

**METROPOLITAN STATE UNIVERSITY of DENVER
BOARD OF TRUSTEES**

Committee Meetings & Business Meeting
Student Success Building, 890 Auraria Parkway
May 15-16, 2014

Thursday, May 15, 2014

Student Success Building, Trustees Boardroom, 440A

Academics & Student Affairs Committee: 7:30 a.m. – 9:30 a.m.

Governance Committee: 9:30 a.m. – 10:30 a.m.

Finance Committee: 10:30 a.m. – 12:30 p.m.

Friday, May 16, 2014

Student Success Building, Trustees Boardroom, 440A

Executive Session: 7:30 a.m. – 9:00 a.m.

Student Success Building, 400A

Public Meeting: 9:00 a.m. – 12:00 p.m.

**METROPOLITAN STATE UNIVERSITY of DENVER
BOARD OF TRUSTEES**

Business Meeting

Friday, May 16, 2014

Executive Session: 7:30-9:00 a.m., SSB 440A (Trustees Boardroom)

Public Meeting: 9:00 a.m. – 12:00 p.m., SSB 400A

Student Success Building, 890 Auraria Parkway

I. CALL TO ORDER

II. EXECUTIVE SESSION:

An Executive Session may be held to confer with the Board's attorney for the purpose of legal advice concerning pending or imminent litigation, concerning specific claims or grievances or legal advice on specific legal questions, confidential pursuant to C.R.S §24-6-402 (3) (a) (II) (2013); concerning the acquisition of property as a gift, confidential pursuant to C.R.S. § 24-6-402 (3) (a) (I) (2013); in consideration of appointment or employment of a public official or employee or the dismissal, discipline, promotion, demotion, or compensation of, or the investigation of charges or complaints against, pursuant to C.R.S. § 24-6-402(3)(b)(I)(2013).

III. CHAIR'S WELCOME:

- Men's Basketball Team & Athletics Staff Recognition

IV. CONSENT AGENDA:

- A. Approval of April 4, 2014 Meeting Minutes
- B. Office of Human Resources report of personnel actions which have occurred since the last Board of Trustees Meeting on April 4, 2014

V. PRESENTATIONS:

- A. Board Oversight of Educational Quality
 - i. National Survey of Student Engagement – 2013 Snapshot

VI. REPORTS AND ACTION ITEMS:

- A. Chair's report: *Chair Michelle Lucero*
- B. President's Report: *President Stephen Jordan*
- C. State Legislative Report: *Christine Staberg, Capstone Group, LLC*
- D. Academics & Student Affairs Committee: *Trustee Terrance Carroll*
 - i. Approval of Archiving Social Work Concentrations in Social Work Major (Rae Shevalier)
 - ii. Approval of Archiving Social Work Concentrations within the Family Support area in Social Work Minor and Certificate (Rae Shevalier)

- iii. Approval of New Minor in Army ROTC Military Science: Military Leadership (Rae Shevalier and Sandra Haynes)
- iv. Approval of Handbook Changes for Chapter V regarding Chair's Evaluation Policy (Vicki Golich)
- E. Finance Committee: *Trustee Jack Pogge*
- F. Governance Committee: *Trustee Melody Harris*
- G. Faculty Senate Report: *Kamran Sahami, President*
- H. Student Government Report: *Anthony Sylvester, President*
- I. Foundation Report: *Trustee Bill Hanzlik*

VII. INFORMATION ITEMS:

- A. Human Resources report of personnel actions for the Board's information which have occurred since the last meeting on April 4, 2014

VIII. PUBLIC COMMENT:

IX. ADJOURNMENT

**METROPOLITAN STATE UNIVERSITY of DENVER
BOARD OF TRUSTEES MEETING
Friday, April 4, 2014**

EXECUTIVE SESSION

Chairwoman Michelle Lucero read the Trustees into **Executive Session**, and asked for a motion. The motion was made and seconded, and **unanimously approved**. The Board entered into Executive Session at 7:30 a.m. At 9:00 a.m., the Board meeting was reconvened.

CALL TO ORDER

The Board of Trustees meeting was **called to order** at 9:00 a.m. by Chairwoman Michelle Lucero. She was joined by Vice Chair Dawn Bookhardt, Past Chair Rob Cohen, Trustee Terrance Carroll, Trustee Bill Hanzlik, and Trustee Jack Pogge. Faculty Trustee Juan Dempere, and Student Trustee Seth Harris were also in attendance, along with President Stephen Jordan, Board Secretary Loretta Martinez, Treasurer George Middlemist, various faculty, administrators and staff.

CONSENT AGENDA

The first order of business was the **approval of the Consent Agenda**. Chair Lucero asked for a **motion to approve**, and amending the December 6, 2013 Board Meeting Minutes to reflect that Chair Lucero was not present at that meeting. Trustee Carroll **moved for approval, with a second** by Trustee Pogge. The motion was **unanimously approved**.

CHAIR'S WELCOME

On behalf of the Board of Trustees, Chairwoman Lucero thanked Past Chair Cohen for his years of service as Chairman of the Board, and presented him with a gift from the Board. Chair Lucero then called for the presentation on Board Oversight of Educational Quality.

PRESENTATIONS

A. Board Oversight of Educational Quality

i. Equity in Excellence Presentation. Dr. Lunden MacDonald, Department Chair of Modern Languages, and Dr. Ramon del Castillo, Department Chair of Chicana/o Studies, reviewed the Equity in Excellence Initiative, a state project designed to close the college achievement gaps in the retention and graduation rates of Latino and other students of color and ethnicities. Metropolitan State University of Denver, the University of Colorado, Denver, and Community College of Aurora are collaborating to support Colorado's higher education agenda and develop concrete measures and plans to improve equity for underrepresented students of color and ethnicities.

MSU Denver has begun work on a dynamic, ongoing narrative called the Equity Scorecard, following methodology provided by the University of Southern California Rossier School of Education Center for Urban Education (CUE) using what it calls "action-research". The Scorecard is a voluntary system of accountability for the institution, turning the focus in narrowing the achievement gap toward the University and its practices. Cultural competence is

an underpinning of the project. The hope is to decrease those equity gaps but also to effect a climate change to make equity more an integral part of the institution.

Dr. MacDonald explained that the concept of “equity” is used to mean parity in representation and in outcomes for underrepresented racial and ethnic student groups.

To provide a starting point, a 15-member Evidence Team, which includes Drs. MacDonald and del Castillo, was formed to analyze data disaggregated by race and ethnicity in student retention and completion. Dr. MacDonald noted that by disaggregating data by race and ethnicity, with the goal of promoting awareness and solutions, actual student circumstances are revealed. Last summer, the Equity Team began by researching educational core issues and student services.

Specific goals of the Equity Scorecard initiative include increasing graduation rates among African American students and Hispanic students by 44%, to be on par with the rest of the student population, by 2017, which is the term for the current Strategic Plan. Dr. MacDonald noted that there is a large drop in retention between the second to third, and third to fourth years among African American students, and a large drop in retention in the fourth to sixth years among Hispanic students. Drops in retention numbers, she said, translate into completion gaps.

Vice Chair Bookhardt inquired whether a plan with benchmarks and model studies has been formulated to ensure that all parts of the Scorecard framework are being implemented. Dr. MacDonald answered that the framework will be implemented in a similar fashion to the Strategic Plan and will dovetail with it and other initiatives on campus, setting into place steps that will help reach those goals.

President Jordan stated that when the institution’s Performance Contract with the State was adopted, its goals were to increase overall graduation rates by one percent per year compounded, and to increase the graduation rates of students of color by two percent per year compounded, which was believed, at the time, to be a stretch goal. However, having just seen the data presented by Dr. MacDonald, President Jordan pointed out that the achievement gap will not be closed by simply increasing the graduation rate by two percent per year compounded. That goal will need to be reevaluated, he said, and aligned with the Equity Scorecard, and the institution will need to adopt strategies to enable the University to attain the goals of the Scorecard.

Trustee Carroll asked if the Evaluation Team was able to account for the difference in timing of retention gaps between Hispanic students (occurring in the fourth to sixth years) and African American students (occurring in the second to third, and third to fourth years). Dr. MacDonald responded that the Equity Scorecard report contains much of that data. Dr. del Castillo stated that the data being looked at here is baseline information, but in continuing research, the team will try to determine whether the data is consistent, persistent, or if there are anomalies. Dr. MacDonald noted that, as the team began to try to understand why the gaps are occurring later in a student’s educational career, the literature pointed to the fact that the student’s experiences during their first years are the most profound and impact a student’s educational career the most. As a result, the team began researching first-year programs to determine what the University is doing now that could be improved. Four distinct areas were reviewed. The first three – Metro

Summer Scholars Program, Academic Advising, First-Year Success -- are programs that are in place to support students. The fourth area of inquiry is the Department of Mathematics and Computer Sciences and, specifically, the general studies courses. The team reviewed curriculum and classes in the institution's educational core focus. Dr. MacDonald noted that all these programs are currently making strong interventions on behalf of students and are serving the students very well. They have the potential to make an even bigger impact in the future, and the team is looking at best practices of the programs that have the most intense early contact with students in an effort to determine how retention and graduation rates could be improved. While the Scorecard is not a mandate, she said, each area expressed great interest in serving students to the best of their abilities.

The recommendations that resulted from the team's research findings generally fall into two categories: (1) to enhance current services that are working well but that could work better, and (2) to implement new interventions that could positively impact retention gaps.

Dr. MacDonald explained that, previously, data from the Advising Center has been global and broad. There wasn't data about the percentage of African American or Hispanic students receiving advising in their department, or whether the advising assists them in moving further along toward receiving their degree. By disaggregating the data, the team felt that areas where more appropriate interventions could be made could be brought to light.

Vice Chair Bookhardt asked who will be carrying out the cultural competency training. Dr. MacDonald answered that the team realized from their research that cultural competency needs to be more pervasive. She said that plans are under way to initiate a year-long theme around cultural competency, with speakers and workshops and other events, to make cultural competency a focus of the entire campus. President Jordan added that, working with the Evaluation Team, Drs. Myron Anderson and Percy Morehouse from the President's Office will coordinate the effort.

Trustee Hanzlik asked whether a survey exists that asks students exiting the University why they are leaving. He pointed out that it would be helpful to know, for example, the top three reasons students leave MSU Denver. Dr. MacDonald replied that that question was the focus of the team's inquiry into the Academic Advising department. She said that the question could illuminate whether white students are leaving, students of color, and that the reasons they leave could include financial aid, academic advising, having taken the wrong class, whether it's a cultural piece or a family issue.

Trustee Hanzlik said that also interviewing graduates as to whether there was a point at which they nearly left the institution and, in spite of that, why they stayed.

With regard to the disaggregation of data specifying different processes for students of color, Student Trustee Harris asked what those differences would be. Dr. MacDonald replied that one of the most profound lessons the Evidence Team learned is that, contrary to popular belief, everyone should not necessarily be treated equally, that equity is not achieved by treating everyone the same. Instead, the needs of the individual should be identified and the individual

should be met where they stand. Dr. del Castillo added that acting with cultural competency is treating the individual within the individual's own cultural framework, interacting with them knowing the nuances of their culture so that the individual feels comfortable and hopefully opens up and shares their voice.

Dr. del Castillo added that a Train-the-Trainers model to develop in-house trainers is being worked on so that the whole concept of equity can be institutionalized among all the structures of the University. The training will focus on cultural differences.

Dr. del Castillo next spoke about the phenomenon of math anxiety, stating that the Evidence Team hopes to research the pervasiveness of math anxiety and whether some groups are more affected than others. Also, the team wants to answer how math can be taught within the framework of cultural competence.

Dr. del Castillo said that all departments were asked to participate in inquiry and action-research in their area. The Evaluation Team will provide training in the action-research process and qualitative methodology. A statistician helped the team disaggregate the data and put it in a format that could be used to drill down and discover why a particular phenomenon exists.

Dr. del Castillo said that the intentionality of distinct treatment of diverse student groups may actually better improve outcomes, offering them equal opportunity and access to all the programs offered by the University, and decrease equity gaps. He stated that he believes equity has to be institutionalized, and that all the parts of the system are going to be engaged in some area of the Equity in Excellence project.

A series of meetings to assist department leaders in following through in their own departments have been scheduled. The team will also work with other campus initiatives, such as the Hispanic Serving Institution and the climate survey project being carried out by Dr. Anderson. The team has been invited by the University of Southern California's Rossier School of Education to host a meeting on campus. Finally, Dr. del Castillo said that the other institutions involved in the Equity in Excellence initiative will be invited to meet with the team to share what each has learned, in an effort to develop even more insight.

The planning process for the Equity Scorecard is just beginning. The project requires funds, Dr. del Castillo said. He also noted that the team will use tools to determine the path the University needs to take as the project moves forward. Those tools will reflect whether there are culturally competent individuals within the organization, and whether cultural competence exists across the organization.

Chair Lucero expressed the deep interest of the trustees in this issue and asked that the Board be kept informed of progress on the Scorecard through the Academic and Student Affairs Committee.

Trustee Carroll asked whether the Evaluation Team is controlling for economic background. Dr. del Castillo responded that the concepts of economics, race, and ethnicity interact with each

other. The team will use acculturation tools to help determine where an individual stands and ask them where they want to be in five years. At the end of the day, the acculturation tools will help move the institution beyond equity based on race and ethnicity, and toward multiculturalism which would include females, transgender individuals, and many others. Dr. MacDonald added that the conversation between Trustee Carroll and Dr. del Castillo is a perfect example of the action-research process. The team can ask the Office of Institutional Research for data according to specific breakdowns, disaggregate it, and then match up the qualitative data together with the quantitative data.

Chairwoman Lucero thanked Drs. del Castillo and MacDonald for their work on the Equity Scorecard, and turned to the Action Items.

REPORTS AND ACTION ITEMS

A. Chair's Report. Chair Lucero distributed the list of appointments of committee members and chairs of the committees. Committee chairs are: Terrance Carroll, Academic and Student Affairs; Melody Harris, Governance; Jack Pogge, Finance; Michelle Lucero, Presidential Evaluation Committee. Vice Chair Dawn Bookhardt is the representative to the Auraria Board of Directors and Bill Hanzlik to the Foundation Board.

B. President's Report and C. State Legislative Report (combined). President Jordan stated that he will report on legislative issues in Christine Staberg's absence. Ms. Staberg is at the Capitol where the legislature is considering the long appropriations bill in the Senate.

President Jordan began by stating that appropriations for higher education this year have followed exactly the Governor's recommendation made in November, which was to distribute \$100 million for higher education, to be distributed as \$40 million into student aid, \$5 million to merit-based aid, \$5 million to work study, \$30 million to need-based aid, and the remaining \$60 million to the operating budgets of the universities. President Jordan noted that the \$60 million remainder is equivalent to an 11% increase to the operating budgets of the institutions, and the Governor recommended that it be distributed as an 11% increase to each institution's budget.

The Governor also recommended, in exchange for the distribution of \$100 million, that governing boards limit tuition increases to no more than 6%, irrespective of what the institution may have previously done in terms of financial accountability and what its expectations were for tuition in this and the next two fiscal years. The legislature has taken that recommendation and put it into SB1 which will proceed through the legislature.

President Jordan said that that 11% distribution to higher education would have significant differential impacts among the higher education institutions: To Western State, it would represent an increase of approximately \$730 per student. At CSU, it would represent an increase of approximately \$550 per student; at Mesa, an increase of approximately \$350 per student; and at MSU Denver, it would represent an increase of approximately \$230 per student.

President Jordan was the only president who stood against the concept, arguing that the fundamental distribution process is flawed and needs to be rethought. President Jordan

distributed to the JBC a set of principles that the legislature should be considering when they distribute funds to institutions of higher education.

Through the long appropriations bill, the legislature, in both the House and the Senate, approved the Governor's recommendation. According to that recommendation, MSU Denver will receive a \$4.3 million increase in state general fund. The recommendation limits tuition increases to 6%. At a 6% tuition increase, another \$4.9 million in revenue would be generated, for a total increase of \$9.2 million. The University is in the process of developing a budget based upon the assumption of \$9.2 million in revenues. The Board, at the May and June meetings, will have two opportunities to make final approval on that budget, if it moves forward with the 6% tuition increase.

President Jordan reported on progress made with respect to funding the Aerospace and Engineering Sciences Building. As a \$60 million building, MSU Denver is proposing that it be a public-private partnership, with \$20 million from the State of Colorado, \$20 million from the University, and \$20 million from the private sector. The University asked for \$5.6 million state general fund money in the first year to complete design of the building, with the idea that in the next fiscal year it would request additional general fund money to be used together with the funds from the University.

Institutions of higher education put together an effective lobbying effort to amend the appropriations bill in the House to add a listing of approximately \$120 million in higher education projects, including the AES Building, into the budget. The source of money for those projects, President Jordan stated, is based upon the projected future additional revenue projections that will come out in September. Based on those revenue projections, starting with the highest prioritized building down to the lowest, each building will be funded from revenues which would have otherwise gone to the State Education Fund. The House passed that request, and President Jordan expressed his appreciation for its support.

President Jordan reported that, as of the prior evening, the AES Building project had been adopted by the House and Senate. The Senate will have third reading today, he said, and noted that, while it happens infrequently, amendments on third reading can occur. Once the bill passes the Senate, it will flow through to the Conference Committee, which meets next week.

President Jordan turned to the issue of HB1319. He said he believes Speaker Ferrandino's view on higher education funding is that it has been based on historical accident and incremental funding, and that it bears no relationship to the state's priorities in its master plan. The Speaker developed his own model, translated into legislative language, and shared it with all the institutions of higher education and solicited their input.

As of today, the Speaker has revised his proposal so that 52% of all the funding will go into the COF stipend, so that no matter where a student attends college, that much of the money will follow them as a student. President Jordan said he believes that the Speaker's philosophy is that the state ought to be funding students and funding success. The remaining 48% would go into what was formerly called fee for service, which was, in the past, the vehicle by which funds were

distributed inequitably among the institutions. The Speaker's proposal is that of the remaining 48%, 25% will be based on the roll admission of institutions, research versus access institutions, and 25% will be based upon metrics related to retention rates, and on increasing graduation rates at institutions and, specifically for ACCESS institutions, the proposal would provide an additional 10% of the value of the COF for every Pell and low-income student that the institution graduates, to allow the institution to put in place support services for those students.

President Jordan stated that the model is, in Colorado, revolutionary and is very controversial; however, the Speaker has more than 35 co-sponsors, both Republicans and Democrats. The Speaker is making additional amendments to the bill based upon his latest meetings with the institutions. The main change is that the legislature would give the Commission on Higher Education the ability to report what the specific metrics in broad categories ought to be, but the legislature may or may not accept them. If passed, the bill would be effective with FY15/16 and funding would be distributed on that basis.

Student Trustee Seth Harris asked what the University stands to gain in funding. President Jordan asked for Vice President Stephen Kreidler's input. VP Kreidler said that, with the revisions President Jordan just outlined, many of the quantifiable pieces of data have been removed, making it difficult to calculate the difference in funding, but he believes the difference will be a significant amount of additional funding.

President Jordan turned to Athletics and stated that the Men's Basketball team was very successful this year. They were 32 and 2 this year, that does not include the fact that they beat three Division I teams in a pre-season tournament.

The team had a .941 winning percentage, ranking #1 in the country for eight times including the Final Six goals.

Three different services rank a National Player of the Year for Division II. Brandon Jefferson was selected as the National Player of the Year by all three services. He's been invited to Dallas, Texas, to receive his award at the Final Four next week.

MSU Denver had two All-Americans: Brandon Jefferson and Mitch McCarron, and two Academic All-Americans, Mitch McCarron and Nicholas Kay. Nicholas Kay has the highest GPA of any basketball player in Division II, and he, too, has been invited to Dallas to receive his award.

This is the third consecutive year that MSU Denver has made it to the Elite Eight, and the second consecutive year MSU Denver has been in the Final Four.

President Jordan invited trustees to attend the Athletic Scholarship Dinner on Tuesday, April 15, at 5:30, at the DCPA. Jake Plummer will be the featured speaker and proceeds of the event will go toward scholarships for our student athletes.

President Jordan noted other outstanding accomplishments at MSU Denver:

- AnnJanette Alejano-Steele, Professor of Women's Studies, spoke last week at the 58th session of the Commission on the Status of Women at the United Nation headquarters in New York. Her presentation was part of a panel entitled "It Takes a Village: Expanding Our Success in the Fight against Human Trafficking."
- Last month, Military Times added MSU Denver's School of Business to its 2014 "Best for Vets Business Schools" list.
- Just last week, the House and the Sen recognized Professor Ann Williams for her 2013 CASE / Carnegie Foundation Professor of the Year Award.
- This Saturday, Luis Torres will be honored with a Servicios de La Raza award for his commitment to the Latino community in Denver.

President Jordan stated that these are a small representation of the great faculty at MSU Denver.

President Jordan asked trustees to make sure they have the Higher Education Policy and Leadership Summit on their calendars, which will be held Thursday, May 1, at the Federal Reserve Bank in Denver. The summit will include discussions about key higher education issues, as well as sessions with the Association of Governing Boards. Governor Hickenlooper will convene the meeting and will be there for a portion of the discussion. The Governor has invited the Board to a reception at the Governor's Mansion the evening before the summit.

In the last two years, President Jordan reported, enrollment at MSU Denver has dropped from its peak in 2011, which was a time of deep recession when many newly unemployed flocked to higher education to further their education in an effort to enhance their job prospects. Every 1% drop in enrollment equates to a \$1 million loss in revenue to the institution. President Jordan reported that, as part of the University's efforts to return enrollment to its 2011 levels, the Provost has launched a Strategic Enrollment Management Council to help the University foresee potential changes in its student body and support the goals of the Strategic Plan. Led by Associate VP Judi Diaz Bonacquisti, this council has provided recommendations supporting enrollment growth of 2.5% for the fall of 2014 and the fall of 2015. In addition, the University is going through an RFP process for vendor services in an effort to increase recruitment of non-resident and out-of-state students, as well as increasing international students, from 3% to 7%, with particular focus on South America, which will be advantageous to the institution's overall HSI efforts.

The University is also exploring ways of increasing retention to be in line with its CCHE contract, the Strategic Plan, and the Equity Scorecard report. While it's clear that retention rates of students in the First Year Success Program are higher than those of students who don't participate, the institution has not reached its goal of 75% retention overall for first-time freshmen.

President Jordan said that all of these efforts will be assessed, and additional initiatives investigated to support retention, such as expanding the University's Supplemental Academic Instruction to include additional students. MSU Denver was the first Colorado institution granted permission to use SAI for a subset of students who previously would've been sent to community colleges for remedial instruction, and after just one year of implementation in English, the rate of students with a D, F, Withdrawal or Incomplete, decreased by 18% in the first semester of the Stretch English course, and by 16% after the second semester of that course. The recommendations of the Equity Scorecard task force chaired by Dr. MacDonald and Dr. del Castillo will also be explored, President Jordan stated.

Chair Lucero thanked President Jordan for his report, and asked for a spot at the beginning of future Board meeting agendas to allow the Board to publicly thank faculty and students whose accomplishments are exemplary, such as the individuals described in President Jordan's report. President Jordan replied that it would be his pleasure to provide for that.

Trustee Hanzlik congratulated Coach Derrick Clark for the tremendous job he has done, noting that the team GPA is 3.25.

D. Academics and Student Affairs Committee Report. Chair Lucero turned to the Academic and Student Affairs Committee, and asked Trustee Carroll for his report.

i. Approval of Tenure and Sabbatical Recommendations. Trustee Carroll asked Provost Golich to present recommendations for faculty tenure.

Provost Golich stated that 35 faculty are recommended for tenure, and highlighted four faculty members as being representative of the excellence all the candidates for tenure have achieved:

- Ms. Tara Tull, chair of the Human Services department in the School of Professional Studies. She is a leader on campus in incorporating diversity into her curriculum, including courses in counseling gay/lesbian clients.
- Dr. Nina Radojevich-Kelley, Associate Professor of Management in the School of Business. She received the School of Business's Dean's Award for Overall Faculty Excellence in 2012/2013.
- Dr. Ibon Izurieta, Professor in the School of Modern Languages. Dr. Izurieta receives extremely high scores, including some that are up to a score of six, the highest score possible.
- Mr. John Scott Lubinski, Assistant Professor of Theater, received the Higher Education Theater Educator of the Year Award 2012 from the Alliance for Colorado Theater.

Provost Golich then turned to recommendations for promotion and highlighted the following four faculty:

- Dr. Layton Seth Curl, chair of the Psychology department. He received the Early Career Award from the Rocky Mountain Psychology Association for making significant contributions to the Association and to psychology as a field.
- Dr. Marina Gorlach has played a pivotal role in the development of the Linguistics program, including extensive curriculum development.
- Dr. Shaun Worthy, Professor of Human Services in the School of Professional Studies. Dr. Worthy teaches a breadth of courses, and works with the Denver Department of Youth Employment to generate academic interest in high-risk youth.

Provost Golich then turned to recommendations for sabbatical leave, highlighting the following three faculty:

- Dr. Jacqueline McLeod, Africana Studies, will be researching and writing a book about a female jurist in post-colonial Guyana. Upon completion, the book will be used primarily as a history of Caribbean culture.
- Dr. Antonio Bellisario, Earth and Atmospheric Sciences, will be traveling to Chile. The knowledge Dr. Bellisario acquires will be used to help solve water resource problems in Colorado.
- Ms. Cherise Leiter from the Department of Music will be using her sabbatical to compose an opera based on Jane Austen's book, *Sense and Sensibility*. She teaches music composition courses and has earned a national reputation for her compositions.

Trustee Carroll **moved to accept** all the appointments for tenure, promotion, and sabbaticals. Trustee Hanzlik **seconded the motion**, which was approved unanimously. Chair Lucero congratulated all the faculty.

ii. Schools-to-Colleges Policy. Provost Golich reported on the Schools-to-Colleges transition, which is the result of the institution attaining university status. A task force researched how similar institutions of higher education are organized structurally, and what the typical definitions of "school and "college" are across the country. As a result of their research, a policy procedure for shifting from schools to colleges has been developed.

iii. Approval of New Minors and Concentrations in the Schools of Professional Studies and Business. Provost Golich recommended two new minors, one in the School of Professional Studies and one in the School of Business, as well as eight new concentrations.

Trustee Carroll **moved to approve** the new minors and concentrations in the Schools of Professional Studies and Business. Vice Chair Bookhardt **seconded the motion**, which was unanimously approved.

iv. Approval of New Degree Programs. Provost Golich requested approval of two new degree programs, a Bachelor of Science in Biochemistry in the School of Arts, Letters and Sciences, and a Bachelor of Arts in Early Childhood Education in the School of Professional Studies.

Trustee Carroll **moved to approve** the new degree programs in the School of Arts, Letters and Sciences, and in the School of Professional Studies. Vice Chair Bookhardt **seconded the motion**, which was unanimously approved.

v. Approval of Archiving of Minors and Certificates. Provost Golich requested that two minors and 11 certificates be archived because their courses have been absorbed into other programs.

Trustee Carroll **moved to approve** the archiving of the two minors and 11 certificates. Trustee Pogge **seconded the motion**, which was unanimously approved.

Chair Lucero thanked Trustee Carroll and Provost Golich and called for the Finance Committee report. Board Secretary Loretta Martinez stated that she was just informed that Faculty Senate President, Dr. Kamran Sahami, has a scheduling conflict that requires him to leave shortly. Chair Lucero asked Trustee Pogge if the change in the agenda was acceptable to him, and he responded that it was.

G. Faculty Senate Report. Dr. Kamran Sahami highlighted four important projects that Faculty Senate have been working on since his last report to the Board:

- Faculty Senate finished 150 curriculum packets for the University to modernize and make improvements for the students and the new programs that are on the way.
- Faculty Senate completed vetting 90-some faculty members for retention, tenure, and promotion.
- The Senate is restoring the catalog year for students returning to MSU Denver, to give them greater flexibility.
- The Faculty Senate revised the Military Leave Policy for students to be in compliance with the USVBA and asked the administration to consider all of the USVBA provisions for students and faculty.

E. Finance Committee Report.

i. Approval to use FY2013-14 Reserve Funds. Trustee Pogge invited VP Kreidler to discuss adjustments to the current fiscal year budget.

VP Kreidler reported that approximately \$2.3 million in this year's budget had been set aside to accommodate a credit hour reduction shortfall. That shortfall is roughly 3%, and VP Kreidler cited President Jordan's formula equating a 1% reduction in enrollment to a \$1 million loss in

revenues. VP Kreidler requested approval to move \$700,000 from FY2013-14 reserve funds to the operating budget so that the budget can be balanced.

Trustee Pogge **moved to approve** the use of FY2013-14 reserve funds. Trustee Hanzlik **seconded the motion**, which was unanimously approved.

ii. Approval of Assumptions for the Development of FY2014-15 Budgets. Trustee Pogge reported that at yesterday's Finance Committee meeting, the committee discussed whether variables being considered in the budget require Board approval, and came to the conclusion that Board approval was not required.

F. Handbook Revisions. Board Secretary Loretta Martinez directed the Board's attention to page 76 of their packet, concerning revisions to the Handbook for professional personnel relating to military and family leave. This matter is being presented to the Board at this time because it is a compliance issue and the University has received specific guidance from the Department of Labor regarding updating the University's family and military leave policy.

Trustee Carroll **moved to approve** the new language in the Handbook. Vice Chair Bookhardt **seconded the motion**, which was unanimously approved.

H. Student Government Report. Anthony Sylvester reported that SGA raised approximately \$3,000 that was donated to the Roadrunner Response fund.

SGA held a health care town hall to help students understand the Affordable Care Act and inform them of the mandatory health insurance carried by the University.

A referendum in an upcoming election April 7 through 12 will increase the Student Affairs fee by roughly \$9 per semester. The increase would help fund the 15 student organizations and support services provided by Student Affairs.

An IT strategic oversight committee is gathering student input on new e-mail clients and e-mail software. Mr. Sylvester reported that staff uses Outlook; students use Gmail. SGA is exploring other options and ensuring that student needs are being met by Gmail and whether there are other needs students might have.

Chair Lucero thanked Mr. Sylvester for all the work and accomplishments of Student Government.

I. AHEC Report. Vice Chair Bookhardt introduced Barb Weiske, the EVP of AHEC. EVP Weiske presented the Connecting Auraria plan.

EVP Weiske stated that the Denver Area Plan outlined seven transformative visions, one of which was to ensure connecting Auraria with downtown Denver. Multiple partners are collaborating on this project -- all the Auraria higher education institutions, Downtown Denver

Partnership, the City of Denver, and RTD -- because they all recognize the importance of creating these connections.

In light of that initiative, in the past two years, AHEC has worked on a project funded by the City to study what the physical connecting points may be. The key intersections being considered are 9th and Auraria Parkway, Speer and Larimer, Speer and Lawrence, and Colfax and Lipan. The initiative seeks to create a safer, more comfortable campus with an emphasis on bicycle and pedestrian traffic.

EVP Weiske outlined the 10th Street Pedestrian Mall improvements which will include adding gathering spaces for students.

Design of the Library Renovation is under way, and EVP Weiske expressed hope that state funding for the project will be restored to the \$22 million initially requested.

EVP Weiske described the Tivoli Entertainment Multiplex which will include the CU Denver Film Center, the Auraria Conference Center, the Tivoli Commercial Tap Room, a Commercial Microbrewery with a CCD Beer Industry Welding Certification program opportunity, and an MSU Denver Beer Industry Training and Research Center. In the future, the initiative envisions "Tivoli Park," featuring an outdoor beer garden.

President Jordan expressed his great appreciation of EVP Weiske's efforts in putting the initiative together.

Chair Lucero and Vice Chair Bookhardt thanked EVP Weiske for a great job and for her vision.

J. Foundation Report. Trustee Hanzlik reported that the overall restructuring of the Foundation is proceeding, and thanked Carolyn Wollard and Jim Mulligan for their excellent work. Task forces are evaluating funding priorities, structure and governance, and the search for new leadership.

The Board reviewed, and in some cases, revised its fundraising goals for existing projects. Due to outstanding hotel income, a revised fundraising goal of \$3.5 million is possible. \$1.2 million has been raised. Commitments of \$1.4 million have been secured for the athletic fields.

Trustee Hanzlik noted that MSU Denver will host the Division II Spring Sports Championships in 2015, which was secured largely due to the University's new athletic fields.

Chair Lucero thanked Trustee Hanzlik for his report.

INFORMATION ITEM. *(Requires no approval by the Board of Trustees)*

Office of Human Resources report of personnel actions for the Board's information which have occurred since the last Board meeting on December 6, 2013.

PUBLIC COMMENT. Chair Lucero noted that that seven people have signed up for public comment, and stated that she assumes the public comments relate to a petition that the Board has received and reviewed. She requested that speakers limit their comments to two minutes.

Brent Burkstedt, an MSU Denver student, stated that he is concerned by the University's decision to change tenure requirements in the last year of a teacher's contract, and that this suggests to students that their degree requirements could also be changed in their last year or semester before graduating.

Todd Burrows, a second-semester sophomore, referred to Trustee Hanzlik's inquiry as to students' motivation for leaving MSU Denver, and said that his motivation for leaving MSU Denver would be Dr. Kackstaetter leaving the University.

Stephanie Gallegos, a senior in the Earth and Atmospheric Sciences department, stated that her concerns revolve around decisions being made by the chair of the department, Dr. Jason Janke, that could cut the program and devalue degrees, and the tenure denial of Dr. Uva Kackstaetter and Dr. Thomas Davinroy. She stated that she is also concerned by the intimidating and derogatory comments being made by Dr. Jason Janke, Dr. Jason Evans, and Dr. Antonio Bellisario. Ms. Gallegos asked for an independent investigation into the department and a climate survey, and for the reevaluation of Dr. Kackstaetter's and Dr. Davinroy's tenure.

Paula Leek, a student from the Earth and Atmospheric Science department, stated that students are very concerned about losing Dr. Kackstaetter and Dr. Tom Davinroy due to their denials of tenure. Ms. Leek emphasized how important these professors are to their students and asked the Board to take into consideration the opinion of their students when evaluating their tenure.

Felicia Krueger, a senior from the Earth and Atmospheric Science department, stated that she is here to speak on behalf of Dr. Kackstaetter and Dr. Davinroy who have been denied tenure based on erroneous information. Ms. Krueger stated that Drs. Kackstaetter and Davinroy have been the reason for her continuing in the program, and requested that their tenure process be reviewed.

Jeremy Clayton, a senior in Biology, stated that 18 months is too short a time for contributing to an academic publication. Mr. Clayton stated that he will graduate this fall and would like to return to MSU Denver for graduate school, but that the denials of tenure are coloring his decision.

Gina Hoover, a graduating student with a concentration in Environmental Resources, stated that her academic experience was transformed by Dr. EchoHawk, Dr. Kackstaetter, and Dr. Davinroy. If Dr. Kackstaetter and Dr. Davinroy are denied tenure, she said, MSU Denver will no longer be able to boast a 'transformative academic experience.'

Chair Lucero thanked the speakers for their passion, courage, and commitment. An unidentified student asked if there is more the students can do to help. President Jordan stated that Dr. Kackstaetter and Dr. Davinroy have filed appeals and will be heard by an Appeals Committee.

The Appeals Committee then forwards its recommendation to President Jordan and to the Board of Trustees.

Faculty Trustee Dempere congratulated the students for speaking to the Board.

ADJOURNMENT

Chair Lucero officially **adjourned** the meeting at 11:00 a.m.

AGENDA ITEM: **Office of Human Resources report of personnel actions for the Board's approval which have occurred since the last Board of Trustees Meeting on April 4, 2014.**

BACKGROUND: Report includes initial appointments of non-temporary faculty and administrators.

RECOMMENDATION: It is recommended by Metropolitan State University of Denver that the Board of Trustees approve the following actions.

APPOINTMENTS

Mr. Robert Blanken, Assistant Volleyball Coach, Annual Salary: \$41,694 – Effective March 21, 2014. (ADMINISTRATIVE)

Ms. Kate Agathon, Career Specialist, Employee Relations, Annual Salary: \$42,000 – Effective March 24, 2014. (ADMINISTRATIVE)

Ms. Kathie Gorham, Executive Assistant to the Vice President of University Advancement, Annual Salary: \$50,000. (ADMINISTRATIVE)

Ms. Hillary Leftwich, Collector of Student Accounts, Annual Salary: \$46,000 – Effective April 1, 2014. (ADMINISTRATIVE)

Ms. Deanna Torrez, Cashier Specialist, Annual Salary: \$38,000 – Effective April 1, 2014. (ADMINISTRATIVE)

Ms. Fabiola Mora, Advising and Student Success Coordinator, Annual Salary: \$45,000 – Effective April 14, 2014. (ADMINISTRATIVE)

Mr. Steven Anderson, Mathematics Learning Specialist, Annual Salary: \$37,000 – Effective April 21, 201. (ADMINISTRATIVE)

Ms. Emily Davies, Assistant Director of Communications, Annual Salary: \$67,000 – Effective April 16, 2014. (ADMINISTRATIVE)

Ms. Angela Marquez, Associate Equal Opportunity Director, Annual Salary: \$79,000 – Effective May 1, 2014. (ADMINISTRATIVE)

Mr. Christopher Garris, Assistant Professor of Psychology, Annual Salary: \$52,599 – Effective August 12, 2014. (TENURE TRACK/FACULTY)

Mr. Jovan Hernandez, Assistant Professor of Psychology, Annual Salary: \$52,599 – Effective August 12, 2014. (TENURE TRACK/FACULTY)

Mr. Jeffery Parker, Assistant Professor of Theatre, Annual Salary: \$ 50,853 – Effective August 12, 2014. (TENURE TRACK/FACULTY)

Mr. Roland Schendel, Assistant Professor of Teacher Education, Annual Salary: \$57,788 – Effective August 12, 2014. (TENURE TRACK/FACULTY)

APPOINTMENTS (Category II to Category I)

Dr. William Gustashaw, Assistant Professor of Teacher Education, Annual Salary: \$56,865 – Effective August 12, 2014. (TENURE TRACK/FACULTY)

Ms. Jennifer Huseman, Assistant Professor of Human Performance and Sport, Annual Salary: \$54,854 – Effective August 12, 2014. (TENURE TRACK/FACULTY)

Mr. Troy Morgan, Assistant Professor of Human Performance and Sport, Annual Salary: \$54,854 – Effective August 12, 2014. (TENURE TRACK/FACULTY)

APPOINTMENTS (Affiliate to Category I)

Dr. Katherine Martinez, Assistant Professor of Women's Studies, Annual Salary: \$53,357 – Effective August 12, 2014. (TENURE TRACK/FACULTY)

National Survey of Student Engagement (NSSE) 2013 Snapshot for Metropolitan State University of Denver

The National Survey of Student Engagement (NSSE) was initiated thirteen years ago and surveys first year students and seniors to assess educational quality by “emphasizing behaviors that prior research found to be positively related to desired learning outcomes.”¹ The survey was updated in 2013 to include four themes – Academic Challenge, Learning with Peers, Experiences with Faculty, Campus Environment – and participation in high impact practices.²

Although MSU Denver has participated in these surveys on a regular basis over the last several years (on an every other year schedule), we have not shared NSSE data with the Board in the past. Since it is commonly used across the country as *one* indicator of educational quality, the Academic and Student Affairs Senior Leadership Team decided to share this “Snapshot” document with you to determine if it is something you would like to review on a regular basis. NSSE provides in-depth reports on each of the four themes and participation in high impact practices in addition to attached “Snapshot.” It would be possible to share this more detailed information with you at future meetings.

Why NSSE Data Sharing Is Good

It is important to emphasize that NSSE survey data allows us to identify “actionable information – behaviors and experiences that institutions can influence” that are related to proven efforts to retain and graduate students.¹ There is a strong correlation between engaging in these practices and increasing retention and graduation. In addition, we can identify gaps (compared to peer institutions) where we could do a better job at engaging our students.

NSSE data may be most valuable to us when integrated with other data regarding educational quality that we track regularly via the Voluntary System of Accountability – otherwise known as the College Portrait of Undergraduate Education (see <http://www.msudenver.edu/collegeportrait/>) – and the ModernThink Climate Survey of Students, as well as other consistently collected data.

Why NSSE Data Could Be Misleading for MSU Denver Students

Currently, staff do not believe we have the right comparator institutions of higher education (see p. 5 – or the last page – of the survey materials). As you can see from the top portion of that page, we are able to customize our peer institutions. We believe a comparison with our NCHEMS (National Center for Higher Education Management Systems) peers would be more appropriate than the current list, which includes campuses that are residential and benefit from a much higher rate of funding from the state per full time equivalent student. Hence, it is understandable that, for example, these campuses demonstrate a more robust level of collaborative learning than we do.

¹ McCormick, Alexander C., Robert M. Gonyea, Jillian Kinzie (May-June 2013) “Refreshing Engagement: NSSE at 13,” *Change: The Magazine of Higher Learning*; available at <http://www.changemag.org/Archives/Back%20Issues/2013/May-June%202013/refreshing-engagement-full.html>; accessed April 29, 2014.

² See “Educational Quality at Metropolitan State University of Denver: AGB/Teagle Foundation Work on engaging Boards of Trustees with Institutional Educational Quality” shared with MSU Denver’s Board of Trustees at its September 19-20, 2013 Retreat for descriptions of AACU-defined “High Impact Practices.”

We also are not demonstrating a high response rate to the survey, as you can see at the bottom of the first page of the survey materials. We believe we can increase participation by providing appropriate incentives for our students.

Since the student samples are – logically – selected randomly, this can skew the meaningfulness of the data collected. This is particularly true with respect to our “first year” students. The random sample no doubt included students from at least three different cohorts of “first year” students: (1) Those who participated in our First Year Success (FYS) program; (2) those who did *not* participate in FYS; and (3) those who were attending MSU Denver for the first time, but were not necessarily freshman in the traditional sense. We are exploring how we might improve this aspect of sampling. This could be addressed through appropriate customization.

Other caveats about NSSE’s data and its potential value to assessing educational quality for MSU Denver relate primarily to student demographics: As you well know, our student body is “non-traditional” and somewhat older than our peer institutions. As one person – identified as a first-year, part-time student – commented, “...I am a working mother of 3 young kids, trying to complete credits for admission into graduate school.... None of your questions point directly to my experience as someone who is a bit older than the typical co-ed, and my use of time, technology, on-campus services....”

In a similar vein, since we don’t have campus housing, almost all of our students are commuters. A very small percentage – though important groups – of students live in the private residences available to students nearby. This limits the ability to develop or strengthen community(ies) of learning beyond specific campus experiences. Hopefully, by changing comparator institutions, this issue can be at least partially addressed.

Questions for the Board of Trustees:

1. Knowing what you know now, would you like us to continue to conduct NSSE surveys?
2. Would you like to see the “deeper dive” reports on the four themes/high impact practices?
3. Would you rather we embed some key pieces of information from NSSE in the overall educational quality scoreboard/dashboard under development?

Snapshot

NSSE asks first-year and senior students about a wide range of educationally purposeful activities (for more information, see page 4). This *Snapshot* is a concise collection of key findings from your institution's NSSE 2013 participation. We hope this information stimulates discussion on your campus about the undergraduate experience. Additional details about these results, including statistical test results, can be found in the reports referenced throughout.

Comparison Group

The comparison group featured in this report is

Rocky Mt Public

See your *Selected Comparison Groups* report for details.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, which fit within four themes of engagement. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- ▲ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

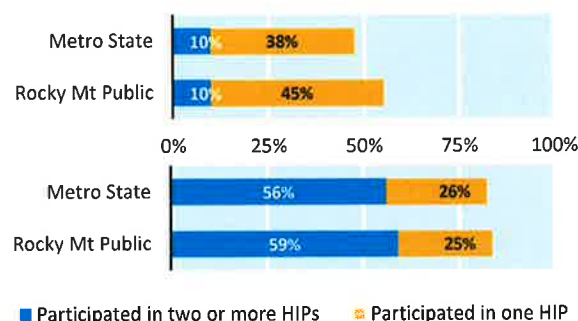
Theme	Engagement Indicator	Your students compared with Rocky Mt Public	
		First-year	Senior
Academic Challenge	Higher-Order Learning (HO)	--	--
	Reflective & Integrative Learning (RI)	▲	▲
	Learning Strategies (LS)	--	▲
	Quantitative Reasoning (QR)	--	--
Learning with Peers	Collaborative Learning (CL)	▼	▼
	Discussions with Diverse Others (DD)	--	▲
Experiences with Faculty	Student-Faculty Interaction (SF)	▼	--
	Effective Teaching Practices (ET)	--	--
Campus Environment	Quality of Interactions (QI)	▼	▼
	Supportive Environment (SE)	▼	--

High-Impact Practices (HIPs)

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
 Learning Communities, Service-Learning, and Research w/Faculty

Senior
 Learning Communities, Service-Learning, Research w/Faculty, Internships, Study Abroad, and Culminating Experiences



Administration Summary

	Count	Resp. rate	Female	Full-time
First-year	344	8%	65%	60%
Senior	979	16%	66%	33%

Refer to your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

Learning with Technology

Experiences with Writing

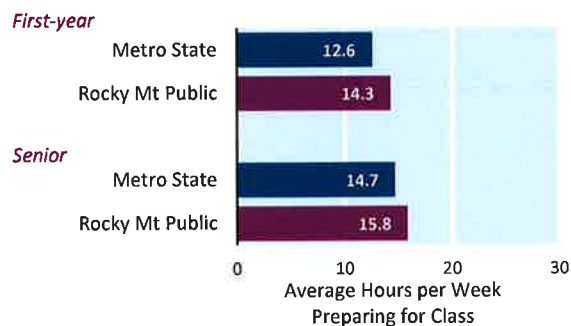
Refer to your *Topical Module* report(s) for complete results.

Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators (HO, RI, LS, QR) as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, or the *NSSE Institutional Report Builder* (described on p. 4).

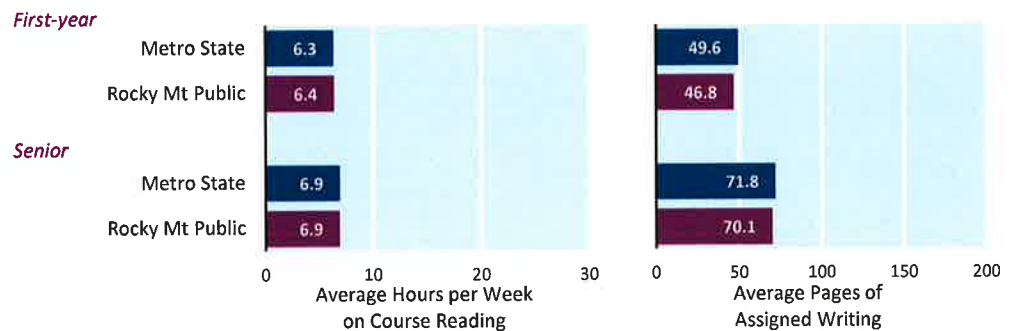
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.



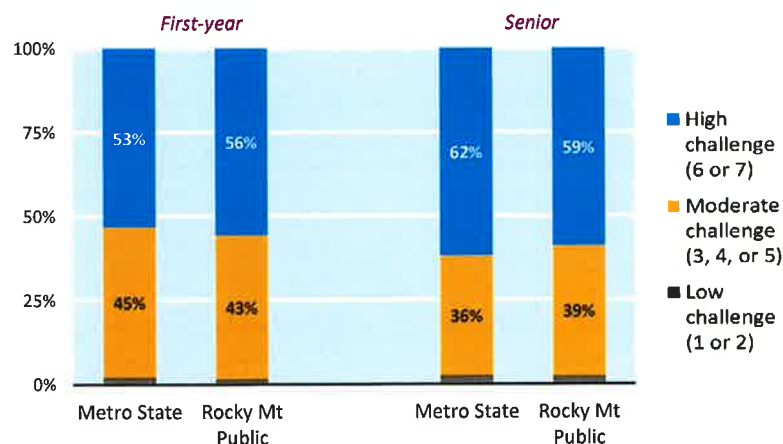
Reading and Writing

These figures report the average number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group.



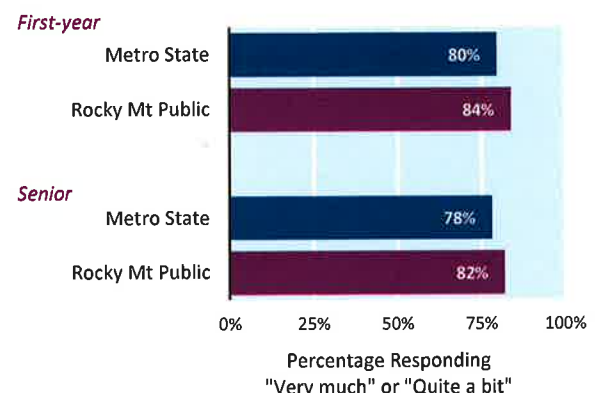
Challenging Courses

To what extent did your students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



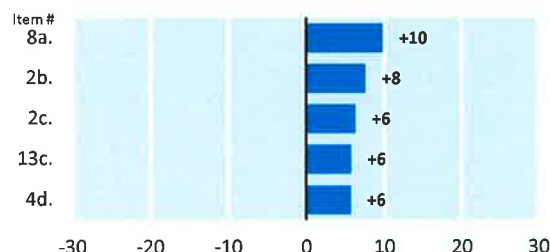
Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on Engagement Indicators and High-Impact Practices. This section displays the five questions^a on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, refer to your *Frequencies and Statistical Comparisons* report.

First-year

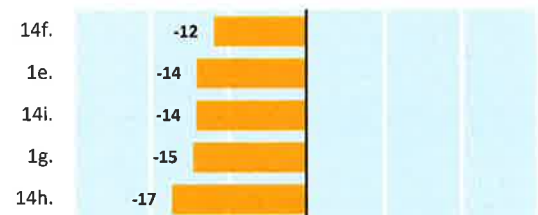
Highest Performing Relative to Rocky Mt Public

- Discussions with... People of a race or ethnicity other than your own^b (DD)
- Connected your learning to societal problems or issues^b (RI)
- Included diverse perspectives (...) in course discussions or assignments^b (RI)
- Quality of interactions with... Faculty^d (QI)
- Evaluating a point of view, decision, or information source^c (HO)



Lowest Performing Relative to Rocky Mt Public

- Inst. emphasizes... Providing support for your overall well-being...^c (SE)
- Asked another student to help you understand course material^b (CL)
- Inst. emphasizes... Attending events that address important social/econ./polit. issues^c (SE)
- Prepared for exams by discussing or working through course material w/other students^b (CL)
- Inst. emphasizes... Attending campus activities and events (...) ^c (SE)

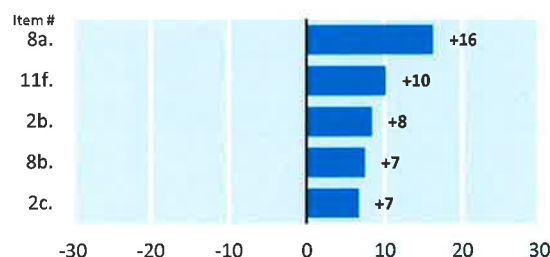


Percentage Point Difference with Rocky Mt Public

Senior

Highest Performing Relative to Rocky Mt Public

- Discussions with... People of a race or ethnicity other than your own^b (DD)
- Completed a culminating senior experience (...) (HIP)
- Connected your learning to societal problems or issues^b (RI)
- Discussions with... People from an economic background other than your own^b (DD)
- Included diverse perspectives (...) in course discussions or assignments^b (RI)



Lowest Performing Relative to Rocky Mt Public

- Participated in a learning community or some other formal program where... (HIP)
- Asked another student to help you understand course material^b (CL)
- Prepared for exams by discussing or working through course material w/other students^b (CL)
- Worked with other students on course projects or assignments^b (CL)
- Inst. emphasizes... Attending campus activities and events (...) ^c (SE)



Percentage Point Difference with Rocky Mt Public

a. The displays on this page draw from the 53 items that make up the ten Engagement Indicators and six High-Impact Practices. Key to abbreviations: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment, HIP = High-Impact Practice. Item numbering corresponds to the survey facsimile included in your Institutional Report and available on the NSSE Web site.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

How Students Assess their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, refer to your *Frequencies and Statistical Comparisons* report.

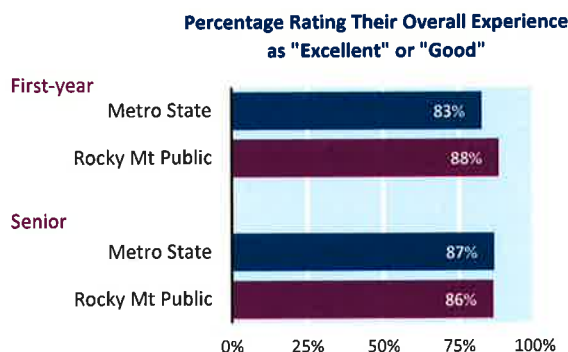
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

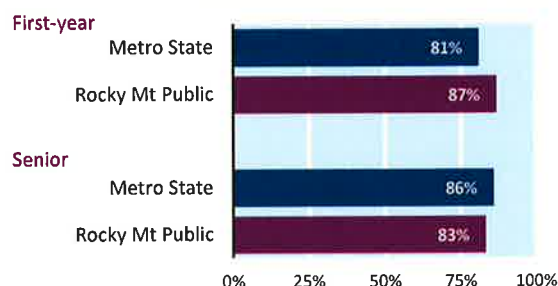


Satisfaction with Metro State

Students rated their overall experience at your institution and whether they would attend your institution again.



Percentage Who Would "Definitely" or "Probably" Attend This Institution Again



What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,500 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our Web site: nsse.iub.edu

Try the Institutional Report Builder

The NSSE Institutional Report Builder, to be updated with 2013 results in early fall, is an interactive tool for participating institutions to instantly generate custom reports using their NSSE data. Create tables of Engagement Indicator statistics or item frequencies that compare subgroups of students within your institution, or that compare your students to those from a customized comparison group. Access the Institutional Report Builder via the Institution Interface. nsse.iub.edu/links/interface



Comparison Group 1: Rocky Mt Public

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	Not applicable; comparison group not customized.
How was this comparison group constructed?	Your institution did not customize this comparison group; the default group (region and sector) was used. Your default group is: Region (Rocky Mt); Sector (Pub)
Group description	Default comparison group

'Rocky Mt Public' institutions (N=13)

Colorado Mesa University (Grand Junction, CO)
Colorado School of Mines (Golden, CO)
Dixie State College of Utah (Saint George, UT)
Montana State University Billings (Billings, MT)
Montana State University-Northern (Havre, MT)
Southern Utah University (Cedar City, UT)
University of Colorado Boulder (Boulder, CO)
University of Colorado Colorado Springs (Colorado Springs, CO)
University of Colorado Denver (Denver, CO)
University of Montana (Missoula, MT)
University of Utah (Salt Lake City, UT)
Utah Valley University (Orem, UT)
Weber State University (Ogden, UT)

AGENDA ITEM: **Archiving Social Work Concentrations in Social Work Major - Aging Services Concentration**

BACKGROUND:

Per Section 5.3 of the Trustees Policy Manual, the Department of Social Work within the School of Letters, Arts and Sciences requests approval from the Board of Trustees to archive the Aging Services Concentration within the Social Work Minor and Certificate. Archiving this concentration has been approved by the School of Letters, Arts and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

ANALYSIS:

Due to revisions to the curriculum designed to meet current, accreditation standards, all concentrations within the Family Support in Social Work Minor and Certificate are being archived for 2014-2015.

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustees approval for archiving the concentration in Aging Services.

AGENDA ITEM: **Archiving Social Work Concentrations in Social Work Major - Child and Adolescent Mental Health Concentration**

BACKGROUND:

Per Section 5.3 of the Trustees Policy Manual, the Department of Social Work within the School of Letters, Arts and Sciences requests approval from the Board of Trustees to archive the Child and Adolescent Mental Health Concentration within the Social Work Major. Archiving this concentration has been approved by the School of Letters, Arts and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

ANALYSIS:

Due to revisions to the curriculum designed to meet current, accreditation standards, all concentrations within the Social Work Major are being archived for 2014-2015.

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustees approval for archiving the concentration in Child and Adolescent Mental Health Concentration.

AGENDA ITEM: **Archiving Social Work Concentrations in Social Work Major - Child Welfare Concentration**

BACKGROUND:

Per Section 5.3 of the Trustees Policy Manual, the Department of Social Work within the School of Letters, Arts and Sciences requests approval from the Board of Trustees to archive the Child Welfare Concentration within the Social Work Major. Archiving this concentration has been approved by the School of Letters, Arts and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

ANALYSIS:

Due to revisions to the curriculum designed to meet current, accreditation standards, all concentrations within the Social Work Major are being archived for 2014-2015.

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustees approval for archiving the concentration in Child Welfare.

AGENDA ITEM: **Archiving Social Work Concentrations in Social Work Major -
Developmental Disabilities Concentration**

BACKGROUND:

Per Section 5.3 of the Trustees Policy Manual, the Department of Social Work within the School of Letters, Arts and Sciences requests approval from the Board of Trustees to archive the Developmental Disabilities Concentration within the Social Work Major. Archiving this concentration has been approved by the School of Letters, Arts and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

ANALYSIS:

Due to revisions to the curriculum designed to meet current, accreditation standards, all concentrations within the Social Work Major are being archived for 2014-2015.

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustees approval for archiving the concentration in Developmental Disabilities.

AGENDA ITEM: **Archiving Social Work Concentrations in the Social Work Major - Early Intervention Concentration**

BACKGROUND:

Per Section 5.3 of the Trustees Policy Manual, the Department of Social Work within the School of Letters, Arts and Sciences requests approval from the Board of Trustees to archive the Early Intervention Concentration within the Social Work Major. Archiving this concentration has been approved by the School of Letters, Arts and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

ANALYSIS:

Due to revisions to the curriculum designed to meet current, accreditation standards, all concentrations within the Social Work Major are being archived for 2014-2015.

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustees approval for archiving the concentration in Early Intervention.

AGENDA ITEM: **Archiving Social Work Concentrations in the Social Work Major - Gender and Sexuality Concentration**

BACKGROUND:

Per Section 5.3 of the Trustees Policy Manual, the Department of Social Work within the School of Letters, Arts and Sciences requests approval from the Board of Trustees to archive the Gender and Sexuality Concentration within the Social Work Major. Archiving this concentration has been approved by the School of Letters, Arts and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

ANALYSIS:

Due to revisions to the curriculum designed to meet current, accreditation standards, all concentrations within the Social Work Major are being archived for 2014-2015.

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustees approval for archiving the concentration in Gender and Sexuality

AGENDA ITEM: **Archiving Social Work Concentrations in the Social Work Major – Women Concentration**

BACKGROUND:

Per Section 5.3 of the Trustees Policy Manual, the Department of Social Work within the School of Letters, Arts and Sciences requests approval from the Board of Trustees to archive the Women Concentration within the Social Work Major. Archiving this concentration has been approved by the School of Letters, Arts and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

ANALYSIS:

Due to revisions to the curriculum designed to meet current, accreditation standards, all concentrations within the Social Work Major are being archived for 2014-2015.

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustees approval for archiving the concentration in Women.

AGENDA ITEM: **Archiving of Social Work Concentrations within the Family Support area in Social Work Minor and Certificate - Aging Services Concentration**

BACKGROUND:

Per Section 5.3 of the Trustees Policy Manual, the Department of Social Work within the School of Letters, Arts and Sciences requests approval from the Board of Trustees to archive the Aging Services Concentration within the Social Work Minor and Certificate. Archiving this concentration has been approved by the School of Letters, Arts and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

ANALYSIS:

Due to revisions to the curriculum designed to meet current, accreditation standards, all concentrations within the Family Support in Social Work Minor and Certificate are being archived for 2014-2015.

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustees approval for archiving the minor and certificate in the Aging Services Concentration.

AGENDA ITEM: **Archiving of Social Work Concentrations within the Family Support in Social Work Minor and Certificate - Child and Adolescent Mental Health Services Concentration**

BACKGROUND:

Per Section 5.3 of the Trustees Policy Manual, the Department of Social Work within the School of Letters, Arts and Sciences requests approval from the Board of Trustees to archive the Child and Adolescent Mental Health Services Concentration within the Social Work Minor and Certificate. Archiving this concentration has been approved by the School of Letters, Arts and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

ANALYSIS:

Due to revisions to the curriculum designed to meet current, accreditation standards, all concentrations within the Family Support in Social Work Minor and Certificate are being archived for 2014-2015.

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustees approval for archiving the minor and certificate in the Child and Adolescent Mental Health Services Concentration..

AGENDA ITEM: **Archiving of Social Work Concentrations within the Family Support in Social Work Minor and Certificate - Developmental Disabilities Services Concentration**

BACKGROUND:

Per Section 5.3 of the Trustees Policy Manual, the Department of Social Work within the School of Letters, Arts and Sciences requests approval from the Board of Trustees to archive the Developmental Disabilities Services Concentration within the Social Work Minor and Certificate. Archiving this concentration has been approved by the School of Letters, Arts and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

ANALYSIS:

Due to revisions to the curriculum designed to meet current, accreditation standards, all concentrations within the Family Support in Social Work Minor and Certificate are being archived for 2014-2015.

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustees approval for archiving the minor and certificate the Developmental Disabilities Services Concentration.

AGENDA ITEM: **Archiving of Social Work Concentrations the within the Family Support in Social Work Minor and Certificate - Early Intervention Services: Birth through Five Concentration**

BACKGROUND:

Per Section 5.3 of the Trustees Policy Manual, the Department of Social Work within the School of Letters, Arts and Sciences requests approval from the Board of Trustees to archive the Early Intervention Services: Birth through Five Concentration within the Social Work Minor and Certificate. Archiving this concentration has been approved by the School of Letters, Arts and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

ANALYSIS:

Due to revisions to the curriculum designed to meet current, accreditation standards, all concentrations within the Family Support in Social Work Minor and Certificate are being archived for 2014-2015.

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustees approval for archiving the minor and certificate in Early Intervention Services: Birth through Five Concentration.

AGENDA ITEM: **Archiving of Social Work Concentrations within the Family Support and Social Work Minor and Certificate - Family Preservation Services Concentration**

BACKGROUND:

Per Section 5.3 of the Trustees Policy Manual, the Department of Social Work within the School of Letters, Arts and Sciences requests approval from the Board of Trustees to archive the Family Preservation Services Concentration within the Social Work Minor and Certificate. Archiving this concentration has been approved by the School of Letters, Arts and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

ANALYSIS:

Due to revisions to the curriculum designed to meet current, accreditation standards, all concentrations within the Family Support in Social Work Minor and Certificate are being archived for 2014-2015.

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustees approval for archiving the minor and certificate in the Family Preservation Services Concentration.

AGENDA ITEM: **Archiving of Social Work Concentrations within the Family Support in Social Work Minor and Certificate - Gay and Lesbian Services Concentration**

BACKGROUND:

Per Section 5.3 of the Trustees Policy Manual, the Department of Social Work within the School of Letters, Arts and Sciences requests approval from the Board of Trustees to archive the Gay and Lesbian Services Concentration within the Social Work Minor and Certificate. Archiving this concentration has been approved by the School of Letters, Arts and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

ANALYSIS:

Due to revisions to the curriculum designed to meet current, accreditation standards, all concentrations within the Family Support in Social Work Minor and Certificate are being archived for 2014-2015.

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustees approval for archiving the minor and certificate in the Gay and Lesbian Services concentration.

AGENDA ITEM: **Archiving of Social Work Concentrations within the Family Support in Social Work Minor and Certificate - Women's Services Concentration**

BACKGROUND:

Per Section 5.3 of the Trustees Policy Manual, the Department of Social Work within the School of Letters, Arts and Sciences requests approval from the Board of Trustees to archive the Women's Services Concentration within the Social Work Minor and Certificate. Archiving this concentration has been approved by the School of Letters, Arts and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

ANALYSIS:

Due to revisions to the curriculum designed to meet current, accreditation standards, all concentrations within the Family Support in Social Work Minor and Certificate are being archived for 2014-2015.

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustees approval for archiving the minor and certificate in the Women's Services Concentration.

AGENDA ITEM: New Minor in Army ROTC Military Science: Military Leadership

BACKGROUND:

The Army ROTC Program, housed within the School of Professional Studies, presents the Military Leadership Minor to the Board of Trustees for approval, per Section 5.3 of the Trustees Policy Manual. This minor has been approved by the School of Professional Studies Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

ANALYSIS:

Metropolitan State University of Denver was a host program for Army ROTC from the mid-1970s until the program was shut down by the Army after the 1991 Gulf War. Army ROTC returned to MSU Denver's campus in 2009 as a Company of Cadets under the ROTC program at University of Colorado Boulder. Students in the ROTC program are required to complete an American History course, as well as enroll in MILR courses each semester, taking a total of 25 credit hours over four years of study. These classes are in addition to those required by their major field of study.

Since 2009, students in ROTC have worked with Dr. Elizabeth Parmelee in the Center for Individualized Learning (CIL) to create an Individualized Degree Plan (IDP) minor using ROTC courses. In 2011, ROTC instructors in collaboration with the School of Professional Studies and CIL, developed a proposal for an incubator minor in order to further smooth the process for students. At this point, making this minor permanent is the logical next step: the curriculum is straightforward and the need is clear due to student requests through the ROTC department and CIL. Students who are participating in ROTC and pursuing a major that requires a minor are typically forced to remain beyond 120 credit hours if they do not select the minor through IDP. Further, even those who are in a major with no minor requirement appreciate the opportunity to have their ROTC experience more clearly reflected on their academic transcript by listing it as a minor.

Military Leadership Minor

The minor in Military Leadership is available for students who are enrolled in the Reserve Officer Training Corps (ROTC) for the Army. The requirements for the minor mirror the required courses for the ROTC program and will meet the requirement in certain majors to complete a minor. Students interested in pursuing the Military Leadership Minor but not currently enrolled in the ROTC program through the Army should consult with the ROTC program office about this possibility. A grade of "C" or better is required for each course in this program.

Required Courses

MILR 1011 Adventures in Leadership I 2 cr
MILR 1021 Adventures in Leadership II 2 cr
MILR 2031 Methods of Leadership and Management I 3 cr
MILR 2041 Methods of Leadership and Management II 3 cr
MILR 3052 Military Operations and Training I 3 cr
MILR 3062 Military Operations and Training II 3 cr
MILR 4072 Officer Leadership and Development I 3 cr
MILR 4082 Officer Leadership and Development II 3 cr

Subtotal: 22 credits

Elective History Course

Army ROTC also requires a military history course. Students must check with the program officer to verify the course they select meets the requirement. The following 3-credit hour courses are pre-approved:

HIS 1210 American History to 1865 3 cr
HIS 1220 American History since 1865 3 cr
HIS 3410 American Colonial History 3 cr
HIS 3430 American Revolution and Early National Period, 1763-1848 3 cr
HIS 3520 Civil War and Reconstruction 3 cr
HIS 3660 Recent U.S. 1945-1990s 3 cr
HIS 3690 American Military History 3 cr
HIS 4650 World War II 1939-1948 3 cr

Subtotal: 3 credits

Total for Military Leadership Minor: 25 credits

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustees approval of the new minor in Military Leadership.

AGENDA ITEM: Approval of Chair's Evaluation in Chapter V of the Handbook

BACKGROUND:

In May 2012, the Board of Trustees approved a significant change in how MSU Denver evaluates faculty performance for reappointment, tenure, promotions, and post tenure review. The comprehensive overhaul of the evaluation process involved a significant number of faculty and staff, and took about 18 months to finalize. The approved changes were first widely vetted by and voted on by all tenure-line faculty. Once approved, they were incorporated into the *Handbook for Professional Personnel* as Chapter V.

One section of Chapter V still needed to be revised – that dealing with the roles, responsibilities, appointment, reappointment, and evaluation of academic Department Chairs. The Provost worked with the School Deans and a number of Department Chairs throughout the next several months to revise the existing section that addressed the work and evaluation of Department Chairs. Roles and responsibilities of Department Chairs needed to be clearly defined and updated to align with the revisions of Chapter V. In addition, the appointment, reappointment, and evaluation processes needed to be clarified.

A *draft* version of this section was ready for review by faculty, the Faculty Senate, Council of Chairs, and administrators in late spring 2013. The Provost presented the draft to the Faculty Senate President, Dr. Kamran Sahami, in August 2013. She asked Dr. Sahami at that time to present the section to the Faculty Senate for proper vetting through whatever committee or mechanism he wished to use.

The Council of Chair's President presented the section for formal review by the Handbook Committee in late fall 2013 and again early spring 2014. By April 2014, the latter had not been able to reconcile differences of opinion and MSU Denver President, Dr. Stephen M. Jordan, decided to move the section for approval by the Board of Trustees.

ANALYSIS:

The "Chair Evaluation" section of Chapter V is ready for approval, see attached. In addition to the definitional clarity mentioned above, two key aspects of a Chair's evaluation have been strengthened: (1) Chairs will continue to be evaluated annually in writing by their Dean. As stated in F.2., "This evaluation will assess progress on meeting established goals. Deans and Chairs will review the written evaluation to determine how to modify goals (if necessary) and/or how to continue progress toward meeting mutually agreed-upon goals." (2) During the third year of a Chair's term, in addition to a self-evaluation and other documentation related to performance, F.3.c. and d. require a "comprehensive feedback survey, to include department faculty and staff, other chairs from the same school or college and the Dean; and Consideration of the preference poll for chair of the department."

Finally, the appointment/reappointment process has been clarified by indicating that the results of the department "preference poll" for Chair will be "forwarded to the Dean for consideration"; the latter then recommends an appointment to the Provost, who recommends to the President. Ultimately, the authority to appoint or dismiss a Department Chair resides in the authority of the President.

RECOMMENDATION:

The ASA Committee recommends to the Board of Trustee the changes in the Chair's Evaluation in Chapter V of the Handbook.

K. DEPARTMENT CHAIRS: ROLES, RESPONSIBILITIES, AND AREAS OF PERFORMANCE; SELECTION AND APPOINTMENT; AND EVALUATION

- A. Overview of Department Chair Roles, Responsibilities, and Areas of Performance; Selection and Appointment; and Evaluation: This Section delineates
1. Its purpose
 2. Definitions,
 3. Roles, Responsibilities, and Areas of Performance,
 4. Selection, Appointment, and
 5. Evaluation.
- B. Purpose of Section: Academic Department Chairs play essential roles in the governance and operations of an institution of higher education. It is critical that each has clear guidance regarding performance expectations;
- C. Definitions
1. Department refers to Academic Departments.
 2. Chairs are faculty who receive some reassigned time to serve as Chair; Department Chair and Chair are used interchangeably to refer to Chairs of Academic Departments.
 3. Interim Chair is a temporary replacement until a vacant chair position is filled, which would normally begin July 1 of the new fiscal year.
 4. Acting Chair substitutes for a sitting chair who is temporarily not available such as due to illness, professional travel or a sabbatical leave
- D. Roles, Responsibilities, and Areas of Performance: Academic Departments develop governance and operations cultures suitable to their disciplines and size. Not every Department operates in exactly the same manner. Nevertheless, the Chair is ultimately responsible for ensuring that departmental and institutional work is completed in an equitable, efficient, effective, and timely manner. ***The duties and responsibilities described below are to be interpreted in terms of the governance needs of different Departments.*** The roles, responsibilities, and areas of performance for Department Chairs include, but are not limited to the following:
1. Serves as the chief representative of the department.

2. Provides leadership in assigning teaching duties within the Department, consistent with
 - a. The concept that the appropriate mix of teaching, scholarly activities, and service may differ from person-to-person and from time-to-time in the career of an individual faculty colleague, and
 - b. Enrollment management needs of the Department and University.
3. Department Governance: In consultation with the Department faculty and appropriate Dean,
 - a. Establishes and oversees an effective governance structure within the Department, including the creation and use of committees, processes, and procedures where appropriate;
 - b. Develops and implements the Department's long- and short-term goals and plans;
 - c. Manages departmental resources – financial, physical, human – in accordance with allocations and University rules and procedures to meet Department goals, objectives, and needs;
 - d. Oversees custody and authorized use of University property charged to the Department and the assignment of Department space and facilities to authorized activities in accordance with University policy and regulations; and
 - e. Evaluates departmental faculty and staff performance in meeting its responsibilities to the University.
4. Promotes academic standards relevant to
 - a. *Faculty*, through their oversight of:
 - i. Faculty performance, such as recruitment, mentoring, development, evaluation, and retention of faculty in accordance to University policies; this includes
 - (1) Teaching,
 - (2) Scholarly Activities, and
 - (3) Service.

- ii. Departmental Guidelines (Chapter V.C4.f.&h.), Department Chairs are responsible for
 - (1) Departmental Guidelines for achieving tenure, promotion, and successful post-tenure review, which are consistent with the School's and University's mission statements, and
 - (2) Changes should they be necessary upon annual review.
- iii. Providing recommendations that contain a supporting rationale to the Dean on hiring; retention, tenure, promotion, and post-tenure review; reassigned time work; sabbatical leaves; and other leaves of absence per the *Handbook* detailed in Chapter V.D.2.c.i-iii.
- b. *Students*, through their
 - i. Supervision of student recruitment, advising, learning, development, retention, and timely graduation of students;
 - ii. Application of academic policies and procedures that affect students, as consistent with University, discipline-specific, and Departmental policies and procedures; and
 - iii. Response to student concerns and works with students, faculty, staff, and other University offices to resolve concerns, conflicts, and disputes.
- c. *Curriculum*, through their leadership of activities related to the development, implementation, and assessment of academic curriculum and programs.
- d. *Teaching and Learning*, through their oversight of
 - i. Quality curriculum delivery and use of appropriate pedagogy in courses;
 - ii. Assessment, including Student Learning Outcomes, and Program Review of departmental and General Studies curricula;
 - iii. Accreditation, by supporting and maintaining department, School and/or University accreditation requirements, as appropriate; and
 - iv. The delivery of quality and relevant curricula, in alignment with Federal and state law (e.g., Americans with Disability Act).

5. Provides effective management and direction to Affiliate and Category II faculty, graduate students, support staff, and student workers.
6. Establishes effective external relations and programs with constituencies, such as alumni, advisory committees, and industry, as appropriate.
7. Advocates for the Department professionally with peers, Deans, Provost, and others.
8. As faculty, Department Chairs
 - a. Teach at least three credits per year (July 1 through June 30); and determine their summer assignments with the Dean.
 - b. Engage in scholarly and service activities appropriate to their faculty status. These activities are evaluated during faculty performance review, exclusive of the evaluation process stated in Section F.
 - c. Have responsibilities and time constraints inherent to their Chair duties. These constraints and duties must be given appropriate consideration by all reviewers involved in making decisions on Chairs' Retention, Tenure, Promotion and Post-Tenure Review portfolios.

E. Appointment and Reappointment of Department Chairs

1. Eligibility/Criteria for Appointment/Reappointment: Candidates for Chair
 - a. Will preferably be tenured;
 - b. Must hold a tenure-line rank within the discipline or cognate discipline, e.g., Assistant, Associate, or Professor; and
 - c. For reappointment must have met expectations in the performance of D.1-7.
2. Procedures for Appointment/Reappointment
 - a. Candidates may be internal or external to the University.
 - i. If hired through an external search, the policies and procedures governing any faculty hire will apply;
 - ii. If internal, the following policies and procedures apply:
 - (1) At the completion of a Chair's term, the Department faculty will participate in a preference poll to determine whom to recommend;

- (2) The Dean is in charge of the preference poll and consults with the Department on the conduct and results of the poll.
 - (3) If a chair is unable or unwilling to complete his or her term, the Dean, in consultation with the faculty, will recommend an Interim Chair to the Provost and Vice President of Academic and Student Affairs [hereinafter Provost].
- iii. Candidates:
 - (1) May be nominated by any tenure-line faculty member within the Department; and
 - (2) Must be willing to serve in the position of Chair to be listed on the preference poll.
- b. Department Chair appointments are recommended by the Dean to the Provost, who makes a recommendation to the President.
- c. The President
 - i. Makes the appointment,
 - ii. May consider other candidates than the one recommended, and
 - iii. May appoint an Interim Chair for a period not to exceed one year from inside or outside the Department or University.
- d. Department Chairs,
 - i. Retain all rights applicable to tenure-line faculty, including earned tenure where applicable;
 - ii. Are asked to commit to a three-year term; [time served as interim Chair will count toward a three-year term if served consecutively]; and
 - iii. Serve at the will of the President.
- e. There is no limit on the number of terms a Chair can serve.
- f. At any time, a Department's tenure line faculty, by a two-thirds vote, may conduct a preference poll for a new Chair following the process described above, the results of which shall then be forwarded to the Dean for consideration.
- g. New chairs will participate in workshops or other professional development activities related to chair duties sponsored by the University.

F. Department Chair Evaluation

1. Goals: At the beginning of the Chair's term, the Department Chair and the Dean will develop goals extending to the end of the chair's term (usually three years), which will address the Chair's duties as specified in Section D.1-7. The goals may be modified by mutual agreement between the Chair and the Dean at the time of the annual evaluation.
 - a. If the Chair and Dean cannot agree on the goals, the Provost will make the final decision after consulting both the Dean and the Chair.
2. Chairs will be evaluated in writing by their Dean annually. This evaluation will assess progress on meeting established goals. Deans and Chairs will review the written evaluation to determine how to modify goals (if necessary) and/or how to continue progress toward meeting mutually agreed-upon goals.
 - a. If at any time the Dean identifies serious problems in the Chair's performance, the Dean may refer the issues to the Provost for resolution; this could lead to a recommendation to the President that the Chair be removed from that position.
 - b. Chairs are evaluated as faculty for purposes of Tenure, Promotion, and Post Tenure Review. The "Needs Improvement" rating for a Chair as Chair is to be used exclusively as an aid to the administration in determining whether or not to reappoint a Chair.
3. In a Chair's "Expiration Year" (usually the third year of a term), the evaluation will include the following:
 - a. Chair's self-evaluation based on the Expiration Year goals (as modified, if applicable);
 - b. Other evidence and/or information provided by the Chair and the Dean;
 - c. A comprehensive feedback survey, to include department faculty and staff, other chairs from the same school or college and the Dean; and
 - d. Consideration of the preference poll for chair of the department.
 - d. The Expiration Year evaluation will result in a Needs Improvement or Meets Standards rating.
4. Appeal of Evaluation

- a. If the Chair and the Dean disagree on the evaluation, the Chair will have 14 days to provide the Dean with a written statement justifying a different evaluation rating.
- b. The Dean will review the case presented by the Chair and meet with the Chair within 14 days following the reception of the statement of disagreement to attempt to reach an agreement.
- c. If agreement is not reached, the Dean must, within 14 days of the meeting, write a response to the justification presented by the Chair explaining why the rating was not changed.
- d. The Chair's justification and the Dean's response, along with the evaluation documentation, shall be forwarded to the Provost. The Provost shall review the documentation and make a determination of a rating within 14 days of receiving said documentation. The decision of the Provost shall be final.

AGENDA ITEM: **Office of Human Resources report of personnel actions for the Board's information, which have occurred since the last Board of Trustees Meeting on April 4, 2014.**

BACKGROUND: Report includes resignations, retirements, transitional retirements, reassignments, reclassifications, leave without pay, salary adjustments, and final sabbatical reports which are delegated to the President and do not require approval by the Board of Trustees.

INFORMATION: The following personnel items are presented to the Board of Trustees as information.

RESIGNATIONS

Ms. Barbara Lyall, Associate Director for Grants Management/Writer, Effective April 18, 2014.
(Accepted position outside of University)

RETIREMENTS

Ms. Lee Pruett, Assistant to Deputy Provost, Effective March 31, 2014.

Dr. Kathryn O'Donnell, Associate Professor of Journalism and Technical Communications,
Effective August 9, 2014.

Dr. Anna Froman, Lecturer of Accounting, Effective September 1, 2014.

PROMOTIONS

Ms. Kami Phillips, Assistant to Deputy Provost, Annual Salary: \$56,000.00 – Effective April 1, 2014. (FROM Assistant to Director of Human Resources (\$46,838.00) TO Assistant to Deputy Provost (\$56,000.00))

Ms. Laura Roth Strohming, Acting Associate Dean for Student Engagement & Wellness, Annual Salary: \$70,208.00 – Effective April 1, 2014. (FROM Assistant Dean/Student Judicial Officer (\$59,303.00) TO Acting Associate Dean for Student Engagement & Wellness (\$70,208.00))

Mr. Paul Whitley, Database Administrator Manager, Annual Salary: \$84,150.00 – Effective April 1, 2014. (FROM Database Administrator (\$76,500.00) TO Database Administrator Manager (\$84,150.00))

REASSIGNMENTS

Ms. Amber Mozet, Assistant to Director of Human Resources, Annual Salary: \$50,000.00 – Effective April 1, 2014. (FROM Administrative Coordinator (\$50,000.00) to Assistant to Director of Human Resources (\$50,000.00))

RECLASSIFICATIONS

Mr. Omer Mustafa, Data Warehouse Manager, Annual Salary: \$73,500.00 – Effective May 1, 2014. (FROM CLASSIFIED TO ADMINISTRATIVE)

SALARY ADJUSTMENTS

Ms. Alison Lough, Associate Director of Student Academic Success Tutoring Center, Annual Salary: \$60,341.00 – Effective July 1, 2013. (Salary entered as \$60,314.00 and was approved at \$60,341.00)

LEAVE WITHOUT PAY WITH BENEFITS

Dr. Caleb Cohoe, Assistant Professor of Philosophy, August 12, 2014 through May 17, 2015.

TRANSITIONAL RETIREMENT

Dr. Kathryn O'Donnell, Associate Professor of Journalism and Technical Communications. Effective August 12, 2014 through May 17, 2015.
(Retired August 9, 2014)