

To Faculty Council Members: Your critical study of these minutes is requested. If you find errors, please contact Diane Maybon, at 1-5693 or [dmaybon@colostate.edu](mailto:dmaybon@colostate.edu).

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

**MINUTES  
FACULTY COUNCIL  
May 7, 2013**

***Call to Order***

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

***Announcements***

- A. Next Faculty Council Meeting - September 3, 2013 - A201 Clark Building - 4:00 p.m.
- B. Executive Committee Meeting Minutes: March 26, April 9, 16, 23, 2013 - View at <http://facultycouncil.colostate.edu/index.asp?url=links>

Gallagher noted that the March 26, April 9, 16, and 23, 2013 Executive Committee meeting minutes can be found at the following website: (<http://facultycouncil.colostate.edu/index.asp?url=links>)

- C. Faculty Council Annual Report July 2012 to May 2013 to the Board of Governors

***Minutes to be Approved***

- A. Faculty Council Meeting Minutes - April 2, 2013

By unanimous consent, the April 2, 2013 Faculty Council meeting minutes were approved.

***Unfinished Business***

- A. Standing Committee Elections - held over from April 2, 2013 - Committee on Faculty Governance

Steve Reising, Vice Chair Committee on Faculty Governance, nominated, on behalf of the Committee on Faculty Governance, the following faculty members to serve on the Faculty Council Standing Committees:

**Committee on Intercollegiate Athletics:**  
Karen Hyllegard                      Health and Human Sciences                      2013-16

**University Curriculum Committee:**  
Paul Meiman                      Natural Resources                      2013-16

Gallagher asked if there were any other nominations for the Faculty Council Standing Committees. Hearing no further nominations, the nominations were closed.

The nominated faculty members were elected to a three year term beginning on July 1, 2013 through June 30, 2016 on their respective standing committee.

- B. Grievance Panel Elections - held over from April 2, 2013 - Committee on Faculty Governance

Reising, Vice Chair Committee on Faculty Governance, nominated, on behalf of the Committee on Faculty Governance, the following faculty members to serve on the University Grievance Panel:

Richard Slayden                      Vet. Med. & Biomedical Sciences                      2013-16

Gallagher asked for nominations from the floor.

Steve Newman nominated himself and John Wagner, Professor, Animal Sciences, to serve three year terms

on the Grievance Panel.

Hearing, no further nominations, the nominations from the floor were closed.

Richard Slayden, Steve Newman, and John Wagner were elected to serve three-year terms (August 2013-2016) on the University Grievance Panel.

- C. Sexual Harassment Panel Elections - held over from April 2, 2013 - Committee on Faculty Governance  
No nominations to date.

Gallagher asked if there were any nominations from the floor. There were no nominations.

- D. Discipline Panel Elections - held over from April 2, 2013 - Committee on Faculty Governance  
No nominations to date.

Gallagher asked if there were any nominations from the floor. There were no nominations.

### ***Reports To Be Received***

- A. Provost/Executive Vice President

Miranda reported on the following activities:

1. The Vice Provost for Undergraduate Affairs search is underway and four finalists have been identified for campus interviews.
2. David McLean has accepted the position of Dean of Engineering. Miranda thanked Steve Abt for serving as the Interim Dean while the search was on-going.
3. Last month Miranda attended the annual Research Colloquium, which featured Cardiovascular Research.
4. The Confucius Institute was opened last month to provide cultural outreach to the community.
5. Diana Wall, Director, School of Environmental Sustainability, received the Tyler Prize for Environmental Achievement in Washington, D.C. last month. Miranda explained that he attended this event and Wall was recognized for her work on the role of soil biodiversity in climate change, ecosystems and human life.
6. Miranda attended a meeting with the Senior Scholars and discussed on-line education with them.
7. A Faculty Water Forum was recently held, as part of Colorado State University's efforts to advance Colorado State University's investment in water-related research.
8. The Equine Reproduction Laboratory grand re-opening was held last month.
9. The Best Teachers Award ceremony was held last week and six faculty members received awards -

Gretchen Irwin Casterella – Computer Information Systems  
Jane Choi – Horticulture and Landscape Architecture  
Michael Gross – Management  
Seung Hwan (Mark) Lee – Marketing  
Greg Luft – Journalism and Technical Communication  
Brian Tracy - Health and Exercise Science

10. The Board of Governors meeting was held last week. Miranda noted that the Board of Governors made no changes to the 2013-14 budget. In addition, the Board of Governors awarded the Undergraduate Teaching Award of Excellence to Patricia Ryan, Department of Finance and Real Estate - College of Business.
11. Miranda visited nine (9) departments this month - Foreign Languages, Statistics, Philosophy, Clinical Sciences, English, Occupational Therapy, Atmospheric Sciences, Civil and Environmental Engineering, and Communication Studies.
12. Miranda made a cameo appearance in the "Evil Dead" production by the Theater Department.

C.W. Miller asked about the four (4) denials of Promotion and Tenure made by the Board of Governors. Miranda responded the number of denials was not unusual and reasons for denial were case-specific and no generalizations regarding criteria for promotion and tenure could be shared. Miranda referred Faculty Council members to a document he wrote about Promotion and Tenure, which is available on the Provost's website. The document addresses general criteria for Promotion and Tenure.

Miranda's report was received.

**B. Faculty Council Chair**

Gallagher reported on the following activities:

1. Chancellor Mike Martin will present a report to Faculty Council members at the September 3, 2013 Faculty Council meeting.
2. Gallagher announced that two proposals from CoRSAF and one proposal from CoTL (to be presented later at this meeting) have been slightly modified by the standing committees. The amended proposals will be shown as overheads when the special action items come up on the agenda today.
3. Gallagher noted that there is no discussion item at today's meeting due to the length of the agenda.
4. Gallagher reported that Carole Makela prepared a report on last week's Board of Governors meeting and a hard copy of the report is available to be picked up by Faculty Council members. The report is as follows:

**Report to Faculty Council (May 7, 2013 FC meeting)  
May 2-3 Meeting of the CSUS Board of Governors**

1. Election of new Board Officers (done in odd years) with service beginning after the May meeting:

Dorothy Horrell, Chair  
William E. Mosher, Vice Chair  
Scott Johnson, Secretary  
Dennis E. Flores, Treasurer

The new Board members named in February were sworn in.

2. The Board approved the operating budget, tuition proposal, and fees including student fees (proposed by ASCSU). The details are included in a press release from CSUS. CSU's increases in tuition are consistent with that which the administration has been sharing in the campus budget process (9% for resident UG; 3% for non-resident UG; 5% for resident and non-resident graduate students). Student fees will increase 2.6%. Tuition and fees will not increase at CSU-P and tuition will not increase at CSU-GC (GC does not have fees).

3. The Evaluation Committee (voting members of the Board and Chancellor Martin) met in executive session to review processes for evaluating their direct reports and Chancellor's evaluation of the presidents. They gathered information from the faculty and student reps per the respective presidents.

Later in open session it was announced that the Chancellor and General Counsel will draft a template to guide the collection of more consistent input from the campuses/their representatives.

4. The Academic and Student Affairs Committee met and considered numerous items to forward to the Board. From CSU, these included the proposal for the Master of Computer Information Systems (CIS); the spring and summer recipients of degrees; the special academic unit—Graduate Degree in Public Health; and revision to the Student Conduct Code. With the exception of the CIS degree, the items went forward and were approved by the Board. Reports received from CSU included the accreditations scheduled in 2013-14 and promotion and tenure outcomes (87 candidates—48 associate with tenure and 1 full with tenure; 4 associate professors, 23 full professors; 7 tenure only; 4 denials).

A report on Access to Success was given with each of the three institutions reporting.

A long list of revisions to the CSU-P Handbook was considered.

5. The Audit and Finance Committee reviewed the FY2012-13 audit plan for units at the three institutions. The FY 2014 Education and General Budgets, tuition, fees (student fees, course fees, and technology fees), and other schedules were presented. These include budgets for each institution and the Systems office. At CSU a request included raising meter and daily parking fees and fines, which have been at the same level since 2008 and 2007, respectively. The building priority list was reviewed as the state is indicating capital fund allocations. The top priorities at CSU are the Chemistry addition (majority state funds) and Animal Sciences (majority funded from non-state sources).
6. The Real Estate/Facilities Committee met and reviewed the potential for leasing mineral rights held by CSU in Routt County, lease of water rights (increase President's signature authority), purchase of the Bay farm from CSU Research Foundation (28 acres on the south campus—south of the Hilton Hotel), and revisions to the naming policy. The naming policy includes naming of administrative units, facilities, and interior and exterior spaces to recognize individual(s) or organization(s). The policy includes a University Naming Committee (UNC) to advise the President, to be composed of the VP for University Advancement, President's Chief of Staff, Facilities Services rep, VP for External Affairs, CSU Foundation rep, a Dean and faculty member (selected by the Provost), and a director of Development (selected by the VPUA).
7. The Public Comment period on Friday morning included comments from individuals opposing the building of the new stadium and requesting time for dialogue with the Board. Written comments received by the System Office addressed the stadium, easement questions, value of one's degree, volunteering to serve on the Board, and hemp research.
8. The Chancellor and two Board members reported on their recent attendance at the Association of Governing Boards (AGB) conference, which addresses higher education issues and effective board operation and functioning. They valued the experiences and noted other institutions/systems have more challenges than the CSUS Board. The Chancellor also participated in the National Association of Systems Heads (NASH).

9. The Chancellor reported on continuing efforts of the System to establish a presence in the south metro area.  
  
A 1.5 million dollar venture capital fund will be established from CSU-GC revenues for RFPs from the faculty and staff at the three institutions shortly. The Presidents will serve as reviewers.
10. The CSUS's process for review of proposed legislation was described and bills that received attention were highlighted.
11. Out-going student and faculty reps were recognized. Nigel Daniels, new ASCSU president will replace Regina Martell. CSU-P will have a new student rep, Vanessa Emerson, their faculty rep (Frank Zizza) will serve a second term. CSU-GC will have a new student and a new faculty rep.
12. The next Board retreat/meeting is June 20-21 at Pingree Park. The next Board meeting in Fort Collins is October 3-4, 2013.
13. Note that resolutions for action items are posted on the System's website shortly after the meeting. Though each is considered by a committee, the action of the full Board occurs on the second day of the meeting is done for each action item. The agenda materials are posted prior to the meeting and the minutes are posted after approval at the next meeting.
14. The reviews and process reviews noted above in relation to the agenda items are part of the continuing effort to orient the newer members of the Board as well as to up-date the continuing members of 'how things work.' As many of the actions/reports are once a year items, continuing explanations are important.

Submitted May 6, 2013  
Carole J. Makela  
Faculty Council Representative to the Board

C.W. Miller asked about the four denials for promotion and tenure. Carole responded that no specifics were discussed at the BOG meeting, only the number of denials and approvals.

Gallagher's and Makela's report were received.

C. The Possible Impact of the New Stadium Initiative on CSU Academics/Facilities - Committee on Strategic and Financial Planning

Jeff Wilusz, Chair, Committee on Strategic and Financial Planning, explained that the Committee on Strategic and Financial Planning was charged by the Faculty Council Executive Committee to examine forward looking strategic issues of the potential building of the stadium relating to how it would affect facilities and academic programs. The report is found on pages 28-31 of the agenda materials.

Antonio Pedros-Gascon asked about the discrepancy in various figures regarding the on-campus stadium, specifically the money needed for traffic re-routing during the game. Pedros-Gascon asked if the report included figures such as this. Wilusz responded that the Committee focused only on impacts to facilities and academic programs, not the impacts to the city.

Wilusz's report was received.

*Consent Agenda*

A. Changes in Curriculum to be Approved: University Curriculum Committee Minutes: March 8, 15, 29 and April 12 and 19, 2013

Howard Ramsdell, Chair, University Curriculum Committee, moved that Faculty Council adopt the consent agenda.

Ramsdell's motion was adopted.

### *Special Actions*

- A. Request for New Master of Computer Information Systems (M.C.I.S.) Plan C - College of Business - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that the Faculty Council adopt the following:

A Plan C Master of Computer Information Systems (M.C.I.S.) in the College of Business be established to be effective Fall Semester 2013.

Ramsdell explained that the proposal was reviewed and approved by the following committees: Committee on Scholarship, Research, and Graduate Education on March 7, 2013; University Curriculum Committee (UCC) on March 15, 2013.

Ramsdell further explained that according to the program Phase II document:

“... The curricular structure of the Plan C is more appropriate to the needs of the current students than the existing Plan B. The student in the graduate program has morphed over the decade to one who demands more than technical content. Today's student demands an education in computer information systems applied to the business environment.

Employers tell the department that students they hire must have not only the technological skill sets and knowledge base but also ones who can step into a position and apply their academic experience to the business environment immediately. This is one more point that gives credence to the change from an academic based curriculum (Plan B) to a professional-based curriculum (plan C). As with the current program, the Plan C is based on the demographics that are heavily non-traditional students seeking academic advancement to support or advance their profession credentials.... ”

Ramsdell's motion was adopted.

- B. Request for a Master of Science Plans A and B in Toxicology - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that the Faculty Council adopt the following:

A New Master of Science in Toxicology, M.S. Plans A and B in the College of Veterinary Medicine and Biomedical Science be established effective Spring Semester 2014.

Ramsdell explained that the Department of Environmental and Radiological Health Sciences proposed a Master of Science in Toxicology – Plans A and B. This new degree, pending approval of the Board of Governors and CCHE, would be effective Spring Semester 2014.

The proposal was reviewed and approved by the following committees: Committee on Scholarship, Research, and Graduate Education on April 4, 2013; University Curriculum Committee (UCC) on April 12, 2013.

Ramsdell further explained that the Department of Environmental and Radiological Health Sciences has offered graduate training in Toxicology for over 20 years. This proposal would give the existing Specialization in Toxicology in the Environmental Health major a new degree name, Toxicology, that is ubiquitous for programs of its kind around the world. The program of study will be the same and the same faculty will be responsible for the courses, all of which are currently being offered.

Ramsdell noted that this change will provide graduates with a degree name that is immediately recognizable and accurately descriptive of their training. It will also facilitate recruitment of qualified applicants who will be searching for programs offering a degree in Toxicology.

Ramsdell's motion was adopted.

- C. Request for a Doctor of Philosophy (Ph.D.) In Toxicology - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that the Faculty Council adopt the following:

A new Doctor of Philosophy (Ph.D) be established in Toxicology to be effective Spring Semester 2014.

Ramsdell explained that the Department of Environmental and Radiological Health Sciences proposed a Doctor of Philosophy degree in Toxicology. This new degree, pending approval of the Board of Governors and CCHE, would be effective Spring Semester 2014.

Ramsdell further explained that the proposal was reviewed and approved by the following committees: Committee on Scholarship, Research, and Graduate Education on April 4, 2013; University Curriculum Committee (UCC) on April 12, 2013.

Ramsdell explained that the Department of Environmental and Radiological Health Sciences has offered graduate training in Toxicology for over 20 years. This proposal would give the existing Specialization in Toxicology in the Environmental Health major a new degree name, Toxicology, that is ubiquitous for programs of its kind around the world. The program of study will be the same and the same faculty will be responsible for the courses, all of which are currently being offered.

In addition, this change will provide graduates with a degree name that is immediately recognizable and accurately descriptive of their training. It will also facilitate recruitment of qualified applicants who will be searching for programs offering a degree in Toxicology

Ramsdell's motion was adopted.

D. Request for a New Interdisciplinary Minor in Leadership Studies - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that the Faculty Council adopt the following:

An Interdisciplinary Minor in Leadership Studies be established in the Office of the Provost to be effective Fall Semester 2013.

Ramsdell explained that according to the request submitted:

"This minor builds on the President's Leadership Program to challenge students to be more prepared for leadership in their academic discipline and to understand the need for collaboration across disciplines.... The interdisciplinary minor refines and expands studies done in the President's Leadership Program to create a shared understanding of leadership which then expands to academic disciplines through upper-division capstone course work and integration with the student's discipline"

The program will be administered by the President's Leadership Program and Student Leadership, Involvement, and Community Engagement.

Ramsdell noted that this request was reviewed and approved by the University Curriculum Committee on March 29, 2013.

Ramsdell's motion was adopted.

E. Request to Drop the Asian Studies Interdisciplinary Minor - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that the Faculty Council adopt the following:

The Asian Studies Interdisciplinary Minor be dropped effective Fall Semester 2013.

Ramsdell explained that according to the request submitted:

"Enrollments in this program have dropped steadily since the development of an Asian Studies concentration in the Liberal Arts major. There are currently 3 enrolled students. We have graduated a total of 11 students from the program in the last 3 years. Classes are also more limited now than in the past. There is currently no plan to offer POLS 455 and Chinese History course offerings are limited. "

Ramsdell noted that this request was reviewed and approved by the University Curriculum Committee on March 29, 2013.

Ramsdell's motion was adopted.

F. Request to Drop the Performing Arts Major effective Fall 2013 - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee moved that the Faculty Council adopt the following:

The Performing Arts major be dropped effective Fall Semester 2013.

Ramsdell explained that the Performing Arts Major has been replaced by the Theatre major and Dance major effective Spring 2013 and the Performing Arts major can now be dropped.

Ramsdell added that this request was reviewed and approved by the University Curriculum Committee on April 12, 2013.

Ramsdell's motion was adopted.

G. Proposed Revisions to the *Curricular Policies and Procedures Handbook* - "Overlapping Signatures" - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that the Faculty Council adopt the proposed addition to the *Curricular Policies and Procedures Handbook* entitled "Overlapping Signatures" as noted below to become effective upon approval by Faculty Council:

Additions – Underlined

**Overlapping Signatures**

Overlapping signatures on course and program requests are sought to signal the intention of the proposing unit and give affected units a formal opportunity to raise relevant concerns. A signature indicates that a unit has been informed and had an opportunity to comment. A signature does not necessarily constitute approval and failure to provide a signature does not prevent a proposal from being considered by the University Curriculum Committee. A unit with concerns about a proposal should communicate those concerns in writing to the proposing unit and the University Curriculum Committee representative(s) for both units in a timely manner. Ideally, the issues should be resolved by the units involved prior to UCC action on the proposal. If this cannot be accomplished, the UCC will consider the course or program request and the affected unit's concerns prior to voting on the proposal.

Ramsdell explained that this statement clarifies the role of requesting signatures from other departments on course and program proposals. The goal should be to inform potentially affected departments of a pending proposal and provide an opportunity for concerns to be heard. Units should be encouraged to work together to arrive at a mutually agreeable resolution. Should that not be possible, the committee needs to be able to come to a decision regarding a proposal with a full understanding of the issues.

Ramsdell added that this policy, to be incorporated into the *Curricular Policies and Procedures Handbook*, was approved by the University Curriculum Committee on April 12, 2013.

Steve Robinson asked if it was correct that the only policy regarding overlapping signatures was the form. Howard explained that there has been no formal written policy on overlapping signatures, and that this proposal would make it clear to program units that communication among affected program units is necessary and has occurred prior to University Curriculum Committee requests.



Robinson asked what would happen if no overlapping signatures were obtained and if this would cause the University Curriculum Committee to pull a request from its agenda. Ramsdell responded, yes, if signatures were not obtained, the University Curriculum Committee would seek responses from affected units before placing the request on the agenda.

Ramsdell's motion was adopted.

H. Proposed Revisions to the *Curricular Policies and Procedures Handbook* - "Communication of Program Requirements" - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee moved that the Faculty Council adopt the proposed addition to the *Curricular Policies and Procedures Handbook* entitled "Communication of Program Requirements" as noted below to become effective upon approval by Faculty Council:

Additions - Underlined

**Communication of Program Requirements**

The program and requirements for any academic program offered by the University must be described accurately and completely in any and all forms of communication with students, prospective students, and the public. This includes both printed and electronic documents, including, but not limited to, websites, brochures, student handbooks, advising check sheets and the General Catalog. Programs and requirements may not be disseminated until they have been approved by the CCHE for new undergraduate and graduate degrees or by the University Curriculum Committee and the Faculty Council for changes to undergraduate or graduate degrees or for new, or changes to, concentrations, specializations, minors, options, or interdisciplinary studies program. Department heads and chairs (or the responsible individual for other University units) must ensure that such communications comply with this policy.

Ramsdell explained that this statement of curricular policy is intended to help ensure compliance with the Higher Learning Commission's "Federal Compliance Requirements for Institutions" policy that information provided to students and the public be "...accurate and complete...." (Policy 4.0-f).

Ramsdell added that several examples of departments and colleges advertising programs and program requirements that have not yet been approved through institutional, Board and State channels have occurred recently. The *Handbook* needs an explicit statement that final approval is necessary before a program and its requirements may be communicated via any medium to students, prospective students and the public.

Ramsdell point out that there have been ongoing problems with department websites and check sheets listing program requirements that do not correspond to those approved by Faculty Council. It needs to be made clear that this is unacceptable, regardless of the medium of communication involved.

Ramsdell added that this policy, to be incorporated into the *Curricular Policies and Procedures Handbook*, was approved by the University Curriculum Committee on April 12, 2013.

Ramsdell's motion was adopted.

I. 2013 - Recommendations - Continuance/Discontinuance of Centers, Institutes, and Other Special Units (CIOSUs) - Committee on University Programs

Eric Prince, Chair, Committee on University Programs, moved that the Faculty Council accept its report for recommendations regarding the biennial reviews for discontinuance and continuance of Centers, Institutes, and Other Special Units (CIOSUs) for the academic year 2012-13 as follows:

#### **New CIOUSUs**

The Committee on University Programs approved applications from the following four CIOUSUs:

Center for Sustainable Monomers and Polymers (CSuMAP) (Director: Dr. Eugene Chen)

Prion Research Center (PRC) (Director: Dr. Glenn C. Telling)

Center for Food Safety and Prevention of Foodborne Disease at CSU (Directors: Dr. Marisa Bunning and Dr. Elaine Scallan)

Center for Cardiovascular Research – Director: Dr. Scott Earley

#### **Discontinued CIOUSUs**

The following discontinued CIOUSUs were noted and removed from CIOUSU listings:

CLA–ISEOF Institute for the Study of Energy and Our Future

COE–CHL Computing Hydrology Laboratory

COE–MERC Motorsport Engineering Research Center

COE–WEFL Wind Engineering and Fluids Laboratory

#### **Continuing CIOUSUs:**

The following 51 Centers, Institutes, and Other Special Units have been reviewed through the biennial review process and are being recommended for continuance by the Committee on University Programs:

#### CAHS-College of Applied Human Sciences - Research Associate Dean: Pat Kendall

CAHS-AMOM Avenir Museum of Design and Merchandising

CAHS-CFCT Center for Family and Couple Therapy

CAHS-Aging Center on Aging

CAHS-CORE Community Organizing to Reach Empowerment (CORE) Center

CAHS-CHN Consortium for Human Nutrition

CAHS-HABIC Human Animal Bond in Colorado

CAHS-HPCRL Human Performance Clinical Research Lab.

CAHS-IBE Institute for the Built Environment

CAHS-NCVECS National Center for Vehicle Emissions Control and Safety

CAHS-SPI Scenario Planning Institute

#### CAS-College of Agricultural Sciences - Research Associate Dean: Lee Sommers

CAS-CMSQ Center for Meat Safety & Quality

CAS-SPI Center for Sustainable Integrated Pest Management in Colorado

CAS-CCB Rocky Mountain Center for Crop Biosecurity

CAS-SGS Shortgrass Steppe Long Term Ecological Research

CAS-WCIRM Western Center for Integrated Resource Management

#### CLA-College of Liberal Arts - Research Associate Dean: Stephen Weiler

CLA-CDRA Center for Disaster and Risk Analysis

CLA-CMPA Center for Mountain and Plains Archaeology

CLA-PLHC Public Lands History Center

CLA-REI Regional Economic Institute at CSU

#### CNS- College of Natural Sciences - Research Associate Dean: Jim Sites

CNS-CMB Cell and Molecular Biology Graduate Program

CNS-MSN Materials Chemistry Program of Study

#### COB-College of Business- Research Associate Dean: Dan Ganster

COB-BBI Beverage Business Institute

COB-CASE Center for Advancement of Sustainable Enterprise (CASE)

COB-CPDBR Center for Professional Development and Business Research

COB-EREC Everitt Real Estate Center (EREC)

COE-College of Engineering- Research Associate Dean: Wade Troxell

COE-CAE Center for Agricultural Energy  
 COE-CEAS Center for Earth Atmosphere Studies (CEAS)  
 COE-CERTGM Center for Explosive Research and Testing of Geomaterials  
 COE-CCC Colorado Climate Center  
 COE-CMMS Composite Materials Manufacture & Structures  
 COE-CIRA Cooperative Institute for Research in the Atmosphere  
 COE-CHILL CSU Chill National Weather Radar Facility  
 COE-CGAR DOD Center for Geosciences  
 COE-EECL Engines and Energy Conversion Laboratory  
 COE-EUV EUV  
 COE-GEO Graduate GeoEnvironmental Room/Geotechnical Lab  
 COE-HHS Harold H. Short Civil Infrastructure Systems Laboratory  
 COE-HRL Hydraulic Research Lab  
 COE-IDS Integrated Decision Support Group  
 COE-ISWR International School of Water Resources

CVMBS-College of Veterinary Medicine and Biomedical Sciences - Research Associate Dean: Sue VandeWoude

CVMBS-FACC Animal Cancer Center  
 CVMBS-Argus Argus Institute  
 CVMBS-CCIPM Center for Comparative and Integrative Pain Medicine  
 CVMBS-CEM Center for Environmental Medicine  
 CVMBS-HICAHS High Plains Internountain Center for Agricultural Health and Safety (HICAHS)  
 CVMBS-MRL Mycobacterium Research Laboratories

PROVOST Office of the Provost/Senior Vice President - Research Associate Dean: Jodie Hanzlik

CASA Center for Advising and Student Achievement  
 CNEE Center for New Energy Economy  
 CSU STEM Center  
 SSS Society of Senior Scholars

WCNR Natural Resources - Research Associate Dean: Mark Paschke

WCNS Westfire Westfire Research Center

Prince explained that the Committee on University Programs is responsible for reviewing approximately 50 percent of all registered Centers, Institutes, and Other Special Units (CIOSUs) on a biennial basis. Each Administrative Director of each CIOSU selected for biennial review submits a brief biennial report of its activities and accomplishments. Copies of all the biennial reports are deposited in the Office of the Vice President for Research who is responsible for maintaining the updated list of all CIOSUs.

Prince's motion was adopted.

J. Proposed Revisions to the Manual, Section E.2.1 - Basic Types of Faculty Appointments - Committee on Responsibilities and Standing of Academic Faculty

David Greene, Chair, Committee on Responsibilities and Standing of Academic Faculty moved that the Faculty Council adopt the proposed revisions to the *Manual*, Section E.2.1 – Basic Types of Faculty Appointments to be effective upon approval by the Board of Governors of the Colorado State University System as follows:

Additions underlined - Deletions ~~overscored~~.

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

### E.2.1 Basic Types of Faculty Appointments *(last revised June 21, 2011)*

~~Seven (7)~~ Six (6) basic types of appointments ~~are used~~ exist for members of the faculty. They are regular full-time, regular part-time, ~~multi-year research~~; senior teaching, special, temporary, and transitional appointments. Only ~~individuals~~ faculty members holding either regular full-time or regular part-time 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.

#### E.2.1.1 Regular Full-Time Appointments *(last revised June 21, 2011) - no changes*

#### E.2.1.2 Regular Part-Time Appointments *(last revised June 21, 2011) no changes*

#### ~~E.2.1.3 Multi-Year Research Appointments~~

~~Multi-year research 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 distinguishing features of this type of appointments are as follows:~~

~~a. The positions eligible for multi-year research appointments must be for research performed for the University. The unit or department must document that the multi-year research appointment or extension is necessary for the hiring or retaining of the faculty member.~~

~~b. Faculty members on multi-year research appointments are not eligible for tenure (see Sections E.10.4.a and E.10.4.b). If a tenured faculty member changes positions to a multi-year research appointment, he or she must relinquish tenure and retire from the University. A tenured faculty member who wished to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.~~

~~c. These individuals 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 Section F and G of the *Manual*. They are not eligible for sabbatical leave.~~

#### ~~E.2.1.34 Senior Teaching Appointments *(new section June 21, 2011)*~~

~~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 distinguishing features of this type of appointments are as follows: 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. The granting of a senior teaching appointment shall follow the procedures in Section E.11. 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. Senior teaching 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 senior teaching appointments): There is no specified ending date for a senior teaching appointment.~~

c. There is no specified ending date for a senior teaching appointment: 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 appointment are not eligible for tenure (see Section E.10.4). 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 appointments.

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

f. 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 appointments. 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 fully included, except with regard to personnel matters involving regular faculty members, including the department chair.

g. 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. 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. These individuals 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.2.1.54 Special Appointments (last revised May 2, 2007)

Special 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:

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.

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. 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.

b. Faculty members on special appointment are not eligible for tenure (see Section E.10.4). Unless the faculty member has a multi-year contract, 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 is for administrative convenience only and does not create a minimum or fixed duration of appointment.

c. The effort distributions of faculty members on special appointments are typically focused in one (1) area, such as teaching or research, rather than being distributed over the three (3) areas of teaching, research, and service. Faculty members on special appointment are not eligible for tenure (see Section E.10.4).

d. 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.

e. 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.

f. 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.

g. Special appointment faculty 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 Section F and G of the *Manual*. They are not eligible for sabbatical leave.

Greene explained that the above changes reflect both organizational changes and the recent Colorado State Legislation giving Colorado State University the authority to offer multi-year contracts to certain classes of faculty members. The changes allow the implementation of such multi-year contracts, but do not require their usage. Organizationally, the above changes place multi-year contracts for research within the "Special Appointment" category and therefore present special appointment faculty as including both "at-will" and contract faculty.

Mike Lundblad asked about point C, and whether there has been discussion that special appointment faculty are eligible for promotion. Miranda responded yes, that special appointment faculty are eligible for promotion and the language can be found elsewhere in the *Manual*.

Antonio Pedros-Gascon asked about section F, second paragraph, senior teaching appointments and asked Greene to explain what the phrase "shall be fully included" means. Greene responded that the phrase applies to an individual senior teaching faculty person, not the group as a whole.

Ray Hogler asked that Faculty Council address in the future a process to appeal the non-renewal of a multi-year contract. The current proposal does not address this problem of due process following the termination of a multi-year contract. Greene agreed that this proposal does not specifically address this issue. However, if a faculty person is converted back to at-will status at the end of a multi-year contract there is a due process and grievance process through a Class C grievance.

Pedros-Gascon suggested that section F should be reworded to clarify/mean that the senior teaching appointment faculty should be referred to as a group. Greene acknowledged that the committee could take this into consideration next year but asked that Faculty Council consider the proposal as is as it has already undergone many rounds of revisions.

Greene's motion was adopted.

K. Proposed Revisions to the Manual, Section F.3.2.1 - Leave Accrual (Sick) - Committee on Responsibilities and Standing of Academic Faculty

Greene, Chair, Committee on Responsibilities and Standing of Academic Faculty, moved that the Faculty Council adopt the proposed revisions to the *Manual*, Section F.3.2.1 – Leave Accrual (Sick) and that the revisions are effective upon the approval by the Board of Governors of the Colorado State System as follows:

Additions underlined - Deletions overscored

### F.3.2.1 Leave Accrual

Full-time faculty members and administrative professionals on ~~regular, multi-year research, or special; twelve (12) month appointments; and full-time temporary faculty members and administrative professionals on twelve (12) month appointments; who have completed twelve (12) consecutive months of employment~~ earn one and one-quarter (1.25) days of sick leave per month, cumulative with no maximum. One (1) day of sick leave is considered to be eight (8) hours of sick leave.

Full-time faculty members and administrative professionals on ~~regular, multi-year research, or special; nine (9) month appointments and full-time temporary faculty members and administrative professionals on nine (9) month appointments who have completed two (2) consecutive semesters~~ earn one and one-quarter (1.25) days of sick leave per month, cumulative with no maximum. Full-time nine (9) month faculty members and administrative professionals who accept summer session appointments accumulate sick leave at the rate of one and one-quarter days (1.25) per month while on such appointment.

~~Faculty members and administrative professionals on regular, multi-year research, or special appointments of appointed less than full-time, but at least half-time (0.5), earn sick leave prorated by the part time fraction of their appointment. Faculty members and administrative professionals on temporary appointments of less than fulltime, but at least half-time (0.5) earn five (5) hours of sick leave per month. Academic Faculty and Administrative Professionals on 12-month temporary appointments of half-time or greater are eligible to accrue sick leave benefits only after completing one year of continuous service. Nine-month temporary employees must have completed two consecutive semesters of continuous half-time or greater employment (excluding summer session) and be reappointed the subsequent academic year to become eligible.~~

Post doctoral fellows, veterinary interns, and clinical psychology interns with appointments of less than full-time, but at least half-time (0.5) earn sick leave each fiscal year prorated by the part time fraction of their appointment. Sick leave accrues and expires each fiscal year.

No sick leave is earned by employees working less than half-time (0.5) or employed on an hourly basis. ~~Postdoctoral fellows and Graduate assistants~~ do not earn sick leave.

Employees who begin work after the first of a month or who terminate before the end of a month earn sick leave on a prorated basis as described in the *Personnel/Payroll Manual (Section 2)*.

The accrual of sick leave is rounded to the nearest 1/100 of an hour.

Sick leave does not accrue during leave without pay nor during sabbatical leave. Sick leave accrued during periods of paid leave (annual, sick, injury, etc.) is not credited to the employee until he or she returns to work.

*(This paragraph is effective August 1, 2011)* At the time of initial employment, the employee shall receive an amount of sick leave equal to that which they are expected to earn during their first year of employment (as described above). This initial year of sick leave is an "advance" and must be earned before any additional sick leave shall accrue. It is possible that it will take the employee more or less than one (1) year to earn the amount of sick leave advanced and begin accruing additional sick leave (e.g., the employment status could change, or the employee could take leave without pay).

Post doctoral fellows, veterinary interns, and clinical psychology interns shall receive an amount of sick leave equal to that which they are expected to earn during their first year of employment (as described above). The sick leave "advance" is earned on a fiscal year basis and does not carry forward.

If an employee with accrued sick leave changes to an employment status that is less than half-time (0.5), without a break in service, the employee shall retain his or her accrued sick leave and the ability to use this sick leave for a period of one (1) year, provided he or she remains employed by the University. If the employee changes to a status that is again eligible to earn sick leave within the one (1) year period and without having his or her employment with the University terminated, then the accrued sick leave shall continue to be available for use by the employee.

Greene explained that the proposed revisions are consistent with the new way in which post doctoral fellows, veterinary interns, and clinical psychology interns are classified in terms of benefits.

Greene's motion was adopted.

L. Proposed Revisions to the Manual, Section G.1 - Study Privileges - Committee on Responsibilities and Standing of Academic Faculty

Greene, Chair, Committee on Responsibilities and Standing of Academic Faculty, moved that the Faculty Council adopt the proposed revisions to the *Manual*, Section G.1 – Study Privileges to be effective upon approval by the Board of Governors of the Colorado State University System as follows:

Additions underlined - Deletions ~~overscored~~

**G.1 Study Privileges**

Under the following conditions, faculty members, ~~and administrative professionals, and post doctoral fellows, veterinary interns, and clinical psychology interns~~ with appointments at half-time (0.5) or greater may register for credit courses at Colorado State University on a space-available basis without the assessment of the student portion of total tuition or general fees to the employee:

- a. The employee must obtain the written consent from the head of his or her administrative unit to register for specific courses.
- b. Faculty members, ~~and administrative professionals on regular, multi-year research, or special appointments,~~ and post doctoral fellows, veterinary interns, and clinical psychology interns become eligible for this study privilege as soon as their employment begins.
- c. Faculty members on temporary appointments ~~and administrative professionals~~ become eligible for this privilege after completing one (1) year of service at .50 time or greater.

No other changes to this section.

Greene explained that these revisions are consistent with the new way in which post doctoral fellows, veterinary interns, and clinical psychology interns are classified in terms of privileges.

Greene's motion was adopted.

M. Proposed Revisions to the Manual, Appendix 3 - Family Medical Leave Policy - Committee on Responsibilities and Standing of Academic Faculty

Greene, Chair, Committee on Responsibilities and Standing of Academic Faculty, moved that the Faculty Council adopt the proposed revisions to the *Manual*, Appendix 3 – Family Medical Leave Policy to be effective upon approval by the Board of Governors of the Colorado State University System as follows:



Additions underlined - Deletions ~~overscored~~

**APPENDIX 3: FAMILY MEDICAL LEAVE POLICY** ~~(last revised May 3, 2011)~~

**Introduction**

Colorado State University (CSU) recognizes that its faculty and staff strive to balance the responsibility of their work and personal lives. This Family Medical Leave Policy is designed to support those efforts and to comply with the provisions of the Family Medical Leave Act of 1993 (FMLA), as later amended, and applicable implementing regulations. Much of the language in Appendix 3 is taken from the FMLA of 1993 and later amendments as of ~~February 2011~~ March 2013.

**Entitlement to Family Medical Leave**

An Eligible Employee is entitled to up to twelve (12) work weeks of FM Leave during a rolling twelve (12) month year that begins on the first date the Eligible Employee uses FM Leave. These twelve (12) work weeks of FM Leave do not need to be consecutive. The Eligible Employee is not expected to "make up" the time taken as FM Leave. FM Leave may be taken for any one (1) or a combination of the following reasons:

- a. The birth of a Child to the Eligible Employee or the Eligible Employee's spouse or domestic partner and care for the newborn Child. In this case, the FM Leave must be completed within twelve (12) months of the date of birth.
- b. The placement of a Child for adoption or foster care with the Eligible Employee or the Eligible Employee's spouse or domestic partner and care for the newly placed Child. In this case, the FM Leave must be completed within twelve (12) months of the date of placement.
- c. Care for a spouse, domestic partner, Child, or parent with a serious health condition.
- d. Inability of the Eligible Employee to perform one or more of the essential functions of his or her position because of his or her serious health condition.
- e. For a spouse, domestic partner, Child, or parent ~~in the Regular Armed Forces; National Guard, or Reserves called on covered active duty or called to active duty status with the Armed Forces in support of a contingency operation for a~~ due to a "Qualifying Exigency," which is defined as one (1) of the following situations:
  - f. Advance notice of deployment that is one week or less.
  - g. Military events or related activities.
  - h. Urgent (as opposed to recurring or routine) child-care/school activities.
  - i. Financial or legal tasks to deal with the family member's call to active duty.
  - j. Counseling for the Eligible Employee or a Child which is not otherwise covered by FM Leave.
  - k. Spending time with the service member on rest and recuperation breaks during deployment.
  - l. Post-deployment activities.
- m. Other situations arising from the call to active duty, as agreed upon by the Eligible Employee and his or her supervisor.

**Military Caregiver Leave**

An Eligible Employee who is the spouse, domestic partner, Child, parent, or next of kin of a service member in the ~~Regular Armed Forces, National Guard, or Reserves~~ is entitled to up to twenty-six (26) work weeks of Military Caregiver Leave during a rolling twelve (12) month year to care for the service member if he or she becomes seriously injured or ill in the line of duty. The service member must be undergoing medical treatment, recuperation, or therapy; be in outpatient care; or be on the temporary disability retired list. In addition to service members, this provision applies to a veteran undergoing medical treatment, recuperation, or therapy for an injury or illness that existed prior to the beginning of the veteran's active duty, but was aggravated by service in the Armed Forces. The veteran's discharge must have been other than dishonorable and must have been effective who was a service member at any time during the five (5) year period immediately preceding the date on which the leave is to begin. the veteran began this medical treatment, recuperation, or therapy. The rolling year for Military Caregiver Leave begins on the first date that the Eligible Employee uses the Military Caregiver Leave, and this rolling year is distinct from the rolling year for any other FM Leave. However, the use of Military Caregiver Leave cannot cause the total use of all types of FM Leave to exceed twenty-six (26) work weeks during any twelve (12) month period.

*No other changes to this section.*

Greene explained that these revisions are consistent with FMLA 2013 and were requested by the Human Resource Services.

Greene's motion was adopted.

N. Proposed Revisions to the *Manual*, Section B - Organization of the University - Committee on Responsibilities and Standing of Academic Faculty

Greene, Chair, Committee on Responsibilities and Standing of Academic Faculty, moved that the Faculty Council adopt the proposed revisions to the *Manual*, Section B – Organization of the University, to be effective upon approval by the Board of Governors as follows:

Additions - underlined Deletions - ~~overscored~~

**SECTION B. ORGANIZATION OF THE UNIVERSITY**

**B.1 The Governing Board: The Board of Governors of the Colorado State University System**

No Changes

**B.1.1 Membership and Term of Office**

Membership and term of office for the Board is ~~prescribed~~ stated in Section 23-30-101 of the Colorado Revised Statutes, ~~which are quoted in part as:~~

~~"It shall consist of a total of thirteen members. Four of the offices shall be advisory, without the right to vote. One shall be filled by an elected officer of the student body who is a full-time junior or senior student at Colorado state university, one by an elected officer of the faculty council of Colorado state university having the rank of associate professor or higher, one by an elected officer of the student body who is a full-time junior or senior student at the Colorado state university - Pueblo, and one by an elected officer of the faculty council of the Colorado state university - Pueblo having the rank of associate professor or higher. The four advisory members shall be elected by their respective governing bodies from their membership. The terms of these advisory offices shall be for one (1) academic year. Commencing with appointments made in 1974 and subsequent years, the remaining nine members, at least one of whom shall be a graduate of the Colorado state university system and at least two of whom shall have some connection with agriculture, shall be appointed by the governor, with the consent of the senate, for basic terms of four years, although~~

~~interim appointments may be made for lesser periods so that at least two of the nine terms will expire in each calendar year. . . . Members appointed on or after January 1, 2007 shall serve terms of up to four years, expiring on December 31 of the third calendar year following the calendar year in which the member is appointed. For terms ending on or after December 31, 2006, the governor shall appoint a succeeding member on or before March 1 immediately following the expiration of the term. No person, elected under this section, shall serve on the board for more than two terms, regardless of the length of the terms: except that a member of the board, whether elected or appointed, shall continue to serve until a successor is elected or appointed and confirmed by the senate. Of the nine members appointed by the governor, no more than five members shall be from the same political party.<sup>21</sup>~~

### B.1.2 Vacancies and Compensation

Both the filling of vacancies in the Board membership and the provision for service by members without compensation are covered set forth in Section 23-30-103 of the Colorado Revised Statutes, of 2002. ~~This section provides:~~

~~"Any vacancy in the office of any member of said board appointed by the governor caused by death, resignation, or removal from the state may be filled by a majority of the voting members. Any vacancy in the elected office on the board shall be filled by reelection for the unexpired term. The members of the board shall receive no compensation for their services but may be allowed actual traveling expenses upon presenting an itemized bill for the same."<sup>22</sup>~~

### B.1.3 Meetings of the Board

#### B.1.3.1 Scheduling of Board Meetings

The provisions for scheduling Board Meetings are stated in Section 23-30-104 of the Colorado Revised Statutes, of 2002 contains the following provisions:

~~"The board shall meet at the Colorado state university twice annually and may meet at other times and places at the call of the president who has the power in case of emergency to call special meetings of the board. Upon the written request of any three members of the board, it is the duty of the president of the board to call a special meeting thereof at such time and place as shall be designated in the written request therefor. A quorum of the board shall be a majority of voting members of the board."<sup>23</sup>~~

Greene explained that citing the Colorado Revised Statute is sufficient in these sections.

Greene's motion was adopted.

### O. Proposed Revisions to the *Manual*, Section E.12.1 - Teaching and Advising - Committee on Teaching and Learning

Stephanie Clemons, Chair, Committee on Teaching and Learning, moved that the Faculty Council adopt the proposed revisions to the *Manual*, Section E.12.1- Teaching and Advising to be effective upon approval by the Board of Governors of the Colorado State University System in Fall 2013 as follows:

Additions – Underlined Deletions - ~~Over scored~~

#### E12.1 Teaching and Advising

Teaching involves the systematic transmission of knowledge and skills and the creation of opportunities for learning; advising facilitates student academic and professional development. 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 student 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. Outreach/engagement activities, such as integrating service learning, conducting workshops, seminars, and consultations, and preparing 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 material and presentation of course material; ~~forming~~ formation of interrelationship among fields of knowledge; energy and enthusiasm; availability to help students outside of class; ~~arousing~~ encouragement of curiosity, creativity, and critical thought; ~~engaging~~ engagement of students in the learning process; ~~providing~~ use of clear grading criteria; ~~responding~~ and respectful fully 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 should, within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness. This Evaluation of teachings 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 shall involve 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; appropriate course surveys of teaching; 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 particular 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. Effective advising of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process. It [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 ~~teaching and~~ advising as part of annual and periodic comprehensive reviews. These criteria, standards, and methods shall be incorporated into departmental codes.

\*Note: Three paragraphs of existing language were combined into the last paragraph. No edits were made to those sections.

Clemons explained that the proposed revisions will update the existing language to reflect additional teaching formats (e.g. blended and online). In addition, the new language provides guidance for departments and faculty concerning ways to identify and evaluate excellent teaching for faculty self-improvement and for annual assessments.

Clemons' motion was adopted.

P. Proposed Revisions to the *Manual*, Section I.6.2 - Evening or Saturday Examinations - Committee on Teaching and Learning

Clemons, Chair, Committee on Teaching and Learning, moved that the Faculty Council adopt the proposed revisions to the *Manual*, Section I.6.2 - Evening or Saturday Examinations to be effective Fall 2013 after approval by the Board of Governors of the Colorado State University System as follows:

Additions - Underlined      Deletions - ~~Strikethroughs~~

I.6.2 Evening or Saturday Examinations

Academic departments may wish to schedule evening or Saturday examinations for their courses offered during the day for a variety of reasons. The following regulations apply to these evening or Saturday examinations:

- a. The department head shall notify the Registrar's Office on the working draft for the development of the class schedule of departmental plans to offer evening or Saturday examinations outside of regular class periods by identifying the times and days of the week dates for such examinations. Evening examinations may be offered only between 5:00 p.m. and 7:00 p.m. or between 7:00 p.m. and 9:00 p.m. and only on Mondays, Tuesdays, Wednesdays, or Thursdays. Saturday examinations may be offered only between 8:00 a.m. and 10:00 a.m. or between 10:00 a.m. and 12:00 noon. The times and days of the week dates chosen for such examinations are considered part of the assigned meeting times for the course and are included in the course registration process.
- b. The Registrar's Office shall publish the times and days of the week dates for these evening and Saturday examinations in the class schedule for the term involved and, thus, alert students. Suitable classrooms shall be assigned by the Registrar's Office.
- c. Students will need an override to sign up for any other class which meets during these evening or Saturday examination times. Course instructors are not required to make special accommodations for students who have received such overrides.
- d. The instructor of the course involved shall announce the specific dates and times of these examinations, as well as the policies concerning attendance at these examinations, during the first three (3) class meetings. This information shall also be included in the course outlines or syllabi provided to the class.
- e. The full policy statement on the scheduling of evening or Saturday examinations outside of regular class periods shall be brought to the attention of all deans and department heads, who are charged with the rigorous enforcement of the regulations governing the publication and announcement of such examinations.

Clemons explained that the proposed revisions will update existing language to increase regular week days available for evening examinations and to encourage faculty to identify specific dates of the semester when multi-section examinations will be simultaneously administered. This policy change is in response to the increased need for large general assembly classrooms for evening multi-section examinations, and the need to avoid potential exam conflicts in student course schedules.

Clemons' motion was adopted.

Q. Proposed Revisions to the Student Course Survey - Committee on Teaching and Learning

Clemons, Chair, Committee on Teaching and Learning, moved that the Faculty Council adopt the proposed revisions to the Student Course Survey and make it available in both paper and online versions to be effective Fall 2013 as follows:

Additions - Underlined      Deletions - ~~Strikeouts~~

**About the Course:**

1. How well were the course objectives communicated to students?
2. How well was the grading system communicated to students?
3. How well did class sessions increase your understanding of the subject?
4. How well did reading assignments increase your understanding of the subject?
5. How well did other course assignments increase your understanding of the subject?
6. How well did other learning resources used in this course—such as related ~~Web Sites~~ websites, software, and ~~study guides, media~~—increase your understanding of the subject?
7. How well was feedback provided—such as reviews, quizzes, critiques, and homework—to help you track your progress?
8. If you accessed course information through an online system—such as a website or RamCT—how do you rate the ease of finding information?
9. How do you rate the clarity and completeness of instructions provided in the course for engaging in class activities and completing course work?
10. How well do you think other students in this course honored principles of academic integrity?
11. How do you rate the intellectual challenge of this course?
12. How do you rate this course?

**About the Instructor**

13. How do you rate the instructor's knowledge of the subject?
14. How effectively did the instructor facilitate student learning?
15. How do you rate the instructor's enthusiasm for teaching the subject?
16. How well did the instructor organize the course?
17. How prepared was the instructor for class sessions?
18. How do you rate the instructor's effectiveness at managing class sessions?
19. How do you rate the instructor's effectiveness at facilitating online and/or in-class interactions (communication, discussions, etc.)?
20. How do you rate the instructor's fairness and impartiality in the assignment of grades?
21. How well did the instructor create an atmosphere that was respectful of student opinions, ideas, and differences?
22. How effectively did the instructor communicate?
23. How do you rate the availability of the instructor to help students outside of class?
24. How do you rate this instructor?

**About the Classroom and Facilities**

25. How do you rate the overall quality of the classroom?
26. ~~How do you rate the quality of the furniture in the classroom?~~
26. How do you rate the quality of the equipment (computers, projectors, and so on) in the classroom?

**About the Student**

24. ~~How do you rate your class attendance in this course?~~
27. How do you rate your level of effort in this course?
28. I am majoring in the department offering this course.
29. I expect to receive the following grade in this course.

30. I am a: ~~freshman sophomore junior senior graduate student Continuing Ed Student guest student other.~~

**WRITTEN COMMENTS** Please write your comments in the blank sections below. These written comments will be provided to the course instructor and may or may not be used for the evaluation of teaching performance. You may send separate, signed comments to the department chair or head to ensure they are considered for evaluation purposes.

30. Please comment on any other items you may wish to address. Possible items for consideration include: (1) command of the subject matter, (2) enthusiasm for teaching and learning, (3) stimulation of students to do creative work, (4) effectiveness in advising, (5) effectiveness in using choosing technology and providing directions for its use, (6) promotion of mutual respect in a climate free of discriminatory behavior, (7) improvements to future offerings of the course, and (8) types of activities or assignments that contributed most to your experience and learning in this course, (9) types of activities or assignments that contributed least to your experience and learning in this course, what you enjoyed the most about this course, (10) what you enjoyed most about this course, and (11) any general observations.

Clemons explained that the proposed survey questions reflect an expressed desire by some faculty members to have uniformity in the questions used for what are now two versions of the ASCSU Student Course Survey. With the exceptions of questions 25 and 26, which would not appear if the course is listed as an online course (this would be accomplished through a query of the Banner database), the questions would be identical. In addition, the proposed questions are similar to the currently-approved paper version now in use and the length of the survey is nearly identical. (According to the undergraduate student member of CoTL in 2011-2012, students' major objection to the current survey is that it is too long. The student representative noted, however, that retaining the same length while making the revised survey relevant for both classroom and online courses would be acceptable.)

With the objective of developing a unified survey that was equivalent in length to the current survey, the committee left most of the questions appearing on the paper survey in their current form, modified a few to allow subtle additional ideas from the proposed online version, moved one section -- about the classroom and facilities -- and merged and deleted a few others.

The committee proposes that, for distance students, the questions regarding the classroom be automatically pre-filled in an online version as "N/A" (not applicable). For students who take the survey online, but who attend class in face-to-face settings, the questions regarding the classroom would be available for them to answer.

The committee believes that the combined version remains faithful to the overall coverage and intent of the current paper course survey, while allowing for a single survey to be useful for both local and distance students. In addition, if the low response rate of online surveys can be satisfactorily addressed, the new survey could be used as desired by instructors in face-to-face courses.

Pedros-Gascon moved to amend the main motion by revising the language in question 6 under About the Course to read as follows:

6. How well did other learning resources used in this course - such as related websites, software, study guides, and media - increase your understanding of the subject?

Pedros-Gascon's motion to amend the main motion was adopted.

Russ Schumacher asked Clemons what the Committee on Teaching and Learning was hoping to learn from student responses regarding question 10 under About the Course. Clemons responded that this question was added to the Student Course Survey to address whether or not the students recognized if the honor pledge was respected by the class as a whole.

Andrew Norton responded that he was concerned that the response to this question would be "here say" in regards to evaluation of faculty. Clemons clarified that question 10 is being used in the context to evaluate the course not the instructor.

Norton moved to amend the main motion by deleting question 10 and renumbering the remaining questions after this deletion.

Eleanor Moseman suggested that question 10 be reworded to read:

“How well was the principles of academic integrity explained in the course?”

Phil Chapman commented that he was in favor of the question as written. Cindy Christen and Prince spoke in favor of the amendment to delete question 10 from the survey.

Norton's motion was adopted.

Mike Lundblad asked if question 19 under About the Instructor could be split into two questions to clarify. Clemons responded that the wording “and/or” was strong enough to make the distinction.

Lundblad moved to amend the main motion by splitting question 19 into two sentences as follows:

19. How do you rate the instructor's effectiveness at facilitating online interactions?
20. How do you rate the instructor's effectiveness at facilitating in-class interactions (communication, discussion, etc.?)

Mary Stromberger and Moseman spoke against the amendment to the main motion.

Lundblad explained that splitting out the questions would provide separate feedback on different components of a class that included some online instruction.

Lundblad's motion to amend the main motion was not approved.

Moseman proposed the questions 24 and 30 be retained under About the Student. Clemons responded that question 24 was deleted because it does not apply to online students. Clemons explained that question 30 was deleted because this information instruction class lists is now available.

Moseman moved to amend the main motion by revising question 24 to read:

“How do you rate your class participation in this course?”

Phil Chapman commented that participation and attendance are very different. He clarified that a student may attend and yet not participate in the course. Chapman spoke against the amendment.

Pedros-Gascon spoke against the amendment because this question should not be asked for online students.

Gallagher ruled Moseman's motion to amend the main motion out of order as question 24 was deleted from the survey.

Moseman moved the amend the main motion and asked that question 24 be reinstated into the survey to read as follows:

“How do you rate your class participation in this course?”

Pedros-Gascon moved to amend the amendment to the main motion by reinstating question 24 as it is stated in the main motion.

Pedros-Gascon's motion was adopted.

Francesca Cotrufo suggested that online students use the N/A option on that question. Nancy Hunter suggested that question 24 not appear on the survey for online courses. Dan Turk, member and former Chair, Committee on Teaching and Learning, explained that the Committee on Teaching and Learning recommended making the survey identical for in-class and online courses.

Norton asked why revisions were necessary to the Student Course Survey. He noted that the survey was just revised a couple of years ago and he does not see the need to make the online survey identical to the in-class survey. Clemons responded that the Faculty Council Executive Committee directed the Committee on Teaching and Learning to make the in-class and online surveys identical. Turk responded that the paper version of the



survey is the only survey approved by Faculty Council, and that, it is his understanding that there are modified versions of the survey given to online students that have not been approved by the Faculty Council. Turk added that this proposal would provide an official online and in-class survey that has been approved by Faculty Council.

Ramsdell thought that it would be appropriate to have separate different surveys for online and in-class courses. Clemons pointed out that there is a section on the survey where instructors can ask specific questions regarding a course. Lundblad noted that the N/A option is available on the course and that the survey could be approved at this point.

Makela asked that the Committee on Teaching and Learning create a library of questions regarding the survey so in the future these questions can be considered. Clemons agreed to do so.

It was also pointed out that there is redundant language in question 30 and editorial change should be made as follows:

30. Please comment on any other items you may wish to address. Possible items for consideration include: (1) command of the subject matter, (2) enthusiasm for teaching and learning, (3) stimulation of students to do creative work, (4) effectiveness in advising, (5) effectiveness in using choosing technology and providing directions for its use, (6) promotion of mutual respect in a climate free of discriminatory behavior, (7) improvements to future offerings of the course, ~~and~~ (8) types of activities or assignments that contributed most to your experience and learning in this course. (9) types of activities or assignments that contributed least to your experience and learning in this course. ~~what you enjoyed the most about this course.~~ (10) what you enjoyed most about this course, and (11) any general observations.

The amended main motion was adopted.

The Faculty Council meeting adjourned at 5:55 p.m.

Timothy Gallagher, Chair  
Mary Stromberger, Vice Chair  
Diane L. Maybon, Secretary

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

**Agricultural Sciences**

Stephen Koontz  
Denny Crews  
Deb Young  
Steve Newman  
Francesca Cotrufo  
Dana Hoag  
Andrew Norton  
Kelly Curl

Agricultural and Resource Economics  
Animal Sciences  
Bioagricultural Sciences & Pest Management  
Horticulture & Landscape Architecture  
Soil and Crop Sciences  
College-at-Large  
College-at-Large  
College-at-Large

**Health and Human Sciences**

Molly Eckman  
Tracy Nelson-Ceschin  
David Sampson, Excused  
Jenn Matheson  
Scott Glick  
David Green  
Sharon Anderson  
Louise Quijana  
(Substitute for Kim  
Bundy-Fazioli Spring 2013)

Design and Merchandising  
Health and Exercise Science  
Food Science and Human Nutrition  
Human Development and Family Studies  
Construction Management  
Occupational Therapy  
School of Education  
School of Social Work

**Business**

Suzanne Lowensohn  
Stephen Hayne  
Patricia Ryan, Excused  
R. Hogler for J. McCambridge  
Kelly Martin

Accounting  
Computer Information Systems  
Finance and Real Estate  
Management  
Marketing

**Engineering**

Russ Schumacher  
Brad Reisfeld, Excused  
Suren Chen  
Steve Reising  
Don Radford, Excused  
Eric Maloney  
Sudeep Pasricha

Atmospheric Science  
Chemical and Biological Engineering  
Civil and Environmental Engineering  
Electrical and Computer Engineering  
Mechanical Engineering  
College-at-Large  
College-at-Large

**Liberal Arts**

Ann Magennis  
(Substitute for Mary Van  
Buren Spring '12)  
Eleanor Moseman  
H. Seung Chung for E. Williams  
M. Shields for D. Mushinski  
Michael Lundblad  
Ernest Sagas  
Antonio Pedros-Gascon  
Robert Gudmestad  
Cindy Christen  
Gary Moody  
Michael McCulloch  
Bradley MacDonald  
Ken Berry  
Francisco Leal  
(Substitute for  
Mary Vogl Spring '13)

Anthropology  
  
Art  
Communication Studies  
Economics  
English  
Ethnic Studies  
Foreign Languages and Literatures  
History  
Journalism and Technical Communication  
Music, Theater, and Dance  
Philosophy  
Political Science  
Sociology  
College-at-Large

**Liberal Arts (Continued)**

**Fabiola Ehlers-Zavala** College-at-Large  
(Substitute for E. Aoki Spring '13)  
**Alex Bernasek** College-at-Large

**Natural Resources**

**Melinda Laituri** Ecosystem Science and Sustainability  
**Paul Doherty** Fish, Wildlife, and Conservation Biology  
**Yu Wei** Forest, Rangeland, and Watershed Stewardship  
**Sally Sutton** (Substitute for  
Sven Egenhoff - Spring 2013) Geosciences  
**Stu Cottrell** Human Dimensions of Natural Resources

**Natural Sciences**

**Eric Ross** Biochemistry and Molecular Biology  
**David Steingraeber** Biology  
**John Wood** Chemistry  
**Robert France** Computer Science  
**P. Shipman for I. Oprea** Mathematics  
**Raymond Robinson** Physics  
**Benjamin Clegg** Psychology  
**Phillip Chapman** Statistics  
**Ed DeLosh** College-at-Large  
**Mike Steger** College-at-Large  
**Roger Culver** College-at-Large  
**Carl Patton** College-at-Large

**Veterinary Medicine & Biomedical Sciences**

**Scott Earley** Biomedical Sciences  
**Daniel Smeak** Clinical Sciences  
**D. Gilkey for J. Rosecrance** Environmental & Radiological Health Sciences  
**Gary Mason** Microbiology, Immunology and Pathology  
**Terry Nett** College-at-Large  
**Jeffrey Wilusz** College-at-Large  
**C. W. Miller** College-at-Large  
**Alan Schenkel** College-at-Large  
**Susan Kraft, Excused** College-at-Large  
**William Hanneman** College-at-Large  
**Ron Tjalkens** College-at-Large

**University Libraries**

**Nancy Hunter** Libraries  
**Louise Feldmann** At-Large

**Officers**

**Tim Gallagher** Chair, Faculty Council  
**Mary Stromberger** Vice Chair, Faculty Council  
**Carole Makela** BOG Faculty Representative  
**Diane Maybon** Executive Assistant/Secretary  
**Lola Fehr** Parliamentarian

**Ex Officio Voting Members (\*Indicates Elected Member of Faculty Council)**

Steve Reising for Don Estep, Chair	Committee on Faculty Governance
Susan LaRue, Chair. Excused	Committee on Intercollegiate Athletics
<u>Jerry Magloughlin, Chair</u>	<u>Committee on Libraries</u>
David Greene, Chair*	Committee on Responsibilities & Standing of Academic Faculty
Mark Zabel, Chair	Committee on Scholarship Research and Graduate Education
Melinda Frye, Chair	Committee on Scholastic Standards
Jeff Wilusz, Chair*	Committee on Strategic and Financial Planning
Stephanie Clemons, Chair	Committee on Teaching and Learning
Eric Prince, Chair	Committee on University Programs
Howard Ramsdell, Chair	University Curriculum Committee

**Ex Officio Non-Voting Members**

Jennifer Aberle, Chair	Committee on Special and Temporary Faculty
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**Ex-Officio Non-Elected Non-Voting Members**

Anthony Frank, Excused	President
Rick Miranda	Provost/Executive Vice President
Brett Anderson	Vice President for Advancement
<u>Mary Ontiveros</u>	<u>Vice President for Diversity</u>
<u>Lou Swanson</u>	<u>Vice Provost for Engagement/Director of Extension</u>
<u>Robin Brown</u>	<u>Vice President for Enrollment and Access</u>
<u>Dan Bush</u>	<u>Vice Provost for Faculty Affairs</u>
<u>Jodie Hanzlik</u>	<u>Dean Graduate School</u>
<u>Patrick Burns</u>	<u>Vice President for Information Technology/Dean Libraries</u>
<u>Jim Cooney</u>	<u>Vice Provost for International Affairs</u>
<u>Tom Milligan</u>	<u>Vice President Public Affairs</u>
<u>Bill Farland</u>	<u>Vice President for Research</u>
<u>Blanche M. Hughes</u>	<u>Vice President for Student Affairs</u>
Alan Lamborn, Excused	Vice Provost for Undergraduate Affairs
Amy Parsons	Vice President for University Operations
<u>Craig Bevrouty</u>	<u>Dean, College of Agricultural Sciences</u>
<u>Jeff McCubbin</u>	<u>Dean, College of Health and Human Sciences</u>
<u>Ajay Menon</u>	<u>Dean, College of Business</u>
<u>Steve Abt</u>	<u>Interim Dean, College of Engineering</u>
<u>Ann Gill</u>	<u>Dean, College of Liberal Arts</u>
<u>Janice Nerger</u>	<u>Dean, College of Natural Sciences</u>
<u>Mark Stetter</u>	<u>Dean, College of Veterinary Medicine and Biomedical Sciences</u>
Joyce Berry	<u>Dean, Warner College of Natural Resources</u>
David Mornes	Chair, Administrative Professional Council