

**PLEASE NOTE: Members, when addressing Faculty Council, please stand and identify yourselves. Guests wishing to speak please fill out a guest card to be handed to the Chair prior to speaking.**

**PLEASE NOTE: Members planning to introduce amendments are requested to provide copies to the Faculty Council Office, 18A Administration, at least 24 hours before this meeting.**

**AGENDA**  
**Faculty Council Meeting**  
**Tuesday, April 3, 2018 – 4:00 p.m. – BSB – Room 131**

**APRIL 3, 2018 FACULTY COUNCIL AGENDA ITEMS:**

**I. Faculty Council Agenda – April 3, 2018**

1. Next Faculty Council Meeting – May 1, 2018 – BSB – Room 131 – 4:00 p.m.
2. Executive Committee Meeting Minutes located on the FC website – February 20 and 27, 2018  
[\(http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/\)](http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/)
3. Faculty Council Harry Rosenberg Distinguished Service Award – Nominations due by *April 13, 2018*.

**B. MINUTES TO BE APPROVED**

1. Faculty Council Meeting Minutes – March 6, 2018 - (pp. 4-20)

**C. UNFINISHED BUSINESS**

**D. REPORTS TO BE RECEIVED**

1. President – Tony Frank
2. Provost/Executive Vice President – Rick Miranda
3. Faculty Council Chair – Tim Gallagher
4. Board of Governors Faculty Representative – Margarita Lenk

**E. CONSENT AGENDA**

1. UCC Minutes – March 2, 9, and 23, 2018 (pp. 21-28)

**F. ACTION ITEMS**

1. Elections – Faculty Council Standing Committees – Committee on Faculty Governance (pp. 29-30)
2. Elections – University Discipline Panel – Committee on Faculty Governance (p. 31)
3. Elections – University Grievance Panel – Committee on Faculty Governance (p. 32)
4. Proposed revisions to Section C.2.1.3.2 Ex Officio Members of the *Academic Faculty and Administrative Professional Manual* – CoFG (pp. 33-34)
5. Proposed revisions to Section C.2.1.9.6 Specialized Standing Committees: Membership and Function of the *Academic Faculty and Administrative Professional Manual* – CoFG (pp. 35-36)
6. Proposed revisions to Section C.2.1.3.2 – The current wording in Section C.2.1.9.3 is provided in the supporting materials to provide background information as the proposed change to Section C.2.1.3.2 is considered – CoFG (pp. 37-38)
7. Proposed revisions to Section K.10.6.5 of the *Academic Faculty and Administrative Professional Manual* – CoRSAF (pp. 39-40)
8. Proposed revisions to the *Graduate and Professional Bulletin* – Graduate Study – CoSRGE (pp. 41-46)
9. Proposed revisions to the *Academic Faculty and Administrative Professional Manual* – Section E.1 Definition of Faculty – CoRSAF (p. 47)
10. Proposed revisions to the *Academic Faculty and Administrative Professional Manual* – Section E.2 Types of Faculty Appointments – CoRSAF (pp. 48-58)

**G. DISCUSSION**

1. Proposal to adopt LENS (Learning Environment Survey) to replace the existing Student Course Survey, including proposed changes to Section E.12.1 and Section I.8 of the *Academic Faculty and Administrative Professional Manual* - CoTL (pp. 59-88)

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**Secretary's Note:** Please detach at this line, print your name, and leave in attendance box at the Faculty Council Meeting. If you must be absent, you are encouraged to send a substitute representative of academic faculty status in order to provide proper representation at the meeting. Substitutes should turn in the attendance slip at the meeting and indicate on the slip whom they are representing. Members will find it helpful to have copies of the Faculty Council, University Curriculum Committee and Executive Committee minutes available for reference at the meeting.

To Faculty Council Members: Your critical study of these minutes is requested. If you find errors, please call, send a memorandum, or E-mail immediately to Rita Knoll, ext 1-5693.

NOTE: Final revisions are noted in the following manner: additions underlined; deletions ~~over scored~~.

**MINUTES**  
**Faculty Council Meeting**  
**March 6, 2018 – 4:00 p.m. – BSB – Room 131**

**CALL TO ORDER**

The Faculty Council meeting was called to order at 4:00 p.m. by Tim Gallagher, Chair.

Gallagher welcomed and introduced our guest visitor, Governor Jane Robbe Rhodes, to our Faculty Council meeting. Rhodes serves on the CSU System Board of Governors. She is also a CSU alumna, and visited with professors and attended several classes today.

Rhodes announced she was happy to attend today's meeting. The Board of Governors meets twice a year at the CSU campus – May and October. Faculty are welcome to attend these meetings.

**ANNOUNCEMENTS**

1. Next Faculty Council Meeting – April 3, 2018 – BSB – Room 131 – 4:00 p.m.

Gallagher announced that the next Faculty Council meeting would be held on April 3, 2018 at 4:00 p.m. in Behavioral Sciences building, Room 131. Gallagher understands the inconvenience of the steeper steps for faculty; however, Room A207 in the Clark building was just not big enough to accommodate everyone.

2. Elections - Faculty Council Standing Committees, University Grievance Panel and University Disciplinary Panel – Committee on Faculty Governance – April 3, 2018

3. Executive Committee Meeting Minutes located on FC website – January 23 and 30, 2018; February 13, 2018  
[\(http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/\)](http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/)

Gallagher announced that the Executive Committee Meeting Minutes are posted on the Faculty Council website.

**MINUTES TO BE APPROVED**

1. Faculty Council Meeting Minutes – February 6, 2018

Antonio Pedros-Gascon noted some minor changes. He emailed his changes to Rita Knoll, Executive Assistant, before today's meeting.

By unanimous consent, the amended February 6, 2018 Faculty Council meeting minutes were approved. The minutes will be placed on the Faculty Council website.

### **UNFINISHED BUSINESS.**

### **REPORTS TO BE RECEIVED**

1. Provost/Executive Vice President – Rick Miranda

Miranda reported on the following:

Miranda cedes his time but was happy to take questions.

No questions were asked from faculty.

Miranda's report was received.

3. Faculty Council Chair – Tim Gallagher

Gallagher reported on the following:

- Executive Committee has been working on a number of high profile, important items, including the discussion item from the February FC meeting. The CoFG had motions for changes to the Code with their draft and CoRSAF was working on proposed changes to E.2. These two items have the potential to generate a lot of discussion at the April 3 Faculty Council meeting. Please be prepared to stay until at least 6:00 p.m. for the April meeting. The two committees, CoFG and CoRSAF, are busily working on their drafts and are incorporating many of the changes suggested by FC members during the February meeting discussion. This is why the items have to be bumped to a later meeting. We hope to see this material in April.
- President Frank will also be with us in April to give a report.
- Yesterday, the Committee on Teaching and Learning voted to bring forward LENS (Learning Environment Survey). Faculty knows this previously as the Student Course Survey, which is handed out the last week of classes. CoTL has done a complete revamp and created a survey that looks nothing like what we have now. Therefore, next time we will have this to consider as well, which typically involves considerable discussion. Gallagher requests that members get a substitute if they cannot be present for the whole April meeting.

- Gallagher reports he has been trying to attend at least one meeting with every Standing Committee. CoNTTF changed their normal meeting time as Gallagher had a weekly obligation conflict, so they moved to a different time to accommodate Gallagher's schedule. Gallagher expressed his appreciation to the Committee on Non-Tenure Track Faculty.

Gallagher's report was received.

4. Board of Governors Faculty Representative – Margarita Lenk

Lenk reported on the following:

Lenk submitted her written report and highlighted some of the points from the BOG meeting in February. At the meeting, Amy Parsons described some updates regarding the Western Stock Show location. CSU has prime buildings and prime building locations on this site, and the river walk area has been dramatically improved by moving the railway further away from the river than its original location. Our colleges and departments will be able to make a visible appearance here.

Todos Santo is almost completely to capacity.

No definitive news on the budget. Faculty salary increases expected to be around 2.5%.

Bond interest and repayment. Bond swaps have occurred that have made reductions to our bond costs moving forward.

INTO contract has been extended for five more years. They have brought about 500 new students to campus.

Robert Keller (Economics): asked about the duration of the bonds.

Miranda: They vary--from 8 year maturity to 20 to 30.

Marie Legare (Chair, CoRSAF): Lenk stated that they had "re-upped" the contract with INTO, and that were going to seek input from INTO students as well as faculty across campus as to how effective INTO was. Perhaps getting input from faculty and students would have been better BEFORE they renewed the contract.

Miranda clarifies that there was not really a renewal. There is a long-term contract with INTO and at this time we are seeking input as its effectiveness.

Page 4 - Faculty Council Meeting Minutes  
March 6, 2018

Antonio Pedros-Gascon (CLA At-Large): Asked about faculty exchanges. Degree programs (3-5) that are not entirely STEM.

Silvia Canetto (Psychology): Asks for microphones at meetings for amplification of sound. Also, what has changed in regard to INTO?

Miranda: New countries to recruit students from, adjustments to academic English program. We are trying to understand how to approach this partnership. Would like us start 3 to 5 degree programs, but there is no disciplinary flow yet. Just starting the discussion about what we might propose to them.

Silvia Canetto (Psychology): What have been the costs and the revenues from the program?

Miranda: I gave a review of this to Executive Committee and would be happy to bring that to Faculty Council.

**BOARD OF GOVERNORS – Faculty Council Representative Report**  
*Margarita Maria Lenk.*

The Board of Governors (BOG) met on February 7-9, 2018 in Pueblo, CO. Full BOG meeting minutes are available on the BOG web site. Below are my “Fort Collins’ highlights” notes from these meetings, and are not meant to be fully comprehensive summaries of the Board meetings.

**The February 7-9 retreat and meeting were held on the CSU Pueblo campus.**

The next board meeting is May 3-4, 2018. Please send me any accomplishments or other news of differentiating excellence so that I can help tell our CSU Fort Collins story!

1. All new degree programs, sabbatical requests, and Faculty and AP Manual changes on the agenda were approved.
2. In response to the request made by Faculty Council members, Governor Jane Robbe Rhodes will be visiting CSU classes and will observe our March 6<sup>th</sup> Faculty Council meeting.
3. Amy Parsons provided updates on the CSU System strategic map, upcoming leases and sub-leases, and the Western stock Show Complex’s updates and progress. CSU has prime buildings and prime building locations on this site, and the river walk area has been dramatically improved by moving the railway further away from the river than its original location.
4. CSU Pueblo and CSU-Global have (or are planning) courses and events at Todos Santos campus, and more partnerships are being created with Mexican universities, the University of Utah, and many local agencies to fully utilize this campus throughout the year.

5. CSU-Pueblo's Provost, Rick Kreminski, presented their very successful launch and progress of their Institute for Cannabis Research, inviting all researchers from any discipline to partner with them to advance discovery, application, and dissemination research with them. They have a very impressive conference tradition, bringing in the top researchers from around the world.
6. No definitive news was shared about CO legislature's higher education budget for next year. At this time (not fixed), faculty salary increases are expected to average 2.5%, and state classified employees salary increases are expected to average 3%.
7. CSU's non-resident summer tuition increase was approved.
8. Lynn Johnson, CFO, shared tremendously positive news about the bond swaps that have occurred, moving variable rate bonds to very low fixed interest rates, and dramatically lowering our future debt service costs (with average interest rates lower than 2%).
9. The INTO contract has been extended for 5 more years. INTO is in its 5<sup>th</sup> year, and has brought over 400 students to CSU.
10. CSU Provost Rick Miranda presented the potential international university partnership opportunity with Qingdao University, China to the Governors, and explained the UNIZEN partnership.

Lenk's report was received.

4. Provost's Council of Engagement Report  
-Paula Mills, Project Manager with the Office of Engagement

Mills reported on the following:

Mills presented a PowerPoint presentation to faculty that will be posted on the Faculty Council website. Mills also brought handouts for faculty.

Mills spoke to the mission of the Provost's Council of Engagement. Gave a history of the council. APLU gave CSU one of four awards in sustainability.

Defines what is meant by engagement. Often misunderstood. Reciprocity is a necessary component, co-creation of knowledge, not just taking knowledge to others.

Refers to Boyer's work to explain engagement in the R1 institution. Engagement cuts across the area of teaching, research, and service. We need look no further than to our land grant status to understand the importance of this work to our mission. Elevating the work of engagement is central to the institution.



Mills referred to Robin Reid, a faculty representative, who does this work. Talks about the efficiency of engagement to fulfill missions. We see them as advisors with university leadership to improve the culture.

Meet bi-monthly and in-between the faculty members are working on different initiatives. Intended to be a faculty-driven effort. First came together in 2016. Faculty reported their objectives—campus ambassadors, high performers and peer leaders from their units, advisors from faculty to university.

Showed some of the work that the council has taken on. Four areas of work. Open and responsive to how the conversation around engaged scholarship may evolve. The measuring impact group to find ways to grow engagement that is in the works.

SOURCE has been featuring each member of the Council so that the work is recognized. This presentation, for instance, is one of several presentations that are being made. They hope to bring this to the department level next year. There will be a survey distributed querying opportunities and priorities of the engagement space. There will be awards to recognize this work. A few steps have been made.

Language has been integrated into the faculty and staff offer letters. Space in the digital measures to show engaged scholarship

In April, there will be a luncheon with two new awards that will be given at the CSU Awards Ceremony for the first time, with some engaged scholars who were nominated for inaugural awards. We will celebrate this work and ask specific questions that we may need at CSU, or elsewhere, which may help faculty to do this work. The idea is to educate and inspire for new efforts.

Finally, there is language in the Faculty *Manual* that provides opportunity for how to integrate this work into your annual review narratives and T&P process.

*Questions:*

Steve Mumme (CLA At-Large): This is aspirational and will only be of value if written into codes at the various levels. If each individual faculty member must make his or her own case, then this won't work.

Mills: Some institutional documents are in discussion, to get at the systems and documents, so that they become imbued with the objectives. CLA is digging into its codes, for instance.

Miranda: The College of Liberal Arts' efforts are substantial. T&P dossier changed years ago to reflect emphasis on interdisciplinary work, so the same could happen with Engagement. It's a push and a pull. The culture has to change all across the institution and we can work with the Office of Engagement as well.

Mills' report was received.

**CONSENT AGENDA**

- 1. UCC Minutes – January 26, 2018; February 2, 9, 16, and 23, 2018

Carole Makela, Chair, moved that Faculty Council approve the Consent Agenda.

The Consent Agenda was approved unanimously.

**ACTION ITEMS**

- 1. Election: Faculty Council Chair – Committee on Faculty Governance – Tim Gallagher Nominated

**TIMOTHY GALLAGHER** Business 2019  
Nominated by Committee on Faculty Governance

\_\_\_\_\_  
Nominated from the Floor 2019

Sue Doe, Vice Chair, asked for nominations from the floor. Hearing no nominations, the nominations were closed.

Faculty Council unanimously approved Timothy Gallagher to serve another term as Chair of Faculty Council starting July 1, 2018 – June 30, 2019.

- 2, Election: Faculty Council Vice Chair – Committee on Faculty Governance – Sue Doe Nominated

**SUE DOE** Liberal Arts 2019  
Nominated by Committee on Faculty Governance

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Nominated from the Floor 2019

Tim Gallagher, Chair, asked for nominations from the floor. Hearing no nominations, the nominations were closed.

Faculty Council unanimously approved Sue Doe to serve another term as Vice Chair of Faculty Council starting July 1, 2018 – June 30, 2019.

3. Election: Faculty Council Board of Governors Faculty Representative – Committee on Faculty Governance  
Margarita Lenk and Stephen Mumme Nominated

**BALLOT**  
**NOMINATIONS FOR FACULTY REPRESENTATIVE TO BOG**  
**MARCH 6, 2018**  
**Vote for one (1) representative**

	<b>College</b>	<b>Term Expires</b>
<b><u>MARGARITA LENK</u></b> Nominated by Committee on Faculty Governance	Business	2019
<b><u>STEPHEN MUMME</u></b> Nominated by Committee on Faculty Governance	Liberal Arts	2019
<hr style="width: 50%; margin-left: 0;"/> Nominated from the Floor		2019

Tim Gallagher, Chair, asked for nominations from the floor. Hearing no nominations, the nominations were closed.

Steve Reising, Co-Chair, Committee on Faculty Governance and Ruth Hufbauer, College of Agricultural Sciences, distributed paper ballots to Faculty Council voting members. The ballots were collected from all members and the results tallied.

Steve Reising, Co-Chair, CoFG, shared the ballot results with Tim Gallagher, Chair.

Tim Gallagher, Chair, announced Margarita Lenk had been elected to serve another term as the Faculty Representative to the Board of Governors starting July 1, 2018 – June 30, 2019.

4. Proposed changes to the *Academic Faculty and Administrative Professional Manual* – Section I.9 – Grades of Incomplete – CoSS

Karen Barrett, Chair, CoSS, moved that Faculty Council approve the proposed revisions to the *Academic Faculty and Administrative Professional Manual* – Section I.9 – Grades of Incomplete

Page 9 - Faculty Council Meeting Minutes  
March 6, 2018

The Committee on Scholastic Standards submits the following motion:

MOVED, THAT SECTION I.9 OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL*, BE AMENDED AS FOLLOWS:

Deletions ~~Overscored~~ Additions Underlined

### **I. 9 Grades of Incomplete**

At the discretion of the instructor, a temporary grade of Incomplete may be given to a student who demonstrates that he or she could not complete the requirements of the course due to circumstances beyond the student's control and not reasonably foreseeable. A student must be passing a course at the time that an Incomplete is requested unless the instructor determines that there are extenuating circumstances to assign an Incomplete to a student who is not passing the course. When an instructor assigns an Incomplete, he or she shall specify in writing the requirements the student shall fulfill to complete the course as well as the reasons for granting an Incomplete when the student is not passing the course. The instructor shall retain a copy of this statement in his or her grade records and provide copies to the student and the department head or his or her designee. After successful completion of the makeup requirements, Incomplete grades will be changed by the instructor of record or the department head, in the absence of the instructor of record. After one year or at the end of the semester in which the student graduates (whichever comes first), an Incomplete will be automatically changed to a "F" (failure) or a "U" (unsatisfactory) unless the course has been previously completed and a grade change submitted by the instructor or the head of the department. If the class for which the student has been given an Incomplete is S/U only, the grade shall revert to a "U"; if it is a traditionally graded class, it shall revert to an "F". If a course is instructor option and S/U grades exist, the Incomplete will roll to a "U". If only traditional grades ("A" thru "F") exist, the Incomplete will roll to an "F". Students will be notified to take action on Incomplete grades at the beginning of their anticipated graduation term.

### **Rationale**

These amendments are aimed at two main goals: 1. improving student understanding and 2. Assigning grades that are appropriate. Students are told that incompletes revert to an "F" after a year, so they may be unaware that their incomplete will revert to an "F" on graduation when that graduation occurs earlier than a year after the incomplete grade was assigned. Providing them with this information will enable them to take timely action to avoid the failing grade. In addition, if a course is graded using S/U, it seems inappropriate for an "F" to be assigned if the student does not pass it.

Karen Barrett (Chair, CoSS): Explained that 1) currently S/U courses revert to "F" if incomplete so this proposal says that those courses revert to U; and, 2) addresses the problem associated with reverting to F or U even if the student graduates before the incomplete reverts. This proposal gives students information

Page 10 - Faculty Council Meeting Minutes  
March 6, 2018

so that students are not surprised about this. The Registrar's Office will decide on how this will be conveyed as well.

Discussion:

Doug Cloud (English): Who will notify the students?

Barrett: The Registrar's office.

Faculty Council unanimously approved the motion.

5. Proposed changes to the *General Catalog* – Grades of Incomplete - CoSS

Karen Barrett, Chair, CoSS moved that Faculty Council approve the proposed revisions to the *General Catalog* – Grades of Incomplete

Barrett said this language is the same thing as the previous proposal; however, it is just being placed in the *General Catalog*.

The Committee on Scholastic Standards submits the following motion:

MOVED, THAT THE GENERAL CATALOG, BE AMENDED AS FOLLOWS:

Deletions ~~Overseored~~ Additions Underlined

**Incomplete Grades**

At the discretion of the instructor, a temporary grade of "I" may be given to a student who demonstrates it is not possible to complete the requirements of a course due to circumstances beyond the student's control and not reasonably foreseeable. A student must be passing a course at the time an incomplete is requested unless the instructor determines there are extenuating circumstances to assign an incomplete to a student who is not passing the course. When an instructor assigns an "I", the instructor shall specify in writing the requirements the student shall fulfill to complete the course as well as the reasons for granting an "I" when the student is not passing the course. The instructor shall retain a copy of this statement in the grade records and provide copies to the student and the department head or designee. Students will be notified to take action on Incomplete grades at the beginning of their anticipated graduation term. The student should not register for the course again to complete the coursework. After successful completion of the makeup requirements, incomplete grades will be changed by the instructor of record or the department head, in absence of the instructor of record. After one year, or at the end of the semester in which the student graduates (whichever comes first), an incomplete Incomplete will be automatically changed to an "F" (failure) or a "U" (unsatisfactory) unless the course has been previously completed and a grade change submitted by the instructor or the head of the department. If the class for which the student has been given an Incomplete is S/U only, the grade

shall revert to a "U"; if it is a traditionally graded class, it shall revert to an "F". If a course is instructor option and S/U grades exist, the Incomplete will roll to a "U". If only traditional grades ("A" thru "F") exist, the Incomplete will roll to an "F". The temporary grade of "I" must be changed to a grade (e.g., A, B, C, D, F, S, U) prior to the student being awarded a diploma from CSU.

**Rationale:**

These amendments are aimed at two main goals: 1. improving student understanding and 2. Assigning grades that are appropriate. Students are told that incompletes revert to an "F" after a year, so they may be unaware that their incomplete will revert to an "F" on graduation when that graduation occurs earlier than a year after the incomplete grade was assigned. Providing them with this information will enable them to take timely action to avoid the failing grade. In addition, if a course is graded using S/U, it seems inappropriate for an "F" to be assigned if the student does not pass it.

Faculty Council unanimously approved the motion.

6. Proposed revisions to the *General Catalog* – Extending Undergraduate Planned Leave to Two Semester Option - CoTL

Matt Hickey, Chair, CoTL moved that Faculty Council approve the proposed revisions to the *General Catalog* – Extending Undergraduate Planned Leave to Two Semester Option

Hickey explained two simple changes. The motion is to extend the undergraduate planned leave from 1 to 2 semesters; and, on page 2, RI and CE. The *General Catalog* needed clarification, so we fixed these.

The Committee on Teaching and Learning submits the following motion:

**MOVED, THAT FACULTY COUNCIL ADOPT THE PROPOSED CHANGE TO THE UNDERGRADUATE PLANNED LEAVE LANGUAGE IN THE *GENERAL CATALOG* TO BE EFFECTIVE FALL 2018 AS FOLLOWS:**

Additions - Underlined - Deletions – ~~Strikeouts~~

Undergraduate Planned Leave is a status intended to help students more easily and effectively take up to one two semesters away from their CSU studies and successfully return again. Students who obtain Undergraduate Planned Leave status and comply with its requirements do not have to re-apply for admission to CSU upon return. In addition, Planned Leave students will be tracked in an attempt to help facilitate their successful and timely return.

All undergraduate students seeking their first Bachelor's degree are requested to communicate their plans when leaving CSU in order to determine eligibility for an approved Planned Leave. Students who meet the established eligibility requirements will be granted a Planned Leave for up to one two semesters. (A semester is defined as a fall or spring semester and excludes summer sessions; for example, Planned Leave is granted for fall and the student returns the following spring, or is granted for spring and returns the following fall.) Semesters may, but are not required to, be taken consecutively. A total of two semesters of Planned Leave are available to all first bachelor's degree seeking students. Any student leaving for more than one two semesters should utilize CSU's Returning Student process via the Office of Admissions when they return. Any student leaving longer than one two semesters due to military service should work with the Adult Learner and Veteran's Services Office or the Veteran's Education Benefits Office to discuss available options.

Some examples of situations where Planned Leave might be appropriate include students on domestic internships, official assignment for CSU, military service, mission service, leave due to medical reasons, family crisis, financial crisis, work, etc.

Per CSU transfer evaluation guidelines, students on Planned Leave may enroll at another domestic post-secondary institution during their Planned Leave. Any student planning on going to an international post-secondary institution must have a conversation with, and follow the processes of, the Education Abroad Office to evaluate what, if any, of the credits taken might transfer back to CSU.

International study while on Planned Leave is not the same as regular Education Abroad. Many different issues arise and processes must be followed by students in the Education Abroad program. Students participating in Education Abroad (for-credit study, intern, volunteer, work, or research abroad programs) have a separate CSU process for managing planned leave and therefore are not eligible to participate in this policy.

In order to be eligible for planned leave, a student must meet all of the following criteria:

- a. Undergraduate Degree Seeking Student (~~RI & CE~~CSU on-campus and CSU Online) seeking first bachelor's degree (2nd Bachelor students are not eligible)
- b. Academic Standing: good standing or academic probation one or two.

Students interested in obtaining Planned Leave status must apply and be approved before leaving. For additional information, see the Registrar's Office website.

Page 13 - Faculty Council Meeting Minutes  
March 6, 2018

Rationale: The limitation of one semester often does not afford the time students need to address their academic, financial, health or other concerns. In addition, students taking planned leave for military service find the one semester limitation challenging. The Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) is the federal law that establishes rights and responsibilities for members of the Guard and Reserve and their civilian employers. While this law does not specifically address academic institutions, "It is intended to minimize the disadvantages to an individual that occur when that person needs to be absent from his or her civilian employment to serve in this country's uniformed services." An extension of

Undergraduate Planned Leave to two semesters will assist CSU in meeting the needs of these students.

Faculty Council unanimously approved the motion.

### **DISCUSSION**

1. None.

Gallagher adjourned the meeting at 5:04 p.m.

Tim Gallagher, Chair  
Sue Doe, Vice Chair  
Rita Knoll, Executive Assistant



Page 14 - Faculty Council Meeting Minutes  
March 6, 2018

ATTENDANCE  
**BOLD INDICATES PRESENT AT MEETING**  
UNDERLINE INDICATES ABSENT AT MEETING

<b>ELECTED MEMBERS</b>	<b>REPRESENTING</b>	<b>TERM</b>
<b>Agricultural Sciences</b>		
<b>Stephan Kroll</b>	Agricultural and Resource Economics	2019
<b>Stephen Coleman</b>	Animal Sciences	2018
<u>Scott Nissen</u>	Bioagricultural Sciences & Pest Management	2018
<b>Adam Heuberger</b>	Horticulture & Landscape Architecture	2019
<u>Thomas Borch</u>	Soil and Crop Sciences	2020
<u>Jane Choi</u>	College-at-Large	2019
<b>Ruth Hufbauer</b>	College-at-Large	2020
<b>Bradley Goetz</b>	College-at-Large	2019
<b>Health and Human Sciences</b>		
<u>Anna Perry</u> (excused)	Design and Merchandising	2019
<b>Brian Tracy</b>	Health and Exercise Science	2018
<b>David Sampson</b>	Food Science and Human Nutrition	2019
<b>Karen Barrett</b>	Human Development and Family Studies	2018
<b>Bolivar Senior</b>	Construction Management	2020
<b>Matt Malcolm</b>	Occupational Therapy	2020
<b>Tom Chermak</b>	School of Education	2018
<b>Eunhee Choi</b>	School of Social Work	2019
<b>Business</b>		
<b>Bill Rankin</b>	Accounting	2019
<u>Stephen Hayne</u>	Computer Information Systems	2018
<u>Tianyang Wang</u>	Finance and Real Estate	2019
<b>Troy Mumford</b>	Management	2018
<u>Tuba Ustuner</u>	Marketing	2018
<b>Joe Cannon</b>	College-at-Large	2019
<u>John Hoxmeier</u>	College-at-Large	2019
<b>Engineering</b>		
<u>Russ Schumacher</u> (excused)	Atmospheric Science	2018
<u>Travis Bailey</u>	Chemical and Biological Engineering	2019
<u>Rebecca Atadero</u>	Civil and Environmental Engineering	2018
<b>Siddharth Suryanarayanan</b>	Electrical and Computer Engineering	2019
<u>Shantanu Jathar</u>	Mechanical Engineering	2020
<u>J. Rockey Luo</u>	College-at-Large	2019
<b>Steven Reising</b>	College-at-Large	2019
<u>Ted Watson</u>	College-at-Large	2018

Page 15 - Faculty Council Meeting Minutes  
March 6, 2018

### Liberal Arts

<b>Michael Pante</b>	Anthropology	2020
<u>Marius Lehene</u>	Art (will serve term thru Fall '19)	2019
<b>Nick Marx</b> (substituting for Julia Khrebtan-Horhager)	Communication Studies	2019
<b>Robert Keller</b>	Economics	2020
<b>Doug Cloud</b>	English	2020
<b>Albert Bimper</b>	Ethnic Studies	2019
<b>Jonathan Carlyon</b>	Languages, Literatures and Cultures	2018
<b>Robert Gudmestad</b>	History	2020
<u>Gayathri (Gaya) Sivakumar</u>	Journalism and Technical Communication	2020
<u>Wesley Ferreira</u>	Music, Theater, and Dance	2019
<b>Moti Gorin</b>	Philosophy	2019
<b>Kyle Saunders</b>	Political Science	2018
<b>Tara Opsal</b>	Sociology	2019
<b>Antonio Pedros-Gascon</b>	College-at-Large	2019
<b>Stephen Mumme</b> (substituting for Steve Shulman – Spring '18 sabbatical)	College-at-Large	2020
<b>David Riep</b>	College-at-Large	2018
<b>Meara Faw</b> (substituting for Allison Prasch)	College-at-Large	2020
<u>Lisa Langstraat</u>	College-at-Large	2020

### Natural Resources

<b>Monique Rocca</b>	Ecosystem Science and Sustainability	2020
<u>Barry Noon</u> (Spring 2018)	Fish, Wildlife, & Conservation Biology	2018
<b>Chad Hoffman</b>	Forest and Rangeland Stewardship	2020
<b>Mike Ronayne</b> (substituting for Bill Sanford – Spring '18 sabbatical)	Geosciences	2020
<b>Alan Bright</b>	HDNR in Warner College	2020

### Natural Sciences

<b>Jennifer Nyborg</b>	Biochemistry and Molecular Biology	2019
<u>Melinda Smith</u>	Biology	2018
<b>George Barisas</b>	Chemistry	2020
<u>Ross McConnell</u>	Computer Science	2019
<u>Yongcheng Zhou</u>	Mathematics	2020
TBD	Physics	2017
<b>Silvia Canetto</b>	Psychology	2019
<u>Mary Meyer</u>	Statistics	2019
<u>Chuck Anderson</u>	College-at-Large	2020
<b>Anton Betten</b>	College-at-Large	2019
<u>Janice Moore</u>	College-at-Large	2018
<b>Brad Conner</b>	College-at-Large	2018
<b>Alan Van Orden</b>	College-at-Large	2020

Page 16 - Faculty Council Meeting Minutes  
March 6, 2018

### **Veterinary Medicine & Biomedical Sciences**

<b>C.W. Miller</b>	Biomedical Sciences	2019
<b>Dean Hendrickson</b>	Clinical Sciences	2019
<u>Elizabeth Ryan</u>	Environmental & Radiological Health Sciences	2020
<b>Alan Schenkel</b>	Microbiology, Immunology and Pathology	2018
<u>Noreen Reist</u>	College-at-Large	2020
<b>Jennifer Peel</b>	College-at-Large	2020
<u>William Black</u>	College-at-Large	2020
<b>Marie Legare</b>	College-at-Large	2019
<u>Anne Avery</u>	College-at-Large	2019
<u>Tod Clapp</u>	College-at-Large	2019
<b>Dawn Duval</b>	College-at-Large	2019
<u>Patrick McCue</u>	College-at-Large	2018
<b>Stuart Tobet</b>	College-at-Large	2018
<b>DN Rao Veeramachaneni</b>	College-at-Large	2018

### **University Libraries**

<b>Nancy Hunter</b>	Libraries	2019
<b>Michelle Wilde</b>	At-Large	2019

### ***Ex Officio* Voting Members**

<b>Timothy Gallagher</b>	Chair, Faculty Council/Executive Committee	2018
<b>Sue Doe</b>	Vice Chair, Faculty Council	2018
<b>Margarita Lenk</b>	BOG Faculty Representative	2018
Don Estep, Chair	Committee on Faculty Governance	2019
Todd Donovan, Chair	Committee on Intercollegiate Athletics	2017
<b>Nancy Hunter, Chair</b>	Committee on Libraries	2019
<b>Jenny Morse, Chair</b>	Committee on Non-Tenure Track Faculty	2020
<b>Marie Legare, Chair</b>	Committee on Responsibilities & Standing of Academic Faculty	2018
Donald Samelson, Chair	Committee on Scholarship Research and Graduate Education	2019
<b>Karen Barrett, Chair</b>	Committee on Scholastic Standards	2019
Katharine Leigh, Chair	Committee on Strategic and Financial Planning	2019
<b>Matt Hickey, Chair</b>	Committee on Teaching and Learning	2019
Mo Salman, Chair	Committee on University Programs	2018
<b>Carole Makela, Chair</b>	University Curriculum Committee	2018

Page 17 - Faculty Council Meeting Minutes  
March 6, 2018

***Ex-Officio Non-Voting Members***

Anthony Frank	President
Rick Miranda	Provost/Executive Vice President
Brett Anderson	Special Advisor to the President
Kim Tobin	Vice President for Advancement
Mary Ontiveros	Vice President for Diversity
Louis Swanson	Vice Provost for Engagement/Director of Extension
Leslie Taylor	Interim Vice President for Enrollment and Access
Dan Bush	Vice Provost for Faculty Affairs
Patrick Burns	Vice President for Information Technology/Dean Libraries
Jim Cooney	Vice Provost for International Affairs
Tom Milligan	Vice President for Public Affairs
Alan Rudolph	Vice President for Research
Blanche M. Hughes	Vice President for Student Affairs
Kelly Long	Vice Provost for Undergraduate Affairs
Lynn Johnson	Vice President for University Operations
Ajay Menon	Dean, College of Agricultural Sciences
Jeff McCubbin	Dean, College of Health and Human Sciences
Beth Walker	Dean, College of Business
David McLean	Dean, College of Engineering
Jodie Hanzlik	Dean, Graduate School
Ben Withers	Dean, College of Liberal Arts
Jan Nerger	Dean, College of Natural Sciences
Mark Stetter	Dean, College of Vet. Medicine & Biomedical Sciences
John Hayes	Dean, Warner College of Natural Resources
Shannon Wagner	Chair, Administrative Professional Council

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **March 2, 2018** at 2:00 p.m.

The meeting adjourned at 3:55 p.m.

### Minutes

The minutes of February 23, 2018 were electronically approved on February 26, 2018.

### Consent Agenda

None.

***Please note:*** Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below. Once a course proposal is approved to the “Curriculum Liaison Specialist - hold for FC approval” queue in the CIM workflow, the course should be available to be added to the Class Schedule in ARIES/Banner (contingent on the effective term approved by UCC and Scheduling deadlines).

<b>Study Abroad Courses</b>			
Course #	Course Title	Notes	Effective Term
<a href="#">ESS 482A/ ANTH 482A</a>	Study Abroad: Communities and Conservation	1 <sup>st</sup> offering. 6-credits (3 credits for travel; 3 credits for academic endeavors before/after travel).	Summer 2018
<a href="#">HIST 382B</a>	Study Abroad: The Normandy Campaign	1 credit; referenced in previous submissions, but not actually offered previously.	Summer 2018

<b>Major Changes to Existing Course</b>			
Course #	Course Title	Notes	Effective Term
<a href="#">ANTH 444</a>	Cultures of Virtual Worlds_Research Methods	Minor edit to course title; separating the lab component into ANTH 401 and ANTH 501 ( <i>UCC approved on 2/16/18</i> ). Credit decrease from 4 to 3; Schedule Type/Credits revised from 3 credits of lecture and 1 credit of lab to 3 credits of lecture only. Existing <a href="#">AUCC Cat 4A</a> .	Fall 2018

<b>Major Changes to Existing Program</b>		
Program Title	Notes	Effective Term
<i>College of Liberal Arts</i>		
<a href="#">Minor in Technical and Science Communication</a>	Addition of JTC 310 as a required course; addition and removal of various courses in ‘Select from’ lists.	Fall 2018

<b>Discussion Item</b>	
Topic	Notes
AUCC guidelines/criteria revisions	UCC discussed a draft document of the All University Core Curriculum reviewing contemporary language and inclusion of content criteria and competencies with student learning outcomes. The required criteria and competencies are consistent with revisions approved by CCHE (June 2, 2016) for the state’s GT Pathways. No courses were listed or identified in the in the draft. Suggestions will be integrated into a revised draft for further discussion and consideration by UCC.

Minutes approved by the University Curriculum Committee on 3/9/18.

Carole Makela, Chair  
Shelly Ellerby and Susan Horan, Curriculum & Catalog

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **March 9, 2018** at 2:00 p.m.

The meeting adjourned at 3:30 p.m.

### Minutes

The minutes of March 2, 2018.

### Consent Agenda

The Consent Agenda was approved.

**Please note:** Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below. Once a course proposal is approved to the “Curriculum Liaison Specialist - hold for FC approval” queue in the CIM workflow, the course should be available to be added to the Class Schedule in ARIES/Banner (contingent on the effective term approved by UCC and Scheduling deadlines).

### Exception Request for Third Experimental Course Offering

Course #	Course Title	Notes	Effective Term
<a href="#">EAP 180A2</a>	Contemporary American Culture in Context	Previous offerings: Fall 2017 (6 students) and Spring 2018 (3 students). No permanent course proposal found.	Summer 2018

### Study Abroad Course

Course #	Course Title	Notes	Effective Term
<a href="#">LEAP 482A</a>	Study Abroad: International Arts Collaboration in India	Previously offered Summer 2015 as 3-week, 3-credit course in South Africa. 1 <sup>st</sup> offering to this location; 3 credits (1 credit for 10 days of travel; 2 credits for assignment/projects/readings/academic endeavors before/after travel).	Summer 2018

### New Courses

Course #	Course Title	Notes	Effective Term
<a href="#">ANEQ 103</a>	Introduction to Animal Science	Distance/Online only.	Fall 2018
<a href="#">ANTH 548</a>	Theoretical Topics in Cultural Anthropology	Graduate students only.	Fall 2018
<a href="#">BZ 340</a>	Field Mammalogy	Previously offered as experimental course BZ 380A3; 4 credits (1 credit of lecture and 3 credits of lab).	Summer 2018
<a href="#">ENGR 300</a>	3D Printing Lab for Engineers	Previously offered as experimental course ENGR 381A1; 1 credit; S/U only.	Fall 2018
<a href="#">FW 304</a>	Conservation of Marine Megafauna		Fall 2018
<a href="#">GEOL 662</a>	Field Geomorphology	Previously offered as experimental course GEOL 680A1; 2 credits (1 credit of lecture and 1 credit of lab); graduate students only; permanent partial semester.	Fall 2018
<a href="#">GR 102</a>	Geography of Europe and the Americas	Previously offered as experimental course GR 180A1.	Fall 2018
<a href="#">INTD 110</a>	Visual Expression of Interior Environments	New course approved for GT Pathways Arts & Humanities – Arts & Expression ( <a href="#">GT-AH1</a> ); also approved for <a href="#">AUCC Cat 3B</a> . Distance/Online and Face-to-Face.  *Proposed course title changed from “Designed” to “Interior” so it matches the syllabus and gtPathways submittal form, and to better reflect course content.	Fall 2018

Major Changes to Existing Courses			
Course #	Course Title	Notes	Effective Term
<a href="#">LEAP 200</a>	Advocacy in the Visual and Performing Arts	3 credits; offered as Online/DCE, Face-to-Face, and Mixed Face-to-Face. Approved for <a href="#">AUCC Cat 3C</a> , but not GT Pathways.	Fall 2018

New Specialization		
Program Title	Notes	Effective Term
<a href="#">Master of Business Administration, Marketing Data Analytics Specialization</a>	Offered as Online/DCE only. All required courses are approved to be offered online.	Fall 2018

Major Changes to Existing Program		
Program Title	Notes	Effective Term
<i>College of Business</i>		
<a href="#">Major in Business Administration, Supply Chain Management Concentration</a>	Requiring MGT 375, MGT 376, and MGT 377 rather than only requiring 2 of the 3 courses; adjusting electives accordingly.	Fall 2018

## CONSENT AGENDA

Experimental Courses – 1 <sup>st</sup> offering			
Course #	Course Title	Notes	Effective Term
<a href="#">BIOM 180A1</a>	Principles of Biomedical Engineering	Distance/Online only for high school students concurrently enrolled in a F2F course offered through St. Vrain Valley High School District – see ‘other info pertinent to this request’ field. No permanent course proposal found.	Fall 2018
<a href="#">SOC 380A1</a>	Labor in Global Food Systems	No permanent course proposal found.	Fall 2018

Experimental Courses – 2nd Offering ( <i>for informational purposes only</i> )			
Course #	Course Title	Notes	Effective Term
<a href="#">DM 580A1</a>	Entrepreneurship Theories and Practice	1st offering: Fall 2016. No permanent course proposal found.	Fall 2018
<a href="#">GEOL 581A6</a>	Petroleum Geology	1 <sup>st</sup> offering: Fall 2016. No permanent course proposal found.	Fall 2018
<a href="#">GR 180A1</a>	Regional Geography–Europe and the Americas	1 <sup>st</sup> offering: Fall 2017. No permanent course proposal found.	Fall 2018
<a href="#">MECH 681A4</a>	Biologically Inspired Robotics	1 <sup>st</sup> offering: Fall 2017. No permanent course proposal found.	Fall 2018
<a href="#">SPCM 380A1</a>	Global Media Cultures	1st offering: Spring 2018. Permanent course proposal ( <i>saved but not submitted</i> ): <a href="#">448</a>	Fall 2018
<a href="#">SPCM 380A2</a>	The Personal Lens-Making Media	1st offering: Spring 2018. Permanent course proposal ( <i>saved but not submitted</i> ): <a href="#">SPCM 360</a> .	Fall 2018

<b>Minor Changes to Courses</b>			
<b>Course #</b>	<b>Course Title</b>	<b>Notes</b>	<b>Effective Term</b>
<a href="#">ANEQ 345</a>	Principles of Nutrition: Equine Applications	Edits to prerequisites.	Spring 2019
<a href="#">BZ 310</a>	Cell Biology	Edit to prerequisites.	Spring 2019
<a href="#">BZ 332</a>	Introductory Phycology	Edit to prerequisites.	Spring 2019
<a href="#">CIS 320</a>	Project Management for Information Systems	Edit to prerequisites.	Spring 2019
<a href="#">HDFS 710</a>	Theories of Applied Developmental Science	Edit to offering year.	Spring 2019
<a href="#">HDFS 750</a>	Multivariate Research Methods II	Edit to offering year.	Spring 2019
<a href="#">MIP 302</a>	General Microbiology Laboratory	Edit to offering term.	Spring 2019
<a href="#">SOCR 720B</a>	Advanced Plant Breeding	Edits to offering year and term; edit to registration restrictions.	Spring 2020

<b>Minor Changes to Existing Program</b>		
<b>Program Title</b>	<b>Notes</b>	<b>Effective Term</b>
<a href="#">Major in Business Administration, Organization and Innovation Management Concentration</a>	Addition of MGT 468 to Senior year 'Select from' list.	Fall 2018

Minutes approved by the University Curriculum Committee on 3/23/18.

Carole Makela, Chair  
 Shelly Ellerby and Susan Horan, Curriculum & Catalog



## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **March 23, 2018** at 2:00 p.m.

The meeting adjourned at 3:55 p.m.

### Minutes

The minutes of March 9, 2018.

### Consent Agenda

The Consent Agenda was approved.

***Please note:*** Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below. Once a course proposal is approved to the “Curriculum Liaison Specialist - hold for FC approval” queue in the CIM workflow, the course should be available to be added to the Class Schedule in ARIES/Banner (contingent on the effective term approved by UCC and Scheduling deadlines).

<b>New Courses</b>			
<b>Course #</b>	<b>Course Title</b>	<b>Notes</b>	<b>Effective Term</b>
<a href="#">ENGR 571</a>	Analytics in Systems Engineering	Offered as Distance/Online, Face-to-Face, and Mixed Face-to-Face.	Spring 2019
<a href="#">ENGR 602</a>	Systems Requirements Engineering	Offered as Distance/Online and Face-to-Face. Previously offered as experimental course ENGR 680A2 (Fall 2017: 10 students).	Spring 2019
<a href="#">ENGR 603</a>	Introduction to Systems Test and Evaluation	Offered as Distance/Online, Face-to-Face, and Mixed Face-to-Face. Previously offered as experimental course ENGR 680A3 (Spring 2018: 17 students).	Spring 2019

<b>Major Changes to Courses</b>			
<b>Course #</b>	<b>Course Title</b>	<b>Notes</b>	<b>Effective Term</b>
<a href="#">ANEQ 328</a>	Foundations in Animal Genetics	Edit to course description and prerequisites.	Spring 2019
<a href="#">CHEM 105</a>	Problem Solving in General Chemistry	Changing grade mode from S/U to Traditional.	Spring 2019
<a href="#">NRRT 487</a>	Internship	Addition of Distance/Online offering; variable credit change from 1-18 to 4-12; adding prerequisite and junior standing requirement.	Spring 2019
<a href="#">SOC 375</a>	Sociology of Religion <del>and</del> <b>Medicine</b>	Edit to course title, description, and offering term.	Spring 2019

<b>New Degree</b>		
<b>Program Title</b>	<b>Notes</b>	<b>Effective Term</b>
<a href="#">Professional Doctorate in Systems Engineering</a>	Pending Council of Deans and Provost review of the Comprehensive Program Proposal (CPP), a Special Action memo will be submitted for Faculty Council review.	Spring 2019

<b>'New' Major (Title change)</b>		
<b>Program Title</b>	<b>Notes</b>	<b>Effective Term</b>
<a href="#">Major in Interior Architecture and Design</a>	Title change to the <a href="#">Major in Interior Design</a> ( <i>Deactivation proposal will need to be submitted</i> ). See CIM proposal for detailed list of edits. Changing AUCC Category 4 courses.	Fall 2018

<b>'New' Specialization (Title Change)</b>		
<b>Program Title</b>	<b>Notes</b>	<b>Effective Term</b>
<a href="#">Master of Arts in English, Plan A, Writing, Rhetoric, and Social Change Specialization</a>	Changing the title of the old specialization (Master of Arts in English, Plan A, Rhetoric and Composition Specialization), which will necessitate a new program code.  <i>The 'old' specialization title will need to be deactivated in a separate CIM proposal under program code 'ENGL-RHAZ-MA.'</i>	Fall 2018
<a href="#">Master of Arts in English, Plan B, Writing, Rhetoric, and Social Change Specialization</a>	Changing the title of the old specialization (Master of Arts in English, Plan B, Rhetoric and Composition Specialization), which will necessitate a new program code.  <i>The 'old' specialization title will need to be deactivated in a separate CIM proposal under program code 'ENGL-RHAZ-MA.'</i>	Fall 2018

<b>Major Changes to Existing Programs</b>		
<b>Program Title</b>	<b>Notes</b>	<b>Effective Term</b>
<a href="#">Master of Addiction Counseling, Plan C (M.A.C.)</a>	Replacing PSY 786E Advanced Practicum: Clinical with PSY 787 Internship.	Fall 2018
<a href="#">Major in Statistics, General Statistics Concentration</a>	Addition of courses to 'Select from' lists; addition of CS 150 to satisfy the Computer Science requirement.	Fall 2018
<a href="#">Minor in Statistics</a>	Addition of courses to 'Select from' lists.	Fall 2018
<a href="#">Certificate in Operations, Logistics and Supply Chain Management</a>	The certificate will continue to require 9 supply chain management credits (3 courses), and adds MGT486 as one of those options; MGT 375, 376, and 377 remain the other course options.	Fall 2018
<a href="#">University Honors Program</a>	The change in the program of study is for the sophomore year, so that under the "Select one course from the following" is HONR 292A, HONR 292B, and HONR 292C. This applies to all pathways.  Since both the 'Seminar' reserved numbers were already used (HONR 292 and 293), subtopic numbers were created under HONR 292. Per request from the department, 'Knowing in the Sciences' became HONR 292A; HONR 292 became HONR 292B; HONR 293 became 292C.	Fall 2018

<b>Update to 10/6/17 UCC Minutes</b> <b>Miscellaneous Memo Request (<i>inadvertently missing from 10/6/17 UCC Minutes</i>)</b>	
<b>CIM Miscellaneous Request Memo Topic</b>	<b>PLI requirement removed administratively in CIM/Catalog from the following programs effective Fall 2018:</b>
<a href="#">Removal of Professional Learning Institute (PLI) program as graduation requirement for all undergraduate engineering degree programs</a>	<b>Engineering Majors:</b> <a href="#">Chemical and Biological Engineering (B.S.)</a> <a href="#">Civil Engineering (B.S.)</a> <a href="#">Computer Engineering (B.S.)</a> <a href="#">Electrical Engineering, Electrical Engineering Concentration (B.S.)</a> <a href="#">Electrical Engineering, Lasers and Optical Engineering Concentration (B.S.)</a> <a href="#">Engineering Science, Engineering Physics Concentration (B.S.)</a> <a href="#">Engineering Science, Space Engineering Concentration (B.S.)</a> <a href="#">Engineering Science, Teacher Education Concentration (B.S.)</a> <a href="#">Environmental Engineering (B.S.)</a> <a href="#">Mechanical Engineering (B.S.)</a> <b>Dual Degree Programs:</b> <a href="#">Biomedical Engineering (B.S.) and Chemical and Biological Engineering (B.S.)</a> <a href="#">Biomedical Engineering (B.S.) and Electrical Engineering, Electrical Engineering Concentration (B.S.)</a> <a href="#">Biomedical Engineering (B.S.) and Electrical Engineering, Lasers and Optical Engineering Concentration (B.S.)</a> <a href="#">Biomedical Engineering (B.S.) and Mechanical Engineering (B.S.)</a> <a href="#">Engineering Science (B.S.) and International Studies (B.A.)</a> <a href="#">Interdisciplinary Liberal Arts (B.A.) and Engineering Science (B.S.)</a>

## CONSENT AGENDA

<b>Experimental Courses – 1<sup>st</sup> offering</b>			
Course #	Course Title	Notes	Effective Term
<a href="#">SOC 380A2</a>	Science and Technology in Society	No permanent course proposal found.	Fall 2018

<b>Experimental Courses – 2nd offering (<i>for informational purposes only</i>)</b>			
Course #	Course Title	Notes	Effective Term
<a href="#">CS 581A4</a>	Foundations of Cyber-Physical Systems	No permanent course proposal found.	Fall 2018
<a href="#">SOCR 581A3</a>	Internet-of-Things (IoT) Sensors Lab	No permanent course proposal found.	Fall 2018

<b>Minor Changes to Courses</b>			
Course #	Course Title	Notes	Effective Term
<a href="#">ANEQ 334</a>	Principles of Equine Genetics	Edit to prerequisites.	Spring 2019
<a href="#">DSCI 369</a>	Linear Algebra for Data Science	Edit to offering term.	Spring 2019
<a href="#">SOCR 240</a>	Introductory Soil Science	Edit to offering term.	Spring 2019
<a href="#">VS 331</a>	Histology	Edit to prerequisites.	Spring 2019

<b>Course Deactivations</b>			
<b>Course #</b>	<b>Course Title</b>	<b>Notes</b>	<b>Effective Term</b>
<a href="#">STAT 515</a>	Statistical Science and Process Improvement	Not referenced in any programs or courses.	Summer 2018
<a href="#">STAT 522</a>	Stochastic Processes II	Not referenced in any programs or courses.	Summer 2018
<a href="#">STAT 526</a>	Analyses of Time Series II	Not referenced in any programs or courses.	Summer 2018
<a href="#">STAT 675B</a>	Topics in Statistical Methods: Design	STAT 675B/C/D/F would be administratively removed from long 'select from' lists on the following programs: <ul style="list-style-type: none"> <li>• <a href="#">ECOL-MS: M.S. in Ecology, Plan A</a></li> <li>• <a href="#">ECOL-MS: M.S. in Ecology, Plan B</a></li> <li>• <a href="#">ECOL-PHD: Ph.D. in Ecology</a></li> </ul> <i>GDPE has been notified as affected department.</i>	Summer 2018
<a href="#">STAT 675C</a>	Topics in Statistical Methods: Multivariate and Regression Methods		Summer 2018
<a href="#">STAT 675D</a>	Topics in Statistical Methods: Computer Intensive Methods		Summer 2018
<a href="#">STAT 675F</a>	Topics in Statistical Methods: Robustness and Nonparametric Methods		Summer 2018
<a href="#">STAT 675I</a>	Topics in Statistical Methods: Industrial Statistical Methods	Not referenced in any programs or courses.	Summer 2018
<a href="#">STAT 675J</a>	Topics in Statistical Methods: Reliability	Not referenced in any programs or courses.	Summer 2018
<a href="#">STAT 675K</a>	Topics in Statistical Methods: Bayesian Statistics	Not referenced in any programs or courses.	Summer 2018
<a href="#">STAT 675L</a>	Topics in Statistical Methods: Medical/Pharmaceutical Statistical Methods	Not referenced in any programs or courses.	Summer 2018
<a href="#">STAT 721</a>	Applied Probability and Stochastic Processes I	Not referenced in any programs or courses.	Fall 2018
<a href="#">STAT 722</a>	Applied Probability and Stochastic Processes I	Not referenced in any programs or courses.	Fall 2018
<a href="#">STAT 725</a>	Time Series and Stationary Processes	Not referenced in any programs or courses.	Fall 2018
<a href="#">STAT 731</a>	Advanced Theory of Statistics II	Not referenced in any programs or courses.	Fall 2018
<a href="#">STAT 750</a>	Advanced Theory of Design	Not referenced in any programs or courses.	Fall 2018
<a href="#">STAT 760</a>	Theory of Multivariate Statistics	Not referenced in any programs or courses.	Fall 2018
<a href="#">STAT 770</a>	Approximation Theory and Methods	Not referenced in any programs or courses.	Fall 2018

<b>Minor Changes to Existing Program</b>		
<b>Program Title</b>	<b>Notes</b>	<b>Effective Term</b>
<a href="#">Major in Hospitality Management</a>	Required course RRM 340 changed from 4 to 5 credits; sophomore year elective credit total changed from 3 to 2 credits.	Fall 2018
<a href="#">Interdisciplinary Minor in Information Science and Technology</a>	Removing 2 courses and adding 1 course to an 18-credit 'Select from' list.	Fall 2018

Minutes approved by the University Curriculum Committee on 3/26/18.

Carole Makela, Chair  
 Shelly Ellerby and Susan Horan, Curriculum & Catalog

**BALLOT**  
**Academic Faculty Nominations to Faculty Council Standing Committees**  
**April 3, 2018**

**COMMITTEE ON LIBRARIES**

<b><u>LAURENCE JOHNSON</u></b>	<b>College</b> Business	<b>Term Expires</b> 2021
(Nominated by Committee on Faculty Governance)		

**COMMITTEE ON NON-TENURE TRACK FACULTY**

<b><u>SUSAN (Suellen) MELTZER</u></b>	Agricultural Sciences	2021
(Nominated by Committee on Faculty Governance)		

**COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC FACULTY**

<b><u>JENNIFER MARTIN</u></b>	Agricultural Sciences	2021
(Nominated by Committee on Faculty Governance)		

**COMMITTEE ON SCHOLARSHIP, RESEARCH, AND GRADUATE EDUCATION**

<b><u>MELINDA SMITH</u></b>	Natural Sciences	2021
(Nominated by Committee on Faculty Governance)		

<b><u>DONALD SAMELSON</u></b>	Business	2021
(Nominated by Committee on Faculty Governance)		

**COMMITTEE ON SCHOLASTIC STANDARDS**

<b><u>ALAN KENNAN</u></b>	Natural Sciences	2021
(Nominated by Committee on Faculty Governance)		

**BALLOT**  
**Academic Faculty Nominations to Faculty Council Standing Committees**  
**April 3, 2018**

**COMMITTEE ON STRATEGIC AND FINANCIAL PLANNING**

<b><u>GREGORY PERRY</u></b> (Nominated by Committee on Faculty Governance)	Agricultural Sciences	2021
<b><u>ROB SCHWEBACH</u></b> (Nominated by Committee on Faculty Governance)	Business	2021
<b><u>GEORGE BARISAS</u></b> (Nominated by Committee on Faculty Governance)	Natural Sciences	2021

**COMMITTEE ON TEACHING AND LEARNING**

	<b>College</b>	<b>Term Expires</b>
<b><u>LUMINA ALBERT</u></b> (Nominated by Committee on Faculty Governance)	Business	2021

**COMMITTEE ON UNIVERSITY PROGRAMS**

<b><u>TIAN WANG</u></b> (Nominated by Committee on Faculty Governance)	Business	2021
<b><u>TANJA HESS</u></b> (Nominated by Committee on Faculty Governance)	Agricultural Sciences	2021

**BALLOT**  
**University Committee Nominations**  
**DISCIPLINE PANEL**  
**3-year Term**  
**April 3, 2018**

	<b>College</b>	<b>Term Expires</b>
<b><u>BRETT JOHNSON</u></b> (Nominated by Committee on Faculty Governance)	Natural Resources	2021
<b><u>IULIANA OPREA</u></b> (Nominated by Committee on Faculty Governance)	Natural Sciences	2021
<b><u>JENNIFER NYBORG</u></b> (Nominated by Committee on Faculty Governance)	Natural Sciences	2021
<b><u>CANDACE TSAI</u></b> (Nominated by Committee on Faculty Governance)	CVMBS	2021

**BALLOT**  
**University Committee Nominations**  
**GRIEVANCE PANEL**  
**3-year Term**  
**April 3, 2018**

	<b>College</b>	<b>Term Expires</b>
<b><u>HONG MIAO</u></b> (Nominated by Committee on Faculty Governance)	Business	2021
<b><u>JASON QUINN</u></b> (Nominated by Committee on Faculty Governance)	Engineering	2021
<b><u>STEVEN RUTLEDGE</u></b> (Nominated by Committee on Faculty Governance)	Engineering	2021
<b><u>SCOTT GLICK</u></b> (Nominated by Committee on Faculty Governance)	Health and Human Sciences	2021
<b><u>NAOMI LEDERER</u></b> (Nominated by Committee on Faculty Governance)	Libraries	2021
<b><u>CHRIS ACKERSON</u></b> (Nominated by Committee on Faculty Governance)	Natural Sciences	2021
<b><u>IULIANA OPREA</u></b> (Nominated by Committee on Faculty Governance)	Natural Sciences	2021
<b><u>PIOTR KOKOSZKA</u></b> (Nominated by Committee on Faculty Governance)	Natural Sciences	2021
<b><u>MO SALMAN</u></b> (Nominated by Committee on Faculty Governance)	CVMBS	2021



## MEMORANDUM

DATE: XXX, 2018

TO: Tim Gallagher  
Chair of Faculty Council

FROM: Don Estep, Chair  
Committee of Faculty Governance

SUBJECT: Proposed revision to Section C.2.1.3.2 of the *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL*

The Committee on Faculty Governance submits the following amendment:

MOVED, THAT SECTION C.2.1.3.2 of the ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE AMENDED AS FOLLOWS:

Additions are underlined, and deletions are indicated by ~~strikeouts~~.

C.2.1.3.2 Ex Officio Members (last revised XXX, 2018)

Chairpersons of Faculty Council regular ~~and specialized~~ standing committees, serving as the official representatives of the standing committees to the Faculty Council, shall be ex officio voting members of Faculty Council. Faculty representatives of Faculty Council specialized standing committees, serving as the official representatives of their respective colleges and the Libraries on the specialized committee and before Faculty Council, shall be ex officio voting members of Faculty Council.

The immediate past Chairperson of Faculty Council shall be an ex officio non-voting member of the Faculty Council for one (1) year immediately following the expiration of his or her term as Chairperson of the Faculty Council.

The President of the University, the Provost, the Vice Presidents, the Vice Provosts, the Deans of the Colleges and the Libraries, and the Chair of the Administrative Professional Council shall be seated on the Faculty Council as ex officio non-voting members.

**Rationale:**

A long-standing aspect of the Code has invested the Chairs of the Standing Committees as voting ex officio members of Faculty Council. In that capacity, the Chairs of Standing Committees can speak for motions introduced by their Standing Committees followed by supporting those motions by a vote.

Specialized Standing Committees deal with issues for which there is significant variation in the interests across the Colleges and the Libraries. In those cases, the faculty representatives of specialized Standing Committees have an important responsibility to represent the interests of their respective Colleges and the Libraries. That responsibility should carry over to Faculty Council meetings, where the members should be able to speak for or against motions introduced by their specialized Standing Committee, supported by a vote for or against the motions. In that

role, the faculty representatives on specialized Standing Committees can provide information about the interest, support, and opposition of their Colleges and the Libraries during Faculty Council considerations.

The Committee on Non-Tenure Track Faculty (CoNTTF) is currently the only specialized standing committee and it has 9 nontenure track faculty members. The CoFG will ask the regular standing committees to consider becoming specialized committees.

## MEMORANDUM

DATE: XXX, 2018

TO: Tim Gallagher  
Chair of Faculty Council

FROM: Don Estep, Chair  
Committee of Faculty Governance

SUBJECT: Proposed revision to Section C.2.1.9.6 of the *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL*

The Committee on Faculty Governance submits the following amendment:

MOVED, THAT SECTION C.2.1.9.6 of the ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE AMENDED AS FOLLOWS:

Additions are underlined, and deletions are indicated by ~~strikeouts~~.

C.2.1.9.6 Specialized Standing Committees: Membership and Function

a. *Committee on Non-Tenure-Track Faculty* (last revised XXX, 2018)

~~The membership of the Committee on Non Tenure Track Faculty shall be comprised as follows:~~

~~1. One (1) non tenure track faculty member (senior teaching, special, temporary, or multi year research appointment) shall be selected from each unit among the colleges and the Libraries for which there exists a formal committee representing non tenure track faculty members. Each such committee shall provide one (1) or more~~

~~nominees for this position to the Committee on Faculty Governance for possible inclusion on the ballot.~~

~~2. If fewer than six (6) units from among the colleges and the Libraries have such committees, then additional non tenure track faculty members shall be selected to provide a total of six (6)~~

~~non tenure track faculty members. These nominations shall be sought from the University community by the Committee on Faculty Governance.~~

~~3. Two (2) regular faculty members shall be selected from two (2) different units from among the colleges and the Libraries. The Committee on Faculty Governance shall provide nominees for these two (2) positions after calling for volunteers.~~

The Committee on Non-Tenure-Track Faculty shall consist of one (1) non-tenure-track faculty member (senior teaching, special, or multi-year research appointment) from each college and the

Libraries, two (2) regular faculty members elected from the Colleges and the Libraries, one (1) undergraduate student, and one (1) graduate student.

The duties of this specialized standing committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of non-tenure-track faculty to the University, college, and department.
2. Policies related to the standing of non-tenure-track faculty.

**Rationale:**

During the intervening years since the CoNTTF was established, the numbers of non-tenure-track faculty have increased in all colleges and the Libraries. Because non-tenure-faculty issues vary significantly across the Colleges and the Libraries, each such unit needs direct representation on CoNTTF. Issues affecting non-tenure-track faculty often affect students and students should have a role in consideration of motions affecting non-tenure-faculty.

## MEMORANDUM

DATE: XXX, 2018

TO: Tim Gallagher  
Chair of Faculty Council

FROM: Don Estep, Chair  
Committee of Faculty Governance

SUBJECT: Proposed revision to Section C.2.1.3.2 of the *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL*

The Committee on Faculty Governance submits the following amendment:

MOVED, THAT SECTION C.2.1.3.2 of the ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE AMENDED AS FOLLOWS:

Additions are underlined, and deletions are indicated by ~~strikeouts~~.

C.2.1.9.3 Membership and Organization (last revised May 3, 2017)

The membership of each standing committee is specified to fit the functions of that committee. The Chair of the Committee on Non-Tenure-Track Faculty (or designee on the CoNTTF), administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of Colorado State University (ASCSU) and graduate student members representing the University Graduate Student Council shall be authorized for certain standing committees. Faculty membership on specialized standing committees shall be limited to regular full-time, regular part-time, transitional, and non-tenure track faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. Faculty membership on regular standing committees shall be limited to regular full-time, regular part-time, and transitional faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. A member of a standing committee who becomes ineligible shall cease to hold this position.

Each standing committee shall have a chairperson whose term of office is twelve (12) months beginning July 1. Each standing committee chairperson shall be elected by and from the membership of that committee. After members of standing committees are elected, as specified in Section C.2.1.9.4, the continuing and newly elected members of each standing committee, other than the Executive Committee, shall meet and elect a committee chairperson for the coming term before May 15. The committee members who are being replaced may attend this meeting, and they may speak, but they shall not cast votes for the new chairperson. However, if a newly elected committee member is unable to attend the meeting, then he or she may allow the committee member that he or she is replacing to cast a vote for the chairperson in his or her place.

Standing committees are expected to consult regularly with those administrators, members of the faculty, or others who can provide information necessary for effective deliberation. Each standing

committee may name ex officio or associate members who are expected to attend committee meetings regularly. The appointments shall be reviewed by the standing committee annually. Each standing committee shall identify in its annual report to the Faculty Council its ex officio and associate members and others with whom it has regularly conferred. All ex officio and associate members shall be non-voting, unless otherwise specified.

Standing committees shall convene subcommittees as needed to consider specific issues or perform specific tasks. These subcommittees shall exist to serve the standing committees. A subcommittee of a standing committee shall be chaired by a member of that committee, but may draw other members from throughout the University as appropriate.

The Chairperson of Faculty Council shall be an ex officio, non-voting member of each standing committee of the Faculty Council.

Unless otherwise specified in the committee's operating procedures, for transacting business at standing committee, a quorum is defined as a simple majority of the voting members.

The elected chairperson of the standing committee shall serve as an ex officio voting member of the Faculty Council for the duration of his or her term as chairperson. **The chairperson may designate a committee member to substitute as ex officio voting member provided prior notice is given to the Chairperson of Faculty Council.**

#### C.2.1.3.2 Ex Officio Members (last revised August 8, 2014)

Chairpersons of Faculty Council regular and specialized standing committees, serving as the official representatives of the standing committees to the Faculty Council, shall be ex officio voting members of Faculty Council. The chairperson may designate a committee member to substitute as ex officio voting member provided prior notice is given to the Chairperson of Faculty Council.

The immediate past Chairperson of Faculty Council shall be an ex officio non-voting member of the Faculty Council for one (1) year immediately following the expiration of his or her term as Chairperson of the Faculty Council.

The President of the University, the Provost, the Vice Presidents, the Vice Provosts, the Deans of the Colleges and the Libraries, and the Chair of the Administrative Professional Council shall be seated on the Faculty Council as ex officio non-voting members.

#### **Rationale:**

We have indications that some Chairpersons of Standing Committees have been unaware that they may designate a substitute from their committee to attend Faculty Council meetings. We think that this needs to be stated in both sections of the Code in which the chairpersons are designated as ex officio voting members of Faculty Council.

January 26, 2018

To: Tim Gallagher  
Chair, Faculty Council

From: Marie Legare  
Chair, Committee on Responsibility and Standing of Academic Faculty

Subject: Faculty *Manual* Section K.10.6.5

The Committee on Responsibility and Standing of Academic Faculty submits the following motion:

MOVED, THAT SECTION K.10.6.5 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE AMENDED AS FOLLOWS:

Deletions ~~Overscored~~ Additions Underlined

K.10.6.5 Review by the Board

If the President was a party to the Grievance, the Board shall review the Recommendation from the Hearing Committee, together with any appeal from the Grievant (hereinafter referred to collectively as the “Final Appeal Record”), unless the Recommendation suggests that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Final Appeal Record. No new substantive issues may be introduced. Board Policy 123 contains the procedures to be followed regarding this review.

Upon completion of this review, the Board shall make a final decision regarding the Grievance. This decision shall be in writing, and it shall include a summary of the relevant information and the reasoning that supports the decision. ~~The decision of the Board may differ from the Recommendation from the Hearing Committee only if the Board finds that the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, capricious, or discriminatory.~~ The Chair of the Board shall send this written decision to the UGO, and the UGO shall send copies of this decision to the Grievant, the Supervisor, the Provost, and the President. The decision of the Board is final.

If the decision of the Board includes taking action as a result of the Grievance, the Chair of the Board shall notify the President and the UGO of the action to be taken, and the President shall notify the appropriate individuals. This may involve special Board action.

Rationale: The Board has its own policy for conducting appeals, and we cannot override that policy.



## MEMO

TO: Tim Gallagher, Chair, Faculty Council

FROM: Don Samelson, Chair, Committee on Scholarship, Research and Graduate Education

DATE: March 1, 2018

RE: Revisions to the *Graduate and Professional Bulletin* – Graduate Study

THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO SECTION: “GRADUATE STUDY” OF THE *GRADUATE AND PROFESSIONAL BULLETIN* TO BE EFFECTIVE UPON FACULTY COUNCIL ADOPTION EFFECTIVE IMMEDIATELY AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORE~~

## Master's Degrees

### Master's Degrees

#### Master of Fine Arts Degree

CSU offers a variety of master’s degrees. The features and requirements of these degrees are summarized in the Programs A-Z section of the Catalog. ~~table below.~~ (include a link here).

## ~~Summary of Requirements for the Master's Degrees<sup>1</sup>~~

### Master's Degrees Requirements

<del>Degree</del>	<del>Plan</del>	<del>Minimum Number of Credits<sup>2</sup></del>	<del>Thesis</del>	<del>Foreign Language</del>
<del>Master of Accountancy (M.Acc.)</del>	<del>C</del>	<del>30</del>	<del>No</del>	<del>No</del>
<del>Master of Addiction Counseling (M.A.C.)</del>	<del>C</del>	<del>42</del>	<del>No</del>	<del>No</del>
<del>Master of Agriculture (M.Agr.)</del>	<del>A,B</del>	<del>30</del>	<del>When req. by dept.</del>	<del>No</del>
<del>Master of Applied Industrial/Organizational Psychology (M.A.I.O.P.)</del>	<del>C</del>	<del>38</del>	<del>No</del>	<del>No</del>
<del>Master of Applied Statistics (M.A.S.)</del>	<del>C</del>	<del>31</del>	<del>No</del>	<del>No</del>
<del>Master of Arts (M.A.)</del>	<del>A</del>	<del>30</del>	<del>Yes</del>	<del>When req. by dept.</del>
<del>Master of Arts (M.A.)</del>	<del>B</del>	<del>32</del>	<del>No</del>	<del>When req. by dept.</del>

## Master's Degrees Requirements

Degree	Plan	Minimum Number of Credits <sup>2</sup>	Thesis	Foreign Language
Master in Arts Leadership and Cultural Management (M.A.L.C.M.)	C	32	No	No
Master of Business Administration (M.B.A.)	C	40-52	No	No
Master of Computer Information Systems (M.C.I.S.)	C	33	No	No
Master of Computer Science (M.C.S.)	C	35	No	No
Master of Education (M.Ed.)	A	30	Yes	No
Master of Education (M.Ed.)	B	30	No	No
Master of Engineering (M.E.)	C	30	No	No
Master of Extension Education (M.Ext.Ed.)	C	36	No	No
Master of Finance (M.F.I.N.)	C	30	No	No
Master of Fine Arts (M.F.A.)	A	48-60	Yes	When req. by dept.
Master of Fish, Wildlife & Conservation Biology (M.F.W.C.B.)	C	30	No	No
Master of Greenhouse Gas Management and Accounting (M.G.M.A.)	C	37	No	No
Master of Landscape Architecture (M.L.A.)	C	40	No	No
Master of Management Practice (M.M.P.)	C	30	No	No
Master of Music (M.M.)	A, B	30	When req. by dept.	No
Master of Natural Resources Stewardship (M.N.R.S.)	C	30	No	No
Master of Natural Sciences Education (M.N.S.E.)	C	30	No	No
Master of Occupation Therapy (M.O.T.)	C	63	No	No
Master of Public Health (M.P.H.)	C	42	No	No
Master of Science (M.S.)	A	30	Yes	When req. by dept.
Master of Science (M.S.)	B	30-32 <sup>3</sup>	No	When req. by dept.
Master of Social Work (M.S.W.)	A, B	40-63 <sup>4</sup>	When req. by dept.	No
Master of Tourism Management (M.T.M.)	C	30	No	No
Professional Science Master's (P.S.M.)	PSM	30-45	No	No

<sup>1</sup> Final examinations are required for all degrees except Plan C master degree.

<sup>2</sup> At least 16 credits must be earned at the 500 level or above and at least 12 of these must be in regular courses, except Plan C. However, the number of 500 level or above credits earned for the degree must be 16 or 50% for a plan A or B, whichever is most and 21 or 50% for a plan C, whichever is most.

- ~~3 Plan B degrees require a minimum of 30 credits and either a scholarly paper, exam, portfolio, or similar project.~~
- ~~4 Demonstrated equivalency may reduce the total required to less than 58 but not less than 40.~~

## Master's Degrees

An important distinction is made between Plan A and Plan B, Plan C, and the Professional Science Master's. The former, Plan A option, requires the preparation of a thesis. The thesis is typically a written formal document which addresses, in an original fashion, some important concern of the discipline. A thesis involves significant independent work. A certain number of credits are allowed for the preparation of the thesis. The Plan B degree does not require a thesis; instead, either a scholarly paper, exam, portfolio, or similar project is required.

Plan C master's degree options are distinguished in two ways. First generally, only course work is required. No thesis, project, or final examination is required; however, some specific programs may require an internship, practicum, or other experience consistent with expressed goals of the program, as approved by the University Curriculum Committee. Second, Plan C options are designed for professional degrees; thus, this option is not available in the M.A. or M.S. Further, within any given department, Plan C degrees may not bear the same title as those with Plan A or Plan B options. Please note, however, that not every professional degree need offer the Plan C option.

~~The minimum number of required credits for all master's degrees is 30.~~

The Professional Science Master's (PSM) degree option (30 credit minimum) is designed to meet the following curriculum requirements: 1) a majority of credits must be earned in advanced science, technology, engineering, math and/or computational sciences courses over the two year program; 2) there must be a professional skills component; and 3) a capstone ~~project~~ activity based on an experiential component, that includes a field placement course (e.g. internship, practicum, affiliation, field work) must be a part of the curriculum. No thesis, project, or final examination is required. The PSM is to provide managers for organizations that provide technology-based outcomes in public, private, government, or non-profit sectors. PSMs must conform to the nationally accepted academic criteria for the PSM curriculum as determined by the PSM National Office ([psmoffice@sciencemasters.com](mailto:psmoffice@sciencemasters.com)).

An active advisory board composed of individuals from industry, business, government, non-profit organizations, and CSU faculty is required; advisory board members serve to provide advice on the program curriculum, assist with student projects and placement, and interact individually with students. To be recognized as a PSM degree, programs must first be approved by the PSM National Office, and subsequently approved and routed through the paths required by the CSU Faculty Council, Curricular Policies and Procedures Handbook. PSM specializations are listed in the Graduate and Professional Bulletin.

## Credit Requirements (Master's Degrees)

Credit requirements vary greatly; for certain terminal professional degrees, the minimum number of credits may exceed 60; other master's degrees vary from 30 to 36 (Table 1). Further, individual departments may have credit requirements in excess of these minimum university requirements. However, the number of 500 level or above credits earned for the degree must be 16 or 50% for a Plan A or B, whichever is most and 21 or 50% for a Plan C or Professional Science Master's, whichever is most. A minimum of 24 credits must be earned at Colorado State, 21 of which must be earned after admission to the Graduate School. A minimum number of credits earned at Colorado State must be in 500 or higher level courses (21 for Plan C master's degrees and Professional Science Master's; 16 for all other master's degrees). Of this number, at least 12 credits must be in regular courses.

The minimum number of required credits for all master's degrees is 30. However, individual departments may have credit requirements in excess of the minimum university requirement. For example, terminal professional degrees may have a minimum credit requirement that exceeds 60. The number of 500 level or above credits earned for master's degrees varies: 16 or a minimum of 50% whichever is more for Plans A and B, and 21 or a minimum of 50% whichever is more for Plan C's and Professional Science Master's degrees. Additionally, at least 12 of the 500 level or more credits must be in regular courses for all master's degrees. Other courses may be at the 300 or 400 level or may be in courses not defined as regular. A minimum of 24 credits must be earned at Colorado State, 21 of which must be earned after admission to the Graduate School. Plan C master's and Professional Science Master's programs may not include independent study, research, or supervised college teaching credits toward the degree unless one or more of these are required by the program, as approved by the University Curriculum Committee. Additionally, Plan C master's may not include internship or practicum credits toward the degree unless one or both are required by the program, as approved by the University Curriculum Committee. Credits earned in pursuit of one master's degree may not be used for a second except in those cases where an M.A. degree is applied to the M.F.A. (see section on [Master of Fine Arts Degree](#)).

## Final Examination (Master's Degrees)

Master's Plan A and Plan B students are required to complete and pass a final examination/defense. At the discretion of the committee, the final examination may be oral or written, or both. At least one week before the final examination the advisor must inform the student and the committee member of the nature and scope of the examination.

## Master of Fine Arts Degree

This is a terminal degree for practicing professionals in the visual or literary arts. In general, it requires at least three years of full time study beyond the baccalaureate or at least one year of full time study beyond the Master of Arts degree.

This degree requires the preparation of a major artistic work. This work, whether in the form of a product of the visual arts, a performance, or a written manuscript, must

1. demonstrate a level of creativity sufficient to establish the student as a member of the appropriate artistic community, and
2. stand in its own right as a significant aesthetic or literary contribution. This work is presented as an M.F.A. thesis.

## Credit Requirements (Master of Fine Arts Degree)

Total credit requirements vary from 48 to 60 according to the department in which the degree is earned. Further, individual departments may have requirements in excess of CSU minimums laid out in ~~this~~ the Catalog, section. The number of 500 level or above credits earned for the Master of Fine Arts must be a minimum of 50%; of that number, 12 must be in regular courses. Other courses may be at the 300 or 400 level or may be in courses not defined as regular. In general, a minimum of 32 credits must be earned at CSU, 21 of which must be earned after formal admission to the Graduate School.

However, if a previously completed Master of Arts degree is submitted in partial fulfillment of the requirements, up to 30 credits may be accepted toward the program. If this option is used, no additional transfer credits may be accepted. In this case, a minimum of 18 credits must be earned after formal admission to the M.F.A. program.

~~At least 16 of the credits earned at CSU must be in 500 or higher level courses. Of the 16, 12 must be in regular courses. Other courses may be at the 300 or 400 level or may be in courses not defined as regular. However, the number of 500 level or above credits earned for the degree must be 16 or 50% for a Plan A or B, whichever is most and 21 or 50% for a Plan C, whichever is most.~~

## Final Examination (Master of Fine Arts Degree)

A final examination is required for the Plan A degree. The final examination may be oral or written or both. At least one week before the final examination, the adviser must inform the student and the committee members of the nature and scope of the examination.

### RATIONALE

1. The table is a duplicate version of what is already in the Catalog under Programs A-Z, which lists program requirements specific to individual degree types. The listing is maintained by the Curriculum staff. A second table is not necessary, since it duplicates efforts leaving room for errors.
2. Footnoted content 1-3 are revised and presented in paragraph format and/or incorporated into the policy. Footnote 4, "Demonstrated equivalency may reduce the total required to less than 58 but not less than 40", is specific to the M.S.W. and is listed in the Catalog under respective program.
3. In the PSM paragraph: "No thesis, project, or final examination is required" was previously omitted. The PSM is like the Plan C, but has additional course criteria which

gives it the PSM title. The added sentence, as found in the Plan C description, clarifies that no final exam etc. is required.

4. Credit Requirements (Master's Degrees): This section was reorganized to read more smoothly and to include all credit-related information in one location. -- To explain the requirement of 50% of courses must be at the 500 level or higher, HLC makes the following statement: "The institution's policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree." Removing "16 or" and "whichever is more" to be consistent with HLC's policy, which requires 50% minimum of 500, level coursework in graduate degrees.
5. Final Examination (Master's Degrees): Master's Plan A and Plan B students are required to complete and pass a final examination/defense. This content was added to address footnote #1. This content was not previously included in the text.
6. "Credit Requirements (Master of Fine Arts Degree): The number of 500 level or above credits earned for the Master of Fine Arts must be a minimum of 50%; of that number, 12 must be in regular courses. Other courses may be at the 300 or 400 level or may be in courses not defined as regular." This section was reorganized to read more smoothly, to follow the format of the master's degree section, and to include all credit-related information in one location. The content deleted referring to a minimum Plan B and to a minimum of 16/ 21 credits at the 500 level or more did not make sense in regards to the MFA which only offers a Plan A and requires 48-60 credits. (The 16 and 21 500 level credit minimums do not meet the HLC credit requirements of 50% of the degree credits that must be earned at the 500 or more level.
7. Final Examination (MFA Degree): The final exam requirement was added to address the #1 footnote that was removed.
8. Labels after Credit Requirement and Final Examination sections (e.g. Master's Degree, Master of Fine Arts Degree) were added to distinguish sections when navigating Bulletin on the web. Additionally, this is consistent with the PhD sections.

Date: March 23<sup>rd</sup>, 2018

To: Tim Gallagher  
Chair, Faculty Council

From: Marie Legare  
Chair, Committee on Responsibility and Standing of Academic Faculty

Subject: Faculty Manual E.1 Definition of Faculty

The Committee on Responsibility and Standing of Academic Faculty submits the following:

MOVED, THAT SECTIONS E.1 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, BE AMENDED AS FOLLOWS:

Deletions ~~Overseored~~ Additions Underlined

**E.1 Definition of Faculty** (*last revised May 2, 2007~~xxx~~*)

The faculty includes all personnel who carry academic rank (professor, associate professor, assistant professor; master instructor, senior instructor, instructor; and faculty affiliate) and ~~additional personnel as defined by C.R.S. 23-31-104~~ the University President. All faculty members shall have the academic freedom enjoyed by tenured faculty members, regardless of the type of appointment.

**Rationale:**

- (1) In Section E.1 it has been emphasized that all faculty should enjoy the benefits of academic freedom.
- (2) Additional faculty appointments have been added to be consistent with what is outlined in E.2.
- (3) C.R.S. 23-31 104 is not consistent with the faculty appointment types so has been deleted.

Date: March 23<sup>rd</sup>, 2018

To: Tim Gallagher  
Chair, Faculty Council

From: Marie Legare  
Chair, Committee on Responsibility and Standing of Academic Faculty

Subject: E.2 Types of Faculty Appointments

The Committee on Responsibility and Standing of Academic Faculty submits the following:

MOVED, THAT FACULTY WITH SENIOR TEACHING APPOINTMENTS HAVE THE OPTION OF CONVERTING TO THE RANK OF SENIOR INSTRUCTOR OR BE ALLOWED TO KEEP THEIR CURRENT RANK. FACULTY WITH SENIOR TEACHING APPOINTMENTS WHO CURRENTLY HAVE A CONTRACT WILL BE CONVERTED TO A CONTRACT APPOINTMENT; FACULTY WITH SENIOR TEACHING APPOINTMENTS WHO ARE NOT CURRENTLY ON CONTRACT WILL BE CONVERTED TO A CONTINUING APPOINTMENT UNLESS THE DEPARTMENT CHOOSES TO GIVE THEM A CONTRACT.

MOVED, THAT SECTIONS E.2 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, BE AMENDED AS FOLLOWS:

Deletions ~~Overseored~~ Additions Underlined

## **E.2 Types of Faculty Appointments** *(last revised June 21, 2011~~xxx~~)*

### **E.2.1 Basic Types of Faculty Appointments** *(last revised August 2, 2013~~xxx~~)*

Six (6) basic types of appointments exist for members of the faculty. They are ~~regular full-time, regular part-time, senior teaching, special, temporary,~~ tenured faculty, tenure-track faculty, contract faculty, continuing faculty, adjunct faculty, and faculty on ~~and~~ transitional appointments. Only faculty members holding ~~either regular full-time or regular part-time~~ tenure-track appointments at the time of consideration are eligible to acquire tenure. ~~Full-time is defined as the academic year or a minimum of nine (9) months. Faculty members with either senior teaching or special appointments may be eligible for multi-year contracts. Faculty members who do not have multi-year contracts and are not eligible for tenure are hired "at will" and are subject to termination by either party at any time. Section D.5.6 regarding the termination of "at will" appointments shall apply to "at will" faculty appointments. See Section E.3 for details of other types of faculty appointments. The major characteristics of the various basic types of appointments are as follows.~~

Full-time is defined as the academic year or a minimum of nine (9) months. Part-time is defined as any fraction of time less than one hundred (100) percent, but not less than fifty (50) percent of full-time.



The major characteristics of the various types of appointments are as follows.

**E.2.1.1 ~~Regular Full-Time~~ Tenured Appointments** *(last revised June 21, 2011~~xxx~~)*

The usual type of academic appointment is regular full time. A tenured faculty appointment may be either full-time or part-time. If a tenured faculty member is tenured only for part-time service, additional employment may be arranged each year between the faculty member and the department. Responsibilities and salaries are scaled appropriately to the portion of time worked.

If a tenured faculty member changes to a contract, continuing, or adjunct appointment, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status must apply prior to the time he or she relinquishes tenure and retires.

The following conditions apply to a ~~which distinguish a regular full-time~~ tenured faculty appointment are:

a. ~~Regular full-time appointments are~~ It is limited to the ranks of assistant professor, associate professor, and professor.

b. ~~There is no specified ending date for a regular full-time appointment with tenure.~~

c. ~~An individual with a regular full-time appointment who serves satisfactorily for a specified period is eligible to acquire tenure (see Section E.10).~~

d. ~~Faculty with regular full-time appointments~~ The faculty member shall have full voting rights in the governance of their at departmental and college faculty meetings and are shall be eligible to serve on departmental and college committees.

e. ~~For this type of appointment, e~~ Enrollment in a retirement program is mandatory. Holders of regular full-time appointments are The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*), and for sabbatical leave (see Section F.3.4).

**E.2.1.2 ~~Regular Part-Time~~ Tenure-Track Appointments** *(last revised June 21, 2011~~xxx~~)*

A tenure-track faculty member may be either full-time or part-time. The six (6) year time limit for acquisition of tenure applies for both full-time and part-time appointments (see Section E.10.4.c). Criteria, procedures, and regulations for promotion, tenure, and salary for part-time appointments are subject to the rules governing full-time appointments. If a contract, continuous or adjunct faculty member is given a tenure-track faculty appointment, an appropriate amount of credit may be given for this prior service.

The following conditions apply to a tenure-track faculty appointment:

Regular part-time appointments may be made for any fraction of time less than one hundred (100) percent, but not less than fifty (50) percent of full time.

a. ~~Regular part time appointments are~~It is limited to the ranks of assistant professor, associate professor, and professor.

b. ~~There is no specified ending date for regular part time appointments with tenure.~~

c. ~~Criteria, procedures, and regulations for promotion, tenure, and salary are subject to the rules governing regular full time appointments. Responsibilities and salaries are scaled appropriately to the portion of time worked. A person holding a regular part time appointment may be tenured only for half time (0.5) service, although additional employment may be arranged each year between the faculty member and the department. The six (6) year time limit for acquisition of tenure applies to this type of appointment as well as to the regular full time appointment (see Section E.10.4.c).~~

db. ~~Faculty with regular part time appointments.~~The faculty member shall have full voting rights in the governance of their at departmental and college faculty meetings and are shall be eligible to serve on departmental and college committees.

ec. Enrollment in ~~the~~ a retirement program is mandatory ~~for holders of regular part time appointments. Holders of regular part time appointments are~~The faculty member is eligible for ~~all other~~ fringe benefits and privileges (see Sections F and G and the *Academic Faculty and Administrative Profession Benefits and Privileges Handbook*), but not for sabbatical leaves (see Section F.3.4). However, time spent on a tenure-track appointment does count towards the accumulation of service for sabbatical leave.

### **E.2.1.3 Senior Teaching Appointments** *(new section August 2, 2013)*

Senior teaching appointments may be either full time or part time. Part time is defined as less than full time, but at least half time (0.5). The granting of a senior teaching appointment shall follow the procedures in Section E.11. Faculty on senior teaching appointments have the following distinguishing characteristics:

a. Senior teaching appointments are “at will” and are subject to termination by either party at any time ~~unless the faculty member has a multi year contract, in which case the terms of the contract shall stipulate its ending date. Upon the expiration date of the contract, employment as a senior teaching appointment faculty member reverts to an ‘at will’ appointment, unless the multi year contract is renewed by written agreement of both parties.~~

b. ~~There is no specified ending date for a senior teaching appointment.~~

c. ~~Faculty members on senior teaching appointments shall have effort distributions with at least fifty (50) percent of the effort being in the category of teaching and advising and at least five (5) percent of the effort being in the category of service.~~

d. ~~Faculty members on senior teaching appointments shall participate in annual reviews and the annual salary exercise in the same manner as faculty with regular full time and regular part time appointment.~~

e. Faculty members on senior teaching appointments are not eligible for tenure (see Section E.10.4).

f. Department and college codes shall specify the voting rights of faculty members with senior teaching appointments and their eligibility to participate on departmental and college committees. The standard expectation is that faculty members on senior teaching appointments shall be included fully, except with regard to personnel matters involving regular faculty members, including the department chair.

g. If a tenured faculty member changes positions to a senior teaching appointment, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.

h. Faculty members on senior teaching appointments are required to enroll in the retirement program and are eligible to participate in other benefits offered by the University as described in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook* and in Sections F and G of the *Manual*. They are not eligible for sabbatical leave.

#### **E.2.1.43 Special Contract Faculty Appointments** (last revised May 8, 2015~~xxx~~)

Special Contract faculty appointments may be either full-time or part-time. Part-time is defined as any fraction less than one hundred (100) percent of full-time. The distinguishing features of this type of appointment are:

Contract faculty appointments for research may be offered only for research performed for the University. In this case, the unit or department must document that the multi-year contract or extension is necessary for the hiring or retaining of the faculty member.

The following conditions apply to a contract faculty appointment:

a. Special appointments are “at will” and are subject to termination by either party at any time unless the faculty member has a multi-year contract for research or teaching, in which case the terms of the contract shall stipulate its ending date. Upon the expiration date of the contract, the multi-year contract may be renewed by written agreement of both parties. If it is not renewed, one of the following outcomes occurs: 1) For special appointment faculty who were originally at will and entered into a multi-year contract, employment as a special appointment faculty member reverts to at will. 2) For special appointment faculty who were originally hired with a multi-year contract, the appointment may be converted to an at will appointment upon agreement of both parties. Otherwise, employment is terminated upon expiration date of the contract.

All special appointment multi-year contracts shall have a specified ending date as specified in the contract and a term of at least two (2) years. At least one (1) year prior to the expiration of the contract, the faculty member shall either be given a new contract or informed in writing by both the department head and the college dean that the current contract may be allowed to expire. Otherwise, special appointments need not carry specified ending dates, but an

~~ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. In that situation, the inclusion of a specified ending date on an appointment form or other such documentation does not create a minimum or fixed duration of appointment.~~

~~eb. Faculty members on special appointment are not eligible for tenure (see Section E.10.4). If the contract is allowed to expire, the employment as a contract faculty appointment shall be converted to employment as a continuing faculty appointment, without loss of rank, unless a new contract is agreed to in writing by both parties.~~

~~ec. The Faculty members on special appointments shall receive a salary and shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty with senior teaching, regular full-time, and regular part-time appointments.~~

~~ed. Department and college codes shall specify the voting rights of contract faculty and their eligibility to participate on departmental and college committees. The standard expectation is that contract faculty shall have full voting rights in the governance of their department and college, with the exception of decisions relating to tenure, and will be eligible to serve on departmental and college committees. The effort distributions of faculty members on special appointments shall be specified in the appointment letter. While the effort distribution in the case of special appointments may include all three (3) areas of teaching, research, and service, often it is focused in one (1) area, such as teaching or research.~~

~~f. Offer letters for special appointment faculty should be written following the format and content provided on the Provost's website.~~

~~g. Multi-year contracts for research may be offered only for research performed for the University. The unit or department must document that the multi-year contract or extension is necessary for the hiring or retaining of the faculty member.~~

~~h. If a tenured faculty member changes positions to a special appointment involving a multi-year contract, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.~~

~~ie. Special appointment faculty are required to enroll Enrollment in the a retirement program is mandatory. The faculty member is and are eligible to participate in for other fringe benefits and privileges offered by the University as described (see Sections F and G in the Academic Faculty and Administrative Professional Benefits and Privileges Handbook), and in Section F and G of the Manual. They are not eligible but not for sabbatical leave (see Section F.3.4).~~

~~f. A full-time contract faculty member who has at least twelve (12) semesters of total full-time employment as a contract and/or continuing faculty member becomes eligible for funding for release time in order to pursue professional development. Once such funding has been granted, the faculty member becomes eligible for such funding again after another twelve (12) semesters of such employment. A request for such funding shall be submitted in writing by the faculty~~

member to the department head. This request shall include details regarding the type of professional development and the amount of funding requested. This request shall be forwarded to the college dean and then to the Provost, who will make the final decision. The Provost shall respond in writing to the faculty member with an approval or denial of the request. If the request is granted, the amount of funding and release time granted will depend on the value of the proposed activity. If the request is denied, the reasons for the denial shall be stated in writing in the response.

#### **E.2.1.4 Continuing Faculty Appointments *(new section xxx)***

Continuing faculty appointments may be either full-time or part-time. The following conditions apply to a continuing faculty appointment:

- a. There is no specified ending date.
- b. The appointment is “at will” and is subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments.
- c. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.
- d. Department and college codes shall specify the voting rights of continuing faculty and their eligibility to participate on departmental and college committees. The standard expectation is that continuing faculty shall have full voting rights in the governance of their department and college, with the exception of decisions relating to tenure, and will be eligible to serve on departmental and college committees.
- e. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*), but not for sabbatical leave (see Section F.3.4).
- f. A full-time continuing faculty member who has at least twelve (12) semesters of total full-time employment as a contract and/or continuing faculty member becomes eligible for funding for release time in order to pursue professional development. Once such funding has been granted, the faculty member becomes eligible for such funding again after another twelve (12) semesters of such employment. A request for such funding shall be submitted in writing by the faculty member to the department head. This request shall include details regarding the type of professional development and the amount of funding requested. This request shall be forwarded to the college dean and then to the Provost, who will make the final decision. The Provost shall respond in writing to the faculty member with an approval or denial of the request. If the request is granted, the amount of funding and release time granted will depend on the value of the proposed activity. If the request is denied, the reasons for the denial shall be stated in writing in the response.
- g. A continuing faculty member who has been employed with this appointment type for at least ten (10) semesters shall be given serious consideration for conversion to a contract faculty

appointment. In this circumstance, the faculty member may submit a formal request in writing to the department head for such a conversion. Such a formal request shall be responded to in writing by the department head with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

#### **E.2.1.5 Temporary Adjunct Faculty Appointments** *(last revised May 6, 2016~~xxx~~)*

Temporary Adjunct faculty appointments may be either full-time, or part-time, or less than half-time. and are distinguished from other types of appointments by the expectation that the appointment is for a specified period of time, at the end of which, it is anticipated that employment at the University may not be renewed or that the member will transition to a different appointment type (see d. below). Part-time is defined as any fraction less than one hundred (100) percent of full-time. Conditions applicable to temporary appointments are:

Adjunct faculty appointments are intended for situations where the previous types of appointment are not appropriate. These include the following situations:

i. Employment at less than half-time.

ii. Employment on an occasional basis, rather than being for every (Fall and Spring) semester. An approved leave without full-time or part-time service (such as Family Medical Leave) shall not constitute employment on an occasional basis.

iii. Employment for only one (1) or two (2) semesters (Fall and Spring).

This appointment type may not be used for a faculty member employed full-time or part-time every semester (Fall and Spring) for more than two (2) semesters.

The following conditions apply to an adjunct faculty appointment:

a. Temporary appointments are “at will” and are subject to termination by either party at any time (the process set forth in Section D.5.6 regarding the termination of “at will” appointments shall apply to temporary faculty appointments). Temporary appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. The inclusion of a specified ending date on an appointment form or other such documentation is for administrative convenience only and does not create a minimum or fixed duration of appointment.

ba. Temporary appointees are not eligible for tenure. There may or may not be a specified ending date.

b. The appointment is “at will” and is subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments.

c. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.

d. Department and college codes shall specify the voting rights of adjunct faculty and their eligibility to participate on departmental and college committees.

~~e. Temporary appointees are required to enroll Enrollment in the a retirement program is mandatory. If the faculty member is full-time or part-time, and if half-time or greater are then he or she is eligible to participate in for other fringe benefits and privileges offered by the University as described (see Sections F and G and the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*), published annually by Human Resources and in Sections F and G of the *Manual*. Eligibility for sick leave is defined in Section F.3.2. Temporary appointees are eligible for faculty privileges described in Sections G.1—G.3. Temporary appointees are not eligible but not for sabbatical leave (see Section F.3.4.1).~~

~~d. The University recognizes that the nature of a temporary appointment is incompatible with recurring consecutive appointments over a long period of time with an assignment of 50% or more. Therefore, after the second consecutive semester for a 9-month assignment at 50% or more time (excluding summer session) or after the first year for a 12-month assignment at 50% or more time, the faculty member's appointment shall be required to convert to a special appointment and cannot be renewed as a temporary appointment.~~

#### **E.2.1.6 Transitional Appointments** *(last revised June 21, 2011~~xxx~~)*

The University provides the opportunity for transitional appointment to its tenured faculty members who have retired and terminated employment in consideration of a subsequent reappointment on a part-time tenured basis for a limited period of time. The transitional appointment requires that the faculty member participate in the teaching, advising, service, and research activities of the department, subject to the part-time provisions of his or her appointment. Administrators who also hold a tenured faculty appointment are eligible to request a transitional appointment within the context of their faculty roles. Administrative professionals and non-tenured faculty members are not eligible for transitional appointments due to the legal conflict between the statutory “at will” status of such appointments and the appointment term guarantees embodied in a transitional appointment.

Faculty members covered under the federal retirement system are not eligible for transitional appointment due to prohibitive provisions of that retirement system. However, post-retirement employment in a position other than the one requiring a federal appointment is not prohibited. Interested faculty members and/or departments should contact the Director of Human Resource Services for further information.

Conditions regarding transitional appointments are as follows:

a. Only tenured faculty members on ~~regular~~ full-time or part-time tenured appointments who are currently eligible for retirement under the University's definition of retirement (see “Definition of Retirement” under “Benefits” at [www.hrs.colostate.edu](http://www.hrs.colostate.edu)) have the opportunity of requesting

transitional appointments. Note that the University's definition of retirement may differ from those of the retirement plans. For more information, or to confirm eligibility for retirement, contact the University Benefits Office.

b. Ordinarily, a request for a transitional appointment should be submitted in writing to the department head one (1) full academic year before the requested commencement of the transitional appointment. A time period of less than one (1) year may be accepted in those cases where such appointments with lesser notice are considered to be in the interest of the University. Such an exception requires the approval of the department head, the dean, and the Provost. A transitional appointment shall be evaluated on the basis of both the needs of the department and college and the desires of the faculty member.

c. A transitional appointment is for a specified term of at least one (1) year and not more than four (4) years, and it concludes with the termination of this part-time tenured appointment. However, this does not preclude subsequent full-time or part-time employment in a non-tenured position subject to the needs and resources of the department and the interests and desires of the faculty member. During the transitional period, a transitional appointment may not be modified to a regular appointment. A faculty member may elect to terminate the part-time transitional appointment prior to the end of the specified term.

d. A transitional appointment shall begin no earlier than the first business day after the effective date of termination of employment as a ~~regular~~tenured faculty member.

e. A faculty member shall be tenured on a part-time basis as a condition of the transitional appointment.

f. Faculty with transitional appointments shall have full voting rights in the governance of their at departmental and college ~~faculty meetings~~ and ~~are~~shall be eligible to serve on departmental and college committees.

g. Any uncompensated leave balances at the time of retirement shall be reinstated and available for use during the transitional appointment. However, at the end of the transitional appointment, there shall be no compensation for unused leave balances.

h. The salary and workload for a transitional appointment shall normally be fifty (50) percent of what they were at the time of retirement. However, when it is to the benefit of both the University and the faculty member, variations from this fifty (50) percent standard, including brief periods of full-time employment, may be proposed by the department head and the dean for review and approval by the Provost.

i. The percentage of salary and the percentage of effort during the transitional appointment are subject to negotiation between the department and the faculty member and shall be spelled out in the transitional appointment agreement. Such changes in salary and/or effort shall not affect the percentage level of the appointment (e.g., part-time versus full-time) specified in the transitional appointment agreement. The terms under which the appointment is undertaken or subsequently modified shall be negotiated to be mutually beneficial to both the faculty member and the



University, and the terms of the agreement shall be specified in writing, subject to the review and approval of the dean and the Provost. Final approval authority resides with the President.

j. A faculty member on a transitional appointment who is a PERA annuitant may be subject to that retirement system's annuity penalty for "post retirement" work for PERA affiliated employers, including the University, in excess of one hundred and ten (110) days in any calendar year or for work during the first month of retirement. A faculty member who is receiving a PERA annuity should check with PERA directly to determine what effects, if any, a transitional appointment may have on their his or her annuity amounts.

k. A faculty member on a transitional appointment participates in the University's Defined Contribution Plan for Retirement ("DCP") and is eligible for the same benefits as a faculty member with a ~~regular~~tenured appointment within the DCP. Leave policies, as described in Section F of the *Manual*, shall be in effect, except that a faculty member on a transitional appointment is not eligible for a sabbatical leave nor for payment for unused sick leave and/or annual leave at the conclusion of the transitional appointment.

l. A faculty member on a transitional appointment is considered for any pay and benefit increases on the same basis as a faculty member holding a ~~regular~~tenured appointment, proportionate to the extent of the appointment.

***Rationale:*** The faculty appointment types are restructured to better accommodate the variety of employment situations for non-tenure-track faculty (NTTF).

- . (1) The term "regular faculty", although historically tied to funding source, suggests that other faculty appointments are "irregular". Tenured and tenure track faculty member as appointment types is currently in C.2.3.3. Combining full-time and part-time for faculty who are on the tenure-track allows consistency in the definition for all faculty appointments.
- . (2) The category of "senior teaching appointment" is problematic across colleges as an appointment type and has been eliminated. Persons with this appointment type are given the option of having the rank of senior instructor or be allowed to keep their current rank.

A number of years ago, the appointment type of Senior Teaching Appointment (STA) was created. Conversion from special faculty to STA was intended as a promotion. In keeping with this practice, we have created the higher rank of senior instructor for those STAs who currently hold the rank of instructor. In addition, a third rank of master instructor has been created to give NTTF more opportunity for promotion.

STAs who currently have a contract will be converted to a contract appointment; STAs who are not currently on contract will be converted to a continuing appointment unless the department chooses to give them a contract. A department or college may continue to

use STA as a title, since the Manual does not address the use of titles. A faculty member may choose to retain their current rank if they prefer.

A promotion is an increase in rank, not a change of appointment type. In the future, promotions from instructor to senior instructor or senior instructor to master instructor will be recognized officially as promotions and accompanied by appropriate salary increases (as is currently the case for promotions from assistant professor to associate professor and from associate professor to professor).

- . (3) Formalizing a “contract faculty appointment” supports a commitment by the University to ongoing employment via readiness to offer multi-year contracts and offers greater protection for faculty. A one-year notice of the possibility of an expiration of contract is not a guarantee of non-renewal of contract.
- . (4) A “continuing appointment” type allows maximum flexibility for departments and colleges with uncertainty in course enrollment while providing a pathway toward contract appointment for the faculty.
- . (5) The “adjunct appointment” is defined to better represent common use of faculty in this role – a faculty member who contributes for one or two courses, or a limited number of semesters. This appointment is “at will” without a contract and further allows flexibility to departments in temporarily expanding their faculty ranks to cover critical needs.
- . (6) Minor changes to transitional appointments were made for consistency within the document.
- . (7) Titles (e.g., clinical professor within the College of Business) are not addressed in the Manual, so any current title being used can continue to be used by departments and colleges.
- . (8) It has been left up to individual departments to decide what voting rights are appropriate for the various categories of NTTF.

## MEMORANDUM

Date: March 21, 2018  
To: Tim Gallagher, Chair Faculty Council  
From: Matt Hickey, Chair Committee on Teaching and Learning  
Subject: Overview of CoTL Motion on LENS

At the March 5<sup>th</sup> meeting of the Committee on Teaching and Learning, the work on the replacement of the current student course survey (the new version is called the LENS) was voted upon as a formal motion for consideration by Faculty Council. The motion, and attending documentation, is attached. I provide here a brief overview of the LENS development process for our Faculty Council colleagues and look forward to our discussions on this important effort.

1. In 2015, CoTL, with financial support from the Provost's Office, invited Dr. Zinta Byrne to serve as our survey design expert and lead researcher on the student course survey redesign efforts. Over the course of the 2015-2016 AY, Dr. Byrne hosted a number of open fora at which faculty, staff, administrators, and students were given an opportunity to provide input on both the existing course survey and on those elements that may be desirable in any survey redesign. At the same time, the research team began the process of gathering relevant published data on the design, use, and validity of student evaluations of teaching, and relevant information from the science of learning that could inform the survey redesign, from the peer-reviewed literature.
2. As a result of the open fora and the analysis of the extant literature, Dr. Byrne developed recommendations on how to proceed on the survey design. These were discussed in CoTL meetings in the fall 2016 term. CoTL endorsed Dr. Byrne's recommendations and forwarded them to Faculty Council Executive Committee. The CoTL recommendations noted 3 aims of the course survey redesign:
  - a. The **survey design itself**, with a move away from asking students to "evaluate" teaching effectiveness and orient the feedback toward constructive information that faculty can consider as appropriate for course modifications/improvements.
  - b. The **use of the course survey data** in the context of annual evaluations and the promotion and tenure process. CoTL's position is simply that the existing survey USE is inappropriate (among others, it has often been the lone voice in "determining" teaching effectiveness, the use of means or a *single item mean* is statistically inappropriate, student course surveys are burdened by well-described biases, and the survey design is of questionable validity as a means to evaluate teaching). CoTL recommended that the faculty manual language (and attendant practices) must be changed to address this issue, and,

- c. The movement of the course survey to a **paperless/electronic format** that is user-friendly and readily accessible. Moreover, an electronic format allows CoTL and Faculty Council to adjust/modify the LENS as *warranted by the data* in pursuit of continuous improvement.
3. In December 2016, the Faculty Council Executive Committee charged CoTL with moving forward on the survey design. That charge is included in the packet that follows. In brief, that charge contains 3 elements:
  - a. The design of a “core” set of course survey questions as **Phase 1**. The core is meant to serve as common questions relevant to any course at CSU. (*This is the LENS under discussion here*)
  - b. The development of a series of modular/optional blocks of questions that are both flexible and context-specific as **Phase 2**. These modular blocks of questions could then be applied differently (and at a faculty member’s discretion) on the basis of discipline, type of course, etc. (*This work will commence following discussion of the phase 1 work*)
  - c. Proposed revisions to the Faculty Manual to address language pertaining to the course survey. (*Faculty Council voted on and approved proposed changes from CoTL regarding sections I.8 and E.12.1 and the November 2017 Faculty Council meeting (these are included in the packet that follows).*)
4. The LENS was pilot tested in December 2017, and the mid-semester version is undergoing pilot testing in March 2018. Data from the December 2017 pilot and attendant background/supporting materials for the development of the LENS are available for review at the TILT website: <https://coursesurvey.colostate.edu/lens/>
5. Following Faculty Council approval of the manual language in I.8 and E.12.1, CoTL began collaborative efforts with TILT staff to begin to develop tools and rubrics for use by faculty and unit heads to properly orient faculty reflections on the information from the LENS in alignment with the manual language as a model for annual review and T&P dossier. This work has been ongoing in the spring 2018 term, and a pilot test of these tools is planned for May 2018. At present, discussions are ongoing with units in several colleges about participation in this pilot testing.
6. Work is also ongoing to develop and test options for LENS report formats to maximize the utility for faculty. No item means will be reported in the LENS output (relevant frequency distributions are included), and layered opportunities for comment will help faculty contextualize both responses and written feedback from students.

March 7, 2018

**To: Tim Gallagher, Chair, Faculty Council**  
**From: Matt Hickey, Chair, Committee on Teaching and Learning**  
**Subject: LENS (Learning Environment Survey)**

The Committee on Teaching and Learning submits the following motion:

MOVED, THAT FACULTY COUNCIL ADOPT THE LENS TO REPLACE THE EXISTING STUDENT COURSE SURVEY. THIS INCLUDES THE MID-SEMESTER LENS, THE END-OF-SEMESTER LENS AND THE ATTENDANT INSTRUCTOR BEHAVIOR FEEDBACK.

Attachments:

1. Executive Summary
2. Mid-semester LENS
3. Mid-semester LENS Instructor behavior survey
4. End-of-semester LENS
5. End-of-semester LENS Instructor behavior survey
6. Sample Screenshots of LENS in Qualtrics (a live demo will be used for discussion in Executive Committee and at Faculty Council)
7. Proposed flowchart of LENS operation in a model semester
8. Appendices:
  - a. Charge to CoTL from Executive Committee regarding the LENS (12/4/2016)
  - b. Faculty Manual section E.12.1; CoTL amendment adopted by Faculty Council at the November 2017 meeting.
  - c. Faculty Manual section I.8; CoTL amendment adopted by Faculty Council at the November 2017 meeting.
9. Additional supporting materials related to the development of the LENS can be found at: <https://coursurvey.colostate.edu>

## Executive Summary

The *CSU Learning Environment Survey (LENS)* and *CSU LENS Instructor* are online surveys fully integrated with CSU's single-login learning management system (currently Canvas) that focus on the learning environment and ask guided open-ended essay questions that help students provide direct feedback with specific details about their experience in the classroom. The end-of-semester LENS and LENS Instructor were developed to replace the existing paper-and-pencil course survey. In addition, to fulfill the recommendations for Phase I of the course-overhaul project, as well as align with well-established best practices in course and instructor development, a mid-semester version of the CSU LENS and LENS Instructor were also developed.

**Foundation of the LENS.** The theoretical and empirical evidence-based foundation of the surveys lies in understanding that asking students to evaluate teacher performance presents a task for which substantial research has shown they are not trained nor qualified. Focusing on asking them about their perceptions of their learning environment and of instructors' behaviors is a task they can perform. The learning environment includes the following concepts: mutual respect and fairness, feedback that facilitates learning as well as provides a gauge for student learning, individuality, inclusivity, psychological safety, open communication, motivation, gender/age/racial equity, unintended micro-aggressions, self-efficacy, and perceived workload. The CSU LENS assesses students' perceptions of how they experience the learning environment. To support the effective co-creation of a learning environment that supports both faculty and students, the LENS also asks students what they believe they can do to contribute to a positive learning environment, and the LENS Instructor asks about instructor behaviors that may facilitate optimal learning.

**Removal of Bias.** Research shows that "student evaluations of teaching" type course surveys, like CSU's existing course survey, elicit category-based evaluations (i.e., schemas) that result in inappropriately favoring some groups over others. The LENS was designed to avoid/minimize bias triggering assessments by focusing on students' perceptions about their experiences, rather than on judgments that rely upon pre-existing schemas. Initial results from our limited Fall 2017 pilot test and research show the CSU existing course survey elicits extensive bias, whereas the LENS shows little bias. We remain cautious in our conclusive statements, however, as more testing and re-examination of our initial results are needed with larger samples than the Fall 2017 pilot allowed.

**Process.** The LENS and LENS Instructor are fully integrated into Canvas. The LENS takes about 10-15 minutes to complete, the LENS Instructor about 1-3 minutes to complete, both depending on how many comments a student wishes to provide. Both surveys are 100% ADA compliant, can be completed on any Internet accessible mobile device or computer, and can be updated within seconds. Reports can be generated and uploaded within days to the existing CSU Course Survey website offered by TILT.

**Response Rates.** Recent studies show that offering micro-incentives (e.g., extra credit) for completing course surveys significantly and dramatically increases response rates. The LENS development team is testing mechanisms for maximizing response rates for the online surveys. Fall 2017 pilot student participants indicated favorability towards completing an online survey, some incentive, and confidence that results will be used to improve course learning climates.

**Supporting Tools for Department Chairs and/or P&T.** Prof. Matt Hickey, Chair, Faculty Council Committee on Teaching and Learning, is working with colleagues from several departments and The Institute for Learning and Teaching (TILT) to design and pilot the use of new resources for developing and evaluating teaching effectiveness. These materials will provide tools for departments seeking to replace use of the existing course survey in annual and tenure/promotion reviews. Tools will include concise evaluation instruments, as well as resources for implementing

peer review systems, teaching portfolios, goal-setting and tracking, reflection, and the like. For more information and/or to participate, please contact Jennifer Todd, <[Jennifer.Todd@colostate.edu](mailto:Jennifer.Todd@colostate.edu)>, TILT.

**Next Steps:** Mid-semester pilot testing of LENS and TILT Tools, report development, additional analyses, and Phase II.

## Mid-Semester LENS

The mid-semester CSU Learning ENvironment Survey (LENS) assesses your experience of the **course learning environment**. It asks for **your personal experience of how the course actually is** – not how you perceive others' experience it, what you wish it was like, or what your classmates tell you they are experiencing.

Q1 So far, recognizing there may be some overlap, what percentage of time in this course do you feel has been allocated to these formats (some can be 0, but total must = 100%)

lecture : \_\_\_\_\_

discussion : \_\_\_\_\_

online : \_\_\_\_\_

project based : \_\_\_\_\_

homework based : \_\_\_\_\_

activity (lab) based : \_\_\_\_\_

Total : \_\_\_\_\_

Q2 Referring back to the previous question, what percentages make for the best learning environment for you? What makes you feel that way?

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---

Q3 Working together with other students is...

- Not addressed at all
- Discouraged
- Encouraged

Q3a Should anything be said about working together? [SKIP TO Q3B IF NOT DISCOURAGED OR ENCOURAGED IS SELECTED IN Q3]

---



---

Q3b How is it discouraged or encouraged? Please include examples [SKIP IF Q3A IS DISPLAYED]

---



---



Q4 Are humans depicted or discussed in course material, such as in examples, slides, readings, assignments, videos, etc?

- Yes
- No

Q4a How often is diversity in at least one area (e.g., gender, race, nationality, religion, and/or disability) depicted within the course materials and/or discussions? Note - this question is not about the makeup of the students enrolled in the class.

- I have not noticed
- Never or Rarely
- Sometimes
- Regularly

Q4b What is the diversity within the course materials or discussion like? What do you wish there was more or less of? Please include specifics.

Note, this is not asking about the makeup of students enrolled. [SKIP IF NOT NOTICED OR DEFINITELY IS SELECTED IN Q4A]

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---

Q5 I feel I can contribute in ways that are comfortable for me.

- True
- False
- Sometimes true, sometimes false

Q5a What is needed for you to feel more comfortable contributing? [SKIP IF TRUE IS SELECTED IN Q5]

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---

Q6 It seems asking questions related to the course is...

- judged negatively.
- not judged.
- judged positively.

Q6a Who and/or what makes you feel either positively or negatively judged? How could this be improved? [SKIP IF NOT JUDGED SELECTED IN Q6]

---

---

Q7 Expectations for me to perform in this class are...

- Non-existent
- Low
- Reasonable
- High

Q7a What would be a reasonable performance expectation and why? [SKIP IF REASONABLE IS SELECTED IN Q7]

---

---

Q8 The workload so far is...

- Not enough to keep me engaged
- Reasonable and doable
- Challenging; mostly doable
- Overwhelming; not doable

Q8a Describe the workload; please give specifics.

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---

Q9 The **amount** of feedback I am getting to evaluate my learning progress is...

- I haven't gotten feedback yet
- inconsistent
- not enough
- enough
- overwhelming

Q9a How could the amount of feedback be improved? What might that look like? Please be specific [SKIP IF ENOUGH OR HAVEN'T GOTTEN ANY IS SELECTED IN Q9]

---

Q10 The **timing** of feedback I get to evaluate my learning progress is...

- inconsistent
- too late to be useful
- timely enough to be useful

Q10a How could the timing of feedback be improved? What might that look like? Please be specific. [DO NOT SHOW IF TIMELY ENOUGH IS SELECTED IN Q10]

---



---

Q11 So far, I have the same opportunities to contribute as other students do.

- True
- False

Q11a What makes you feel you do not have the same opportunities? How could this be improved? [SKIP IF TRUE IS SELECTED IN Q11]

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Q11b What can you and your classmates do so that you feel you have the same opportunities, even if you choose not to take them? [SKIP IF TRUE WAS SELECTED IN Q11]

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Q12 Improving the following feature(s) of this class would make a positive difference in the learning environment (please also explain why this would make a difference).

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---

Q13 What can you and your classmates do to contribute to a positive learning environment?

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Q14 (optional) If you have any other comments you would like to make, please do so here. To sign this comment, include your full name in this text box.

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### LENS Instructor (mid-S)

The **Learning Environment Survey (LENS) Instructor** is about your observations of behaviors the course instructor may or may not have engaged in during the course.

**Note:** the goal of the survey is to cover all possible scenarios; **behaviors listed in the survey do not mean they are necessary for course instructors to engage in.**

Q1 Students have different opinions on how short or long an instructor should pause for questions, note taking, or general processing of material. What do you consider a "pause" ?

- about 1-5 seconds
- about 6-10 seconds
- longer than 10 seconds

Q2 The instructor pauses during class.

- I have not had an opportunity to observe this
- I have not noticed
- Sometimes; not in every class session
- At least once every class session
- A couple of times every class session

Q3 The instructor talks in a **volume** that...

- this question is not applicable
- I cannot hear about 90% (or more) of the time
- I can hear about 90% (or more) of the time
- Is inconsistent

Q4 The instructor talks at a **pace** that...

- this question is not applicable
- I cannot follow about 90% (or more) of the time
- I can follow about 90% (or more) of the time
- Is inconsistent

Q4a In what ways might the instructor's communication (e.g., voice, writing) be encouraged or improved to create the best learning environment for you? [NOT SHOWN IF BOTH Q3 AND Q4 SELECTED NOT APPLICABLE]

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Q5 Behaviors that demonstrate respect can vary by culture. What specific behaviors do you consider demonstrate respect?

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---

Q6 So far, the instructor has demonstrated behaviors that I consider show respect for others.

- Not at all
- Sometimes
- Quite often
- Most of the time
- All the time

Q6a What behaviors have been demonstrated? [NOT SHOWN IF "ALL THE TIME" IS SELECTED]

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---

Q7 If you would like to comment on any other observations you have of this instructor's behavior, please provide them here. Specific details and examples are most helpful.

---

---

## End of Semester LENS

The CSU Learning Environment Survey (LENS) assesses your overall experience of the **learning environment in this course, this semester**. Reflect on **your personal experience of the course learning environment** – not how you perceive others' experienced it or what your classmates told you they experienced.

Q1 Recognizing there may be some overlap, what percentage of time in this course was allocated to these formats (some can be 0, but total must =100%)?

lecture

discussion

online

project based

homework based

activity (lab) based

Total : \_\_\_\_\_

Q2 Working together with other students was...

- Not addressed at all
- Discouraged
- Encouraged

Q2A How was it discouraged or encouraged? Please include specific examples [DO NOT SHOW IF "NOT ADDRESSED AT ALL" IS SELECTED IN Q2]

---



---

Q3 In my experience of the learning environment, I could contribute in ways that I felt were comfortable for me.

- True
- False

Q3A How would you have felt more comfortable contributing? Please include specific examples [NOT SHOWN IN TRUE SELECTED IN Q3]

---



---

Q4 Asking questions related to the course was...

- judged negatively.
- not judged.
- judged positively.

Q4A What made you feel either positively or negatively judged? Please include specific examples [NOT SHOWN IF "NOT JUDGED" SELECTED IN Q4]

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---

Q5 Others' (i.e., instructor, TA, peers) expectations for me to perform in this course were...

- Non-existent
- Low
- Reasonable
- High

Q5A What was it about the learning environment that made you feel you were not expected to perform? [SHOW ONLY IF NON-EXISTENT SELECTED IN Q5]

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---

Q5B What was it about the learning environment that made you feel the expectations to perform were either low or high? [SHOW ONLY IF LOW OR HIGH SELECTED IN Q5]

---



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Q6 **Course objectives** refer to statements (typically in the syllabus) that describe what you should learn or be able to do by the end of the course.

I felt I was being evaluated based on ...

- the course objectives.
- the course objectives, in addition to other unstated expectations.
- stated expectations other than the course objectives.
- unstated expectations.

Q6A What **were** you being evaluated on? Please include specific examples [DO NOT SHOW IF COURSE OBJECTIVES, OR COUSE OBJECTS IN ADDITION TO OTHER STATED IS SELECTED. SHOW FOR ALL OTHERS]

---



---

Q7 Were people depicted or discussed in course material, such as during lecture, in examples, slides, readings, assignments, videos, etc?

- Yes
- No

Q7A How often do you feel diversity in at least one area (e.g., gender, race, nationality, religion, and/or disability) was depicted within the course materials or discussions? Note - this question is not about the makeup of the students enrolled in the course.

- I did not notice
- Never or Rarely
- Sometimes
- Regularly

Q7B What was the diversity **within the course material or discussions** (not the student enrollment) like? Please include specifics [DO NOT SHOW IF DID NOT NOTICE OR DEFINITELY IS SELECTED IN Q7A]

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---

Q8 The workload was...

- Not enough to keep me engaged
- Reasonable; doable
- Challenging but doable
- Overwhelming; not doable

Q8A Describe the workload and include specifics.

---

---

Q9 The **amount** of feedback I received to evaluate my own learning progress was...

- not enough
- enough
- overwhelming



Q9a Please explain your response to the amount of feedback.

*(tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback)* [DO NOT SHOW IF ENOUGH IS SELECTED IN Q9]

Q10 The **timing** of feedback I received to evaluate my own learning progress was...

- too late to be useful
- timely enough to be useful

Q10a Explain the timing of feedback. Please be specific in your comments. [DO NOT SHOW IF TIMELY ENOUGH IS SELECTED IN Q10]

---

---

Q11 I had the same opportunities to contribute as other students did.

- True
- False

Q11A What made you feel you did not have the same opportunities as others in the class, or that the opportunities varied? Please include specific examples [SKIP IF TRUE IN Q11 IS SELECTED]

---

---

Q12 Improving the following feature(s) of this course would have made a positive difference in the learning environment for me (please also explain why this would have made a difference).

---

Q13 What can you and your classmates do in your future courses to contribute to a positive learning environment?

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---

Q14 (optional) If you have any comments you would like to make, please do so here and be specific. If you want to sign this comment, include your full name in this text box.

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## LENS Instructor (EoS)

The **Learning Environment Survey (LENS) Instructor** is about your observations of behaviors the course instructor may or may not have engaged in during the course.

**Note:** the goal of the survey is to cover all possible scenarios; **behaviors listed in the survey do not mean they are necessary for course instructors to engage in.**

Q1 Students have different opinions on how short or long an instructor should pause for questions, note taking, or general processing of material. What do you consider a "pause" ?

- about 1-5 seconds
- about 6-10 seconds
- longer than 10 seconds

Q2 Reflecting back on the semester, the instructor paused during class...

- I did not have an opportunity to observe
- I did not notice
- Sometimes; not in every class session
- At least once every class session
- A couple of times every class session

Q2a In what ways might this behavior be encouraged or improved to create the best learning environment for you? [DO NOT SHOW IF "NO OPPORTUNITY" WAS SELECTED IN Q2]

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---

Q3 The instructor spoke in a **volume** that ..

- this question is not applicable
- I could not hear about 90% (or more) of the time
- I could hear about 90% (or more) of the time
- was inconsistent

Q4 The instructor spoke at a **pace** that...

- this question is not applicable
- I could not follow about 90% (or more) of the time
- I could follow about 90% (or more) of the time
- was inconsistent

Q4a In what ways could the instructor's communication (e.g., voice, writing) be encouraged or improved to create the best learning environment for future students taking this course? [DO NOT SHOW IF NOT APPLICABLE IS SELECTED IN BOTH Q3 AND Q4]

---

---

Q5 Behaviors that demonstrate respect can vary by culture. What specific behaviors do you consider demonstrate respect?

---

---

Q6 The instructor demonstrated behaviors that I consider showed respect for others.

- Not at all
- Sometimes
- Quite often
- Most of the time
- All the time

Q6a What behaviors were demonstrated?

---

---

Q7 If you would like to comment on any other observations you have of this instructor's behavior, please provide them here. Specific details and examples are most helpful.

---

---

The mid-semester CSU Learning ENvironment Survey (LENS) assesses your experience of the course learning environment. It asks for your personal experience of how the course actually is – not how you perceive others' experience it, what you wish it was like, or what your classmates tell you they are experiencing.

NEXT >>

First page of the  
CSU LENS Mid-  
Semester

So far, recognizing there may be some overlap, what percentage of time in this course do you feel has been allocated to these formats (some can be 0, but total must = 100%)

lecture	<input type="text" value="0"/> %
discussion	<input type="text" value="0"/> %
online	<input type="text" value="0"/> %
project based	<input type="text" value="0"/> %
homework based	<input type="text" value="0"/> %
activity (lab) based	<input type="text" value="0"/> %
Total	<input type="text" value="0"/> %

Referring back to the previous question, what percentages make for the best learning environment for you? What makes you feel that way?

<< BACK

NEXT >>

Second page of  
the CSU LENS  
Mid-Semester

This is what it will look like on your computer or tablet

This is what it will look like on your smart phone

Students have different opinions on how short or long an instructor should pause for questions, note taking, or general processing of material. What do you consider a "pause" ?

about 1-5 seconds

about 6-10 seconds

longer than 10 seconds

The instructor pauses.

I have not had an opportunity to observe this

I did not notice

This behavior has not been demonstrated

Sometimes, not in every class

At least once every class

A couple of times every class

<< BACK

>> NEXT

Students have different opinions on how short or long an instructor should pause for questions, note taking, or general processing of material. What do you consider a "pause" ?

about 1-5 seconds

about 6-10 seconds

longer than 10 seconds

The instructor pauses.

I have not had an opportunity to observe this

I did not notice

Every Canvas course will have the CSU LENS button.

The screenshot displays the Canvas LMS interface for a course titled "PRACTICE-Qualtrics-002-2018SP". The user is logged in as Zinta Byrne. The interface includes a left-hand navigation sidebar with various options: Home, Announcements, Assignments, Discussions, Grades, People, Pages, Files, Syllabus, Outcomes, Quizzes, Modules, Conferences, Collaborations, Attendance, Chat, CSU LENS, and Settings. A green callout box with a white arrow points to the "CSU LENS" option in the sidebar, containing the text "CSU LENS access from Canvas". The main content area shows "Recent Activity in PRACTICE-Qualtrics-002-2018SP" with a message: "No Recent Messages You don't have any messages to show in your stream yet. Once you begin participating in your courses you'll see this stream fill up with messages from discussions, grading updates, private messages between you and other users, etc." The right-hand sidebar contains "Course Status" (Unpublish, Published), "Import from Commons", "Choose Home Page", "Course Setup Checklist", "New Announcement", "Student View", "View Course Analytics", and "Remove me from this course". At the bottom right, there is a "Coming Up" section with a "View Calendar" link and the text "Nothing for the next week".

Zinta Byrne  
PRACTICE-Qualtrics-003-2018SP > PRACTICE-Qualtrics-003-2018SP

Logout Close your browser to end your session.

2018-SPRING-Term

Home  
Announcements  
Assignments  
Discussions  
Grades  
People  
Pages  
Files  
Syllabus  
Outcomes  
Quizzes  
Modules  
Conferences  
Collaborations  
Attendance  
Chat  
**CSU LENS**  
Settings

## CSU Learning ENvironment Survey

The CSU LENS assesses your overall experience of the learning environment in this course, this semester, as well as how the course instructor(s) contributes to the learning environment. After you complete the LENS, print or snapshot this page if you need proof of LENS completion.

Course	Instructor(s)	LENS
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A green callout box points to the 'CSU LENS' button in the sidebar.

When the CSU LENS Mid-Semester or End-of-Semester is not available, nothing shows up when you click on the CSU LENS button (shown in green on the left)

Zinta Byrne  
 PRACTICE-Qualtrics-003-2018SP > PRACTICE-Qualtrics-003-2018SP Logout | Close your browser to end your session.

2018-SPRING-Term

Home  
 Announcements  
 Assignments  
 Discussions  
 Grades  
 People  
 Pages  
 Files  
 Syllabus  
 Outcomes  
 Quizzes  
 Modules  
 Conferences  
 Collaborations  
 Attendance  
 Chat  
**CSU LENS**  
 Settings



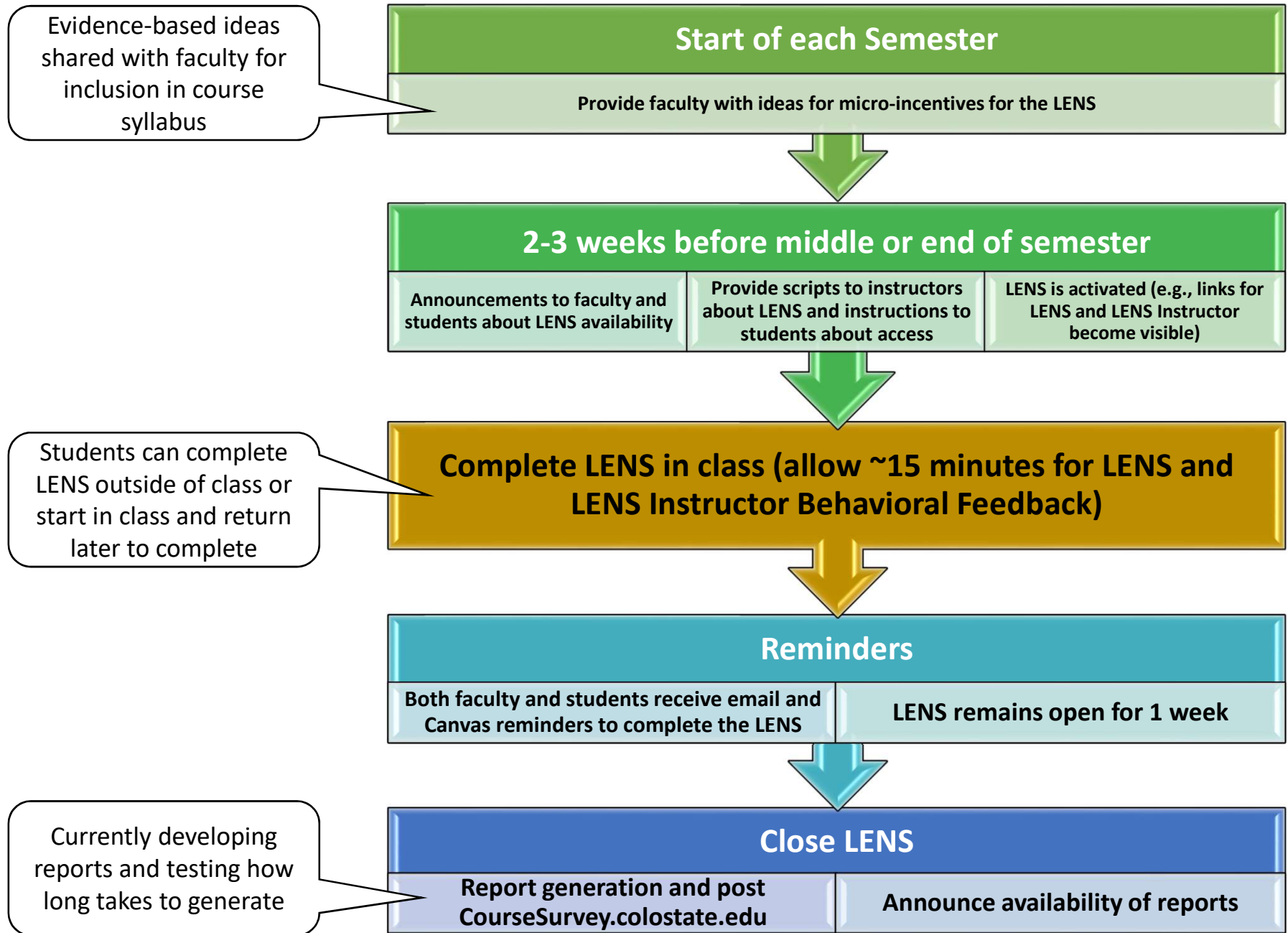
## CSU Learning Environment Survey

The CSU LENS assesses your overall experience of the learning environment in this course, this semester, as well as how the course instructor(s) contributes to the learning environment. After you complete the LENS, print or snapshot this page if you need proof of LENS completion.

Course	Instructor(s)	Evaluation
HES403 Physiology of Exercise	Matthew Hickey	Take the LENS
PSY100 Psychology	Karla Gingerich	Done!

When the LENS is available, links for **ALL** your course appear – no need to go into each course to see them or complete them.





## **Appendices**

- 1. Charge to CoTL regarding course survey redesign**
- 2. Changes in Faculty manual Section E.12.1 adopted by Faculty Council Fall 2017.**
- 3. Changes in Faculty manual Section I.8 adopted by Faculty Council Fall 2017.**

**12/4/2016 via e-mail**

Hi Matt,

Thank you again for coming to Executive Committee to present CoTL's recommendations regarding the student course survey redesign. Executive Committee (and I) agree with the recommendations, including that the survey be evidenced based, and consist of a set of core questions that address instructional delivery and course content as well as a flexible pool of questions that allow for customization.

We recognize that it will take some time for such a survey to be developed, as well as the survey delivery platform that is necessary to deliver the survey on-line. Executive Committee understands CoTL's recommendation to not rush this process, but we also recognize the urgent need to produce a survey sooner rather than later. The current survey is unacceptable and we cannot continue to use it.

That being said, EC charges CoTL with the following:

1. Begin immediately with the assembly of a set of core questions that addresses instructional delivery and course content, is reliable and evidence-based, and can be administered on-line through Canvas. EC is referring to this as the Phase I survey, which is to be ready for Faculty Council approval by May 2017.
2. Parallel to the Phase I development process, EC charges CoTL to continue working towards the survey envisioned by Dr. Zinta Byrne, complete with a pool of flexible questions for customization (what we are calling the Phase II survey). CoTL should work with Dr. Pat Byrne to identify or develop the survey delivery platform that will allow the Phase II survey to be delivered on-line. The target deadline for the Phase II survey to be approved by Faculty Council is May 2018.
3. At the same time the Phase I survey is presented to Faculty Council, CoTL will bring forward proposed revisions to the Manual, Sections E.12.1 and I.8, that clearly state the purpose of the survey, the responsibilities of ASCSU in financing the survey, where survey results will be posted, and parties that have access to the survey (I.8), as well as a clear policy on how the course survey will and will not be used in faculty teaching evaluations.

I want to emphasize that this charge, to separate the survey redesign into a Phase I and Phase II survey, may be against CoTL's original recommendation, but it strikes a balance to quickly produce a survey, that while not perfect, is better than what we currently have. I also want to emphasize here that EC desires CoTL to continue working towards the ideal survey as envisioned by Dr. Byrne, and that efforts will not stop after the Phase I survey.

Please share this with CoTL, Zinta, and Pat, and let me know if you have any questions. Thank you for your leadership in this activity, and for the hard work that CoTL will do in the next few months. This is important work, and will be greatly appreciated by all faculty at CSU.

Best regards,

Mary Stromberger  
Faculty Council Chair

**E.12.1 Teaching and Advising** *(last revised December 1, 2017)*

As part of its mission, the University is dedicated to undergraduate, graduate, professional, and continuing education locally, nationally, and internationally. Toward that end teachers engage learners, transfer knowledge, develop skills, create opportunities for learning, advise, and facilitate students' transfer of knowledge across contexts and their academic and professional development.

Teaching includes, but is not limited to, classroom and/or laboratory instruction; individual tutoring; supervision and instruction of student researchers; clinical teaching; field work supervision and training; preparation and supervision of teaching assistants; service learning; outreach/engagement; and other activities that organize and disseminate knowledge. Faculty members' supervision or guidance of students in recognized academic pursuits that do not confer any University credit also is considered teaching. Associated teaching activities include class preparation; grading; laboratory or equipment maintenance; preparation and funding of proposals to improve instruction; attendance at workshops on teaching improvement; and planning of curricula and courses of study; and mentoring colleagues in any of these activities. Outreach/engagement activities such as service learning, conducting workshops, seminars, and consultations, and the preparation of educational materials for those purposes, may be integrated into teaching efforts. These outreach activities include teaching efforts of faculty members with Extension appointments.

Excellent teachers are characterized by their command of subject matter; logical organization and presentation of course material; ability to help students recognize relationships among fields of knowledge; energy and enthusiasm; availability to help students outside of class; encouragement of curiosity, creativity, and critical thought; engagement of students in the learning process; understanding of how students learn and encouragement of effective learning strategies; use of clear grading criteria; and respectful responses to student questions and ideas.

Departments shall foster a culture that values and recognizes excellent teaching, and encourages reflective self-assessment. To that end, departmental codes will, within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness. Evaluation of teaching should be designed to highlight strengths, identify deficiencies, and improve teaching and learning.

**Evaluation criteria of teaching can include, but are not limited to, quality of curriculum design; quality of instructional materials; achievement of student learning outcomes; and effectiveness at presenting information, managing class sessions, encouraging student engagement and critical thinking, and responding to student work. Evaluation of teaching must involve substantive review of multiple sources of information** such as course syllabi; signed peer evaluations; examples of course improvements; development of new courses and teaching techniques; integration of service learning; **summaries of how the instructor used information from student feedback to improve course design or instructional delivery, as well as any evidence of the outcomes of such improvements**; letters, electronic mail messages, and/or other forms of written comments from current and/or former students; and evidence of the use of active and/or experiential learning, student learning achievement, professional development related to teaching and learning, and assessments from conference/workshop attendees. Anonymous letters or comments shall not be used to evaluate teaching, except with the consent of the instructor or as authorized in a department's code. Evaluation of teaching effectiveness should take into account the physical and curricular context in which teaching occurs (e.g., face-to-face and online settings; lower-division, upper-division, and graduate courses), established content standards and expectations, and the faculty member's teaching assignments, in the context of the type and level of courses taught. The University provides resources to support the evaluation of teaching effectiveness, such as systems to create and assess teaching portfolios, access to exemplary teaching portfolios, and professional development programs focusing on teaching and learning.

Effective advising of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process. Advising activities include, but are not limited to, meeting with students to explain graduation requirements; giving academic advice; giving career advice or referring the student to the appropriate person for that advice; and supervision of or assistance with graduate student theses/dissertations/projects. Advising is characterized by being available to students, keeping appointments, providing accurate and appropriate advice, and providing knowledgeable guidance. Evaluation of advising effectiveness can be based upon signed evaluations from current and/or former students, faculty members, and professional peers. The faculty in each academic unit shall develop specific criteria and standards for evaluation and methods for evaluating teaching and advising effectiveness and shall evaluate advising as part of annual and periodic comprehensive reviews. These criteria, standards, and methods shall be incorporated into departmental codes.

### **I.8 Student Course Survey** *(last revised December 1, 2017)*

The Student Course Survey is designed to provide feedback to course instructors and is to be used for course improvement. In addition, it is designed to provide information for students to make informed choices about courses. **If used for teaching mentoring or as part of the evaluation of teaching, the student course surveys must be used ONLY in conjunction with other sources of evidence (see section E.12.1) Thus, these surveys may not be used, in whole or in part, as the primary source of evidence for an instructor's teaching effectiveness and must be treated as one element of limited weight alongside a range of evaluative tools (as mentioned in E.12.1). The use of course feedback as a stand-alone tool is not a credible means of evaluating the quality of teaching.**

Each term, course instructors shall conduct at least one student survey of all the courses they teach through a system administered by the University utilizing the standardized University-wide instrument. Summaries of responses for each

course surveyed shall be posted at <http://coursesurvey.colostate.edu>. Access to the summaries shall be granted to anyone with a CSU eid. Access to digital copies of the survey forms shall be granted only to the course instructor(s), to individuals explicitly granted access by the instructor(s), and to any other persons granted access by the department code. Costs for conducting and providing access to survey results shall be shared by the University and the Associated Students of Colorado State University (ASCSU). ASCSU's financial contribution shall not exceed half of the required financial resources to operate this program.

The Committee on Teaching and Learning is responsible for making recommendations regarding the survey instrument and its use. Changes to the Student Course Survey shall be approved by Faculty Council.