Home > Policy 4B: Faculty-Course Evaluation

Policy 4B: Faculty-Course Evaluation [1]

The Faculty Course Evaluation, which evaluates the effectiveness of the course and the faculty member?s teaching of that course, shall be implemented at the University of Colorado for all courses and their sections. The overall purpose of all evaluations is to enhance learning. Multiple measures will be used to evaluate a faculty member's teaching. Each campus shall design an evaluation form that meets its specific needs. The campus form shall include key common elements for evaluating individual faculty on the campus and shall be adaptable to the individual campus's research and testing services. The evaluation shall provide published information to students, faculty, and departmental and University administration.

Its purposes are: (1) to provide students with an evaluation of the course and the faculty member, based on students' assessments; and (2) to support the faculty evaluation process and faculty rewards system. In addition, faculty are encouraged to develop and use diagnostic (formative) evaluation tools during the course of the term to assist in mid-course pedagogical corrections for the purpose of improving instruction and student learning.

Each campus shall establish a committee to oversee the design, implementation, and information distribution process of the Faculty Course Evaluation. The campus committees shall include students and faculty. The Chancellors shall be responsible for funding and providing a yearly operations budget.

Last Amended: September 23, 2004

History:

Adopted April 17, 1986 ; , pp. 445-453,
amended August 3, 2000 , p. 11, attachment 1 ; revised September 23 , 2004

Groups audience:
Board of Regents
OG vocabulary:
Regent Policies

Links:
[1] https://www.cu.edu/regents/policy-4b-faculty-course-evaluation

Policy 4C: Academic Program Review [1]

The goal of academic program review is to promote and maintain efficiently administered, high quality academic programs. The faculty and administration shall develop criteria and procedures to review all colleges, schools, and academic units. Each unit shall be reviewed once every five years where feasible, but at least once every seven years.

Review procedures shall be designed to identify strengths and weaknesses of academic programs and to recommend any needed alternatives or modifications for program development.

The Board shall receive an annual report on program review activities, including the schedule of upcoming academic program reviews, and where appropriate, recommendations for Board action.

Last Amended: September 23, 2004

History:

adopted November 13, 1980, pp. 311-312 and
amended September 23, 2004

Groups audience:
Board of Regents
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Links:
[1] https://www.cu.edu/regents/policy-4c-academic-program-review

Home > Policy 4E: Interrelationship of Athletics and Educational Programs

Policy 4E: Interrelationship of Athletics and Educational Programs [1]

Health Education, Physical Education, Recreation, and Intercollegiate Athletics are related areas which share common objectives and similar physical facilities. These disciplines and activities are financed through a combination of academic budgets, student fees, gate receipts, and from individual donations.

Due to their related goals, they are important parts of one very significant University responsibility. The University recognizes the instructional value of all four of these areas of activity. They each interrelate for instruction not only at the undergraduate and graduate level but also provide a learning experience for life after leaving the University.

In particular, intercollegiate athletics are drama--tragedy and comedy. They are discipline and dedication. They are victory and defeat--elation and dejection. They are respect and discourtesy--sportsmanship and gamesmanship. They are constructive outlets for the adventurous spirit. They are a positive way of life that teaches our young to control their minds, bodies, and emotions through exciting competitions governed by the rules of the game. The Regents of the University recognize the interrelationship of these four areas as an integral portion of the University?s instructional program.

Last Amended: September 23, 2004

History:

adopted November 22, 1972, pp. 17-18., and
amended September 23, 2004

Groups audience:
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Source URL: https://www.cu.edu/regents/policy-4e-interrelationship-athletics-and-educational-programs

Links:
[1] https://www.cu.edu/regents/policy-4e-interrelationship-athletics-and-educational-programs

Policy 4F: Classified Research [1]

The University of Colorado is honored to have been selected for research of every conceivable kind over many generations. The products of this inquiry by distinguished faculty and students have advanced the reputation of our University and serve society.

In the case of restricted, proprietary, and classified research, potential impacts on the University need special consideration. Therefore, individual campuses of the University of Colorado will undertake, conduct, or manage only those restricted, proprietary, and classified research projects that receive the specific approval of the campus chancellor. For the purpose of this policy, these types of research are defined as follows:

A. Restricted research is sponsored research for which the sponsor requires a delay in the publication of results for more than six months beyond the date of submission of the final project report to the sponsor.

B. Proprietary research is sponsored research for which the sponsor imposes data ownership restrictions that limit publication of the results beyond six months from the date of submission of the final project report to the sponsor.

C. Classified research is research that bears a security classification from the federal government, such as top secret, secret, or confidential. Classified research restricts some or all of the results, procedures, and personnel working on the project under rules established by the agency for which the research is being conducted.

A faculty advisory committee on each campus will advise the chancellor on individual cases. In the case of multi-campus research, the president will review the recommendations of the involved chancellors and faculty advisory committees and make a determination. Actions taken by the chancellor or, in the case of multi-campus proposals, the president shall be public information. Classified research projects approved by the chancellor will be conducted at off-campus locations whenever possible. The work produced on restricted, proprietary or classified research projects cannot be used either in faculty personnel decisions or in student theses/dissertations until the work can be published in the open literature. All classified research projects will fully finance any security costs required by the projects out of the sponsor-funded direct or indirect costs.

Not included in this policy are routine testing services provided to industry by the University whose results are not publishable. Faculty members shall not perform restricted, proprietary

or classified research in University of Colorado facilities under the one-sixth rule without specific approval of the campus chancellor as provided in this policy.

A report on restricted, proprietary, and classified research shall be provided annually to the Regents which shall include its general nature, funding, and campus locations.

Last Amended: April 11, 2006

History:

adopted June 19, 1986, pp. 594-595, September 23, 2004, and amended April 11, 2006

Groups audience:
Board of Regents
OG vocabulary:
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Links:
[1] https://www.cu.edu/regents/policy-4f-classified-research

Policy 4H: Program Discontinuance [1]

Introduction

In order to promote and maintain high quality academic programs, the university may over time develop new academic degree programs or discontinue existing programs. The Board of Regents may decide to discontinue an academic program for educational, strategic, realignment, resource allocation, budget constraints, or combinations of educational, strategic, and/or financial reasons. In the case of program discontinuance, tenured or tenure track faculty appointments may need to be terminated. A decision to terminate an academic program should be made after consultation with the appropriate faculty groups and in accordance with the policies outlined below.

1. Definitions of Program Discontinuance

Program discontinuance is the formal termination of a degree program, department or division of instruction, school or college, or other program unit by the Board of Regents for educational reasons, strategic realignment, resource allocation, budget constraints, or combinations of educational strategies and financial reasons. Separate policies apply in cases of program transfer.

2. Process for Recommending Program Discontinuance

A decision to discontinue an academic program or department of instruction will be based on educational, strategic realignment, resource allocation, budget constraints, or combinations of educational strategies and financial considerations. A recommendation to discontinue a program, or department, or other academic unit may be made by a department, its chair, the dean, the campus program review committee, the vice chancellor for academic affairs, the chancellor, the president, or the Board of Regents. A recommendation for program discontinuance will be reviewed by the chancellor in collaboration with an appropriate faculty committee. The proposal shall be discussed with the members in the department or program, the department chair, the dean of the school or college, the vice chancellor for academic affairs, and the chancellor.

Final recommendations to discontinue a program will be made by the chancellor within a maximum period of 120 days from the time the initial recommendation for program discontinuance was made. All recommendations for termination of programs, including a plan for program closure and identification of tenured and tenure track appointments

recommended for termination, will be submitted by the president within 60 days to the Board of Regents for action. An administrative policy statement shall provide guidance for this process.

3. Termination of Faculty

Termination of appointments of tenured faculty or those with unexpired term appointments may occur as the result of formal discontinuance of an academic program or department of instruction in accordance with the procedures in (2) above. Once a decision to terminate a program has been made, recommendations on termination of appointments of individual faculty members rostered in the organizational unit under review will be made by the chancellor in consultation with appropriate faculty members and administrators. All plans for termination of individual appointments will be reviewed and approved by the president and the Board of Regents prior to implementation. Unless there is a compelling academic reason to do otherwise, no appointment of a faculty member with tenure will be considered for termination until the appointments of faculty members in the unit without tenure have been considered for termination.

4. Notification to Faculty Members and Students

Following formal approval of termination plans by the Board of Regents, one year's formal notice (the Notice Year) will be provided to tenured and tenure-track faculty members whose appointments are to be terminated. For faculty members with nine-month contracts, the year's notice will commence at the beginning of the academic year following formal approval by the Board. For faculty members with twelve-month contracts, the year?s notice will commence at the beginning of the fiscal year following formal approval by the Board. Timing for phasing out programs and displacing faculty members will be based on institutional needs, including analysis of reasonable time for enrolled students to complete their degree programs.

Before terminating a degree program, every reasonable effort will be made to allow students to complete their degrees. Program or campus transfers will be made if mutually acceptable to the student and the receiving department. Students will be provided advising assistance with respect to their academic program options. Students will be notified of program closure and timing for phasing out programs.

5. Obligations to Tenured Faculty

Before terminating the appointment of a faculty member with tenure because of program discontinuance, reasonable efforts will be made to find another suitable position for the faculty member within the university. Inter-departmental or inter-campus transfers may be made only if mutually acceptable. Retraining for faculty members during the Notice Year should be provided under the sponsorship of the campus where the program is discontinued if, in the judgment of the university and the faculty member, such retraining will prepare the faculty member for another suitable University of Colorado position. Any retraining opportunities shall not interfere with the faculty member?s assigned teaching and other professional obligations during the Notice Year. Faculty members meeting age and service requirements as specified in university policy have the option to retire.

6. Severance Pay

After exhaustion of the options in (5) above, the tenured faculty member may be terminated

involuntarily and with applicable severance pay. Faculty members who elect to resign or retire from the university may not receive severance pay. In order to be eligible for severance pay, faculty members must fulfill their assigned teaching and other professional obligations throughout the Notice Year.

Upon termination, severance pay in the amount of base salary for one academic year will be provided to faculty members with 9-month contracts and for one fiscal year to faculty members with 12-month contracts by the campus where the program is discontinued.

7. Reinstatement Rights of Tenured Faculty

If a program is reinstated within three years at the campus where it was discontinued, tenured faculty members who were terminated will have a right to reinstatement, provided positions are available and the position is substantially similar in responsibilities to the one previously held by the faculty member.

8. Notification, Rights and Options of Tenure Track Faculty

After the Board of Regents formally approves the termination of a program and the program discontinuance plan, the campus shall provide those tenure track faculty identified in the plan for termination with at least one year of notice before termination.

9. Other Rights of All Faculty

A faculty member who is terminated for reasons of program discontinuance will be eligible to participate in the university group insurance program for 18 months following the date of termination under the conditions of the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) if the faculty member is enrolled in the university?s group insurance program at the time of termination.

Faculty members will be provided counseling regarding employment opportunities outside of the university if they request it.

A faculty member whose appointment is terminated for reasons of program discontinuance has the right to appeal denial of specified rights to the committee on privilege and tenure under established policies and procedures.

10. Role of Faculty Council Personnel Committee

The Faculty Council Personnel Committee will monitor the efforts made by the university to find suitable positions for displaced faculty members within the university and make recommendations as appropriate to the Faculty Council.

Last Amended: June 22, 2009

History:

adopted 12/16/82;
revised 11/21/86, 03/19/98, 06/02/04, 06/22/09

Groups audience:
Board of Regents
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Links:
[1] https://www.cu.edu/regents/policy-4h-program-discontinuance

Policy 4J: Policy and Procedures for Approving New Degree Program Proposals [1]

Introduction

The Board of Regents and the Colorado Commission on Higher Education (CCHE) approve all new degree programs offered at the University of Colorado. By statute, the CCHE reviews new degree programs only to ensure that they are consistent with the institution?s statutory role and mission, although for undergraduate programs the CCHE also must approve any waivers of inclusion of the GT-Pathways curriculum or the 120 credit-hour limit Each campus shall develop processes to implement this policy.

Part I. Proposal Review Process

A proposed degree program shall be consistent with the applicable academic strategic plan and shall appear in the annual Academic Planning and Program Review Report that is sent to the Board of Regents.

A. The Campus Process

A proposal is developed by the faculty of any academic unit and forwarded to the dean of the school/college for review and approval. Where proposals involve more than one school or college, all participating units shall participate in the review process. Faculty within the college/school shall be notified of the proposed program. Graduate degree program proposals shall also be reviewed and approved by the dean and the executive committee or council of the campus Graduate School.

While developing a proposal, the campus shall work closely with the System Office of Academic Affairs to ensure compliance with CCHE and regent policies. Additionally, the campus shall provide the proposal to other CU campuses for review and comment. Proposals for new coordinated programs shall follow the processes in this policy. When a coordinated program is extended from one campus to another, the campus to which the program is being extended shall have responsibility for initiating the proposal and seeking appropriate review and approval.

Every graduate and professional proposal (above the level of baccalaureate) shall be evaluated by an external consultant. With the approval of the provost, the campus selects a highly qualified, independent evaluator to review the quality of the proposed curriculum, the qualifications of the faculty to offer the program, and the adequacy of resources to support it.

Proposals approved by the dean(s) are forwarded to the provost and chancellor for further review, approval and submission to the system office. A record of campus reviews and approvals shall be included with the proposals.

B. System Review

The system office shall verify compliance with CCHE and regent policies.   The vice president for academic affairs shall review the proposal and associated documents before the proposal is forwarded to the president. Upon his or her approval, the president shall forward the proposal to the Board of Regents.

C. Review by the Board of Regents

After the president has approved the degree proposal, the vice president for academic affairs shall place the proposal on the agenda of the next available board meeting as a discussion item. Following the board?s discussion of the proposal, it may then be placed on the next board business agenda for final approval.

If the Board of Regents approves the proposed degree, the vice president for academic affairs shall notify CCHE and coordinate placement of the proposal on the next CCHE agenda.

D. Program Implementation

New degree programs approved by CCHE shall be operational within two years. Each year, the System Office of Academic Affairs shall report to the Board of Regents on programs approved within the past five years, comparing current enrollment and graduation totals with the projections provided in the original proposals.

Part II Guidelines for Program Proposals

All proposals shall cover the topics outlined below.

A. Description of Program

1. Describe the basic design of the proposed program, including its degree level (baccalaureate, masters, doctoral, professional), the field of study, and whether it is an interdisciplinary program.

2. Explicitly state the student learning goals of this program, i.e., what will a graduate of this program have learned and be able to do? The goals must be sufficiently specific so that they can be assessed; should the program be approved, the learning goals shall be a basic component of future program review.

B. Bona Fide Need: Student Demand and Workforce Demand

1. Student Demand: Describe the target market and demonstrate evidence of student demand for this program.

a. Provide realistic enrollment projections for the program for the first five years in Table 1, following the definitions and directions specified in the table. Should the program be approved, the enrollment projections will be the basis for comparison of actual enrollment and graduation rates in future reviews. Include explanations of the methodology and assumptions used to project enrollment and completion data. Relevant information might include national or regional enrollment trends in similar programs and projected new demand from industry in the service area.

b. For graduate and professional programs, identify the annual pool of potential applicants. Useful information might include the number of qualified undergraduates in the institution's undergraduate program and/or the current percentage of undergraduates, regionally or nationally, continuing on to the graduate level.

c. If applicable, explain how the program design will address the needs of part-time, working students. Describe specific efforts that will be made to recruit and retain under-represented groups enrolling in the program.

2. Workforce Demand: Supply evidence of workforce demand for graduates of this program.

a. For programs that prepare students for graduate or professional school, describe the opportunities for admission to graduate or professional programs. Supply evidence that graduates of the proposed program will be qualified for these openings.

b. For programs that prepare graduates for specific occupations or professions, provide demand and potential employment information.

C. Role and Mission Criteria. The proposed program shall be congruent with the role and mission of the campus.

Describe how it supports the mission and fits with the applicable strategic plan of the campus. Identify particular institutional strengths in the proposed program area.

D. Duplication. Address duplication issues with other institutions in the CU system or elsewhere in the state of Colorado. Describe any unique characteristics or features of this program that are not duplicated elsewhere in the state that would justify the program. Explain how its implementation will affect other institutions in the CU system.

E. Statutory Requirements. Describe how the proposed program conforms to statutory requirements, such as the 120 credit hour limit for undergraduate degrees, GT Pathways and the Student?s Bill of Rights.

F. Admission, Transfer and Graduation Standards

1. Identify the admission requirements of this program. If they are different from general campus or college requirements, describe how and why they are different.

2. Identify the admission requirements for transfer students. If specific articulation agreements are in place or being considered, these should be described.

3. If enrollments are to be limited, describe the restrictions on enrollments and the reasons for them.

4. Describe the standards for continuing in the program and the graduation requirements. If they are different from campus/college requirements, describe how and why are they different.

G. Curriculum Description and Assessment Process

1. Describe the program?s requirements, including total credit hours, credit hour distribution, methods of delivering the program, field experience, and other pertinent aspects of the curriculum. Explain how this curriculum is like or unlike the usual curriculum in this field.

2. List all titles of courses that support the program, and explicitly identify all new courses being created for it.

3. Provide a sample curriculum that includes all required courses. In any curriculum where there are tracks or options, provide a completely specified curriculum for each one, i.e. an example of a curriculum a student in the track/option might follow.

4. Describe the assessment plan for the proposed degree. (This section should align with the student learning goals outlined in II. A.2.) The assessment plan shall include the goals and objectives of the program for student learning and the knowledge, and abilities and skills that will be developed by the curriculum. Describe the assessment tools that will measure the learning goals. Describe how the program will use assessment data and any feedback from

employers or a licenser and other testing scores to change teaching methods and/or the curriculum.

H. Professional Requirements or Evaluations

1. Where pertinent, describe any regional or professional accrediting association or licensing requirements that helped shape the curriculum of the proposed program. Specify the effect of these requirements on the length of the program, restrictions on program content or mode of delivery, and any budgetary requirements, such as minimal staffing levels, and equipment needs.

2. Identify timetables that have been established to meet the requirements, if needed.

3. Describe qualifications of the proposed program?s faculty. Include in an appendix one-page vitae for faculty members who will regularly participate in educational aspects of this program. A program?s faculty should include those who have explicitly agreed to be part of the program?s success and not those simply providing elective courses the students might take.

I. Institutional Factors

1. Describe how this program will contribute to achieving the department's and campus's diversity goals.

2. Explain how the implementation of this program affects other instructional, research, or service programs in the institution. Explain how the implementation will affect other CU campuses.

3. Describe how the implementation of this program will affect existing resources, including library facilities, educational space (e.g. lecture hall or theater), and educational, computer, and laboratory resources.

4. When a new program fundamentally depends upon a department in a different school/college, a letter of support from that school/college?s dean shall be included with the proposal.

5. Describe formal relationships with other parties that are anticipated, such as inter-institutional arrangements, resource sharing, cooperative programs, clinical affiliations, etc. Describe and explain the type and extent of the relationship and the resources that the affiliating institution will provide. A copy of any draft contracts or agreements shall be included in the Appendices.

J. Physical Capacity and Needs

1. Provide space estimates for program space requirements in Table 2. Base the projections on existing and five-year space planning assumptions and program size data from curriculum and student load projections and projected use of special or dedicated facilities, such as laboratories. The vice chancellor for administration, or other relevant campus officer, shall sign this Table to certify the accuracy of the information it contains.

2. In the body of the application, describe program delivery and space requirements, identifying additional space or equipment needs. When significant capital construction or equipment needs are anticipated, provide additional information and explanations.

K. Cost Description and Source of Funds

1. Report cost estimates and sources of funds for five years in Table 3, using the definitions and instructions provided with the table. All cost and revenue projections for the five years shall be given in constant dollars, i.e., do not include an inflation factor. The provost?s office shall include and clearly identify institutional overhead costs. Specifically, when tuition is shown as a source of revenue, any component of tuition returned to campus must be shown as an expense.

2. Program costs shall include both operating and capital start-up needs. Estimates of operating costs shall be based on the delivery of the courses and services defined for the program. Administrative costs shall be factored in. Program budgets shall be calculated in a realistic manner. For example, additional work generated by the operation, management, and oversight of a new program shall not be claimed to be absorbed into the workload of existing staff and faculty without an explanation of what other work will be reassigned or discontinued to make room for the new workload.

A proposal shall include a written statement from the dean verifying adequacy of resources to support the new program, as outlined in the program?s budget, and confirming that projected resources are reasonable.

L. Other Relevant Information

Campuses may include any other information deemed relevant to support new program proposals. The Board of Regents may request additional information pertinent to specific issues raised during their examination of new degree program proposals.

M. Reviewers Comments for Graduate and Professional Programs

A copy of the external evaluator's comments shall be included. Any changes that were made in response to the evaluation shall also be included. If program changes recommended by the evaluator are not being made, explain why.

The New Degree Proposal Template is attached as an appendix to this policy.

Glossary:

Coordinated Programs ? any program that spans two or more institutions.

Last revised: September 11, 2015

History:

Approved by the Board of Regents, February 20,1997, pg. 108-109, attachment 4. Revised August 12, 2004; and September 11, 2015

Attachments:
policy-4.j-new-degree-proposal-template-9-11-2015.pdf [2]
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[1] https://www.cu.edu/regents/policy-4j-policy-and-procedures-approving-new-degree-program-proposals
[2] https://www.cu.edu/doc/policy-4.j-new-degree-proposal-template-9-11-2015.pdf