

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 5, 2019 – 4:00 p.m. – Clark Building – A201

NOVEMBER 5, 2019 FACULTY COUNCIL AGENDA ITEMS:

I. Faculty Council Agenda – November 5, 2019 – Clark Building – Room A201 4:00 p.m.

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting – December 3, 2019 – Clark Building - Room A201 – 4:00 p.m.
2. Executive Committee Meeting Minutes located on the FC website – September 24, 2019; October 8 and 15, 2019 (<http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/>)

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting Minutes
 - September 3, 2019 (pp. 3-20)
 - October 1, 2019 (pp. 21-54)

C. UNFINISHED BUSINESS

D. CONSENT AGENDA

1. UCC meeting minutes – September 20 and 27, 2019; October 4 and 11, 2019 (pp. 55-68)

E. ACTION ITEMS

1. Proposed revisions to the Academic Calendar – Fall Semester 2024 - Summer 2026 (pp.69-72)

2. Proposed revisions to the *Graduate and Professional Bulletin* – Requirements for all Graduate Degrees and Graduation Procedures – CoSRGE (pp. 73-74)
3. Proposed revisions to the *Graduate and Professional Bulletin* – Graduate Certificate Program – CoSRGE (p. 75)
4. Proposed revisions to the *Graduate and Professional Bulletin* – Scholastic Standards – CoSRGE (pp. 76-78)
5. Request for Department/Unit name change in the College of Agricultural Sciences - Change Department of Bioagricultural Sciences and Pest Management to Department of Agricultural Biology – CoFG (pp. 79-80)
6. New Degree: Master of Sport Management, Plan C, **to be established effective Fall 2020** in the College of Liberal Arts -UCC (pp. 81-82)
7. Faculty Council Resolution on Budget Priorities – Executive Committee (p. 83)

F. REPORTS TO BE RECEIVED

1. Provost/Executive Vice President – Rick Miranda
2. Faculty Council Chair – Tim Gallagher
3. Board of Governors Faculty Representative – Stephanie Clemons (p. 84)
4. Task Force on Institutional Learning Objectives -Matt Hickey. Chair, CoTL (pp. 85-88)

G. DISCUSSION

1. None.

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
September 3, 2019 – 4:00 p.m. – Clark Building – Room A201

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 – October 1, 2019 - Clark Building – Room A201 – 4:00 p.m.

Gallagher announced that the next Faculty Council meeting of the semester would be held on October 1, 2019 at 4:00 p.m. – Clark Building, Room A201.

2. President's Fall Address and University Picnic – September 19, 2019 – CSU Oval – 11:30 a.m.

Gallagher announced that the President's Fall Address and University Picnic will be on the CSU Oval, September 19, 2019.

3. Executive Committee Meeting Minutes located on the FC website – April 23, 2019 and May 14, 2019
(<http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/>)

Gallagher announced that the April 23, 2019 and May 14, 2019 Executive Committee meeting minutes are posted on the Faculty Council website.

4. Schedule of 2019-2020 Faculty Council Meeting Dates

Gallagher: This is good information for reference. Faculty Council meets the first Tuesday of every month, except for January as there is no meeting.

5. Faculty Council Membership for 2019-2020

Gallagher suggests that Faculty Council members get to know their college representatives on the Standing Committees. You have an opportunity to give your input earlier than later. These committees often address issues over the course of weeks and months

7. University Committees

8. Parliamentary Motions – Quick Reference
9. Parliamentary Motions – What They Mean

Gallagher stated that this is important as the motions help us to consider what needs to be considered, keeps the meetings rolling, and helps get decisions resolved.

10. UCC Minutes - April 26, 2019; May 3 and 10, 2019 UCC meeting minutes were approved by Executive Committee on behalf of Faculty Council at the May 14, 2019 Executive Committee meeting.

Gallagher: One of the powers that Executive Committee has is to act on behalf of Faculty Council. There are 12 voting members--1 person from each college, plus the Libraries, and the elected Faculty Council officers. EC takes this very seriously. We don't act on Faculty Council's behalf unless there is an urgent reason to do so. The University Curriculum Committee frequently has some important curricular items approved after the Faculty Council May meeting that have to be approved before the Fall semester convenes. We always talk about these and we don't want to do anything that we think the full Faculty Council will vote down. At the first Faculty Council meeting in May, we don't have all the UCC information in our hands that needs to be addressed.

MINUTES TO BE APPROVED

1. Faculty Council Meeting Minutes – May 7, 2019

Gallagher asked if there were any amendments to the minutes.

Gallagher: Hearing none, the May 7, 2019 Faculty Council meeting minutes are approved.

UNFINISHED BUSINESS

REPORTS TO BE RECEIVED

1. President – Joyce McConnell

Gallagher: Our 15th President of the university is joining us today. When President McConnell was approved by the Board, I contacted the President's office as soon as possible to get her on our calendar for the first Faculty Council meeting. President McConnell has been a Dean and Provost before as well. Not all presidents always have such experience. We are two steps ahead with this. I would like to ask President McConnell to speak to our faculty.

President McConnell: There are a few things I would like to start out talking about with Faculty Council. At West Virginia, it was called the Faculty Senate. Tim said it quite well about my leadership. I like to remind everyone that I am a professor and a member of the faculty. I am a law professor by training. I started in 1984, a long time ago, with a fellowship at Georgetown University with a focus on experiential legal education for two years. We do better mentoring now than we did in 1986. I had written an article and my clinical professor said I should present it at the clinical law school. I presented the paper and this person came up to me and said, “I am the Dean at the City College of New York--we want you to come up and interview.” That was pretty extraordinary for me, and I was there for eight years and was tenured. We truly were the purest form of guinea pigs as they were a new university. You put your dossier together and had no idea what would happen. Then I worked as a visiting professor at the University of Maryland, before I joined the faculty of the College of Law at West Virginia University. I had been there for 24 years before accepting this job, with 13 of those years in administration. For those of you who have been around a long time, you’ll recognize the name Gordon Gee. He was my President while I was the Provost. Last year, a number of WVU’s living presidents convened for a panel on higher education leadership. Peter McGraw is one of the heroes of land grant universities. He was the interim President for a year and after the panel he approached me saying, “You have been Provost for long enough, now you need to be a President.”

McConnell looked for leadership opportunities at land grant institutions specifically, because she shares the land grant long-term commitment to access, to engagement, and research that matters and has an impact on the world to excellence and describes herself as not pretentious and as someone who wanted to be in an excellent organization. She taught property, natural resources, gender and law. Her scholarship in her discipline is highly regarded, as is her teaching.

Specific points:

There is an important letter circulating around regarding the Deferred Action for Childhood Arrivals (DACA), urging bipartisan legislation to be written so we are not constantly worried about what is going to happen to our students. The letter will be shared in a CSU Source article. The Association of Public Land Grant Universities has been spearheading this, along with the American Council of Education.

Our first two weeks—the week of moving and classes starting, are extraordinarily busy times. Thank you all for helping get our students on board. We have had a sad beginning because of two students’ deaths. My heart breaks for these losses.

I know we all can relate--it is every parent's fear. Safety needs to be a big priority. I have charged a task force from the Public Safety Team and Facilities, and reached out to our Mayor and City Manager. We are putting together teams of students, faculty, traffic engineers, and police officers--watching our pedestrian students day and night, then convening about how we can improve these areas. Please talk to your students about "unplugging" when they cross the streets. When students are walking at night, we encourage them to wear something reflective, as well as if on bikes, and to obey red lights as well. We're going to do everything on the physical side (speed bumps, crosswalk colors, new lights, etc.), but we also have to engage students in conversations about looking out for their own safety. Remember Maslow's Hierarchy of Needs? We want to get to that bottom line.

Experience with shared governance: *McConnell strongly believes in shared governances and worked closely with the WVU faculty senate. They also had a regular monthly lunch for executive teams and faculty senate concerning faculty governance. The use of faculty governance as a way of building a university is a goal we all share. McConnell takes this very seriously.*

First Amendment: I am a First Amendment absolutist. I want you to know that about my position. I am a product of the 60s and recognize that those denied speech rights were those most marginalized. That is, it's usually the most marginalized that it's used against. I take hate speech seriously, and I assert that the way to answer hate speech with empowered free speech on our own side.

I have been here for eight weeks this Sunday, but I have already seen and done a tremendous amount. I have met with all the Deans, Chairs, had a faculty reception, Administrative Professionals reception, etc. I also met with our State Classified workers, ROTC, adult learners, and veterans. I am up to 30-40 speeches in the past two weeks. I met with the University Distinguished Teaching Scholars and University Distinguished Professors. I am trying to understand all the different constituencies. Next, I will meet with the student groups.

One of the most difficult things is that we don't talk about our own brilliance. I think you are all brilliant. I think we should all start to tell our stories—the incredible teaching, research impact on the state, nation, and world. You will be seeing me try to celebrate our faculty and colleagues' accomplishments, especially in ways where we can start to get some traction.

Any questions?

Steve Shulman (CLA): Welcome! I was hoping you could share with us your thoughts on athletic subsidies, which have exceeded \$25 million dollars and

comes out of students' pockets and could be spent on academics. I am not sure if you have had any thoughts on this.

President McConnell: I know your numbers are wrong. I am not going to engage. If we are going to engage, I want to base this on facts. I don't know what you base this on. I do support athletics. I think they play a very important role for giving us a sense of community and it provides young people to engage in activities.

Do athletics play an outside role in how the rest of the university is seen? Yes—marketing. Athletics is marketing and gets our name out there. I wish that our symphony, chorus, and band had that same degree of marketing, but you will hear students say that they want to come to a large land grant university because the students want to participate in athletics as well. That is what I am going to say about athletics for now. I am happy to discuss it further.

Jenny Morse (Chair, CoNTTF): Thank you so much for speaking to the issues of Non-Tenure Track Faculty. Can you share your experience with NTTF?

President McConnell: We took our system of lecturers and created promotional pathways forward for them as teaching professors at WVU. We established university standards for promotion, but then each unit could expand to those processes. My most direct experience was as the Dean of the College of Law, where there were people who had been lecturers who then came up for promotion with emphasis on evidence of their excellence. This was in 2008 and it was very successful.

I understand there have been great strides here. One of the things that I ran into at WVU is that we spent two years in committee discussing how we could come up with an equivalent to tenure. There was a lot of support by some people, but there were also a lot of tenure-track faculty that were opposed to it. After two years of difficult conversations, we reached a stalemate, so they extended the period of contracts. This is the sort of thing that you have run into here as well, and I think it's clear that we need some way to equalizing the status for more security.

Karen Barrett (CHHS; Chair, CoSS): I wanted to follow up with your discussion of the First Amendment. I think it's very challenging and there are challenges in some cases with the current political climate, and deaths due to gun violence and hate groups.

President McConnell: You're asking the fundamental question that the Supreme Court deals with all the time. How do you decide what is an imminent threat of violence? Each set of facts is unique. There is no way to predict, but now that

the FBI has been involved around domestic violence, we are a little bit ahead to acquire information. The President from the University of Washington and I have had conversations around gun violence. ANTIFA was the originating group there rather than white supremacists. Who are they? What can we find out about them? How quickly? And how do we mobilize? There are certain things that we can do if we know. The basic issue about speech is that it is usually a loose group that gathered, and how do we protect First Amendment rights. There is no easy answer. There is no way I can comfort you. We are just going to have to work and do the best we can. We do have tools today that we didn't have nine months ago.

Margarita Lenk (CoB): Shared governance is extremely important to faculty. Lenk asks that we, the faculty, be engaged early on with strategic planning.

President McConnell: There are several items of statewide, governor-level interest, such as seamless transfer from community colleges and dual credit so high school students are graduating with associates. These issues will be important as we move forward, and also as the State starts allocating. Thank you for bringing up strategic planning. We should not shelve, whatever we call it—it is something that depends on movement and constancy. Every 18 months there are changes and we need to be able to respond quickly. We have to be precise and have metrics to see if things work or not. I do believe we should do it together, but it has to be fast. This cannot take a couple of years.

President McConnell's report was received.

2. Provost/Executive Vice President – Rick Miranda

Miranda reported on the following:

Miranda presented the draft budget on the overhead. This is the draft budget that was presented to the Board at their August meeting. This budget starts next July 1, 2020. There are three different scenarios. What we know about our new revenues and what they might look like. The budget has an estimate of flat enrollment but will be updated in a few weeks after census. What IS our enrollment looking like? Down a little in first-year students but up on continuing and transfer students. The undergraduate rate increases as you go across the draft. Non-resident is stable at 3%. The next line is the state appropriations, which is indicated as stable. However, the Governor has indicated that all should be prepared for a 5% decrease. The Governor will settle on his recommendations on November 1 so will attempt to influence. Varied indications of allocations indicated in the draft.

Miranda: Any questions about the new revenue side?

Scott Glick (CHHS): What funding of our overall budget comes from the State? The State went down a lot in the recession years, but it has not been going down since roughly 2011. The dollar amounts are about what they were before the recession in 2008. Of course, the purchasing power of those dollars has gone down and the State appropriations have been a lower percentage due to increased tuition and indirect costs associated with research funding.

Miranda: The State funding went down in the recession but, in 2012-13, the State started coming out of it. We almost restored the dollar amounts that were before the recession in 2008. The purchasing power of that money is not the same though. The State appropriations are within \$130 to 140 million. The rest comes from the State, tuition, and grant money.

Financial aid: We dedicate 20% of the increase to financial aid. The net after we pay the financial aid bill is shown on the spreadsheet. There are various ways to interpret financial aid.

New expenses: There are six categories for lumping expenses--the largest every year is faculty-staff compensation. This number represents a 3% model. Mandatory costs include things like utility costs on a new building. New expenses include discretionary spending in areas like “quality enhancements”, which goes to things like student mental health.

Estimated scenarios put us in a deficit if we go with a faculty-staff model of a 3% compensation increase in every column. The revenues don’t quite get us there. This is what the Board looks at but we have a lot of dials. A bigger concern is if there actually is a 5% budget cut and if we are also restricted/constrained in tuition raises. Stay tuned.

Peter Harris (CLA): Are international students, especially students from China, being affected by current national policies?

Miranda: Enrollments were down a bit. It’s a hit on our budget and on our university as well. We have a goal of a 10% student body being international and we are around 7-8% now.

Miranda: Fall leadership retreat. Miranda will present a list of current initiatives we are working on: looking at 1) How to form an Honors College—started a planning process last year; 2) Probably many of you know that we are engaging in a joint venture with CU-Anschutz with a medical school, starting next year (2020) we will have residents, then first year medical students in Fall 2021. It parallels

our veterinary school as well; 3) Qingdao; 4) New facilities; 5) Collaboration with Arapahoe Community College in Castle Rock; 6) National Western Center; 7) NTTF upgrades to our policies relating to salaries, promotion, professional development release time, shared governance; 8) HR/Finance Task Force; 9) Provost's Postdoctoral Fellowship Program; 10) Undergraduate curricular complexity analysis; 11) Digital learning, analytics; 12) Undergraduate curriculum and SLOs and HIPS; 13) Research and scholarly success initiatives; 14) APLU initiatives; 15) VPIT/Dean of Libraries, Dean of Agriculture, VP for Engagement –all searches that are going on.

Flat enrollment. What should we do as we look 5-10 years out? Having fewer first year students will have an impact over time. We will have fierce competition in future years since continuous growth cannot be assured. We will have to budget accordingly. We have to start thinking about this. These are things we will be working on together this year.

Margarita Lenk (CoB); Talking about the APLU Committee, I couldn't help but thinking about us including our research faculty.

Miranda: I have approached a foundation in Denver and we have to match it.

Margarita Lenk (CoB): Could we leverage our faculty research to federal funding on issues like water?

Miranda: Our greatest interest is in degree completion and lower equity gaps.

Miranda's report was received.

3. Faculty Council Chair – Tim Gallagher

Gallagher reported on the following:

Made an earlier presentation to the new faculty on campus. Also had an orientation for the new Faculty Council members as well. Being a Faculty Council member, you represent a department or are an At-Large representative. Keep your faculty colleagues informed of what is going on in Faculty Council. Also, share any ideas with your Executive Committee representative.

The Employee Appreciation Event is tomorrow. Everyone is welcome. I hope many of you can attend.

Your Executive Committee is off to a good start. Several of us have seen a very interesting and useful, and emotional presentation on mental health by Blanche

Hughes and Anne Hudgens. Gallagher contacted them and they have agreed to present to the full Faculty Council soon.

Another upcoming Faculty Council presentation is on the 2018 Climate Survey results and Jennifer Schneider's series of presentation by unit and employee group. She will give a presentation to us on the faculty employee category.

Gallagher's report was received.

4. Board of Governors Faculty Representative – Stephanie Clemons

Clemons reported on the following:

Clemons highlights points from the BOG report that members picked up after signing in for the meeting. Clemons wants faculty to know about the CSU system—3 entities: CSU-Fort Collins, CSU-Pueblo, and CSU Global. Since the last May Faculty Council meeting, there have been two meetings. The June Board meeting is the big picture, education context, expertise from national entities on things like enrollment management, the National Western Center, and new areas of construction such as the water building. All will be completed by 2022. The economic impact on the city and county of the Western Stock Show is massive. Interest in being conscious of the surrounding communities near the stock show area.

The second Board meeting featured the information on the mental health situation of students on campus and the issue's complexity. There were reports as well of all of our consent agenda items, including faculty *Manual* changes, degree candidates, promotion and tenure, etc. CSU Global gave a number of reports. They have moved into new headquarters with the Aurora Public School District, which is resulting in new access in a highly innovative way. The CSU-Pueblo President has the confidence of the community and their enrollment declines are slowing, and they have a number of new initiatives. The next Board meeting is October 3-4, 2019 and Clemons will take issues discussed and will represent a few initiatives from on campus. Public materials on the Board are available on the website.

Board of Governors – CSU Faculty Council Representative Report

Respectfully submitted by Stephanie A. Clemons, Ph.D.

Colorado State University System is comprised of CSU (land-grant institution), CSU-Global (world-wide online university), and CSU-Pueblo (regional comprehensive university).

Two Board of Governors' meetings took place since May 14, 2019 Faculty Council meeting.

Board of Governors Retreat – June 12-14, 2019 – Gaylord of the Rockies, Aurora, CO

Executive summary: Annual reports made concerning CSU System initiatives, financial context, national landscape for higher education, student national and state demographics and projected change in age group populations in Colorado. Update report given about CSU System's new campus at the Redeveloped National Western Center. Focus of Center: Water, Food and Health. Of critical importance is maintaining history of place (first stock show as in January 1906), visibility of National Western Stock Show (called the "Super Bowl of Stock Shows" with over 700,000 visitors in 2019; from 32 countries; \$100 million economic impact on city and county of Denver) and community/culture. Three areas of construction: Animal Health Complex, Water Building, and CSU Center for Food and Ag. All to be completed 2022.

Board of Governors Meeting – August 8-9, 2019 – New CSU-Global HQ, Aurora, CO

Executive Summary

Colorado State University – We now have twelve National Academy of Science winners at CSU (high number for land-grant institution). There were 7,728 degrees granted this last academic year (2018-19). Presentation made by Anne Hudgens, Exec. Director, CSU Health Network about mental health of students; national and campus perspective given. Issue is complex. Student stressors include cell phone usage, substance use to calm themselves, and intensified expectations from parents and others. Stress, anxiety and depression is impacting student success. Report given at upcoming FC meeting. Approval of all consent agenda items given including new degree programs, Faculty Manual changes as well as approval of degree candidates and promotion/tenure. Construction updates were shared.

CSU-Global highlights. CSU-Global and Aurora Public School District developed an innovative partnership that results in new scholarships for Aurora students in exchange for new, state of the art CSU-Global headquarters. CSU-Global offering three new degrees and one new graduate certificate in Military and Emergency Responder Psychology (first of its kind in U.S.).

CSU-Pueblo. Continuing to move forward with *Implementing Vision 2020*

<https://www.csupueblo.edu/vision2028/>. Limited resources yet all but one deficit has been eradicated. New president has confidence of community. Enrollment decline is lessening. Improvements are evident in metrics. Next goals are to work on learning and support system as well as graduate student credit hours (currently 3% rather than 10%).

System reports received from Academic and Student Affairs Committee, faculty/student representatives, Chancellor, Athletics, Audit and Finance, Real Estate/Facilities Committee, Real Estate and Finance.

Next BOG Meeting: October 3-4, 2019: Colorado State University, Fort Collins

For more Board of Governor and CSU System information, please see: <http://www.csusystem.edu>.

Clemons will be highlighting colleges and accomplishments for the Board. An anonymous faculty member asked if the colleges have been chosen yet. Clemons has not decided this yet.

Clemons report was received.

5. Faculty Council Standing Committee 2018-19 Annual Reports
 - a. Faculty Council Report to the Board of Governors
 - b. Committee on Faculty Governance (pending)
 - c. Committee on Intercollegiate Athletics
 - d. Committee on Libraries (pending)
 - e. Committee on Non-Tenure Track Faculty
 - f. Committee on Responsibilities and Standing of Academic Faculty
 - g. Committee on Scholarship, Research, and Graduate Education
 - h. Committee on Scholastic Standards
 - i. Committee on Strategic and Financial Planning
 - j. Committee on Teaching and Learning
 - k. Committee on University Programs
 - l. University Curriculum Committee
6. University Benefits Committee

Faculty Council unanimously approved the above Standing Committee 2018-19 Annual Reports.

CONSENT AGENDA

1. Confirmation of Faculty Council Secretary
2. Confirmation of Faculty Council Professional Registered Parliamentarian

Faculty Council unanimously approved the Consent Agenda.

ACTION ITEMS

1. New CIOU: Institute for Research in the Social Sciences (IRISS) - CUP

Gallagher: Mo Salman, Chair of CUP, is in China. Sue Doe will make the motion on behalf of CUP.

Brad Conner (CNS College at Large): Concerned about the broad mission statement. This mission is very nonspecific. Could anyone speak to the mission of this proposed new center?

Gallagher: Is any one present who can speak to this center?

Peter Harris (CLA): I don't want to oversell the center and its rationale. The rationale for creating the new center was that there are needs not being met in the College of Liberal Arts with regard to research methods skills that can't be provided otherwise. This center was provided to give training at all levels.

Brad Conner (CNS At-Large): I want to speak against this Center. If it's a center for social sciences then this covers the issues of interest to a number of different colleges. My primary concern is whether another group doing social science research competing for federal research dollars might want to compete and this Center would have claim. My primary objection is that other colleges should be consulted since this would be a university sanctioned center.

Karen Barrett (CHHS and Chair, CoSS): I have similar concerns. It is not that I object to the center per se, but to its scope. I don't have a problem with CLA increasing its research productivity.

Tara Opsal (CLA): The idea is to increase social science research in the CLA and to give undergraduates and graduate students more experience with social sciences research across the state and nation.

Stephan Kroll (Ag Sciences): I have a question on formality? Do we have to approve or not approve?

Gallagher: You may vote to approve it or turn down the request. There are other options. It could be sent back to the committee--that would have to be a motion.

Parliamentarian Lola Fehr: Offers parliamentary guidance.

Stephan Kroll (Ag Sciences): I move to refer the motion back to the committee (CUP).

Gallagher: Any discussion on referring it?

Brad Conner (CNS At-Large): Other colleges should be consulted.

Gallagher: All Centers have to involve two or more colleges.

Gallagher: Against or for referring back to the committee?

Peter Harris (CLA): I speak against the motion, colleagues have worked through the year. It is often the case that Faculty Council says they haven't heard about it. A process is a process and everyone was consulted that needed to know and

benefit from it. Monopolizing the phrase “social science”, I would speak against the motion.

Tara Opsal (CLA): I agree with Peter Harris’ motion. We are a center-rich university. There are numerous entities engaged across the university, so to prevent one center from engaging in this research seems counterproductive.

Gallagher calls the vote and clarifies what aye and nay mean.

The motion to refer back to CUP was defeated (27-22).

Stephanie Clemons (BOG Faculty Representative): May I make a motion to table this until we have someone here to speak to this Center?

Noreen Reist (CVMBS At-Large): The people who put together this proposal need to be present.

Parliamentarian Lola Fehr: This proposal can be postponed until the next meeting.

Gallagher: All in favor of postponing this proposal to next month?

The motion was approved to postpone until the October meeting.

2. New Degree: Master of Public Policy and Administration, Plan C, be established *effective Fall 2020* - in the College of Liberal Arts - UCC

SUBJECT: New Degree: Master of Public Policy and Administration, Plan C

The University Curriculum Committee moves Faculty Council adopt the following:

A new Master of Public Policy and Administration, Plan C, be established effective Fall 2020 in the College of Liberal Arts.

According to the request submitted:

Description:

The Master of Public Policy and Administration (MPPA) program provides a mixture of academic and applied education in areas such as public leadership, public policy, public administration, and program evaluation. All curriculum of the program is geared towards providing students with the necessary skills and knowledge to become successful public service leaders.

Program Catalog Copy:

Graduates of the MPPA program become mid-to-high level public servants in local, state, and federal government positions as well as mid-to-high level leaders in domestic and global public service

organizations. The public policy specialization provides a mixture of academic and applied education in public policy, policy analysis, and program evaluation. All curriculum of the program is geared towards providing students with the necessary skills and knowledge to become successful public service leaders.

Rationale:

The proposed MPPA program aligns with CSU's land-grant mission and the University's strategic plan. This program leverages the world class reputation of CSU and the City of Fort Collins to provide professional education in public policy, public administration, and public service. This program provides a path by which graduates can contribute to problem solving in the public sector. This program will increase graduate student enrollment at CSU by attracting students interested in serving the public sector.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 4/4/19 and by the University Curriculum Committee on 5/3/19.

Gallagher: Any discussion?

Doug Cloud (English): Are we approving the Plan C version, or a new program completely?

Brad Goetz (Chair, UCC): It is a new degree program.

This motion was unanimously approved by Faculty Council.

G. DISCUSSION

1. None.

Gallagher adjourned the meeting at 5:53 p.m.

Tim Gallagher, Chair
Sue Doe, Vice Chair
Rita Knoll, Executive Assistant to Faculty Council

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Stephan Kroll	Agricultural and Resource Economics	2022
Jason Bruemmer	Animal Sciences	2021
Cynthia (Cini) Brown	Bioagricultural Sciences & Pest Management	2021
Kelly Curl	Horticulture & Landscape Architecture	2022
<u>Thomas Borch</u>	Soil and Crop Sciences	2020
Bradley Goetz	College-at-Large	2022
Ruth Hufbauer	College-at-Large	2020
TBD	College-at-Large	2022
Health and Human Sciences		
Vivian Li (Yan Li) FA19; Nancy Miller SP20	Design and Merchandising	2021
Raoul Reiser	Health and Exercise Science	2022
David Sampson	Food Science and Human Nutrition	2022
Karen Barrett	Human Development and Family Studies	2020
Scott Glick (Substituting for Bolivar Senior)	Construction Management	2020
Matt Malcolm	Occupational Therapy	2020
Thomas Chermack	School of Education	2021
Shannon Hughes	School of Social Work	2022
Business		
Larry Johnson	Accounting	2022
Stephen Hayne	Computer Information Systems	2021
John Elder	Finance and Real Estate	2022
Dawn DeTienne	Management	2021
Kathleen Kelly	Marketing	2021
Engineering		
Kristen Rasmussen	Atmospheric Science	2021
Margarita Herrera-Alonso	Chemical and Biological Engineering	2022
Peter Nelson	Civil and Environmental Engineering	2021
<u>Siddharth Suryanarayanan</u>	Electrical and Computer Engineering	2022
Kirk McGilvray (Substituting for Shantanu Jathar)	Mechanical Engineering	2020
<u>Susan James</u> (excused)	College-at-Large	2022
Steven Reising	College-at-Large	2022
Jason Quinn	College-at-Large	2021
J. Rocky Luo	College-at-Large	2022

Liberal Arts

Michael Pante	Anthropology	2020
Jason Bernagozzi	Art	2022
Ziyu Long	Communication Studies	2022
Ramaa Vasudevan	Economics	2020
Doug Cloud	English	2020
Albert Bimper	Ethnic Studies	2022
Maria Del Mar Lopez-Cabrales	Languages, Literatures and Cultures	2022
Thaddeus Sunseri	History	2020
<u>Michael Humphrey</u>	Journalism and Technical Communication	2020
Wes Kenney	Music, Theater, and Dance	2022
Moti Gorin	Philosophy	2022
Peter Harris	Political Science	2021
Tara Opsal	Sociology	2022
Steve Shulman	College-at-Large	2020
<u>Allison Prasch</u>	College-at-Large	2020
Lisa Langstraat	College-at-Large	2020
Marcela Velasco	College-at-Large	2021
<u>Del Harrow</u>	College-at-Large	2021
<u>Maura Velazquez-Castillo</u>	College-at-Large	2021

Natural Resources

Monique Rocca	Ecosystem Science and Sustainability	2020
David Koons	Fish, Wildlife, & Conservation Biology	2021
<u>Seth Davis</u>	Forest and Rangeland Stewardship	2020
Bill Sanford	Geosciences	2020
Tara Teel	HDNR in Warner College	2020

Natural Sciences

<u>Jennifer Nyborg</u>	Biochemistry and Molecular Biology	2022
Melinda Smith	Biology	2021
George Barisas	Chemistry	2020
<u>Ross McConnell</u>	Computer Science	2022
<u>Yongcheng Zhou</u>	Mathematics	2020
<u>Dylan Yost</u>	Physics	2021
Silvia Canetto	Psychology	2022
Mary Meyer	Statistics	2022
<u>Chuck Anderson</u>	College-at-Large	2020
<u>Anton Betten</u>	College-at-Large	2022
TBD	College-at-Large	2022
Brad Conner	College-at-Large	2021
Alan Van Orden	College-at-Large	2020

Veterinary Medicine & Biomedical Sciences

DN Rao Veeramachaneni	Biomedical Sciences	2022
Kevin Haussler	Clinical Sciences	2022
<u>Elizabeth Ryan</u> (on sabbatical through Spring 2020)	Environmental & Radiological Health Sciences	2020
<u>Tony Schountz</u>	Microbiology, Immunology and Pathology	2021
Noreen Reist	College-at-Large	2020
Jennifer Peel	College-at-Large	2020
<u>William Black</u>	College-at-Large	2020
<u>Marie Legare</u> (excused)	College-at-Large	2022
Adam Chicco	College-at-Large	2022
<u>Christianne Magee</u>	College-at-Large	2022
Candace Mathiason	College-at-Large	2022
Gerrit (Jerry) Bouma	College-at-Large	2021

University Libraries

Linda Meyer	Libraries	2022
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Ex Officio Voting Members

Timothy Gallagher	Chair, Faculty Council/Executive Committee	2020
Sue Doe	Vice Chair, Faculty Council	2020
Stephanie Clemons	BOG Faculty Representative	2020
Steve Reising, Chair	Committee on Faculty Governance	2020
Todd Donovan, Chair	Committee on Intercollegiate Athletics	2020
Jerry Magloughlin	Committee on Libraries	2020
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2020
Marie Legare, Chair	Committee on Responsibilities & Standing of Academic Faculty	2020
Melinda Smith, Chair	Committee on Scholarship Research and Graduate Education	2020
Karen Barrett, Chair	Committee on Scholastic Standards	2020
Joseph DiVerdi, Chair	Committee on Strategic and Financial Planning	2020
Matt Hickey, Chair	Committee on Teaching and Learning	2020
<u>Mo Salman, Chair</u> (excused)	Committee on University Programs	2020
Bradley Goetz, Chair	University Curriculum Committee	2020
<u>Susan (Suellen) Melzer</u>	Committee on Non-Tenure Track Faculty	2021
Denise Apodaca	Committee on Non-Tenure Track Faculty	2021
Christine Pawliuk	Committee on Non-Tenure Track Faculty	2022
Leann Kaiser (Substituting for Ashley Harvey)	Committee on Non-Tenure Track Faculty	2022
Daniel Baker	Committee on Non-Tenure Track Faculty	2020
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2022
<u>Mary Van Buren</u>	Committee on Non-Tenure Track Faculty	2020
Steve Benoit	Committee on Non-Tenure Track Faculty	2022
Natalie Ooi	Committee on Non-Tenure Track Faculty	2022

Ex-Officio Non-Voting Members

Joyce McConnell	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
Leslie Taylor	Vice President for Enrollment and Access
Dan Bush	Vice Provost for Faculty Affairs
Patrick Burns	Vice President for Information Technology/Dean Libraries
Kathleen Fairfax	Vice Provost for International Affairs
Pam Jackson	Interim Vice President for External Relations
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
James Pritchett	Interim Dean, College of Agricultural Sciences
Lise Youngblade	Dean, College of Health and Human Sciences
Beth Walker	Dean, College of Business
David McLean	Dean, College of Engineering
Mary Stromberger	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
Catherine Douras	Chair, Administrative Professional Council

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 1, 2019 – 4:00 p.m. – Clark Building – Room A201

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 5, 2019 - Clark Building – Room A201 – 4:00 p.m.

Gallagher announced that the next Faculty Council meeting of the semester would be held on November 5, 2019 at 4:00 p.m. – Clark Building, Room A201.

2. Executive Committee Meeting Minutes located on the FC website – August 20 and 27, 2019; September 10, 2019
(<http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/>)

Gallagher announced that the August 20 and 27, 2019 and September 10, 2019 Executive Committee meeting minutes are posted on the Faculty Council website.

MINUTES TO BE APPROVED

1. None.

Gallagher announced that the Faculty Council meeting minutes from the September meeting will be presented to Faculty Council next month, along with the October Faculty Council meeting minutes.

UNFINISHED BUSINESS

1. New CIOU: Institute for Research in the Social Sciences (IRISS) – CUP

Mo Salman, Chair, CUP, made the motion on behalf of CUP to approve the IRISS Center. At all of the meetings, the CUP members were in favor of moving this new CIOU forward. The motion was made to approve this Center. Gallagher clarifies that a second is not necessary since the motion came from a committee.

Gallagher: Last month, you may recall that several faculty wanted additional information. Ellen Fisher is here to elaborate on the Center.

Ellen Fisher spoke for the VPR's office. As part of her job duties she oversees the core facilities. Jeni Cross is the Director of IRISS. Fisher speaks to the process of the IRISS formation, which included a needs assessment in CLA. Over 200 responses and interviews with various stakeholders and other centers at other institutions were obtained. IRISS put together a report that is available on their website. The desire to become competitive for external funding and identified the need for additional social science research support. Research design, facilities, data analysis, etc., were all needs that were identified across the campus. That data helped to make a compelling case to OVPR to offer support, along with knowledge that there are similar centers in institutions like CSU.

Karen Barrett (HDFS; Chair, CoSS): Appreciated that Jeni Cross and and the Dean of CLA were able to meet with her and Brad Conner, and answered questions. I asked her why it is in CLA? Why not under you? Jeni said it was required process to start in a college, but they wouldn't be the final leaders of the whole thing. There would be an advisory board across the campus? Your thoughts on this?

Fisher: OVPR oversees core facilities and each core is encouraged to have its own advisory board but is being helped by OVPR. Most of these core centers are located in colleges but invite participation to all core facilities, and do not show preferential treatment to any members of particular colleges, regardless of where located and how associated.

Brad Conner (CNS At-Large): As we talk to people, one thing that came to light is the core is severely under-resourced. It's not only my concern, but others as well, and can't provide what it promises to provide.

Ali Pezeski (CoE): Concerned about the explanation on page 6—about overlap between statistical laboratory and IRISS. Does this explanation ease their concern?

Fisher: No. They have laid out plans and need Greybill and vice versa.

Mo Salman (Chair, CUP): What is the meaning of you saying "the core is limited"? I am on the other side of the discipline and not a social scientist, but when said it is interdisciplinary, there is a gap. I don't understand what you mean.

Karen Barrett (HDFS and Chair, CoSS): They need more money and expertise.

Mo Salman (Chair, CUP): Money is different from expertise.

Antonio Pedros-Gascon (CLA At-Large): I understand the concern of the financial situation but this is getting the cart before the horse. We don't know what is going to happen in the future but it is up to the committee for this. I don't see this as a concern.

Brad Conner (CNS At-Large): It's not that they're just starting. The Center has been in existence for two years.

Karen Barrett (HDFS and Chair, CoSS): Like Brad said, both of us talked to our faculty and got some feedback from a number of people. It is not so much that it isn't a good mission, the issue is whether they can do the wide range of activities promised given the staffing and fee for service model. One of the issues is what this would look like rolling out. My concern is regarding the presence of sufficient expertise to conduct their mission.

Fisher: They already have had many conversations with people from outside CLA, and that's not a concern. It's the only core facility that had conversations with all 8 colleges.

Gallagher: More questions? Hearing none—it's time to vote. All in favor?

The motion to approve the new CIOSU was passed by Faculty Council.

CONSENT AGENDA

1. UCC meeting minutes – August 23 and August 30, 2019; September 6 and September 13, 2019
2. Approval of Degree Candidates – Fall Semester 2019

Gallagher: Are there any items to be pulled for separate consideration? There were none.

Faculty Council unanimously approved the Consent Agenda.

ACTION ITEMS

1. Elections – Student Representatives (Graduate and Undergraduate) – Faculty Council Standing Committees – Committee on Faculty Governance

***Graduate and Undergraduate Student Positions on Faculty Council Standing Committees
(One-Year Term)***

Nominations from the Committee on Faculty Governance

Committee on Intercollegiate Athletics

Gaby Brown	Undergraduate Student Representative	2020
TBD	Graduate Student Representative	2020

Committee on Libraries

Ashlyn Foster	Undergraduate Student Representative	2020
TBD	Graduate Student Representative	2020

Committee on Scholarship, Research, and Graduate Education

Matt Saxton	Graduate Student Representative	2020
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Committee on Strategic and Financial Planning

Melissa Quesada	Undergraduate Student Representative	2020
Arnold Paeckler	Graduate Student Representative	2020

Committee on Teaching and Learning

Mitch Ballew Ryan Ashburn	Undergraduate Student Representative	2020
Brian Mitchell	Graduate Student Representative	2020

Committee on University Programs

Ashlyn Foster	Undergraduate Student Representative	2020
Ryan Czarny	Graduate Student Representative	2020

University Curriculum Committee

Ryan Ashburn Mitch Ballew	Undergraduate Student Representative	2020
Chris Whitehead	Graduate Student Representative	2020

Gallagher put the ballot on the overhead and noted a couple minor changes to the Undergraduate and Graduate ballot.

Gallagher: All in favor?

Faculty Council unanimously approved.

2. Elections – Faculty Council Standing Committees – Committee on Faculty Governance

Gallagher: Any nominations from the floor? Hearing none. All in favor of approving?

Faculty Council unanimously approved.

Academic Faculty Nominations to Faculty Council Standing Committees October 1, 2019

COMMITTEE ON TEACHING AND LEARNING

	College	Term
<u>Shawn Archibeque</u> (Nominated by Committee on Faculty Governance)	Agricultural Sciences	2022
<u>Matt Hickey</u> (Nominated by Committee on Faculty Governance)	CHHS	2022
<u>Karan Venayagamoorthy</u> (Nominated by Committee on Faculty Governance)	CoE	2022

COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC FACULTY

<u>Stephen Mumme</u> (Nominated by Committee on Faculty Governance)	CLA	2022
<u>Chris Weinberger</u> (Nominated by Committee on Faculty Governance)	CoE	2022

COMMITTEE ON NON-TENURE TRACK FACULTY

<u>Ashley Harvey</u> (Nominated by Committee on Faculty Governance)	CHHS	2022
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<u>Jamie Neilson</u>	CNS	2022
(Nominated by Committee on Faculty Governance)		

COMMITTEE ON INTERCOLLEGIATE ATHLETICS

<u>Michael Wilkins</u>	Agricultural Sciences	2022
(Nominated by Committee on Faculty Governance)		

<u>Karen Hyllegard</u>	CHHS	2022
(Nominated by Committee on Faculty Governance)		

COMMITTEE ON FACULTY GOVERNANCE

<u>Steven Reising</u>	CoE	2022
(Nominated by Committee on Faculty Governance)		

<u>Troy Ocheltree</u>	WCNR	2022
(Nominated by Committee on Faculty Governance)		

COMMITTEE ON SCHOLARSHIP, RESEARCH, AND GRADUATE EDUCATION

<u>Matt Kipper</u>	CoE	2022
(Nominated by Committee on Faculty Governance)		

<u>Chris Harper</u>	CHHS	2022
(Nominated by Committee on Faculty Governance)		

COMMITTEE ON LIBRARIES

<u>Jianguo Zhao</u>	CoE	2022
(Nominated by Committee on Faculty Governance)		

COMMITTEE ON STRATEGIC AND FINANCIAL PLANNING

<u>Matthew Johnston</u>	CVMBS	2022
(Nominated by Committee on Faculty Governance)		

<u>James E. Graham</u>	CHHS	2022
(Nominated by Committee on Faculty Governance)		

COMMITTEE ON SCHOLASTIC STANDARDS

<u>Zachary Johnson</u>	Agricultural Sciences	2022
(Nominated by Committee on Faculty Governance)		

<u>Karen Barrett</u>	CHHS	2022
(Nominated by Committee on Faculty Governance)		

Michael Gross
(Nominated by Committee on Faculty Governance)

CoB

2022

3. Proposed revisions to the *Graduate and Professional Bulletin* – Admissions Requirements and Procedures – Readmission – CoSRGE

Gallagher: Bill Sanford is here to represent CoSRGE.

Mary Meyer (CNS): It used to cost \$150 to do continuous registrations. Is it the same amount of money, or is it more?

Bill Sanford (WCNR): I don't know.

Mary Stromberger (Dean of Graduate School): It is the same amount. It is just a different form. We are updating the language and instructing the students to go the administration portal to reapply.

Gallagher: All in favor of the proposed revisions?

Faculty Council unanimously approved.

RE: Revisions to the *Graduate and Professional Bulletin* – ADMISSIONS REQUIREMENTS AND PROCEDURES

THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO SECTION: "ADMISSIONS REQUIREMENT AND PROCEDURES" OF THE *GRADUATE AND PROFESSIONAL BULLETIN*, TO BE EFFECTIVE UPON FACULTY COUNCIL ADOPTION, AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORE~~

Readmission

Graduate students enrolled in a degree or certificate program are required to be continuously enrolled. If there is an interruption in successive semester-to-semester ~~on-campus resident instruction~~ registration in a degree program, enrollment will lapse and ~~you~~ graduate students will need to reapply for admission. File GS Form 1B to apply for readmission at least two months prior to the term that you plan to return. A check or money order for \$150.00 must accompany the GS Form 1B. This applies to all graduate students, on-campus resident instruction or on-line. There is a non-refundable readmission fee.

Readmission is not required for Guest registration or courses taken outside of a degree program.

For a certificate-seeking post-baccalaureate student not enrolled in a degree-program, or, if there is a lapse in continuous enrollment in a certificate program, students will be required to complete a new application. There is a non-refundable application fee.

~~Please note that registration through Continuing Education (CSU Online), Guest Registration, Alternate Site, or an off-campus instruction mode (including Distance Degree) does not constitute readmission.~~

~~The **GS Form 1B** is available online.~~

Rationale

1. The GS Form 1B no longer exists, and graduate students are now able to re-apply through the SLATE application system.
2. Additional language is added to clarify that re-applications for admission is required for all degree-seeking graduate students, including CSU Online students.
3. Additional language clarifies the process for certificate-only seeking graduate students, who must complete a new application when there are lapses in continuous enrollment.

4. Proposed revisions to Section D.5.3.1 Types of Appointments of the *Academic Faculty and Administrative Professional Manual - CoRSAF*

Hong Miao (Chair, CoRSAF) made the motion to approve the revisions to Section D.5.3.1.

Gallagher: All in favor.

Faculty Council unanimously approved.

Subject: Faculty Manual Section D.5.3.1 **Types of Appointments**

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

MOVED, THAT SECTION D.5.3.1 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, BE AMENDED AS FOLLOWS:

Deletions ~~Overseored~~ Additions Underlined

D.5.3.1 Types of Appointments (*last revised August 8, 2014*)

Administrative professional appointments are at-will, regardless of whether an end date is indicated on an appointment form, and may be made as follows:

- a. Regular: 9-month or 12-month appointments may be either full-time or part-time of at least half-time or greater without a fixed termination date. Part time appointments of half-time or greater earn benefits equal to those of full-time appointees of the same type.
- b. Special: Appointments with a specified end date, for positions supported by sponsored programs or when funds are available only for a specified duration. A special appointment may be either full-time or part-time of at least one half-time or greater and the same benefits accrue as for regular appointments of the same type.
- c. Temporary: Full-time and part-time appointments of less than 9 or 12 months and all ~~part~~ part-time appointments of less than half time

For benefits information for all appointment types, see the Human Resources Manual, section 2 and the ~~Administrative Profesional Benefits and Privileges Handbook~~ Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD).

Rationale: The *Faculty and Administrative Professional Benefits and Privileges Handbook* no longer exists (note that this name was typed wrong in the original Manual language). It has been replaced by the *Faculty and Administrative Professional Privileges and Benefits and Summary Plan (SPD)*.

- 5. Proposed revisions to Section D.7.18 Retirement of the *Academic Faculty and Administrative Professional Manual* – CoRSAF

Hong Miao (Chair, CoRSAF) made the motion to approve the proposed revisions.

Gallagher: The floor is open for discussion. No discussion.

Gallagher: All in favor?

Faculty Council unanimously approved.

Subject: Faculty Manual Section D.7.18 **Retirement**

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

MOVED, THAT SECTION D.7.18 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, BE AMENDED AS FOLLOWS:

Deletions ~~Overseored~~ Additions Underlined

D.7.18 Retirement

Faculty members with tenured academic appointments are entitled to employment unless terminated for cause under Section E.15 or retired. See ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ the Faculty and

Administrative Professional Privileges and Benefits Summary Plan (SPD) for retirement eligibility.⁴

Rationale: The *Faculty and Administrative Professional Benefits and Privileges Handbook* no longer exists. It has been replaced by the *Faculty and Administrative Professional Privileges and Benefits and Summary Plan (SPD)*.

6. Proposed revisions to Section E.2.1 Basic Types of Faculty Appointments of the *Academic Faculty and Administrative Professional Manual – CoRSAF*

Hong Miao (Chair, CoRSAF) moved to approve the proposed changes to amend Section E.2.1.

Gallagher: This motion is on the floor for your consideration. All in favor?

Faculty Council unanimously approved.

Subject: Faculty Manual Section E.2.1 **Basic Types of Faculty Appointments**

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

MOVED, THAT SECTION E.2.1 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, BE AMENDED AS FOLLOWS:

Deletions ~~Overseered~~ Additions Underlined

E.2.1 Basic Types of Faculty Appointments *(last revised May 3, 2018)*

Six (6) basic types of appointments exist for members of the faculty. They are tenured faculty, tenure-track faculty, contract faculty, continuing faculty, adjunct faculty, and faculty on transitional appointments. Only faculty members holding tenure-track appointments at the time of consideration are eligible to acquire tenure. See Section E.3 for details of other types of faculty appointments.

Full-time is defined as the academic year or a minimum of nine (9) months. Part-time is defined as any fraction of time less than one hundred (100) percent, but not less than fifty (50) percent of full-time.

The major characteristics of the various types of appointments are as follows.

E.2.1.1 Tenured Appointments *(last revised May 3, 2018)*

A tenured faculty appointment may be either full-time or part-time. If a tenured faculty member is tenured only for part-time service, additional employment may be arranged

each year between the faculty member and the department. Responsibilities and salaries are scaled appropriately to the portion of time worked.

If a tenured faculty member changes to a contract, continuing, or adjunct appointment, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status must apply prior to the time he or she relinquishes tenure and retires.

The following conditions apply to a tenured faculty appointment:

- a. It is limited to the ranks of assistant professor, associate professor, and professor.
- b. There is no specified ending date.
- c. The faculty member shall have full voting rights at departmental and college faculty meetings and is eligible to serve on departmental and college committees.
- d. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*), and for sabbatical leave (see Section F.3.4).

E.2.1.2 Tenure-Track Appointments *(last revised May 3, 2018)*

A tenure-track faculty member may be either full-time or part-time. The six (6) year time limit for acquisition of tenure applies for both full-time and part-time appointments (see Section E.10.4.c). Criteria, procedures, and regulations for promotion, tenure, and salary for part-time appointments are subject to the rules governing full-time appointments. If a contract, continuous or adjunct faculty member is given a tenure-track faculty appointment, an appropriate amount of credit may be given for this prior service.

The following conditions apply to a tenure-track faculty appointment:

- a. It is limited to the ranks of assistant professor, associate professor, and professor.
- b. The faculty member shall have full voting rights at departmental and college faculty meetings and is eligible to serve on departmental and college committees.
- c. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*), but not for sabbatical leave (see Section F.3.4). However, time spent on a tenure-track appointment does count towards the accumulation of service for sabbatical leave.

E.2.1.3 Contract Faculty Appointments *(last revised May 3, 2018)*

Contract faculty appointments may be either full-time or part-time.

Contract faculty appointments for research may be offered only for research performed for the University. In this case, the unit or department must document that the multi-year contract or extension is necessary for the hiring or retaining of the faculty member.

The following conditions apply to a contract faculty appointment:

- a. All contracts shall have a specified ending date and a term of at least two (2) years. At least one (1) year prior to the expiration of the contract, the faculty member shall either be given a new contract or informed that the contract may be allowed to expire. If the contract is allowed to expire, the employment as a contract faculty appointment shall be converted to employment as a continuing faculty appointment, without loss of rank, unless a new contract is agreed to in writing by both parties.
- b. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.
- c. Department and college codes shall specify the voting rights of contract faculty and their eligibility to participate on departmental and college committees. The standard expectation is that contract faculty have voting rights in the governance of their department and college with the exception of decisions relating to tenure and will be eligible to serve on departmental and college committees.
- d. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G ~~in and the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*), but not for sabbatical leave (see Section F.3.4).
- e. A contract faculty member who has at least twelve (12) semesters of employment, or a combined twelve (12) semesters between contract or continuing appointments (or sooner at the discretion of the department) becomes eligible for funding for release time in order to pursue scholarly development. Once such funding has been granted, the faculty member becomes eligible for such funding again after another twelve (12) semesters of such employment. A request for such funding shall be submitted in writing by the faculty member to the department head. This request shall include details regarding the type of scholarly development and the amount of funding requested. The department head shall respond in writing with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

E.2.1.4 Continuing Faculty Appointments *(last revised May 3, 2018)*

Continuing faculty appointments may be either full-time or part-time. The following conditions apply to a continuing faculty appointment:

- a. There is no specified ending date.
- b. The appointment is “at will” and is subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments.
- c. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.
- d. Department and college codes shall specify the voting rights of continuing faculty and their eligibility to participate on departmental and college committees. The standard expectation is that continuing faculty have voting rights in the governance of their department and college with the exception of decisions relating to tenure, and will be eligible to serve on departmental and college committees.
- e. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*), but not for sabbatical leave (see Section F.3.4).
- f. A continuing faculty member who has at least twelve (12) semesters of employment, or a combined twelve (12) semesters between contract or continuing appointments (or sooner at the discretion of the department) becomes eligible for funding for release time in order to pursue scholarly development. Once such funding has been granted, the faculty member becomes eligible for such funding again after another twelve (12) semesters of such employment. A request for such funding shall be submitted in writing by the faculty member to the department head. This request shall include details regarding the type of scholarly development and the amount of funding requested. The department head shall respond in writing with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.
- g. A continuing faculty member who has been employed with this appointment type for at least ten (10) semesters shall be given serious consideration for conversion to a contract faculty appointment. In this circumstance, the faculty member may submit a formal request in writing to the department head for such a conversion. Such a formal request shall be responded to in writing by the department head with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

E.2.1.5 Adjunct Faculty Appointments *(last revised May 3, 2018)*

Adjunct faculty appointments may be full-time, part-time, or less than half-time

Adjunct faculty appointments are intended for situations where the previous types of appointment are not appropriate. These include the following situations:

i. Employment at less than half-time

ii. Employment on an occasional basis, rather than being for every (Fall and Spring) semester. An approved leave without full-time or part-time service (such as Family Medical Leave) shall not constitute employment on an occasional basis.

iii. Employment for only one (1) or two (2) semesters (Fall and Spring).

This appointment type may not be used for a faculty member employed full-time or part-time every semester (Fall and Spring) for more than two (2) semesters.

a. There may or may not be a specified ending date.

b. The appointment is “at will” and is subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments.

c. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.

d. Department and college codes shall specify the voting rights of adjunct faculty and their eligibility to participate on departmental and college committees.

e. Enrollment in a retirement program is mandatory. If the faculty member is full-time or part-time, then he or she is eligible for other fringe benefits and privileges (see Sections F and G and the ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*) but not for sabbatical leave (see Section F.3).

Rationale: The *Faculty and Administrative Professional Benefits and Privileges Handbook* no longer exists. It has been replaced by the *Faculty and Administrative Professional Privileges and Benefits and Summary Plan (SPD)*.

7. Proposed revisions to Section F.3.13 Leave Without Pay of the *Academic Faculty and Administrative Professional Manual* – CoRSAF

Hong Miao (Chair, CoRSAF) moved to approve the proposed revisions to Section F.3.13.

Gallagher: All in favor.

Faculty Council unanimously approved.

Subject: Faculty Manual Section F.3.13 **Leave Without Pay**

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

MOVED, THAT SECTION F.3.13 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, BE AMENDED AS FOLLOWS:

Deletions ~~Overscored~~ Additions Underlined

F.3.13 Leave Without Pay (*last revised August 8, 2014*)

A faculty member on a regular, special appointment or senior teaching appointment or administrative professional on a regular or special appointment may be granted leave without pay with approval by the Board. A request for such leave must be sent through channels to the President. See the ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)* regarding continuation of benefit coverage while on leave without pay.

An administrative professional on a temporary appointment may be granted leave without pay only as required under the Family Medical Leave Policy.

Rationale: The *Faculty and Administrative Professional Benefits and Privileges Handbook* no longer exists. It has been replaced by the *Faculty and Administrative Professional Privileges and Benefits and Summary Plan (SPD)*.

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

Hong Miao (Chair, CoRSAF) moved to amend second K.

Gallagher: Section K has to do with the grievance process and Richard Eykholt, our Grievance Officer, can answer any questions.

Cini Brown (Ag Sciences): Why is this necessary?

Richard Eykholt (UGO): Explains that this is fixing something where the *Manual* is out of date. Section K cannot rule on matters of discrimination. OEO has to rule on discrimination, which has been going on for the last 3 or 4 grievance officers.

Gallagher: All in favor?

Faculty Council unanimously approved.

Subject: Faculty Manual Section K **Resolution of Disputes**

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

MOVED, THAT SECTION K OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, BE AMENDED AS FOLLOWS:

Deletions ~~Overseered~~ Additions Underlined

SECTION K. RESOLUTION OF DISPUTES (*Last revised August 10, 2018*)

K.1 General Information

Colorado State University is committed to the timely and fair resolution of disputes. 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, and/or 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, and/or capricious, or discriminatory. 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 Section K can be found on the website of the University Grievance Officer.

K.1.1 Participants in the 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, and/or capricious,~~or discriminatory~~.

[material with no changes has been omitted]

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, and/or 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, and/or capricious,~~or discriminatory~~.

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

[material with no changes has been omitted]

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, and/or 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.

[material with no changes has been omitted]

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 solely to determine whether this Action is

unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~, but not to substitute its judgment regarding the substantive merits of the Grievable Action.

[material with no changes has been omitted]

K.10.6.2 Review by the Provost

If the Hearing Record is sent to the Provost, he or she shall review the Hearing Record, together with any appeal from the Grievant (hereinafter referred to collectively as the “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 Appeal Record. No 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 may differ from the Recommendation from the Hearing Committee only if the Provost finds that the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, and/or 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 within 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.

K.10.6.3 Appeal of the Recommendation From the Provost

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 five (5) pages with normal font size.

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, he or she shall review the Hearing Record, together with any recommendation from the Provost, 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. No 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 may differ from the Recommendation from the Hearing Committee only if the President finds that the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~. The President shall send his or her written decision to the UGO 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 decision of the President is final.

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

[material with no changes has been omitted]

Rationale: Discrimination is dealt with by the Office of Equal Opportunity, not Section K.

9. Proposed revisions to Section K.3.1 A Grievable Action does not include: of the *Academic Faculty and Administrative Professional Manual* – CoRSAF

Hong Miao (Chair, CoRSAF) moved to approve the proposed revisions to Section K.3.1.

Gallagher: Any discussion? All in favor of approving Section K.3.1 of the agenda packet?

FC unanimously approved.

Subject: Faculty Manual Section K.3.1 **A Grievable Action does not include:**

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

MOVED, THAT SECTION K.3.1 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, BE AMENDED AS FOLLOWS:

Deletions ~~Oversecored~~ Additions Underlined

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.
- d. Terms agreed to by the Grievant under a Section K mediation agreement.
- e. Acts in response to violations of law or endangerment of public safety.
- f. Placement on paid administrative leave.

g. A subsequent complaint for the same action by the same supervisor once a Grievance regarding the original complaint has concluded.

h. 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.

Rationale: It is sometimes necessary to place an employee on paid administrative leave while an investigation is conducted. During this time, the employee receives full pay and benefits, so this action is not grievable. This addition makes this clear.

10. Proposed revisions to Section K.3.2 Types of Grievable Actions and Burden of Proof of the *Academic Faculty and Administrative Professional Manual* – CoRSAF

Hong Miao (Chair, CoRSAF) moved to approve the revisions to Section K.3.2.

Gallagher: Any discussion?

Leslie Stone Roy (CoNTTF): I am confused about the termination for contractual rights. Is that the whole contract or different parts of the contract?

Richard Eykholt (UGO): The first thing to understand is that this does not apply to the Non-Tenure Track faculty at all. There is a section of the *Manual* that applies to NTTF.

Those decisions are final, not grievable. This section was in place prior to the creation of contracts for non-faculty.

Dan Baker (CoNTTF): Is that E.11? Where exactly is the language on NTTF referred to?

Richard Eykholt (UGO): I am trying to remember. E.11, E.16, or E.17. One of those deals with the NTTF. I cannot remember and don't have the *Manual* with me.

Antonio Pedros-Gascon (CLA At-Large): Are we effectively reducing the rights of NTTF?

Richard Eykholt (UGO): It's actually just the opposite. The section in the *Manual* for NTTF to challenge termination actually gives opportunity for more representation rather than less.

Gallagher: All in favor of approving?

Faculty Council unanimously approved.

Subject: Faculty Manual Section K.3.2 **Types of Grievable Actions and Burden of Proof**

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

MOVED, THAT SECTION K.3.2 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, BE AMENDED AS FOLLOWS:

Deletions ~~Overscored~~ Additions Underlined

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;

e. 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;~~
- ~~eb.~~ denial of tenure and/or promotion;
- ~~dc.~~ receipt of a lower evaluation than deserved on a performance review; ~~or~~
- ~~ed.~~ denial of sabbatical leave.

Rationale:

- 1) Item K.3.2.1.a predates NTTF contracts, and was never intended to apply to them. Instead, there is an appeals process for termination of NTTF contracts. This appeals process is designated as “final,” which means that the matter is not grievable. The only other contracts are for things people such as the football coach. The grievance process should not deal with the termination of such persons.
- 2) For at-will appointments, neither termination nor denial of reappointment is grievable. This leaves only denial of reappointment for tenure-track faculty during their probationary period. However, this is handled by an appeals process that is designated as “final,” which means that it is not grievable either. When NTTF contracts are not renewed, the faculty member is reappointed as a continuing faculty member.

11. Proposed revisions to Section K.12.4 Duties of the University Grievance Officer of the *Academic Faculty and Administrative Professional Manual* – CoRSAF

Hong Miao (Chair, CoRSAF) made the motion to approve the proposed changes to Section K.12.4.

Gallagher: This is on the floor for your consideration. Any discussion? Hearing none. All in favor?

Faculty Council unanimously approved.

Subject: Faculty Manual Section K.12.4 **Duties of the University Grievance Officer**

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

MOVED, THAT SECTION K.12.4 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, BE AMENDED AS FOLLOWS:

Deletions ~~Overseered~~ Additions Underlined

K.12.4 Duties of the University Grievance Officer *(last revised August 10, 2018)*

The UGO shall be responsible for:

- a. Maintaining a record of actions taken as part of the processes in Section K and Sections E.11, E.15, E.16, and E.17.
- b. Coordinating and facilitating the activities of the Grievance Panel 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 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 Sections E.11, E.15, E.16, and E.17 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 Sections E.11, E.15, E.16, and E.17.
- 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 and Appeal Committees regarding guidelines for the operation of these committees pursuant to Section K and Sections E.11, E.15, E.16, and E.17.
- 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 and Appeals pursuant to Section K and Sections E.11, E.15, E.16, and E.17.

- i. Preparing an annual report each 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 notifying all participants in the Section K process of the opportunity to participate in anonymous surveys regarding the performance of the UGO.~~

Rationale:

- 1) The UGO manages and oversees the new appeals processes created in Sections E.11, E.16, and E.17.
- 2) The evaluation process for the UGO has been changed, and it no longer involves the UGO contacting participants in the Section K process.

F. REPORTS TO BE RECEIVED

- 1. Provost/Executive Vice President – Rick Miranda

Miranda reported on the following:

Provost Miranda: A couple of updates. Two cabinet level searches, one to replace Pat Burns as Dean of the Library and Director of IT. The Provost and President decided to split the position. Karen Estlund, from Penn State, was hired and we have asked Dawn Paschal to serve as interim. Josh Clark was named the Director of Information Systems. Brandon Bernier will serve as interim and report to the Provost. The President is making some investments in the IT Systems Office. The landscape is a little volatile right now and we will see about the budget.

The VP for Engagement search will be concluding soon; however, the President has not announced anything yet. Reagan Waskom from the Water Center will serve as the interim director.

Gallagher: Any questions for the Provost?

Mary Meyer (CNS): A question from my department. Is there a new document for P&T? Has this been created only within the Provost's office?

Provost Miranda: Some language was suggested by the Provost's Council for Engagement. The template document was created in the Provost's office in coordination with the Deans and utilizing ideas from the VP of Engagement. Asks Dan Bush about it.

Mary Meyer (CNS): No faculty input?

Provost Miranda: Nothing was deleted. More opportunities for what can be presented for Tenure and Promotion.

Miranda's report was received.

2. Faculty Council Chair – Tim Gallagher

Gallagher reported on the following:

There are some items that we have been discussing in Executive Committee that will come to the floor of Faculty Council. Matt Hickey, Chair of CoTL, will be presenting a report on the Task Force of Institutional Learning Objectives at the November 5 Faculty Council meeting. Already filled in for the December 3 Faculty Council meeting is the 2018 Campus Climate Survey. This will focus on the areas related to faculty; however, it was sent out to all employees. Gallagher has been very impressed by the presentation. Rachel Kinney will be presenting the survey.

Executive Committee is also in discussions with Steve Shulman regarding athletic funding.

Executive Committee is also discussing possible faculty initiatives to combat racism on the campus. Gallagher encourages Faculty Council members seek input from their constituencies. Let that person know your own ideas. We need something more concrete. The Executive Leadership Team had some excellent conversations at this morning's meeting. Faculty want to be a part of this conversation, as well as APs, State Classified personnel, and Administration.

Gallagher's report was received.

3. Board of Governors Faculty Representative – Stephanie Clemons

Clemons reported on the following:

Clemons states that there has not been another Board meeting since August; however, there will be a Board meeting this Thursday and Friday (October 3-4, 2019) in the Lory Student Center. Clemons will also be inviting Board members to attend Faculty Council meetings.

Provost Miranda added that there was a meeting by the Board to address support for Proposition CC, which was mentioned in the distributed email from Chancellor Frank.

Clemons: Thank you for that correction.

Matt Malcolm (HHS): Could you clarify the email from Chancellor Frank and the recommendation of the Board?

Clemons: Yes. Clemons explained what Proposition CC means and also stated that the Board is unanimously supportive of this Proposition.

Clemons' report was received.

Silvia Canetto (CNS): Inquired about the November and December Faculty Council meeting agendas and wonders if the FC could have the information regarding the reports that are planned. Could the information be disseminated a bit earlier since the reports are often a lot of information to digest inside of a week?

Gallagher: The Campus Climate Survey has been on the Faculty Council website for quite some time.

Matt Hickey speaks to the Task Force for Institutional Learning Objectives, which requires nothing but puts the idea out there. Started about two years ago by CoTL. The genesis came from CCHE.

Antonio Pedros-Gascon (CLA At-Large): Is this the moment when we can request changes to the *Manual*?

Gallagher: No. You would have to make a motion to suspend the rules to add something to the Faculty Council agenda not placed there by Executive Committee.

Antonio Pedros-Gascon (CLA At-Large): I am asking what would be the process?

Gallagher recommends that requested *Manual* changes be made to appropriate Standing Committees.

4. CSU Mental Health Initiatives – Blanche Hughes and Lori Lynn

Blanche Hughes: We understand that the issue of mental health on college campuses is very important everywhere. Hughes introduces Lori Lynn. If faculty have any questions, please contact Lori as well.

Lynn: Thank you Faculty Council for inviting me last year as well. I appreciate you championing these trainings. Explains the current situation and how many schools are struggling with how to respond to the need. Impacts many student support services.

What drives the demand? No simple answers. Why are students seeking more support today than in previous years? Social media, financial difficulties, social-political climate, trauma. Generation Z is more open to the counseling and have a greater mental health literacy and seek help more and sooner, but we can't handle "how can you fix me?" There is an increase of stress, depression, and anxiety. They use the freshmen survey, which shows that FY students are coming in with the lowest coping skills of any generation in history.

Gives a snapshot of data. Everything is increasing—depression, stress, etc., and all across the country. NCHA (National College Health Assessment). Has been used since 2011 and thus can see trends locally and across country.

Lynn's key data point: top health related problems affecting performance in the classroom and progress toward degree completion are nearly all mental health issues.

Relating to overwhelming anxiety. LGBTQ students are showing a lot of vulnerability and so they are targeted for intervention. What we want to see is equity in these metrics and we have a way to go.

Debilitating anxiety/depression: more that 50% increase in depression since 2011.

We are seeing increasing rates of suicide and suicidal ideation. Second leading cause of death among college students. Many students are considering suicide. 24% of LGBTQ students indicate consideration. This information is being tracked carefully.

This is not something affecting just CSU Health Network. The demand for student support is up. Tell Someone numbers are up. This can be seen as a positive since the system exists to report concern, but this is a first indicator of groups who need to be addressed.

Student case management has seen a 60% increase. They work with students on absences, accommodations.

Mental health hospitalizations have increased considerably as well and the bar is high for hospitalization.

Victim Assistance Team has also seen increases.

Title IX reports of sexual assaults have also increased.

Increasing demand overall is pretty profound. They are working to maximize services.

Between 2015 and 2019, 6% increase in students and 34% increase in students using counseling services.

They are working to convey information about the range of services available and the infrastructure available for providing support. We are lucky to have had these resources in place so that access was available but now they want to change some of the explanation, working WITH students rather than responding to student requests to be “fixed.” Central message is that there are locations where students can do the work they need to do to have improved mental health and are aware of the variety of tools.

When a student comes to counseling, if a student comes in crisis, they will address their immediate needs to get through the immediate crisis. Work with a specific person to develop goals and action plan. The responsibility is on the student and development of concrete goals that puts the student in the driver’s seat. Moving away from the 5 free visit narrative and instead focusing on the idea that we have a wide range of services and want each student who requests help to get it at the level needed.

We need to know and have confidence around students in crisis. Stress and coping discussions in classrooms are OK and students are listening. Model this for them. Take the moment if a student chooses to disclose to you. You can really help steer students in the right direction.

We talked about the changing landscape, all the things that the mental health groups are trying to do, and the range of services that are available. Interested in how to scale up ideas such as concrete information for faculty. What is the link between retention and mental health--is one question that we may want to get involved in answering. They will come back to us later.

Karen Barrett (HDFS; Chair, CoSS): Can we get the PowerPoint slides? One question about the data, who is included in students of color, for instance. How do socio-cultural factors play into who seeks counseling services?

Lynn: We try to be responsive to the needs of different groups. Our students of color are showing a lot of resiliency.

Moti Gorin (CLA): Is violence on the rise? Sexual assault? Or are people reporting more?

Lynn: On the increase as is trauma.

Kathleen Kelly (CoB): The slide of phone numbers. Tell Someone is very well known across campus but how would someone know which number to call. Also, I would love to have you come to our office. Tell Someone is very well advertised. How do you Tell Someone?

Lynn has the information on the website but will also provide this information to specific faculty and staff groups. I can walk your staff through on how to make certain determinations.

Kathleen Kelly (CoB): Have you considered a one-touch single entry approach where faculty would just have one number to call?

Lynn: Most people use Tell Someone but it's not a 24/7 hotline. They should direct you to another number though.

Sue James (CoE): I think I may have gotten the wrong impression that we have a higher suicide rate at CSU.

Ramaa Vasudevan (CLA): Since black face, students seem more on edge. Are you seeing this?

Lynn: Students are feeling a sense of heaviness and are not sure what to do with it.

Matt Malcolm (HHS): Thank you for the work you're doing. Are you considering taking a closer look at students with disabilities?

Lynn: We are oversampling students with disabilities.

Silvia Canetto (CNS): Patterns vary greatly by sex. Women have higher rates of suicide at a young age. Differences carry over in the student population and we can miss things.

Lynn: We will work on this.

Margarita Lenk (CoB): I am not a medical doctor, but I am a caring professor. I'm noticing a loss of emotional resilience among students who are smoking THC regularly.

Lynn: We are definitely aware of this and thinking about the relationship of drugs and alcohol to these issues. We need those students to see how much this is affecting them.

Margarita Lenk: Before my class starts, I have the CSU Principles of Community showing first.

Christianne Magee (CVMBS At-Large) Thank you for supporting our faculty and helping our students.

G. DISCUSSION

1. None.

Gallagher adjourned the meeting at 5:29 p.m.

Tim Gallagher, Chair
Sue Doe, Vice Chair
Rita Knoll, Executive Assistant to Faculty Council

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Stephan Kroll	Agricultural and Resource Economics	2022
Jason Bruemmer	Animal Sciences	2021
Cynthia (Cini) Brown	Bioagricultural Sciences & Pest Management	2021
<u>Kelly Curl</u>	Horticulture & Landscape Architecture	2022
<u>Thomas Borch</u>	Soil and Crop Sciences	2020
Bradley Goetz	College-at-Large	2022
Ruth Hufbauer	College-at-Large	2020
TBD	College-at-Large	2022
Health and Human Sciences		
Vivian Li (Yan Li) FA19; Nancy Miller SP20	Design and Merchandising	2021
Raoul Reiser	Health and Exercise Science	2022
David Sampson	Food Science and Human Nutrition	2022
Karen Barrett	Human Development and Family Studies	2020
Bolivar Senior	Construction Management	2020
Matt Malcolm	Occupational Therapy	2020
Thomas Chermack	School of Education	2021
Jamie Yoder (Substituting for Shannon Hughes)	School of Social Work	2022
Business		
<u>Larry Johnson</u>	Accounting	2022
Stephen Hayne	Computer Information Systems	2021
John Elder	Finance and Real Estate	2022
Dawn DeTienne	Management	2021
Kathleen Kelly	Marketing	2021
Engineering		
Kristen Rasmussen	Atmospheric Science	2021
<u>Margarita Herrera-Alonso</u>	Chemical and Biological Engineering	2022
Peter Nelson	Civil and Environmental Engineering	2021
Ali Pezeshki (Substituting for Siddharth Suryanarayanan)	Electrical and Computer Engineering	2022
Kirk McGilvray (Substituting for Shantanu Jathar)	Mechanical Engineering	2020
<u>Susan James</u>	College-at-Large	2022
Steven Reising	College-at-Large	2022
Jason Quinn	College-at-Large	2021
J. Rocky Luo	College-at-Large	2022

Liberal Arts

Michael Pante	Anthropology	2020
Jason Bernagozzi	Art	2022
Ziyu Long	Communication Studies	2022
Ramaa Vasudevan	Economics	2020
Doug Cloud	English	2020
Albert Bimper	Ethnic Studies	2022
Maria Del Mar Lopez-Cabrales	Languages, Literatures and Cultures	2022
Thaddeus Sunseri	History	2020
Jangyul Kim	Journalism and Technical Communication	2020
(Substituting for Michael Humphrey)		
Wes Kenney	Music, Theater, and Dance	2022
Moti Gorin	Philosophy	2022
Peter Harris	Political Science	2021
Tara Opsal	Sociology	2022
Steve Shulman	College-at-Large	2020
Antonio Pedros-Gascon	College-at-Large	2020
<u>Lisa Langstraat</u>	College-at-Large	2020
Marcela Velasco	College-at-Large	2021
<u>Del Harrow</u>	College-at-Large	2021
Maura Velazquez-Castillo	College-at-Large	2021

Natural Resources

Monique Rocca	Ecosystem Science and Sustainability	2020
David Koons	Fish, Wildlife, & Conservation Biology	2021
Seth Davis	Forest and Rangeland Stewardship	2020
Bill Sanford	Geosciences	2020
Tara Teel	HDNR in Warner College	2020

Natural Sciences

Jennifer Nyborg	Biochemistry and Molecular Biology	2022
<u>Melinda Smith</u>	Biology	2021
<u>George Barisas</u>	Chemistry	2020
Ross McConnell	Computer Science	2022
<u>Yongcheng Zhou</u>	Mathematics	2020
Dylan Yost	Physics	2021
Silvia Canetto	Psychology	2022
Mary Meyer	Statistics	2022
<u>Chuck Anderson</u>	College-at-Large	2020
Anton Betten	College-at-Large	2022
TBD	College-at-Large	2022
Brad Conner	College-at-Large	2021
Alan Van Orden	College-at-Large	2020

Veterinary Medicine & Biomedical Sciences

DN Rao Veeramachaneni	Biomedical Sciences	2022
<u>Kevin Haussler</u>	Clinical Sciences	2022
<u>Elizabeth Ryan</u> (on sabbatical through Spring 2020)	Environmental & Radiological Health Sciences	2020
Traci Kinkel (Substituting for Tony Schountz)	Microbiology, Immunology and Pathology	2021
Noreen Reist	College-at-Large	2020
Jennifer Peel	College-at-Large	2020
<u>William Black</u>	College-at-Large	2020
<u>Marie Legare</u> (excused)	College-at-Large	2022
Adam Chicco	College-at-Large	2022
Christianne Magee	College-at-Large	2022
<u>Candace Mathiason</u>	College-at-Large	2022
<u>Gerrit (Jerry) Bouma</u>	College-at-Large	2021

University Libraries

Linda Meyer	Libraries	2022
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Ex Officio Voting Members

Timothy Gallagher	Chair, Faculty Council/Executive Committee	2020
Sue Doe	Vice Chair, Faculty Council	2020
Stephanie Clemons	BOG Faculty Representative	2020
Steve Reising, Chair	Committee on Faculty Governance	2020
Todd Donovan, Chair	Committee on Intercollegiate Athletics	2020
Jerry Magloughlin	Committee on Libraries	2020
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2020
Hong Miao, Chair	Committee on Responsibilities & Standing of Academic Faculty	2020
Melinda Smith, Chair	Committee on Scholarship Research and Graduate Education	2020
Karen Barrett, Chair	Committee on Scholastic Standards	2020
Joseph DiVerdi, Chair	Committee on Strategic and Financial Planning	2020
Matt Hickey, Chair	Committee on Teaching and Learning	2020
Mo Salman, Chair	Committee on University Programs	2020
Bradley Goetz, Chair	University Curriculum Committee	2020
<u>Susan (Suellen) Melzer</u>	Committee on Non-Tenure Track Faculty	2021
<u>Denise Apodaca</u>	Committee on Non-Tenure Track Faculty	2021
Christine Pawliuk	Committee on Non-Tenure Track Faculty	2022
Ashley Harvey	Committee on Non-Tenure Track Faculty	2022
Daniel Baker	Committee on Non-Tenure Track Faculty	2020
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2022
<u>Mary Van Buren</u>	Committee on Non-Tenure Track Faculty	2020
Steve Benoit	Committee on Non-Tenure Track Faculty	2022
<u>Natalie Ooi</u>	Committee on Non-Tenure Track Faculty	2022

Ex-Officio Non-Voting Members

Joyce McConnell	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
Reagan Waskom	Interim Vice Provost for Engagement/Director of Extension
Leslie Taylor	Vice President for Enrollment and Access
Dan Bush	Vice Provost for Faculty Affairs
Brandon Bernier/Dawn Paschal	Interim Vice President for Information Technology/Dean Libraries
Kathleen Fairfax	Vice Provost for International Affairs
Pam Jackson	Interim Vice President for External Relations
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
James Pritchett	Interim Dean, College of Agricultural Sciences
Lise Youngblade	Dean, College of Health and Human Sciences
Beth Walker	Dean, College of Business
David McLean	Dean, College of Engineering
Mary Stromberger	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
Catherine Douras	Chair, Administrative Professional Council

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **September 20, 2019** at 2:00 p.m.

The meeting adjourned at 3:30 p.m.

Minutes

The minutes of September 13, 2019 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. Once a course proposal is fully approved through the CIM workflow (approved proposal will be viewable under 'History' box on right side of CIM-Courses screen), 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).

Miscellaneous Memo Request – New Special Academic Unit		
Request	Notes	Effective Date
School of Advanced Materials Discovery	See CIM proposal for details and supporting documents. Received confirmation from Engineering and Natural Sciences UCC Reps that MSEG-MS and MSEG-PHD will be moved from 1801-CNS and all MSE subject code courses will be moved from 1872-Chemistry to SAMD upon approval of this SAU. <u>Note:</u> New SAU proposals require special action from Faculty Council. UCC approval is noted here for informational purposes. This proposal will be forwarded on to CoSFP and CoFG for consideration.	July 1, 2020

Miscellaneous Memo Request – New Subject Code Request		
Request	Notes	Effective Term
STAR: Statistics for Researchers	Justification for Request: ‘1) Our service courses and MS/PhD courses are for distinct groups of students. We would like to separate these courses by subject code to prevent confusion. 2) We have at least 16 potential courses that will fit into the STAR acronym with the potential to create more. 3) The A, B, C, numbering approach with the same course number is not feasible, because these courses are distinct topics that should have their own unique names. 4) Some of the course offerings will have subtopics which will require the use of the A, B, C, numbering approach with the same course number using the new subject code STAR. For example, courses with the same topics directed towards different audiences will need a subtopic listing (e.g., Survival Analysis for Epidemiologists falling under the Survival Analysis course title).’	Fall 2020

Study Abroad Courses – 1 st Offering			
Course #	Course Title	Notes	Effective Term
GR 482A	Study Abroad--Vietnam: Land Change Science and Remote Sensing	1st offering; 3 credits. Travel dates: 5/30/20 – 7/1/20 (33 days)	Summer 2020
LJPN 382A	Study Abroad--Japan: Japanese Language and Culture	1st offering; 3 credits. Travel dates: 5/27/20 – 7/3/20 (38 days)	Summer 2020
NRRT 382A	Study Abroad--Italy: Introduction to Culinary Tourism in Italy	1st offering; 3 credits. Travel dates: 5/30/20 – 6/12/20 (14 days)	Summer 2020

Study Abroad Course – 2nd Offering

Course #	Course Title	Notes/Changes	Effective Term
IE 382B	Study Abroad—Costa Rica: Global Service Learning	2nd offering; 1 credit. 1st offering: Spring 2019 (11 students) Travel dates: 1/3/20 – 1/14/20 (<i>12 days</i>) Edits to course description and CLOs.	Spring 2020

New Courses

Course #	Course Title	Notes	Effective Term
D 220D	Dance Techniques III: Pointe	1 cr.; written consent of instructor required.	Spring 2020
IU 300	Becoming a Scientist	1 cr. Must be a member of the Bridges to Baccalaureate Learning Community. Previously offered as experimental course IU 380A4 (Fall 2018: 16 students; Spring 2019: 8 students; Fall 2019: 19 students).	Spring 2020
SPMT 554	Sport and the Environment	Offered Distance/Online and Face-to-face; 2 cr.; partial semester; Graduate only.	Spring 2020

Major Changes to Courses

Course #	Course Title	Notes	Effective Term
AB 509 BSPM 509	Herbicide Selectivity and Action	Subject code change; removal of prerequisites; edit to course description; addition of Distance/Online offering.	Fall 2020
AM 330	Global Sourcing of Textiles and Apparel Economics	Edits to course title and description. Existing AUCC Cat 4B in APAM-MDSZ-BS: Major in Apparel and Merchandising, Merchandising Concentration.	Fall 2020
ART 510B	Advanced Study in Art History: East and South African Art	Edits to course title, description, offering term and year.	Fall 2020
CBE 320	Chemical and Biological Reactor Design	Addition of Distance/Online offering; edit to offering term.	Summer 2020
DM 272	Consumers in the Marketplace	Addition of Distance/Online offering; edits to course description and offering term.	Fall 2020
ECE 516	Information Theory	Addition of Distance/Online offering; edit to prerequisites.	Fall 2020
GRAD 575/ NSCI 575	Ethical Issues in Big Data Research	Addition of dual-listing with GRAD; change in administrative unit from 1801 - Natural Sciences to 1001 – Provost/Acad Vice President; edit to offering term and prerequisites. <i>Dual-listing will be administratively updated in the following programs:</i> <ul style="list-style-type: none"> CAMB-CBZ-PHD: Ph.D. in Cell and Molecular Biology, Cancer Biology Specialization CAMB-MS: Master of Science in Cell and Molecular Biology, Plan A CAMB-PHD: Ph.D. in Cell and Molecular Biology CAMB-MS: Master of Science in Cell and Molecular Biology, Plan B NSCI-BZ-MPSM: Professional Science Master's in Natural Sciences, Biological Data Analytics Specialization 	Spring 2020
HORT 511	Green Roof Culture	Credit increase from 2 to 3; change in offering from Face-to-face <u>and</u> Distance/Online to Distance/Online <u>only</u> .	Fall 2020
JTC 372	Advanced Web Design and Management	Edits to course title and prerequisites; addition of 'Junior standing' registration restriction.	Spring 2020

JTC 417	Information Graphics	Addition of Distance/Online offering and 'Junior standing' registration restriction.	Spring 2020
MATH 229	Matrices and Linear Equations	Addition of Distance/Online offering.	Fall 2020
MATH 340	Intro Introduction to Ordinary Differential Equations	Addition of Distance/Online offering; edit to course title.	Fall 2020
MATH 369	Linear Algebra I	Addition of Distance/Online offering.	Fall 2020
MIP 611	Advanced Microbiological Research Methods	Removal of registration requirement that students must be admitted to the M.S. in Microbiology, Immunology and Pathology, Plan B; addition of 'written consent of instructor' registration requirement.	Fall 2020

Guaranteed Transfer (GT) Pathways Course Submissions (*GT-MA1*)

Course #	Course Title	GTP Category/Notes	Effective Term
STAT 201	General Statistics	Approved for AUCC Cat 1B: Quantitative Reasoning, and GT-MA1: Mathematics . Edits to course description and prerequisites.	Spring 2020

Guaranteed Transfer (GT) Pathways Course Resubmissions (*GT-SS1*)

Course #	Course Title	GTP Category/Notes	Effective Term
POLS 131	Current World Problems	Approved for AUCC Cat 3E: Diversity & Global Awareness, and GT-SS1: Economic or Political Systems . Existing AUCC 3E course. Addition of Distance/Online offering; edit to course description.	Spring 2020

Program Deactivations

Program Title	Notes	Last admit term	Last term students can complete
BUSA-GSZ-MBA: Master of Business Administration, Global Social and Sustainable Enterprise Specialization	Replaced by BUSA-IMZ-MBA: Master of Business Administration, Impact Specialization .	Fall 2019	Spring 2021
AEAF-CT: Graduate Certificate in Accounting Ethics and Auditing	This certificate has had low enrollments and was geared towards online students. One of the courses will no longer be offered online due to low online enrollments. The department voted to no longer offer this certificate as a result.	Fall 2019	Fall 2019

CONSENT AGENDA

Experimental Courses – 1st Offering

Course #	Course Title	Notes/Changes	Effective Term
ECE 581B8	Network Centric Systems	Offered Distance/Online and Face-to-face.	Spring 2020

Experimental Courses – 2nd Offering (*for informational purposes only*)

Course #	Course Title	Notes/Changes	Effective Term
Warner College of Natural Resources			
GEOL 581B1	Tectonic Geomorphology	1 st offering: Spring 2018 (5 students).	Spring 2020

Minor Changes to Courses			
Course #	Course Title	Notes	Effective Term
ART 326	Art Education Studio	Edit to offering term: Spring Fall Addition of prerequisite: ART 325 Addition of registration restriction: ‘Written consent of instructor’ <i>Term change affects the Major Completion Map for ARTM-AREZ-BF, so a program proposal needs to be submitted.</i>	Spring 2020
CIS 240	Application Design and Development	Edit to offering term: Fall, Spring Every Edit to prerequisites: CIS 200 CIS 210 Change in grade mode: Traditional Student Option	Fall 2020
DM 470A	International Design and Merchandising	Edit to prerequisites: AM 101; AM 130; DM 120; DM 482A, may be taken concurrently. Edits to registration information: Sophomore standing. Must have concurrent registration in DM 482A.	Spring 2020
E 341	Literary Criticism and Theory	Edit to prerequisites: E 100-499 - at least 3 credits Change to Grade Mode: Traditional Student Option	Spring 2020
E 350	The Gothic in Literature and Film	Edit to prerequisites: E 100-499 - at least 3 credits.	Spring 2020
E 403	Writing the Environment	Edit to prerequisites: E 100-499 or ETST 100-499 or CO 300-399 – at least 3 credits Change to Grade Mode: Traditional Student Option	Spring 2020
E 420	Beat Generation Writing	Edit to prerequisites: E 100-499 - at least 3 credits Change to Grade Mode: Traditional Student Option Edit to offering year: Every Every Third Year	Spring 2020
E 424	English Renaissance	Edit to prerequisites: E 100-499 - at least 3 credits Edit to offering year: Every Every Third Year	Spring 2020
E 425	Restoration and 18 th Century Literature	Edit to prerequisites: E 100-499 - at least 3 credits Edit to offering term: As Needed Spring	Spring 2020
E 426	British Romanticism	Edit to prerequisites: E 100-499 - at least 3 credits Edit to offering term: As Needed Fall	Spring 2020
SOWK 660	Nonprofit Program Development	Removal of partial semester designation. <i>Submitted as a ‘major’ change in CIM.</i>	Fall 2020
SOWK 661	Nonprofit Financial Development	Removal of partial semester designation. <i>Submitted as a ‘major’ change in CIM.</i>	Spring 2020
STAT 400	Statistical Computing	Edit to prerequisites: (CS 160 CS 150 or CS 152 or CS 163 or CS 164 or MATH 151 and MATH 153) and (STAT 420, may be taken concurrently).	Spring 2020
STAT 440	Bayesian Data Analysis	Edit to prerequisites: (STAT 315 or STAT 420 STAT 430) and (STAT 341 STAT 342).	Spring 2020

Course Deactivations			
Course #	Course Title	Notes	Effective Term
CS 200	Algorithms and Data Structures	Listed in MATH-CPMZ-BS: Major in Mathematics, Computational Mathematics Concentration (program in CIM workflow for deactivation)	Spring 2020

Minor Changes to Existing Programs		
Program Title	Notes	Effective Term
GSNF-CT: Graduate Certificate in Applied Global Stability: Natural Resources	‘Adding FW 556, FW 557, FW 576 and NR 501 will provide certificate students greater flexibility and diversity of options in choosing relevant Natural Resources courses for their specific professional needs. It is also anticipated that such greater flexibility will aide in recruiting Applied Global Stability: Natural Resources certificate students to CSU’s Natural Resources graduate programs.’	Fall 2020

Update/Correction to 8/23/19 Minutes			
Course #	Course Title	Notes	Effective Term
NR 423	Applications of Global Positioning Systems	Edit to prerequisites: NR 319 or NR 322 or NR 505 Update/Correction: This course has consistently been offered (as approved in 1996) as an 8-week partial term course that meets 3 hours each week. The Lecture section has met for 8 total contact hours and the lab section has met for 16 total contact hours, which does equate to 1/2 credit for each schedule type and 1 credit total for the course. The department can continue to schedule this course as it has been, but we can no longer assign 0.5 contact hours to each schedule type. Instead, we have updated the schedule type to "lecture" only with a minimum of 1 base contact hour.	Spring 2020

Minutes approved by the University Curriculum Committee on 9/27/19.

Brad Goetz, Chair
Shelly Ellerby and Susan Horan, Curriculum & Catalog

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **September 27, 2019** at 2:00 p.m.
The meeting adjourned at 3:30 p.m.

Minutes

The minutes of September 20, 2019 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. Once a course proposal is fully approved through the CIM workflow (approved proposal will be viewable under 'History' box on right side of CIM-Courses screen), 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).

Exception Requests for Third Experimental Course Offering			
Course #	Course Title	Notes	Effective Term
BIOM 180A1	Principles of Biomedical Engineering	1 st offering: Fall 2018 (14 students) 2 nd offering: Fall 2019 (16 students) Permanent course: BIOM 109	Spring 2020

Study Abroad Course – Permanent Offering			
Course #	Course Title	Notes	Effective Term
WS 322A/ ETST 322A	Study Abroad—Ghana: Youth Development, Transnational Perspectives	Permanent offering; 3 credits. Travel dates: 12/30/19 – 1/18/20 (20 days) Previously offered as WS 382B (Spring 2019: 18 students).	Spring 2020

Study Abroad Courses – 1 st Offering			
Course #	Course Title	Notes	Effective Term
JTC 382A	Study Abroad—Todos Santos: Multimedia Storytelling	1st offering; 3 credits. Travel dates: 10/26/20 – 11/8/20 (14 days)	Fall 2020
INST 382B	Study Abroad--Mediterranean: Mediterranean Environment and History	1st offering; 3 credits. Travel dates: 6/1/20 – 6/27/20 (27 days)	Summer 2020
INTD 482A	Study Abroad--Austria: Alpine Architecture and Sustainable Design	1st offering; 3 credits. Travel dates: 5/25/20 – 6/7/20 (14 days)	Summer 2020
MECH 182A	Study Abroad--Germany: Introduction to Mechanical Engineering	1st offering; 3 credits. Travel dates: August 2020 (10-12 days)	Fall 2020

New Courses			
Course #	Course Title	Notes	Effective Term
ART 309	Pre-Columbian Art of the Andes		Fall 2020
CIVE 505	Structural Inspection, Management and Repair	Previously offered as experimental course CIVE 580B1 (Spring 2017: 10 students; Fall 2018: 11 students).	Fall 2020
MKT 568	Sport Marketing	Offered Distance/Online and Face-to-face; 2 cr.; partial semester; Graduate only.	Fall 2020

NRRT 631	Protected Area Management	Offered as Distance/Online only. Proposed as required in the new Master of Park and Protected Area Management, Plan C. (CoSRGE Prep)	Fall 2020
NRRT 632	Integrated Park and Protected Area Management	Offered as Distance/Online only. Proposed as required in the new Master of Park and Protected Area Management, Plan C. (CoSRGE Prep)	Fall 2020
PSY 624	Positive Career Counseling and Coaching	Offered as Distance/Online only.	Spring 2020
SOCR 416/BZ 416	Pollination Biology and Management	Previously offered under SOCR 415/BSPM 415 (<i>submitted for deactivation</i>)	Spring 2020
SPMT 533	Economics and Data in Sport	Offered Distance/Online and Face-to-face; 2 cr.; partial semester; Graduate only. Approved as a new course on 2/22/19, but then withdrawn to update prerequisite: None SPMT-511, may be taken concurrently.	Fall 2020
SPMT 523	Communications and Media in Sport	Offered Distance/Online and Face-to-face; 2 cr.; partial semester; Graduate only. Approved as a new course on 12/7/18, but then withdrawn to update prerequisite: SPMT 533 or concurrent registration. SPMT-511, may be taken concurrently.	Fall 2020
SPMT 545	Sport Governance and Policy	Offered Distance/Online and Face-to-face; 2 cr.; partial semester; Graduate only.	Fall 2020
SPMT 572	Sport Organizational Communication	Offered Distance/Online and Face-to-face; 2 cr.; partial semester; Graduate only.	Spring 2020
SPMT 641	Sport Management Capstone	Offered as Distance/Online and Face-to-Face. 2 cr.; partial semester; Graduate only.	Fall 2020
SPMT 687	Sport Management Internship	Offered as Distance/Online and Face-to-Face. 2-4 variable credits; partial semester; Graduate only.	Fall 2020

Major Changes to Courses

Course #	Course Title	Notes	Effective Term
CIVE 513	Morphodynamic Modeling	Addition of Distance/Online offering.	Fall 2020
E 430	Eighteenth-Century 18th-Century English Fiction	Edits to course title, description, prerequisites, and offering term; change in grade mode from Student Option to Traditional.	Summer 2020
E 432	20th-Century British Fiction	Edits to course description, prerequisites, and offering term; change in grade mode from Student Option to Traditional.	Summer 2020
E 443	English Renaissance Drama	Edits to course description, prerequisites, and offering term.	Summer 2020
E 444	Restoration and 18 th -Century Drama	Edits to course description, prerequisites, offering year, and offering term; change in grade mode from Student Option to Traditional.	Summer 2020
ECE 614	Principles of Digital Communications	Addition of Distance/Online offering.	Fall 2020
NRRT 605	Human Dimensions of Natural Resources Theory	Addition of Distance/Online and Mixed Face-to-Face offerings; edits to course description and offering term.	Fall 2020

Guaranteed Transfer (GT) Pathways Course Submissions (*GT-MA1*)

Course #	Course Title	GTP Category/Notes	Effective Term
STAT 204	Statistics With Business Applications	Approved for AUCC Cat 1B: Quantitative Reasoning, and GT-MA1: Mathematics . Edits to course title, description, and prerequisites.	Spring 2020

Guaranteed Transfer (GT) Pathways Course Resubmissions (<i>GT-SS1</i>)			
Course #	Course Title	GTP Category/Notes	Effective Term
POLS 232	International Relations	Resubmission for AUCC Cat 3E: Diversity & Global Awareness, and GT-SS1: Economic or Political Systems . Existing AUCC 3E course.	Summer 2020
POLS 241	Comparative Government and Politics	Resubmission for AUCC Cat 3E: Diversity & Global Awareness, and GT-SS1: Economic or Political Systems . Existing AUCC 3E course. Addition of Distance/Online offering.	Fall 2020

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
ENVE-BS: Major in Environmental Engineering	Replacing required course CIVE 438 with CIVE 339; updates to elective lists.	Spring 2020
INST-ASTZ-BA: Major in International Studies, Asian Studies Concentration	Edits to elective lists.	Fall 2020
INST-EUSZ-BA: Major in International Studies, European Studies Concentration	Edits to elective lists.	Fall 2020
INST-LTSZ-BA: Major in International Studies, Latin American Studies Concentration	Edits to elective lists.	Fall 2020
INST-MEAZ-BA: Major in International Studies, Middle East and North African Studies Concentration	Edits to elective lists.	Fall 2020

Program Deactivations			
Program Title	Notes	Last admit term	Last term students can complete
MATH-CPMZ-BS: Major in Mathematics, Computational Mathematics Concentration		Fall 2019	Spring 2021

CONSENT AGENDA

Experimental Courses – 1st Offering			
Course #	Course Title	Notes/Changes	Effective Term
FSHN 581A1	Food Science and Nutrition Research Methods	Graduate only; S/U only.	Spring 2020

Experimental Courses – 2nd Offering (<i>for informational purposes only</i>)			
Course #	Course Title	Notes/Changes	Effective Term
CO 180A1	Writing Seminar – CSU Writing Center	1 st offering: Fall 2019 (11 students).	Spring 2020

Minor Changes to Courses			
Course #	Course Title	Notes/Changes	Effective Term
E 428	Post-Colonial Literature	Edit to prerequisites: E 100-499 or ETST 100-499 – at least 3 credits . Edit to offering term: As Needed Fall , Spring	Summer 2020

E 433	Literatures of the American West	Edit to prerequisites: E 100-499 – at least 3 credits. Edit to offering term: As Needed Every	Summer 2020
E 440	American Prose Before 1900	Edit to prerequisites: E 100-499 – at least 3 credits. Edit to offering term: As Needed Every	Summer 2020
E 441	American Prose Since 1900	Edit to prerequisites: E 100-499 – at least 3 credits.	Summer 2020

Minutes electronically approved by the University Curriculum Committee on 9/30/19.

Brad Goetz, Chair

Shelly Ellerby and Susan Horan, Curriculum & Catalog

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **October 4, 2019** at 2:00 p.m.

The meeting adjourned at 3:15 p.m.

Minutes

The minutes of September 27, 2019 were electronically approved on September 30, 2019.

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 fully approved through the CIM workflow (approved proposal will be viewable under 'History' box on right side of CIM-Courses screen), 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).

Discussion Items	
Topic	Notes
Curricular Policies & Procedures Handbook – housekeeping updates	UCC approved updates to reflect UCC/Faculty Council-approved changes to the Study Abroad section and general housekeeping edits (removing references to old paper forms, replacing 'prefix' with 'subject codes,' replacing 'joint-listed' with 'dual-listed,' etc.).

Study Abroad Courses – 1 st Offering			
Course #	Course Title	Notes	Effective Term
DM 482B	Study Abroad—China: Design and Merchandising	1st offering; 1 credit. Travel dates: 5/18/19-5/30/19 (13 days)	Summer 2020
POLS 482D	Study Abroad--Spain and Morocco: Politics of Food in the Mediterranean	1st offering; 3 credits. Travel dates: 6/1/20 – 6/27/20 (27 days)	Summer 2020

New Courses			
Course #	Course Title	Notes	Effective Term
NRRT 475	Leadership for Conservation Action	Proposed as required in HDNR-BS (saved not submitted)	Spring 2020

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
FTEC 110	Food-From Farm to Table	Addition of Distance/Online and Mixed Face-to-Face offerings; change in credit distribution from lecture to lecture/recitation; edit to offering term.	Spring 2020

CONSENT AGENDA

Minor Changes to Courses			
Course #	Course Title	Notes/Changes	Effective Term
BIOM 486B	Biomedical Design Practicum: Capstone Design II	Edit to prerequisites: BIOM 486A; (CBE 451) or (ECE 312) or (MECH 325; MECH 344) ; MECH 402 or (PH 353).	Spring 2021

CHEM 343	Modern Organic Chemistry II	Edit to prerequisites: <u>CHEM 241 with a grade of C- or better</u> , CHEM 245 <u>with a grade of C- or better</u> , or CHEM 341 <u>with a grade of C- or better</u> , or CHEM 345 <u>with a grade of C- or better</u> .	Summer 2020
E 455	European Literature After 1900	Edit to prerequisites: E <u>100-499 – at least 3 credits</u> . Edit to offering term: <u>As Needed</u> Spring Edit to Grade Mode: <u>Traditional</u> Student Option	Summer 2020
E 505A	Major Authors: English	Edit to prerequisites: E <u>300-499 – at least 6 credits</u> . Edit to offering term: <u>As Needed</u> Fall, Spring Edit to Grade Mode: <u>Traditional</u> Student Option	Summer 2020
E 505B	Major Authors: American		
E 505C	Major Authors: World		
E 506A	Literature Survey: English		
E 506B	Literature Survey: American		
E 506C	Literature Survey: Comparative		

Update/Correction to 9/20/19 Minutes			
Course #	Course Title	Notes	Effective Term
D 220D	Dance Techniques III: Pointe	1 cr.; written consent of instructor required. <u>Update/Correction:</u> <u>'May be taken up to six times for credit'</u> has been added to the 'Additional Registration Information and Explanation' field.	Spring 2020

Minutes approved by the University Curriculum Committee on 10/11/19.

Brad Goetz, Chair
Shelly Ellerby and Susan Horan, Curriculum & Catalog

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **October 11, 2019** at 2:00 p.m.

The meeting adjourned at 3:30 p.m.

Minutes

The minutes of October 4, 2019 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. Once a course proposal is fully approved through the CIM workflow (approved proposal will be viewable under 'History' box on right side of CIM-Courses screen), 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
ANTH 240	Museum and Cultural Heritage Studies	Previously offered as experimental course ANTH 281A2 (Fall 2018: 19 students).	Fall 2020
BSPM 515	Plant Biochemistry in Agriculture	Previously offered as experimental course BSPM 581A2 (Fall 2017: 9 students; Fall 2018: 5 students; Fall 2019: 10 students).	Fall 2020
DM 573	Entrepreneurship Theories in Apparel & Design	Previous offered as experimental course DM 580A1 (Fall 2016: 6 students; Fall 2018: 7 students).	Fall 2020
EDRM 664	Autoethnography and Reflective Practice II	2 cr.; offered Distance/Online and Face-to-face; requires admission into the Student Affairs in Higher Education program.	Fall 2020
EDRM 667	Student Affairs Assessment and Evaluation	Offered Distance/Online and Face-to-face; requires admission into the Student Affairs in Higher Education program.	Fall 2020
SOCR 572	Internet-Of-Things Environmental Sensors Lab	Previously offered as experimental course SOCR 581A3 (Fall 2017: 23 students; Fall 2018: 21 students; Fall 2019: 24 students).	Fall 2020
PSY 625	Positive Organizations and Leadership	Offered as Distance/Online only.	Fall 2020
VM 772	Veterinary Professional Development	Course material previously part of VM 712 .	Spring 2021

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
HIST 359	American Women's History Since 1800	Addition of Distance/Online offering; edit to offering term.	Summer 2020
IU 172	New Student Seminar	Edits to course description; changing registration requirement: Undeclared first-year students only Freshman or sophomore only .	Spring 2020
MATH 561	Numerical Analysis I	Credit decrease from 4 to 3; edit to prerequisites. Does not require any program changes – all elective lists.	Fall 2020
MATH 651	Numerical Analysis II	Credit decrease from 4 to 3; edit to prerequisites. Not listed in any programs.	Fall 2020
MU 524	Eurhythmics for the School Music Classroom Daleroze Eurhythmics. Level I	Edit to course title; change to partial semester.	Summer 2020

VM 728	Principles of Imaging Interpretation H	Credit increase from 2 to 3; edits to course title and description; addition of Registration Info: 'All courses must be taken in prescribed sequence in the DVM program.' Course content from VM 726 combined into VM 728.	Fall 2020
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New Graduate Degree		
Program Title	Notes	Effective Term
Master of Sport Management, Plan C	Offered as Main Campus Face-to-Face and Online/DCE. .	Fall 2020
Master of Sport Management, Plan C, Business Foundations Specialization	Offered as Main Campus Face-to-Face and Online/DCE.	Fall 2020

New Interdisciplinary Minor		
Program Title	Notes	Effective Term
Interdisciplinary Minor in American Sign Language	Offered Main Campus Face-to-Face.	Spring 2020

New Undergraduate Certificate		
Program Title	Notes	Effective Term
Certificate in Museum and Cultural Heritage Studies	Offered Main Campus Face-to-Face.	Fall 2020

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
IGSQ: Interdisciplinary Minor in Global Environmental Sustainability	Addition of Distance/Online offering format.	Fall 2020
ILAQ: Interdisciplinary Minor in Latin American and Caribbean Studies	Moving administrative unit from Intra-University/International Programs to Liberal Arts/Political Science; updates to elective list and footnotes.	Spring 2020
ISPO: Interdisciplinary Minor in Role of Sustainability in Peace and Reconciliation	Changing Elective Credits requirement from "Select 9 credits from ONE of the Aspects lists below" to "Select one course from each Aspect category below (for a minimum total of 9 credits)."	Fall 2020
CRCQ: Minor in Criminology and Criminal Justice	Changes to structure/distribution of 'Select from' lists.	Fall 2020

Program Deactivation			
Program Title	Notes	Last admit term	Last term students can complete
HORT-VTEZ-BS: Major in Horticulture, Viticulture and Enology Concentration	Due to low student numbers and the retirement of a faculty member who will not be replaced.	Fall 2019	Spring 2022

CONSENT AGENDA

Course Deactivations			
Course #	Course Title	Notes/Changes	Effective Term
VM 712	Veterinary Professional Development	Course content combined into VM 772 .	Spring 2020
VM 726	Principles of Imaging Interpretation I	Course content combined into VM 728 .	Spring 2020

Minor Changes to Existing Programs		
Program Title	Notes	Effective Term
ENVQ: Minor in Environmental Engineering	Replacing CBE 439/CIVE 439 with CIVE 330 in a 'Select 9 credits from the following' list; update to Electives list.	Fall 2020
LGSQ: Interdisciplinary Minor in Legal Studies	Addition of LB 360 in a 'Select from' list.	Spring 2020

Minutes approved by the University Curriculum Committee on 10/18/19.

Brad Goetz, Chair
Shelly Ellerby and Susan Horan, Curriculum & Catalog

ACADEMIC CALENDAR

FALL SEMESTER 2024 THROUGH SUMMER 2026

Fall Semester 2024

Aug. 15, 16	Thursday-Friday	Orientation
Aug. 19	Monday	Classes Begin
Aug. 23	Friday	End Restricted Drop
Aug. 25	Sunday	End Regular Add
Sept. 2		Monday Holiday - University Offices Closed - No Classes
Sept. 4	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 14	Monday	End Course Withdrawal (“W”) Period
Nov. 23	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 28-29	Thursday-Friday	Holiday – University Offices Closed - No Classes
Nov. Dec 2	Monday	Classes Resume
Dec. 6	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 9-13	Monday-Friday	Final Examinations
Dec. 13-15	Friday-Sunday	Commencement
Dec. 17	Tuesday	Grades Due
Dec. 26-27	Thursday-Friday	Holiday – University Offices Closed
(79 Days, Including Final Examinations)		

Spring Semester 2025

Jan. 1	Wednesday	Holiday – University Offices Closed
Jan. 16-17	Thursday-Friday	Orientation, Advising and Registration for New Students
Jan. 20	Monday	Holiday – University Offices Closed
Jan. 21	Tuesday	Classes Begin
Jan. 24	Friday	End Restricted Drop
Jan. 26	Sunday	End Regular Add
Feb. 5	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
Mar. 8	Saturday	Spring Break Begins – No Classes Next Week
Mar. 17	Monday	End Course Withdrawal (“W”) Period
Mar. 17	Monday	Classes Resume
May 2	Friday	Last Day of Classes; University Withdrawal

May 5-9	Monday-Friday	Deadline
May 9-11	Friday-Sunday	Final Examinations
May 13	Tuesday	Commencement
(79 Days, Including Final Examinations)		Grades Due

Summer Session 2025

May 12	Monday	1st 4 Week and 12 Week Term Begins
May 26	Monday	Holiday University Offices Closed - No Classes
Jun. 6	Friday	1 st 4 Week Term Ends
Jun. 9	Monday	2 nd 4 Week Term and 8 Week Terms Begin
Jun. 18	Wednesday	Census
July 3	Thursday	2 nd 4 Week Term Ends
Jul. 4	Friday	Holiday – University Offices Closed - No Classes
Jul. 7	Monday	3 rd 4 Week Term Begins
Aug. 1	Friday	8, 12 and 3 rd 4 Week Terms End
Aug. 5	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 2025

Aug. 14-15	Thursday-Friday	Orientation
Aug. 18	Monday	Classes Begin
Aug. 22	Friday	End Restricted Drop
Aug. 24	Sunday	End Regular Add
Sept. 1	Monday	Holiday - University Offices Closed - No Classes
Sept. 3	Wednesday	Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 13	Monday	End Course Withdrawal (“W”) Period
Nov. 22	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 27-28	Thursday-Friday	Holiday – University Offices Closed
Dec 1	Monday	Classes Resume
Dec. 5	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 8-12	Monday-Friday	Final Examinations
Dec. 12-14	Friday-Sunday	Commencement

Dec. 16 Tuesday Grades Due
 Dec. 24-26 Wednesday-Friday Holiday – University Offices Closed
 (79 Days, Including Final Examinations)

Spring Semester 2026

Jan. 1	Monday	Holiday – University Offices Closed
Jan. 15-16	Thursday-Friday	Orientation, Advising & Registration for New Students
Jan. 19	Monday	Holiday – University Offices Closed
Jan. 20	Tuesday	Classes Begin
Jan. 23	Friday	End Restricted Drop
Jan. 25	Sunday	End Regular Add
Jan 28	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 nd birthday
Mar. 7	Saturday	Spring Break Begins – No Classes Next Week
Mar. 16	Monday	End Course Withdrawal ("W") Period
Mar. 16	Monday	Classes Resume
May 8	Friday	Last Day of Classes; University Withdrawal Deadline
May 11-15	Monday-Friday	Final Examinations
May 15-17	Friday-Sunday	Commencement
May 19	Tuesday	Grades Due

(79 Days, Including Final Examinations)

Summer Session 2026

May 18	Monday	1st 4 Week and 12 Week Term Begins
May 25	Monday	Holiday - University Offices Closed - No Classes
Jun. 12	Friday	1 st 4 Week Term Ends
Jun. 15	Monday	2 nd 4Week Term and 8 Week Terms Begin
Jun. 17	Wednesday	Census
Jul. 3	Friday	Holiday – University Offices Closed - No Classes
Jul. 10	Friday	2 nd 4 Week Term Ends
Jul. 13	Monday	3 rd 4 Week Term Begins
Aug. 7	Friday	8, 12 and 3 rd 4 Week Terms End
Aug. 11	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.

MEMO

TO: Tim Gallagher, Chair, Faculty Council

FROM: Melinda Smith, Chair, Committee on Scholarship, Research and Graduate Education

DATE: October 3, 2019

RE: Revisions to the *Graduate and Professional Bulletin*: Requirements for all Graduate Degrees and Graduation Procedures

The Committee on Scholarship, Research, and Graduate Education move that Faculty Council adopt the following revisions to the sections “Requirements for all Graduate Degrees” and “Graduation Procedures” of the *Graduate and Professional Bulletin*, to be effective upon Faculty Council adoption:

Additions – underlined Deletions ~~overscore~~

REQUIREMENTS FOR ALL GRADUATE DEGREES

Continuous Registration

All students admitted to a graduate program at CSU are required to be continuously registered in the fall and spring semester throughout their degree programs. This policy applies from the time of first enrollment through the graduation term. Students may fulfill this requirement by registering for any graduate credit-bearing course (regular or non-regular). As an alternative, students may opt for a Continuous Registration (CR) status. Registration for CR status is accomplished in the same way as registration for courses. Section ID numbers appear in the class schedule under the CR subject code. Students registering for CR will be assessed a fee for each semester of CR registration. Students who register for CR on or after the first day of the term will be charged a Late Registration Fee. Students must be either enrolled for at least one credit or must register for CR during the term (fall, spring, summer) they ~~complete their degree requirements~~ graduate.

Graduate Enrollment Requirement

Graduate degree candidates must be either enrolled for at least one credit or must register for CR during the term (fall, spring, or summer) they will ~~complete their degree requirements~~ graduate.

GRADUATION PROCEDURES

Application for Graduation

A graduate student must apply for graduation by submitting to the Graduate School Office an Application for Graduation (GS Form 25). (Deadlines are available on the **Graduate School website**.) For students in combined bachelor’s/master’s degree programs (Integrated Degree Program (IDP) Admissions), an application for graduation from the Graduate School must be either contemporaneous or subsequent to filing an application for receiving the bachelor’s degree. Students must be registered during the semester they ~~complete their degree requirements~~ graduate as specified under Graduate Enrollment Requirement above.

Clearance for Graduation

Departmental requirements (i.e., language requirement, preparation of required papers for publication, return of keys and equipment, cleaning up office and laboratory areas) and discrepancies in grades for graduation term must be completed by the end of the graduation term.

Failure to meet all requirements during the term requested on GS Form 25 will necessitate reapplication for graduation (online). Diplomas will be mailed approximately six to eight weeks after the end of the graduation term to the mailing address on file with CSU.

Rationale:

According to the current policy, a student who misses the graduation term deadline may avoid the need to register for the subsequent term if they complete all degree requirements by the end of current term. For example, a student who misses the Fall graduation term will not graduate until the following Spring term. However, if the student completes all the degree requirements (defense, submission of thesis/dissertation, necessary forms, clears all discrepancies, etc.) by the last day of finals of the Fall semester, the student does not need to register for credit or Continuous Registration in Spring, the term in which the degree is conferred.

As a result, it is not uncommon for students to submit theses and dissertations the last week of a given semester. This practice puts the Graduate School Staff, who are already taxed with serving many graduates in the last week of the semester, in a position where they are not able to provide the best customer service. Often, the students submitting in the last week of the semester have unrealistic expectations that the Graduate School staff will review and approve the thesis/dissertation, associated forms, and verify the student has cleared all degree requirements in a very short amount of time.

In summary, the current language in the Bulletin sets a deadline for Graduate School staff – not the student who is responsible for submitting all necessary documents by the graduation term deadlines. Revising the language will align tuition/Continuous Registration payment with the graduation term. The change prevents a demand for unreasonable turnaround times for those who will not graduate until the next semester and simply want to avoid fees in their graduate term.

MEMO

TO: Tim Gallagher, Chair, Faculty Council

FROM: Melinda Smith, Chair, Committee on Scholarship, Research and Graduate Education

DATE: October 3, 2019

RE: Revisions to the *Graduate and Professional Bulletin*: Graduate Certificate Program

The Committee on Scholarship, Research, and Graduate Education move that Faculty Council adopt the following revision to the section “Graduate Certificate Program” of the *Graduate and Professional Bulletin*, to be effective upon Faculty Council adoption:

Additions – underlined Deletions ~~overscored~~

Graduate Certificate Program

Graduate Certificates are optional and are offered by certain departments, special academic units (SAUs), or colleges. A Graduate Certificate consists of a minimum of 9 specified credits and not more than 15 credits. All of the credits must be coursework at the graduate level (500- to 700-level). A student must earn a cumulative GPA of 3.000 or better and a minimum of a “C” in all ~~the~~ courses ~~required~~ in the Graduate Certificate. All coursework must be traditionally graded.

A Graduate Certificate may include courses from one or more academic units or special academic units. For certificates involving courses from two or more units, the coordinating department is indicated in the List of Graduate Certificates.

Guest and degree-seeking students with bachelor’s degrees are eligible to apply to participate in the Graduate Certificate Program. Students must apply for admission into the program and for the conferral of the certificate. Students must be enrolled at CSU to receive and complete the certificate requirements. Graduate certificates by title are noted on the student’s academic record (transcript). For degree seeking students this is at the time of degree conferral. The certificate title is not on the diploma. See the **Graduate School website** for details.

Rationale:

The current language implies that within a certificate program, some courses may be required and some may be electives. The proposed revision clarifies that all courses taken for the graduate certificate program are required for the certificate, and that a grade of “C” or better must be achieved in all courses of the certificate program.

MEMO

TO: Tim Gallagher, Chair, Faculty Council

FROM: Melinda Smith, Chair, Committee on Scholarship, Research and Graduate Education

DATE: October 3, 2019

RE: Revisions to the *Graduate and Professional Bulletin*: Scholastic Standards

The Committee on Scholarship, Research, and Graduate Education move that Faculty Council adopt the following revisions to the section “Scholastic Standards” of the *Graduate and Professional Bulletin*, to be effective upon Faculty Council adoption:

Additions – underlined Deletions ~~overscored~~

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 (GPA) in each of the following GPA categories:

1. Overall course GPA, defined as the GPA calculated from all regular and non-regular courses graded traditionally (A through F).

- Regular courses with course numbers less than X82.
- Non-regular courses with numbers X82 to X99.

2. Regular course GPA, defined as the GPA calculated from all regular courses graded traditionally.

3. Program of Study overall GPA, defined as the GPA calculated from all traditionally graded regular and non-regular courses listed on the approved program of study.

4. Program of Study regular GPA, defined as the GPA calculated from all traditionally graded regular courses listed on the approved program of study.

A minimum GPA of 3.000 in categories 1 and 2 are required to remain in good academic standing. For graduation, a minimum GPA of 3.000 is required in all four categories.

Separate GPAs are calculated based on courses taken as a master’s or doctoral student. For example, changing from a master’s degree to a doctoral degree, or vice versa, will create separate GPAs based on grades received in coursework taken at each degree level.

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 3.00 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. Exceptions to the probationary period are:

- 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, and
- Students who were admitted after waiver of the minimum undergraduate GPA requirement are considered provisionally admitted. Such students must achieve a regular and overall GPA of 3.000 or higher their first semester or they will be dismissed from their programs and the Graduate School.

During ~~this~~ the 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.

When a student's graduate advisory committee or an appropriate departmental graduate committee finds that a student is not making satisfactory progress toward the degree due to factors other than grade point average, and that satisfactory progress cannot be anticipated, a plan should be created and the following steps should be taken.

1. Inform the student of the concerns, create a progress plan with the student, develop a timeline and inform the student of the potential consequences (dismissal) if the progress is not satisfactory.
2. The committee should keep in contact with the student to give feedback during the progress plan timeline and document such contacts and their outcomes.

3. At the end of the timeline, if progress is not adequate, the committee may recommend dismissal from the program. The recommendation goes to the Department Head and the Dean of the Graduate School and should include documentation on the steps taken with justification for this action.

The recommendation must be referred to the Department Head for approval and the Dean of the Graduate School for final action. The student may appeal such an immediate dismissal through the existing Graduate School appeals procedure. Departments which invoke this process must have published guidelines explaining the performance indicators which lead to immediate dismissals.

Grades of C or higher must be earned in all ~~required~~ courses on a Program of Study. Outside of the Program of Study, D grades may be accepted in background courses, but such courses must be included in the computation of the cumulative grade point average. There is no repeat/delete option in Graduate School. If a student repeats a course that is on the Program of Study, both courses will be listed on the Program of Study. The Program of Study GPA will be calculated with the higher course grade only, and not with the average grade of both courses. The grades for both courses are included in the GPA calculation for the overall course GPA and regular course GPA from courses taken within and outside of the Program of Study.

Graduate students may take 100 and 200 level courses for general enlightenment or to satisfy a background requirement. These courses are not to be included in the student's program of study, and grades earned in such courses will not be considered in computing the graduate grade point averages described above. Once admitted to a graduate program, grades earned in courses 300 level and above will be considered in computing the graduate GPA. Standards and requirements for off-campus graduate study are the same as those standards and requirements on campus. The academic department head has the basic responsibility for the implementation of this policy. Note that only courses with a grade of B or better may be accepted as transfer courses and such courses are not included in the student's calculation of grade point averages.

Rationale:

1. The first change revises the probationary period language for greater clarity.
2. The second revision clarifies that all courses listed on the Program of Study are considered required for the degree. It also explains how the Program of Study GPA is calculated in the situation when a Program of Study course is retaken due to poor performance the first time. The Graduate School calculates the Program of Study overall and regular GPAs with the grade of the repeated course only, and not with the average grade of both courses. This is done because courses within the Program of Study cannot be withdrawn or dropped after the course has been graded.

MEMORANDUM

DATE:

TO: Chair of Faculty Council

FROM: Steven Reising, Chair, Committee of Faculty Governance

SUBJECT: Proposed revision to Sections **C.2.3.1** of the ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL

The Committee on Faculty Governance submits the following amendment:

MOVED, THAT SECTION **C.2.3.1.a** of the ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE AMENDED AS FOLLOWS:

Additions are underlined, and deletions are indicated by ~~strikeouts~~.

C.2.3.1 Colleges and Academic Departments

The colleges, each organized under their respective academic dean, have general charge over their respective undergraduate and/or professional degree programs. These are:

a. College of Agricultural Sciences (*last revised November 5, 2019*)

Comprising the Departments of Agricultural and Resource Economics; Animal Sciences; ~~Bioagricultural Sciences and Pest Management~~ Agricultural Biology; Horticulture and Landscape Architecture; and Soil and Crop Sciences.

b. College of Health and Human Sciences (*last revised February 6, 2013*)

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

c. College of Business

Comprising the Departments of Accounting; Computer Information Systems; Finance and Real Estate; Management; and Marketing.

d. College of Engineering (*last revised January 27, 2006*)

Comprising the Departments of Atmospheric Science; Chemical and Biological Engineering; Civil and Environmental Engineering; Electrical and Computer Engineering; and Mechanical Engineering.

e. College of Liberal Arts (*last revised March 31, 2019*)

Comprising the Departments of Anthropology and Geography.; Art and Art History; Communication Studies; Economics; English; Ethnic Studies; History; Journalism and Media Communication; Languages, Literatures and Cultures; Philosophy; Political Science; Sociology; and School of Music, Theatre, and Dance.

f. College of Natural Resources (*last revised June 21, 2011*)

Comprising the Departments of Ecosystem Science and Sustainability; Fish, Wildlife, and Conservation Biology; Forest and Rangeland Stewardship; Geosciences; and Human Dimensions of Natural Resources

g. College of Natural Sciences

Comprising the Departments of Biochemistry and Molecular Biology; Biology; Chemistry; Computer Science; Mathematics; Physics; Psychology; and Statistics.

h. College of Veterinary Medicine and Biomedical Sciences

Comprising the Departments of Biomedical Sciences; Clinical Sciences; Environmental and Radiological Health Sciences; and Microbiology, Immunology and Pathology.

Rationale:

1) The current Department of Bioagricultural Sciences and Pest Management would like to change its name to the Department of Agricultural Biology. This new name is more descriptive of what we do, is easier to understand, and will facilitate attracting students, staff and faculty. The members of our faculty are all biologists, and most of them work within agriculture; hence, the name Agricultural Biology is both succinct and descriptive. The name is also easy to remember, and we think that it will resonate better with the citizens of Colorado and the world.

2) A department with similar expertise to ours, at New Mexico State University, uses this name for their undergraduate major, and theirs is one of fastest growing majors across their campus. Therefore, clearly the name has some appeal to undergraduates. We are working to initiate an undergraduate program in Agricultural Biology, and while a match between the name of the major and the department is not absolutely necessary, it will facilitate students finding our program and identifying the department with it. Therefore, we are especially optimistic about the impact on the recruitment of undergraduates to the soon-to-be major.

3) The department voted on a set of possible names, and this one was chosen by a solid margin. Further, the department chairs in the college also approved it enthusiastically.

Last year, the proposal was brought to potentially affected departments and discussed with administration, and approved by them, including:

- Department of Biology
- Dean of the College of Agricultural Sciences
- Dean of the College of Natural Sciences
- Provost and the Vice Provost for Faculty Affairs

Also see the appended support letter from Dean Ajay Menon.

October 21, 2019

TO: Timothy Gallagher, Chair
Executive Committee and Faculty Council

FROM: Brad Goetz, Chair
University Curriculum Committee

SUBJECT: New Degree: Master of Sport Management, Plan C

The University Curriculum Committee moves Faculty Council adopt the following:

A new Master of Sport Management, Plan C, to be established effective Fall 2020 in the College of Liberal Arts.

According to the request submitted:

Description:

The Master of Sport Management (MSPMT) program provides a mixture of academic and applied education in areas such as sport governance, policy, marketing, and leadership. All curriculum of the program is geared towards providing students with the necessary skills and knowledge to become successful sport industry leaders.

Program Catalog Copy:

Graduates of the MSPMT program become mid-to-high level sport industry leaders in domestic and global as well as private, public, and non-governmental sport organizations. Students are prepared to pursue leadership roles within sport equipped with critical understandings and tools for effective responsiveness to the shifts in industries of sport. Graduates of the sport management master's program will gain practical and theoretical knowledge to pursue a range of mid-high level positions in sport. This specialization has a focus on preparing managers across the sport industry. All curriculum of the program is geared towards providing students with the necessary skills and knowledge to become successful sport industry leaders.

Rationale:

The proposed MSPMT program aligns with CSU's land-grant mission and the University's strategic plan. This program leverages the world class reputations of Colorado State University System, CSU-Fort Collins campus, the premier franchise of the Denver Broncos professional football organization. The MSPMT is also supported by other sport industry leaders locally within the state of Colorado and stakeholders outside the state regarding support for student experiential learning opportunities and classroom engagement. This program provides a path by which graduates can contribute to problem

solving in the public and private sectors of the sport industry. This program will increase graduate student enrollment at CSU by attracting students interested in serving in the multifaceted industry of sport both domestically and internationally.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 10/3/19 and by the University Curriculum Committee on 10/11/19.

Attachment

FACULTY COUNCIL RESOLUTION ON BUDGET PRIORITIES

October 2019

- (1) WHEREAS instructional spending per student at CSU has remained flat, after accounting for inflation, since 2009;
- (2) WHEREAS athletic subsidies have almost doubled during this same period, amounting to \$25.4 million in FY18;¹
- (3) WHEREAS \$5.9 million of these subsidies came from student athletic fees that raised the cost of attendance;¹
- (4) WHEREAS Faculty Council believes that more resources should be devoted to CSU's primary academic mission without increasing tuition and fees;
- (5) BE IT RESOLVED that Faculty Council urges the CSU administration to significantly reduce athletic program subsidies, and to use the savings to support the university's primary academic mission.

ENDNOTES

1. Budgetary subsidies are provided by the university to the athletic program to offset athletic program budget deficits. Athletic program budget data from NCAA financial reports, available at <https://sports.usatoday.com/ncaa/finances/>. The FY18 subsidy is reduced by a \$0.5 million transfer from athletics back to the general fund.

Board of Governors – Faculty Council Representative Report – CSU-Fort Collins

Respectfully submitted by Stephanie Clemons, Ph.D. CSU Faculty Council Meeting - November 5, 2019

Board of Governors Meeting – October 3-4, 2019 – Location: CSU-Fort Collins Campus

Executive Summary

CSU-Fort Collins highlights. Meridian Village (MV) update. Two-phase process. First phase: bring 1,000 beds online in MV; take 400 beds offline in Allison. Allison + Newsom need maintenance. Data indicates grades are higher if students live on campus rather than off-campus. It is projected that MV will offer beds to freshmen and sophomores; with fewer dining seats as more students are choosing “grab ‘n go”. Facility opening: fall 2022. President McConnell’s report: Race, Bias, Equity Initiative discussed. CSU is playing a critical role in “convening” (e.g. Salazar Center, International Symposium on Conservation Impact (SoeGES). Medical School Branch: first 4-year cohort starts spring 2021; curriculum accredited through CU Anschutz Medical Campus. Curriculum unique to CSU: One Health framework, access to rural medicine practice in rural communities, access to various research on our campus, and renowned vet school and branch of medical school in same college. College Spotlights: College of Agriculture and Warner Scott College of Engineering. Consent Agenda Items - all approved.

CSU-Global highlights. Demographics: 19,000 active students; 71% undergrad + 29% graduate students; 58% female population; 38% first gen students. Growth: 14%. Projecting influx of new students. No tuition increase expected to ensure competitive edge. Rolling out new “esports” program. <https://csuglobal.edu/esports-program>. CSU-Global is considering other innovative solutions moving forward.

CSU-Pueblo highlights. Demographics: 84% in-state students; graduating more students. Retention rate for Hispanic students is equal to non-Hispanic; atypical of national trend. Some students opting to use online rather than face-to-face. Issue: as students migrate to online, they are paying less fees to support infrastructure; poses a financial issue. Therefore, considering cost avoidance strategies (e.g. wind power). Another goal is to increase summer enrollment. New programs: social work and nurse practitioner. Continuing to move forward with *Implementing Vision 2028*. <https://www.csupueblo.edu/vision2028/>.

System Highlights: National Western – Building up community programs to transfer to new physical facilities (e.g. oral histories from students, Platte River activities, community health clinic, and partnership with CU to offer mobile vet clinic). Developing 1) “journey maps” to National Western campus and 2) National Western branding. **Todos Santos** – developing a five-year strategic plan. College of Liberal Arts (CLA) offering first full semester set of courses, fall 2019. See CSU “State” magazine for additional details. Programs at Todos include continuation of “Kids Do it All” CLA program; in sixth year of operation; Todos Santos students team up with CLA theatre students; community loves it! **Sturm Collaboration Campus** opened. Pioneering venture between CSU, Douglas County, and Arapahoe Community College (ACC). It is CSU’s Regional Engagement Hub in Castle Rock. Offers 2 + 2 Program between ACC and Douglas School District. Offers a variety of degrees and certificates within three of ACC’s Pathways: Business, Health, and Technology.

Discussions held with representatives from CSU Extension and CSU-Fort Collins Student Veterans.

Special Reports received - Engagement/Extension and Annual Public Safety Reports/Clery Reports.

Standing Committee Reports received - Academic and Student Affairs Committee, Audit and Finance, Real Estate/Facilities Committee and Evaluation Committee.

Next BOG Meeting: December 5-6, 2019, Denver - CSU System.

September 9, 2019

To: Tim Gallagher, Chair, Faculty Council
From: Matt Hickey, Chair, Committee on Teaching and Learning
Subject: Report from the Task Force on Institutional Learning Objectives

The Committee on Teaching and Learning submits the following report from the Task Force on Institutional Learning Objectives (ILOs).

Background:

The most recent accreditation visit to CSU from the Higher Learning Commission (HLC) resulted in a suggestion to consider developing ILOs to frame the undergraduate curriculum. By stating the knowledge, skills, attitudes, and habits of mind an institution's graduates should demonstrate, ILOs clarify for current and prospective students, families, instructors, and other internal and external stakeholders the value of an education at that institution. During a 2017 Fall Forum session, Kelly Long, Laura Jensen, and Matt Hickey shared the rationale for developing ILOs, examples of peer institutions' ILOs, and explanations of how these institutions developed their ILOs, then led a discussion of options for how to proceed at CSU. Following the Fall Forum, the Provost's Office asked the Committee on Teaching and Learning (CoTL) to constitute and charge a Task Force with developing ILOs for CSU. The Task Force was constituted in October 2017 and met throughout the Fall 2017 and Spring 2018 terms. In April 2018, the Task Force submitted a preliminary report to CoTL, recommending that stakeholder input be sought on the draft ILOs. From May-October 2018, CoTL solicited and received this stakeholder input. The Task Force was reconvened in November 2018 and used this input to revise the ILOs over the next several months. CoTL received formal recommendations on ILOs from the Task Force in February 2019. The ILOs were discussed and edited in CoTL at the February 25 and March 11 meetings. CoTL formally endorsed the ILOs at the March 11 meeting, and the report was discussed at the September 6th UCC meeting. The draft graphic shared on the final page of the report was designed by one of the Task Force members, and simply serves to show the interconnectedness of the ILOs; they are not meant to "stand alone".

Recommendations regarding Institutional Learning Objectives

A report created by the CoTL Task Force on Institutional Learning Objectives

Task Force Members:

Lumina Albert (Associate Professor, College of Business, Daniels Ethics Fellow, member, CoTL)
 Shannon Archibeque-Engle (AVP, Strategic Initiatives & Assessment, Office of the Vice President for Diversity)
 Shawn Archibeque (Associate Professor, College of Agriculture and Associate Chair, CoTL)
 Ben Clegg (Professor, College of Natural Sciences, member CoTL)
 Maricela DeMirjyn (Associate Professor, College of Liberal Arts)
 Jody Donovan (AVP, Student Affairs & Dean of Students)
 Gwen Gorzelsky (Executive Director, The Institute for Learning and Teaching)
 Matthew Hickey (Professor and UDS, College of Health and Human Sciences, Chair, CoTL)
 Katie Lloyd (Director of Career Education, The Career Center)
 David McKelfresh (Executive Director for Assessment & Research, Student Affairs, Faculty, School of Education)
 Latoya Noel (Academic Success Coordinator, Food Science and Human Nutrition)
 Branislav Notaros (Professor and UDS, College of Engineering)
 Sara Rathburn (Professor, Warner College of Natural Resources)
 Erica Suchman (Professor and UDS, College of Veterinary Medicine and Biomedical Science)
 Renae Watson (Assistant Professor, Morgan Library)
 Kerry Wenzler (Director, Orientation and Transition Programs)
 Theresa Wernimont (Instructor, College of Business)

Introduction

In the Fall 2017 term, the Provost's Office invited the Faculty Council Standing Committee on Teaching and Learning (CoTL) to form a Task Force to develop recommendations regarding Institutional Learning Objectives (ILOs) to help provide a framework for the overall educational mission at CSU. The impetus for developing ILOs arose from the most recent Higher Learning Commission (HLC) accreditation visit, when a suggestion was made that CSU consider developing ILOs. Nationally, many of our peer institutions have articulated ILOs to frame institutional educational objectives and help provide a coherent framework within which individual course and programmatic learning outcomes can be oriented.

ILOs are meant to provide a framework for curricular and co-curricular coherence; in principle, the ILOs are conceptually linked to the university [Principles of Community](#) and individual course-level and program-level student learning outcomes (SLOs). By design, the SLOs within any given course or program may justifiably be aligned with one or more ILOs as part of the overall curricular and co-curricular framework. The alignment between SLOs and ILOs allows for coherent curricular and program mapping and design, affords opportunities for reflection on the relationship between the All-University Core Curriculum (AUCC) and disciplinary coursework, and can provide students a framework for understanding the coherence between AUCC, discipline-specific, elective coursework, and co-curricular learning. Moreover, ILOs make explicit the guiding principles that form the basis of the educational experience at Colorado State University.

Colorado State University Institutional Learning Objectives

An education at CSU is an opportunity for rigorous engagement with people and ideas in an environment built on the foundation of intellectual diversity and the free exchange of ideas that are at the heart of academic and intellectual freedom and oriented toward the common good. The pursuit of learning is rooted in our fundamental commitment to diverse viewpoints, open inquiry, and constructive disagreement in our pursuit of scholarship and learning. This commitment is manifested as the sustained willingness to engage with and understand different perspectives, ideas, histories, and approaches to solving complex social problems - and the attendant responsible exercise of freedom of speech and freedom of association – that form the basis for the vibrant academic life of the university. It is equally manifested through practice in the components of a traditional liberal education - employing the habits of mind, stimulating imagination, developing appreciation for the creative arts, developing the ability to communicate effectively in speech and writing, and understanding the ethical implications and societal applications of discoveries in science and technology. Here, these components are joined with the distinctive features of a CSU education, including the consistent pursuit of environmental sustainability, multidisciplinary approaches to human and animal health, and our sustained commitment to equity and inclusive excellence that is oriented toward expanding educational opportunity and building collaborative communities that apply and adapt knowledge to pursue solutions to the complex problems that impact the citizens of Colorado, the United States, and the world. This commitment reflects our land-grant mission of access, excellence, and engagement to inspire responsible citizenship and promote lifelong learning and community development inside and outside the classroom. As a research-intensive university, CSU is committed to designing and delivering curricula informed by the best scholarship in the art and science of teaching and learning. This commitment to the science of teaching and learning informs our approach to continuous improvement in delivering on our educational mission. Given these foundational commitments, the CSU Institutional Learning Objectives (ILOs) toward which our educational experience and mission are oriented include:

Creativity

Education for creativity includes the development of an understanding of the ways in which the arts and sciences support expression of the diversity of the human experience and human community, and the development of the ability to apply creative skills in problem solving; it stimulates the imagination to inform new ways of understanding our place in the world and contributes to innovative solutions addressing the challenges we face locally and globally.

Reasoning

Education for reasoning includes the development and application of logic, analytic and synthetic skills, the reflective discovery and use of information, the ability to identify and understand problems, ask effective questions, understand and apply ethical principles appropriate to the task(s) and communities at hand, and the application of requisite knowledge and skills as part of multidisciplinary approaches to key challenges at all levels of society.

Communication

Education for personal and professional expression includes the development of written and oral communication skills for technical, professional, and public audiences. These skills include developing the capacity to listen substantively and communicate effectively and respectfully in settings where a variety of viewpoints, cultures, identities, and objectives may intersect; skills central to effective and equitable communication in a diverse society.

Responsibility

Education for personal and social responsibility is built upon an understanding of the social and educational advantages of viewpoint diversity and the ability to learn from those with perspectives, histories, cultures, and identities different from our own. Personal and social responsibility involves shared deliberation on the just ordering of political and legal systems, the presence of and options for responding to systemic barriers to equity and inclusiveness, and an understanding of the interconnectedness of societies worldwide. Finally, personal and social responsibility also includes understanding and being able to articulate and justify the values and principles involved in personal decision-making, taking responsibility for our own actions, speech, and reasoned convictions, engaging in critical reflection, and as warranted, self-correction or principled dissent; as well as understanding and participating in relevant governance systems.

Collaboration

Education for collaboration is oriented toward the effective and sustainable stewardship of human, economic, and environmental resources. This involves developing cooperative and mutually beneficial relationships with others; understanding of the advantages of shared discourse, open inquiry, and constructive disagreement regarding proposed solutions to social problems; demonstrating skill in guiding and assisting a group, organization, or community in meeting its goals; understanding the dynamics of a group and exhibiting democratic principles as a leader or group member; and communicating a vision, mission, or purpose that encourages commitment and action in others.

In order to deliver on these Institutional Learning Objectives, CSU graduates will throughout their education be immersed in sustained engagement with and reflection upon the interrelated core and discipline-specific knowledge domains including:

- **Creative and Aesthetic Expression**
- **Ethical Foundations of Sciences and Societies**
- **Economic and Financial Literacy**
- **Natural, Physical, Social and Behavioral Scientific Knowledge**
- **Qualitative and Quantitative Methods for Acquiring, Interpreting, and Using Data**
- **Historical Knowledge**
- **Civic and Political Knowledge**
- **Cultural and Global Knowledge**

These domains undergird the specific knowledge and skills requisite to contribute to society as graduates of CSU. They are integrated in a curricular and co-curricular design that prepares students for success both as professionals and as responsible and self-aware community citizens who are equipped to be lifelong learners.