied tenure, the faculty member may not reinitiate candidacy in the subsequent year, which will be their terminal year of employment.

The expected time in rank of Associate Professor prior to seeking promotion to Professor is seven years. There is no presumptive right to be promoted to Professor. Associate Professors generally are expected to demonstrate continued and sustained progress required for promotion according to their professional development plan. Beginning no later than an Associate Professor's seventh year in rank, his or her progress toward fulfilling the requirements for the rank of Professor should be part of the annual review process.

2. *Mid-Point Review of Probationary Faculty*

In order to promote the success of probationary faculty, Departments are responsible for conducting a meaningful pre-tenure review process. The process should give a clear indication in writing of progress toward tenure and promotion, and should occur at a point that affords the faculty member the opportunity, if necessary, to adjust work output in order to meet standards for tenure and promotion.

3. *Extending the Tenure Clock*

Extensions or waivers of the six-year probationary period for tenure may be granted in exceptional and extenuating circumstances identified in University policy or pursuant to applicable law that may include maternity or paternity leave, appropriate accommodations for faculty with disabilities, or other extraordinary circumstances, such as family emergency or extended illness (SBHE 605.1.3.c). Such exceptions must be approved in writing by the Provost [or, for the SMHS, the VPHA](#).

The purpose of an extension is to provide additional time to meet the standards expected for tenure because of exceptional and extenuating circumstances that substantially impede the faculty member's progress during the probationary period.

A faculty member should apply for an extension as soon as it becomes clear that an extenuating circumstance has substantially impeded the faculty member's progress toward tenure in aspects that

clearly can be specified. A request for an extension of the probationary period of six years of continuous academic service should be initiated within a reasonable period, not to exceed six months, of the occurrence of the circumstances on which the request is based. Above all, absent extraordinary circumstances, the faculty member must not wait until the time of a tenure application to make such a request based on past circumstances. In any event, an extension request must be made no later than August 15 preceding the faculty member's final probationary year (i.e., the year in which the faculty member would be required to apply for tenure). Extensions of the probationary period may not exceed two years in total.

Requests for extension should not be made prematurely, and will not be accepted, on the basis of speculation about how challenging or demanding circumstances might affect progress toward tenure. Clear and convincing evidence must be provided of how the circumstances have impeded or will impede the faculty member's progress, and the request must clearly outline the specific aspects of the faculty member's productivity that have been or will be substantially impeded by exceptional and extenuating circumstances.

a. Criteria

Requests to extend the probationary period will be approved if they are deemed to be in the interest of the University and if they are judged to be:

- Fair to the faculty member making the request (taking into account the nature of the extenuating circumstances and the clear and convincing evidence that the circumstances substantially impeded the faculty member's productivity in specific ways),
- Consistent with applicable standards and expectations for faculty productivity in rank, and
- Equitable with regard to standards and practices generally applicable to other candidates for tenure in the University.

Exceptional circumstances may include, but are not limited to:

- Parental responsibilities relating to gaining custody of a child, whether by birth, adoption, or other means
- Extended illness, disability, care of an immediate family member, and other events that would qualify for leave under the federal Family and Medical Leave Act of 1993 (whether or not they result in the faculty member taking FMLA leave)
- Other personal or family emergencies.

b. Procedures

The Provost's [or VPHA's](#) office will make available to Deans and Chairs a standard template for extension requests. A faculty member's extension request must be submitted in writing and include the following information:

- Date of appointment and required tenure year based on appointment (i.e., what will be the faculty member's sixth year of service in which a tenure application ordinarily would be required)
- Identification of exceptional circumstances on which the request is based
- Date(s) of relevant events comprising the circumstances
- Explanation of how the circumstances substantially impeded the faculty member's progress toward tenure, including an outline of any specific activity that was impeded in each area of faculty obligation
- Identification of the specific activities toward tenure the faculty member expects to accomplish during the period of extension
- Curriculum vitae
- Original LOU upon hire and most recent faculty contract; and
- Last evaluation by Department Chair and School/College.

The faculty member must submit the extension request to the Department Chair. The Chair shall forward the request to the Dean, along with the Chair's written recommendation, with explanation, as to whether the request should be granted. The Dean shall forward the request and Chair's recommendation, along with the Dean's written recommendation, to the Provost [or, for the SMHS, the VPHA](#). The Provost [or VPHA](#) will make the final determination as to whether the request is granted.

If approved by the Provost [or VPHA](#), the Chair shall document the approval, the period of the extension and its effect upon the length of the probationary period, and a revised tenure plan for the faculty member. The faculty member will sign this document prior to implementation of the extension. The denial of the extension may be appealed through regular faculty grievance procedures.

4. *External Reviews*

Faculty who are seeking promotion and/or tenure will be evaluated in part through an external review process established in Department and College/School guidelines pursuant to the following considerations. The Department and/or College/School is responsible for administering the external review process as established.

The purpose of external review is to provide evaluation and validation from outside the University of the candidate's record in relation to generally accepted standards held within a particular academic field. The external review process will, at a minimum, be utilized to evaluate a candidate's scholarly record, and may be used to evaluate a candidate's instructional and/or professional service record, or other dimensions of professional activity, as appropriate for the discipline.

The feedback provided by external reviewers must be considered when assessing any promotion and tenure case. The positive, negative, and/or neutral feedback provided in outside letters should be reviewed closely by the departmental promotion and tenure committee, the Department Chair, and the School/College Dean. In addition, the ultimate recommendations provided by external reviewers should be considered in relation to the comments provided.

A participatory process will be used to identify external reviewers, and the final selection of these reviewers should always be conducted at the Department level, working with the candidate, Department members, and the Department Chair. Reviewers should be recognized scholars and/or practicing professionals in their disciplines and should be well-positioned to comment on the candidate's scholarly and/or professional service record. External reviewers should also be individuals who can fairly, objectively, and completely evaluate the candidate's record. Personal friends, former students, or former mentors, and – absent documented rationale – coauthors, are excluded.

Generally, the individuals identified to provide external reviews should be employed at or above the rank into which the candidate is to be promoted. If the candidate is seeking promotion to Associate Professor, then external reviewers can be either Associate or full Professors. If the candidate is seeking promotion to full Professor, then the external reviewers should all be full Professors. In the case of tenure decisions, the individuals identified should be tenured. For external reviews conducted by practicing professionals, the professional's position should be comparable to the rank sought by the candidate.

External reviewers will be asked to provide a letter that summarizes their evaluation of the candidate's scholarly contributions and research productivity, and as appropriate for the discipline, their instructional and/or professional service record. External reviewers should be instructed to refrain from making assessments based on the promotion and tenure standards developed by their own academic institutions, and to make evaluations based only on the Departmental standards provided.

A candidate may secure additional external review letters, which may be included in promotion and tenure materials as permitted. As in the case for external reviewers secured by Departments, external reviewers secured by the candidate should be individual who can fairly, objectively, and completely evaluate the candidate's record; personal friends, former students, or former mentors, and – absent documented rationale – coauthors, are excluded. External reviewers secured by the candidate also should generally be employed at or above the rank the candidate is seeking. These additional documents, however, cannot be used as substitutes for the letters secured and evaluated as part of the external review process.

To the extent possible under all applicable law, the external review process will be single-blind up to the point that the reviews are made part of the candidate's promotion and tenure materials. The identity of the external reviewers will be known by those individuals who make recommendations or vote as part of promotion and/or tenure decisions.

5. *Relationship between Tenure and Promotion*

Under no circumstances will tenure be held by a faculty member at the rank of Assistant Professor.

III. **Process for Making Tenure and Promotion Decisions**

A. **Alignment with Annual Review and Merit Process**

Each Department will have documented guidelines which explicitly align annual reviews and merit processes with a candidate's tenure/professional development plan.

B. Initiation of Promotion and/or Tenure Review

Faculty seeking promotion and/or tenure must formally notify the Department Chair and Dean's office in a timely manner, normally no later than April 15 of the spring semester prior to the academic year during which the review will occur. A candidate may, in writing, withdraw consideration of their tenure or promotion review at any stage of the reviewing process.

Promotion of faculty who have special appointments requires the adoption and application of appropriate departmental standards for promotion. In the absence of an approved plan for a specific college or school, the process used for evaluation of such promotion applications will be identical to the process for consideration of probationary and tenured faculty, with the exception that the final level of decision-making shall be the appropriate Vice President (Academic Affairs or Health Affairs).

C. Responsibilities of the Candidate

The faculty candidate must supply all necessary dossier materials and supporting information in the format required and by the deadlines published by the home Department, office of the Dean, and office of the Provost [or, for the SMHS, the VPHA](#).

D. Department

The Chair of the candidate's home Department will make a recommendation to the candidate's Dean on promotion/tenure. The Chair must seek the advice of a departmental committee in making his/her recommendation. The committee's advice, relevant votes, and a rationale for the advice must be included in the promotion and/or tenure file as it proceeds to subsequent levels of review.

The Chair must provide a written rationale, which becomes part of the candidate's file, for his/her recommendation based on the materials in the candidate's file and on the advice of the departmental committee.

After the Chair's recommendation, but before review at the next stage of the process, the candidate will be given the opportunity to review the departmental advice, any external review letters, and the Chair's recommendation, and respond in writing if s/he so chooses. Any such response will become part of the promotion/tenure file.

E. College/School

The Dean of the candidate's College/School will make a recommendation to the Provost [or, for the SMHS, the VPHA](#) on promotion/tenure. The Dean must seek the advice of a College/School committee in making his/her recommendation. The committee's advice, relevant votes, and a written rationale for the advice must be included in the tenure/promotion file as it proceeds to subsequent levels of review.

The Dean must provide a written rationale, which becomes part of the candidate's file, for his/her recommendation based on the materials in the candidate's file and on the advice of the College/School committee.

After the Dean's recommendation, but before review at the next stage of the process, the candidate will be given the opportunity to review the College advice and the Dean's recommendation, and respond in writing if s/he so chooses. Any such response will become part of the promotion/tenure file.

F. University

The Provost [or, for the SMHS, the VPHA](#) will make a recommendation to the President on promotion and/or tenure. The Provost must seek the advice of a University committee in making his/her recommendation. This committee's advice, relevant votes, and a written rationale for the advice must be included in the promotion/tenure file as it proceeds to subsequent levels of review.

Similarly, the Provost must seek the collective advice of the academic Deans in making his/her recommendation. The Deans' collective advice, relevant votes, and a written rationale for the advice must be included in the tenure/promotion file as it proceeds to subsequent levels of review.

The Provost [or VPHA](#) must provide a written rationale, which becomes part of the candidate's file, for his/her recommendation on promotion/tenure based on the materials in the candidate's file and on the advice of the University committee.

After the Provost's [or VPHA's](#) recommendation is made, but before review by the President, the candidate will be given the opportunity to review the University committee's advice, the Deans' advice, and the Provost's [or VPHA's](#) recommendation, and respond in writing if s/he so chooses. Any such response will become part of the candidate's promotion/tenure file.

G. President

Upon receiving a recommendation from the Provost [or VPHA](#), the President will make a decision on promotion. The President's determination on promotion is final.

The President will make a recommendation on tenure to the SBHE, accompanied by a written rationale (SBHE 605.1.1.c).

Under no circumstances will tenure be held by a faculty member at the rank of Assistant Professor; therefore, a tenure-eligible Assistant Professor whose promotion request is denied will not be recommended for tenure by the President.

H. State Board of Higher Education (for Tenure only)

Tenure is not an entitlement, and the granting of tenure requires an affirmative act by the SBHE. Tenure is limited to faculty appointment in the academic unit or program area at UND and shall not extend to allow an administrator to be tenured in his or her administrative position. Tenure is awarded by the SBHE upon recommendation of the Chancellor, following review and recommendations made pursuant to the procedures established at UND and a recommendation by the 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. Although decisions to recommend tenure involve some of the criteria which apply to decisions involving salary adjustments and promotions, there are additional considerations which apply to tenure recommendations, such as budgetary concerns, balance within the departments, projected enrollments, retrenchment, etc. The award of salary increases and promotions should not necessarily lead a faculty member to expect tenure will be recommended.

PURPOSE

Chief opportunity engine for North Dakota and our students

MISSION

To provide transformative learning, discovery, and community engagement opportunities for developing tomorrow's leaders

VISION

The Premiere Flagship University of the Northern Plains

CORE VALUES*COMMUNITY*

A spirit of collaboration and connectedness across the University and beyond

DISCOVERY

An enthusiasm for inquiry, creativity, and innovation

DIVERSITY

An understanding and appreciation of diverse people, experiences, and ideas

INCLUSIVITY

A welcoming, inclusive, and supportive environment for all

LIBERAL ARTS

An educational foundation essential for living an intellectually curious, personally fulfilling, and socially responsible life

LIFELONG LEARNING

A passion for learning, civic engagement, and community leadership