

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

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

**AGENDA**  
**Faculty Council Meeting**  
**Tuesday, November 7, 2017 – 4:00 p.m. – A201 Clark**

**November 7, 2017 FACULTY COUNCIL AGENDA ITEMS:**

**I. Faculty Council Agenda – November**

1. Next Faculty Council Meeting – December 5, 2017 – A201 Clark – 4:00 p.m.
2. Executive Committee Meeting Minutes located on the FC website – September 12, 19 and 26, 2017; October 10, 2017  
[\(http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/\)](http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/)

**B. MINUTES TO BE APPROVED**

1. Faculty Council Meeting Minutes – October 3, 2017 (pp. 4-23)

**C. UNFINISHED BUSINESS**

1. Proposed revisions to the *Academic Faculty and Administrative Professional Manual* – Section K Resolution of Disputes – CoRSAF (pp. 24-67)
2. Proposed revisions to Section E.12.1 Teaching and Advising of the *Academic Faculty and Administrative Professional Manual* – CoTL (pp. 68-70)
3. Proposed revisions to Section I.8 Student Course Survey of the *Academic Faculty and Administrative Professional Manual* – CoTL (pp. 71-72)
4. Elections – Graduate Student Representatives on Standing Committees (p. 73)
5. Elections – Undergraduate Student Representatives on Standing Committees (p. 74)

**D. REPORTS TO BE RECEIVED**

1. Provost/Executive Vice President – Rick Miranda
2. Faculty Council Chair – Tim Gallagher
3. Board of Governors Faculty Representative – Margarita Lenk (pp. 75-76)

**E. CONSENT AGENDA**

1. UCC Minutes – September 22 and 29, 2017; October 6, 13 and 20, 2017 (pp. 77-89)
2. Approval of Fall Degree Candidates (p. 90)
3. New CIOSU: Colorado Water Center at CSU – CUP (pp. 91-100)
4. New CIOSU: One Water Solutions Institute – CUP (pp. 101-107)

**F. ACTION ITEMS**

1. Proposed revisions to the Academic Calendar – Fall Semester 2022 through Summer 2024 (pp. 108-111)
2. New Degree: MS in Ecosystem Sustainability, Plan A, be established *effective Fall 2018* in the Department of Ecosystem Science & Sustainability, Warner College of Natural Resources – UCC (pp. 112-124)
3. New Degree: Ph.D. in Ecosystem Sustainability – *effective Fall 2018* in the Department of Ecosystem Science & Sustainability, Warner College of Natural Resources - UCC (pp. 125-137)
4. New Degree: MA (Plan B) in Counseling and Career Development be established *effective Fall 2018* in the School of Education, College of Health and Human Services – UCC (pp. 138-144)
5. New Degree: Bachelor of Sciences (BS) in Data Science be established *effective Fall 2018* in the College of Natural Sciences – UCC (pp. 145-148)
6. Proposed revisions to the *Graduate and Professional Bulletin* – Scholastic Standards and Application: US Citizens or Permanent Residents – CoSRGE (pp. 149-151)

**G. DISCUSSION**

None.

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

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

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

**MINUTES**  
**Faculty Council Meeting**  
**October 3, 2017– 4:00 p.m. – A201 Clark**

**CALL TO ORDER**

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

**ANNOUNCEMENTS**

1. Next Faculty Council Meeting – November 7, 2017 – A201 Clark – 4:00 p.m.

Gallagher announced that the next Faculty Council meeting would be held on November 7, 2017 at 4:00 p.m. in A201 Clark.

2. Executive Committee Meeting Minutes located on FC website –  
 August 15, 2017; August 22, 2017

(<http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/>)

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

**MINUTES TO BE APPROVED**

1. Faculty Council Meeting Minutes – September 5, 2017

By unanimous Faculty Council consent, the minutes of the September 5, 2017 Faculty Council meeting were approved. The minutes will be placed on the Faculty Council website.

Karen Barrett motioned to amend the minutes. Barrett stated her focus was really on resources given to departments rather than the college. The college didn't get the resources, even if there is a particular unit within the college that has that need.

Antonio Pedros-Gascon (CLA At-Large): page 9 faculty not faculty council.

**UNFINISHED BUSINESS**

1. Faculty Council Standing Committee Elections – Committee on Faculty Governance

Steve Reising, Co-Chair, Committee on Faculty Governance moved to elect the following faculty to three-year terms on Faculty Council Standing Committees, effective July 1, 2017.

**COMMITTEE ON NON-TENURE FACULTY**

		<b>Term Expires</b>
<b><u>C.W. MILLER</u></b>	CVMBS	2020
(Nominated by Committee on Faculty Governance)		
<b><u>MARY VAN BUREN</u></b>	CLA	2020
(Nominated by Committee on Faculty Governance)		

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

<b><u>HONG MIAO</u></b>	CoB	2020
(Nominated by Committee on Faculty Governance)		

Gallagher asked if there were other additional nominations from the floor.  
Hearing none, Gallagher closed the nominations.

All faculty members were elected to a three-year term beginning July 1, 2017 through June 30, 2020.

2. University Committee Elections

Steve Reising, Co-Chair, Committee on Faculty Governance, moved that Faculty Council elect the following faculty to the University Committee – Grievance Panel:

**BALLOT**  
**University Committee Nominations**  
**GRIEVANCE PANEL**  
**3-year term**  
**October 3, 2017**

<b><u>MICHAEL GROSS</u></b>	CoB	2020
(Nominated by Committee on Faculty Governance)		

Gallagher asked if there were any additional nominations from the floor. Hearing none, Gallagher closed the nominations.

Gross was elected to a three-year term beginning July 1, 2017 through June 30, 2020 on the Grievance Panel.

## **REPORTS TO BE RECEIVED**

### 1. President – Tony Frank

Frank reported on the following:

President Frank started by saying he believes that the issue of balancing free speech with an inclusive environment is the biggest challenge we are facing right now. Faculty Council Chair Gallagher has been very active in the free speech discussions. A recent study from the Brookings Institute shows that 30% of college age men believe that violence is an acceptable response to hateful speech. We need to make sure there is no gap in our commitment to free speech and that we also embrace an inclusive campus. Free speech policies will be addressed at the Board of Governors meeting so that we anticipate challenges that might occur in the weeks and months to come.

The State legislative front is fairly quiet at the moment. Higher education related legislation is likely to be proposed during the upcoming session and it will be monitored closely. But for the first time, the Colorado Futures Center sees a fairly stable next decade, which would mean modest growth in state revenue and so the on-going defunding of higher education seems to have slowed down.

On the federal level, Secretary DeVoss rescinded the “Dear Colleague” letter related to title IX but we’re not sure what this will mean. “Preponderance of evidence” standard may give way to a “clear and convincing evidence” standard, which wouldn’t rise to the standard of “beyond a reasonable doubt” but has yet to be defined. The President’s R&D budget hasn’t gained much traction. This is good news for federal R&D budgets. The university will be monitoring the DACA issue very closely. Frank met with around 100 of these students who grew up without benefit of citizenship and then were offered the DACA opportunity, but now are seeing this shut off in a disruptive manner as the program terminates on March 1.

On the University front, Frank is starting his 10<sup>th</sup> year shortly. Frank felt that 10 years is a good block of time to ask where have we made progress and where not. Enrollment is up, graduation rates are up, diversity up, 1<sup>st</sup> generation up, gaps around ethnicity have declined, student debt levels have gone up--with default rates among the lowest in the country. High employment, student satisfaction and alumni participation going up while national trends going down.

Philanthropy campaign is going well. Research funding also good. NIH and NSF potential declines could require action. Five or six counties that opted out of extension have opted back in. International enrollment has been high, although there are concerns about the future.

Areas where we struggle--control of benefits costs; salaries (especially in CLA); and enrollment growth met with increases in NTTF.

Questions:

Mary Meyer (Statistics): Meyer challenges the validity of the Brookings Institution survey. Meyer compared the funding for academic programs to athletic programs and shared her analysis of the funding levels.

Frank: Frank commented on the sources of data analyzed and said that regardless of that technical issue, he would phrase the problem differently--have we prioritized effectively? Are we prioritizing academics properly? Frank argued that academic budgets have grown in excess of enrollment plus inflation and that the amount that would be returned to academics if athletics were eliminated would not substantively change the academic budget situation.

Marie Legare (CVMBS): Legare argued that administrative costs and rise in administrator salaries seem excessive contrasted to working conditions in her college (CVMBS). She argued more funds should be put into aging academic facilities.

Frank: Frank responded that administrative salary expenditures are in line with other institutions and that increases have been related primarily to things like student advisors that are actually academically related. He agreed that work remains to be done of campus facilities.

Mary Meyer (Statistics): Meyer commented that \$153M of funding in the education & general fund budget isn't going to the colleges and asked where this money is going?

Frank replied he wasn't able to address that in detail off the cuff and an answer would be provided.

Robert Keller (Economics): Keller questioned the way that athletic scholarship funding is accounted for.

Frank responded that the manner in which CSU accounts for the scholarships is routine and frequently audited.

Antonio Pedros-Gascon (CLA At-Large): Pedros-Gascon argued that parking rate increases have been driven up by the need for new parking facilities to support the new stadium.

Frank responded that nothing about the stadium construction was tied to the parking plan, which was already happening and stated that the idea that the stadium has driven the parking plan is incorrect.

Doug Cloud (English): Cloud asked where the revenue from parking on football weekends goes. Does athletics collect the revenue?

Frank: We collect the revenue but he did not know if a portion was returned to Parking Services.

Frank's report was received.

## 2. Provost/Executive Vice President – Rick Miranda

Miranda reported on the following:

Tomorrow at Council of Deans – discussion of several new degree proposals. The process starts with preparation of a preliminary proposal (more addressing the question of Should We Do It), followed by a comprehensive proposal (addressing the can we do it question). Five preliminary ones will be reviewed tomorrow (professional doctorate in systems engineering is one example) and four comprehensive proposals (Ph.D. in Watershed Science is one).

There has been an exciting development over the past year plus, which heated up this summer, and meetings over last month—the possibility of creating a medical school cohort in cooperation with Anschutz. They are interested in having a cohort of medical students from CU-Anschutz up here at CSU. Likely we would offer first- and second- year courses, with clinical rotations in 3<sup>rd</sup> and 4<sup>th</sup> year. Likely focused on rural medicine. We already have many cooperative relationships with them and this would enlarge that.

Student Success Initiative 2: Six teams are in the process of sending forward recommendations to increase retention and improve learning. SSI-1 primarily focused on expanding and training our advising corps. SSI-2 focuses more on student learning and the teaching and learning side, in addition to the advising side. So, this involves the faculty more directly, e.g., how to harness the course design to make progress on student success.



DACA students—roughly 189 such students. This is a population of students who are feeling uncertain about the future as their status will change in March unless Congress acts to prevent their DACA status from expiring. They are worried about finishing school, gaining employment, being safe. The sentiment around immigrants in this country is different than it was a year ago. They're worried about deportation. We hope that these things won't happen but students will need to commit to us in December for the spring semester and they are wondering if they should return. Several issues that we're working with them on: thinking about how to help them complete their degrees if they do leave; finding employment (which is a tough one for us if they're forbidden to work); reassuring them that we won't be involved with deportation or detainment though we won't stand in the way of a valid subpoena. One might be inclined to reach out to these students but Miranda cautions faculty on this. The students value their privacy and don't want to be identified; so if you happen to know some with DACA status, it may not be positive to specifically tell them that you know that they are DACA and that you are willing to help and be supportive. It can happen that the student will feel more vulnerable that their DACA status is known; this is private information that the students feel is dangerous to be widely shared.

Talking a lot about free speech on campus. First amendment and academic freedom discussions—different buckets of activity and one might be the issue of a controversial speaker. How might the campus react to this. Another situation might be the noose in the residence hall or a swastika drawn somewhere on campus. A third issue is a constellation of issues that Miranda refers to as the climate of the campus—both in a more general way and in more specific ways in terms of acts of micro-aggression. We are taking the incidents seriously that you hear about in rumors and these issues are not always brought out to the whole campus but are sometimes discussed in smaller groups. Central invites us to share concerns but also resist the judgment that if we're not hearing things that issues aren't being addressed.

Questions:

Matt Malcolm (Occupational Therapy): Regarding the medical school—is this more than a rumor, or is there a timeline?

Miranda: Yes. We are going to take the discussion out of 'executive session'. It's not like it has been a huge secret, but now you may see press releases. There are other external partners also interested. The fiscal implications, harnessing resources to fund this, what conversations are needed to be at the state level.

Miranda's report was received.

3. Faculty Council Chair – Tim Gallagher

Gallagher reported the following:

Has been meeting with the AP Council regarding the bullying policy. The AP Council will vote on this October 9. The expectation is that it will appear on the November agenda of FC. Gallagher believes that CoRSAF did a great job and the President's Cabinet has approved it, so what we'll be asked to do is put it into the *Manual*, but there will be more discussion of this in November.

Gallagher met with the APC Policy Committee and they were welcoming and had a good discussion with Gallagher. If you want to see what it looks like, go to the website of the Office of Policy and Compliance to read it.

Gallagher is also continuing his quest to attend at least one meeting this semester for all Standing Committees. Since the last Faculty Council meeting, he has visited CUP and UCC.

Gallagher's report was received.

4. Board of Governors Faculty Representative – Margarita Lenk

Lenk reported the following:

There was no meeting, so I have no report. A report will be forthcoming in November.

5. Diana Prieto and Teri Suhr presented a report on the medical plans.

PowerPoint presentation. President Frank asked HR to engage in a conversation with the whole campus on the medical benefits plan. A survey was distributed and Prieto reported the results. This was also shared with Cabinet.

In relation to the survey, 1,894 began the survey but not all completed it. This is 36% of benefits-eligible employees—faculty and administrative professional employees. 53% had dependents. Green plan represents majority participation.

Terri Suhr: Now we'd like to start looking at health care opportunities in 2018. 74% advise a dependent verification audit. 51% identified a plan they would suggest freezing. 63% of those recommending freezing recommend the freezing of the gold plan. In regards to education, the questions query what more could be done to support faculty more fully. 84% promote use of cost estimator tools. 76% promote use of lower cost alternatives. 82% support promotion and

use of price competitive pharmacies. 55% support modifying plans; 65% FITLIFE with \$150 incentive. 35% support increasing the \$500 deductible. \$50 million investment in health plans by employees and the university. 52% support cost-competitive pharmacies, eliminating Walgreen's which is one of the most expensive. 53% support building a small network of providers who will accept a different rate.

Prieto: Premiums. Cabinet has asked HR to effectuate the action items in 2018-19.

Increase to premiums—a really high claims situation has not occurred in the first part of this year so just a 5% increase in premiums has been recommended.

In 2017, there was a change in the cost share with the university taking on more of the burden.

Ram Plan (high deductible) has become very popular in a short amount of time.

Other benefit plans for 2018 - No changes recommended for the dental plan, the vision plan, disability insurance, or life insurance.

2019 look ahead. Deeper dive to look at pharmacy and actuary.

People on plans are often found to be ineligible (i.e. grandchildren added as dependents). Dependent audit won't take place until January. Around end of October, beginning of November, will be enrollment, which will be announced.

Ram Plan and Green Plan are subsidizing the Gold Plan.

Prescription drugs—looking at the Ram Plan, continuing the \$500 contribution. Preference for generic drugs but if brand name is needed, that's okay.

\$150 FITLIFE incentive will continue.

Question to be considered moving forward: What would it look like to have another network embedded within our network. This is an idea that will be explored.

Cabinet has approved the action items here.

Questions:

Karen Barrett (HDFS): Question about the use of generics.

Steve Reising (CoE): Clarification questions: What are the reasons for dependent ineligibility? Small network idea would involve what?

Suhr explains the health care deployments where people on health plans are actually ineligible. Sometime people have added grandchildren to their plans and those children are not eligible.

Network within the network. POS plan includes U.S. and overseas and have contracted with providers. We wish for them to create a network within a smaller network that would agree to a lower reimbursement level in return for higher volume.

Michael Pante (Anthropology): Noted no clear relationship between choices and consequences. Felt uneducated while doing the survey. The high deductible plan—what are the long-term consequences? We are now avoiding going to the doctor but might this have negative long-term health implications?

Prieto: Preventive care is covered free of cost on all the plans so please take advantage of this benefit.

Suhr: It's not the cost of any individual visit but the cost over the course of the year. A very individual and personal decision that can be changed each year.

Lisa Langstraat (CLA): How does a 28% increase of health care costs over the last several years compare to other institutions?

Prieto: We compare favorably. We had no increases during the recession for 4 years.

Suhr: We compare every year to keep in place with other institutions.

Prieto and Suhr's report was received.

### **CONSENT AGENDA**

1. UCC Minutes – August 25, 2017; September 1, 8 and 15, 2017

Carole Makela, Chair, UCC moved that Faculty Council adopt the consent agenda.

The consent agenda was unanimously approved by Faculty Council.

### **ACTION ITEMS**

1. Proposed revisions to the *Academic Faculty and Administrative Professional Manual* - Section E.9 Faculty Productivity - CoRSAF

Marie Legare, Chair, CoRSAF moved that Faculty Council approve the proposed revisions to the *Academic Faculty and Administrative Professional Manual* - Section E.9 Faculty Productivity

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

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

Deletions ~~Overscored~~ Additions Underlined

#### **E. 9 Faculty Productivity** (last revised February 14, 2014)

Decisions concerning tenure, promotion, and merit salary increases are linked to the faculty member's productivity in the three categories of teaching and advising, research and other creative activity, and University and professional service. Merit salary increases may also take into consideration negative behaviors that fall outside of these three categories. However, for tenured faculty, this may occur only if these behaviors resulted in disciplinary action through the process in Section E.15. Each academic unit must establish expected levels of productivity for the unit in each of these areas. Productivity is assessed by relating the effort expended to the outcome, in terms of effectiveness, impact, and documentation of the activity. Effort distribution is the allocation of effort into particular areas of responsibilities. Workload describes the professional responsibilities of the faculty. The responsibilities of faculty members for each of these activities will vary, depending upon the mission and needs of the academic unit and the expertise and interests of the faculty. The University recognizes that a faculty member's activities may change over a career and is committed to the use of differentiated responsibilities for individual faculty. Hence, in the evaluation process, reasonable flexibility should be exercised, balancing, as the case requires, heavier responsibilities in one (1) area against lighter responsibilities in another.

Decisions regarding tenure, promotion, and merit salary increases must be consistent with, and based upon, the effort distribution established for each faculty member. The department code shall define the general expectations of effort distribution regarding teaching and advising, research and other creative activity, and service responsibilities in terms of the academic mission of the department. Where appropriate and consistent with the academic mission of the department, the department code should define outreach/engagement expectations and how those expectations are addressed in the faculty member's teaching, research, and/or service effort distribution. During the probationary period and following tenure in the years leading to full professor, there may be a need for changes in the workload and effort distribution originally established at the time of hiring or at the time of tenure and promotion to associate professor. These changes shall be negotiated between the faculty member and the department head (E.9.1, E.9.2). In this event, since promotion and tenure decisions are linked to the faculty member's productivity in line with effort distribution and workload, the promotion and tenure committee or a subcommittee thereof shall provide input in writing to the department head regarding the extent to which these changes may affect progress toward tenure. Following any negotiated

changes, these changes and the committee's response, shall be clearly articulated in writing by the department head to the faculty member.

### **Rationale**

Annual performance reviews are limited to the evaluation of faculty performance in the three categories of teaching and advising, research and other creative activity, and service and/or outreach. These reviews may document negative behavior, but the result of the review is based only on performance in the three categories mentioned above. On the other hand, Section E.9 states that merit salary increases are only "linked" to faculty productivity, so negative behavior can be a consideration in merit salary increases. On the other hand, Section E.15 states that tenured faculty can be disciplined only through the process in Section E.15. Thus, negative behavior should not be allowed to affect merit salary increases unless disciplinary action has been found to be appropriate via the process in Section E.15.

Faculty Council unanimously approved the proposed revisions to the  
*Academic Faculty and Administrative Professional Manual* - Section E.9  
Faculty Productivity

2. Proposed revisions to the *Academic Faculty and Administrative Professional Manual* – Section K Resolution of Disputes  
CoRSAF

Marie Legare, Chair, CoRSAF moved that Faculty Council approve the proposed revisions to the *Academic Faculty and Administrative Professional Manual* – Section K Resolution of Disputes

Antonio Pedros-Gascon (CLA At-Large): Would it be possible to divide the discussion in sections and do something like five sections at a time? Section K-5, K 6-9, K10-K 11?

Gallagher: Each section would then need to be voted on separately. Asks Richard Eykholt (serving as Parliamentarian).

Eykholt (UGO): Suggests that we move to informal discussion so that we can discuss this in sections.

Moved by Antonio Pedros-Gascon (2<sup>nd</sup> by Matt Hickey).

Discussion of whether to do this prompted by Gallagher.

Ross McConnell (Natural Sciences): Can I talk about Section 10 when we are discussing Section 11?

Nancy Hunter (Libraries): Do the APs need to see and approve this before we do?

Gallagher: They have already approved this.

Silvia Canetto (Psychology): How will we do this since it's nearly 6:00 p.m.?

Marie Legare (Chair, CoRSAF): I can discuss a few of the sections.

Gallagher: Vote on motion to go into informal discussion mode.  
Unanimously approved by Faculty Council.

Antonio Pedros-Gascon (CLA At-Large): Section K 1-5; K.3.3 section b, line 7. Appeal committee. The process involved in choosing the appeal committee seems problematic.

Eykholt (UGO): Only thing debatable is the proposed changed content. What you've referred to is not something being proposed.

Margarita Lenk (BOG rep): In my naïve reading, I thought there was a change. We increased the size of the Grievance panel to make it more equitable.

Eykholt (UGO): The panel is being increased so there are more people to choose from.

Ross McConnell (Computer Science): The assertion that there's nothing being changed is incorrect. K11.

Eykholt (UGO): Look at section K.10.2. The language was transported from another section, so this is not a change in content.

McConnell: Who serves on the Grievance Committee is administration driven. Three hearings last year 15 people available. 9 needed last year for three hearings. AAUP members not invited to the Grievance Committee. No one else from AAUP picked either.

Eykholt (UGO): Ross is confusing several things that I have told him. The Office of General Counsel said an elected person to the Grievance Committee could not be tenure-track. Ross was skipped due to the hearing being in regards to a full professor and it couldn't be heard by Ross, who is Associate Professor. Other situations required specialized knowledge. The finding was for the grievant, so the grievant was not harmed.

Gallagher: Do you want to vote on the substance of the proposal?

Silvia Canetto (Psychology): I motion to adjourn as we have lost so many faculty members.

Gallagher: We have lost our quorum so we must adjourn.

The meeting was adjourned. The proposed revisions to Section K Resolution of Disputes of the *Academic and Administrative Faculty Manual* will be placed as Unfinished Business on the November 7, 2017 Faculty Council meeting agenda.

3. Proposed revisions to Section E.12.1 Teaching and Advising of the *Academic Faculty and Administrative Professional Manual*

The meeting was adjourned. The proposed revisions to Section E.12.1 Teaching and Advising of the *Academic Faculty and Administrative Professional Manual* will be placed as Unfinished Business on the November 7, 2017 Faculty Council meeting agenda.

Deletions ~~Overscored~~ Additions Underlined

**E.12.1 Teaching and Advising** (~~last revised August 2, 2013~~)

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

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

Excellent teachers are characterized by their command of subject matter; logical organization and presentation of course material; ability to help students recognize formation of interrelationships among fields of knowledge; energy and enthusiasm; availability to help students outside of class; encouragement of curiosity, creativity, and critical thought; engagement of students in the learning



process; understanding of how students learn and encouragement of effective learning strategies; use of clear grading criteria; and respectful responses to student questions and ideas.

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

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

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

**Rationale:**

The proposed changes to the language incorporate recommendations from the 2015 TILT/UDTS Task Force Report on Teaching and Learning and are consonant with proposed change to the language in the Faculty Manual in section I.8 that addresses student course evaluations. Providing coherent guidance in both I.8 and E.12.1 of the Faculty Manual on the appropriate use of student course surveys will help to ensure that information gathered through them will not constitute the sole or primary basis for judging teaching effectiveness. Making this change in policy will help lead departments to adopt evaluation strategies that can support fairer and more accurate evaluations than is possible through use of student course survey results alone.

4. Proposed revisions to Section I.8 Student Course Survey of the *Academic Faculty and Administrative Professional Manual* – CoTL

The meeting was adjourned. The proposed revisions to Section I.8 Student Course Survey of the *Academic Faculty and Administrative Professional Manual* will be placed as Unfinished Business on the November 7, 2017 Faculty Council meeting agenda.

The Committee on Teaching and Learning submits the following motion:

MOVED, THAT SECTION I.8 OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL*, BE AMENDED AS FOLLOWS:

Deletions ~~Overscored~~ Additions Underlined

### **I.8 Student Course Survey (~~last revised June 21, 2011~~)**

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

Each term, course instructors shall conduct at least one student survey of all the courses they teach through a system administered by the University utilizing the standardized University-wide instrument. ~~At the end of each term, survey forms shall be digitized and responses shall be tabulated.~~ Summaries of responses for each course surveyed shall be posted at <http://coursesurvey.colostate.edu>. Access to the summaries shall be granted to anyone with a CSU eID. Access to digital copies of the survey forms shall be granted only to the course

instructor(s), to individuals explicitly granted access by the instructor(s), and to any other persons granted access by the department code. Costs for conducting and providing access to survey results shall be shared by the University and the Associated Students of Colorado State University (ASCSU). ASCSU's financial contribution shall not exceed half of the required financial resources to operate this program.

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

**Rationale:** The ASCSU Student Course Survey has been used for more than three decades, in various forms, as a source of information in annual evaluations of faculty as well as in tenure and promotion processes. A steady accumulation of research on the use of student course surveys indicates, however, that student responses to such surveys, in isolation, cannot substitute for the judgment of peers and the careful examination of course materials, classroom activities, and student learning outcomes. A recent review article by Stark & Freishtat (2014), for example, concluded that although students can offer valuable information about student experiences in a class, particularly in the areas of *"clarity, pace, legibility, audibility, and their own excitement (or boredom)"*, they are poor judges of teaching effectiveness (p. 13). In their review, Stark and Freishtat also reported, *"Controlled, randomized experiments find that SET [student evaluations of teaching] ratings are negatively associated with direct measures of effectiveness. Importantly, SET seem to be influenced by the gender, ethnicity, and attractiveness of the instructor"* (p. 19).

In August 2013, the Faculty Council approved changes to section E.12.1 of the manual that direct departments to ensure that their codes, "within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness." Providing coherent guidance in both I.8 and E.12.1 of the Faculty Manual on the appropriate use of student course surveys will help to ensure that information gathered through them will not constitute the sole or primary basis for judging teaching effectiveness. Making this change in policy will help lead departments to adopt evaluation strategies that can support fairer and more accurate evaluations than is possible through use of student course survey results alone.

## DISCUSSION

1. None

Gallagher adjourned the meeting at 6:22 p.m.

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

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

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

**Liberal Arts**

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

**Natural Resources**

<b>Mike Falkowski</b>	Ecosystem Science and Sustainability	2020
(substituting for Monique Rocca)		
<b>Julie Savidge</b> (Fall 2016 and 2017; Barry Noon (Spring 2017 and 2018)	Fish, Wildlife, & Conservation Biology	2018
<b>Wade Tinkham</b>	Forest and Rangeland Stewardship	2020
(substituting for Chad Hoffman)		
<u>William Sanford</u>	Geosciences	2020
<b>Tara Teel</b>	HDNR in Warner College	2020

**Natural Sciences**

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

**Veterinary Medicine & Biomedical Sciences**

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

**University Libraries**

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

***Ex Officio* Voting Members**

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

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

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

**Date:** September 8, 2017

**To:** Tim Gallagher, Chair, Faculty Council

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

**Subject:** Proposed revisions to *the Academic Faculty and Administrative Professional Manual* - Section K Resolution of Disputes

The Committee on Responsibility and Standing of Academic Faculty moves that Faculty Council adopt the proposed revisions to the *Academic Faculty and Administrative Professional Manual* – Section K. Resolution of Disputes, as follows:

NOTE: Revisions are noted in the following manner:  
Additions - underlined Deletions - ~~overseored~~

## **SECTION K. RESOLUTION OF DISPUTES** (*Last revised May 8, 2015*)

### **K.1 General Information**

Colorado State University is committed to the timely and fair resolution of disputes. ~~This s~~Section K describes procedures for a CSU employee who is a faculty member or administrative professional to challenge a decision, recommendation or action by a supervisor that has or will have an adverse academic and/or professional impact on the faculty member or administrative professional and that is unfair, unreasonable, arbitrary, capricious, or discriminatory. If a decision, recommendation or action by a supervisor is retaliatory, it may serve as the basis for a grievance if it has or will have an adverse academic and/or professional impact on the faculty member or administrative professional and is unfair, unreasonable, arbitrary, capricious, or discriminatory. ~~The University Grievance Program generally~~ Section K provides three avenues for resolution of such claims: a) informal conciliation, b) mediation, and c) a formal grievance hearing process.

Several offices on campus are available to assist with the resolution of other disputes. See the website for the Office of the Ombuds and Employee Assistance Program for details and contact information. An overview of the



procedures described in ~~this s~~Section K can be found on the website of the University Grievance Officer.

### **K.1.1 Participants in the ~~Grievance~~ Section K Process and Definition of Terms**

Employee Classification – The type of position, either faculty member or administrative professional, held by the employee.

Grievance Panel – A pool of faculty members or administrative professionals who are elected by their peers and who are eligible to serve on Hearing Committees.

Grievant – A CSU employee who is a faculty member or administrative professional and who asserts that one or more decisions, recommendations or actions by a supervisor (1) has an adverse academic and/or professional effect on the faculty member or administrative professional, and (2) is unfair, unreasonable, arbitrary, capricious, or discriminatory.

Hearing Committee – A group of ~~between three and five~~ (3-5) faculty members or administrative professionals from the a University Grievance Panel who are convened to review and make recommendations about a Grievance.

Parties – The Parties to a Grievance are the Grievant(s) and the Supervisor(s).

Responsible Administrator – A university official to whom the ~~s~~Supervisor in a Grievance reports and who oversees the activities of the unit where the Grievant is employed.

Reviewing Administrators – University officials, namely the Provost and President, responsible for reviewing and approving recommendations from a Hearing Committee and deciding whether or not to accept them, ~~namely the Provost and President.~~ These senior officials are also responsible for

supporting, respecting, and enforcing the process and providing required financial resources.

Supervisor – A university administrator, faculty member, or administrative professional who either directly oversees the work of the Grievant or who makes decisions directly affecting the terms and conditions of the Grievant's employment. A supervisor also can be a state classified employee who directs the work of an administrative professional.

University Grievance Officer (UGO) – The university official responsible for administering the ~~grievance~~ Section K process, advising Grievants and Supervisors, and coordinating involvement by others.

~~University Grievance Panel – A pool of faculty members or administrative professionals who are elected by their peers and volunteer to serve on a Hearing Committee, as needed and as available.~~

University Mediator (UM) – A neutral person from the university community appointed by the UGO to facilitate a resolution of a dispute or Grievance between a Grievant and a Supervisor.

## **K.2 Expectations for Members of the University Community**

- a. Cooperation and participation by the members of the University community in the resolution of a complaint under these procedures is necessary.
- b. All witnesses shall be truthful in their testimony. Failure to comply with this expectation may result in the imposition of University sanctions.
- c. No person shall restrain, interfere with, coerce, attempt to intimidate, or take any reprisal against a participant in the Section K process. Failure to comply with this expectation may result in the imposition of University sanctions.

## **K.3 Definition of an Action, Grievable Action, and Grievance**

An Action is a decision, recommendation or other act by a Supervisor.

A Grievable Action is an Action by a Supervisor that has or will have an adverse academic and/or professional effect on the Grievant and is unfair, unreasonable, arbitrary, capricious, or discriminatory. If an Action by a Supervisor is retaliatory, it may serve as the basis for a Grievance if it has or will have an adverse academic and/or professional impact on the Grievant and is unfair, unreasonable, arbitrary, capricious, or discriminatory.

A Grievance is a written complaint by a Grievant asserting that a Grievable Action has occurred.

**K.3.1 A Grievable Action does not include:**

- a. An issue that does not individually affect a faculty member or administrative professional, such as dissatisfaction with a university policy of general application.
- b. Actions specified in the *Academic Faculty and Administrative Professional Manual* as “final” and thus not subject to redress through the grievance process. Any action deemed “final” constitutes exhaustion of internal grievance procedures.
- c. An act by any person who is not the Grievant’s Supervisor ~~or responsible administrator~~.
- d. Terms agreed to by the Grievant under a Section K mediation agreement.
- e. Acts in response to ~~possible~~ violations of law or endangerment of public safety.
- f. A subsequent complaint for the same action by the same supervisor once a Grievance regarding the original complaint has concluded.

g. Termination of “at-will” employees. For information about the university’s policy regarding at-will employees and the recommended steps and considerations for termination of at-will employees, employees should refer to the university policy for Administrative Professionals and Non-Tenured Academic Faculty (“At Will” Employment) found in the CSU Policy Library (see also Section D.5.6 and E.2.1 of the *Academic Faculty and Administrative Professional Manual*). Employees may contact the University Grievance Officer with questions about disciplinary action or termination of at-will employees.

### **K.3.2 Types of Grievable Actions and Burden of Proof**

#### **K.3.2.1 (“Class A”)**

In a Grievance that involves a complaint about the following specific actions, the burden of proof falls upon the Supervisor:

- a. termination of contractual rights;
- b. reduction of salary and/or demotion;
- c. violation of academic and/or intellectual freedom; or
- d. assignment of unreasonable workload.

#### **K.3.2.2 (“Class B”)**

In a Grievance that involves complaints about a term or condition of employment other than those specific cases that are identified above in Section K.3.2.1, the burden of proof falls upon the Grievant. Examples of such Grievances include:

- a. decision on the amount of salary;

- b. denial of reappointment;
- c. denial of tenure and/or promotion ~~or tenure~~;
- d. receipt of a lower evaluation than deserved on a performance review; or
- e. denial of sabbatical leave.

### **K.3.3 Determination of the Validity of a Grievance**

- a. The UGO shall determine whether a Grievance sets forth a Grievable Action, i.e., whether there is a sufficient basis to pursue ~~mediation (see Section K.8)~~ ~~and/or~~ a hearing (see Section K.9), based on the written complaint by the Grievant and the Supervisor's response, as well as any supporting materials. The UGO may seek appropriate legal advice (see ~~Section K.12.5~~ Section K.12.6). This determination by the UGO shall be made within five (5) working days of receiving the Grievant's written complaint and the Supervisor's response.
- b. If the Grievant disagrees with the UGO's determination, he or she may appeal this decision. Such an appeal must be made in writing to the Chair of the Grievance Panel (see Section K.11.1) having the same Employee Classification as the Grievant within ten (10) working days of receiving written notification via email of the determination by the UGO. If such an appeal is submitted, the Chair of the Grievance Panel shall form an Appeal Committee consisting of three (3) members from the Grievance Panel, including the Chair of the Grievance Panel, for the purpose of reviewing whether the UGO's determination should be reversed or affirmed. The Chair of the Grievance Panel shall chair the Appeal Committee and recruit members following the same procedure as for the formation of a Hearing Committee (see Section K.11.4). The Appeal Committee shall consider the appeal, the written Complaint of the Grievant and any supporting materials provided by the Grievant, as well as the response of the Supervisor and any supporting

materials that are included. Within ~~five (5)~~ ten (10) working days of the submission of the appeal, the Appeal Committee, with legal advice if appropriate, shall make a determination solely regarding the validity of the Grievant's appeal, specifically whether the Grievance sets forth a Grievable Action. The Appeal Committee's determination shall be made by a majority vote. The Appeal Committee's determination shall be final. The Appeal Committee shall include a written report to the UGO and the Grievant notifying them of its decision. If the Appeal Committee reverses the determination of the UGO, the members of this Appeal Committee shall not serve on a Hearing Committee for this Grievance.

c. If it is determined that a Grievance sets forth a Grievable Action, then the UGO shall make a determination of whether the Grievance is Class A or Class B.

#### **K.3.4 Basis of Proof**

The basis of proof regarding a Grievable Action is determined by a preponderance of the evidence (i.e., that the claim is more likely to be true than not to be true).

### **K.4 The Right to Grieve**

#### **K.4.1 Persons Entitled to Grieve**

Any faculty member or administrative professional may pursue resolution of a Grievable Action. Grievances by more than one employee from a single administrative unit may be joined into a common grievance if, in the opinion of the UGO, their Grievances have sufficient commonality to be heard collectively, and if those employees filing Grievances from a single unit agree to join in a common Grievance.

#### **K.4.2 Process**

If a Grievant initiates the Section K process the Grievable Action shall not be effective prior to the completion of the Section K process.

#### **~~K.4.3 Responsibility to Respond~~** [moved to Section K.6]

~~a. The Supervisor whose decision, recommendation or action was the basis for the Grievance shall be responsible for responding to the Grievant and the UGO within five (5) working days from the day the Grievance is submitted to the UGO and the Supervisor.~~

~~b. If the Supervisor whose Action is being challenged no longer is employed by the university or no longer holds the relevant supervisory position, then the responsible administrator(s) for the unit, at his or her discretion, shall decide who should represent the unit in the Section K process. The unavailability of the original Supervisor does not affect the right of a Grievant to seek resolution. If no person in authority responds to the Grievance, the UGO shall continue with the Section K process.~~

~~c. When a faculty member has been denied promotion or tenure (see Section E.10.5.1, paragraph 6, E.13.1 paragraphs 4 and 5) in the case of a negative recommendation by the department chair, the complaint shall be directed to the department chair, who shall be responsible to respond. In the case of a negative recommendation at the college level, the complaint shall be filed against the dean, who shall be responsible to respond. In the case of a negative recommendation at the provost level, the complaint shall be filed against the provost who shall be responsible to respond.~~

#### **K.4.43 Section K Process**

In the spirit of reaching an expeditious resolution of disputes, an aggrieved party employee shall follow all applicable parts of the Section K process before initiating legal action with external agents or agencies. However, the Grievant has the right to seek legal advice from outside counsel at any point during the

Grievance process. Nothing in this Section K supersedes the Grievant's rights under federal and/or state laws.

### **K.5. Initiation of the Section K Process**

~~A claim of a Grievable Action must be submitted in writing by~~ In order to initiate the Section K process, an administrative professional or a faculty member ~~to must contact~~ the UGO in writing no later than twenty (20) working days after the date of the Action giving rise to the Grievable Action or that point in time when the individual could reasonably be expected to have knowledge that a basis for a grievance existed. The UGO shall then meet with the ~~administrative professional or the faculty member~~ Grievant to discuss the claim.

If the administrative professional or faculty member does not contact the UGO in writing within the required twenty (20) working days, then they forfeit their right to pursue the Section K process (unless the UGO, at his or her discretion, decides that extenuating circumstances justify an extension of this deadline).

Within five (5) working days after meeting with the Grievant, the UGO shall contact the Supervisor to schedule a meeting to discuss the claim. After meeting with the Supervisor, the UGO will attempt to resolve the dispute through informal conciliation for a period of up to twenty (20) working days. This may include additional meetings with the Grievant and the Supervisor individually and/or together, as well as meeting with other persons as approved by the Grievant. If informal conciliation is not successful in resolving the dispute, the UGO will notify both the Grievant and the Supervisor of this outcome.

The UGO is not required to pursue informal conciliation if the Action does not constitute a Grievable Action. However, the UGO, at his or her discretion, may decide to pursue informal conciliation prior to making a determination of whether or not the Action constitutes a Grievable Action.



## **K.6 Mediation**

### **K.6.1 Initiation of the Mediation Process**

If the Grievant is notified by the UGO that informal conciliation was not successful in resolving the dispute, then the Grievant may choose to initiate the mediation process. This must be done within five (5) working days of receiving such notification, and this is done by submitting to the UGO a formal written Complaint. This Complaint must specify the Supervisor and the Grievable Action(s); how this Action has or will have an adverse academic and/or professional impact on the Grievant; and how the Supervisor was unfair, unreasonable, arbitrary, capricious, and/or discriminatory. In some cases, it may be necessary for the UGO to return the Complaint to the Grievant for editing before it has an acceptable format.

If the Grievant does not contact the UGO in writing within the required five (5) working days, then they forfeit their right to pursue the mediation process or the hearing process (unless the UGO, at his or her discretion, decides that extenuating circumstances justify an extension of this deadline).

Within three (3) working days of receiving an acceptable Complaint from the Grievant, the UGO shall forward the Complaint to the Supervisor for a formal written Response. The Supervisor shall submit this Response to the UGO within five (5) working days of receiving the Complaint from the UGO. This Response shall be limited to addressing the claims and statements made in the Complaint. In some cases, it may be necessary for the UGO to return the Response to the Supervisor for editing before it has an acceptable format. Within three (3) working days of receiving an acceptable Response from the Supervisor, the UGO shall forward the Response to the Grievant.

If the Supervisor whose Action is being challenged no longer is employed by the university or no longer holds the relevant supervisory position, then the Responsible Administrator(s) for the unit shall decide, at his or her discretion,

who should represent the unit in the Section K process. The unavailability of the original Supervisor does not affect the right of a Grievant to pursue the section K process.

When a faculty member is grieving the denial of tenure and/or promotion (see Section E.13.1, paragraphs 4 and 5 or Section E.10.5.1 paragraph 6), in the case of a negative recommendation by the department head, the Complaint shall be filed against the department head, who shall be responsible to respond. In the case of a positive recommendation by the department head, but a negative recommendation by the dean of the college, the complaint shall be filed against the dean, who shall be responsible to respond. In the case of positive recommendations by both the department head and the dean, but a negative recommendation by the Provost, the complaint shall be filed against the Provost, who shall be responsible to respond.

Within five (5) working days after receiving the ~~written claim of a Grievable Action~~ Response from the Supervisor, the UGO shall ~~assign~~ select a University Mediator (UM) from the pool to mediate the dispute, and the UGO shall notify the Grievant and the Supervisor of the UM selected. The UM shall have the same Employee Classification as the Grievant. The ~~Mediation participants~~ Grievant and/or the Supervisor shall have five (5) working days from the date of ~~the assignment of the UM~~ this notification to object to ~~such an assignment~~ the choice of UM. ~~Such a~~An objection may be ~~raised only~~ based only on the UMs prior or current relationship with the ~~Mediation participants~~ Grievant and/or the Supervisor and/or the UM's knowledge of previous related disputes. If objections arise, the UGO may decide to select a different UM. The UGO shall make the final decision on the assignment of a UM, and the UGO shall notify the UM of his or her assignment within three (3) working days of this decision.

The UGO is not required to pursue mediation if the Action does not constitute a Grievable Action. However, the UGO, at his or her discretion, may decide to

allow mediation to occur prior to making a determination of whether or not the Action constitutes a Grievable Action.

In some cases, the UGO may decide that mediation is unlikely to be productive and that the mediation process should not be initiated. This is generally the case when a faculty member is grieving the denial of tenure and/or promotion. If the UGO decides not to initiate the mediation process, he or she shall notify the Grievant and the Supervisor of this decision. The Grievant shall then decide whether or not to initiate a formal grievance hearing (see Section K.9).

#### **~~K.6 Documentation~~** [moved to Section K.7]

~~a. Either the UGO or the UM assigned to the case may request, and is entitled to receive promptly, any and all materials from the participants in the Grievable Action that either the UGO or the UM may deem relevant to the dispute.~~

~~b. Any formal resolution reached during Mediation by the participants must be in writing and is subject to approval of legal sufficiency by the Office of General Counsel and approval by any other necessary individuals.~~

#### **~~K.7 Right to Clerical Assistance~~** [moved to Section K.8]

~~Any person initiating the Section K process has the right to clerical support from University personnel for preparation of documents for use in This process. Because maintenance of confidentiality is an important element of the Section K process, the clerical support should come from a unit at the next higher level than the one in which the Covered Member is housed (e.g., from the dean, for a faculty member, or from a vice president, for a dean).~~

#### **K.86.2 Mediation Process**

a. Within ten (10) working days of being assigned by the UGO, the UM shall meet with the ~~Mediation participants~~ Grievant and the Supervisor, discuss their respective positions, and review relevant information.

b. If the UM believes there is a reasonable chance that ~~M~~mediation efforts may produce a resolution of the dispute, the ~~Mediation participants~~ Grievant, the Supervisor, and the UM shall enter into a ~~M~~mediation ~~P~~period of up to twenty (20) working days to attempt to resolve the dispute. ~~If the Mediation Period reaches its twenty (20) working day limit without producing a resolution of the dispute, the Mediation participants may mutually agree to extend the Mediation Period by an additional ten (10) working days if they believe that this is likely to produce a resolution of the dispute. However, after the initial twenty (20) working days, either party may choose to terminate the Mediation Process and refuse any extensions of it.~~

c. The goal of mediation is for the Grievant and the Supervisor to come to a mutual agreement where reconcilable differences are resolved and where the Grievant and the Supervisor are able to work together in an amicable and productive manner in the future. Successful mediation generally requires compromise by both the Grievant and the Supervisor. If a successful agreement is reached, then the Section K process is completed. However, failure by the Supervisor to abide by the terms of the agreement is grievable.

ed. If the UM decides that ~~M~~mediation efforts are not productive, then the UM may choose to terminate the ~~M~~mediation ~~P~~period at any time.

de. If the ~~M~~mediation ~~P~~period expires or is terminated by any party as described above, the UM shall immediately notify the UGO and all Mediation participants of this situation in writing within three (3) working days. The UGO shall then notify the Grievant and the Supervisor of this situation within three (3) working days of receiving this notification from the UM. The Covered Member Grievant shall then have five (5) working days after the date the UM provides such notice receiving this notification from the UGO to initiate the formal Grievance hearing process regarding any Grievable Action (see Section K.9).

~~e. The UM may continue to work with the Mediation participants even after a formal Grievance is initiated. However, the UM's Mediation efforts must cease before the beginning of a Grievance Hearing.~~

~~f. If the formal Grievance process is not initiated within the five (5) working day limit described in Section K.8.d, or if a claim of a Grievable Action is not referred to the UGO within the twenty (20) working day limit described in Section K.5, then the Grievable Action is not eligible to be heard by a Hearing Committee under the Grievance Procedure of Section K.10.~~

~~g.~~ Documentation and other communication created specifically in connection with the resolution of a dispute shall be considered to be part of the ~~Covered Member's~~ Grievant's and the Supervisor's personnel files.<sup>1</sup> Under the Dispute Resolution Act, C.R.S. 13-22-301 et seq., documents and communications that ~~resulted~~ are created solely from the ~~M~~mediation process are confidential and shall not be disclosed, and they may not be used as evidence during a Grievance Hearing, except by mutual agreement of the ~~Mediation participants~~ Grievant and the Supervisor, or as may be required by law. When a resolution is reached, documentation and other communication created during the ~~M~~mediation process shall be forwarded to the UGO, who shall retain the materials. Records created ~~by a Covered Member or a Responsible Administrator~~ prior to the a Covered Member's initiation of the ~~M~~mediation process are not considered confidential communications and may be used in a Grievance Hearing. Information and documents that are otherwise relevant do not become confidential merely because they are presented, discussed, or otherwise used during the course of mediation.

### **K.7 Documentation**

a. Either the UGO or the UM assigned to the case may request, and is entitled to receive promptly, any and all materials from the participants in the Grievable Action that either the UGO or the UM may deem relevant to the dispute.

b. Any formal resolution reached during mediation by the participants must be in writing and is subject to approval of legal sufficiency by the Office of General Counsel and approval by any other necessary individuals.

### **K.8 Right to Clerical Assistance**

A Grievant has the right to clerical support from University personnel for preparation of documents for use in this process. Because maintenance of confidentiality is an important element of the Section K process, the clerical support should come from a unit at the next higher level than the one in which the Grievant is housed (e.g., from the college level, for a faculty member, or from the Office of the Provost, for a department head).

### **K.9 Initiating the Grievance Hearing Process**

~~A formal Grievance must be initiated by the Grievant submitting a written complaint to the UGO and to the supervisor whose action is being challenged no later than ten (10) working days after the expiration of the Mediation Period or after the decision by the UM that Mediation will not take place, as described in Section K.8. The written Complaint shall:~~

- ~~a. Describe the nature of the Grievable Action;~~
- ~~b. Name the parties to the grievable dispute;~~
- ~~c. Describe how the Action being challenged is unfair, unreasonable, arbitrary, capricious, or discriminatory;~~
- ~~d. Identify how the Action adversely affects the Grievant in his or her present or future academic and/or professional capacity; and~~
- ~~e. Summarize the material that the Grievant is prepared to submit to support the claim. Upon receipt of the complaint from the Grievant, the supervisor shall prepare a written response (hereinafter referred to as the "Response") to the~~

~~complaint and submit it to the UGO and the Grievant no later than five (5) working days after receiving the complaint. This Response should be limited to addressing the claims and statements made in the complaint.~~

If the Grievant is notified by the UGO that mediation was not successful in resolving the dispute, then the Grievant may choose to initiate the hearing process. This must be done within five (5) working days of receiving such notification, and this is done by informing the UGO in writing of the decision to initiate the hearing process. This may be done only if the Action(s) specified in the Complaint have been determined to be Grievable Action(s).

Within ten (10) working days of notification that mediation was not successful, the Grievant must submit to the UGO in writing a list of the materials that he or she intends to submit at the Hearing, a list of the witnesses that he or she intends to call at the Hearing, and the relevance of these materials and witnesses. Within twenty (20) working days of notification that mediation was not successful, the Grievant must submit to the UGO copies of the materials that he or she intends to submit at the Hearing. To the extent permitted by law and University policy, each of these submissions from the Grievant shall be forwarded to the Supervisor within three (3) days of their receipt by the UGO.

Within ten (10) working days of receiving the Grievant's list of materials and witnesses, the Supervisor must submit to the UGO in writing a list of the materials that he or she intends to submit at the Hearing, a list of the witnesses that he or she intends to call at the Hearing, and the relevance of these materials and witnesses. Within twenty (20) working days of receiving the Grievant's list of materials and witnesses, the Supervisor must submit to the UGO copies of the materials that he or she intends to submit at the Hearing. To the extent permitted by law and University policy, each of these submissions from the Supervisor shall be forwarded to the Grievant within three (3) days of their receipt by the UGO.

The UGO has the right to question and determine the applicability, reasonableness, and relevance to the hearing process of any submitted material. This right may include the refusal by the UGO to accept and forward submitted materials until the UGO judges that they are in compliance with the requirements of Section K (see Section K.10.4). Failure by either the Grievant or the Supervisor to bring documents into compliance with Section K requirements by a deadline set by the UGO shall, at the discretion of the UGO, result in the forwarding by the UGO of redacted materials. In this case, the person who submitted the materials will be notified of this decision and sent copies of the redacted materials. In an extreme case, the UGO may decide that the Grievant has forfeited his or right to pursue the hearing process and notify the Grievant of this decision.

## **K.10 Grievance ~~Procedure~~ Hearings**

### **K.10.1 Hearing Committee**

As described in Section K.11.4, a Hearing Committee shall be ~~formed~~ selected by the UGO which consists of five (5) members, one of whom shall serves as the Chair of the Hearing Committee. The UGO shall notify the Parties of the members. The Parties shall then have three (3) working days to challenge for cause members of the Hearing Committee. A challenge for cause must be based on a claim that the challenged member of the Hearing Committee, through involvement with the Grievant, the Supervisor, and/or the Grievable Action, may be incapable of rendering an impartial judgment regarding the Grievance. The UGO, with appropriate legal advice (see Section K.12.56), shall decide all such challenges. Members successfully challenged shall be excused from the Hearing Committee and replaced by the UGO as described in Section K.11.4. The UGO may excuse a member of the Hearing Committee even though actual cause cannot be proven.

The UGO shall then set the date(s), time(s), and location(s) for the Hearing and forward the ~~Complaint and the Response~~ to the members of the Hearing



Committee the Complaint, the Response, the lists of witnesses to be called by the Parties, the materials to be submitted by the Parties, the relevance of these witnesses and materials, and any additional material that the UGO deems to be relevant to the Hearing. The UGO shall provide copies to the Parties of all material submitted to the Hearing Committee. If the UGO has decided to redact some of the material submitted by either Party, then that Party may appeal this decision in writing to the Chair of the Hearing Committee. This must be done within five (5) working days of this person being notified of the submission by the UGO. If such an appeal is submitted, the Chair of the Hearing Committee shall make a decision regarding the matter within five (5) working days of receiving the appeal. The decision of the Chair of the Hearing Committee shall be final.

Any member of the Hearing Committee may request that the UGO provide additional materials or that additional witnesses be called (with the relevance of such witnesses being explained). Upon approval of the Chair of the Hearing Committee, these requests will be accommodated to the extent permitted by law and University policy. Each Party will be sent copies of such additional materials and notified of additional witnesses and their relevance.

~~At the request of either party, or on its own initiative, the Hearing Committee may:~~

- ~~a. Instruct the parties to file further written statements and/or~~
- ~~b. Direct the parties to produce additional documents relevant to the Complaint, to the extent permitted by law, and to identify possible witnesses and the relevance of these witnesses.~~

~~The UGO has the right to question and determine the applicability, reasonableness, and relevance of any material to the Section K process. This right may include the refusal by the UGO to forward the Complaint, the Response, and/or any supporting document(s) to the Hearing Committee until~~

~~the UGO judges that the documents are in compliance with the requirements of Section K (see Section K.10.4). Failure by either party to bring documents into compliance with Section K requirements by a deadline set by the UGO shall, at the discretion of the UGO, result in either forfeiture by that party of the right to pursue the matter through Section K or the forwarding by the UGO of redacted documents to the Hearing Committee.~~

~~If the Covered Member disagrees with such a decision by the UGO, he or she may appeal this decision. Such an appeal must be made in writing to the Chair of the Grievance Panel within three (3) working days of being notified of the decision by the UGO. If such an appeal is submitted, the Chair of the Grievance Panel shall refer the matter to the Chair of the Hearing Committee, who shall make a decision regarding the matter within five (5) working days of the submission of the appeal. The decision of the Chair of the Hearing Committee shall be final.~~

For a Class B Grievance, S~~ince the burden of proof for a Class B Grievance is on the Grievant, the Hearing Committee may decide a Class B Grievance without a Hearing if the Hearing Committee determines that the Complaint lacks substantive merit under the criteria specified in Section K.3 and that a Hearing will not take place. Such a decision requires a unanimous vote by the Hearing Committee.~~ The Grievant shall have the right to appeal to the Provost a decision rendered recommendation made by the a Hearing Committee without a Hearing.

### **K.10.2 Conduct of Grievance Hearings**

The rules and procedure outlined below shall apply in any formal Grievance Hearing conducted by a Hearing Committee.

a. ~~The Hearings of a Grievance shall begin no later than ten (10) working days following the receipt of the Complaint from the Grievant. However, each party has the right to request a delay of no more than ten (10) working days upon~~

~~showing a necessity to allow the proper development of the evidence and arguments, and the UGO shall have the authority to delay Hearings in order to facilitate the joining of Complaints as provided for in Section K.4.1.~~ Grievance Hearings are confidential and closed to the public.

b. Each pParty to the Grievance shall be permitted to have a maximum of two (2) advisors present, consisting of peer advisors and/or legal counsel. These advisors may help the pParty prepare for the proceedings, including the preparation of any required written documentation, and may advise the pParty during the proceedings, but no advisor may participate actively in the proceedings. Advisors may not make statements, objections or attempt to argue the case (however, if an advisor is called as a witness, he or she is allowed to participate in this capacity). The only persons who have standing to speak at the Hearing are the members of the Hearing Committee, the UGO, the pParties to the Grievance, and any witnesses called. Each pParty shall identify his or her advisors at the opening of the Hearing and neither pParty shall have the right to delay the Hearing because of a lack of or unavailability of advisors, except if an emergency occurs.

c. The Chair of the Hearing Committee (see Section K.11.4) shall open the Hearing by determining that all parties are present and by identifying the advisors chosen by each party.

~~e~~d. Once initiated, the Hearings shall continue on a daily ~~or nightly~~ basis, depending on the convenience of the pParties, ~~and in all cases,~~ the Hearing shall be concluded within ten (10) working days of its opening.

~~d~~e. The Parties to a Grievance have the responsibility to attend all scheduled meetings of the Hearing. No substitutes for the pParties shall be allowed. If a pParty is unable or unwilling to attend any scheduled meeting of the Hearing, the meeting may be held ex parte.

ef. If it is deemed appropriate by a majority of the members of the Hearing Committee, a person may participate in the Hearing from a different physical location (e.g., by video conference or teleconference). However, the questioning of witnesses must occur in a real-time, spontaneous format, unless a majority of the Hearing Committee concurs that this is not feasible. Any request to appear or participate in the ~~H~~Hearing from a different physical location must be made in writing and must be submitted to the Hearing Committee at least five (5) working days before the Hearing.

~~fg. Parties to Grievances~~ The Grievant, the Supervisor, and their advisors for such parties are responsible for abiding by the procedures herein established. ~~Those parties~~ Anyone failing to adhere to the procedures, ~~or failing to assure that their advisors adhere to the procedures,~~ may be excluded from participation in the Hearing by a majority vote of the Hearing Committee, and judgment shall be rendered without the presence of ~~those parties~~ any excluded persons.

~~g. The Chair of the Hearing Committee (see Section K.11.4) shall open the Hearing by determining that all parties are present and by identifying the advisors chosen by each party.~~

~~h. The Chair of the Hearing Committee shall provide each member of the Hearing Committee the opportunity to excuse himself or herself from service prior to the Hearing because of having an involvement with one or both of the parties and/or with the Action being challenged that renders him or her incapable of rendering an impartial judgment concerning the Grievance.~~

~~i. The Chair of the Hearing Committee shall provide each party the opportunity to challenge for cause members of the Hearing Committee.~~

~~1. A challenge for cause must be based on a claim that the challenged member of the Hearing Committee, through involvement with one or both of the parties~~

~~and/or with the Action being challenged, may be incapable of rendering an impartial judgment regarding the Grievance.~~

~~2. The UGO, with appropriate legal advice (see Section K.12.5), shall decide all such challenges. Members successfully challenged shall be excused from the Hearing Committee and replaced as described in Section K.11.4. The UGO may excuse a member of the Hearing Committee even though actual cause cannot be proven.~~

~~j~~h. The entirety of the Hearing shall be recorded. Upon request, either ~~p~~Party shall be provided with a copy of this record, as well as any written material submitted during the Hearing. The Office of the Provost shall bear the cost of producing these copies.

### **K.10.3 Order of Proceedings for Grievance Hearings**

Subject to the restrictions of Section K.10.2.~~eg~~, the following persons are entitled to be present during the Hearing:

- a. The ~~p~~Parties and their advisors;
- b. The UGO, the Hearing Committee members, and their legal counsel;
- c. Witnesses when testifying; and
- d. Such other persons as are specifically authorized by a majority vote of the Hearing Committee, unless their presence is objected to by either ~~p~~Party and the objection is sustained by the UGO.

The Hearing should proceed in the following order (although this order may be altered by a majority vote of the Hearing Committee with the approval of the UGO):

a. Statement by the pParty having the burden of proof (hereinafter referred to as the “First Party”).

b. Statement by the other pParty (hereinafter referred to as the “Second Party”).

c. Presentation by the First Party of witnesses and materials, subject to the restrictions of Section K.10.4. The First Party shall have the right to call himself or herself as a witness and to call the Second Party as a witness. The Second Party shall have the right to challenge the relevancy and/or authenticity of witness testimony and submitted materials and to question each witness called by the First Party after that witness has been questioned by the First Party. Decisions on such challenges shall be rendered by the Chair of the Hearing Committee. Challenges of procedural decisions by the Chair of the Hearing Committee shall be decided by a majority vote of the remaining members of the Hearing Committee, with tie votes sustaining the Chair.

d. Presentation by the Second Party of witnesses and materials, subject to the restrictions of Section K.10.4. The Second Party shall have the right to call himself or herself as a witness and to call the First Party as a witness. The First Party shall have the right to challenge the relevancy and/or authenticity of witness testimony and submitted materials and to question each witness called by the Second Party after that witness has been questioned by the Second Party. Challenges shall be decided as described in the previous paragraph. ~~The members of the Hearing Committee shall also have the right to question each witness called by the Second Party after that witness has been questioned by the First Party.~~

~~e. If either party claims to have been denied access to relevant University records and/or documents, the Hearing Committee may consider this claim in making its final recommendation (see Section K.10.5).~~

~~fe.~~ Members of the Hearing Committee shall have the right to direct questions to witnesses called ~~or~~ and to the ~~p~~Parties during these proceedings.

~~gf.~~ Summary arguments by the First Party.

~~hg.~~ Summary arguments by the Second Party.

~~ih.~~ The members of the Hearing Committee shall have the authority to direct any further questions to either or both ~~p~~Parties following both summary arguments, to schedule additional meetings of the Hearing to develop points not yet clarified sufficiently, and/or to call additional witnesses. A decision to schedule additional meetings of the Hearing requires a majority vote of the Hearing Committee, ~~and such a decision shall be announced by the~~ The Chair of the Hearing Committee ~~to both parties. Both parties shall~~ notify the Parties in writing of the scheduling of additional meetings, ~~also be informed of any points that the Hearing Committee feels require further clarification,~~ and the names and relevance of any additional witnesses to be called by the Hearing Committee.

~~ej.~~ If either ~~p~~Party claims to have been denied access to relevant University records and/or documents, the Hearing Committee may consider this claim in making its final recommendation (see Section K.10.5).

#### **K.10.4 Rules Regarding Witness Testimony and Submitted Materials**

The following rules shall apply to any Grievance Hearing before a Hearing Committee:

a. It shall be the responsibility of the ~~p~~Party seeking to call a witness or submit material to demonstrate to the satisfaction of the Chair of the Hearing Committee the authenticity and relevance of the witness or material.

b. Witnesses called shall have direct and personal knowledge of the points attested to and may be challenged on the ground that they lack such

knowledge. A pParty calling a witness shall first establish the relevance of the testimony of the witness.

c. Material introduced by either pParty shall be accompanied by a showing of authenticity and relevance to the Grievance. Decisions, recommendations, and actions that occur prior to the Grievable Action may be relevant to the Grievable Action if they establish a pattern of action over time.

d. During a witness' testimony, either pParty may object to such testimony on the grounds that the witness lacks personal knowledge for such testimony or that such testimony is not relevant to the Grievance. The pParty making the objection shall state the reason(s) for the objection, and the other pParty shall have the opportunity to respond to the objection. The Chair of the Hearing Committee shall rule on the objection.

e. The UM assigned to a specific case may neither attend the Hearing nor be called as a witness for that case.

#### **K.10.5 Recommendation of the Hearing Committee**

a. Following the completion of the Hearing, the Hearing Committee shall retire for the purpose of discussion, conference, and decision. These deliberations shall remain confidential to the full extent permitted by law. The Hearing Committee shall review the pertinent information and the Grievable Action of the Responsible Administrator which is the basis for the Grievance solely to determine whether this Action is unfair, unreasonable, arbitrary, capricious, or discriminatory, but not to substitute its judgment regarding the substantive merits of the decision which is the basis for the Grievance Grievable Action. If the Hearing Committee concludes that there was a procedural deficiency which materially inhibited the review process, it may specify the nature of this deficiency and refer the matter back to the appropriate administrator for correction and subsequent return to the Hearing Committee.



b. When the Hearing Committee has agreed on a recommendation (hereinafter referred to as the “Recommendation”) by a majority vote, a written statement of the Recommendation shall be prepared that summarizes the relevant information and explains the reasoning that supports the Recommendation. It also shall state specifically any action necessitated by the Recommendation and identify any proposed relief to be provided. Normally, the Chair of the Hearing Committee shall oversee the preparation of this written statement of the Recommendation. However, if the Chair of the Hearing Committee opposes the majority vote, the members of the majority shall choose from among themselves a person to oversee the preparation of the written statement of the Recommendation. This person shall also represent the Hearing Committee, if necessary, during reviews and appeals.

c. If the Recommendation from the Hearing Committee is not unanimous, the report shall explain the reasoning of the dissenting minority shall prepare a written statement reflecting the minority opinion, as well as that of the majority.

d. The written Recommendation from the Hearing Committee, ~~together with any minority report,~~ shall be submitted to the UGO by the Chair of the Hearing Committee within ten (10) working days of the completion of the Hearing.

e. Within ~~two (2)~~ three (3) working days after receiving the Recommendation from the Hearing Committee, the UGO shall ~~announce~~ send a copy of this Recommendation to both the pParties and provide Written copies of the Recommendation, together with any minority report, to both parties. Within this same time frame, the UGO shall provide ~~written~~ copies of the Recommendation, ~~any minority report,~~ the Complaint, the Response, the record of the Hearing, and any written material submitted during the Hearing (hereinafter referred to collectively as the “Hearing Record”) to both the Provost and the President, unless the Provost and/or the President is a pParty to the Grievance. If the Provost is a Party to the Grievance, but the President is not the Hearing Record shall be sent only to the President. If the President is a

Party to the Grievance, the Hearing Record ~~in which case, the UGO shall instead send these copies~~ be sent to the Board.

f. If the Grievable Action is the denial of tenure and/or promotion, the Hearing Record shall not be sent to the Provost.

### **K.10.6 Appeals and Administrative Reviews**

~~Decisions of a~~ A Recommendation from the Hearing Committee that no action be taken as a result of the Grievance Hearing is final, unless the Grievant chooses to appeal this Recommendation (see Section K.10.6.1). Any Recommendation from the Hearing Committee that action be taken as a result of the Grievance must be reviewed by both the Provost and President before it becomes final, unless the Provost or the President is a party to the Grievance. If the Provost is a party to the Grievance, but the President is not, the review shall be made only by the President. If the President is a party to the Grievance, the review shall be made only by the Board.

If the Grievable Action is the denial of tenure and/or promotion, only the President shall review the Recommendation.

#### **K.10.6.1 Appeal of the Recommendation From the Hearing Committee**

Whether or not the Recommendation from the Hearing Committee suggests that action be taken as a result of the Grievance, the Grievant has the right to appeal this Recommendation. This appeal must be made within ten (10) five (5) working days of receipt of the written Recommendation from the Hearing Committee, ~~and it must provide reasons for the appeal, and it must not exceed five (5) pages with normal font size. Failure of the Grievant to file an appeal within this time frame shall constitute his or her acceptance of the Recommendation from the Hearing Committee.~~ This appeal shall be submitted to the Provost, unless the Provost and/or the President is a ~~p~~Party to the Grievance. If the Provost is a ~~p~~Party to the Grievance, but the President is not,

the appeal shall be submitted to the President. If the President is a party to the Grievance, the appeal shall be submitted to the Board.

If the Grievable Action is the denial of tenure and/or promotion, the appeal shall be submitted only to the President.

If the Grievant submits an appeal to the Provost, he or she shall send a copy of this appeal to the UGO at the same time. The UGO shall then send a copy of this appeal to the Supervisor.

#### **K.10.6.2 Review by the Provost**

~~If neither the Provost nor the President is a party to the Grievance, the Hearing Record is sent to the Provost, he or she shall review the Hearing Record, together with~~ and any appeal from the Grievant (hereinafter referred to collectively as the "Appeal Record"), unless the Recommendation ~~from the Hearing Committee is suggests~~ that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Appeal Record. No ~~party may introduce~~ new substantive issues may be introduced.

Upon completion of this review, the Provost shall submit a written recommendation to the President, along with a copy of any appeal from the Grievant. The recommendation from the Provost shall include a summary of the relevant information and the reasoning that supports the recommendation. The recommendation from the Provost shall modify may differ from the Recommendation from the Hearing Committee only if he or she the Provost finds that this the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, capricious, or discriminatory. The Provost shall also send a copy of his or her recommendation to the UGO, and the UGO shall send copies of this recommendation to the Grievant and the Supervisor. The Provost shall send his or her recommendation to the President and the UGO Wwithin ten (10) working days of receiving an appeal from the Grievant or the expiration

of the five (5) working day limit for submitting an appeal, ~~the Provost shall respond by providing to all parties to the Grievance and to the UGO a written statement of his or her recommendation, which shall include a summary of the relevant information and the reasoning that supports this recommendation. A copy of this recommendation shall also be provided to the President, along with a copy of any appeal to the Provost from the Grievant.~~

#### **K.10.6.3 Appeal of the Recommendation From the Provost**

~~If the Provost modifies the Recommendation from the Hearing Committee, t~~The Grievant has the right to appeal the new recommendation from the Provost. This appeal must be made within five (5) working days of receipt of the written recommendation from the Provost, it must provide reasons for the appeal, and it must not exceed two (2) five (5) pages with normal font size. Failure of the Grievant to file an appeal within this time frame shall constitute his or her acceptance of the recommendation from the Provost.

If the Grievant submits an appeal to the President, he or she shall send a copy of this appeal to the UGO at the same time. The UGO shall then send a copy of this appeal to the Supervisor and the Provost.

#### **K.10.6.4 Review by the President**

~~If the Hearing Record is sent to the President is not a party to the Grievance, he or she shall review the Recommendation from the Hearing Committee~~Hearing Record, together with any ~~minority report, the recommendation from the Provost (unless the Provost was a party to the Grievance), and any appeals from the Grievant (hereinafter referred to collectively as the "Final Appeal Record"), unless the Recommendation from the Hearing Committee is that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Final Appeal Record, ~~the Provost's recommendation and any~~~~

~~appeal by the Grievant. No party may introduce new substantive issues~~ may be introduced.

Upon completion of this review, the President shall make a final decision regarding the Grievance. This decision shall be in writing, and it shall include a summary of the relevant information and the reasoning that supports the decision. Regardless of the recommendation from the Provost, the decision of the President shall modify may differ from the Recommendation from the Hearing Committee only if ~~he or she~~ the President finds that ~~this the~~ Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, capricious, or discriminatory. The President shall send his or her written decision to the UGO ~~W~~within twenty (20) working days of receiving an appeal from the Grievant or the expiration of the five (5) working day limit for submitting an appeal. The UGO shall send copies of this decision to the Grievant, the Supervisor, and the Provost, ~~the President shall respond by providing to all parties to the Grievance, the UGO, and the Provost a written statement of his or her decision, which shall include a summary of the relevant information and the reasoning that supports this decision.~~ The decision of the President is final.

If the decision of the President includes taking action as a result of the Grievance, ~~he or she~~ the President shall notify the appropriate ~~parties~~ individuals of the action to be taken.

#### **K.10.6.5 Review by the Board**

If the President was a party to the Grievance, the Board shall review the Recommendation from the Hearing Committee, together with ~~any minority report and~~ any appeal from the Grievant (hereinafter referred to collectively as the "Final Appeal Record"), unless the Recommendation suggests that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based

only on the Final Appeal Record. No new substantive issues may be introduced.

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

If the decision of the Board includes taking action as a result of the Grievance, the Chair of the Board shall notify the President and the UGO of the action to be taken, and the President shall notify the appropriate individuals. ~~†This may involve special Board action and/or instruction regarding action to be taken by administrators.~~

## **K.11 Grievance Panels and Hearing Committees**

### **K.11.1 Grievance Panels** *(last revised August 2, 2013)*

The Faculty Grievance Panel shall be a pool of eligible Hearing Committee members consisting of ~~twenty-one (21) tenured faculty members, with at least one (1) from each college~~ one (1) tenured faculty member from each academic department and one (1) tenured faculty member from the University Libraries, and.

The Administrative Professional Grievance Panel shall be a pool of eligible Hearing Committee members consisting of twenty-one (21) administrative professionals, representing at least four (4) administrative areas. ~~Administrative~~

~~professionals~~ Each member shall have had at least five (5) years employment at half-time (0.5) or greater at Colorado State University.

No person having administrative duties, as described in Section K.11.2, shall be qualified to serve on the either Grievance Panel.

#### **K.11.1.1 Duties** *(last revised August 2, 2013)*

As specified elsewhere in ~~this s~~Section K, individual members of the Grievance Panel may be recruited to a) serve on individual Hearing Committees, b) serve on search committees to select a new UGO, and c) consult with the leadership of Faculty Council or the Administrative Professional Council, as appropriate, on policy matters related to procedures outlined in Section K and the activities of the UGO.

#### **K.11.1.2 Chairs** *(last revised August 2, 2013)*

~~Each year, a Grievance Panel Chair shall be appointed jointly by the presidents the Chair of the Faculty Council and Administrative Professional Council shall select a Chair for the Faculty Grievance Panel from among the panel's its elected members, and the Chair of the Administrative Professional Council shall select a Chair for the Administrative Professional Grievance Panel from among its elected members. This volunteer position shall be filled by a faculty member in academic years ending in an odd number and by an administrative professional in academic years ending in an even number.~~

As specified ~~elsewhere~~ elsewhere in this Section K, the ~~chair's~~ duties of the chairs are:

- a. To meet with the UGO ~~at least quarterly or~~ as needed to review activities of the UGO,
- b. To review challenges to the qualification ~~and classification~~ of grievances by the UGO (Section K.10.13.3),

- c. To appoint a subcommittee to seek nominations for the position of UGO and interview prospective UGO candidates (Section K.12.1),
- d. To confer with the Provost and either the Chair of Faculty Council or the Chair of the Administrative Professional Council on the appointment of a Temporary Special University Grievance Officer, as needed (Section K.12.67),
- e. To advise the UGO on policy and procedural matters covered in ~~this~~ Section K,
- f. To advise the Faculty Council and Administrative Professional Council on matters pertaining to rights and responsibilities described in ~~this~~ Section K,
- g. To provide input for the UGO's annual report (Section K.12.4.hi),
- ~~h. To assist the Faculty Council and the Administrative Professional Council in their annual evaluation of the UGO by receiving and reporting on questionnaires to parties inquiring about or involved in mediation or the grievance process. These questionnaires will be distributed by the UGO (Section K.12.4.1),~~
- ~~ih.~~ To provide input on the UGO's annual performance review (Section K.12.1).

### **K.11.2 Administrative Duties**

With respect to qualification to serve on the Grievance Panel, administrative duty or duties refers to the service of those persons acting as the administrators responsible for the various administrative units, departments, colleges, and the University, and responsible for budgets and supervising and evaluating personnel other than state classified personnel, students, or postdocs. ~~The term shall cover persons having the title "Assistant Dean" or "Associate Dean". This shall include administrators at the level of department head or above, but not assistant or associate department heads. However,~~



~~Service by persons as chairs of committees, or as Principal Investigators on contracts and grants,~~ shall not be considered to be administrative duties.

### **K.11.3 Election of Grievance Panel Members**

~~Faculty members shall be nominated by the Faculty Council Committee on Faculty Governance, who shall provide a full slate of nominees for election by the Faculty Council. Each academic department and the Libraries shall elect one (1) member of the Grievance Panel from among the eligible members of that unit. The electorate eligible to vote for this member of the Faculty Grievance Panel shall consist of all regular full-time, regular part-time, senior teaching, special, and transitional members of the faculty in that unit who have no administrative duties (see Section K.11.2). The Faculty Council Committee on Faculty Governance shall establish uniform nomination and election procedures throughout the University and shall supervise elections in academic departments and the Libraries to ensure secret ballots and impartial election procedures.~~

Administrative professionals shall be elected by the Administrative Professional Council.

Nominations for candidates shall be opened on February 15, annually, and election shall be held in April. Election shall be for a three (3) year term starting on the first (1st) day of Fall semester, with the terms staggered so that approximately one-third (1/3) of the faculty members and one-third (1/3) of the administrative professionals have their terms expire each year. ~~Grievance Panel members who have served two (2) consecutive terms shall be ineligible for re-election for a period of two (2) years.~~ Vacancies shall be filled by elections at other times throughout the year following the procedures set forth above.

~~When a vacancy occurs on the a Grievance Panel, it shall be filled by appointment, unless the vacancy occurs within one (1) month before the next~~

~~regular election, in which case, the unexpired term shall be filled at that election. An appointment of a faculty member shall be made by the Faculty Council Committee on Faculty Governance, and an appointment of an administrative professional shall be made by the Administrative Professional Council.~~

#### **K.11.4 Formation of Hearing Committees**

The UGO shall establish a rotation schedule for the members of the Grievance Panels to serve on Hearing Committees. However, at the discretion of the UGO, members may be skipped due to issues such as conflicts of interest, availability, or appropriate criteria (such as faculty rank). A Hearing Committees shall consist of five (5) members having the same appointment Employee Classification (faculty member or administrative professional) as the Grievant. The UGO shall provide each selected member of the Hearing Committee the opportunity to excuse himself or herself from service because of having an involvement with one or both of the parties and/or with the Action being challenged that causes him or her to be incapable of rendering an impartial judgment concerning the Grievance. The UGO shall select replacements for any members who excuse themselves.

Each Hearing Committee scheduled to hear a Grievance shall select from its membership a Chair, who shall be a voting member of the Hearing Committee, preside over the Hearing, maintain orderly procedures, and supervise the preparation of the written Recommendation regarding the Grievance.

~~If a member of the Hearing Committee excuses himself or herself as described in Section K.10.2.g or is excused by the UGO due to a challenge for cause, he or she shall be replaced on the Hearing Committee by the next person of the same appointment classification in the rotation order. If the Chair of the Hearing Committee is replaced in this manner the new members of the Hearing Committee shall select a new Chair from among themselves. In the event that it is impossible to establish a full Hearing Committee from the membership of the~~

Grievance Panel, ~~each of the parties in the Grievance shall nominate two (2) persons for each vacant position, and the UGO shall name the replacements from among those nominees~~ the UGO and either the Chair of Faculty Council or the Chair of the Administrative Professional Council, whichever has the same Employee Classification as the Grievant, shall jointly select the remaining members of the Hearing Committee, subject to further challenge for cause as provided in Section K.10.12.h.

## **K.12 University Grievance Officer**

### **K.12.1 Selection, Qualifications, and Term of the University Grievance Officer**

In October of the third year of the UGO's term of office, the chairs of the Grievance Panels shall jointly appoint a subcommittee of the Grievance Panel memberships, consisting of three (3) faculty members and three (3) administrative professionals, to provide nominations for a UGO to serve the next three-year term. In November, this subcommittee shall solicit nominations, and, in January, it shall recommend ~~two (2) or three (3)~~ qualified persons to the President through the Provost. The UGO shall be selected by the President, after consultation with the members of the subcommittee during the second week of February. The selection must be confirmed by a majority vote of those cast by the Faculty Council and a majority vote of those cast by the Administrative Professional Council in April, such confirmations being conducted separately. In the event that a majority vote of those cast is not attained by both the Faculty Council and the Administrative Professional Council, another candidate shall be proposed by the President. The UGO shall take office on July 1 following the vote and shall report to the Provost. The Provost shall keep the President informed regarding the activities of the UGO.

The UGO shall be a tenured, full-time member of the faculty with at least the rank of associate professor and shall have no administrative duties (see Section K.11.2) throughout the term of service. The term of office shall be three

(3) consecutive one (1) year appointments. There is no limit to the number of terms a UGO may serve.

The UGO shall be evaluated annually. In February, the Executive Committee of Faculty Council and the Executive Committee of the Administrative Professional Council shall each send a written performance evaluation to the Provost. The Provost shall prepare the official evaluation of the UGO and submit it to the President ~~preceding~~ each year prior to the reappointment. The Provost shall also send a copy of this evaluation to the department head of the UGO for use in his or her annual evaluation. If the position of UGO becomes vacant before expiration of the term, the Grievance Panel shall recommend an interim appointment to the President, through the Provost, to serve until a confirmed UGO, selected the following February, takes office on July 1.

#### **K.12.2 Oversight of the University Grievance Officer** *(last revised August 2, 2013)*

The UGO shall be accountable to the Faculty and Administrative Professional Councils on matters pertaining to carrying out the responsibilities of the UGO. The UGO shall seek the ~~advise~~ advice of the Chairs of the Grievance Panels on procedural matters. The UGO shall report administratively to the Provost.

#### **K.12.3 Service of the University Grievance Officer**

The UGO shall be appointed part-time, depending upon the work load. The appointment fraction and associated funds shall be negotiated ~~at least annually~~ among the UGO, the Provost, and the UGO's department head and may be reviewed as necessary ~~during the year~~. Adequate secretarial and expense support shall be provided by the Office of the Provost.

#### **K.12.4 Duties of the University Grievance Officer** *(last revised May 8, 2015)*

The UGO shall be responsible for:

- a. Maintaining a record of actions taken as part of the processes in Section K and Section E.15.
- b. Coordinating and facilitating the activities of the Grievance Panels by maintaining the records of the Panels, scheduling all meetings of the Panels for informational and organizational purposes, scheduling meetings of its Hearing Committees, calling individuals to appear before the Hearing Committees, and establishing the rotation order for service by the members of the Panels on Hearing Committees.
- c. Overseeing the processes of Section K and Section E.15 and preparing reports to the Grievance Panels, including recommendations for improving these processes.
- d. Assuring that faculty members and administrative professionals are familiar with the provisions, components, purposes, and procedures of the processes of Section K and Section E.15.
- e. Consulting with at-will employees and the Office of General Counsel about disciplinary action or termination of at-will employees, as discussed in Section K.3.1.g.
- f. Making recommendations to Hearing Committees regarding guidelines for the operation of these committees pursuant to Section K and Section E.15.
- g. Advising potential and active parties to a Grievance of their prospects for sustaining a Grievance, including their responsibilities for following the procedural rules of Section K.10.
- h. Facilitating the conduct of Hearings ~~decision~~ pursuant to Section K and Section E.15.
- i. Preparing an annual report, ~~in consultation with the Chair of the Grievance Panel~~ each ~~June~~ December for the Faculty Council and Administrative

Professional Council, which summarizes activities and recommendations during the previous year.

j. Maintaining and updating the list of University Mediators (UMs).

k. Appointing appropriate UMs to mediate disputes involving faculty members, administrative professionals, and/or administrators.

l. Coordinating orientation and training of University Mediators and Grievance Panel members

m. Assisting ~~the~~ Faculty Council and the Administrative Professional Council in their annual evaluations of the UGO by ~~distributing questionnaires to parties inquiring about or involved in mediation or the grievance process, and assigning numerical identifiers to each questionnaire, thus maintaining participants' anonymity~~ notifying all participants in the Section K process of the opportunity to participate in anonymous surveys regarding the performance of the UGO.

#### **K.12.5 Right to Extend Deadlines**

At his or her discretion, the UGO may extend any deadlines or timelines described in Section K and Section E.15. An individuals involved in these processes may submit to the UGO an objection to such an extension, and the UGO shall give such an objection serious consideration. However, the final decision regarding an extension rests with the UGO.

#### **K.12.56 Legal Advice**

At any time, the UGO may seek legal advice from the Office of General Counsel for the University. If the UGO determines that it is appropriate to seek legal advice from outside the Office of the General Counsel for the University, he or she may request that the Office of the General Counsel engage the services of an attorney from the Colorado Attorney General's Office to give

legal advice to the UGO. If the UGO determines that it is necessary to seek legal advice from an attorney who is outside of the Office of the General Counsel and the Colorado Attorney General's Office, the UGO may make such a request to the Office of the General Counsel. Any such engagement must be approved by the Colorado Attorney General's Office. A denial by the Colorado Attorney General's Office of such a request is ~~not grievable~~ final.

### **K.12.67 Temporary Special University Grievance Officer**

In the event of a conflict of interest by the UGO in a dispute, or in the event that the UGO becomes a Grievant or requests to be recused, the ~~Provost~~ President, after consultation with the chairs of the Grievance Panels ~~and the President~~, shall appoint a Temporary Special UGO for that dispute. The Temporary Special UGO shall have all the duties described herein of the UGO for the duration of the specific dispute for which he or she is appointed.

## **K.13 University Mediators**

### **K.13.1 Qualifications of University Mediators**

The individuals nominated and recommended as UMs shall be presently employed or retired faculty members or administrative professionals who have the skills, credibility and commitment that would enable them to discharge their duties effectively as UMs. ~~A~~ C~~currently employed individuals~~ shall obtain prior approval from their department head/supervisor. The UGO is not eligible to serve as a UM.

#### **K.13.1.1 Qualifications of University Mediators for Faculty**

Each UM for faculty members shall be a tenured, full-time faculty member with at least the rank of associate professor or a person ~~a faculty member with a transitional or emeritus/emerita appointment~~ who previously held such a rank an appointment. He or she shall have no administrative duties (see Section

K.11.2) throughout the term of service. ~~Within ten (10) working days of an appeal from the Grievant or a Hearing Committee decision that was not appealed, the Provost shall respond by providing to all parties to the Grievance and the UGO a written statement of the decision rendered with a summary of relevant evidence and the reasoning that sustains the decision.~~

### **K.13.1.2 Qualifications of University Mediators for Administrative Professionals**

Each UM for administrative professionals shall be employed at least half-time (0.5) as an administrative professional at Colorado State University or, ~~if retired, shall have been employed by the University at least half-time (0.5) as an administrative professional~~ a person who previously held such an appointment.

### **K.13.2 Selection, Terms, and Evaluation of University Mediators for Academic Faculty** *(last revised August 2, 2013)*

The Chair of Faculty Council and the Provost shall solicit nominations for faculty UMs ~~from the faculty members~~ prior to the end of each academic year. In consultation with the Executive Committee of Faculty Council ~~Executive Committee, the Council of Deans, and any other appropriate groups~~, the Chair of Faculty Council and the Provost shall jointly forward recommendations to the President. The President shall appoint at least two (2) faculty UMs for the upcoming year. The faculty UMs ~~for faculty members~~ shall take office on July 1 following their appointment by the President.

University Mediators may be eligible to receive supplemental pay based on hours devoted to mediation activities. Moreover, the Provost and the faculty member's ~~immediate supervisor~~ department head may choose to provide an adjustment in effort distribution and/or workload. In this case, individuals appointed as ~~academic~~ faculty UMs may negotiate this change in effort



distribution and/or workload with their ~~immediate supervisor~~ department head, to reflect their involvement in the ~~M~~mediation process.

The term of office for a faculty UM shall be three (3) consecutive one (1) year appointments on an at-will basis. There is no limit to the number of terms a UM may serve. ~~Each UM shall be evaluated annually. A faculty UM who has mediated one or more cases during the calendar year shall be evaluated the following February by the Executive Committee of Faculty Council, who shall send a written performance evaluation to the Provost. The Provost shall then prepare the official evaluation of the UM and submit it to the President prior to the reappointment of the UM. In February, the Executive Committee of Faculty Council who shall send a written performance evaluation to the Provost, and the Provost shall then prepare the official evaluation of the UM and submit it to the President preceding each reappointment.~~ If the need arises to appoint an additional UM during the academic year, the Chair of Faculty Council and the Provost shall recommend jointly an interim appointment to the President to serve until a new UM is selected and takes office the next July 1.

### **K.13.3 Selection, Terms, and Evaluation of University Mediators for Administrative Professionals** *(last revised August 2, 2013)*

The Chair of the Administrative Professional Council and the Vice President for University Operations shall solicit nominations for administrative professional UMs ~~for administrative professionals~~ prior to the end of each academic year. In consultation with the Executive Committee of the Administrative Professional Council ~~and any other appropriate groups~~, the Chair of the Administrative Professional Council and the Vice President for University Operations shall jointly forward recommendations to the President. The President shall appoint at least two (2) administrative professional UMs for the upcoming year. The administrative professional UMs ~~for administrative professionals~~ shall take office on July 1 following their appointment by the President.

University Mediators may be eligible to receive supplemental pay based on hours devoted to mediation activities. Moreover, the Vice President for University Operations and the administrative professional's immediate supervisor may choose to provide an adjustment in effort distribution and/or workload. In this case, individuals appointed as administrative professional UMs may negotiate this change in effort distribution and/or workload with their immediate supervisor to reflect their involvement in the Mmediation process.

The term of office for an administrative professional UM shall be three (3) consecutive one (1) year appointments on an at-will basis. There is no limit to the number of terms a UM may serve. An administrative professional University Mediators UM who ~~have~~ has mediated one or more cases during the calendar year shall be evaluated ~~in that calendar year~~ the following February by the Executive Committee of the Administrative Professional Council, who shall send a written performance evaluation to the Vice President for University Operations. The Vice President for University Operations shall then prepare the official evaluation of the UM and submit it to the President ~~preceding each~~ prior to the reappointment of the UM. If the need arises to appoint an additional UM during the academic year, the Chair of the Administrative Professional Council and the Vice President for University Operations shall jointly recommend an interim appointment to the President to serve until a new UM is selected and takes office the next July 1.

#### ~~K.14 Key Time Limits Within the Mediation and Grievance Processes~~

Action		Maximum Number of Working Days
(a)	Action discovered	
(b)	Submission of written claim to UGO	20 days after (a)
(c)	Appointment of University Mediator (UM)	5 days after (b)
(d)	Decision by UM whether to attempt mediation	10 days after (c)
(e)	Mediation Period	20 days after (d)
(f)	Submission of written Grievance Complaint	5 days after (d) and (e)
(g)	Written Response from Responsible Administrator	5 days after (f)

(h)	<del>Form Hearing Committee and begin Hearing</del>	<del>10 days after (f)</del>
(i)	<del>Conclude Hearing</del>	<del>10 days after (h)</del>
(j)	<del>Recommendation of Hearing Committee</del>	<del>10 days after (i)</del>
(k)	<del>Notification of Recommendation by UGO</del>	<del>2 days after (j)</del>
(l)	<del>Appeal of Hearing Committee Recommendation</del>	<del>5 days after (k)</del>
(m)	<del>Review by Provost</del>	<del>10 days after (k) and (l)</del>
(n)	<del>Appeal of Provost Recommendation</del>	<del>5 days after (m)</del>
(o)	<del>Review by President</del>	<del>20 days after (n)</del>

<sup>1</sup> The term “~~personal~~ personnel file” refers to information collected because of the employer-employee relationship, and it does not necessarily refer to a single physical file. In order for information to be part of the personnel file, there must be a reasonable expectation that such information will be kept private. Information in the personnel file is generally not made available for public inspection, but it is available to the individual and to his or her supervisors.

Rationale: Most of the changes simply bring the policy into line with current practice and provide additional clarity.

In addition, the Grievance Panel is separated into two grievance Panels, one for faculty and one for administrative professionals. Also, the constitution of the Faculty Grievance Panel is changed to increase its membership. There have been serious problems in the recent past with the small number of persons on the panel.

In the case of denial of tenure and/or promotion, the Recommendation of the Hearing Committee should not be sent to the Provost, since the Provost has already recommended against tenure and/or promotion prior to the Hearing.

Finally, the table of timelines in Section K.14 is deleted, since it is not correct. The timelines are not simple enough to be summarized in such a table, since they depend on a number of factors that are different in different situations.

September 18, 2017

**To: Tim Gallagher, Chair, Faculty Council**  
**From: Matt Hickey, Chair, Committee on Teaching and Learning**  
**Subject: Appropriate Uses of the ASCSU Student Course Survey**

The Committee on Teaching and Learning submits the following motion:

MOVED, THAT SECTION E.12.1 OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL*, BE AMENDED AS FOLLOWS:

Deletions ~~Overscored~~ Additions Underlined

**E.12.1 Teaching and Advising** (~~last revised August 2, 2013~~)

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

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

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

Departments shall foster a culture that values and recognizes excellent teaching, and encourages reflective self-assessment. To that end, departmental codes ~~should~~ will, within

the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness. Evaluation of teaching should be designed to highlight strengths, identify deficiencies, and improve teaching and learning. Evaluation criteria of teaching can include, but are not limited to, quality of curriculum design; quality of instructional materials; achievement of student learning outcomes; and effectiveness at presenting information, managing class sessions, encouraging student engagement and critical thinking, and responding to student work. Evaluation of teaching shall must involve substantive review of multiple sources of information such as course syllabi; signed peer evaluations; examples of course improvements; development of new courses and teaching techniques; integration of service learning; appropriate course surveys of teaching and/or summaries of how the instructor used information from student feedback to improve course design or instructional delivery, as well as any evidence of the outcomes of such improvements; letters, electronic mail messages, and/or other forms of written comments from current and/or former students; and evidence of the use of active and/or experiential learning, student learning achievement, professional development related to teaching and learning, and assessments from conference/workshop attendees. Anonymous letters or comments shall not be used to evaluate teaching, except with the consent of the instructor or as authorized in a department's code. Evaluation of teaching ~~effectiveness~~ effectiveness should take into account the physical and curricular context in which teaching occurs (e.g., face-to-face and online settings; lower-division, upper-division, and graduate courses), established content standards and expectations, and the faculty member's teaching assignments, in particular in the context of the type and level of courses taught. The ~~University~~ University provides resources to support the evaluation of ~~teaching~~ teaching effectiveness, such as systems to create and assess teaching portfolios, access to exemplary teaching portfolios, and professional development programs focusing on teaching and learning.

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

### **Rationale:**

The proposed changes to the language incorporate recommendations from the 2015 TILT/UDTS Task Force Report on Teaching and Learning and are consonant with proposed

change to the language in the Faculty Manual in section I.8 that addresses student course evaluations. Providing coherent guidance in both I.8 and E.12.1 of the Faculty Manual on the appropriate use of student course surveys will help to ensure that information gathered through them will not constitute the sole or primary basis for judging teaching effectiveness. Making this change in policy will help lead departments to adopt evaluation strategies that can support fairer and more accurate evaluations than is possible through use of student course survey results alone.

September 18, 2017

**To: Tim Gallagher, Chair, Faculty Council**  
**From: Matt Hickey, Chair, Committee on Teaching and Learning**  
**Subject: Appropriate Uses of the ASCSU Student Course Survey**

The Committee on Teaching and Learning submits the following motion:

MOVED, THAT SECTION I.8 OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL*, BE AMENDED AS FOLLOWS:

Deletions ~~Overscored~~ Additions Underlined

**I.8 Student Course Survey (~~last revised June 21, 2011~~)**

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

Each term, course instructors shall conduct at least one student survey of all the courses they teach through a system administered by the University utilizing the standardized University-wide instrument. ~~At the end of each term, survey forms shall be digitized and responses shall be tabulated.~~ Summaries of responses for each course surveyed shall be posted at <http://coursesurvey.colostate.edu>. Access to the summaries shall be granted to anyone with a CSU eID. Access to digital copies of the survey forms shall be granted only to the course instructor(s), to individuals explicitly granted access by the instructor(s), and to any other persons granted access by the department code. Costs for conducting and providing access to survey results shall be shared by the University and the Associated Students of Colorado State University (ASCSU). ASCSU's financial contribution shall not exceed half of the required financial resources to operate this program.

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

**Rationale:** The ASCSU Student Course Survey has been used for more than three decades, in various forms, as a source of information in annual evaluations of faculty as well as in tenure and promotion processes. A steady accumulation of research on the use of student course surveys indicates, however, that student responses to such surveys, in isolation, cannot substitute for the judgment of peers and the careful examination of course materials, classroom activities, and student learning outcomes. A recent review article by Stark & Freishtat (2014), for example, concluded that although students can offer valuable information about student experiences in a class, particularly in the areas of *“clarity, pace, legibility, audibility, and their own excitement (or boredom),”* they are poor judges of teaching effectiveness (p. 13). In their review, Stark and Freishtat also reported, *“Controlled, randomized experiments find that SET [student evaluations of teaching] ratings are negatively associated with direct measures of effectiveness. Importantly, SET seem to be influenced by the gender, ethnicity, and attractiveness of the instructor”* (p. 19).

In August 2013, the Faculty Council approved changes to section E.12.1 of the manual that direct departments to ensure that their codes, “within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness.” Providing coherent guidance in both I.8 and E.12.1 of the Faculty Manual on the appropriate use of student course surveys will help to ensure that information gathered through them will not constitute the sole or primary basis for judging teaching effectiveness. Making this change in policy will help lead departments to adopt evaluation strategies that can support fairer and more accurate evaluations than is possible through use of student course survey results alone.



**BALLOT**  
**November 7, 2017**  
**Graduate Student Positions on Faculty Council Standing Committees**  
**One-year term**

**Committee on Strategic and Financial Planning**

<u>ARNOLD PAECKLAR</u>	Graduate student	<b><u>Term Expires</u></b> 2018
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**Committee on University Programs**

<u>RYAN CZARNY</u>	Graduate student	2018
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**University Curriculum Committee**

<u>KEVIN JABLONSKI</u>	Graduate student	2018
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**BALLOT**  
**November 7, 2017**  
**Undergraduate Student Positions on Faculty Council Standing Committees**  
**One-year term**

**Committee on Strategic and Financial Planning**

<u>MICHAEL WELLS</u>	Undergraduate student	<b><u>Term Expires</u></b> 2018
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**University Curriculum Committee**

<u>ALISSA HUBER</u>	Undergraduate student	2018
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**Committee on Intercollegiate Athletics**

<u>LIAM AUBREY</u>	Undergraduate student	2018
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**Committee on University Programs**

<u>COLE WISE</u>	Undergraduate student	2018
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**Committee on Libraries**

<u>NATE RHINE</u>	Undergraduate student	2018
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**Committee on Teaching and Learning**

<u>BAYLER SHUBERT</u>	Undergraduate student	2018
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## **BOARD OF GOVERNORS – Faculty Council Representative Report for 11/07/2017**

*Margarita Maria Lenk.*

The Board of Governors (BOG) met on October 5-6, 2017 since the last Faculty Council meeting. Full BOG meeting minutes are available on the BOG web site. Below are my highlights notes from these meetings, and are not meant to be fully comprehensive summaries of the Board meetings.

### **The October 5-6 meeting was held on the CSU Fort Collins campus.**

1. Amy Parsons provided updates on the CSU system strategic map, and the Western stock Show Complex, which will have its first groundbreaking November 3, 2017 and will have a special exhibit entitled History Colorado Zoom In: The Centennial State in 100 objects. CSU affiliated people will have a reduced membership price. In addition, this show will run for 6 years, and will include a special 3 month exhibit around CSU's 150 year anniversary. Future Learn's first MOOC is up and is about Water Scarcity: Crisis and Response. The second MOOC will be about Water for People: Future Generations and Diplomacy. Future MOOCs will be about the Anthropology of beer and the Roman Republic. The first annual report of Todos Santos has been released and shows great statistics of use by faculty and students, both CSU-Fort Collins and CSU-Pueblo.
2. Rick Miranda reviewed the strategic plan and SPARC layers of involvement for CSU-Fort Collins. He described progress in each area of the strategic plan, emphasizing the cluster faculty hires, sustainability successes (CSU was first to achieve platinum standing/ranking, and only Stanford and University of New Hampshire have followed), campus composting, and pollinator project). System-wide IT consolidations are occurring to save resources, and the Shepardson remodel. Opportunities for sustainability improvements include: student learning outcomes, sustainability investments, fleet vehicles, and renewable electricity. Two colleges out of the 8 have made sustainability a goal at the college level (business and engineering). Rick reviewed the program changes on all campuses and the CSU-Pueblo faculty manual. The next BoG meeting in December will discuss assessment strategies and tools.
3. Tony reported we have now raised and collected \$192 million, so we are 81% towards our goal for the campaign, and celebrated that VP Tobin has picked up where Brett Anderson left off.
4. Joe Parker – CSU Athletic director gave an overview of how the CSU athletics have celebrated successes so far as well as stadium updates.
5. Tom Milliken spoke to opportunities with University Brand, an Associated Press Relationship that allows CSU expertise to be shared in a digestable format. Go to Conversation.com to see the articles an aggregator of content that other media go to see what they want to pick up. We can sign up for a daily newsletter if we want. The Conversation is a web-based media, written by university scholars and researchers, edited by journalists who transform it for public consumption, they are free to read and republish, which is leading to millions of other outlets picking up those stories. Newsweek, Scientific American, New Republic, LA Times, etc. So far 7 CSU authors have published 10 articles, in total 41 authors have published 54 articles. All 8 colleges have now published at least one article. 6600 viewers in August 2016, 125,000 in August 2017. Ten other universities contribute in addition to CSU (Michigan, Ohio State, Columbia, etc.)
6. CSU Global student representative spoke about what CSU Global is doing better than anyone else: He knew UPFRONT how much the total bill would cost and how long it would take to finish his education at the time of initial counseling. CSU Global Faculty Representative Tony Vrba is planning the first CSU system faculty meetup for dinner on Nov. 9, 2017 at the CSU Global campus (food to be catered in). Discussions will include sharing tips and challenges of teaching online by all three campuses. CSU Global President explained their strategic plan entitled sharing for the global good. They will be hosting a virtual conference on Nov. 14<sup>th</sup>: Addressing the new majority: addressing approaches for nontraditional students. CSU Global uses an outsourced vendor, Linda.com, for

instructional content and instructional support. She has also just written a book “Impacting the Future of Higher Education”, a short expository on what is possible in this higher education area that is underserved.

7. Special presentation Gwen Gorzelsky and others: Technology enhanced learning and high-impact learning and high-impact practices where content and assignment designs to prompt inquiry, analysis, critical thinking, application, and integration across topics and disciplines. These high-feedback tools, such as Slack, R, Python, ALEKS, SCALAR and Perusall, allow for individual student programming for learning intellectual and practical skills, integrative and/or applied learning, whether intellectual or practical, including integrative and/or applied learning for metacognitive learning. Content and assignments are designed to promote analysis, integrations, application, engagement with course materials, and have timely, frequent, substantive, feedback, with structured exchanges to foster meaningful interaction, and timely, low-cost access to course content. Using web development software, students can create their own website and post projects, create a blog, use open source toolkits, basically create a digital accessible portfolio of their work. High impact, technology-enhanced learning has to be purposeful, participatory and project based. Adult learners do not want to be TAUGHT, they want to be engaged in their own learning. They want to know how to apply what they are learning. They have to see the point of why they need to learn that, so that they make the sacrifices in their lives to learn it.

8. The Real Estate Committee reported that the Anatomy Zoology east wing revitalization (15 million) and the Chemistry B&C wing (25.14 million) are underway. The Hughes Stadium site will be deconstructed, cleaned and available for developers. Open sessions were held on Sept. 20 and Oct. 18<sup>th</sup> to include the public voice on the decisions for the future uses of this land. A short list of developers will be selected and an advisory committee will be formed with recommendations for the BoG. Once a developer is selected, CSU will step aside, and the developer will be interfacing with the community. Both the city and the county want to annex this property. There may be asbestos, so remediation might be needed first, and then demolition. There will be salvage, and they can bid on the concrete and the copper. The expectation is that this site will be mixed use for housing, commercial real estate, and open space.

9. Alan Rudolph: CSU Research presentation shared that FY 2017 enjoyed \$338.4 million in research expenditures, Federal awards are up by 11% and industry awards are down by 9%. Collaborative multidisciplinary team science projects are growing. Facility needs include shared, open collaborative spaces for meetings, core shared realize instrumentation, and communication and collaboration technology. Space has been identified (Johnson hall, anatomy and zoology building, Scott bioengineering building, and design building (going up in 2019)). The first CIP partnership regarded Air Quality, Climate and Health : 174 faculty and researchers in all 8 colleges, 57 department and centers, 47 external partners \$174 proposals submitted, \$16,9 m in awards received and 118 publications so far. Five new team projects for 2018. Regulatory compliance is increasing rather than decreasing, and seeing increased audit activity, especially in military land management. Future research risks were discussed. Food, energy, and water issues are of high priority to CSU.

10. Treasury report: The state is making minor changes to their funding model, and making big changes to their expenditure models, and both will impact their recommendations regarding what the tuition rate increase recommendations are going to be in the future. CCHE fiscal affairs committee is still working on the capital construction requests. The budget is proceeding forward with Faculty and staff funding requested at \$10.5 million, which includes a 2.5% increase. If tuition is not allowed to increase, and if the state requires a 2% reduction, then CSU may experience a \$22 million loss. If no %reduction, then an \$11 million loss. If 3% tuition increase, and 0% state funding increase, then \$7 million loss. The most likely scenario may be a 3% increase in tuition and 2.5% increase in state revenues, which could reduce the loss by \$3 million, which could possibly resulting in campus cost reallocations. However, these are all speculations at this point. Finally, there will be some variable rate bond restructuring that will save significant resources in the future due to interest rates now rising.

11. All items brought to the Board were approved.

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **September 22, 2017** at 2:00 p.m.  
The meeting adjourned at 4:00 p.m.

### Minutes

The minutes of September 15, 2017 were approved.

### Consent Agenda

The Consent Agenda was approved.

**Please note:** Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below.

New Courses			
Course #	Course Title	Notes	Effective Term
<a href="#">ANEQ 366</a>	Animal Welfare Evaluation	Previously offered as ANEQ 380A3	Spring 2018
<a href="#">ANEQ 410</a>	Applied Food Animal Behavior		Spring 2018
<a href="#">ANEQ 792H</a>	Seminar: Livestock Behavior and Welfare		Spring 2018
<a href="#">ENGR 422</a>	Technology Entrepreneurship		Spring 2018
<a href="#">F 526</a>	Multiple Resources Silviculture	Offered previously as F581A3	Spring 2018
<a href="#">FIN 200</a>	Personal Finance and Investing		Spring 2018
<a href="#">GEOL 540</a>	Petrophysics and Well Log Interpretation	Offered previously as GEOL 581A4	Spring 2018
<a href="#">JTC 330</a>	Narrative Journalism	Distance/Online and Face-to-face	Spring 2018
<a href="#">PHIL 322</a>	Biomedical Ethics		Spring 2018
<a href="#">POLS 392</a>	Washington DC Semester Seminar		Spring 2018
<a href="#">POLS 487</a>	Internship – Washington DC Semester		Spring 2018
<a href="#">POLS 496</a>	Washington Semester Colloquium Group Study		Spring 2018

Major Changes to Courses			
Course #	Course Title	Notes/Changes	Effective Term
<a href="#">ACT 550</a>	Accounting Information Technologies	Edits to offering term and registration information	Spring 2018
<a href="#">ACT 641</a>	<a href="#">Information Systems Audit and Control</a> <del>Contemporary Auditing</del>	Adding a prerequisite course; edits to course title and description	Spring 2018
<a href="#">HDFS 317</a>	Special Needs in Early Childhood	Adding face-to-face instructional format (and keeping online format); edits to course description and registration information	Spring 2018

<a href="#">HORT 100</a>	Horticultural Science	Adding online offering format; existing AUCC 3A course	Spring 2018
<a href="#">INST 301</a>	<del>International Studies Research Methods</del> <del>Global Commodities across the Disciplines</del>	Adding online format; edits to course title and description.	Spring 2018
<a href="#">LSPA 345</a>	Business Spanish	Adding online instructional format	Spring 2018
<a href="#">PSY 310</a>	Basic Counseling Skills	Adding online offering format and editing offering term	Spring 2018
<a href="#">SOWK 500</a>	Principles and Philosophy of Social Work	Edits to course description and offering term; removing 'permanent partial semester' designation	Spring 2018

### New Degrees

Program Title	Notes	Effective Term
<b>Warner College of Natural Resources</b>		
<a href="#">Master of Science in Ecosystem Sustainability, Plan A</a>		Fall 2018
<a href="#">Ph.D. in Ecosystem Sustainability</a>		Fall 2018

### CONSENT AGENDA

#### Minor Changes to Courses

Course #	Course Title	Notes	Effective Term
<a href="#">ACT 541</a>	Forensic Accounting and Fraud Auditing	Adding a prerequisite	Spring 2018
<a href="#">ACT 561</a>	Legal and Regulatory Issues in Accounting	Removing registration restriction and edits to offering term ( <i>process as a major change in CIM</i> )	Spring 2018
<a href="#">ACT 570</a>	Government and Nonprofit	Removing registration restriction and edits to offering term ( <i>process as a major change in CIM</i> )	Spring 2018
<a href="#">ACT 631</a>	Corporate Taxation	Editing the prerequisite	Spring 2018
<a href="#">ACT 633</a>	Flow-Through Entities	Editing the prerequisite	Spring 2018
<a href="#">ACT 635</a>	State and Local Taxation	Editing the prerequisite and offering term	Spring 2018
<a href="#">ACT 636</a>	Taxation of Corporations and Shareholders	Editing the prerequisite and offering term	Spring 2018
<a href="#">ACT 639</a>	Special Topics in Taxation	Editing the prerequisite	Spring 2018
<a href="#">CHEM 192</a>	Introductory Seminar in Chemistry	Removing required concurrent registration in CHEM 117 ( <i>processed as major change in CIM</i> )	Fall 2018
<a href="#">CHEM 473</a>	Foundations of Physical Chemistry	Adding "or MATH 271" to prerequisites ( <i>processed as a major change in CIM</i> )	Spring 2018
<a href="#">CHEM 493</a>	Seminar	Adding "or CHEM 473" to prerequisites ( <i>processed as a major change in CIM</i> )	Spring 2018

<b>Deactivations</b>			
<b>Course #</b>	<b>Course Title</b>	<b>Notes</b>	<b>Effective Term</b>
<a href="#"><u>CON 567</u></a>	Preservation and Rehabilitation of Buildings	Not referenced in any programs or courses.	Spring 2018
<a href="#"><u>CON 575</u></a>	Managerial Decision Making for Constructors	Not referenced in any programs or courses.	Spring 2018
<a href="#"><u>CON 577</u></a>	Leadership of Sustainable Community Projects	Not referenced in any programs or courses.	Spring 2018

Minutes approved by the University Curriculum Committee on 9/29/2017.

Carole Makela, Co-Chair  
Mike Hogan, Co-Chair  
Shelly Ellerby, Curriculum Liaison Specialist

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **September 29, 2017** at 2:00 p.m.

The meeting adjourned at 4:00 p.m.

### Minutes

The minutes of September 22, 2017 were approved.

### Consent Agenda

The Consent Agenda was approved.

**Please note:** Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below.

New Courses			
Course #	Course Title	Notes	Effective Term
<a href="#">ANTH 377</a>	Anthropology Perspectives – Evolution, Society	Offered previously as ANTH 380A2	Spring 2018
<a href="#">ANTH 405</a>	Public Anthropology and Global Challenges		Spring 2018
<a href="#">ANTH 459</a>	Mediterranean Archaeology		Spring 2018
<a href="#">ANTH 505</a>	Resilience, Well-Being, and Social Justice		Spring 2018
<a href="#">ART 266</a>	History and Survey of Non-Toxic Printmaking	Mixed Face-to-Face Offered previously as ART 380A2	Spring 2018
<a href="#">GR 440/ POLS 440</a>	Political Geography	Distance/Online, Mixed Face-to-Face, and Face-to-Face	Spring 2018
<a href="#">HIST 370</a>	United States History Through Film		Spring 2018

Study Abroad Course			
Course #	Course Title	Notes/Changes	Effective Term
<a href="#">ETST 182B/ WS 182B</a>	Study Abroad: Ghana	1 <sup>st</sup> offering	Spring 2018

Major Changes to Courses			
Course #	Course Title	Notes/Changes	Effective Term
<a href="#">ETST 404</a>	Race Formation in the United States	Approved as AUCC 4A and 4B course for the <a href="#">Major in Ethnic Studies, Social Studies Teaching Concentration</a>	Spring 2018
<a href="#">ETST 405</a>	Ethnicity, Class, and Gender in the U.S.	Approved as AUCC 4A and 4B course for the <a href="#">Major in Ethnic Studies, Social Studies Teaching Concentration</a>	Spring 2018
<a href="#">ETST 493</a>	Ethnic Studies Research Methods and Writing	Approved as AUCC 4C course for the <a href="#">Major in Ethnic Studies, Social Studies Teaching Concentration</a>	Spring 2018



<b>CONSENT AGENDA</b>
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<b>Deactivation</b>
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Course #	Course Title	Notes	Effective Term
<a href="#">PSY 175/</a> <a href="#">HDFS 175</a>	Developmental Psychology Across the Life Span	Not referenced in any programs or courses.	Spring 2018

Minutes approved by the University Curriculum Committee on 10/6/2017.

Carole Makela, Chair  
Shelly Ellerby, Curriculum Liaison Specialist

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **October 6, 2017** at 2:00 p.m.

The meeting adjourned at 4:00 p.m.

### Minutes

The minutes of September 29, 2017 were approved.

### Consent Agenda

The Consent Agenda was approved.

**Please note:** Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below.

New Courses			
Course #	Course Title	Notes	Effective Term
<a href="#">SOWK 530</a>	Anti-Oppressive Social Work Practice		Spring 2018
<a href="#">STAT 670</a>	Bayesian Statistics		Spring 2018

Study Abroad Course			
Course #	Course Title	Notes	Effective Term
<a href="#">E 352</a>	Study Abroad: Reading and Writing the Zambia Experience	3 <sup>rd</sup> offering Request for permanent course number	Summer 2018

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
<a href="#">CHEM 551</a>	<del>Catalytic Organometallic</del> Chemistry	Adding prerequisites; edits to course title and description	Fall 2018
<a href="#">CS 445</a>	Introduction to Machine Learning	Approved 4A/4C for CPSC-CPSZ-BS	Spring 2018
<a href="#">EDHE 658</a>	Higher Education Enrollment Management	Adding online instructional format; edit to offering term	Fall 2018
<a href="#">NRRT 231</a>	Principles-Parks/Protected Area Management	Adding online instructional format	Fall 2018
<a href="#">STAT 341</a>	Statistical Data Analysis I	Approved 4B for CPSC-CPSZ-BS	Spring 2018
<a href="#">STAT 342</a>	Statistical Data Analysis II	Approved 4B for CPSC-CPSZ-BS	Spring 2018
<a href="#">STAT 400</a>	Statistical Computing	Approved 4B for CPSC-CPSZ-BS	Spring 2018
<a href="#">STAT 421</a>	Introduction to Stochastic Processes	Approved 4B for CPSC-CPSZ-BS	Spring 2018
<a href="#">STAT 440</a>	Bayesian Data Analysis	Approved 4B for CPSC-CPSZ-BS	Spring 2018

New Degrees		
Program Title	Notes	Effective Term
<a href="#"><u>Master of Arts in Counseling and Career Development</u></a>	'Placeholder' proposal for the M.A. degree; would replace the existing <a href="#"><u>Counseling and Career Development Specialization under the M.Ed. in Education and Human Resource Studies (EHRS-CCZ-MED)</u></a> ; increase from 52-54 to 60 credits total	Fall 2018
<a href="#"><u>Master of Arts in Counseling and Career Development, Career Counseling Specialization</u></a>	Would replace existing <a href="#"><u>Career Counseling Option</u></a> ; increase from 52 to 60 credits total	Fall 2018
<a href="#"><u>Master of Arts in Counseling and Career Development, Plan B, Clinical Mental Health Counseling Specialization</u></a>	New specialization	Fall 2018
<a href="#"><u>Master of Arts in Counseling and Career Development, School Counseling Specialization</u></a>	Would replace existing <a href="#"><u>School Counseling Option</u></a> ; increase from 52 to 60 credits total	Fall 2018

Major Change to the Existing Program		
Program Title	Notes	Effective Term
<a href="#"><u>Major in Computer Science, Computer Science Concentration</u></a>	Approved courses below for AUCC designation: <b>4A &amp; 4C course:</b> CS 445 <b>4B courses:</b> STAT 341, STAT 342, STAT 400, STAT 421, STAT 440	Spring 2018

## CONSENT AGENDA

### Experimental Courses – 1<sup>st</sup> Offering

Course #	Course Title	Notes	Effective Term
<a href="#">HONR 280A1</a>	Science as a Way of Knowing	1st offering; Permanent course proposal pending as HONR 294 (number will need to change)	Spring 2018

### Minor Changes to Courses

Course #	Course Title	Notes	Effective Term
<a href="#">CHEM 431</a>	Instrumental Analysis	Adding a prerequisite option	Fall 2018
<a href="#">EDAE 639</a>	Instructional Design	Adding prerequisites	Fall 2018
<a href="#">EDAE 664</a>	Assessment and Evaluation in Adult Education	Adding a prerequisite	Fall 2018

### Deactivations

Course #	Course Title	Notes	Effective Term
<a href="#">HES 100C</a>	Beginning Physical Education	Not referenced in any programs or active courses.	Spring 2018
<a href="#">HES 730</a>	Cardiovascular Pathophysiology	Not referenced in any programs or courses.	Spring 2018

Minutes approved by the University Curriculum Committee on 10/13/2017.

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

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **October 13, 2017** at 2:00 p.m.

The meeting adjourned at 2:45 p.m.

### Minutes

The minutes of October 6, 2017 were approved.

### Consent Agenda

The Consent Agenda was approved.

**Please note:** Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below.

New Courses			
Course #	Course Title	Notes	Effective Term
<a href="#">ANTH 417</a>	Indigenous Environmental Stewardship		Spring 2018
<a href="#">CIVE 442</a>	Air Quality Engineering		Spring 2018
<a href="#">JTC 555</a>	Advertising and Marketing Communication	Distance/Online and Face-to-Face	Spring 2018
<a href="#">MIP 250</a>	Eukaryotic Microbiology		Spring 2018

Study Abroad Courses			
Course #	Course Title	Notes	Effective Term
<a href="#">BUS 482A</a>	Study Abroad: Japan	1 <sup>st</sup> offering – will not be offered again.	Spring 2018

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
<a href="#">MGT 330</a>	<del>Creativity, Innovation, and Value Creation</del> <del>Corporate Innovation and Entrepreneurship</del>	Removing prerequisite; edits to course title, description, and registration restriction	Summer 2018

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
<a href="#">Ph.D. in Mechanical Engineering</a>	Instead of a single choice, the department would like to include two options for the required foundational math course.	Fall 2018
<a href="#">Graduate Certificate in Student Affairs Management of Auxiliary Enterprises</a>	Replacing BUS 621 with BUS 500 on electives list	Fall 2018
<a href="#">Master of Arts in Philosophy, Plan B</a>	Edits to required courses and electives	Fall 2018

### Major in Environmental Engineering – Dropping Concentrations

Program Title	Notes	Effective Term
<a href="#">Major in Environmental Engineering</a>	Proposal to create the ‘standalone’ major – Renaming and revising the ‘Environmental Engineering Concentration’	Spring 2018
<a href="#">Major in Environmental Engineering, Ecological Engineering Concentration</a>	Proposal to deactivate the concentration	Last admit term: Fall 2017 Last term to complete: Spring 2021
<a href="#">Major in Environmental Engineering, Environmental Engineering Concentration</a>	Proposal to deactivate the concentration – will be replaced by the ‘standalone’ major above	Last admit term: Fall 2017 Last term to complete: Spring 2021

### Program Deactivations

Program Title	Notes	Effective Term
<a href="#">Ph.D. in Earth Sciences, Geosciences Specialization</a>		Last admit term: Summer 2018 Last term to complete: Spring 2021
<a href="#">Ph.D. in Earth Sciences, Watershed Science Specialization</a>		Last admit term: Spring 2018 Last term to complete: Spring 2021

## CONSENT AGENDA

### Experimental Courses – 1st Offering

Course #	Course Title	Notes	Effective Term
<a href="#">NSCI 680A6</a>	Earth Science for Educators	1st offering	Spring 2018

### Experimental Courses – 2<sup>nd</sup> Offering (*For Informational Purposes Only*)

Course #	Course Title	Notes	Effective Term
<a href="#">ECON 280A1</a>	Economic Data Analytics	No permanent course proposal found in CIM	Spring 2018
<a href="#">ETST 381A1</a>	Hate Crime: Race, Gender, Religion, Sexuality	No permanent course proposal found in CIM	Spring 2018
<a href="#">WS 380A3</a>	Sexualities, Masculinities & Race	No permanent course proposal found in CIM	Spring 2018

### Minor Changes to Courses

Course #	Course Title	Notes	Effective Term
<a href="#">CIVE 360</a>	Mechanics of Solids	Edits to prerequisite and offering term ( <i>processed as a major change in CIM</i> )	Summer 2018
<a href="#">FESA 337</a>	Policy and Public Administration	Revising offering term	Summer 2018
<a href="#">FESA 338</a>	Essentials of Emergency Management	Revising offering term	Summer 2018
<a href="#">FESA 432</a>	Fire and Emergency Services Budgeting	Revising offering term	Summer 2018

<a href="#">FESA 433</a>	Fire and Emergency: Human Resources	Revising offering term	Summer 2018
<a href="#">FESA 438</a>	Prevention Program Management	Revising offering term	Summer 2018

Deactivations			
Course #	Course Title	Notes	Effective Term
<a href="#">EDUC 501</a>	Reading in the Content Areas	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 525A</a>	Expert Teaching: Inclusion/Special Needs	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 525B</a>	Expert Teaching: Thinking and Learning	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 525D</a>	Expert Teaching: Standards/Assessment	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 572</a>	Special Needs-Foundations and Practices	Prerequisite for EDUC 575, which is also being deactivated.	Spring 2018
<a href="#">EDUC 574</a>	Transition and Secondary Services	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 575</a>	Methods for Mild/Moderate Special Needs	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 576A</a>	Issues in Education: Talented and Gifted	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 576B</a>	Issues in Education: Attention Deficit Disorder	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 576C</a>	Issues in Education: Autism/Asperger's	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 576D</a>	Issues in Education: Behavior is Language	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 576E</a>	Issues in Education: Classroom Management	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 576F</a>	Issues in Education: Teaching Diversity	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 576G</a>	Issues in Education: Harassment in Schools	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 576H</a>	Issues in Education: Assessing Special Needs	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 576I</a>	Issues in Education: Sexually Transmitted Diseases	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 576J</a>	Issues in Education: Drugs and Alcohol	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 576K</a>	Issues in Education: Child Abuse	Not referenced in any programs or courses.	Spring 2018
<a href="#">EDUC 576L</a>	Issues in Education: Traumatized Child	Not referenced in any programs or courses.	Spring 2018

Minutes electronically approved by the University Curriculum Committee on 10/16/2017.

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

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **October 20, 2017** at 2:00 p.m.

The meeting adjourned at 3:30 p.m.

### Minutes

The minutes of October 13, 2017 were electronically approved on October 16, 2017.

### Consent Agenda

The Consent Agenda was approved.

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

New Courses			
Course #	Course Title	Notes	Effective Term
<a href="#">ANTH 538</a>	Food, Hunger, and Culture	Previously offered as <a href="#">ANTH 581A2</a>	Spring 2019
<a href="#">GR 305</a>	Geography of Global Health		Spring 2018
<a href="#">JTC 505</a>	Advanced Professional Writing		Spring 2018
<a href="#">MIP 492</a>	Senior Professional Development Seminar		Fall 2018

Study Abroad Courses			
Course #	Course Title	Notes	Effective Term
<a href="#">CON 382A</a>	Study Abroad: European Perspectives	1 <sup>st</sup> offering	Summer 2018
<a href="#">FW 473A</a>	Travel Abroad: Conserving Desert/Marine Animals	3 <sup>rd</sup> offering – new permanent course number approved	Spring 2018

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
<a href="#">EDUC 275</a>	Schooling in the United States	Edits to course description and learning objectives; existing AUCC 3C and GT Pathways GT-SS3 course	Summer 2018
<a href="#">HIST 355</a>	American Environmental History	Adding Distance/Online offering; edit to offering term	Summer 2018
<a href="#">NR 150</a>	Oceanography	Adding online offering format to existing AUCC 3A and GT Pathways GT-SC2 course. <a href="#">GTP-SC2</a> resubmission approved.	Spring 2018



## CONSENT AGENDA

### Experimental Courses – 1st Offering

Course #	Course Title	Notes	Effective Term
<a href="#">ATS 681A4</a>	Mountain Meteorology		Spring 2018
<a href="#">ATS 681A5</a>	Upper-Air Soundings in Atmospheric Research		Spring 2018
<a href="#">CIVE 580B3</a>	Env Engr at the Water-Energy-Health Nexus		Spring 2018
<a href="#">ECON 481A2/ GES 481A2</a>	Science and Economics of Climate Change		Spring 2018
<a href="#">ENGR 680A3</a>	Introduction to Systems Test and Evaluation		Spring 2018
<a href="#">GEOL 581A8</a>	Geophysical Data Analysis		Spring 2018
<a href="#">GES 180A4</a>	Water Sustainability in the Western US		Spring 2018

### Minor Changes to Courses

Course #	Course Title	Notes	Effective Term
<a href="#">AREC 454/ REL 454</a>	Real Estate Appraisal	This new dual-listed course was approved by UCC 9/15/17 to replace the 'major change' proposal to AREC 452/REL 452, which will instead be deactivated. AREC 452/REL 452 previously had the following prerequisites: (AREC 202 or ECON 202) and ( <b>AREC 305</b> or REL 360). AREC 305 was removed as a prerequisite option when the new course was approved, but the Department of Agricultural and Resource Economics has requested that it be added back as an option because their students are not able to register for REL 360.	Spring 2018
<a href="#">NB 499</a>	Senior Thesis	Prerequisites	Spring 2019

Minutes pending approval by the University Curriculum Committee on 10/27/2017.

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

**MEMORANDUM**

**DATE:** October 16, 2017  
**TO:** Tim Gallagher, Chair Faculty Council  
**FROM:** Rick Miranda, Provost and Executive Vice President  
**SUBJECT:** Approval of Fall Degree Candidates – December 2017 Commencement

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Rick Miranda, Provost and Executive Vice President, MOVES THAT FACULTY COUNCIL APPROVE THE CANDIDATES WHO MEET THE DEGREE REQUIREMENTS FOR GRADUATION AT THE CLOSE OF THE 2017 FALL SEMESTER.

☒ Existing CIOSU  
☐ New CIOSU

## Application/Registration

### Colorado State University Centers, Institutes and Other Special Units

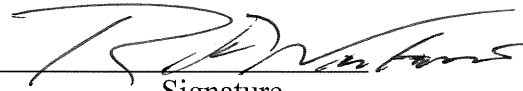
Name of individual completing this application: Reagan Waskom

Telephone Number: 970 491-6308

Date: 4 May, 2017

Requested Start Date for this Center/Institute/Laboratory: September 15, 2017

1. Name of proposed Center or Institute or Other Special Unit (CIOSU):  
Colorado Water Center at CSU
2. Name, Title, telephone number, and signature of administrative director(s) of proposed CIOSU (See Academic Faculty/Administrative Professional Manual, Section B.2.6.5, last paragraph).

Reagan Waskom	Director	(970) 491-6308	
Name	Title	Tel #	Signature

Colorado Water Institute	reagan.waskom@colostate.edu
Address	Fax #      E-mail Address

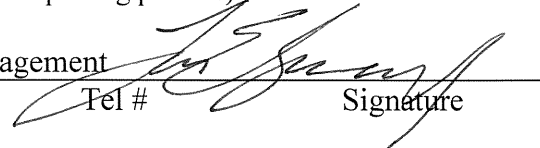
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Name	Title	Tel #	Signature
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Address	Fax #	E-mail Address
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Overseeing Administrator: (responsible for making initial recommendation to continue, consolidate, or terminate a CIOSU during the biennial reporting process)

Lou Swanson	Vice President for Engagement		
Name	Title	Tel #	Signature

Office of Engagement	louis.swanson@colostate.edu
College/Address	Fax #      E-mail Address

How administrative director was selected: Appointed by President

3. Mission of proposed unit and how this mission relates to the mission and strategic goals of Colorado State University. (Concise summary of 100 words or less)

We request approval for a merger of the CSU Water Center and the Colorado Water Institute into one unit named the Colorado Water Center at CSU in order to reduce confusion and redundancies, as well as to strengthen the unit and expand its mission at CSU. CWI has a mission to connect and engage water expertise of Colorado's higher education system with research, information, and education needs of Colorado's water managers and users. The CSU Water Center catalyzes excellence in water research, teaching, and engagement by fostering interdisciplinary collaboration and creative scholarship. The combined unit will serve both these mission areas.

4. Statement of goals and/or objectives of the proposed unit.

The combined unit will provide research, education, training and outreach resources and capacity to CSU faculty and students. Additionally, we will serve the CWI mission of connecting faculty expertise from all of Colorado's public universities to the water information needs of Colorado water managers and users.

5. The purpose/mission of this CIOSU does not overlap/duplicate that of other existing CIOSUs.

True ☒ False ☐

(If it does, please attach a separate page describing/explaining the duplication and how the proposed CIOSU will be coordinated with other CIOSUs with similar or complementary functions.)


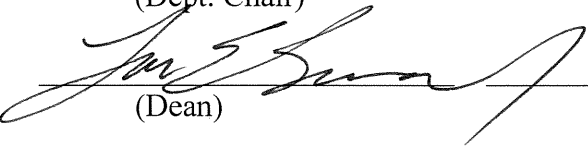
6. Name(s) of Colorado State University unit(s) [Department(s)/College(s)] with which this CIOSU will be affiliated.

All 8 Colleges, SOGES, CSU Extension and the AG Experiment Station are represented on the Water Center Exec Committee and are within the purview of the Center.

7. On a separate single sheet, using both front and back if needed, please provide a description of (a) the organizational and administrative structure and responsibilities, (b) the personal involved, (c) how the CIOSU will be internally governed, and (d) a summary budget showing funding sources and amounts, and expenses such as space, personnel salaries, equipment and other resources required. The budget should include sufficient detail to indicate program viability for a period of at least five years. If funding sources have not been secured, the applicant should indicate potential sources, amounts and an approximate time-frame for securing such funds.

8. CSU Business and Financial Services is available to provide CIOUSUs guidance in implementing proper controls over the sales of goods and services. Does the proposed CIOUSU plan to charge a fee for the sale of goods and/or services: ☐ Yes ☒ No

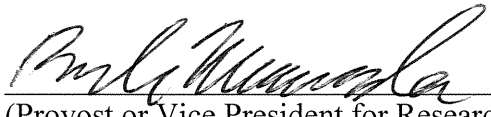
Signatures (See Section B.2.6.3 of the Manual)

 (Dept. Chair)	<u>CW1 1053</u> (Department)	<u>9 May 2017</u> (Date)
 (Dean)	<u>VPL 1050</u> (College)	<u>12 May 2017</u> (Date)
_____ (Dept. Chair)	_____ (Department)	_____ (Date)
_____ (Dean)	_____ (College)	_____ (Date)

Date Received: [Click here to enter text](#). Month/Year for start of CIOUSU: [Click here to enter text](#).

Anticipated month/year for formal evaluation: [Click here to enter text](#).

Signatures:

_____ (Chair, Faculty Council)	_____ (Date of FC/Committee Action)
 (Provost or Vice President for Research)	<u>5/16/17</u> (Date of Approval)

Responsible Administrator: ☐ Provost ☐ VP for Research ☒ Other: Vice President for Engagement

\*\*\*\*\*

Applicant: Forward this application to the Office of Faculty Council, which will forward a copy to the Provost. The Provost shall act as or assign the Responsible Administrator for the proposed CIOUSU based on its primary mission (See Section B.2.6.3 of the Manual).

**If approved, the CIOUSU will be subject to periodic evaluations.  
(See Section B.2.6.6 of the Manual).**

## **Description of the two units proposed for merger**

### **Colorado Water Institute**

The Colorado Water Institute (CWI, designated Dept. 1033) was established at CSU in 1965 and has a fifty-two year track record of water research, outreach and training in accordance with both federal and state authorizing legislation for the Institute. Specifically, the mission of CWI is to connect and engage water expertise of all of Colorado's higher education system with research, information, and education needs of Colorado's water managers and users. CWI receives funds through the USGS to conduct water research that are matched by Colorado State University. CWI receives annual research funding from the Colorado Water Conservation Board to conduct priority research investigations. In addition, the CWI director oversees the CSU Extension Water program and the outstate Extension Specialists dedicated to water outreach. CWI reports to the Vice President for Engagement at CSU and has an external advisory board made up of water managers from across Colorado. For more detail, see <http://cwi.colostate.edu/>

### **Colorado Water Institute mission is defined by:**

- Federal Water Resources Research Act — 42 USC Sec. 10301 et. seq. — last amended on January 11, 2007, President Bush signed this act into law (by PL 106-374) (114 STAT. 1434 and the Water Resources Research Act Amendments of 2006) (PL 109-471).
- Colorado Legislature
  - SB06-183
  - HB07-1096
  - HB08-1026
    - Bill changed name to Colorado Water Institute and expanded the mission
  - HB08-1405

**CWI Mission Statement:** CWI serves to connect and engage water expertise of Colorado's higher education system with research, information, and education needs of Colorado's water managers and users.

### **Reporting**

CWI Reports to:

- Vice President for Engagement, Lou Swanson
- CWI's Advisory Committee on Water Research Policy, per SB06-183
- USGS External Research Officer (Per Federal Water Resources Research Act – annual proposal and report required)
- National Institutes for Water Resources (NIWR) annual report

### **CWI Personnel**

The CWI office is located in Room E-102 of the Engineering Building on the campus of Colorado State University. CWI staff currently consists of:

- Director: Dr. Reagan Waskom
- Assistant to the Director: Nancy Grice
- Senior Water and Climate Scientist/Scholar: Bradley Udall
- Senior Water Policy Specialist: Jennifer Gimble
- Policy and Collaboration Specialist: MaryLou Smith
- Water Education and Outreach Specialist: Julie Kallenberger

- Technical Editor: Melissa Mokry

### **Outreach**

In accordance with the CWI mission to connect all of Colorado's higher education expertise to take the research and education needs of Colorado water managers and users, the institute has Extension water personnel and programs under its purview:

- Perry Cabot, Water Resources Specialist - Western Region
- Joel Schneekloth, Water Resources Specialist - Northern Region
- Blake Osborn, Water Resources Specialist - Southern Region

### **Student Employment**

Six to eight undergraduate students are employed part time to assist in the operation of CWI. In addition to the students funded through water research grants and water education courses administered at CSU, CWI also employs in-state, out-of-state, and international undergraduate students and has an internship program with the USGS.

### **CWI Activities, Services, Training, and Research**

CWI activities required to implement both Federal and State Legislation includes:

- Conducts annual state-based water research competition
- Funds graduate students through grants
- Student internships funded by CWCB and USGS
- Provides information and outreach programs for Colorado water managers and water users
- Cooperates with the National Institutes of Water Resources (NIWR) to promote and coordinate national level support for University water research
- Administers graduate and undergraduate 'water' scholarships funded by private donors and through federal competitions
- Organizes an annual, graduate level, water resources seminar — GRAD592
- Organizes interdisciplinary faculty to prepare proposals for national competitions
- Prepares materials to recruit graduate students to CSU to study water resources related topics
- Prepares nominations of outstanding CSU 'water' faculty for state and national awards
- Provides an interface between water managers and agencies and campus faculty
- Promotes CSU's annual Hydrology Days symposium that brings national and international hydrological scientists to CSU
- Provides a venue for education, discussion and exposure of regional and global water resource issues through Spring Interdisciplinary Water Resources Seminars on CSU campus
- Supports the CSU Water Archives via collection, identification, programs and promotion

### **Information Dissemination**

#### Websites

The CWI website has over 50,000 unique annual visits to the websites it maintains:

- Colorado Water Institute
  - <http://www.cwi.colostate.edu>
- Colorado State University Water Center
  - <http://www.watercenter.colostate.edu>
- Northern Plains & Mountain Region Water
  - <http://www.region8water.org>
- Ag Water Conservation Clearinghouse
  - <http://agwaterconservation.colostate.edu>
- CSU Water Faculty Experts
  - <http://www.cwi.colostate.edu/CSUWaterFaculty/>
- Poudre Runs Through It
  - <http://cwi.colostate.edu/ThePoudreRunsThroughIt/>
- Moving Forward on Agricultural Water in the Colorado River Basin
  - <http://www.crbagwater.colostate.edu/index.shtml>

### Meetings

Actively sponsored or supported water meetings in Colorado include:

Arkansas Basin Forum, CFWE River Basin Tour, Colorado Water Congress Annual Convention, Colorado Water Workshop, South Platte Forum, Poudre River Forum, Universities Council on Water Resource Annual Conference, USGS Water Science Day, Water Tables for Water Resources Archive, Water Sharing Meetings, World Water Day, Poudre Runs Through It

### Reports and Publications

Research reports are prepared for each CWI water research project, and to date over 450 research reports have been published and distributed widely online for immediate access at no charge.

## **CSU Water Center (CSUWC)**

The CSU Water Center was first established in 1995 with funding from CCHE to enhance the collaborative efforts of CSU ‘water’ faculty to maintain and improve CSU’s long and rich tradition in water education, research and outreach excellence. Once CCHE funds were expended the Water Center was essentially unfunded from 1999-2012 but was kept alive through the efforts of the current and past CWI director. In 2012, CSU Provost Rick Miranda initiated a faculty-led effort to re-boot the Water Center. The re-booted Water Center got underway in 2013 with new base funding provided by the Provost with the mission of catalyzing excellence in water research, teaching, and engagement by fostering interdisciplinary collaboration and creative scholarship. The CSU Water Center is governed by a 16-member faculty Executive Committee with a permanent chair (Reagan Waskom) that reports Water Center activities and impacts to the CSU Provost. Funds provided by the Provost are awarded by the Water Center to CSU faculty for scholarly activities on a competitive basis. Additionally, the Water Center oversees the undergraduate Sustainable Water Interdisciplinary Minor (SWIM) program and offers a graduate Interdisciplinary Water Resources Seminar (GRAD592). The Water Center publishes an electronic newsletter for faculty, students, and community members called “The Current” and a bimonthly printed newsletter called “Colorado Water” that features faculty activities on water research, teaching and outreach that is sent to partners, agencies, and political figures across the state. The Water Center’s strategic map outlining the goals, objectives, and key



resource needs is available at:

<http://watercenter.colostate.edu/files/CSUWaterCenterStrategicMap.pdf>

**CSUWC mission** is defined by the CSU Water Center Executive Committee.

**CSU Water Center Mission Statement:** The CSU Water Center catalyzes excellence in water research, teaching, and engagement by fostering interdisciplinary collaboration and creative scholarship.

## Reporting

CSU Water Center Reports to:

- The Provost and Executive Vice President, Rick Miranda
- CSU Water Center's 2017 Executive Committee:
  - Allan Andales, Peter Backlund, Kevin Bestgen, Christopher Goemans, Neil Grigg, Kelly Jones, Eugene Kelly, Stephanie Kampf, Gene Kelly, Stephanie Malin, Leroy Poff, James Pritchett, Jorge Ramirez, Howard Ramsdell, Bill Schuster, Peter Taylor, and Reagan Waskom.

The CSU Water Center office is located in Room 119 Johnson Hall on the campus of Colorado State University. Julie Kallenberger, Emilie Abbott, and Sarah Ehrlich currently staff the CSUWC with Reagan Waskom providing oversight.

## CSUWC Activities, Services, Training, and Research

The CSU Water Center organizes and promotes CSU's water expertise. In particular, the CSU Water Center currently:

- Administers an annual competitive grants program for CSU faculty, staff and students.
- Administers graduate and undergraduate 'water' scholarships funded by private donors and through federal competitions
- Administers SWIM program curriculum for CSU undergraduates
- Organizes an annual, graduate level, water resources seminar — GRAD592
- Facilitates informal education courses including *Water, Civilization, and Nature: Addressing Water Challenges of the 21st Century* and *How Agricultural, Urban, and Environmental Stakeholders Collaboratively Address the Poudre River*
- Organizes interdisciplinary faculty to prepare proposals for national competitions
- Prepares materials to recruit graduate students to CSU to study water resources related topics
- Collaborates with water-related student clubs to engage students in educational and service activities
- Prepares nominations of outstanding CSU 'water' faculty for state and national awards
- Facilitates an International Water Work Group for faculty conducting international water research and teaching
- Promotes CSU's annual Hydrology Days symposium that brings national and international hydrological scientists to CSUCo-hosts the annual Dr. Norm Evans Endowed Lecture Series in conjunction with World Water Day

- Provides a venue for education, discussion, and exposure of regional and global water resource issues through seminars and special events on campus and in the local community
- Provides K-12 informal water education through classroom presentations, Children's Water Festivals, and programs such as Walking Through the Water Year.
- Collaborates with SoGES and the other sustainability centers located in Johnson Hall.

### **CSUWC Information Dissemination**

#### Colorado Water Newsletter

The *Colorado Water* newsletter, which was revamped in 2007, is published bimonthly as a joint effort of CWI and CSUWC and sent to over 2,000 Colorado water managers and users, including all members of the Colorado Legislature and Colorado Congressional delegate (see all newsletters at: <http://www.cwi.colostate.edu>). *Colorado Water* features high-interest water-related meetings, programs, and research.

#### Social media and electronic news

The Water Center hosts Facebook, Instagram, Snapchat, and Twitter @CSUwatercenter for the benefit of students and faculty. In addition, an electronic newsletter is published every 3 weeks to notify students and faculty of relevant news and opportunities – see examples of *The Current* at <http://watercenter.colostate.edu/current.shtml>

#### Websites

- Colorado State University Water Center
  - <http://www.watercenter.colostate.edu>
- CSU Water Faculty Experts
- <http://www.cwi.colostate.edu/CSUWaterFaculty/>

For more detail on the Water Center, see: <http://watercenter.colostate.edu/>

### **Rationale for the merger of CWI and CSUWC**

The two units have served separate but overlapping missions for the past twenty-two years successfully due to the fact that one director oversaw both units (Robert Ward served this role prior to his retirement in 2005 at which time Reagan Waskom took over operations.) Provost Miranda instructed a faculty group led by Gene Kelly to develop a plan to reboot the Water Center in 2012, at which time the proposal to combine the two units was first proposed. The Water Center is now well underway yet faculty, students and external constituents are unclear as to what unit does what, and how they are distinct. Additionally, the Water Center plan called for enhanced activity in academics that the CSCWC does not currently have adequate capacity to address. We believe that a single well-funded unit with a single website, a single brand and a combined mission will eliminate confusion while allowing CSU to up its game in water. There are admittedly some challenges with the implementation of this proposal since CWI has a well-established brand and external clientele, as well as federal and state authorizing statutes. We

believe this is a good time to overcome these hurdles to position a stronger, better-integrated water program at CSU.

### **Plans for the Colorado Water Center (CWC) for the next 2 Years**

CWC plans to continue serving as a linkage between higher education and Colorado's water managers and users. We will seek to highlight the work of CSU faculty and students. CWI has developed a strong water policy focus with Jennifer Gimbel, Brad Udall, MaryLou Smith and Reagan Waskom having over 100 years of collective experience in Colorado water that will enhance CSU's policy related efforts. Over the next two years we intend to put additional focus on climate change in relation to water supply and demand. Additionally, we are working to develop an Irrigation Technology Center at CSU in partnership with private industry. CWC will look for opportunities to assist CSU faculty in attracting grants and contracts to support our research and outreach mission.

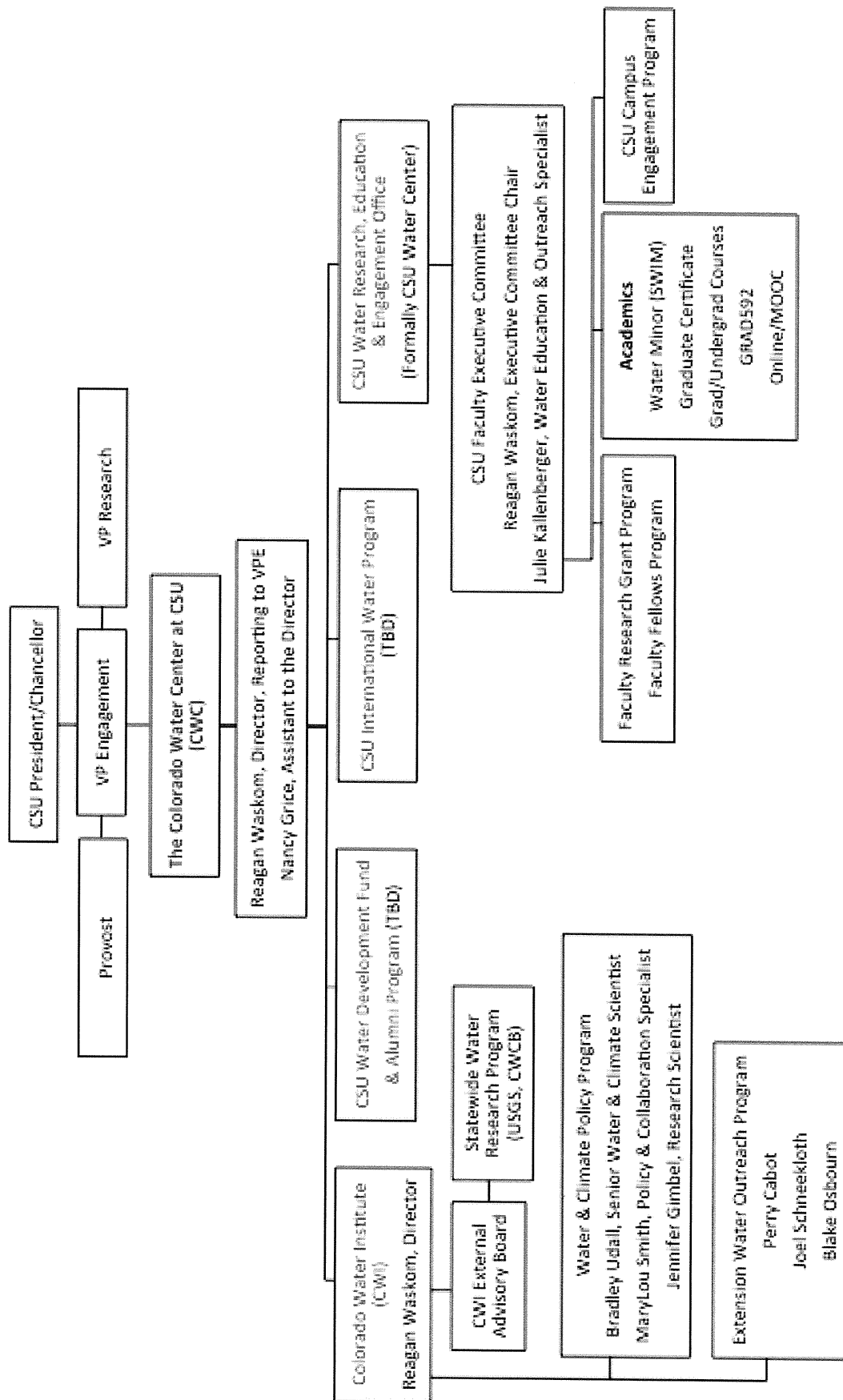
Our management and organization structure will change as a result of this merger. CWI and CSUWC are currently both operating under Dept. 1033 and both utilize Nancy Grice for accounting, simplifying the merger from a budgets and accounting perspective. Below see a proposed organizational chart that has been approved by the CSU President and Provost. We plan to expand our focus through this merger to put additional emphasis on academic programs, international water activities, and reconnecting with CSU water alumni. It has been proposed that the CWC will seek status as a Special Academic Unit in order to enhance academic offerings and faculty connections.

Reagan Waskom will continue to serve as the director of the combined center, reporting directly to Vice President Lou Swanson. In addition to continuous updates, the VPE will meet at least once annually with the Provost and VPR to assess opportunities and provide feedback to the Director.

### **Budget**

The CSU Water Center currently has a base budget of \$225,000.

CWI base budget is approximately \$400,000, supplemented by \$90,000 annually from USGS. External grants and contracts for FY 2017 were approximately \$2 million.



☐ Existing CIOU  
☒ New CIOU

## Application/Registration

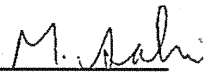
### Colorado State University Centers, Institutes and Other Special Units

Name of individual completing this application: Theresa Connor

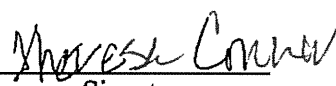
Telephone Number: 970-491-4063 Date: 05/31/2017

Requested Start Date for this Center/Institute/Laboratory: 6/23/2017

1. Name of proposed Center or Institute or Other Special Unit (CIOU):  
One Water Solutions Institute
  
2. Name, Title, telephone number, and signature of administrative director(s) of proposed CIOU (See Academic Faculty/Administrative Professional Manual, Section B.2.6.5, last paragraph).

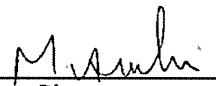
Mazdak Arabi, PhD	Borland Professor of Water Resources, 970-491-4639	
Name	Title	Tel #
		Signature

1372 Campus Delivery, CSU Fort Collins, CO 80523	mazdak.arabi@colostate.edu
Address	E-mail Address

Theresa Connor, P.E.	Project Development Officer, 970-491-4063	
Name	Title	Tel #
		Signature

1372 Campus Delivery, CSU, Fort Collins, CO 80523	theresa.connor@colostate.edu
Address	E-mail Address

Overseeing Administrator: (responsible for making initial recommendation to continue, consolidate, or terminate a CIOU during the biennial reporting process)

Mazak Arabi, Borland Professor of Water Resources, 970-491-4639	
Name	Title
	Tel #
	Signature

Civil/Environmental Engineering	Mazdak.arabi@colostate.edu
College/Address	E-mail Address

How administrative director was selected?

Dr. Mazdak Arabi serves as the director of the Institute based upon his long-term commitment to the development of the environmental Resource Assessment and Management System (eRAMS) platform, and leadership of numerous large transdisciplinary research projects, including the EPA-funded CLEAN Center and NSF-funded Urban Water Innovation Network. His broad understanding of water challenges and project development/management experiences will enable him forge partnerships with governmental, non-profit, and private sector entities in the water industry.

3. Mission of proposed unit and how this mission relates to the mission and strategic goals of Colorado State University. (Concise summary of 100 words or less)

The mission of the One Water Solutions Institute is to connect CSU's world-class research with real world water challenges. This mission is pursued through a uniquely outward facing entrepreneurial, lean and focused approach to designing, deploying, and broadly disseminating technologies for managing water and environmental resources. Research, innovation and engagement activities focus on technological, policy/institutional, and financial solutions that foster the transition toward integrated management of water and linked systems. These solutions include information technology and computing cyberinfrastructure, e.g. eRAMS and the Cloud Services Implementation Platform (CSIP), and alternative infrastructure systems that promote resilient, restorative, and regenerative water systems.

4. Statement of goals and/or objectives of the proposed unit.

The primary goal of the One Water Solutions Institute (OWSI) is to develop and market innovative solutions for integrated management of water, energy and land resources. These opportunities represent multi-year investments from public, private and non-government organizations to leverage CSU expertise and transform the water industry with tools and research designed to enhance decision-making across the water and linked energy and agricultural sectors. A specific objective of OWSI is to promote a paradigm shift from the current, "siloed" Service Provision model to a Resource Management approach that integrates all aspects of water management from reliable water supply and pollution control to resilience to floods and climatic extremes, economic growth, demographic change, enhanced community health and livability. This paradigm, also referred to as the "One Water" approach, focuses not only on integrating water systems, but also emphasizes the co-benefits of water as a resource and incorporates this precious and vital resource into larger infrastructure systems.

Specific objectives include:

- Innovative solutions that can be scaled up for technological advances supporting the water industry, including cyber infrastructure and regenerative infrastructure. Examples include green infrastructure, "Fit-for-Purpose" water use and other alternative water sources.

- Increase participatory research and implementation of innovative solutions through partnerships with federal, state, regional and local governments, non-government organizations and the private sector.
  - Leverage existing resources, including CSU-pioneered centers, to facilitate interdisciplinary approaches towards challenges of the 21<sup>st</sup> century including fostering a culture of shared resources, engagement with the private and public sector in a triple helix approach (academic, government, private sector) and developing a strategic focus with specific goals that facilitate CSUs leadership in the water sector.
5. The purpose/mission of this CIOSU does not overlap/duplicate that of other existing CIOSUs.  
 True ☒ False ☐  
 (If it does, please attach a separate page describing/explaining the duplication and how the proposed CIOSU will be coordinated with other CIOSUs with similar or complementary functions.)
6. Name(s) of Colorado State University unit(s) [Department(s)/College(s)] with which this CIOSU will be affiliated.  
 Civil and Environmental Engineering Department
7. On a separate single sheet, using both front and back if needed, please provide a description of (a) the organizational and administrative structure and responsibilities, (b) the personal involved, (c) how the CIOSU will be internally governed, and (d) a summary budget showing funding sources and amounts, and expenses such as space, personnel salaries, equipment and other resources required. The budget should include sufficient detail to indicate program viability for a period of at least five years. If funding sources have not been secured, the applicant should indicate potential sources, amounts and an approximate time-frame for securing such funds.
8. CSU Business and Financial Services is available to provide CIOSUs guidance in implementing proper controls over the sales of goods and services. Does the proposed CIOSU plan to charge a fee for the sale of goods and/or services: ☒ Yes ☐ No

Signatures (See Section B.2.6.3 of the Manual)

<u>Charles D. Shadelf</u>	<u>Civil &amp; Environmental</u>	<u>07/06/17</u>
(Dept. Chair)	(Department)	(Date)
<u>W. M. Ch</u>	<u>Engineering</u>	<u>July 6, 2017</u>
(Dean)	(College)	(Date)
_____	_____	_____
(Dept. Chair)	(Department)	(Date)
_____	_____	_____

(Dean) (College) (Date)  
 Date Received: Click here to enter text. Month/Year for start of CIOUSU: Click here to enter text.

Anticipated month/year for formal evaluation: Click here to enter text.

Signatures: \_\_\_\_\_  
 (Chair, Faculty Council) (Date of FC/Committee Action)

\_\_\_\_\_

(Provost or Vice President for Research) (Date of Approval)

Responsible Administrator: ☐ Provost ☐ VP for Research ☐ Other: \_\_\_\_\_

\*\*\*\*\*

**Applicant:** Forward this application to the Office of Faculty Council, which will forward a copy to the Provost. The Provost shall act as or assign the Responsible Administrator for the proposed CIOUSU based on its primary mission (See Section B.2.6.3 of the Manual).

**If approved, the CIOUSU will be subject to periodic evaluations.**  
**(See Section B.2.6.6 of the Manual).**

(Revised 1/14)



***CSU Centers, Institutes and Other Special Units Application Form***  
***One Water Solutions Institute Application***

**5. Synergy with other CSU Institutes and Departments**

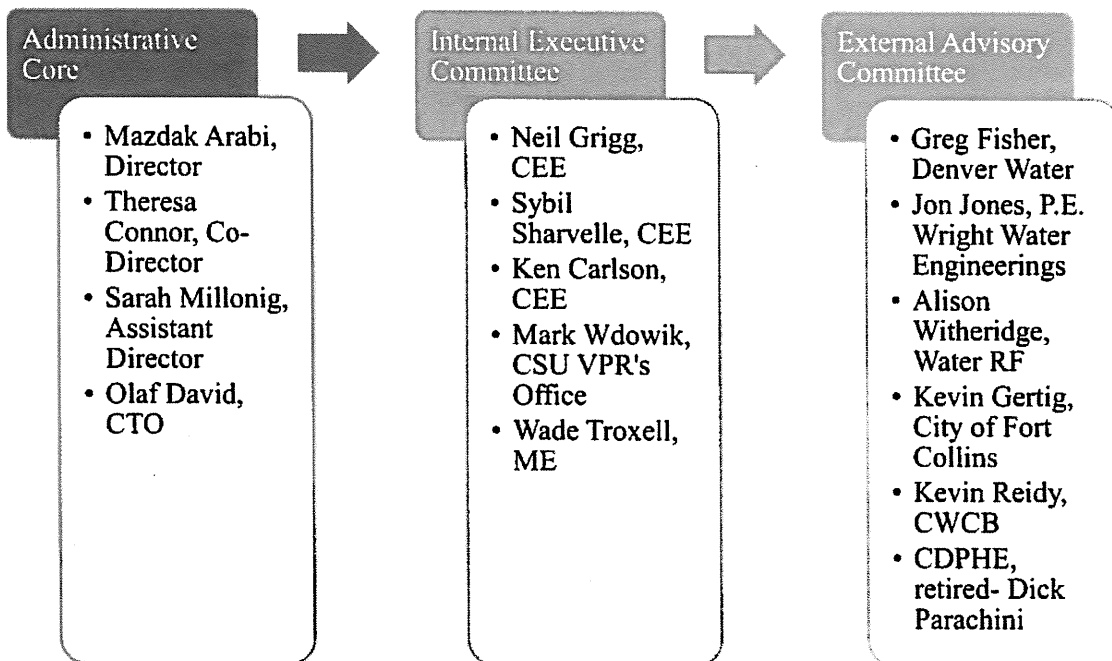
The One Water Solutions Institute (OWSI) provides organizational structure that enables synergistic activities amongst the existing Urban Water Center, the Stormwater Center, and the OMS Lab as well as informal centers within the Department of Civil and Environmental Engineering including the NSF-funded Urban Water Innovation Network, EPA-funded CLEAN Center and USDA-funded Water Sustainability and Climate Center. The Institute provides opportunities for leveraging resources, forming interdisciplinary research teams and developing state-of-the-art technologies to advance integrated management of water and linked environmental systems. Additionally, OWSI complements the Colorado Water Institute (CWI) and CSU Water Center though uniquely out-facing orientation and focus devoted to developing and marketing innovative integrated water management solutions. OWSI provides complimentary capacity to CWI and the CSU Water Center by promoting research and innovation on technological, institutional and financial pathways to sustainable water systems. More importantly, OWSI promotes entrepreneurial use of technologies via subscriptions and service projects. OWSI's focus on scalable solutions expands the impact of CSU's research by providing national and international recognition as a leader in urban water sustainability and One Water solutions.

***CSU Centers, Institutes and Other Special Units Application Form***  
***One Water Solutions Institute Application***

**7. Organizational and Administrative Structure & Responsibilities & Internal Governance**

**7(a) Organizational and Administrative Structure and Responsibilities:**

The One Water Solutions Institute will be housed in the Civil & Environmental Engineering Department of the College of Engineering. The Institute will have an administrative core that is responsible for day-to-day operations. An interdisciplinary Internal Executive Committee will be recruited as well as an External Advisory Committee that represents public, private and non-government organizations that can facilitate the triple helix approach (government, private and academic organizations) to identify working solutions.



**7(b) Personnel Involved**

The personnel involved in the One Water Solutions Institute include:

**Faculty Members:** Dr. Mazdak Arabi, Dr. Sybil Sharvelle, Dr. Neil Grigg, and Dr. Ken Carlson. Additional faculty members from other colleges within CSU may participate on projects from time to time.

**Professional Staff:** Dr. David Olaf, Research Scientist; Jack Carlson, OMS Lab Coordinator; Tyler Wible, Research Associate; Tyler Dell, Program Manager; Kyle Traff, Research Associate; Theresa Connor, P.E., Project Development Officer; and Sarah Millionig, Program Coordinator.

Staff time will be shared with research projects as appropriate and reviewed by the Administrative Core and the Internal Executive Committee.

7(c) How the CIOSU will be internally governed:

OWSI will be internally governed through an interdisciplinary Executive Faculty Committee that operates in a horizontal business model. The values for the OWSI's governance include:

- Entrepreneurialism
- Strategic Focus
- Specific Goals
- Shared Resources
- Diversity of skills and resources
- Recognized operating processes

OWSI is the thread that weaves together a vast and diverse set of skills that are required to deliver innovative projects and tools. OWSI's horizontal management strategy and entrepreneurial spirit allow the Institute to remain nimble and provides a unique ability to agilely respond to real-world challenges.

7(d) Budget:

	Year 1	Year 2	Year 3	Year 4
<b>Expenses:</b>				
Personnel	\$115,200	\$246,400	\$470,400	\$638,720
Equipment	\$13,000	\$21,200	\$7,400	\$22,600
Other	\$3,000	\$5,000	\$12,000	\$11,000
<b>Total:</b> (Including 22% F&A)	\$160,000	\$332,500	\$598,000	\$820,000
<b>Revenue</b>				
Service Projects	\$160,000	\$330,000	\$570,000	\$790,000
Subscriptions	\$0	\$2,500	\$28,000	\$30,000
<b>Total:</b>	\$160,000	\$332,500	\$598,000	\$820,000

## ACADEMIC CALENDAR

### FALL SEMESTER 2022 THROUGH SUMMER 2024

#### Fall Semester 2022

Aug. 18-19	Thursday-Friday	Orientation
Aug. 22	Monday	Classes Begin
Aug. 26	Friday	End Restricted Drop
Aug. 28	Sunday	End Regular Add
Sept. 5	Monday	Holiday - University Offices Closed - No Classes
Sept. 7	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 17	Monday	End Course Withdrawal (“W”) Period
Nov. 19	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 24-25	Thursday-Friday	Holiday – University Offices Closed - No Classes
Nov. 28	Monday	Classes Resume
Dec. 9	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 12-16	Monday-Friday	Final Examinations
Dec. 16-18	Friday-Sunday	Commencement
Dec. 20	Tuesday	Grades Due
Dec. 22-23	Thursday-Friday	Holiday – University Offices Closed or Fri 23 +
Mon 26		
(79 Days, Including Final Examinations)		

#### Spring Semester 2023

Jan. 2	Monday	Holiday – University Offices Closed
Jan. 12-13	Thursday-Friday	Orientation, Advising and Registration for New Students
Jan. 16	Monday	Holiday – University Offices Closed
Jan. 17	Tuesday	Classes Begin
Jan. 20	Friday	End Restricted Drop
Jan. 22	Sunday	End Regular Add
Feb. 1	Wednesday	Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Saturday	Founder’s Day – CSU’s 151 <sup>st</sup> birthday
Mar. 11	Saturday	Spring Break Begins – No Classes Next Week
Mar. 20	Monday	End Course Withdrawal (“W”) Period
Mar. 20	Monday	Classes Resume
May 5	Friday	Last Day of Classes; University Withdrawal

May 8-12	Monday-Friday	Deadline
May 12-14	Friday-Sunday	Final Examinations
May 16	Tuesday	Commencement
(79 Days, Including Final Examinations)		Grades Due

### Summer Session 2023

May 15	Monday	1st 4 Week and 12 Week Term Begins
May 29	Monday	Holiday University Offices Closed - No Classes
Jun. 9	Friday	1 <sup>st</sup> 4 Week Term Ends
Jun. 12	Monday	2 <sup>nd</sup> 4 Week Term and 8 Week Terms Begin
Jun. 21	Wednesday	Census
Jul. 4	Tuesday	Holiday – University Offices Closed - No Classes
Jul. 7	Friday	2 <sup>nd</sup> 4 Week Term Ends
Jul. 10	Monday	3 <sup>rd</sup> 4 Week Term Begins
Aug. 4	Friday	8, 12 and 3 <sup>rd</sup> 4 Week Terms End
Aug. 8	Tuesday	Grades Due

**SUMMER WITHDRAWAL PERIOD:** Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is ten days into the session for a four-week course, 20 days into the session for an eight week course, and 30 days into the session for a 12 week course. If there are any questions, please consult the Registrar’s office.

### Fall Semester 2023

Aug. 17-18	Thursday-Friday	Orientation
Aug. 21	Monday	Classes Begin
Aug. 25	Friday	End Restricted Drop
Aug. 27	Sunday	End Regular Add
Sept. 4	Monday	Holiday - University Offices Closed - No Classes
Sept. 6	Wednesday	Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 16	Monday	End Course Withdrawal (“W”) Period
Nov. 18	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 23-24	Thursday-Friday	Holiday – University Offices Closed
Nov. 27	Monday	Classes Resume
Dec. 8	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 11-15	Monday-Friday	Final Examinations
Dec. 15-17	Friday-Sunday	Commencement

Dec. 19	Tuesday	Grades Due
Dec. 25-27	Monday-Wednesday	Holiday – University Offices Closed
(79 Days, Including Final Examinations)		

### Spring Semester 2024

Jan. 1	Monday	Holiday – University Offices Closed
Jan. 11-12	Thursday-Friday	Orientation, Advising & Registration for New Students
Jan. 15	Monday	Holiday – University Offices Closed
Jan. 16	Tuesday	Classes Begin
Jan. 19	Friday	End Restricted Drop
Jan. 21	Sunday	End Regular Add
Jan 31	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Friday	Founder's Day – CSU's 152 <sup>nd</sup> birthday
Mar. 9	Saturday	Spring Break Begins – No Classes Next Week
Mar. 18	Monday	End Course Withdrawal ("W") Period
Mar. 18	Monday	Classes Resume
May 3	Friday	Last Day of Classes; University Withdrawal Deadline
May 6-10	Monday-Friday	Final Examinations
May 10-12	Friday-Sunday	Commencement
May 14	Tuesday	Grades Due
(79 Days, Including Final Examinations)		

### Summer Session 2024

May 13	Monday	1st 4 Week and 12 Week Term Begins
May 27	Monday	Holiday - University Offices Closed - No Classes
Jun. 7	Friday	1 <sup>st</sup> 4 Week Term Ends
Jun. 10	Monday	2 <sup>nd</sup> 4Week Term and 8 Week Terms Begin
Jun. 19	Wednesday	Census
Jul. 4	Thursday	Holiday – University Offices Closed - No Classes
Jul. 5	Friday	2 <sup>nd</sup> 4 Week Term Ends
Jul. 8	Monday	3 <sup>rd</sup> 4 Week Term Begins
Aug. 2	Friday	8, 12 and 3 <sup>rd</sup> 4 Week Terms End
Aug. 6	Tuesday	Grades Due

**SUMMER WITHDRAWAL PERIOD:** Because Summer classes have different time periods, the last day a student can withdraw from a course with "W" entered on the record is 10 days into the session for a four week course, 20 days into the session for an eight-week course, 30 days into

the session for a 12-week course. If there are any questions, please consult the Registrar's office.

October 18, 2017

TO: Timothy Gallagher, Chair  
Executive Committee and Faculty Council

FROM: Carole Makela, Chair  
University Curriculum Committee

SUBJECT: New Degree: MS in Ecosystem Sustainability, Plan A

The University Curriculum Committee moves Faculty Council adopt the following:

**A new Master of Science (MS) in Ecosystem Sustainability, Plan A, be established effective Fall 2018** in the Department of Ecosystem Science & Sustainability, Warner College of Natural Resources.

According to the request submitted:

Description:

The degree (MS, Plan A) will offer integrated study in the biophysical and social sciences focused on issues of global change and sustainability. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires an integration of traditionally separate disciplines. The program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

Rationale:

The program will prepare students from a variety of undergraduate degrees in fundamental ecosystem science and in application of ecosystem sustainability, preparing them for a variety of careers in ecosystem sustainability.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 11/23/16 and by the University Curriculum Committee on 9/22/17.

Attachment





## PROGRAM CHANGE REQUEST

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### NEW PROGRAM PROPOSAL

Date Submitted: 09/23/15 10:49 am

### VIEWING: MASTER OF SCIENCE IN ECOSYSTEM SUSTAINABILITY, PLAN A

**LAST EDIT: 10/17/17 3:35 PM**

Changes proposed by: 824132478

### APPROVAL PATH

1. 09/24/15 12:03 pm Tim Covino (tpcovino): Approved for 1476 Curriculum Committee Chair
2. 10/07/15 8:38 am John Moore (jcmooore): Approved for 1476 Chair
3. 10/30/15 4:15 pm Sally Sutton (Sally.Sutton): Approved for NR Curriculum Committee Chair
4. 11/02/15 7:53 am Richard Conant (conant): Approved for NR Dean
5. 11/02/15 8:15 am Sally Sutton (Sally.Sutton): Approved for NR University Curriculum Committee Rep
6. 11/24/15 3:43 pm Andrea Russo (andrea.russo): Approved for 824132478
7. 11/30/15 7:38 am Richard Conant (conant): Approved for NR Dean
8. 12/10/15 12:49 pm Nicole Foxley (blankenn): Approved for 1476 Administrative Support
9. 12/10/15 2:18 pm Mark Brick (Mark.Brick): Approved for 1170 Chair
10. 12/10/15 2:33 pm Kevin Pond (kevin.pond): Approved for 1171 Chair
11. 12/10/15 8:52 pm Gregory Perry (greg.perry): Approved for 1172 Chair
12. 12/21/15 12:56 pm Stephen Wallner (stephen.wallner): Approved for 1173 Chair
13. 01/11/16 8:13 am Louis Bjostad (louis.bjostad): Approved for 1177 Chair
14. 01/17/16 12:09 pm Jon Clark (jon.clark): Approved for 1277 Chair
15. 01/21/16 7:38 am Carrie Middleton (carrie.middleton): Approved for 1371 Chair
16. 01/21/16 11:47 am Linda Nagel (linda.nagel): Approved for 1472 Chair
17. 01/21/16 12:57 pm Kenneth Wilson (kenw): Approved for 1474 Chair
18. 02/04/16 2:13 pm Nicole Foxley (blankenn): Approved for 827863926
19. 02/05/16 10:17 am Michael Manfredo (manfredo): Approved for 1480 Chair
20. 02/09/16 4:04 pm Richard Aster (aster): Approved for 1482 Chair
21. 02/12/16 1:31 pm Jac Nickoloff (J.NICKOLOFF): Approved for 1681 Chair
22. 02/19/16 4:34 pm Mark Zabel (mark.zabel): Approved for 1682 Chair
23. 02/21/16 7:38 am John Didier (jcdidier): Approved for 1781 Chair
24. 02/21/16 7:39 am Michael Carolan (mcarolan): Approved for 1784 Chair
25. 02/23/16 11:24 am Gregory Luft (gluft): Approved for 1785 Chair
26. 02/29/16 9:05 pm Katherine Browne (kate.browne): Approved for 1787 Chair
27. 03/10/16 2:52 pm Steven Shulman (Steven.Shulman): Approved for 1771 Chair
28. 03/10/16 9:39 pm Michele Betsill (m.betsill): Approved for 1782 Chair
29. 03/15/16 1:39 pm Jean Opsomer (jopsomer): Approved for 1877 Chair
30. 03/15/16 1:51 pm Michael Antolin (michael.antolin): Approved for 1878 Chair

31. 03/15/16 3:09 pm Diana Wall (diana): Approved for SOGES Dir
32. 03/21/16 12:47 pm Tim Covino (tpcovino): Approved for 1476 Curriculum Committee Chair
33. 03/22/16 7:34 am John Moore (jcmooore): Approved for 1476 Chair
34. 03/22/16 7:50 am Richard Conant (conant): Approved for NR Dean
35. 03/23/16 1:27 pm Sally Sutton (Sally.Sutton): Approved for NR University Curriculum Committee Rep
36. 04/21/16 11:19 am Jodie Hanzlik (jodie.hanzlik): Approved for Dean Graduate School
37. 04/27/16 3:58 pm Shelly Ellerby (shelly.ellerby): Approved for UCC Secretary
38. 04/28/16 6:48 am Carrie Middleton (carrie.middleton): Approved for CoSRGE prep
39. 05/05/16 2:16 pm Donald Samelson (Donald.Samelson): Rollback to 1476 Chair for CoSRGE Chair
40. 10/20/16 11:17 am John Moore (jcmooore): Approved for 1476 Chair
41. 10/20/16 3:40 pm Sally Sutton (Sally.Sutton): Rollback to 1476 Chair for NR University Curriculum Committee Rep
42. 10/20/16 4:38 pm John Moore (jcmooore): Approved for 1476 Chair
43. 10/20/16 5:21 pm Sally Sutton (Sally.Sutton): Approved for NR University Curriculum Committee Rep
44. 11/03/16 2:13 pm William Sanford (William.Sanford): Approved for CoSRGE Chair
45. 11/04/16 3:13 pm Andrea Russo (andrea.russo): Approved for RO Banner
46. 1476 Curriculum Committee Chair
47. 1476 Chair
48. NR University Curriculum Committee Rep
49. CoSRGE Chair
50. RO Banner
51. Provost - CPP Check
52. Provost
53. UCC Prep
- 54. University Curriculum Committee Chair**
55. Curriculum Liaison Specialist - hold for FC approval
56. RO Banner
57. Program Code
58. CIP Code
59. Provost - Board of Governors
60. Provost - CCHE
61. HOLD for Future Catalog

Name	Title	Phone	E-mail
Rich Conant	Tenure Track Faculty	970-491-1919	rich.conant@colostate.edu
John Moore	Tenure Track Faculty	970-491-1796	john.moore@colostate.edu

**Program available to students:** Fall 2018

**College:** Warner College of Natural Resources

**Department/Unit:** 1476 - Ecosystem Science & Sustainability

**Academic Level:** Graduate

**Program Type:** Degree

**Degree Type:** MS - Master of Science

**Program Title:** Master of Science in Ecosystem Sustainability, Plan A

### **Program Description**

The Master of Science (M.S. Plan A) degree in Ecosystem Sustainability will include core study in biophysical/ecosystem science and applications to global change and sustainability issues. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires core competency in ecosystem science coupled with the ability to effectively communicate and work with experts from a variety of separate disciplines. Our program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

### **Program Catalog Copy**

The Master of Science (M.S. Plan A) degree in Ecosystem Sustainability will include core study in biophysical/ecosystem science and applications to global change and sustainability issues. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires core competency in ecosystem science coupled with the ability to effectively communicate and work with experts from a variety of separate disciplines. Our program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

**Offered as:** Main Campus Face-to-Face

### **Justification for Request**

A broad spectrum of ecological and social factors interact to shape the future of our ecosystems and societies. Many units at CSU focus on pieces of these complex systems, and cross-campus strengths are the hallmark of some of our programs. The new degree program we propose will enable students to develop core competencies in ecosystem science – the study of interactions between organisms and the environment - and apply that knowledge to address real-world issues. A broad graduate education with a strong focus on ecosystem science will provide graduates with the ability to understand and deal with the complex scientific issues in sustainability. Together with interdisciplinary education in sustainability science, this unique educational path will serve as a foundation for a wide range of careers including academic and scholarly professions, as experts in government and non-government conservation organizations.

The degree will include core study in biophysical/ecosystem science and applications to global change and sustainability issues. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires core competency in ecosystem science coupled with the ability to effectively communicate and work with experts from a variety of separate disciplines. Our program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

### Program Level Learning Objectives

Our graduates will demonstrate in-depth knowledge of their field of specialization and a well-developed capacity for and interest in life-long learning. Students must be proficient in scientific content and concepts or capacities which will permit them to put their knowledge into practice.

Content:

- \* A thorough knowledge of the quantitative and qualitative methods applicable to the study of Ecosystem Sustainability.
- \* An understanding of how ecosystems work and how their various parts are inter-related.
- \* An understanding of the linkages between socioeconomic and ecological processes in coupled human-natural systems.
- \* An understanding of the most important concepts and principles in fields other than their own that bear on the issue of Ecosystem Sustainability.

Practice:

- \* A demonstrated ability to work in a multidisciplinary setting or as part of a multidisciplinary team.
- \* The ability to communicate usefully with those from the other disciplines.
- \* An understanding of the role of these disciplines in dealing with issues of ecosystem sustainability.
- \* An ability to recognize when his/her field of study has a central role in the consideration of a given issue and when it has a supporting role.
- \* The skills to carry out integrated assessments using systems approaches and integrative methods, including the development and/or application of conceptual, mathematical, geospatial applications, and statistical models.
- \* The ability to determine whether a system is sustainable; and if so why, and if not, what might be done to make it sustainable.

### Program Requirements

#### Effective Fall 2018

Code	Title	Credits
Required Core Courses:		
<b>ESS 501</b>	Principles of Ecosystem Sustainability	3
<b>ESS 692</b>	Seminar	1

Areas of Specialization – Select a minimum of 20 credits from the four Areas of Specialization as indicated below:		20
Ecosystem Science		
At least one course must be selected from the following (2-3 credits):		
<b>ESS 524</b>	Foundations for Carbon/Greenhouse Gas Mgmt	
<b>ESS 543</b>	Current Topics in Climate Change	
<b>ESS 660</b>	Biogeochemical Cycling in Ecosystems	
<b>ESS 625/F 625</b>	Ecology of Forest Production	
Additional courses may be selected from the following:		
<b>ATS 753</b>	Global Hydrologic Cycle	
<b>ATS 760</b>	Global Carbon Cycle	
<b>BZ 572</b>	Phytoremediation	
<b>BZ 642</b>	Plant Metabolism	
<b>ECOL 505</b>	Foundations of Ecology	
<b>ECOL 600</b>	Community Ecology	
<b>ECOL 620</b>	Applications in Landscape Ecology	
<b>F 510</b>	Ecophysiology of Trees	
<b>F 624</b>	Fire Ecology	
<b>FW 555</b>	Conservation Biology	
<b>HORT 571</b>	Soil-Plant-Water Relations/Water Stress	
<b>RS 531</b>	World Grassland Ecogeography	

<b>RS 630</b>	Ecology of Grasslands and Shrublands	
<b>RS 651</b>	Primary Production and Decomposition	
<b>SOCR 522</b>	Micrometeorology	
<b>SOCR 540</b>	Soil-Plant-Nutrient Relationships	
<b>WR 574</b>	Advanced Snow Hydrology	
<b>WR 616</b>	Hillslope Hydrology and Runoff Processes	
Ecosystem Sustainability		
The following course must be taken (2 credits):		
<b>ESS 542</b>	Greenhouse Gas Policies	
Additional courses may be selected from the following:		
<b>AGRI 500</b>	Advanced Issues in Agriculture	
<b>AGRI 521</b>	Emerging Issues and Challenges for Global Agr	
<b>AGRI 601/ENGR 601</b>	Bioenergy Technology	
<b>AGRI 602</b>	Bioenergy Policy, Economics, and Assessment	
<b>AGRI 632</b>	Managing for Ecosystem Sustainability	
<b>AGRI 635</b>	Integrated Forage Management	
<b>AGRI 637</b>	Understanding Policy and Emerging Issues	
<b>AGRI 638</b>	Ecosystem Services on Agricultural Lands	
<b>ANTH 529</b>	Anthropology and Sustainable Development	
<b>ANTH 530</b>	Human-Environment Interactions	

<b>ANeq 548</b>	Issues in Manure Management	
<b>AREC 542</b>	Applied Advanced Water Resource Economics	
<b>AREC 566/SOC 566</b>	Contemporary Issues in Developing Countries	
<b>ECOL 592</b>	Interdisciplinary Seminar in Ecology	
<b>NR 515</b>	Natural Resources Policy and Biodiversity	
<b>NR 535</b>	Action for Sustainable Behavior	
<b>NR 550</b>	Sustainable Military Lands Management	
<b>PHIL 565</b>	Seminar in Environmental Philosophy	
<b>POLS 670</b>	Politics of Environment and Sustainability	
<b>POLS 709</b>	Environmental Politics in the U.S.	
<b>POLS 729</b>	Political Theory and the Environment	
<b>POLS 739</b>	International Environmental Politics	
<b>POLS 749</b>	Comparative Environmental Politics	
<b>POLS 759</b>	Environmental Policy and Administration	
<b>RS 565</b>	Riparian Ecology and Management	
<b>SOC 564</b>	Environmental Justice	
<b>SOC 666</b>	Globalization and Socioeconomic Restructuring	
<b>SOC 668</b>	Environmental Sociology	
<b>SOC 669</b>	Global Inequality and Change	
<b>WR 510</b>	Watershed Management in Developing Countries	

Quantitative Methods		
At least one course must be selected from the following (4 credits):		
<b>ESS 545</b>	Applications in Greenhouse Gas Inventories	
<b>ESS 565</b>	Niche Models	
<b>ESS 575</b>	Models for Ecological Data	
Additional courses may be selected from the following:		
<b>AREC 535/ECON 535</b>	Applied Econometrics	
<b>AREC 540/ECON 540</b>	Environmental and Natural Resource Economics	
<b>ECOL 620</b>	Applications in Landscape Ecology	
<b>F 521</b>	Advanced Quantitative Methods in Forestry II	
<b>GEOL 551</b>	Groundwater Modeling	
<b>GEOL 562</b>	Statistical Data Analysis in Earth Resources	
<b>LAND 520</b>	Geographic Information Systems	
<b>NR 503/GR 503</b>	Remote Sensing and Image Analysis	
<b>NR 504</b>	Computer Analysis of Remote Sensing Data	
<b>NR 505</b>	Concepts in GIS	
<b>NR 512</b>	Spatial Statistical Modeling-Natural Resources	
<b>NR 523/STAT 523</b>	Quantitative Spatial Analysis	
<b>NR 554/ANTH 554</b>	Ecological and Social Agent-based Modeling	
<b>NR 565</b>	Principles of Natural Resources Ecology	



<b>RS 532</b>	Rangeland Ecosystem Sampling	
<b>SOCR 620</b>	Modeling Ecosystem Biogeochemistry	
<b>SOCR 670</b>	Terrestrial Ecosystems Isotope Ecology	
<b>STAA 551</b>	Regression Models and Applications	
<b>STAA 552</b>	Generalized Regression Models	
<b>STAA 553</b>	Experimental Design	
<b>STAA 554</b>	Mixed Models	
<b>STAA 561</b>	Probability with Applications	
<b>STAA 562</b>	Mathematical Statistics with Applications	
<b>STAA 565</b>	Quantitative Reasoning	
<b>STAA 566</b>	Computational and Graphical Methods	
<b>STAA 567</b>	Computational and Simulation Methods	
<b>STAA 571</b>	Survey Statistics	
<b>STAA 572</b>	Nonparametric Methods	
<b>STAA 573</b>	Analysis of Time Series	
<b>STAA 574</b>	Methods in Multivariate Analysis	
<b>STAA 575</b>	Applied Bayesian Statistics	
<b>STAA 576</b>	Methods in Environmental Statistics	
<b>STAT 511A</b>	Design and Data Analysis for Researchers I: R Software	
<b>STAT 511B</b>	Design and Data Analysis for Researchers I: SAS Software	

<b>STAT 512</b>	Design and Data Analysis for Researchers II	
<b>STAT 521</b>	Stochastic Processes I	
<b>STAT 525</b>	Analysis of Time Series I	
<b>STAT 540</b>	Data Analysis and Regression	
<b>STAT 544/ERHS 544</b>	Biostatistical Methods for Quantitative Data	
<b>STAT 547/CIVE 547</b>	Statistics for Environmental Monitoring	
<b>STAT 560</b>	Applied Multivariate Analysis	
<b>STAT 570</b>	Nonparametric Statistics	
<b>STAT 600</b>	Statistical Computing	
<b>STAT 605</b>	Theory of Sampling Techniques	
<b>STAT 640</b>	Design and Linear Modeling I	
<b>STAT 645</b>	Categorical Data Analysis and GLIM	
<b>STAT 650</b>	Design and Linear Modeling II	
<b>WR 524/CIVE 524</b>	Modeling Watershed Hydrology	
<b>WR 575</b>	Snow Hydrology Field Methods	
<b>WR 674</b>	Data Issues in Hydrology	
Communication/Collaboration		
At least one course must be selected from the following (1-3 credits):		
<b>ECOL 693</b>	Research Seminar	
<b>JTC 614</b>	Public Communication Campaigns	

<b>JTC 660</b>	Communication and Innovation	
<b>JTC 661</b>	Information Design	
<b>JTC 662</b>	Communicating Science and Technology	
<b>NR 501</b>	Leadership and Public Communications	
Research and Thesis (minimum credits required):		
<b>ESS 698</b>	Research	3
<b>ESS 699</b>	Thesis	3
<b>Program Total Credits:</b>		<b>30</b>

A minimum of 30 credits are required to complete this program.

## Affected Departments

1371 - Atmospheric Science  
 1787 - Anthropology  
 1172 - Agricultural and Resource Econ  
 1171 - Animal Sciences  
 1101 - Coll of Agricultural Sciences  
 1878 - Biology  
 1177 - Bioagricultural Sci & Pest Mgt  
 1771 - Economics  
 1277 - Computer Information Systems  
 1681 - Environmntl & Radiological Hlth  
 1472 - Forest & Rangeland Stewardship  
 1474 - Fish/Wildlife/Conservation Bio  
 1482 - Geosciences  
 1480 - Human Dimensions of Nat Res  
 1173 - Horticulture & Landscape Archt  
 1785 - Journalism & Media Comm  
 1682 - Micrbiolgy, Immunolgy & Pthlgy  
 1781 - Philosophy  
 1782 - Political Science  
 1170 - Soil and Crop Sciences  
 1784 - Sociology  
 1877 - Statistics  
 1036 - Global Environmntl Sustainablty-SAU

[!ESS PhD - Signature Pages.pdf](#)

[Appendix A strategic-plan PhD.docx](#)

[Appendix B letters of support PhD.docx](#)

[Appendix C-elective-list PhD v2.docx](#)

[Appendix D-evaluation rubric PhD.docx](#)

[Appendix E-Faculty-cvs PhD.pdf](#)

[Appendix F-library-PhD.docx](#)

[DESS PhD Phase 2 final.pdf](#)

[ESS-combined-grad Phase-2 budget v4.xls](#)

[ESS-combined-grad Phase-2 budget v6.xls](#)

[DESS PhD Phase 2 final-revised-co-curricular.pdf](#)

[ESS-combined-grad Phase-2 budget v8.xls](#)

[DESS PhD Phase 2 final-11-3-2015.pdf](#)

[DESS PhD Phase 2 final-1-21-2016.doc](#)

[Re\\_question.pdf](#)

[DESS PhD Phase 2 final-4-15-2016.pdf](#)

[DESS PhD Phase 2 final-10-19-2016.pdf](#)

October 18, 2017

TO: Timothy Gallagher, Chair  
Executive Committee and Faculty Council

FROM: Carole Makela, Chair  
University Curriculum Committee

SUBJECT: New Degree: Ph.D. in Ecosystem Sustainability

The University Curriculum Committee moves Faculty Council adopt the following:

**A new Ph.D. in Ecosystem Sustainability be established effective Fall 2018**  
in the Department of Ecosystem Science & Sustainability, Warner College of  
Natural Resources.

According to the request submitted:

Description:

The Ph.D. will offer integrated study in the biophysical and social sciences focused on issues of global change and sustainability. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires a true integration of traditionally separate disciplines. The program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

Rationale:

The faculty of the Department of Ecosystem Science and Sustainability (ESS) have identified an opportunity to pursue cutting-edge research questions in sustainability and to attract a new population of graduate students who wish to specialize in ecosystem aspects of sustainability science. These students are not well served by existing programs on campus, which are disciplinary and lack the flexibility for individually-designed curricula.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 11/3/16 and by the University Curriculum Committee on 9/22/17.

Attachment



## PROGRAM CHANGE REQUEST

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### NEW PROGRAM PROPOSAL

Date Submitted: 09/23/15 10:50 am

**VIEWING: PH.D. IN ECOSYSTEM SUSTAINABILITY**

**LAST EDIT: 09/22/17 1:06 PM**

Changes proposed by: 824132478

### APPROVAL PATH

1. 09/24/15 12:02 pm Tim Covino (tpcovino): Approved for 1476 Curriculum Committee Chair
2. 10/07/15 8:38 am John Moore (jcmooore): Approved for 1476 Chair
3. 10/30/15 4:15 pm Sally Sutton (Sally.Sutton): Approved for NR Curriculum Committee Chair
4. 11/02/15 7:53 am Richard Conant (conant): Approved for NR Dean
5. 11/02/15 8:15 am Sally Sutton (Sally.Sutton): Approved for NR University Curriculum Committee Rep
6. 11/24/15 3:43 pm Andrea Russo (andrea.russo): Approved for 824132478
7. 11/30/15 7:38 am Richard Conant (conant): Approved for NR Dean
8. 12/10/15 12:49 pm Nicole Foxley (blankenn): Approved for 1476 Administrative Support
9. 12/10/15 2:17 pm Mark Brick (Mark.Brick): Approved for 1170 Chair
10. 12/10/15 2:32 pm Kevin Pond (kevin.pond): Approved for 1171 Chair
11. 12/10/15 8:51 pm Gregory Perry (greg.perry): Approved for 1172 Chair
12. 12/21/15 12:56 pm Stephen Wallner (stephen.wallner): Approved for 1173 Chair
13. 01/11/16 8:13 am Louis Bjostad (louis.bjostad): Approved for 1177 Chair
14. 01/17/16 12:10 pm Jon Clark (jon.clark): Approved for 1277 Chair
15. 01/18/16 4:17 pm Thomas Birner (Thomas.Birner): Approved for 1371 Chair
16. 01/19/16 6:07 am Linda Nagel (linda.nagel): Approved for 1472 Chair
17. 01/19/16 8:34 am Kenneth Wilson (kenw): Approved for 1474 Chair
18. 02/04/16 2:12 pm Nicole Foxley (blankenn): Approved for 827863926
19. 02/05/16 10:18 am Michael Manfredo (manfredo): Approved for 1480 Chair
20. 02/09/16 4:04 pm Richard Aster (aster): Approved for 1482 Chair
21. 02/12/16 1:28 pm Jac Nickoloff (J.NICKOLOFF): Approved for 1681 Chair
22. 02/12/16 1:52 pm Mark Zabel (mark.zabel): Approved for 1682 Chair
23. 02/21/16 7:39 am John Didier (jcdidier): Approved for 1781 Chair
24. 02/23/16 10:36 am Michael Carolan (mcarolan): Approved for 1784 Chair
25. 02/23/16 11:24 am Gregory Luft (gluft): Approved for 1785 Chair
26. 02/29/16 9:05 pm Katherine Browne (kate.browne): Approved for 1787 Chair
27. 03/10/16 2:51 pm Steven Shulman (Steven.Shulman): Approved for 1771 Chair
28. 03/10/16 9:38 pm Michele Betsill (m.betsill): Approved for 1782 Chair
29. 03/15/16 1:39 pm Jean Opsomer (jopsomer): Approved for 1877 Chair
30. 03/15/16 1:49 pm Michael Antolin (michael.antolin): Approved for 1878 Chair
31. 03/15/16 3:09 pm Diana Wall (diana): Approved for SOGES Dir
32. 03/21/16 12:46 pm Tim Covino (tpcovino): Approved for 1476 Curriculum Committee Chair

33. 03/22/16 7:34 am John Moore (jcmooore): Approved for 1476 Chair
34. 03/22/16 7:50 am Richard Conant (conant): Approved for NR Dean
35. 03/23/16 1:27 pm Sally Sutton (Sally.Sutton): Approved for NR University Curriculum Committee Rep
36. 04/21/16 10:59 am Jodie Hanzlik (jodie.hanzlik): Approved for Dean Graduate School
37. 04/27/16 3:58 pm Shelly Ellerby (shelly.ellerby): Approved for UCC Secretary
38. 04/28/16 6:45 am Carrie Middleton (carrie.middleton): Approved for CoSRGE prep
39. 05/05/16 2:14 pm Donald Samelson (Donald.Samelson): Rollback to 1476 Chair for CoSRGE Chair
40. 10/20/16 11:17 am John Moore (jcmooore): Approved for 1476 Chair
41. 10/20/16 3:40 pm Sally Sutton (Sally.Sutton): Rollback to 1476 Chair for NR University Curriculum Committee Rep
42. 10/20/16 4:42 pm John Moore (jcmooore): Approved for 1476 Chair
43. 10/20/16 5:21 pm Sally Sutton (Sally.Sutton): Approved for NR University Curriculum Committee Rep
44. 11/03/16 2:13 pm William Sanford (William.Sanford): Approved for CoSRGE Chair
45. 11/04/16 3:13 pm Andrea Russo (andrea.russo): Approved for RO Banner
46. 1476 Curriculum Committee Chair
47. 1476 Chair
48. NR University Curriculum Committee Rep
49. CoSRGE Chair
50. RO Banner
51. Provost - CPP Check
52. Provost
53. UCC Prep
- 54. University Curriculum Committee Chair**
55. Curriculum Liaison Specialist - hold for FC approval
56. RO Banner
57. Program Code
58. CIP Code
59. Provost - Board of Governors
60. Provost - CCHE
61. HOLD for Future Catalog

Name	Title	Phone	E-mail
Rich Conant	Tenure Track Faculty	970-491-1919	rich.conant@colostate.edu
John Moore	Tenure Track Faculty	970-491-1796	john.moore@colostate.edu

**Program available to students:** Fall 2018

**College:** Warner College of Natural Resources

**Department/Unit:** 1476 - Ecosystem Science & Sustainability

**Academic Level:** Graduate

**Program Type:** Degree

**Degree Type:** PHD - Doctor of Philosophy

**Program Title:** Ph.D. in Ecosystem Sustainability

**Program Description**

The Doctor of Philosophy (PhD) degree in Ecosystem Sustainability will include core study in biophysical/ecosystem science and applications to global change and sustainability issues. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires core competency in ecosystem science coupled with the ability to effectively communicate and work with experts from a variety of separate disciplines. Our program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

**Program Catalog Copy**

The Doctor of Philosophy (PhD) degree in Ecosystem Sustainability will include core study in biophysical/ecosystem science and applications to global change and sustainability issues. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires core competency in ecosystem science coupled with the ability to effectively communicate and work with experts from a variety of separate disciplines. Our program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

**Offered as:** Main Campus Face-to-Face

**Justification for Request**

A broad spectrum of ecological and social factors interact to shape the future of our ecosystems and societies. Many units at CSU focus on pieces of these complex systems, and cross-campus strengths are the hallmark of some of our programs. The new degree program we propose will enable students to develop core competencies in ecosystem science – the study of interactions between organisms and the environment - and apply that knowledge to address real-world issues. A broad graduate education with a strong focus on ecosystem science will provide graduates with the ability to understand and deal with the complex scientific issues in sustainability. Together with interdisciplinary education in sustainability science, this unique educational path will serve as a foundation for a wide range of careers including academic and scholarly professions, as experts in government and non-government conservation organizations.

The degree will include core study in biophysical/ecosystem science and applications to global change and sustainability issues. Maintaining ecosystem services in the face of global challenges such as climate change, population growth, globalization, land use intensification, and invasive species requires core competency in ecosystem science coupled with the ability to effectively communicate and work with experts from a variety of separate disciplines. Our program will provide students with the training to develop and implement solutions to global problems related to water resources, food supplies, energy, greenhouse gas management, land use change, and climate change.

**Program Level Learning Objectives**

Our graduates will demonstrate in-depth knowledge of their field of specialization and a well-developed capacity for and interest in life-long learning. Students must be proficient in scientific



content and concepts or capacities which will permit them to put their knowledge into practice.

**Content:**

- \* A thorough knowledge of the quantitative and qualitative methods applicable to the study of Ecosystem Sustainability.
- \* An understanding of how ecosystems work and how their various parts are inter-related.
- \* An understanding of the linkages between socioeconomic and ecological processes in coupled human-natural systems.
- \* An understanding of the most important concepts and principles in fields other than their own that bear on the issue of Ecosystem Sustainability.

**Practice:**

- \* A demonstrated ability to work in a multidisciplinary setting or as part of a multidisciplinary team.
- \* The ability to communicate usefully with those from the other disciplines.
- \* An understanding of the role of these disciplines in dealing with issues of ecosystem sustainability.
- \* An ability to recognize when his/her field of study has a central role in the consideration of a given issue and when it has a supporting role.
- \* The skills to carry out integrated assessments using systems approaches and integrative methods, including the development and/or application of conceptual, mathematical, geospatial applications, and statistical models.
- \* The ability to determine whether a system is sustainable; and if so why, and if not, what might be done to make it sustainable.

## Program Requirements

### Effective Fall 2018

Code	Title	Credits
Required Core Courses:		
<b>ESS 501</b>	Principles of Ecosystem Sustainability	3
<b>ESS 692</b>	Seminar	1
Areas of Specialization – Select a minimum of 20 credits from the four Areas of Specialization as indicated below:		20
Ecosystem Science		
At least one course must be selected from the following (2-3 credits):		

Code	Title	Credits
<b>ESS 524</b>	Foundations for Carbon/Greenhouse Gas Mgmt	
<b>ESS 543</b>	Current Topics in Climate Change	
<b>ESS 660</b>	Biogeochemical Cycling in Ecosystems	
<b>ESS 625/F 625</b>	Ecology of Forest Production	
Additional courses may be selected from the following:		
<b>ATS 753</b>	Global Hydrologic Cycle	
<b>ATS 760</b>	Global Carbon Cycle	
<b>BZ 572</b>	Phytoremediation	
<b>BZ 642</b>	Plant Metabolism	
<b>ECOL 505</b>	Foundations of Ecology	
<b>ECOL 600</b>	Community Ecology	
<b>ECOL 620</b>	Applications in Landscape Ecology	
<b>F 510</b>	Ecophysiology of Trees	
<b>F 624</b>	Fire Ecology	
<b>FW 555</b>	Conservation Biology	
<b>HORT 571</b>	Soil-Plant-Water Relations/Water Stress	
<b>RS 531</b>	World Grassland Ecogeography	
<b>RS 630</b>	Ecology of Grasslands and Shrublands	
<b>RS 651</b>	Primary Production and Decomposition	

Code	Title	Credits
<b>SOCR 522</b>	Micrometeorology	
<b>SOCR 540</b>	Soil-Plant-Nutrient Relationships	
<b>WR 574</b>	Advanced Snow Hydrology	
<b>WR 616</b>	Hillslope Hydrology and Runoff Processes	
	Ecosystem Sustainability	
The following course must be taken (2 credits):		
<b>ESS 542</b>	Greenhouse Gas Policies	
Additional courses may be selected from the following:		
<b>AGRI 500</b>	Advanced Issues in Agriculture	
<b>AGRI 521</b>	Emerging Issues and Challenges for Global Agr	
<b>AGRI 601/ENGR 601</b>	Bioenergy Technology	
<b>AGRI 602</b>	Bioenergy Policy, Economics, and Assessment	
<b>AGRI 632</b>	Managing for Ecosystem Sustainability	
<b>AGRI 635</b>	Integrated Forage Management	
<b>AGRI 637</b>	Understanding Policy and Emerging Issues	
<b>AGRI 638</b>	Ecosystem Services on Agricultural Lands	
<b>ANTH 529</b>	Anthropology and Sustainable Development	
<b>ANTH 530</b>	Human-Environment Interactions	
<b>ANEQ 548</b>	Issues in Manure Management	

Code	Title	Credits
<b>AREC 542</b>	Applied Advanced Water Resource Economics	
<b>AREC 566/SOC 566</b>	Contemporary Issues in Developing Countries	
<b>ECOL 592</b>	Interdisciplinary Seminar in Ecology	
<b>NR 515</b>	Natural Resources Policy and Biodiversity	
<b>NR 535</b>	Action for Sustainable Behavior	
<b>NR 550</b>	Sustainable Military Lands Management	
<b>PHIL 565</b>	Seminar in Environmental Philosophy	
<b>POLS 670</b>	Politics of Environment and Sustainability	
<b>POLS 709</b>	Environmental Politics in the U.S.	
<b>POLS 729</b>	Political Theory and the Environment	
<b>POLS 739</b>	International Environmental Politics	
<b>POLS 749</b>	Comparative Environmental Politics	
<b>POLS 759</b>	Environmental Policy and Administration	
<b>RS 565</b>	Riparian Ecology and Management	
<b>SOC 564</b>	Environmental Justice	
<b>SOC 666</b>	Globalization and Socioeconomic Restructuring	
<b>SOC 668</b>	Environmental Sociology	
<b>SOC 669</b>	Global Inequality and Change	
<b>WR 510</b>	Watershed Management in Developing Countries	

Code	Title	Credits
Quantitative Methods		
At least one course must be selected from the following (4 credits):		
<b>ESS 545</b>	Applications in Greenhouse Gas Inventories	
<b>ESS 565</b>	Niche Models	
<b>ESS 575</b>	Models for Ecological Data	
Additional courses may be selected from the following:		
<b>AREC 535/ECON 535</b>	Applied Econometrics	
<b>AREC 540/ECON 540</b>	Environmental and Natural Resource Economics	
<b>ECOL 620</b>	Applications in Landscape Ecology	
<b>F 521</b>	Advanced Quantitative Methods in Forestry II	
<b>GEOL 551</b>	Groundwater Modeling	
<b>GEOL 562</b>	Statistical Data Analysis in Earth Resources	
<b>LAND 520</b>	Geographic Information Systems	
<b>NR 503/GR 503</b>	Remote Sensing and Image Analysis	
<b>NR 504</b>	Computer Analysis of Remote Sensing Data	
<b>NR 505</b>	Concepts in GIS	
<b>NR 512</b>	Spatial Statistical Modeling-Natural Resources	
<b>NR 523/STAT 523</b>	Quantitative Spatial Analysis	
<b>NR 554/ANTH 554</b>	Ecological and Social Agent-based Modeling	

Code	Title	Credits
<b>NR 565</b>	Principles of Natural Resources Ecology	
<b>RS 532</b>	Rangeland Ecosystem Sampling	
<b>SOCR 620</b>	Modeling Ecosystem Biogeochemistry	
<b>SOCR 670</b>	Terrestrial Ecosystems Isotope Ecology	
<b>STAA 551</b>	Regression Models and Applications	
<b>STAA 552</b>	Generalized Regression Models	
<b>STAA 553</b>	Experimental Design	
<b>STAA 554</b>	Mixed Models	
<b>STAA 561</b>	Probability with Applications	
<b>STAA 562</b>	Mathematical Statistics with Applications	
<b>STAA 565</b>	Quantitative Reasoning	
<b>STAA 566</b>	Computational and Graphical Methods	
<b>STAA 567</b>	Computational and Simulation Methods	
<b>STAA 571</b>	Survey Statistics	
<b>STAA 572</b>	Nonparametric Methods	
<b>STAA 573</b>	Analysis of Time Series	
<b>STAA 574</b>	Methods in Multivariate Analysis	
<b>STAA 575</b>	Applied Bayesian Statistics	
<b>STAA 576</b>	Methods in Environmental Statistics	

<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>STAT 511A</b>	Design and Data Analysis for Researchers I: R Software	
<b>STAT 511B</b>	Design and Data Analysis for Researchers I: SAS Software	
<b>STAT 512</b>	Design and Data Analysis for Researchers II	
<b>STAT 521</b>	Stochastic Processes I	
<b>STAT 525</b>	Analysis of Time Series I	
<b>STAT 540</b>	Data Analysis and Regression	
<b>STAT 544/ERHS 544</b>	Biostatistical Methods for Quantitative Data	
<b>STAT 547/CIVE 547</b>	Statistics for Environmental Monitoring	
<b>STAT 560</b>	Applied Multivariate Analysis	
<b>STAT 570</b>	Nonparametric Statistics	
<b>STAT 600</b>	Statistical Computing	
<b>STAT 605</b>	Theory of Sampling Techniques	
<b>STAT 640</b>	Design and Linear Modeling I	
<b>STAT 645</b>	Categorical Data Analysis and GLIM	
<b>STAT 650</b>	Design and Linear Modeling II	
<b>WR 524/CIVE 524</b>	Modeling Watershed Hydrology	
<b>WR 575</b>	Snow Hydrology Field Methods	
<b>WR 674</b>	Data Issues in Hydrology	

Communication/Collaboration		
At least one course must be selected from the following (1-3 credits):		
<b>ECOL 693</b>	Research Seminar	
<b>JTC 614</b>	Public Communication Campaigns	
<b>JTC 660</b>	Communication and Innovation	
<b>JTC 661</b>	Information Design	
<b>JTC 662</b>	Communicating Science and Technology	
<b>NR 501</b>	Leadership and Public Communications	
Research and Dissertation (minimum credits required):		
<b>ESS 698</b>	Research	3
<b>ESS 799</b>	Dissertation	3
Additional credits required to complete this degree may include:		42
Master's Degree Credit (a maximum of 30 credits may be accepted from a master's degree)		
Additional courses not taken previously from the Areas of Specialization listed above		
<b>ESS 798</b>	Research	
<b>ESS 799</b>	Dissertation	
<b>Program Total Credits:</b>		<b>72</b>

A minimum of 72 credits are required to complete this program.



## Affected Departments

1371 - Atmospheric Science  
 1787 - Anthropology  
 1172 - Agricultural and Resource Econ  
 1171 - Animal Sciences  
 1101 - Coll of Agricultural Sciences  
 1878 - Biology  
 1177 - Bioagricultural Sci & Pest Mgt  
 1771 - Economics  
 1277 - Computer Information Systems  
 1681 - Environmntl & Radiological Hlth  
 1472 - Forest & Rangeland Stewardship  
 1474 - Fish/Wildlife/Conservation Bio  
 1482 - Geosciences  
 1480 - Human Dimensions of Nat Res  
 1173 - Horticulture & Landscape Archt  
 1785 - Journalism & Media Comm  
 1682 - Micrbiolgy, Immunolgy & Pthlgy  
 1781 - Philosophy  
 1782 - Political Science  
 1170 - Soil and Crop Sciences  
 1784 - Sociology  
 1877 - Statistics  
 1036 - Global Environmntl Sustainablty-SAU

[!ESS PhD - Signature Pages.pdf](#)

[Appendix A strategic-plan PhD.docx](#)

[Appendix B letters of support PhD.docx](#)

[Appendix C-elective-list PhD v2.docx](#)

[Appendix D-evaluation rubric PhD.docx](#)

[Appendix E-Faculty-cvs PhD.pdf](#)

[Appendix F-library-PhD.docx](#)

[DESS PhD Phase 2 final.pdf](#)

[ESS-combined-grad Phase-2 budget v4.xls](#)

[ESS-combined-grad Phase-2 budget v6.xls](#)

[DESS PhD Phase 2 final-revised-co-curricular.pdf](#)

[ESS-combined-grad Phase-2 budget v8.xls](#)

[DESS PhD Phase 2 final-11-3-2015.pdf](#)

[DESS PhD Phase 2 final-1-21-2016.doc](#)

[Re\\_question.pdf](#)

[DESS PhD Phase 2 final-4-15-2016.pdf](#)

[DESS PhD Phase 2 final-10-19-2016.pdf](#)

October 18, 2017

TO: Timothy Gallagher, Chair  
Executive Committee and Faculty Council

FROM: Carole Makela, Chair  
University Curriculum Committee

SUBJECT: New Degree: MA (Plan B) in Counseling and Career Development

The University Curriculum Committee moves Faculty Council adopt the following:

**A new Master of Arts (MA) in Counseling and Career Development be established effective Fall 2018** in the School of Education, College of Health and Human Services.

According to the request submitted:

Description:

This is creating a new degree, a Master of Arts in Counseling and Career Development, Plan B. The Counseling and Career Development (CCD) is now a specialization within the M.Ed. in Education and Human Resource Studies.

The structure of the proposed 60 credit degree program will be a Master of Arts in Counseling and Career Development with specializations in Career Counseling, Clinical Mental Health Counseling, and School Counseling. Each of the three specializations will include a 100 hour clinical practicum as well as a 600 hour field-based internship.

Rationale:

Pursuit of restructuring the program and degree is fourfold. First, the current degree title creates significant problems for graduates who seek licensure as Licensed Professional Counselors (LPCs). Most licensing entities for professional counselors only accept master's degrees with "counseling" on the student's transcript. Second, the new degree would more accurately reflect the education and preparation of students, as they are not solely employed in education settings. Third, the new degree is more fully in line with the national accrediting body (CACREP) and will facilitate quality student recruitment through visibility of the degree. Fourth, moving from a specialization (M.Ed) to a degree with specializations (career counseling, clinical mental health counseling, and school counseling) clarifies degree designations and more accurately reflects on transcripts the degree and chosen specialization.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 9/7/17 and by the University Curriculum Committee on 10/6/17.

Attachment



## PROGRAM CHANGE REQUEST

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### NEW PROGRAM PROPOSAL

Date Submitted: 09/19/17 1:10 pm

### VIEWING: MASTER OF ARTS IN COUNSELING AND CAREER DEVELOPMENT

**LAST EDIT: 09/19/17 1:10 PM**

Changes proposed by: 820541597

### APPROVAL PATH

1. 03/27/17 2:03 pm Thomas Chermack (thomas.chermack): Approved for 1588 Curriculum Committee Chair
2. 03/28/17 3:41 pm Lise Youngblade (lmy): Approved for 1570 Chair
3. 04/09/17 10:28 pm Louise Jennings (louise.jennings): Approved for 1588 Chair
4. 04/10/17 9:03 am Thomas Chermack (thomas.chermack): Approved for 1588 Curriculum Committee Chair
5. 04/10/17 2:18 pm Kayleen Allen (kayleen.allen): Approved for CLS Initial Review
6. 04/20/17 4:27 pm Malinda Sloan (malinda.sloan): Approved for HS Staff Member
7. 04/20/17 8:04 pm Carole Makela (carole.makela): Approved for HS Curriculum Committee Chair
8. 04/21/17 9:10 am Dale DeVoe (dale.devove): Approved for HS Associate Dean
9. 04/21/17 9:39 am Malinda Sloan (malinda.sloan): Approved for HS Staff Member
10. 04/21/17 9:53 am Carrie Middleton (carrie.middleton): Approved for CoSRGE prep
11. 09/19/17 9:13 am Donald Samelson (Donald.Samelson): Rollback to Initiator
12. 09/25/17 8:25 am Carrie Middleton (carrie.middleton): Approved for RO Banner - prep
13. 10/06/17 4:04 pm Shelly Ellerby (shelly.ellerby): Approved for UCC Prep
14. RO Banner - prep
15. UCC Prep
- 16. University Curriculum Committee Chair**
17. Comprehensive Program Review (CPP) Check
18. Provost
19. Curriculum Liaison Specialist - hold for FC approval
20. RO Banner - approved
21. Program Code
22. CIP Code
23. Provost - Board of Governors
24. Provost - CCHE
25. HOLD for Future Catalog

Name	Title	Phone	E-mail
Laurie Carlson	Tenure Track Faculty	970-491-6826	laurie.carlson@colostate.edu

**Program available to students:** Fall 2018

**College:** Health and Human Sciences

**Department/Unit:** 1588 – School of Education

**Academic Level:** Graduate

**Program Type:** Degree

**Degree Type:** MA - Master of Arts

**Program Title:** Master of Arts in Counseling and Career Development

### **Program Description**

The Counseling and Career Development program prepares professional counselors following the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards so that graduates are able to help people of all ages develop the self-awareness, exploration, decision making, and self-advocacy skills needed to live effective lives within a pluralistic society. Graduates of the Counseling and Career Development program receive a world-class education through relevant, interpersonal, and technology-rich learning experiences. The CCD program offers three specializations: career counseling, clinical mental health counseling, and school counseling. All graduates of the CCD program complete a 48 credit hour core curriculum, a 12 credit hour specialization curriculum, a 100 hour clinical practicum, and a 600 hour internship in the appropriate setting for their specialization. Pursuit of dual specializations includes completion of specific curriculum in both specializations as well as two complete 600 hour internships, one in each specialization. Upon graduation, all students are licensure eligible.

Graduates of the Career Counseling Specialization are uniquely educated and trained to go beyond traditional career interventions of career education and career guidance, and engage in career counseling. In partnering with individuals to live a life of meaning and mattering as defined by the individual, career counselors are able to utilize their counseling knowledge and skills to engage in reflexive dialogues to address individuals' unique cultures, contexts, needs, desires, values, concerns, and barriers that may arise during any of the three previously mentioned career interventions.

In line with the American Mental Health Counselors Association (AMHCA), graduates of the Clinical Mental Health Counseling Specialization are prepared to enter a distinct profession with national standards for education, training and clinical practice. Clinical mental health counselors are highly-skilled professionals who provide flexible, consumer-oriented therapy. They combine traditional psychotherapy with a practical, problem-solving approach that creates a dynamic and efficient path for change and problem resolution (AMHCA). Clinical Mental Health Counselors typically work from a holistic approach in providing counseling services in different health settings such as inpatient and outpatient hospital settings, residential facilities, hospice care centers, or private practice.

Graduates of the School Counseling Specialization are prepared to serve as professional school counselors in K-12 educational settings. Professional school counselors work to meet the academic, social-emotional, and career needs of all students through individual, group, and classroom delivery modalities. Through advocacy, collaboration, and leadership, school counseling graduates serve as systemic change agents striving to ensure equitable educational access by engaging in data-informed practice, reducing multi-level barriers, and promoting culturally sensitive decision-making.

### **Program Catalog Copy**

The Counseling and Career Development program prepares professional counselors following the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards so that graduates are able to help people of all ages develop the self-awareness, exploration, decision making, and self-advocacy skills needed to live effective lives within a pluralistic society. Graduates of the Counseling and Career Development program receive a world-class education through relevant, interpersonal, and technology-rich learning experiences. The CCD program offers three specializations: career counseling, clinical mental health counseling, and school counseling. All graduates of the CCD program complete a 48 credit hour core curriculum, a 12 credit hour specialization curriculum, a 100 hour clinical practicum, and a 600 hour internship in the appropriate setting for their specialization. Pursuit of dual specializations includes completion of specific curriculum in both specializations as well as two complete 600 hour internships, one in each specialization. Upon graduation, all students are licensure eligible.

Graduates of the Career Counseling Specialization are uniquely educated and trained to go beyond traditional career interventions of career education and career guidance, and engage in career counseling. In partnering with individuals to live a life of meaning and mattering as defined by the individual, career counselors are able to utilize their counseling knowledge and skills to engage in reflexive dialogues to address individuals' unique cultures, contexts, needs, desires, values, concerns, and barriers that may arise during any of the three previously mentioned career interventions.

In line with the American Mental Health Counselors Association (AMHCA), graduates of the Clinical Mental Health Counseling Specialization are prepared to enter a distinct profession with national standards for education, training and clinical practice. Clinical mental health counselors are highly-skilled professionals who provide flexible, consumer-oriented therapy. They combine traditional psychotherapy with a practical, problem-solving approach that creates a dynamic and efficient path for change and problem resolution (AMHCA). Clinical Mental Health Counselors typically work from a holistic approach in providing counseling services in different health settings such as inpatient and outpatient hospital settings, residential facilities, hospice care centers, or private practice.

Graduates of the School Counseling Specialization are prepared to serve as professional school counselors in K-12 educational settings. Professional school counselors work to meet the academic, social-emotional, and career needs of all students through individual, group, and classroom delivery modalities. Through advocacy, collaboration, and leadership, school

counseling graduates serve as systemic change agents striving to ensure equitable educational access by engaging in data-informed practice, reducing multi-level barriers, and promoting culturally sensitive decision-making.

**Offered as:** Main Campus Face-to-Face

### **Justification for Request**

This is a request to create a new degree, a Master of Arts in Counseling and Career Development to replace an existing program. The current Counseling and Career Development (CCD) Program is a specialization within the M.Ed. in Education and Human Resource Studies. The CCD program has three tracks: school counseling, career counseling, and college counseling. The current program is a 52-54 credit master's program fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Each of the three of the tracks include a 100 hour clinical practicum and a 600 hour professional internship. The 52 credit hour school counseling track prepares professional school counselors for work within the K-12 educational systems.

The 52 credit career counseling track prepares professional career counselors for work in college and university career centers, workforce centers, vocational centers, and other related settings.

The 54 credit college counseling track prepares professional counselors to provide counseling services in college and university counseling centers, student advocacy offices, and other related settings. It is important to note, that to maintain the CACREP accreditation and have a successful accreditation review in 2020, the CCD program needs to be a 60 credit program.

The structure of the proposed 60 credit degree program will consist of a Master of Arts in Counseling and Career Development with specializations in Career Counseling, Clinical Mental Health Counseling, and School Counseling. All three specializations within the new Master of Arts in Counseling and Career Development will include a 100 hour clinical practicum as well as a 600 hour field-based internship. The specializations will share a 48 credit core sequence and include 12 specialization specific credits. The program will continue as a semi-structured cohort model where all students will be required to complete the counseling foundations and individual counseling courses together in the first fall of admission. Beyond that point, students may progress through the degree based upon their individual academic needs and under the guidance of their advisor. Completion of degree requirements includes a comprehensive written exam and an oral examination. No thesis is required for completion of this degree. Upon completion of the degree students are eligible to pursue post-degree licensure per state requirements.

Rationale for pursuit of restructuring the degree is fourfold. First and foremost, the current degree title creates significant problems for our graduates who seek licensure as Licensed Professional Counselors (LPC's). Most licensing entities for professional counselors only accept master's degrees with "counseling" clearly articulated in the name on the student's transcript and as it stands our students receive a M.Ed. in Education and Human Resource Studies. Secondly, the new degree would more accurately reflect the education and preparation of our students since they will not solely be employed in educational settings. Third, the new degree will be more fully in line with our national accrediting body (CACREP) and will facilitate quality student recruitment through clearer program visibility. Fourth, moving from a M.Ed. specialization to a degree with specializations (career counseling, clinical mental health counseling, and school

counseling) will clarify degree designations and will more accurately reflect on transcripts the degree and its specialization attained by students.

### Program Level Learning Objectives

Fundamental student learning goals for the MA in Counseling and Career Development are in alignment with the student outcome standards as articulated by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Graduates of the Counseling and Career Development Program at Colorado State University:

1. Actively advocate on the behalf of clients and the counseling profession in a way that embraces and advances equity, diversity and inclusion.
2. Examine, integrate and apply career and personal college knowledge and practices in a holistic manner to effectively encourage and facilitate meaningful life design.
3. Conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.
4. Establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.
5. Effectively identify, competently implement, and critically evaluate prevailing and emerging counseling interventions that generate and inform evidence-based practice.
6. Critically examine, evaluate, and utilize their core values as they relate to the practice of professional ethics; understand and apply ethical principles, virtues, and standards of practice; and competently implement ethical decision-making models.
7. Demonstrate through professional practice and involvement how their ethical self; knowledge of counseling theories and practice; and commitment to issues of diversity, equity and inclusion compromise their identity as a master's level counselor.
8. Engage in meaningful self-reflection and care that leads to enhanced professional practice and improved client outcomes.

### Program Requirements

#### Effective Fall 2018

Counseling and Career Development, M.A. Core		
<b>EDCO 500</b>	Career and Employment Concepts	3
<b>EDCO 625</b>	Foundations of Counseling	3
<b>EDCO 650</b>	Individual Guidance and Counseling	3
<b>EDCO 651</b>	Group Guidance and Counseling	3
<b>EDCO 652</b>	Ethics in Counseling/Career Development	3

<b>EDCO 653</b>	Counseling for Cultural Diversity	3
<b>EDCO 656</b>	Tests and Assessment	3
<b>EDCO 660</b>	Career Development Counseling	3
<b>EDCO 686</b>	Practicum-Guidance and Counseling	3
<b>EDCO 687</b>	Internship-Guidance and Counseling	6
<b>EDCO 692</b>	Seminar-Brief Counseling	3
<b>EDCO 693</b>	Seminar-Guidance and Counseling	3
<b>EDCO 696</b>	Group Study	3
<b>EDRM 600</b>	Introduction to Research Methods	3
<b>HDFS 505</b>	Human Development for Helping Professionals	3
Specialization Credits		12
<b>Program Total Credits:</b>		<b>60</b>

### Affected Departments

1570 – Human Development & Family Studies

[Comprehensive Proposal.docx](#)

[Future 60 credit curriculum 4-20-17.docx](#)

[CCD Degree Budget-Sheet.xlsx](#)

[Combined CCD Faculty Vitae.pdf](#)

[Comprehensive CCD Proposal 09617.pdf](#)

[CCD Program Learning Outcomes \(CoSRGE\) Meeting.pdf](#)



October 18, 2017

TO: Timothy Gallagher, Chair  
Executive Committee and Faculty Council

FROM: Carole Makela, Chair  
University Curriculum Committee

SUBJECT: New Degree: BS, Major in Data Science

The University Curriculum Committee moves Faculty Council adopt the following:

**A new Bachelor of Science (BS) in Data Science be established effective Fall 2018**  
in the College of Natural Sciences.

According to the request submitted:

Description:

The BS degree in Data Science has two goals to prepare students for: (i) a career in Data Sciences by providing a blend of Computer Science, Mathematics and Statistics, as well as specialized courses, and (ii) graduate study in one of the four concentrations in Data Science, (i.e., Computer Science, Economics, Mathematics, or Statistics). The program culminates in a semester-long experiential learning four-credit capstone course, which teams students from each of the concentrations to engage in real world problems and analyze data sets drawn from both inside and outside CSU.

Rationale:

The Data Science program will provide students with both the theoretical foundations and practical tools needed to advance, communicate and utilize methods for knowledge discovery and to guide decision-making based on large heterogeneous data sets. Such large data sets are becoming increasingly common in many scientific and non-scientific contexts.

The request was reviewed and approved by the University Curriculum Committee on 9/15/17.

Attachment



## PROGRAM CHANGE REQUEST

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### NEW PROGRAM PROPOSAL

Date Submitted: 08/24/15 12:16 pm

**VIEWING: MAJOR IN DATA SCIENCE**

**LAST EDIT: 08/24/17 12:16 PM**

Changes proposed by: 823940300

### APPROVAL PATH

1. 08/24/17 12:19 pm Andrea Russo (andrea.russo): Approved for RO System Support
2. RO System Support
3. **UCC Prep**
4. University Curriculum Committee Chair
5. Comprehensive Program Review (CPP) Check
6. Provost
7. Curriculum Liaison Specialist - hold for FC approval
8. RO Banner - approved
9. Program Code
10. CIP Code
11. Provost - Board of Governors
12. Provost - CCHE
13. HOLD for Future Catalog

Name	Title	Phone	E-mail
Simon Tavener	Tenure Track Faculty	1-6645	simon.tavener@colostate.edu

**Program available to students:** Fall 2018

**College:** Natural Sciences

**Department/Unit:** 1801 – College of Natural Sciences

**Academic Level:** Undergraduate

**Program Type:** Major

**Degree Type:** BS – Bachelor of Science

**Program Title:** Major in Data Science

### **Program Description**

Data Science is the discovery of knowledge and insight through the analysis of data. As such, it draws on the study of algorithms and their implementation from Computer Science, the power of abstraction and of geometric and topological formalism from Mathematics, and the modeling and analysis of data from Statistics. It has emerged as a separate field in response to the avalanche of data from web enabled sensors and instrumentation, mobile devices, web logs and transactions, and the availability of computing power for data storage and analysis. Modern data is challenging not only due to its large scale, but also because it is increasingly heterogeneous and unstructured. Information gleaned from this data none-the-less is revolutionizing diverse areas of human endeavor from health policy to high energy physics.

### **Program Catalog Copy**

Data Science is the discovery of knowledge and insight through the analysis of data. As such, it draws on the study of algorithms and their implementation from Computer Science, the power of abstraction and of geometric and topological formalism from Mathematics, and the modeling and analysis of data from Statistics. It has emerged as a separate field in response to the avalanche of data from web enabled sensors and instrumentation, mobile devices, web logs and transactions, and the availability of computing power for data storage and analysis. Modern data is challenging not only due to its large scale, but also because it is increasingly heterogeneous and unstructured. Information gleaned from this data none-the-less is revolutionizing diverse areas of human endeavor from health policy to high energy physics.

**Offered as:** Main Campus Face-to-Face

### **Justification for Request**

A new BS degree program in Data Science enables Colorado State University to respond to a burgeoning societal need for expertise in this rapidly emerging discipline.

### **Program Level Learning Objectives**

(1) Data Analysis: Students will be able to determine which data analysis methods are appropriate in a wide variety of contexts, build and assess statistical models, perform the analyses and report the results.

Key Courses: STAT341, STAT342, DSCI 320, DSCI 346, DSCI 473, DSCI 475, DSCI 445, DSCI 478

(2) Quantitative Literacy and Communication: Students will be able to use graphical, oral, and written means to effectively and fluently communicate analysis results and ideas. Students will be able to interact and communicate with collaborators in a wide range of fields.

Key Courses: DSCI 320, DSCI 346, DSCI 473, DSCI 475, DSCI 445, DSCI 478

(3) Professional interactions: Students will attain an ability to function effectively in teams to accomplish a common goal.

Key Courses: DSCI 478

(4) Software design: Students will have the ability to apply design and development principles in the construction of software systems of varying complexity

Key Courses: CS 370, CS 430, CS 475

(5) Co-curricular learning: Students will have the opportunity to participate in Individual Study, Undergraduate Research, Honors Projects, Conferences attendance, Internships

Measured administratively by counting students.

**Please note: This is a 'placeholder' proposal for the B.S. in Data Science. A 'standalone' major may not be completed - a concentration must be selected in this major.**

[DataScienceCPP.pdf](#)

[Data Science Bachelor's degree.pdf](#)

## MEMO

TO: Tim Gallagher, Chair, Faculty Council

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

DATE: October 5, 2017

RE: Revisions to the *Graduate and Professional Bulletin* – Scholastic Standards and Application: US Citizens or Permanent Residents

THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO SECTIONS: “SCHOLASTIC STANDARDS” and “APPLICATION: US CITIZENS OR PERMANENT RESIDENTS” OF THE *GRADUATE AND PROFESSIONAL BULLETIN*, TO BE EFFECTIVE UPON FACULTY COUNCIL ADOPTION, AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORE~~

### **Application: US Citizens or Permanent Residents**

CSU may waive its 3.000 minimum undergraduate grade point average requirement under unusual circumstances or if the applicant is applying through Track II Admissions (see below). Applicants must present strong countervailing evidence that successful completion of a degree program is likely. Examples of the kinds of evidence that might be considered are high scores on the GRE aptitude test, high scores on the GRE advanced test, excellent letters of recommendation, relevant professional experience, and other indicators of exceptional motivation and performance. A positive recommendation by the department is required in such cases. Some departments may waive their specific requirements under similarly unusual and compelling circumstances. However, they are not required to do so and many cannot, due to space and resource considerations.

If the minimum GPA requirement is waived and the applicant is accepted by the Graduate School, the applicant will be provisionally admitted and placed immediately on academic probation. The student must achieve a term GPA of 3.000, averaged across all coursework that is traditionally graded (A through F), in the first semester, or the student will be dismissed from the Graduate School. This policy applies to all provisionally admitted graduate students.

### **Scholastic Standards**

To meet the requirements for graduation and to remain in good academic standing, a student must demonstrate acceptable performance in course work after being admitted to a graduate program. This requires a cumulative 3.000 grade point average in all regular course work.

Regular course work is defined as courses other than independent or group studies, research courses, open seminars, thesis/dissertation credits, study abroad, U.S. travel, supervised college teaching, student teaching, practicum, internship, field placement, unique title courses offered through Continuing Education (CSU Online), and any courses graded pass/ fail.<sup>1</sup> Overall a 3.000 grade point average must be maintained in regular and non-regular courses graded traditionally (A through F). The grade point average in required courses included on the approved program of study (GS Form 6) must also equal at least 3.000.

<sup>1</sup> CSU recognizes two types of seminars at the graduate level. "Open" seminars are not content specific and may not address similar material from term to term. They may be organized around the ongoing research of those enrolled, current research of appropriate faculty members, presentations by visiting scholars, reviews of the latest developments in the disciplines, or other targets of intellectual opportunity. "Topical" seminars are advanced study experiences which deal with established content areas of the disciplines which are subject specific.

In addition, good academic standing requires *satisfactory* progress in the overall graduate program. Students' individual graduate advisory committees may render judgments as to whether satisfactory progress is being made toward the degree, taking into account all aspects of academic performance and promise, not necessarily coursework alone. A positive judgment is required to remain in good academic standing.

Failure to maintain good academic standing due to a cumulative grade point average less than 3.000 results in being placed on academic probation. (New regularly admitted students will not be placed on probation until they have completed 12 regular credits or two semesters of graduate work, whichever comes first. However, students who were provisionally admitted after waiver of the minimum GPA requirement for admission are placed on probation their first semester, regardless of the number of credits taken their first semester.) The probationary period extends for one semester beyond the one in which this status is acquired. During this probationary period, the student must register for traditionally graded courses that affect the grade point average. With permission of the student's advisory committee, the student may register for continuous registration instead of traditionally graded courses. Continuous registration may be used to extend the probationary period for a maximum of two semesters, after which traditionally graded courses must be taken. Students on probation are subject to dismissal by the academic department or the Dean of the Graduate School at the end of the probationary semester unless good academic standing has been regained. This requires adequate improvement in cumulative grade point averages (3.000) and/or satisfactory progress as determined by the student's graduate advisory committee. Students not making satisfactory progress due to their grade point average are encouraged to contact their advisors and/or advisory committees in order to set up a meeting to create a progress plan. Integrated Degree Program (IDP) students in combined bachelor's/master's degree programs who have accumulated at least 120 credit hours of course work and who fail to maintain a 3.000 GPA in their graduate course work including any courses listed on their GS 6 Form will be placed on probation by the Graduate School and will have one semester in which to improve their

cumulative grade point averages to no less than 3.000 in their graduate course work. Failure to bring the cumulative graduate GPA to at least 3.000 will result in dismissal from the Graduate School with no re-enrollment permitted prior to completion of the bachelor's degree. IDP students who are dismissed from the Graduate School, and who are still in good standing within their undergraduate programs, will be permitted to complete their undergraduate degrees. These students can petition the Registrar to reinstate courses to be applied toward their undergraduate degrees.

**Rationale**

1. Graduate students who are provisionally admitted into the Graduate School and whose minimum undergraduate GPA requirement was waived are automatically placed on probation their first semester. Students are informed of this in their acceptance letters. However, this information is missing in the Bulletin. Its inclusion will inform applicants ahead of time of the conditions of their acceptance.
2. GPAs are formatted out to three decimal places, so that formatting is consistent throughout the Bulletin sections, as well as consistent with the General Catalog.