

Faculty Senate Agenda

9/9/2024

3-4 p.m.

Mill 201

- I. Welcome and minutes
 - a. Review of 4/26/24 minutes: <https://mtech.edu/facultystaff/facultysenate/minutes/2024/minutes-4-26-24.pdf>
 - b. Faculty Introductions and Announcements

Action Items

- II. CRC Recommendations
 - a. Create BIOB 591 Phage Bioinformatics
 - b. Create M 162 Applied Calculus

Informational Items

- III. Update on the Research Faculty and Staff Policy and Procedures
- IV. Information from Access and Disability Services
 - a. Don't Cancel Class
 - b. Access Committee

Discussion Items

- V. Academic Calander proposals for the 25/26 and 26/27 academic years.
- VI. Course load proposal
- VII. Proposal for Research Faculty Policy revision
- VIII. For the Good of the Order

Curriculum Review Committee

9/6/24

2:00 pm

<https://us06web.zoom.us/j/81550496009>

Meeting ID: 815 5049 6009

Proposals:

	College	Program	Proposal	Vote
1	CLSPS	Biological Sciences	Create BIOB 570 – Phage Bioinformatics	
2	CLSPS	Mathematical Sciences	Add/Create M 162-Applied Calculus	

Officer Elections

Form Revisions

For the Good of the Order

MontanaTech Curriculum Change Request Form Dated December 23, 2022

- Establishing, re-titling, terminating or revising a campus certificate of 29 credits or fewer.
Required Documents:
 - Academic Proposal Request Form
 - Documents as listed under establishing a new course (see section 1)**
- Establishing a B.A.S./A.A./A.S. area of study. Required Documents:
 - Academic Proposal Request Form
 - Documents as listed under establishing a new course (see section 1)**
- Offering an existing postsecondary educational program via distance or online delivery. Required Documents:
 - Academic Proposal Request Form

3. OCHE Approvals **Level I** (must be approved by the VCAA and Chancellor prior to CRC submission):

Level I items are those requests for which the Board of Regents has fully designated approval authority to the institution or Commissioner of Higher Education. These requests are to be submitted for notification to or approval by Commissioner as Level I proposals. Level I proposals may be submitted to OCHE at any time by the flagship campuses or community colleges and will be processed on a rolling monthly schedule. The approval of such proposals will be conveyed to the Board of Regents at the next meeting of the board. Level I proposals include campus initiatives typically characterized by minimal costs, clear adherence to approved campus mission, and the absence of significant programmatic impact on other institutions within the MUS and community colleges. BOR Forms can be found using the following link:

<https://mus.edu/che/arsa/Forms/AcademicForms.html>

- Re-titling an existing postsecondary educational program. Required Documents:
 - Academic Proposal Request Form
- Terminating an existing postsecondary educational program.
 - Academic Proposal Request Form
 - Program Termination and Moratorium Form
- Consolidating existing postsecondary educational programs
 - Academic Proposal Request Form
 - Curriculum Proposal Form
 - Documents as listed under establishing a new course (see section 1)**
- Establishing a new minor where there is a major or an option in a major
 - Academic Proposal Request Form
 - Curriculum Proposal Form
 - Documents as listed under establishing a new course (see section 1)**
- Revising a postsecondary educational program
 - Curriculum Proposal Form
 - Academic Proposal Request Form
- Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
 - Academic Proposal Request Form
 - Documents as listed under establishing a new course (see section 1)**

4. Level II (must be approved by the VCAA and Chancellor prior to CRC submission):

Level II proposals require initial approval and comment by the Board of Regents through a Request to Plan prior to final review and approval by the Office of the Commissioner of Higher Education. These proposals entail more substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other MUS institutions and community colleges.

- Establishing a new postsecondary educational program

Protocol: The department requesting a curriculum change holds a discussion at the departmental level, and if agreed upon, the Department Chair, elevates the request to the Dean for approval. All changes to the catalog require CRC approval.

Final changes are made by the registrar after faculty senate approval and BOR approval, as needed.

See workflow document

<https://helpx.adobe.com/acrobat/how-to/convert-word-excel-paper-pdf-forms.html?set=acrobat--fundamentals--pdf-forms>

Guidance can be found at: <https://mus.edu/che/arsa/academicproposals.html>

Submission Requirements: All Submissions (checked by CRC):

- Electronic Copy (with the exception of signatures- no handwritten items)
- Completed CRC Form, with all Signatures and Attachments based on level of request (see below)
- Naming Convention as determined by CRC

LEVEL of Request

Please indicate the type of request(s) by selecting *all that apply*:

1. *Faculty Approvals (directly to CRC, then Faculty Senate):*

- Establish a new course for the catalog (please contact the Registrar of MUS CCN information) Required Documents:

- Course Number
- Course Outcomes
- Course Description
- Syllabus
- Curriculum Worksheet
- Pre-requisite or co-requisite

- Course Changes: addition, deletion or change of title, credit, course number, pre-req, description, or cross listing. Required Documents:

- Course Number
- Course Outcomes
- Course Description
- Syllabus
- Pre-requisites or co-requisites
- Existing Curriculum Worksheet
- New Curriculum Worksheet, with changes highlighted

- Amend an existing degree program. Making changes to programs such as adding a writing course to a major, changing the list of accepted electives or removing a requirement of a minor. Required Documents:

- Documents as listed under establishing a new course (as applicable)**
- Existing Curriculum Worksheet
- New Curriculum Worksheet, with changes highlighted

- Other (for those that are considered in this level but otherwise not listed):
-

2. *Campus Approvals Level I (must be approved by the VCAA prior to CRC submission):*

- Placing a postsecondary educational program into moratorium: Required Documents:

- Program Termination and Moratorium Form**
- Academic Proposal Request Form

- Withdrawing a postsecondary educational program from moratorium. Required Documents:

- Academic Proposal Request Form

Date March 25, 2024
Dept. Biology
Program _____

College CLSPS
CRC Representative _____

Description of Request: _____

The Biology Department would like to convert a special topics graduate-level bioinformatics course to a regular offering in the course catalog.

Current Course or Program Information: _____

BIOB591, Phage Bioinformatics (Special topics course)

Number (Assigned By CRC): _____

Proposed Change

Course #	Name	Credits	Pre-req. : Prerequisite BIOB 327, Phage Bioinformatics, Co or pre-requisite, BIOB 375 Genetics, or permission of instructor.
BIOB570	Phage Bioinformatics	3	

Learning Objectives: Students will learn and participate in the entire process of genome annotation. Students will learn and use web-based and on-site software to annotate a phage genome. Results will be captured and stored in digital notebook. The annotated genome will be prepared for submission to the University of Pittsburgh and GenBank at the end of the semester. A poster comparing phage genomes will be prepared for TechXpo, and/or a Genome Announcement paper will be prepared and submitted.

This should include what will appear in the catalog, exactly. New course require course outcomes listed in this area.

List of supporting documentation attached (See Level of Request for Requirements): _____

- Request to Plan (RTP)
- Academic Proposal Request Form
- Curriculum Proposal
- Fiscal Analysis Form
- Completed Intent to Plan Form
- Documents as listed under establishing a new course (see section 1)**
- Permanent authorization for a temporary C.A.S. or A.A.S degree program
 - Academic Proposal Request Form
 - C.A.S/A.A.S Curriculum Proposal
 - Fiscal Analysis Form
 - Completed Intent to Plan Form
 - Documents as listed under establishing a new course (see section 1)**
- Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
 - Academic Proposal Request Form
 - Documents as listed under establishing a new course (see section 1)**
- Forming, eliminating or consolidating an academic, administrative, or research unit
 - Academic Proposal Request Form
 - Curriculum or Center/Institute Proposal
 - Completed Request to Plan, except when eliminating or consolidating
 - Documents as listed under establishing a new course (see section 1)**
- Re-titling an academic, administrative, or research unit Permanent authorization for a temporary C.A.S. or A.A.S degree program
- Curriculum Proposal
- Completed Intent to Plan Form

Assessment Leading to Request

This course has been taught 2-3 times as special topics, BIOB591. It would be a useful addition for future Montana Technological University graduate-level students who intend careers in biomedicine.

Anticipated Impacts to “Other” Programs

This change will allow graduate students in diverse programs, including those pursuing certificates of degrees in Environmental Restoration, Chemistry, and Interdisciplinary Masters of Science, additional options for their course requirements.

Impact on Library: Marisa Pedulla _____ has consulted with Anne Kish _____ at the Montana Tech library to ensure needed materials and media are available. (Or No consultation is required since changes are only in the course number, course name, or course pre-requisites.)

Date to take effect (note that the earliest date is the next calendar year): January, 2025 _____

MontanaTech

Curriculum Change Request Form Dated December 23, 2022

APPROVALS

Department Head Approval

Date 4/5/24

A. K...

Dean Approval

Date 4/12/24

Katie Hailer

Joseph...

Graduate Council Approval

Date 8/25/24

K. J...

CRC Approval

Date _____

Faculty Senate Approval

Date _____

VCAA Approval (see below)

Date _____

Chancellor Approval (see below)

Date _____

Supplementary information regarding CRC request for graduate-level Phage Bioinformatics course addition.

Proposed Course Number: BIOB 570

Course Outcomes: The course will result in annotation of recently sequenced bacteriophage genomes, including submission of the completed annotated genomes to phagesdb.org. Students will learn and participate in the entire process of genome annotation. Students will learn and use web-based and on-site software to annotate a phage genome. Results will be captured and stored in digital notebook. The annotated genome will be prepared for submission to Pitt and GenBank at the end of the semester. A poster comparing phage genomes will be prepared for TechXpo, and/or a Genome Announcement paper will be prepared and submitted.

Course Description: The course will result in annotation of recently sequenced bacteriophage genomes, including submission of the completed annotated genomes to phagesdb.org. Students will learn and participate in the entire process of genome annotation. Students will learn and use web-based and on-site software to annotate a phage genome. Results will be captured and stored in digital notebook. The annotated genome will be prepared for submission to Pitt and GenBank at the end of the semester. A poster comparing phage genomes will be prepared for TechXpo, and/or a Genome Announcement paper will be prepared and submitted.

Course Syllabus: See appended syllabus.

Curriculum Worksheet: This course will fulfill "Biology electives" for advanced Cellular and Molecular Biology undergraduate students, and benefit graduate students in diverse disciplines, particularly applicable for IMS students, as well as students in Restoration certificate and Environmental Engineering. Please see appended Cell and Molecular Biology Curriculum Worksheet

Pre-requisite or co-requisite: Prerequisite BIOB 327, Phage Bioinformatics, Co or pre-requisite, BIOB 375 Genetics, or permission of instructor.

Montana Tech

Bioinformatics BIOB 591: Graduate Phage Bioinformatics

Spring 2024

Course Time/Location Weekly on Zoom, most work done out of class

Instructor:

Marisa Pedulla, Ph.D.

Office: 214 CBB

Email: MPedulla@mtech.edu

Office Hours: Monday 11-12, Weds., Fri 9-10 <https://us06web.zoom.us/j/84813206351>

Text: *Papers from the literature. SEA-PHAGES Bioinformatics Guide,*
<https://seaphagesbioinformatics.helpdocsonline.com/home>

Learning Objectives: Students will learn and participate in the entire process of genome annotation. Students will learn and use web-based and on-site software to annotate a phage genome. Results will be captured and stored in digital notebook. The annotated genome will be prepared for submission to Pitt and Genbank at the end of the semester. A poster comparing phage genomes will be prepared for TechXpo, and/or a Genome Announcement paper will be prepared and submitted.

GRADING

The course will result in annotation of recently sequenced bacteriophage genomes (Totinger and Anedeia), including submission of the completed annotated genomes to phagesdb.org. Weekly meeting participation and notebook updates are required. Students with previous annotation experience can propose independent projects of bioinformatic comparisons. Other sequenced phages may be investigated.

Grading Weighting/Points Available

Completion of gene predictions/Comparisons	300
DNA Master File/Lab Notebook Maintenance (13X30.77pts/wk available)	400
Final Reports and Submission	200
TechXpo or Genome Announcement Paper	300
<u>Total</u>	1200

Grade	Percent of 1200 total points	Points
A	94 and above	1128 and above
A-	90-93	1080-1127
B+	87-89	1044-1079
B	84-86	1008-1043
B-	80-83	960-1007
C+	77-79	924-959
C	74-76	888-923
C-	70-73	840-887
D+	67-69	804-839
D	64-66	768-803
D-	60-63	720-767
F	59 or below	719 or below

Syllabus (likely to be modified!)

Week of	To be Covered	Points Available
January 8,	Mol Bio Background/Software/Computer Set-Up	
	Introduction to Genome Annotation/Notebooks	
January 15	Project Proposal and Genome/Comparison Assignment	30.77 Notebook
January 22	Annotation/Comparison	30.77 Notebook
January 29	Annotation/Comparison	30.77 Notebook
February 5	Annotation/Comparison	30.77 Notebook
February 12	Annotation/Comparison	30.77 Notebook
February 19	Annotation/Comparison	30.77 Notebook
February 26	Annotation/Comparison	30.77 Notebook
March 5	Annotation/Comparison/ TechXpo Register	30.77 Notebook
March 12	Annotation/Comparison	30.77 Notebook
March 19	Spring Break	N/A
March 26	Finish Annotations, Abstract	30.77 Notebook
April 1	Genome Comparisons and Figures	30.77 Notebook
April 8	Finalize files for submission, Work on poster/paper	30.77 Notebook+300 Gene Calls
April 15	Submit files, work on poster/papers	30.77 Notebook+200 File Sub.
April 22	TechXpo Presentation 4/25 Or Genome Announcement Paper	300

Notebooks are due by email attachment (not link!) each FRIDAY at NOON!!!

(This syllabus may be updated or modified during the semester. Current as of 1-23-18)

Course Expectations & Policies

1. You are expected to take an active part in your learning.
2. You are expected to make progress on the genomes each week
3. If you cannot attend class, let me know as soon as possible
4. **Any student found cheating or plagiarizing (including any use of ChatGPT) will receive a minimum penalty of an F grade on that assignment, may be dropped from the course with an F grade and will be referred to the Academic Standards Committee.**
5. I expect you to work hard, participate and do well.

For students with Disabilities

Students with disabilities who may need accommodations in this class should contact a Montana Tech Disability Coordinator (X4428) for a letter authorizing the necessary accommodations and make an appointment to see me.

“Montana Tech provides reasonable accommodations to students who are registered with Disability Services. If you have been diagnosed with or believe you may have a disability, contact Disability Services to discuss accommodations, access needs, and obtain an Accommodation Letter. You can reach the Disability Services Coordinator via email at sgoodell@mtech.edu, by phone at 406-496-4428, or in person in the Academic Center for Excellence (ACE) within the Student Success Center (SSC). All services are confidential. Once you have received your letter, please meet with me to discuss your access needs.”

Montana Tech Academic Misconduct Policy:

It is the shared responsibility of Faculty, Staff and Administrators to attempt to take reasonable precautions to prevent and discourage academic dishonesty. Additionally, it is a duty of Faculty, Staff and Administrators to report charges of academic dishonesty.

Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. Plagiarism: Representing another person's words, ideas, data, or materials as one's own.
2. Misconduct during an examination or academic exercise: Copying from another student's paper, consulting unauthorized material, giving information to another student, collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.
3. Unauthorized possession of examination or other course materials: Acquiring or possessing an examination or other course materials without authorization by the instructor.
4. Tampering with course materials: Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer equipment or programs, or other course materials.
5. Submitting false information: Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.
6. Submitting work previously presented in another course: Knowingly making such submission in violation of stated course requirements.
7. Improperly influencing conduct: Acting calculatedly to influence an instructor to assign a grade other than the grade actually earned.
8. Substituting, or arranging substitution, for another student during an examination or other academic exercise: Knowingly allowing others to offer one's work as their own.
9. Facilitating academic dishonesty: Knowingly helping or attempting to help another person commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.
10. Altering transcripts, grades, examinations, or other academically related documents: Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any material relevant to academic performance, enrollment, or admission, or causing falsification or misrepresentation of any of the above.

If the student denies the charge(s) and/or does not accept the academic penalty imposed by the course instructor and/or the Dean of Students, the student may appeal to the Academic Standards Committee. A request for appeal with supporting evidence must be presented in writing to the Provost for Academic Affairs within ten (10) working days after the student is informed by the instructor of the imposed academic penalty or within ten (10) working days after receiving the notice of a University sanction from the Dean of Students, whichever occurs later.

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4. Level II (*must be approved by the VCAA and Chancellor prior to CRC submission*):

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- Completed Intent to Plan Form

Date _____

Dept. _____

Program _____

College _____

CRC Representative _____

Description of Request: _____

Current Course or Program Information: _____

Number (Assigned By CRC): _____

Proposed Change

Course #	Name	Credits	Pre-req.
<p>This should include what will appear in the catalog, exactly. New course require course outcomes listed in this area.</p>			

List of supporting documentation attached (See Level of Request for Requirements):

Assessment Leading to Request**Anticipated Impacts to “Other” Programs**

Impact on Library: _____ has consulted with _____ at the Montana Tech library to ensure needed materials and media are available. (Or No consultation is required since changes are only in the course number, course name, or course pre-requisites.)

Date to take effect (note that the earliest date is the next calendar year): _____

APPROVALS

Department Head Approval

Date 3/27/24

Hilary Smith Risser

Dean Approval

Date 8/20/24

Graduate Council Approval

Date _____

CRC Approval

Date _____

Faculty Senate Approval

Date _____

VCAA Approval (see below)

Date _____

Chancellor Approval (see below)

Date _____

Syllabus

M 162: Applied Calculus

3 credits

Course description:

Introductory course surveying the principal ideas of differential and integral calculus with emphasis on applications and computer software. Devising and analyzing mathematical models in discrete and continuous settings. Intended primarily for students who do not plan to take higher calculus.

Topics: Modeling with linear and exponential logarithmic functions; sine and cosine functions; logistic function; definition and interpretation of the derivative and the definite and indefinite integrals; methods of differentiation and integration; graphing with the first and second derivatives; solving basic differential equations; slope fields; equilibrium solutions; devising and analyzing mathematical models using calculus and differential equations

Instructor: Dr. Laurie Battle

Prerequisites: Appropriate placement score or one of M 121 (College Algebra) or M 151 (Precalculus).

Learning Outcomes:

- Use calculus as a tool for solving applied problems;
- Evaluate and graph the sine and cosine functions;
- Understand the meaning of the derivative and demonstrate basic techniques of differentiation;
- Understand the meaning of the indefinite and definite integral and demonstrate basic techniques of integration;
- Devise and analyze basic mathematical models using differential and difference equations;
- Use mathematical software as a tool for analyzing applied calculus problems

Textbook: Hughes-Hallett et al., Applied Calculus, 7-th ed., John Wiley & Sons, Inc., 2014

Grading policy: The course grade will be determined as follows:

- Homework: 10%
- Projects: 20%
- Three exams: 15% each
- Final exam: 25%

V. Academic Calendar

Trying to get ahead of this, as the next academic year always seems to be asked about as soon as fall term starts. Can I get on the first agenda for the fall faculty senate meetings please?

I would like to get a Faculty Senate recommendation to the Provost for the next **2** academic years. I have attached the calendars.

Relevant policies:

[BOR Policy 305.2 \(mus.edu\)](#)

[BOR Policy 306 \(mus.edu\)](#)

Financial aid regs related to academic calendar requirements –

[Academic Years, Academic Calendars, Payment Periods, and Disbursements | 2023-2024 Federal Student Aid Handbook](#)

[eCFR :: 34 CFR 668.3 -- Academic year.](#)

According to [NWCCU](#):

Academic Calendar

A chronology of dates for a scheduled period of instruction which includes an institution's dates for class registration, additions and deletions to course schedules, beginning and ending for the term of instruction, institutionally-scheduled examinations, and deadline for applications for graduation.

Academic Credit

Credit applicable toward a degree or credential at the institution awarding it, accepting it on transfer, or acknowledging equivalency from learning experience adequately substantiated. See Credit, Unit of.

All proposed fall/spring terms are 15 instructional weeks plus a finals week.

Summer terms will have key dates calculated without the use of Fridays (i.e. 3rd, 5th, 10th, etc. days of the term)

Here are my thoughts/recommendations:

Fall 2025 – recommend 8/25 – 12/12

74 instructional days

Faculty contract begin August 16 – gives one full week before fall term start

A shift a week later runs the grading and end of term processing into Christmas

Spring 2026 – recommend 1/12 to 5/8

77 instructional days

Give staff one full week (after holiday break) to assist students and campus partners before the term begins

Gives faculty, staff, and students 3 full weeks before summer term starts

Spring 2026 – also possible 1/20 to 5/15

77 instructional days

Later finish in mid-may and only gives 2 weeks between spring and summer

Summer 2026 – recommended 6/1 to 8/7

10 weeks split into two five week sessions at 7/2 & 7/6

Summer 2026 – also possible 5/26 – 7/31

10 weeks split into to five week sessions at 6/26 & 6/29

This is only possible if spring 2026 ends 5/8

Fall 2026 – recommend 8/24 to 12/11

75 instructional days

Faculty contract begin August 16 – gives one full week before fall term start

A shift a week later runs the grading and end of term processing into Christmas

Spring 2027 – recommend 1/11 to 5/7

77 instructional days

Give staff one full week (after holiday break) to assist students and campus partners before the term begins

Gives faculty, staff, and students 3 full weeks before summer term starts

Spring 2027 – also possible 1/19 to 5/14

77 instructional days

Gives faculty, staff, and students 2 weeks before summer term starts

Summer 2027 – recommend 6/1 to 8/6

10 weeks split into to five week sessions at 7/2 & 7/6

Only 2 weeks between summer and fall 2027, can't shift later

Shifting earlier (before memorial day) is not normal for this campus but possible(??) If anyone feels a strong need to explore this option?

January						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2025 Holidays for United States

- Jan 1 New Year's Day
- Jan 20 Martin Luther King Jr. Day
- Feb 14 Valentine's Day
- Feb 17 Washington's Birthday
- Mar 17 St. Patrick's Day
- Apr 15 Tax Day
- Apr 20 Easter Sunday
- Apr 23 Administrative Professionals Day

- May 11 Mother's Day
- May 26 Memorial Day
- Jun 15 Father's Day
- Jun 19 Juneteenth
- Jul 4 Independence Day
- Sep 1 Labor Day
- Oct 13 Columbus Day
- Oct 31 Halloween

- Nov 11 Veterans Day
- Nov 27 Thanksgiving Day
- Nov 28 Day after Thanksgiving Day
- Dec 24 Christmas Eve
- Dec 25 Christmas Day
- Dec 31 New Year's Eve

8/25 - 12/12 = 74 instructional days

1/12 to 5/8 = 77 instructional days

*1/20 to 5/15 = 77 instructional days
* only 2 week to summer 2026*

January						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Spring Break

April						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

8/24 to 12/11 = 75 instructional days

2026 Holidays for United States

- Jan 1 New Year's Day
- Jan 19 Martin Luther King Jr. Day
- Feb 14 Valentine's Day
- Feb 16 Washington's Birthday
- Mar 17 St. Patrick's Day
- Apr 5 Easter Sunday
- Apr 15 Tax Day
- Apr 22 Administrative Professionals Day

- May 10 Mother's Day
- May 25 Memorial Day
- Jun 19 Juneteenth
- Jun 21 Father's Day
- Jul 3 Independence Day (substitute day)
- Jul 4 Independence Day
- Sep 7 Labor Day
- Oct 12 Columbus Day

- Oct 31 Halloween
- Nov 11 Veterans Day
- Nov 26 Thanksgiving Day
- Nov 27 Day after Thanksgiving Day
- Dec 24 Christmas Eve
- Dec 25 Christmas Day
- Dec 31 New Year's Eve

1/11 to 5/7 = 77 instructional days

1/19 to 5/14 = 77

January						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February						
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	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Spring break
mini break

April						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July						
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				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September						
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			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October						
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					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December						
S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2027 Holidays for United States

- Jan 1 New Year's Day
- Jan 18 Martin Luther King Jr. Day
- Feb 14 Valentine's Day
- Feb 15 Washington's Birthday
- Mar 17 St. Patrick's Day
- Mar 28 Easter Sunday
- Apr 15 Tax Day
- Apr 21 Administrative Professionals Day
- May 9 Mother's Day

- May 31 Memorial Day
- Jun 18 Juneteenth (substitute day)
- Jun 19 Juneteenth
- Jun 20 Father's Day
- Jul 4 Independence Day
- Jul 5 Independence Day (substitute day)
- Sep 6 Labor Day
- Oct 11 Columbus Day
- Oct 31 Halloween

- Nov 11 Veterans Day
- Nov 25 Thanksgiving Day
- Nov 26 Day after Thanksgiving Day
- Dec 24 Christmas Day (substitute day), Christmas Eve
- Dec 25 Christmas Day
- Dec 31 New Year's Day (substitute day), New Year's Eve

VI. Course Load

For faculty senate agenda this fall - the lack of a definition of a full course load as well as dubious excuses to overload faculty w/o paying us for same remains an issue.

One of the latest is a claim that if you had one student give a 15-minute presentation in your lecture class, then the whole lecture class shouldn't count for you as part of your teaching load! This would apparently include if your class got shanghaied for a teaching or research presentation for an interviewee or a student presented an internship or brief research presentation.

I think we need to clearly define this as policy in the faculty staff handbook:

1. A full faculty teaching load, above which regular full-time faculty of any academic rank are paid overload pay. Recommend 9 credit/contact hours, with 1 contact hour = 1 credit hour of lecture or 0.5 credit hours of lab lasting at or more than 100 minutes per week.
2. Given the mix of 1, 2, 3, and 4cr classes, allow perhaps no more than 18 credits in an academic year, thus a 9 & 9 or an 8 & 10 are allowed, but not beyond that.
3. Clearly indicate that having guest lecturers, student presentations, interview presentations, etc. shall not diminish "workload credit" for lecturing the course. It's up to departments to be sure that a course has enough rigor and reasonable work involved.
4. Also define a student-credit hour limit and make that an overload criterion as well. Recall that many years ago, MT Tech's administration admitted (in the Montana Standard!) that one faculty member had only taught a total of 8 students. This would be (assuming 3cr classes) $8 \times 3 = 24$ student-credit hours. I've had as much as >500 student-credit hours and many others likewise. When I started here, departments balanced teaching loads, usually a mix of lower attendance upper level and higher attendance service courses such that faculty student-credit hour counts evened out, if not in a given semester, then in a given academic year. I recommend overload pay for over 300 student-credit hours. This would force programs to balance teaching loads and the mix of courses taught by faculty.
5. No "zero credit hour" courses. There was a time when freshman engineering had some faculty overloaded with students in a "zero credit lab class" which required considerable time and effort, but for which they were told they received no teaching credit. This ended a few years after I started for that course, but likely remains an issue or temptation. If you spend time and effort, you are credited for that time and effort.

If we don't get this as policy the exploitation will continue.

Matt Egloff, PE

VII. Proposed Revision

Category 1: Research Faculty

General requirements for each Research Faculty position are described below.

~~Departments must establish requirements for research productivity for all levels consistent with both University and sponsor expectations. Department standards will be reviewed by dept faculty and heads, deans, VCR/Provost, and finally, the Chancellor. A compilation of Dept standards will be kept on file by the VCR. A template for Dept. standards will be provided by the VCR upon request. Standards for research faculty shall be developed by the research office and shall be approved by the same process as department unit standards. They shall assess performance only on the area of research.~~

Comment: This policy cannot direct other FSH policy such as revising department standards. Research faculty should NOT be assigned to departments/programs. Rather they should be under the authority of the research office and their chain of command passing from the research office through a PI.

~~**Research Assistant Professors Faculty** are, upon entry, required to hold an earned Ph.D. in a relevant technical field and have authored at least three peer-reviewed publications, which ~~should~~ **SHALL** include journal articles or equivalent research contributions, ~~with equivalency established by departmental standards.~~ Further, they should have experience as an author or co-author of grant proposals, have served as an advisor or mentor to B.S., M.S., or Ph.D. students, ~~or have taught at least three credits of upper level or graduate level courses.~~~~

Comment: This is NOT intended to be a career position and shall not have rank/promotion opportunity. "should" is not affirmative language, "shall" is affirmative language. Department standards shall not apply since "research faculty" shall not report to departments/programs nor be assessed by them or their standards. They shall be assessed by the research office and under standards established by the research office. It is not intended that research faculty be assigned any teaching duties. This undermines tenured and tenure track career faculty. They are being hired to engage in research and that is all they should do. At most, they may be assigned to "fill in" for tenured/tenure-track career faculty when those are away at conferences and such.

~~**Research Associate Professors** appointment to the role of Associate Research Professor requires four years of prior experience as an Assistant Research Professor or equivalent, along with demonstrated research achievements, as gauged by peer evaluation. Typical research achievements expected for this rank include peer-reviewed publications, grant writing, a demonstrated funding record as PI or co-PI, mentoring of junior researchers and/or students, and active service to the profession. Independent intellectual contribution to the research publications should be evident. The typical publication record will be established by the host department, per their department standards.~~

~~**Research Professors** will typically have held the position of Associate Research Professor for five years (or equivalent for external candidates), with a cumulative~~

publication and service record that has led to national prominence. Specific numbers of cumulative publications should be further specified by departmental standards. Quantity, quality, and impact of publications should be considered. Demonstrated mentorship of Ph.D. students or postdoctoral researchers is required. Research Professors will typically act as PI on grants or contracts that fully secure their annual salary coverage, along with additional research support personnel.

Distinguished Research Professors are individuals with a terminal degree and a distinguished track record of quantity, quality, and impact of the publications (or equivalency, as established by the departmental standards), external funding, service, and mentorship that has led to national and/or international prominence. This position is typically reserved for exceptional candidates, after nomination by a current faculty member, review and recommendation by the Dean's Council, and approval by the Chancellor. The Dean's Council will establish benchmarks for this position to ensure consistency. The ability to generate externally funded research projects that fully fund their salary and additional research personnel is expected, but not sufficient to qualify for this role.

Comment: Nothing prevents a new contract at higher pay if warranted. No rank. These are not career positions.

Hiring & Oversight: Research faculty conduct work of an autonomous nature, and are thus typically salaried professionals. These positions will be well advertised and filled through a competitive search process, as outlined in published campus staffing procedures. These positions cannot be combined with partial appointments with tenure-track positions, as this scenario is covered by University buyout policy.

Before hiring research faculty, the research office shall contact all tenure-track career faculty concerning the opportunities and shall determine and assert that none can perform the intended research duties in whole or in part. A research faculty position shall only be advertised and hired if all or a sufficient part of the research work cannot be accomplished by tenure-track career faculty.

Research faculty will typically be employed on 12-month contracts, with grant and/or IDC-funding, subject to BOR 711.3 and other published campus policies. Shorter appointments are possible, upon case-by-case negotiation with both the PI, the department head, subject to campus staffing policies. Consistent with BOR policy 711.3, research faculty may be eligible for multi-year contracts, contingent upon pre-identification of available funds for the length of the contract.

Comment: Career tenure track faculty have right of first refusal on research opportunities. We have too much faculty turnover, and in significant part due to recently hired and even senior faculty being shut out of research opportunities that they are qualified and capable of contributing to.

Promotion and Transfer: Promotion criteria to an increasing rank within Category 1 will be established by departmental standards, and follow the standard promotion procedure for the academic unit. Departmental standards, at minimum, must be

consistent with University policy for Category 1 ranks. Tenure track faculty with active research grants that will support their salary may apply to their department head for transfer to a Category 1 position, transfer will typically be at equivalent rank. Exceptional transfer candidates at the rank of Professor may be nominated by the department head for Distinguished Research Professor, with subsequent review and approval as specified above. When accepted, the department head will initiate the job reclassification. Sabbatical and emeriti policies do not apply. **Salaries:** Salary bands for professional appointments will be established by HR. These salary bands will be shared with the director of sponsored programs for use in the preparation of proposal budgets, to ensure that the expectations of the grant as communicated to the sponsor will be met.

Research faculty members in non-tenurable positions can receive salary increases and promotions on the basis of assigned activity consistent with the requirements of Unit Standards, and contingent upon available funding. Such increases cannot come from the pools established by the Collective Bargaining Agreement (CBA) for regular faculty. Any recommended salary increase beyond the salary floors (minimums, as set by HR) requires approval and the identification of funding by the Dean, the VCR, and/or the Provost.

Comment: No promotion. These are temporary, non-career track, appointments.

Appointment Level: The majority 60% Total Effort) of the salary of research faculty ~~should~~ shall be covered by awarded grants, for which the candidate may or may not serve as PI. If the % Total Effort salary threshold defined in the letter of appointment is not achieved, employment may be terminated and the individual must apply for reinstatement. Part-time appointments may also be considered. On a case-by-case basis, research faculty may explore with the Vice Chancellor of Research various means to sustain funding in the event of a funding gap or fluctuation in funding levels.

Teaching: Teaching duties by research faculty are at the discretion of the home department, the individual, and the dean. When applicable, the teaching duties will be specified in the annual contract at the individual's base salary. Otherwise, adjunct rates will be used as overload. Adjunct rates do not apply for part time research faculty. All department standards must be consistent with CFR 200.430(h)(2) (Institutional Base Salary) or CFR 200.430(h)(4) (Extra Service Pay) in consultation with the VCR and Provost. Research faculty shall not be assigned as instructor of record for any course. Research faculty may guest lecture courses on a limited basis.

Comment: We will not be supplanting career tenure track instructional faculty by temporary faculty. We will not even be hiring research faculty if existing career tenure track faculty, tenured or not, are capable of performing that research.

Research Faculty Policy as revised reads as follows:

Category 1: Research Faculty

General requirements for each Research Faculty position are described below. Standards for research faculty shall be developed by the research office and shall be approved by the same process as department unit standards. They shall assess performance only on the area of research.

Research Faculty are, upon entry, required to hold an earned Ph.D. in a relevant technical field and have authored at least three peer-reviewed publications, which shall include journal articles or equivalent research contributions. Further, they should have experience as an author or co-author of grant proposals, have served as an advisor or mentor to B.S., M.S., or Ph.D. students.

Hiring & Oversight: Research faculty conduct work of an autonomous nature, and are thus typically salaried professionals. These positions will be well advertised and filled through a competitive search process, as outlined in published campus staffing procedures. These positions cannot be combined with partial appointments with tenure-track positions, as this scenario is covered by University buyout policy.

Before hiring research faculty, the research office shall contact all tenure-track career faculty concerning the opportunities and shall determine and assert that none can perform the intended research duties in whole or in part. A research faculty position shall only be advertised and hired if all or a sufficient part of the research work cannot be accomplished by tenure-track career faculty.

Research faculty will typically be employed on 12-month contracts, with grant and/or IDC-funding, subject to BOR 711.3 and other published campus policies. Shorter appointments are possible, upon case-by-case negotiation with both the PI, the department head, subject to campus staffing policies. Consistent with BOR policy 711.3, research faculty may be eligible for multi-year contracts, contingent upon pre-identification of available funds for the length of the contract.

Appointment Level: The salary of research faculty shall be covered by awarded grants, for which the candidate may or may not serve as PI. If the % Total Effort salary threshold defined in the letter of appointment is not achieved, employment may be terminated and the individual must apply for reinstatement. Part-time appointments may also be considered. On a case-by-case basis, research faculty may explore with the Vice Chancellor of Research various means to sustain funding in the event of a funding gap or fluctuation in funding levels.

Teaching: Research faculty shall not be assigned as instructor of record for any course. Research faculty may guest lecture courses on a limited basis.