

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
September 7, 2021 – 4:00pm – Microsoft Teams**

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – September 7, 2021

A. ANNOUNCEMENTS

- a. Next Faculty Council Meeting – October 5, 2021 – Microsoft Teams – 4:00pm
- b. Schedule of 2021-2022 Faculty Council Meeting Dates (p. 4)
- c. Faculty Council Membership for 2021-2022 (pp. 5-8)
- d. Faculty Council Standing/Advisory Committee Membership for 2021-2022 (pp. 9-12)
- e. University Committees 2021-2022 (pp. 13-14)
- f. Parliamentary Motions – Quick Reference (p. 15)
- g. Parliamentary Motions – What They Mean (p. 16)
- h. Housing Task Force Survey (pp. 17-19)
- i. DEI Faculty Professional Development Report – Office of the Vice President of Inclusive Excellence (pp. 20-26)

B. MINUTES TO BE APPROVED

- a. Faculty Council Meeting – May 4, 2021 (pp. 27-53)

C. UNFINISHED BUSINESS

D. CONSENT AGENDA

- 1. Confirmation of Faculty Council Secretary
- 2. Confirmation of Faculty Council Professional Registered Parliamentarian
- 3. UCC Minutes – April 2, 23, 30 & May 7, 2021 – UCC Minutes approved by Executive Committee on behalf of Faculty Council at meeting on May 11, 2021 (pp. 54-68)
- 4. New CIOU: One Health Institute – Committee on University Programs – New CIOU approved by Executive Committee on behalf of Faculty Council at meeting on May 11, 2021 (pp. 69-70)

5. Extension of Late Withdrawal for Fall 2021 – approved by Executive Committee on behalf of Faculty Council (pp. 71-72)

E. ACTION ITEMS

1. New Degree: Master of Park and Protected Area Management, Plan C – University Curriculum Committee – Brad Goetz, Chair (pp. 73-78)
2. New Degree: Master of Prevention Science Practice, Plan C (M.P.S.P) – University Curriculum Committee – Brad Goetz, Chair (pp. 79-83)
3. Motion on Sections C.2.1.3.2 & C.2.1.9 of the Academic Faculty and Administrative Professional Manual – Committee on Faculty Governance – Steve Reising, Chair (pp. 84-100)
4. Motion on Section B.2.4 of the Academic Faculty and Administrative Professional Manual – Committee on Faculty Governance – Steve Reising, Chair (p. 101)
5. Election – Faculty Representative for University Curriculum Committee – Committee on Faculty Governance – Steve Reising, Chair (p. 102)
6. Election – Faculty Representatives to University Policy Review Committee – Committee on Faculty Governance – Steve Reising, Chair (p. 103)
7. Proposed Revisions of Section E.10.5.1 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Marie Legare, Chair (pp. 104-107)
8. Proposed Revisions of Section E.13 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Marie Legare, Chair (pp. 108-112)

F. PRESIDENT’S REPORT – President Joyce McConnell

- a. Courageous Strategic Transformation Update – Jenelle Beavers, Vice President for Strategy

G. PROVOST/EXECUTIVE VICE PRESIDENT REPORT – Provost Mary Pedersen

- a. Consultant Presentation – Linda Dalton

H. REPORTS TO BE RECEIVED

1. Faculty Council Standing Committee 2020-2021 Annual Reports (pp. 113-164)
 - a. Faculty Council Report to the Board of Governors (pp. 113-120)
 - b. Committee on Faculty Governance (pp. 121-122)
 - c. Committee on Intercollegiate Athletics (pp. 123-124)
 - d. Committee on Libraries (pp. 125-131)
 - e. Committee on Non-Tenure Track Faculty (pp. 132-140)
 - f. Committee on Responsibilities and Standing of Academic Faculty (pp. 141-143)
 - g. Committee on Scholarship, Research, and Graduate Education (pp. 144-147)
 - h. Committee on Scholastic Standards (pp. 148-151)

- i. Committee on Strategic and Financial Planning (pp. 152-153)
 - j. Committee on Teaching and Learning (pp. 154-156)
 - k. Committee on University Programs (pp. 157-158)
 - l. University Curriculum Committee (pp. 159-164)
- 2. University Benefits Committee Annual Report 2021-2022 – Bolivar Senior, Chair (pp. 165-166)
- 3. Faculty Council Chair Report – Sue Doe
- 4. Board of Governors Report – Melinda Smith (pp. 167-70)

I. DISCUSSION

- 1. Retirement Plan Review Committee – Joseph DiVerdi (pp. 171-179)

Faculty Council/Executive Committee Meeting Dates – 2020-2021

FACULTY COUNCIL/4:00 p.m.

EXECUTIVE COMMITTEE/3:00p.m. (Location TBD)

August 24, 2021

August 31, 2021

September 7, 2020 – Microsoft Teams

September 14, 2021

September 21, 2021

September 28, 2021

October 5, 2021 – Microsoft Teams

October 12, 2021

October 19, 2021

October 26, 2021

November 2, 2021 – Location TBD

November 9, 2021

November 16, 2021

November 30, 2021

December 7, 2021 – Location TBD

December 14, 2021

January – No FC meetings

January 18, 2022

January 25, 2022

February 1, 2022 – Location TBD

February 8, 2022

February 15, 2022

February 22, 2022

March 1, 2022 – Location TBD

March 8, 2022

March 22, 2022

March 29, 2022

April 5, 2022 – Location TBD

April 12, 2022

April 19, 2022

April 26, 2022

May 3, 2021 – Location TBD

May 10, 2022

May 17, 2022

MEMBERSHIP OF THE FACULTY COUNCIL 2021-2022

Chair: Sue Doe

Vice-Chair: Andrew Norton

Executive Assistant: Amy Barkley

BOG Representative: Melinda Smith

Professional Registered Parliamentarian: Lola Fehr

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Stephan Kroll	Agricultural and Resource Economics	2022
Jennifer Martin	Animal Sciences	2024
Jane Stewart	Agricultural Biology	2024
Kelly Curl	Horticulture & Landscape Architecture	2022
Jim Ippolito	Soil and Crop Sciences	2023
Steve Fonte	College-at-Large	2023
(substituting for Marco Costanigro, on sabbatical 2021-2022)		
Bradley Goetz	College-at-Large	2022
Andrew Norton	College-at-Large	2023
Health and Human Sciences		
Ruoh-Nan (Terry) Yan	Design and Merchandising	2024
Raoul Reiser	Health and Exercise Science	2022
David Sampson	Food Science and Human Nutrition	2022
Lisa Daunhauer	Human Development and Family Studies	2023
Bolivar Senior	Construction Management	2023
Jennifer Weaver (Fall 2021)	Occupational Therapy	2023
(substituting for Aaron Eakman, on sabbatical Fall '21)		
Sharon Anderson	School of Education	2024
Shannon Hughes	School of Social Work	2022
Karen Barrett	College-at-Large	2024
Business		
Bill Rankin	Accounting	2023
Stephen Hayne	Computer Information Systems	2024
John Elder	Finance and Real Estate	2022
Rob Mitchell	Management	2024
Jonathan Zhang	Marketing	2023
Engineering		
Peter Jan van Leeuwen	Atmospheric Science	2024
Margarita Herrera-Alonso	Chemical and Biological Engineering	2022
TBD	Civil and Environmental Engineering	2024
Ali Pezeshki	Electrical and Computer Engineering	2022
Kirk McGilvray	Mechanical Engineering	2023
Thomas Bradley	Systems Engineering	2023
Sybil Sharvelle	College-at-Large	2023
Steven Reising	College-at-Large	2022

J. Rockey Luo	College-at-Large	2022
Liberal Arts		
Mary Van Buren	Anthropology & Geography	2023
Jason Bernagozzi	Art	2022
Ziyu Long	Communication Studies	2022
Ramaa Vasudevan	Economics	2023
Tony Becker	English	2023
Albert Bimper	Ethnic Studies	2022
Maria Del Mar Lopez-Cabrales	Languages, Literatures, and Cultures	2022
Jared Orsi	History	2023
Michael Humphrey	Journalism and Technical Communication	2023
Wes Kenney	Music, Theatre, and Dance	2023
Moti Gorin	Philosophy	2022
Marni Berg	Political Science	2024
Tara Opsal	Sociology	2022
Ajean Ryan	College-at-Large	2023
Antonio Pedros-Gascon	College-at-Large	2023
Emily Morgan	College-at-Large	2023
Lisa Langstraat	College-at-Large	2024
Allison Goar	College-at-Large	2024
Abigail Shupe	College-at-Large	2024
John Carlo Pierce	College-at-Large	2024
Natural Resources		
Randall Boone	Ecosystem Science and Sustainability	2023
Chad Hoffman	Forest and Rangeland Stewardship	2024
TBD	Fish, Wildlife, & Conservation Biology	2024
William Sanford	Geosciences	2023
Alan Bright	Human Dimensions of Natural Resources	2023
Natural Sciences		
Olve Peersen	Biochemistry & Molecular Biology	2022
Mike Antolin	Biology	2021
Rob Paton	Chemistry	2023
Ross McConnell	Computer Science	2022
Emily Hardegree-Ullman	Physics	2024
Silvia Canetto	Psychology	2022
Ann Hess	Statistics	2022
(substituting for Mary Meyer, on sabbatical 2021-2022)		
Yongcheng Zhou	Mathematics	2023
Alan Van Orden	College-at-Large	2023
Anton Betten	College-at-Large	2022
Brad Conner	College-at-Large	2022
James Liu	College-at-Large	2023

Veterinary Medicine & Biomedical Sciences

DN Rao Veeramachaneni	Biomedical Sciences	2022
Kevin Haussler	Clinical Sciences	2022
Elizabeth Ryan	Environmental & Radiological Health Sciences	2023
Tony Schountz	Microbiology, Immunology and Pathology	2024
Candace Mathiason	College-at-Large	2022
Marie Legare	College-at-Large	2023
Doreene Hyatt	College-at-Large	2022
Christianne Magee	College-at-Large	2022
Jennifer Peel	College-at-Large	2023
John Rosecrance	College-at-Large	2023
Sheryl Magzaman	College-at-Large	2023

University Libraries

Linda Meyer	Libraries	2022
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***Ex Officio* Voting Members**

Sue Doe	Chair, Faculty Council/Executive Committee	2022
Andrew Norton	Vice Chair, Faculty Council	2022
Melinda Smith	BOG Faculty Representative	2022
Steven Reising, Chair	Committee on Faculty Governance	2022
Shane Kanatous, Chair	Committee on Intercollegiate Athletics	2022
Jerry Magloughlin, Chair	Committee on Libraries	2022
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2022
Marie Legare, Chair	Committee on Responsibilities and Standing of Academic Faculty	2022
Melinda Smith, Chair	Committee on Scholarship, Research, and Graduate Education	2022
Karen Barrett, Chair	Committee on Scholastic Standards	2022
James Graham, Chair	Committee on Strategic and Financial Planning	2022
Shawn Archibeque, Chair	Committee on Teaching and Learning	2022
Jose Luis Suarez-Garcia, Interim Chair	Committee on University Programs	2022
Brad Goetz, Chair	University Curriculum Committee	2022
Susan (Suellen) Melzer	Committee on Non-Tenure Track Faculty	2024
Christine Pawliuk	Committee on Non-Tenure Track Faculty	2022
Ashley Harvey	Committee on Non-Tenure Track Faculty	2022
Jamie Neilson	Committee on Non-Tenure Track Faculty	2022
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2022
Mary Van Buren	Committee on Non-Tenure Track Faculty	2023
Steve Benoit	Committee on Non-Tenure Track Faculty	2022
Sean Bryan	Committee on Non-Tenure Track Faculty	2022
Pinar Omur-Ozbek	Committee on Non-Tenure Track Faculty	2023

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

Joyce McConnell	President
Ann Claycomb	Chief of Staff
Mary Pedersen	Provost/Executive Vice President

Kauline Cipriani	Vice President for Diversity
Blake Naughton	Vice President for Engagement & Extension
Leslie Taylor	Vice President for Enrollment and Access
Diana Prieto	Vice President for Equity, Equal Opportunity & Title IX
Susan James	Vice Provost for Faculty Affairs
Brandon Bernier	Vice President for Information Technology
Alan Rudolph	Vice President for Research
Jenelle Beavers	Vice President for Strategy
Blanche M. Hughes	Vice President for Student Affairs
Kelly Long	Vice Provost for Undergraduate Affairs
Kim Tobin	Vice President for University Advancement
Yolanda Bevill	Vice President for University Communications
Lynn Johnson	Vice President for University Operations
James Pritchett	Dean, College of Agricultural Sciences
Beth Walker	Dean, College of Business
David McLean	Dean, College of Engineering
Lise Youngblade	Dean, College of Health and Human Sciences
Mary Stromberger	Dean, Graduate School
Ben Withers	Dean, College of Liberal Arts
Karen Estlund	Dean, Libraries
Jan Nerger	Dean, College of Natural Sciences
Mark Stetter	Dean, College of Vet. Medicine & Biomedical Sciences
John Hayes	Dean, Warner College of Natural Resources
Sarah Olson	Chair, Administrative Professional Council

FACULTY COUNCIL STANDING /ADVISORY COMMITTEES

July 1, 2021 – June 30, 2022

(three-year terms unless otherwise indicated)

Executive Committee (one-year terms)

Chair	Sue Doe	2022
Vice-Chair	Andrew Norton	2022
Agricultural Sciences	Jane Stewart	2022
Health and Human Sciences	Sharon Anderson	2022
Business	Rob Mitchell	2022
Engineering	Sybil Sharvelle	2022
Liberal Arts	Antonio Pedros-Gascon	2022
Natural Resources	William Sanford	2022
Natural Sciences	Mike Antolin	2022
Veterinary Medicine and Biomedical Sciences	Jennifer Peel	2022
University Libraries	Linda Meyer	2022
Faculty Representative to BOG	Melinda Smith	2022
Office of the Provost (<i>ex officio</i>)	Mary Pedersen, Provost/Executive Vice President	
Staff Support	Amy Barkley, Executive Assistant	

Committee on Faculty Governance

Agricultural Sciences	Mike Wilkins	2023
Health and Human Sciences	Svetlana Olbina	2023
Business	Leo Vijayasaraty	2022
Engineering	Steve Reising, Chair	2022
Liberal Arts	Leif Sorenson	2023
Natural Resources	Troy Ocheltree	2022
Natural Sciences	Jessica Witt	2023
Veterinary Medicine and Biomedical Sciences	TBD	2024
University Libraries	Michelle Wilde	2024
Faculty Council Chair (<i>ex officio</i>)	Sue Doe	

Committee on Intercollegiate Athletics

Agricultural Sciences	Mike Wilkins	2022
Health and Human Sciences	Karen Hyllegard	2022
Business	Todd Donovan	2023
Engineering	Azer Yalin	2023
Liberal Arts	Cindy O'Donnell-Allen	2022
Natural Resources	Kevin Crooks	2022
Natural Sciences	Shane Kanatous, Chair	2023
Veterinary Medicine and Biomedical Sciences	Quint Winger	2024
University Libraries	Yongli Zhou	2023
Student Representative (Undergraduate)	TBD	2022
Student Representative (Graduate)	TBD	2022
Faculty Representative to Athletics (<i>ex officio</i>)	Kyle Saunders	
Director of Intercollegiate Athletics (<i>ex officio</i>)	Joe Parker	
Faculty Council Chair (<i>ex officio</i>)	Sue Doe	

Committee on Libraries

Agricultural Sciences	Kellie Enns	2023
Health and Human Sciences	Rodolfo Valdes-Vasquez	2023
Business	Jon Clark	2023
Engineering	Jianguo Zhao	2022
Liberal Arts	Mary Vogl	2023
(substituting for Hye Seung Chung, sabbatical '21-'22)		
Natural Resources	Jerry Magloughlin, Chair	2022
Natural Sciences	James Wilson	2022
Veterinary Medicine and Biomedical Sciences	Noreen Reist	2024
University Libraries	Patricia Rettig	2022
Student Representative (Undergraduate)	TBD	2022
Student Representative (Graduate)	TBD	2022
Dean, Libraries (<i>ex officio</i>)	Karen Estlund	
Office of Vice President for Research (<i>ex officio</i>)	David Paterson	
Staff Support - Assistant to the Dean of Research	Mary Seaman	
Faculty Council Chair (<i>ex officio</i>)	Sue Doe	

Committee on Responsibilities and Standing of Academic Faculty

Agricultural Sciences	Jennifer Martin	2024
Health and Human Sciences	Gloria Luong	2023
Business	Hong Miao	2023
Engineering	Chris Weinberger	2022
Liberal Arts	Stephen Mumme	2022
Natural Resources	Lise Aubry	2022
Natural Sciences	Richard Eykholt	2023
Veterinary Medicine and Biomedical Sciences	Marie Legare, Chair	2023
University Libraries	Mark Shelstad	2024
Faculty Council Chair (<i>ex officio</i>)	Sue Doe	

Committee on Scholarship, Research, and Graduate Education

Agricultural Sciences	Gregory D. Graff	2022
Health and Human Sciences	Chris Harper	2022
Business	Nick Roberts	2023
Engineering	Matt Kipper	2022
Liberal Arts	Dawn Grapes	2024
Natural Resources	William Sanford	2023
Natural Sciences	Melinda Smith, Chair	2024
Veterinary Medicine and Biomedical Sciences	Seonil Kim	2024
University Libraries	Michelle Wilde	2022
Student Representative (Graduate)	TBD	2022
Dean - Graduate School (<i>ex officio</i>)	Mary Stromberger	
Office Vice President for Research (<i>ex officio</i>)	TBD	
Staff Support - Assistant to Dean, Graduate School	Ludy Avalos	
Faculty Council Chair (<i>ex officio</i>)	Sue Doe	

Committee on Scholastic Standards

Agricultural Sciences	Zachary Johnson	2022
Health and Human Sciences	Karen Barrett, Chair	2022
Business	Michael Gross	2022
Engineering	Steve Simske	2024

Liberal Arts	Jason Frazier	2023
Natural Resources	Sally Sutton	2022
Natural Sciences	Alan Kennan	2024
Veterinary Medicine and Biomedical Sciences	Gerrit Bouma	2023
University Libraries	Kristy Nowak	2022
Office of the Provost (<i>ex officio</i>)	Madlyn D'Andrea	
Faculty Council Chair (<i>ex officio</i>)	Sue Doe	

Committee on Non-Tenure Track Faculty

Health and Human Sciences	Ashley Harvey	2022
Agricultural Sciences	Susan (Suellen) Melzer	2024
Business	Jenny Morse, Chair	2023
Engineering	TBD	2024
Liberal Arts	Anne Krieg	2024
Libraries	Christine Pawliuk	2022
Natural Resources	Sean Bryan	2022
Natural Sciences	Steve Benoit, Vice Chair	2022
Veterinary Medicine and Biomedical Sciences	Leslie Stone-Roy	2022
Student Representative (Undergraduate)	TBD	2022
Student Representative (Graduate)	TBD	2022
Tenure Stream Faculty – Liberal Arts	Mary Van Buren	2023
Tenure Stream Faculty – Natural Sciences	Jamie Neilson	2022
Faculty Council Chair (<i>ex officio</i>)	Sue Doe	

Committee on Strategic and Financial Planning

Agricultural Sciences	Geoff Morris	2024
Health and Human Sciences	James E. Graham, Chair	2022
Business	Rob Schwebach	2024
Engineering	David Dandy	2023
Liberal Arts	Gamze Cavdar	2024
Natural Resources	Lisa Stright	2024
Natural Sciences	TBD	2024
Veterinary Medicine and Biomedical Sciences	Matthew Johnston	2022
University Libraries	Heidi Zuniga	2023
Student Representative (Undergraduate)	TBD	2022
Student Representative (Graduate)	TBD	2022
Office of the Provost (<i>ex officio</i>)	Laura Jensen, Associate Provost	
College Dean Representative (<i>ex officio</i>)	Benjamin Withers, CLA	
Non-Tenure Track Faculty Representative	Joseph DiVerdi	
Administrative Professional Council Chair (<i>ex officio</i> voting)	Sarah Olson	
Classified Personnel Chair (<i>ex officio</i>)	Adrian Macdonald	
Faculty Council Chair (<i>ex officio</i>)	Sue Doe	

Committee on Teaching and Learning

Agricultural Sciences	Shawn Archibeque, Chair	2022
Health and Human Sciences	James Folkestad	2023
Business	Lumina Albert	2024
Engineering	Karan Venayagamoorthy	2022
Liberal Arts	Cayla Bellamy	2024
Natural Resources	Courtney Schultz	2022

Natural Sciences	Benjamin Clegg	2022
Veterinary Medicine and Biomedical Sciences	Joshua Schaeffer	2023
University Libraries	Renae Watson	2022
Student Representative (Undergraduate)	TBD	2022
Student Representative (Graduate)	TBD	2022
VP for Student Affairs Office (<i>ex officio</i>)	Jody Donovan, Assoc. Dean for Students	
Office of the Provost/ The Institute for Learning and Teaching	Susan James, Vice Provost, Faculty Affairs and Gwen Gorzelsky, Director, TILT	
Registrar's Office (<i>ex officio</i>)	D. Tobiassen Baitinger, Associate Registrar	
Faculty Council Chair (<i>ex officio</i>)	Sue Doe	

Committee on University Programs

Agricultural Sciences	Thomas Borch	2024
Health and Human Sciences	Laurie Carlson	2024
Business	Tian Wang	2024
Engineering	Peter Jan van Leeuwen	2024
Liberal Arts	Jose Luis Suarez-Garcia, Int. Chair	2023
Natural Resources	David Koons	2024
Natural Sciences	Anireddy Reddy	2023
Veterinary Medicine and Biomedical Sciences	TBD	2023
University Libraries	Jocelyn Boice	2022
Student Representative (Undergraduate)	TBD	2022
Student Representative (Graduate)	TBD	2022
Office Vice President for Research (<i>ex officio</i>)	Dinaida Egan	
Staff Support	Joe Frye - Office of the VPR- CIOU Record Keeping	
Faculty Council Chair (<i>ex officio</i>)	Sue Doe	

University Curriculum Committee

Agricultural Sciences	Bradley Goetz, Chair	2023
Health and Human Sciences	TBD	2024
Business	Ralph Switzer	2024
Engineering	Brad Reisfeld	2024
Liberal Arts	Diane Margolf	2023
Natural Resources	Sally Sutton	2023
Natural Sciences	Martin Gelfand	2022
Veterinary Medicine and Biomedical Sciences	Doreene Hyatt	2023
University Libraries	Kristy Nowak	2024
Student Representative (Undergraduate)	TBD	2022
Student Representative (Graduate)	TBD	2022
Office of the Provost (<i>ex officio</i>)	Kelly Long, Vice Provost Undergraduate Affairs	
Staff Support - Curriculum and Catalog	Shelly Ellerby	
Faculty Council Chair (<i>ex officio</i>)	Sue Doe	

**APPOINTED ACADEMIC FACULTY REPRESENTATIVES
UNIVERSITY COMMITTEES**
(3 years if not specified by Committee)

Committee	Contact Person	Appointee/Representative	Term
Administrative Professional Council	Sarah Olson, Chair	Sue Doe, Chair, FC	2022
Advisory Committee on Academic Affairs (ACUA)	Kelly Long, Vice Provost Undergraduate Affairs	Andrew Norton, Vice Chair, FC	2022
Advisory Committee on Enrollments	Kelly Long, Vice Provost Undergraduate Affairs	Andrew Norton, Vice Chair, FC	2022
Benefits Committee (4 year terms)	Bolivar Senior, Chair Linn Barrett - Secretary Janet Meine – Advancement Tanya Buchan –TILT	Academic Faculty Members: Helen Bauer – Libraries Kimberly Henry – CLA Bolivar Senior – CHHS	2024 2024 2024
Board of Governors Award for Excellence in Undergraduate Education	Kelly Long, Vice Provost Undergraduate Affairs	Sue Doe, Chair, FC Rep - CoTL	2022
Campus Safety Advisory Committee	Ann Claycomb, Chief of Staff ASCSU President		
Classified Personal Council	Adrian MacDonald, Chair	Sue Doe, Chair, FC	2022
Classified Personal Council Outstanding Achievement Award	Adrian MacDonald, Chair	Sue Doe, Chair, FC	2022
Commitment to Campus Advisory Committee Contact email: c2c@colostate.edu	Tammy Hunt, Office of Policy and Compliance	Sue Doe, Chair, FC	2022
Council of Deans	Mary Pedersen - Provost/ Executive Vice President	Sue Doe, Chair, FC (voting member) Chair, CoSFP (non-voting)	2022
Discipline Panel	Michael Katz, Director Student Resolution Center		
Employee Appreciation Board	Erin Mercurio	Faculty rep TBD	

Executive Leadership Team	Joyce McConnell, President	Sue Doe, Chair, FC	2022
Honorary Degree Committee	Kim Tobin, VP University Advancement Sue Doe, Chair FC	UDTS – TBD UDS – TBD CoSRGE rep – TBD Dean rep Sue James, VP of Faculty Affairs Mary Stromberger, Dean, Graduate School	2022 2022 2022 2022
Information Technology Executive Committee	David Patterson, Vice President for Research Office	Edwin Chong	
Joan Gaynor Kuder Scholarship	Kathy Sisneros	Andrew Norton, Vice Chair, FC	2022
Parking Services Committee - 2 yr terms	Devan Durand, Associate Director Parking and Transportation Services	Sue Doe, Chair FC Faculty rep	2022 TBD
Physical Development Committee	Thomas Satterly, Assoc. Vice President for Facilities Management	Sue Doe, Chair FC	2022
CSU Commission on Diversity and Inclusion	Kathy Sisneros, Vice President for Student Affairs Cori Wong, Co-Chair	Sue Doe, Chair, FC	2022
President's Commission On Women & Gender Equity	Jimena Sagas, Co-Chair Cori Wong, Co-Chair	Academic Faculty Members: Abigail Shupe Kelly Curl Debbie Crans Monique Rocca Ruth Hufbauer	
President's Council on Culture	Susan James, Vice President for Faculty Affairs		
President's Sustainability Commission	Carol Dollard, Co-Chair Tonie Miyamoto, Co-Chair	Sybil Sharvelle, Faculty Council Academic Faculty Members: Jessica Davis, Agricultural Sciences Shelby Sack, Business Mark Ritschard, Asst. Dean Engineering Bill Timpson, Health & Human Sciences Stephanie Malin, Liberal Arts Tony Rappe, Natural Sciences Colleen Duncan, Veterinary Medicine & Biomedical Sciences Dan McGrath, Natural Resources	2022

Parliamentary Motions—Quick Reference

These are the thirteen ranking motions. When any motion on the list is pending, no motion of a lower rank is in order. Main motions are the lowest in order and may be made only when no other business is pending.

The five motions at the top of the chart are *Privileged Motions* that do not relate to pending business, but relate to special matters of immediate and overriding importance and are allowed to interrupt the consideration of anything else.

Motions below the blank line are *Subsidiary Motions* and assist the assembly in treating or disposing of a main motion.

Name of Motion	Requires Second	Debatable	Amendable	Vote Required for Adoption
Fix the Time to Which to Adjourn	Yes	No	Yes	Majority
Adjourn	Yes	No	No	Majority
Recess	Yes	No	Yes	Majority
Raise a Question of Privilege	No	No	No	Chair Decides
Call for Orders of the Day	No	No	No	Chair Decides
Lay on the Table	Yes	No	No	Majority
Previous Question	Yes	No	No	Two-thirds
Limit or Extend Limits of Debate	Yes	No	Yes	Two-thirds
Postpone to a Certain Time	Yes	Yes	Yes	Majority
Commit (Refer to another group)	Yes	Yes	Yes	Majority
Amend	Yes	Yes	Yes	Majority
Postpone Indefinitely	Yes	Yes	No	Majority
Main Motion	Yes	Yes	Yes	Majority

Interrupting Incidental Motions

These motions require immediate recognition by the Chair, who interrupts a speaker, if necessary.

- Request for Information
- Parliamentary Inquiry
- Point of Order
- Division of the Assembly
- Appeal from a Decision of the Chair

Non-interrupting Incidental Motions

- Division of a Question
- Suspend the Rules

Motions Bringing a Question Again Before the Assembly

- Take from the Table
- Rescind/amend Something Previously Adopted
- Discharge a Committee
- Reconsider

PARLIAMENTARY MOTIONS - WHAT THEY MEAN

1. Fix the Time to adjourn - purpose is to set the time (and /or place) for another meeting to continue business of the session. It has no effect on when the present meeting will adjourn.
2. Adjourn - means to close the meeting. A privileged motion to adjourn is to close the meeting immediately. It is not a privileged motion if qualified in any way, as to adjourn at, or to, a future time.
3. Suspend the Rules - generally used to permit the assembly to do something which would violate its general rules (except bylaws) such as changing agenda order or considering an item not on the agenda.
4. Lay on the Table - enables the assembly to lay the pending question aside temporarily when something more urgent has arisen. Its effect is to halt consideration of a question immediately, without debate.
5. Previous Question - the motion used to bring the assembly to an immediate vote on one or more pending questions. It is used to immediately close debate and prevents the making of subsidiary motions except to lay on the table.
6. Limit or Extend Debate - one of two motions the assembly can use to exercise special control over debate on a pending question. It can be used to reduce the number or length of speeches, or to require an end to debate at a particular time. It can also be used to increase the time available to speakers or to the deliberation on the question.
7. Postpone to a Certain Time (definitely) - a motion to defer discussion of a pending question to a definite day, meeting, hour, or until after a certain event. This motion can be used regardless of how much debate there has been on the motion it proposes to postpone.
8. Commit or Refer to Committee - this is generally used to send a pending question to a committee so that the question may be investigated, providing the assembly with more information or a recommendation, or to put the motion into better form (in clearer or better wording) for the assembly to consider.
9. Amend - a motion to modify the wording--and to some extent the meaning -- of a pending question before the assembly. A pending motion may be modified by adding or deleting words and phrases, or by a combination of these--i.e., to strike out some words and insert others. It can also be used to substitute one paragraph or the entire text of a resolution or main motion. Amendments must be germane to the main motion.
10. Postpone Indefinitely - a motion which means the assembly declines to take a position on the main question. Its adoption kills the main motion and avoids a direct vote on the question.
11. Main motion - the motion which brings any general matter of business before the assembly. Any formal proposal.
12. Reconsider - enables a majority in an assembly to bring back for further consideration a motion which has already been voted on. Complex rules.
13. Rescind or Amend - motions which enable an assembly to change and action previously taken. An entire motion or any part of it may be rescinded or amended.

CSU EMPLOYEE HOUSING NEEDS ASSESSMENT COMING IN AUGUST 2021

Dear Colorado State University Employees,

CSU is looking for feedback from you to help shape our understanding of housing circumstances for employees, including current and future housing needs and preferences. **Please watch for the first CSU Employee Housing Needs Assessment in your CSU email, coming Aug. 23.** You can complete the assessment through your mobile device by accessing the link in your CSU email.

Universities across the country have been improving the well-being of their employees by establishing employee-housing programs. At CSU, we are committed to our employees' holistic well-being, and to providing affordable housing in our community. President McConnell has built that commitment into the Courageous Strategic Transformation process she launched last year, identifying both equity and a robust workforce as critical foundations for our future success. "Our employees go above and beyond for our students and our community every day," she says. "We are determined to go above and beyond for them as well."

In April, CSU launched Employee Housing Programs to design, deliver and manage housing assistance programs in support of employee well-being, recruitment and retention and CSU's educational mission. Among other initiatives, the Employee Housing Programs will implement a Fort Collins-based program helping employees who qualify obtain housing at below market rental rates in spring or summer of 2023. One- to three-bedroom rental units will be available to eligible employees at a discounted rental rate.

CSU is committed to addressing employee barriers to quality, affordable housing through continued research and evaluation of new housing program initiatives and **we need your help**. By responding to an online questionnaire, you will help the university better understand employee housing needs. We request your responses by Monday, Sept. 13.

We will relay to your supervisors the university's expectation that they provide you with 15-20 minutes during your workday to fill out the assessment.

We understand that you may have filled out a similar survey in the past; this core housing needs assessment is different and more comprehensive and will provide better information to help us understand your specific housing needs.

You will receive a unique link through your CSU email to take the assessment. **The information you provide is anonymous.** Your personal information including your name, CSU ID, the IP address or your computer, and other information is not collected or tied to your survey responses in any way. **Your responses will be kept confidential and no individual responses will be shared – responses will be grouped together for the university's use to better understand comprehensive needs.**

While some of the questions are focused on employees who live in Northern Colorado, we hope that all employees will take a few minutes to provide us with insights into their housing needs; we know affordable housing is an issue across the state and nation.

Please visit the Employee Housing Programs website at <https://hr.colostate.edu/employeehousing-programs> for more information. This website will be updated frequently and will provide information about the Below Market Rate Rental Program, as well as resources for rental and sabbatical housing searches, financial assistance referrals, home ownership information and other housing related assistance.

Thank you for helping us understand your housing needs and preferences. Employee Housing Programs can be reached at HR_EmployeeHousingPrograms@colostate.edu.

EVALUACIÓN DE NECESIDADES DE VIVIENDA PARA EMPLEADOS DE CSU - AGOSTO 2021

Estimados Empleados de Colorado State University,

CSU está buscando su retroalimentación para ayudar a informar a nuestro conocimiento de las circunstancias de vivienda para empleados, incluyendo las necesidades y preferencias actuales y futuras. **Por favor esté atento a la primera Evaluación de Necesidades de Vivienda para Empleados de CSU en su email del 23 de agosto.** Puede completar la evaluación a través de su dispositivo móvil accediendo al enlace en su email de CSU.

Las universidades en todo el país han estado mejorando el bienestar de sus empleados estableciendo programas de vivienda para empleados. En CSU, nos comprometemos al bienestar holístico de nuestros empleados y a proveer vivienda asequible en nuestra comunidad. La presidenta McConnell ha incorporado ese compromiso a la Transformación Estratégica Valiente que lanzó el año pasado, identificando la equidad y una fuerza laboral robusta como fundamentos críticos de nuestro futuro éxito. “Nuestros empleados van más allá de lo requerido para nuestros estudiantes y para nuestra comunidad cada día,” dijo. “Estamos decididos a ir más allá de lo requerido para ellos también.”

En abril, CSU lanzó Programas de Vivienda para Empleados para diseñar, entregar y administrar los programas de asistencia para la vivienda, para apoyar el bienestar, reclutamiento y retención de empleados y la misión educacional de CSU. Entre otras iniciativas, los Programas de Vivienda para Empleados implementarán un programa basado en Fort Collins que ayudará a los empleados que califiquen a obtener vivienda a precios por debajo de los precios de alquiler del mercado en la primavera o el verano de 2023. Unidades de alquiler de una a tres recámaras estarán disponibles para empleados elegibles a precios de alquiler de descuento.

CSU se compromete a abordar las barreras que enfrentan los empleados con respecto a la vivienda asequible de buena calidad, mediante el estudio y la evaluación continua de nuevas iniciativas de programas de vivienda y **necesitamos su ayuda**. Al responder a un cuestionario en línea, usted ayudará a la universidad a conocer mejor las necesidades de vivienda para empleados. Pedimos sus respuestas a más tardar el lunes 13 de septiembre.

Notificaremos a sus supervisores la expectativa de la universidad de proveerles de 15 a 20 minutos durante su día laboral para completar la evaluación.

Entendemos que quizá haya completado una encuesta similar anteriormente; esta evaluación de las necesidades principales de vivienda es diferente y más completa, y proveerá mejor información para ayudarnos a entender sus necesidades específicas de vivienda.

Recibirá un enlace singular a través de su email de CSU para completar la evaluación. **La información que usted proporcione es anónima.** Su información personal, incluyendo su nombre, CSU ID, dirección IP o de su computadora y demás información no será recolectada ni relacionada a sus respuestas a la encuesta de ninguna manera. **Sus respuestas se mantendrán confidenciales y no se compartirán las respuestas individuales – las respuestas serán agrupadas para uso de la universidad para conocer mejor las necesidades generales.**

Aunque algunas de las preguntas están enfocadas a los empleados que residen en el Norte de Colorado, esperamos que todos los empleados tomarán unos minutos para ofrecernos sus observaciones en relación a sus necesidades de vivienda; sabemos que la vivienda asequible es un problema en todo el estado y la nación.

Para más información, por favor visite el sitio web de Programas de Vivienda para Empleados en <https://hr.colostate.edu/employee-housing-programs>. Este sitio web será actualizado frecuentemente y proveerá información sobre el Programa de Alquiler Por Debajo del Mercado, y recursos para la búsqueda de vivienda de alquiler y para sabáticos, referencias de asistencia económica, información sobre la adquisición y propiedad de viviendas y otros tipos de asistencia relacionados a la vivienda.

Gracias por ayudarnos a conocer sus necesidades y preferencias de vivienda. Puede comunicarse con Programas de Vivienda para Empleados en HR_EmployeeHousingPrograms@colostate.edu.

DEI Professional Development at CSU

In support of the Faculty Council effort to implement incentives for ongoing diversity, equity, and inclusion competency development in faculty, the Office of Inclusive Excellence in partnership with Equity Education, provide the following list of professional development opportunities at CSU.

Office of Inclusive Excellence Offerings

Level – DEI Foundations

Diversity, Equity, and Inclusion Foundations (CIEP 1)

Prerequisite: None

In this training you'll learn CSU's definitions of diversity, equity, and inclusion (DEI); discuss why pursuing DEI is a best practice for any organization; and practice listening and storytelling as skillsets for understanding how we can better support our peers.

Uncovering Bias (CIEP 2)

Prerequisite: None

This interactive session will explore unconscious bias: what it is, how it forms, how it can affect ourselves and our peers, and what we can do to mitigate our own unconscious biases moving forward.

Principles of Community

Prerequisite: None

In this introductory session, participants will explore ways that CSU's 5 Principles of Community (inclusion, integrity, respect, service, and social justice) can be put into practice to make our culture more equitable and welcoming for everyone.

Intercultural Communication

Prerequisite: None

Join us in this interactive session to learn about some helpful models and communication principles for interacting across cultural differences. We might share a language and still have very different ways of interacting depending on our cultural identities and social locations. Sometimes our cultural world views and resulting interaction patterns can be difficult to understand and navigate. Learning ways to understand these cultural patterns can help us interact with our colleagues and serve our students more effectively.

Recruitment and Retention of Diverse Faculty and Staff

Prerequisite: None

This discussion-oriented session will take participants through numerous best practices for the recruitment, hiring, promotion and retention of diverse employees and will ask participants to commit to one or more action items for how to improve their current practices and policies.

Level – DEI Intermediate

Social Construction of Identity (CIEP 3)

Prerequisite: CIEP 1 & 2

In this session participants will study the cycle of socialization, investigating how they came to hold certain beliefs about different populations through messages from family, media, and more. Participants will also discuss which social identity groups they are part of and how being a member of these groups impacts their lives.

Understanding Oppression (CIEP 4)

Prerequisite: CIEP 1, 2, 3

Building on the content from *Social Identities*, participants will interrogate how being a member of various social identity groups exposes different people to systems of oppression, benefiting some groups while harming others. Participants will explore the three levels of inequities: individual, institutional, and structural.

Microaggressions and Inclusive Language (CIEP 5)

Prerequisite: CIEP 1,2,3,4

In this session participants will learn how to include more inclusive language in their day to day lives, as well as come to a better understanding of what microaggressions are and how we can work to learn more about and limit them in our interactions with others.

Level – DEI AdvancedTools for Bystander Intervention (CIEP 6)

Prerequisite: CIEP 1,2,3,4,5

In this culminating session of the Creating Inclusive Excellence program, participants will use everything they have learned in previous classes about microaggressions, unconscious bias, identity, and oppression to make an action plan for how to move forward incorporating these learnings into their daily lives, how to keep learning, and others tools for intervening in problematic situations.

Multicultural Organization Development Model

Prerequisite: CIEP 1,2,3,4,5

In this advanced session participants will learn how to rate an organization's progress towards equity and inclusion using the Multicultural Organization Development Model, including how to identify next steps for growth.

The Faculty Institute for Inclusive Excellence

Prerequisite: None

The purpose of the Faculty Institute for Inclusive Excellence is to transform classrooms and positively influence campus climate such that awareness regarding diversity and inclusion is integrated within pedagogical practices. The intent is to develop awareness, knowledge, and skill sets that promote equity and social justice in educational settings. This Institute begins in the spring semester and runs through the following fall semester. Visit our [website](#) for more information.

Equity Educator Offerings

Welcome to the Equity Education list of professional development workshops for faculty/instructors, graduate students, and student success professionals. The Equity Educator works in both Undergraduate Affairs and The Institute for Learning and Teaching (TILT) and partners with the Office of Inclusive Excellence. The list of workshops is available to enhance the competency and confidence of faculty and instructors to teach a diverse classroom and demonstrate equity and inclusion to students. Each workshop is:

- Designed for 8-30 people, however, there is flexibility.
- The instructional design for each workshop includes the best time allotment listed with the workshop for sharing content and interactive learning.
- Facilitation is available for an in-person/F2F or virtual (Zoom) learning experience. For in-person training, the requirements include a room for an interactive PowerPoint presentation. At this time, hybrid learning is not available. *COVID-19 protocols are essential for booking and participation.

There are three ways to participate in the EE professional development workshops:

1. Request for a group or Department: If you wish to book a workshop or a series, e-mail Fleurette King, Equity Educator, at fleurette.king@colostate.edu for a brief consultation or submit this form. Please include topics, dates, location *(Virtual or in-person), time allotment, and the number of people.
2. Individual registration & participation: Review the DEIJ training options for the Office of the Vice President for Inclusive Excellence and follow instructions to register. (Available in Fall 2021)
3. Individual registration & participation: Review the talent management offerings for professional development and complete registration. (Available in Fall 2021)

Book Discussion: Straddling Class in the Academy by Sonja Ardoin & becky martinez

2 Hours

Facilitated by Fleurette King & Emily Ambrose

Participants will have the opportunity to discuss socio-economic class and classism in higher education.

Through the stories of poor and working-class students, faculty, and administrators, we will discuss lessons for college campus policies and practices. For more information about the book:

<https://styluspub.presswarehouse.com/browse/book/9781620367407/Straddling-Class-in-the-Academy>

Book Discussion: How to a be an Antiracist by Ibram X. Kendi

2 hours

Facilitated by Fleurette King & Emily Ambrose

Participants will have the opportunity to discuss the journey, strategies, and narratives of becoming an antiracist person. The discussion will focus on how racist and antiracist strategies, definitions, and actions are reflected in power, biology, ethnicity, body, culture, color, and other topics. For more information about the book:

<https://www.oneworldlit.com/books/how-to-be-an-antiracist-hc>

Book Discussion: Racial Battle Fatigue in Faculty edited by Nicholas D. Hartlep & Daisy Ball

3-5 1-1.5 hours Sessions

Racial Battle Fatigue in Faculty examines the challenges faced by diverse faculty members in colleges and universities. Highlighting the experiences of faculty of color—including African American, Asian American, Hispanic American, and Indigenous populations—in higher education across a range of institutional types, chapter authors employ an autoethnographic approach to the telling of their stories. Chapters illustrate on-the-ground experiences, elucidating the struggles and triumphs of faculty of color as they navigate the historically White setting of higher education and provide actionable strategies to help faculty and administrators combat these issues. This book gives voice to faculty struggles and arms graduate students, faculty, and administrators committed to diversity in higher education with the specific tools needed to reduce Racial Battle Fatigue (RBF) and make lasting and impactful change. For more information about the book:

<https://www.routledge.com/Racial-Battle-Fatigue-in-Faculty-Perspectives-and-Lessons-from-Higher-Education/Hartlep-Ball/p/book/9780367149383>

For a 3 part series, read parts 1 & 2 for the first session. For the 5 part series, read part 1 for the first session.

Book Discussion: White Fragility

by Robin Diangelo

2 hours

Facilitated by Fleurette King & Emily Ambrose

Effectively addressing the difficulty for white people to talk about racism is part of improving race relations, eradicating racism, and teaching an antiracist curriculum. The book discussion will allow for personal reflections on experiences and strategies with the hope to move beyond the difficulties, including white fragility. White fragility is an obstacle to having honest conversations and actions about white privilege and racism. For more information about the book: <http://www.beacon.org/White-Fragility-P1631.aspx>

Creating an Anti-Racist Classroom

1.5-2 hours

Faculty/instructors can contribute to an anti-racist campus for BIPOC (Black, Indigenous, & People of Color), multiracial/biracial, and white students. It requires understanding the barriers and strategies for incorporating anti-racist pedagogy. Students should complete CSU courses with critical skills to recognize and eradicate systemic racism in their academic field. This could enhance the sense of belonging and responsibility on an anti-racist campus. Faculty/instructors will gain an understanding of how both racism and antiracism impacts teaching and classroom engagement. Before the workshop, participants are required to review the CSU Student Lists of Demands from 2010-2020: <https://diversity.colostate.edu/resources/student-demands/>

Trans Inclusive Pedagogy

1.5-2 hours

Facilitated by Fleurette King

Participants will explore how to create inclusive learning and teaching environment for all genders, including transgender, non-binary, or gender non-conforming. Attendees will discuss and reflect on their teaching practices and strategies for a gender-diverse classroom and how to assist students on being gender-inclusive in their field. Instructors will learn how to eradicate transphobia, cissexism, and genderphobia in teaching and learning.

STEM (Science, Technology, Engineering & Mathematics) Inclusive Teaching and Engagement

1 hour-1.5 hour

Educators have ample opportunity to provide their students with more cross-curricular connections to problem-solving through community-science initiatives where students take part in real scientific studies. The departure of women and underrepresented minorities from many STEM disciplines can be as high as twice the rate as white and Asian students. And for Asian and Asian American students (and faculty), they may encounter hostile environments. Increasing people with disabilities, LGBTQ+ people and other marginalized communities are seeking better support in STEM. Participants will understand barriers and strategies to effectively address diversity, equity, and inclusion in teaching, learning, and engagement.

CO Equity Tool Kit – Self Inquiry (This can be part of a series or as an individual workshop)

1.5 hours

The Colorado Department of Higher Education created the Equity Took Kit for educators to enhance inclusive teaching and learning related to student retention and success. Drawing from evidence-based best practices, they have organized resources into three categories: Engaging in Ongoing Self-Inquiry, Creating and Maintaining a Culturally Relevant Classroom Community, and Designing and Implementing an Inclusive Course. This workshop will provide an overview of self-inquiry materials, applied as professional development for educators and learning materials for the course curriculum. For more information:

<http://masterplan.highered.colorado.gov/equitytoolkit/equity-toolkit/>

CO Equity Tool Kit – Course Design

1-1.5 hours

The Colorado Department of Higher Education created the Equity Took Kit for educators to enhance inclusive teaching and learning related to student retention and success. Drawing from evidence-based best practices, they have organized resources into three categories: Engaging in Ongoing Self-Inquiry, Creating and Maintaining a Culturally Relevant Classroom Community, and Designing and Implementing an Inclusive Course. This workshop will provide an overview of the materials for both course design and professional development for educators. For more information: <http://masterplan.highered.colorado.gov/equitytoolkit/equity-toolkit/>

CO Equity Tool Kit – Creating Community

1.5 hours

The Colorado Department of Higher Education created the Equity Took Kit for educators to enhance inclusive teaching and learning related to student retention and success. Drawing from evidence-based best practices, they have organized resources into three categories: Engaging in Ongoing Self-Inquiry, Creating and Maintaining a Culturally Relevant Classroom Community, and Designing and Implementing an Inclusive Course. This workshop will provide an overview of the materials for creating community within instructional design and classroom engagement. For more information:

<http://masterplan.highered.colorado.gov/equitytoolkit/equity-toolkit/>

Understanding Social Identities & Classroom Engagement

1.5

hours

Having an awareness of social identities in the classroom for both the educator and students can enhance inclusive teaching. When examining positionality in age, race, gender identity, accessibility and abilities, sexual/romantic orientation, social-economic status, religion/spirituality, nationality, and others, an instructor can be more thoughtful of creating a sense of belonging, addressing implicit and explicit bias and role model how to be inclusive regardless of who is in the classroom.

The Impact of Dominant Narratives & Microaggressions in the Classroom

1.5 hours

Participants will understand and explore dominant narratives and their impact on curriculum and student engagement. Attendees will discuss inclusive strategies for the curriculum and actions to prevent microaggressions and address dominant narratives in academic fields.

How to Establish Group Norms and Community Guidelines

1 hour

In this workshop, participants will discuss the importance of establishing group norms and community guidelines to create an inclusive and effective learning space. Attendees will explore a variety of options.

An Overview of Inclusive Teaching and Classroom Engagement

Participants will explore the principles of inclusive teaching. There will be the opportunity to reflect on personal self-awareness and how our identities show up and impact our classroom facilitation. Attendees will discuss how to approach diversity topics when most of the students in the class identify with majority populations/ hold privileged identities.

Racial Equity Overview Workshop

2-

2.5 hours

This

workshop will provide an opportunity for participants to understand a brief overview of racial inequity that impacts communities of color. Then, enhance empowerment to eradicate racism and improve race relations. Participants will obtain strategies and approaches to improve the racialized world they navigate, including classrooms, workplaces, and communities. Pre-workshop Assignment: Watch the documentary 13th Amendment by Director Ava DuVernay Available on Netflix and Youtube

<https://www.youtube.com/watch?v=krfcq5pF8u8>

Mental Health in the Classroom

1-1.5

hours

According to

research conducted by the National Alliance on Mental Illness: one in four college students have a diagnosable illness, 40 percent do not seek help, 80 percent feel overwhelmed by their responsibilities, and 50 percent

have become so anxious that they struggle in school (Source: Faculty Focus). Participants will enhance their awareness of mental health in the classroom and strategies to support student success.

Virtual Tools to Enhance Online Engagement

1 -1.5 hours

Learn to create an online classroom culture and intentionally use instructional technology to promote learning and maintain core values of inclusion and equity. Participants will share and gain online tools and understand the importance of human connection in virtual education.

Rams Read Facilitation Guide Training – *The Color of Food* Book

Rams Read is the campus read initiative for Colorado State University, encouraging all of us to read together and discuss what we've read in engaging ways. As we begin our second year of the initiative, we hope that you will join us in our efforts to cultivate and foster a growing community. This year's book selection is Natasha Bowen's *The Color of Food*. It explores ways to cultivate new ideas about food justice, land, bringing people together, and joining in a conversation about race and identity, both locally and around the world. Each year, a subcommittee creates a facilitation guide to assist faculty/instructors, staff, and students in creating learning opportunities. There are two different trainings provided:

- **Rams Read Facilitation Guide Refresher** (30 minutes): Participants will receive an overview of navigating the current facilitation guide to maximize innovation and determine the best resources for learning, teaching, and training.
- **Rams Read Facilitation Guide Training** (2 hours): This workshop includes interactive learning to enhance facilitation skills and an overview of navigating the facilitation guide.

Students Empowering & Engaging in Dialogue (SEED)

Students Empowering & Engaging in Dialogue (SEED) provides peer-led workshops to students, by students. The goal of all the workshops is to engage and increase students' knowledge, awareness, understanding and skills on topics of identity, inclusion, bias, and social justice. The program aims to facilitate students in dialogues across difference with the hope that a more inclusive campus and community is fostered.

Workshops are on a by-request basis and range in a variety of topics. We are also open to creating a unique workshop based on your learning and skill goals.

If you are interested in requesting a workshop or learning more, contact: seedcsu@colostate.edu.

Workshops will be available in-person OR online (Zoom) for Fall 2021. Due to the changing impact of COVID-19, it is possible this may shift partway through the semester.

OVERVIEW

- SEED workshops cover topics related to diversity, inclusion, and social justice.
- Workshops are peer-led: They are co-facilitated by trained, undergraduate Peer Educators and the workshop participants are CSU undergraduate students (not graduate students, staff, faculty, etc.).
- Workshops include discussions/dialogues and interactive activities. They provide an opportunity for students to engage in self-reflection, learn from each other, and build skills to help them contribute to a more inclusive, equitable, and just campus community.
- Workshops are most effective for groups between 8-40 participants, and SEED can potentially work with groups that are larger and smaller. Let us know what you are looking for.

- Workshops require 1.5 hours. If you are looking for a workshop shorter than 1.5 hours, please contact us and we can discuss what is possible based on your goals.
- Please request workshops 3 weeks in advance to provide enough time for workshop scheduling, development, and preparation.

WORKSHOP TOPICS

In addition to the frequently requested workshops below, SEED can also develop a custom workshop for your group if you have a specific topic or goal in mind.

Introduction to Social Identities – Participants review definitions and become familiar with multiple dimensions of identity (gender, religion, class, race, ability, etc.). Participants will reflect on their own identities, why these matter, how they connect to social inequalities, and how they can impact group dynamics.

Bias Awareness – Participants will engage in an interactive group activity to recognize their personal biases. Participants will consider where stereotypes and assumptions come from and discuss how to mitigate and unlearn biases to create more inclusive communities.

Communicating Across Difference - Participants will play a card game activity called BARNGA. The activity prompts reflection and conversation about communication assumptions, expectations, and norms and the challenges of communicating across groups, communities, cultures, languages, etc. Specifically, the activity can open up conversations about rules and norms, socialization, social identities, systems of privilege and oppression, discrimination and bias, and how to enter/exit communities. **This activity requires at least 14 participants and works best with 20-60. It can only be offered in-person**

Privilege & Oppression – Participants will consider both their privileged/dominant and marginalized identities and reflect on how they have been impacted by, perpetuated, and/or disrupted oppression. Participants will discuss how privilege and oppression are connected building inclusive communities. **This workshop will be most beneficial for participants who are already familiar with their multiple social identities and how these give them more or less access to power and resources in society.*

Allyship – Participants will develop their understanding of allyship by considering what an ally is and isn't. Participants will also learn about the personal resources (passion, knowledge/awareness, skills, and action) needed to practice more effective allyship and inventory where they have more developed resources vs. where they need to continue growing.

Dialoguing Difference – In this workshop, participants will learn about dialogue, which is distinct from other common modes of communication like discussion or debate. A dialogic approach can help groups with multiple perspectives to discuss complex issues and work through conflict. Participants will experience different modes of communication and then have a chance to practice dialoguing as a group.

Empathetic/Effective Listening – In this workshop, participants will be introduced to a particular technique or strategy for listening, practice their listening skills together, and then discuss application and action particular to their roles or context.

To Faculty Council Members: Your critical study of these minutes is requested. If you find errors, e-mail immediately to Amy Barkley.

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

MINUTES
Faculty Council Meeting
May 4, 2021 – 4:00pm – Microsoft Teams

CALL TO ORDER

Chair Sue Doe called the meeting to order at 4:02 p.m.

Chair Doe: Welcomed members to the last Faculty Council meeting of the semester. We have a full agenda, with three discussion items at the end of our meeting. We may go over our time.

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – May 4, 2021

A. ANNOUNCEMENTS

Chair Doe: In months past we have had a faculty presenter, typically at the end of our meetings. Had decided not to do this the past few meetings due to how full our meetings were. We have a faculty presenter today and will start with her.

Chair Doe: Introduced Erika Osborne. Osborne is an associate professor of art. Received BFA from University of Utah and MFA from University of New Mexico. Osborne's artwork deals with cultural connections to place and environment. She has exhibited nationally and internationally with over 10 solo exhibitions and over 70 group exhibitions in recent years, including shows at Carnegie Museum of Art, Nevada Museum of Art and Taqwa Institute. Osborne is currently represented by Bershawn Gallery in Denver and has been a recipient of numerous grants and awards, including a Fulbright to Mexico. Work has been highlighted in three books surveying the evolution of land and environmental art in the West. Has also been featured in regional and international publications. Osborne is dedicated to University-level art education as an associate professor in the Department of Art and Art History. Osborne teaches all levels of painting along with an interdisciplinary field course for artists called Art and Environment.

Erika Osborne: Thanked Chair Doe and Faculty Council. Have done artistic investigations for nearly two decades that have been centered on forests and deserts of the western United States.

Osborne: When we reflect on forests in the contemporary West, we confront reality of wildfires. The large-scale fires we see are largely a product of our own making, stemming from fire suppression policy, timber in the early 20th century, human-induced climate change and our desire to live in these beautiful places that are fire-prone. Have spent quite a bit of time looking at fire and forest ecology and forest management policy and culture. We are at a critical moment where we need to look at alternatives to the way that we have engaged fire for the last century. Feels that art can play a role in changing what is largely a cultural and political sentiment.

Osborne: Discussed art that was done while in Sierra de la Laguna in Baja California Sur. Had received a Fulbright U.S. Scholar Fellowship to spend nine months there. Was interested in looking at how different political systems, different cultural interests, population densities and a relatively new management strategy might affect this particular forest and its relationship with fire. The CSU Todos Santos Center coordinated an introduction to the director of the Biosphere Reserve, was able to work in their office and with ranchers in the area. Noted that ranchers in this area used fire daily and that they were interested in a prescribed burn plan.

Osborne: Posed questions about how we can cultivate a healthy relationship with wildfire on a macro scale and what that would look like. Encouraged members to reach out if they have questions and directed people to her website: www.erikaosborne.com.

Chair Doe: Thanked Osborne for the presentation. Beautiful work. Important to be reminded as we go into fire season of its destructive power and of its restorative powers and how important the entire ecosystem is and that artists are involved in the conversation.

1. Next Faculty Council Meeting – September 7, 2021 – Location TBD – 4:00pm

Chair Doe: Our next Faculty Council meeting is scheduled for September 7, 2021. We are still working out whether we will be face-to-face or virtual. Believe there is a good chance we may still be meeting virtually but will discuss this as things clarify more.

Chair Doe: Wanted to mention the Employee Appreciation Week. There is a [coupon](#) being provided by the employee councils and the President's Office. Gesture of appreciation for all the hard work this year, it is deeply appreciated.

Chair Doe: May have seen the [SOURCE article](#) about the Vision Zero initiative. People involved with the Transportation Committee and Facilities Management have indicated that it would be helpful for everyone to understand this initiative. Vision Zero is intending to address transportation and safety on campus.

Chair Doe: Wanted to give congratulate the Libraries in their success in renegotiating the contract Elsevier. The Colorado Association of Research Libraries was able to negotiate a competitive contract. CSU Libraries, along with other libraries in the Colorado Association of Research Libraries system, successfully negotiated a 15% discount from the previous contract.

2. Duo Authentication Update – Vice President Brandon Bernier

Vice President Brandon Bernier: Thanked Chair Doe and Faculty Council for giving them time to discuss this today. The reason we use Duo is to protect us from cyber security events on campus. Have been seeing a rise in “bad actors” across higher education. In these cases, people are trying to use your username and password to get access to campus resources. The best way to get around this is to expand the use of Duo. Wanted to talk a little bit about that expansion.

Steve Lovaas: Two-factor authentication asks for additional information when you log in, but it will not be every time. We are putting Duo in front of Microsoft 365 services, which includes email and the online applications and storage. It will be a flurry of requests the first time you log into each of these

applications from a device, but you will not have to do it again unless you change something like browsers, device, or passwords. Central IT has been using Duo for Office 365 access for a year to make sure we understand the impacts. Most faculty and administrative professionals already have a device registered and we will help others implement.

Dave Hoffman: On June 1st, all people who have a registered second-factor device will need to re-log in. Encouraged those that do not have a registered device to get one. Stated that if you don't have a registered device, you will not be locked out and they will still be able to access all those services. We are looking to make this mandatory for everyone in the fall, likely around October. Encouraged members to get a second device besides a phone in case. Suggested a token from RamTech that generates a six-digit code.

Hoffman: There was an article in SOURCE about this. We have been working with campus communications and many others to get the word out. Will start seeing requests to re-authenticate on June 1st if you have a registered device and will need a second-factor device to get into email and Teams in the Microsoft environments.

Chair Doe: Thanked Lovaas, Hoffman, and Vice President Bernier. Asked: Are there any questions from the floor?

William Sanford: Asked in the chat how this will affect teaching.

Hoffman: For teaching, this is not in front of Canvas, so it will not affect people getting into Canvas. It will affect students accessing Microsoft Stream, so the first time they access that application they will need to use their two-factor authentication.

Jason Bernagozzi: Asked in the chat: How can we make this cost-efficient for students with little means?

Hoffman: Have reached out to Joe Donnelly in the Office of Financial Aid. They are set to work with students that need a little financial help and will help them get a token or some other device.

Seonil Kim: Asked in the chat how this will work in and out of the country.

Lovaas: Given the variety of forms you can use to deliver the prompt for second-factor authentication, such as a phone call or with internet connection on your mobile device, the application will still be able to work. For stability and predictability, if going out of the country a lot, suggested visiting RamTech to get a device that will provide a code no matter where you are.

Hoffman: Recommended that members visit the website www.duo.colostate.edu. There are a lot of FAQ instructions.

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting – April 6, 2021

Chair Doe: Asked: Are there any corrections to be made to these minutes?

Jennifer Peel: Sent some corrections by email.

Chair Doe: Hearing no further corrections, requested a motion.

Wes Kenney: Moved.

Faculty Council minutes from April 6, 2021 approved with minor corrections from Peel.

Additional minor corrections were sent by email following the meeting by Silvia Canetto and Linda Meyer. Corrections were noted and made.

C. PRESIDENT’S REPORT – President Joyce McConnell

Chair Doe: Welcomed President Joyce McConnell. Thanked her for being present at nearly all our Faculty Council meetings this year. Have gained a lot from regular updates.

President Joyce McConnell: Thanked Chair Doe. Knows that the coffee rewards are not enough to tell everyone what an amazing job you have done this year and how much we appreciate everything you have done. Thanked members for having her at the Faculty Council and Executive Committee meetings. Expressed appreciation for being able to participate.

President McConnell: The Chancellor consulted with all of the CSU Presidents last week and the Board made the decision to require COVID vaccinations for all students, faculty, and staff for Fall 2021. Policy is dependent on FDA approval of vaccines and our adherence to exemptions, which are medical, religious, and personal. A link to the [announcement](#) was posted in the chat.

President McConnell: The Pandemic Preparedness Team has since announced [broad guidance](#) for summer and fall activities, including lifting of employee travel restrictions. Human Resources, the Office of Equal Opportunity and the Pandemic Preparedness Team met with the leadership team regarding the lifting of these restrictions. There will be a [Town Hall](#) Friday, May 7th for students and parents, and another on May 13th for employees.

President McConnell: Among the information shared this morning was a [public health information guide](#). This has been shared with the entire community by email. This is also available on the COVID website.

President McConnell: Many have seen the strong work of the University Communications team on public health messaging and the social norming campaign featuring Cam the Ram. Vice President Yolanda Bevill is engaging a marketing firm to assist in developing CSU messaging that highlights our uniqueness. Vice President Bevill is working closely with Vice President Leslie Taylor’s team on enrollment materials.

President McConnell: Happy to announce that Sam Halabi is joining the Office of the Vice President for Research leadership team. Halabi is coming as the Senior Associate Vice President for Health Policy and Ethics. He is a distinguished scholar in health law and policy and international relations. Also holds a faculty position at the Colorado School of Health. A link to the [SOURCE story](#) was posted in the chat.

President McConnell: The Office of the Vice President for Research has also named Kimberly Cox-York as the Research Integrity Officer. Will continue Ellen Fisher's work on integrity, misconduct, and conflict management. A link to the [SOURCE story](#) was posted in the chat.

President McConnell: Thanked everyone for their participation in the diversity, equity and inclusion inventory. Reported that that form is now closed. Encouraged members to reach out to Ria Vigil if their department missed the deadline. Will work to ensure that information is included. Reminded members that the DEI inventory was our first step in strategic transformation in terms of our training around DEI.

President McConnell: [Proposals](#) are now being accepted for the 2021 Diversity Symposium. More information can be found on Vice President for Diversity website under symposium tab.

President McConnell: The robust leadership search that is happening right now is for the [Vice President for Diversity and Inclusion](#). Dean of Libraries Karen Estlund is chairing the search committee. The committee is interviewing candidates. We hope to have two to four finalists interview the week of May 24th. More information will be coming soon to hold times for open forums and meetings with those candidates. Hope people will have opportunity to participate. This is a key position for the University, and we want your feedback.

President McConnell: Dean of the College of Health and Human Sciences, Lise Youngblade, reports that we are conducting phone interviews with six semi-finalists for the position of Associate Vice President for Engagement and Extension. We anticipate final interviews in mid-May and will advertise those open forums. Encouraged members to participate if able.

President McConnell: For Rams Read, we are doing the book [“The Color of Food: Stories of Race, Resilience and Farming”](#). Reported that it is available for electronic check-out from the CSU Libraries. Encouraged members to look at the book and see if they can include it in syllabus in some way in the fall or the spring. The book is accessible for us and our students. The book raises significant issues around agriculture and resilience. The author, Natasha Bowens, will be coming to campus in the fall.

President McConnell: Will be providing a high-level preview of Courageous Strategic Transformation to the Board of Governors this week. The Board has requested a high-level view of the framework. More details will be presented at the June Board meeting. Vice President Jenelle Beavers is continuing to meet with groups to receive feedback, including the University Distinguished Teaching Scholars. Will be happy to report back to Faculty Council in September on how far we have come. Will get information to Chair Doe following the May Board meeting.

Chair Doe: Directed members' attention to the various links and items posted in the chat. Encouraged them to take a look. Asked if there were any questions for President McConnell.

Antonio Pedros-Gascon: Believe that today the reporting portal for athletics and student athletes came into action. Congratulated President McConnell for this. Would like to know if there are any victims advocates on the President's Commission for Climate in Athletics.

President McConnell: We do not have any advocates on the committee itself right now. Vice President Diana Prieto is on committee, many people on committee have experience. Point of committee is not to provide advocacy but to make sure that students get to the right resources and can do the

administrative pieces to get there. Reporting portal is now live. It was announced to athletes and staff and will be re-announced in August when everyone is back on campus.

Moti Gorin: Thanked President McConnell, has been helpful to have the President with us. Had a question related to budget. We were given a survey about certain tradeoffs. Asked if the President could continue to keep faculty involved, but especially involved earlier so that we can have a say in designing those tradeoffs. Can help put recommendations forward.

President McConnell: Thanked Gorin for the feedback. Have heard this from other people as well, good to think about in terms of anything we do going forward. Stated that Vice Provost James and Chair Doe participated in the Executive Leadership Team meetings and a way to proceed may be to have meetings and strategize with Chair Doe and Vice Provost James about what we can do to engage faculty more and earlier in those conversations.

Chair Doe: Stated that she would be happy to participate in such a discussion. Hearing no further questions, thanked President McConnell.

D. PROVOST/EXECUTIVE VICE PRESIDENT REPORT – Provost Mary Pedersen

Provost Mary Pedersen: Fall enrollment is looking good. Believe the messaging that went out at the end of last week made a significant difference. Applications are up by an 8% increase compared to last year, we have an increase of 15% in admitted students compared to last year. Exciting thing is that our deposits are up. We are also seeing an increase in transfer student applications and those deposits are on track. Deposits to date have not exceeded 14% compared to last year in 2020. We have 5,755 students confirmed with intent to enroll for fall and summer. We have about 59% that have signed up for orientation and housing.

Provost Pedersen: Update on fall academic planning. We received the announcement of vaccine mandates last week that will be reviewed at the Board of Governors this week. We are still waiting for final FDA approval. We have been meeting with the Provost's Office, Teaching Continuity Team, registrars and college offices and departments over the last week planning how to shift the vast majority of the online and hybrid classes to an in-person. We have not changed the schedule, stated that the schedule will stay the same. We are adding capacity, so reducing physical distancing. Will be identifying students that need online courses so we can meet those needs. D. Tobiassen Baitinger and Julia Murphy have been working around the clock with their team to shift a tremendous number of classes. Asynchronous classes will remain online. Department heads and chairs will work with individual faculty on this planning.

Provost Pedersen: Brief update on the Continuing, Contract and Adjunct Faculty Task Force. We will be having a forum on May 5th from 3:00pm to 4:30pm to provide an update on the work being done by this task force. Thanked the task force for their continued work to provide progressive improvements for all faculty. The panelists tomorrow will include President McConnell and co-chairs Vice Provost Susan James and Alex Bernasek, professor of economics.

Chair Doe: Commented in the chat that she would also like to thank the Faculty Council Committee on Non-Tenure Track Faculty for their continued work. These two groups, the Task Force and the Committee on Non-Tenure Track Faculty are both working hard to address the needs and interests of continuing, contract and adjunct faculty and non-tenure track faculty.

Vice Provost Susan James: Stated in the chat that the Committee on Non-Tenure Track Faculty and the Task Force collaborate and have overlap in membership.

Provost Pedersen: Wanted to provide a few accolades:

- University Distinguished Professor Camille Dungy had a poem published in the New Yorker Magazine. “Let Me” is the title of the poem.
- Recognition for retiring University Distinguished Professors:
 - Kate Browne, Anthropology and Geology
 - Don Estep, Statistics
 - Bernie Rollins, Philosophy, Biomedical Sciences, Animal Sciences
 - Wayne McIlwraith, Clinical Sciences
- Two new National Academy of Science members:
 - Jan Leach, Agricultural Biology
 - Robin Reid, Ecosystem Science and Sustainability

Provost Pedersen: Wanted to thank everyone for their incredible work this year. Hoping this is a once in a lifetime event in terms of handling the pandemic. Thanked everyone for the opportunity to join and learn this year. Excited to continue to learn and be a part of the amazing leadership team led by President McConnell in serving all of you. Really admire the shared governance model and look forward to engaging more with it and all of you.

Chair Doe: Thanked Provost Pedersen and for her presence at every meeting. Expressed appreciation for all she has done this year. Asked if there were any questions.

Gorin: Had been hearing earlier that deposits were looking poor in terms of enrollment. Asked: Now that the deposits are up, what role is this playing in our thinking about the budget? Asked: Maybe the cuts will not need to be so severe?

Provost Pedersen: We are very much encouraged by enrollment numbers. We hope it will signal a positive impact on the budget. We will have more clear direction once we present to the Board and have their input.

Gorin: Asked if the Provost’s slides could be shared.

Provost Pedersen: Would be happy to share the slides. A link to the slides was shared in the chat.

Chair Doe: Asked if there were any additional questions. Hearing none, thanked Provost Pedersen.

E. UNFINISHED BUSINESS

F. CONSENT AGENDA

1. UCC Minutes – March 26, 2021

Chair Doe: Asked if there were any questions or items to be pulled for consideration.

Hearing none, University Curriculum Committee minutes are approved by unanimous consent.

2. Intellectual Property Task Force Spring 2021 Final Report – Paul Doherty

Chair Doe: We are pulling this item and moving it to the “Reports” section of agenda.

G. ACTION ITEMS

1. Proposed Revisions to Preface and Sections C.2.1.2, C.2.6 and C.2.7 – Committee on Faculty Governance – Steve Reising, Chair

Steve Reising: On behalf of the Committee on Faculty Governance, move to pass these proposed revisions to the Preface and Sections C.2.1.2, C.2.6 and C.2.7 as seen in the agenda packet. This was the result of the Shared Governance Task Force initiated by Chair Doe. Brought to our attention the importance of shared governance and that it needs to be further defined and specified in our Manual. The rationale for this states that shared governance encourages transparency in decision-making, fosters a culture of trust in which expertise is valued and ensures opportunity to voice and consider diverse perspectives and experiences. We ask that Faculty Council consider this proposal in an effort to strengthen and formalize CSU’s commitment to shared governance. Reising described the changes as shown in the proposal. The preface helps define shared governance, and then it is added to the code.

Chair Doe: Thanked Reising. Commented that Carole Makela was also on this task force. The task force realized that the term “shared governance” barely existed in the Manual, so there was a felt need to strengthen that language.

Carole Makela: This is putting something in print that was frequently verbalized. That in and of itself is an important reason for giving serious consideration to these proposals.

Chair Doe: Thanked Makela. Asked if there was any further discussion. Hearing none, requested a vote in the chat.

Motion passed. Will be sent to General Counsel for their consideration.

2. Proposed Revision to Section C.2.1.9.3 – Committee on Faculty Governance – Steve Reising, Chair

Reising: On behalf of the Committee on Faculty Governance, move to pass proposed revision to Section C.2.1.9.3 as seen in the agenda packet. This proposed amendment is to extend membership on Executive Committee to continuing and contract faculty who are serving as elected members of Faculty Council. This change is urgently needed based on changes we made last December that went into effect this past February.

Reising: Have received a motion from the Committee on Non-Tenure Track Faculty to change the code in the same section to include the other ten regular standing committees. Am in active communication with Jenny Morse and the Committee on Faculty Governance has already begun considering this motion. Thanked the Committee on Responsibilities and Standing of Academic Faculty, Committee on Teaching and Learning, and the Committee on Strategic and Financial Planning for all their supports. Will be considering this motion in the fall.

Chair Doe: Thanked Reising. Asked if there were any questions or discussion. Hearing none, requested a vote in the chat.

Motion passed. Will be sent to General Counsel for their consideration.

3. Election – Nominations for Standing Committee Representatives –
Committee on Faculty Governance – Steve Reising, Chair

Reising: On behalf of the Committee on Faculty Governance, move the academic faculty nominations for Faculty Council Standing Committees as provided in the agenda packet. Noted the typo for Susan Melzer's name.

Chair Doe: Thanked Reising. Requested a vote in the chat.

Motion passed. Standing Committee representatives approved.

Chair Doe: Thanked Reising and the Committee on Faculty Governance for all their work this year. Will look for some new things in the fall.

4. New CIOSU: Center for Ethics and Human Rights – Committee on
University Programs – Jose Luis Suarez Garcia, Interim Chair

Jose Luis Suarez-Garcia: On behalf of the Committee on University Programs, move to approve the Center for Ethics and Human Rights as a new CIOSU. Presented a document describing the mission, activities, goals, and individuals that are part of the center. Lumina Albert is here and can also elaborate a bit more about the center.

Lumina Albert: Excited to talk about this proposal. This center is multidisciplinary and collaborative and is something that is very necessary for our campus. We hope to empower a new generation of students and leaders in the field of ethics and human rights.

Chair Doe: Asked if there were any questions from Faculty Council members.

Cynthia Brown: Asked if there were other CIOSUs that were similar or do similar things on campus. Asked: How is this center different from those or is it completely unique?

Albert: Did research on this, had asked around campus whether there was another official center that dealt with ethics and human rights. We found that there was no official center that was engaged in education, research and community engagement. This aligns with CSU's Land Grant Mission. Found this was unique. This was an idea brought forward by a collaboration of ethics researchers and experts from across campus. Proposing that it be housed at CSU and with TILT and the Provost's Office so that it is shared among all colleges.

Suarez-Garcia: Added that the topic of ethics is always there, so talking about ethics and human rights is overlapping to a certain extent. We do not have an official center with this designation and this center might fill this gap.

Chair Doe: Asked: Are there any other questions? Hearing none, requested a vote in the chat.

Motion passed.

5. Revisions to the Graduate and Professional Bulletin: Final Examinations – Committee on Scholarship, Research and Graduate Education – Melinda Smith, Chair

Melinda Smith: On behalf of the Committee on Scholarship, Research and Graduate Education, move that Faculty Council adopt the revisions as outlined in the agenda packet. These are changes to the section about final examinations. The rationale for this is to clarify what the exam should be, what would qualify them for that and then the change to making it so students are able to use the virtual format for final exams, particularly given COVID-19.

Chair Doe: Asked if there were any questions. Hearing none, requested a vote in the chat.

Motion passed. Revisions to the Graduate and Professional Bulletin approved.

6. Revisions to the Graduate and Professional Bulletin: Admissions Requirements and Procedures, Integrated Degree Program and Integrated Degree Program Plus Admissions – Committee on Scholarship, Research and Graduate Education – Melinda Smith, Chair

Smith: On behalf of the Committee on Scholarship, Research and Graduate Education, move that Faculty Council adopt these revisions as seen in the agenda packet. This change allows for double counting of graduate level credits between undergraduate and graduate degrees to align our programs, which is the 4+1 program we have with other peer institutions.

Chair Doe: Asked if there were any questions. Hearing none, requested a vote in the chat.

Motion passed. Revisions to the Graduate and Professional Bulletin approved.

7. Revisions to the Graduate and Professional Bulletin: Admissions Requirements and Procedures, Application: U.S. Citizens or Permanent Residents – Committee on Scholarship, Research and Graduate Education – Melinda Smith, Chair

Smith: On behalf of the Committee on Scholarship, Research and Graduate Education, move to Faculty Council adopt the revisions as outlined in agenda packet. Rationale is self-explanatory.

Chair Doe: Asked if there were any questions. Hearing none, requested a vote in the chat.

Motion passed. Revisions to the Graduate and Professional Bulletin approved.

8. Revisions to the Graduate and Professional Bulletin: Admissions Requirements and Procedures, Application: International Students – Committee on Scholarship, Research and Graduate Education – Melinda Smith, Chair

Smith: On behalf of the Committee on Scholarship, Research and Graduate Education, move that Faculty Council adopt the revisions as outlined in agenda packet. Rationale is self-explanatory.

Chair Doe: Asked if there were any questions. Hearing none, requested a vote in the chat.

Motion passed. Revisions to Graduate and Professional Bulletin approved.

Chair Doe: Thanked Smith and the work of the Committee on Scholarship, Research and Graduate Education on their work.

H. REPORTS TO BE RECEIVED

1. Faculty Council Chair Report – Sue Doe

Chair Doe: Wanted to thank the task forces again for their work, specifically the Shared Governance Task Force and the Intellectual Property Task Force. Reported that the Information Technology Task Force has put forward a recommendation to the Committee on Faculty Governance, who will likely have something for us in the fall to consider. Also wished to thank the RBEI Task Force which completed its work early on Section E and Section C changes. Grateful to that group, have items that will appear before the Board of Governors this week. Wanted to also mention the Presidential Survey Task Force. That report is nearly completed and will be sent to the Board of Governors at their June meeting. Will share with everyone the findings from that survey. More than 500 faculty participated in the survey. Will endeavor to use this method in years to come.

Chair Doe: In addition: hats off to the standing committees. All efforts of the task forces are directed then to appropriate standing committees, which is where the policy work is done. Encouraged members to serve on one if they have not already. The amount of work that is involved fluctuates, but if we all take our turn, then we can truly say we have participated in shared governance. Most of our standing committees invite administrative participation. It is very important, given that, and given the fact that we want to make sure the faculty voice is represented, that we demonstrate a commitment by serving the university in this way. The importance of this cannot be overstated. We need to be prepared to engage and participate.

Chair Doe: We do put this down in our service commitments, but we also know that the service does not sometimes carry the weight in annual reviews and our tenure and promotion package that it should.

Makela: Commented in the chat that the next steps in shared governance are raising the visibility, recognition and reward for service throughout the campus. Stated that this is being considered.

2. Board of Governors Report – Melinda Smith

Smith: Submitted report to the Board of Governors and will be attending their meeting on Thursday, May 6th. Will have more to report after that meeting.

3. Intellectual Property Task Force Spring 2021 Final Report – Paul Doherty

Paul Doherty: Had convened a task force last fall with Tim Gallagher and Stephanie Clemons at the request of Chair Doe. Presented the final report from last semester at the February Faculty Council

meeting. Requested volunteers to continue the work of the task force since Gallagher and Clemons retired.

Doherty: The report is in four parts. The first part contains suggested changes to Section J and the Faculty Manual. Of primary importance is updating definition of University Resources. Linda Schutjer from General Counsel will be leading a committee suggesting changes to Section J. That committee has faculty representation, and this report has been submitted to that committee. We are hoping that committee can make some progress this summer.

Doherty: Second part of report suggests that we need to work on some default contract language for teaching contracts. Will need support and leadership from the Provost's Office to make progress there. Third part of the report identifies education needs for our community around intellectual property, especially as changes are implemented. Khaleedah Thomas is a faculty member in the Libraries, has been leading professional development workshops on copyright issues for faculty. Thomas can help guide our education efforts going forward. The fourth part of the report is a tracking document, tracking the progress on recommendations from the original task force report. This is mostly for accountability to faculty and everyone else.

Chair Doe: Thanked Doherty. Wanted to acknowledge the work of this task force. Have provided an even more detailed report and worked with extraordinary speed. Asked if there were any questions regarding this report. Hearing no questions, requested a vote in the chat to accept this report and place it into the record.

Motion passed. Intellectual Property Task Force Spring 2021 Final Report placed into record.

Chair Doe: Just the start of more work on intellectual property. Expressed appreciation for the work of the committee and look forward to seeing what the next steps will be. Think we can all agree on importance of work. Thanked Doherty for leading this effort.

I. DISCUSSION

1. Graduate Workers Organizing Cooperative Discussion – Marcela Velasco & Stefanie Berganini, PhD Student/Instructor, Anthropology and Geography

Stefanie Berganini: Thanked Faculty Council. Introduced herself, a PhD student and instructor in anthropology and geology. Here to discuss the Graduate Workers Organizing Cooperative and the work we are doing and to ask for your support.

Berganini: The Graduate Workers Organizing Cooperative is an independent organization at CSU with the purpose of advocating for issues that are of concern to graduate workers. One of the most pressing concerns is that the compensation model is unlivable. We have Deans and the Graduate School who recognize the issue and have already started planning various ways we can address this. Showed data provided by Dean Stromberger and Associate Dean Colleen Webb. Analysis compares CSU to other land grant institutions. Our minimum graduate worker stipends are lower than the average of other institutions and our fees are drastically higher. The compensation model has heavy lift costs for graduate workers.

Berganini: We have created a [petition](#) rooted in the data collected by Dean Stromberger and Associate Dean Webb. The intention that as the Board of Governors discusses budget priorities this week that they understand graduate workers and their supporters are demanding changes. The proposed budget includes a 3% increase for graduate workers stipends. While this is a start, it does not go far enough to address the gap caused by a decade of stagnant wages, while fees and cost of living have continued to escalate.

Berganini: We want the upcoming budget to implement a stopgap scenario presented by the Deans. Want to make sure that the proposed fees stopgap starts right away, including international fees. Once the stopgap is implemented, we want CSU to move as quickly as possible towards the aspirational scenario that the Deans have proposed, and that includes items such as higher minimum stipends and summer support for 9-month contracts. Wanted to clarify that the Deans proposal suggests external funding lines and other financial mechanisms that do not take away from existing staffing or placing the funding back on the shoulders of existing department budgets.

Berganini: We hope that Faculty Council will support us with a statement and that individual Faculty Council members will give individual support as well.

Chair Doe: Thanked Berganini. Asked if there were any questions.

Pedros-Gascon: Question for Dean Stromberger. Met with College of Liberal Arts representatives of graduate programs earlier this year. We were talking about the idea of getting rid of the fees and the fee situation was described as “low-hanging fruit.” Asked: Can we really make it happen?

Dean Mary Stromberger: Described the stopgap scenario that was presented by Berganini. The scenario included the recommendation of a fee benefit to all graduate students. This would be a reduction of the burden of the fees on graduate assistants. If we were to do that, it would raise the overall compensation of our graduate students. They would be closer to the overall compensation of our peer institutions.

Brown: Fully support this effort. From the perspective of a faculty member in the sciences, budgets have been funded already and the budget is set. The current budgets may not be able to pay more. Asked: What are the thoughts about that?

Berganini: As far as things like gaps in grant funding, part of the proposal includes the University covering that gap until new grants can be written that do incorporate items such as increased stipends. Question is how the University wants to prioritize this funding.

Makela: Asked in the chat: It is difficult to ask this question, but the metric people will ask it, what is the dollar cost of this? Asked: Where might the dollars come from?

Marco Costanigro: Asked in the chat: How does graduate tuition play into all of this?

Sybil Sharvelle: Particularly sensitive to the graduate fees and the financial hardship this can cause. Asked: How would a reduction in fees be covered? Asked: How are we going to meet the gap due to the fee decreases?

Berganini: The report has a lot of suggestions about that. Looking at external funding lines, how profits are distributed from things like CSU Global, investing in more philanthropy.

Kendall Stephenson: Posted a link to the Graduate School's [Compensation Report](#) in the chat.

Pedros-Gascon: Commented in the chat that salary raises should be covered by central administration, not by departments.

Andrew Norton: Commented in the chat that our peer institutions manage to budget for higher salaries in sponsored work, so we could do that too. We are not competitive for some graduate students as it stands.

Pedros-Gascon: Noted in the chat that their fees have mushroomed during the last decade.

Norton: Asked in the chat: Have we looked at some of those fees and whether graduate students benefit from them? Suspect that many of the fees mostly benefit undergraduates.

Ajean Ryan: Stated in the chat that it is important for Faculty Council to write a statement in support of this.

Ramaa Vasudevan: Agreed with Ryan in the chat. The Faculty Council should support/endorse the Graduate Workers Organizing Cooperative petition. We cannot maintain our status as a Research I institution without supporting our graduate student workers.

Provost Pedersen: Wanted to emphasize that we are extremely supportive of our graduate students. Thanked Dean Stromberger. Feel very strongly about equal compensation across the board. One of our top priorities is not only looking at graduate student compensation but also faculty and staff compensation, looking at job descriptions. Putting in our budget request to the Board of Governors a 3% increase in graduate stipends as a way of keeping things moving forward. As we look for our budget to improve, we will continue to keep graduate compensation stipends as a priority.

Gorin: Asked about the logistics of drafting a statement of support.

Chair Doe: Encouraged members to look at materials Berganini posted, including the petition. Think that was their main request for today. Encouraged members that wanted to pursue this further for additional conversations or construction of a resolution or statement of support to contact herself and Amy Barkley directly. Thanked Dean Stromberger and Berganini.

2. Title IX Explanation and Discussion – Vice President Diana Prieto

Vice President Diana Prieto: Expressed appreciation for the opportunity to talk about this new division that the President has created and also the work of the Office of Equal Opportunity.

Vice President Prieto: President McConnell shared this new little division of Equity, Equal Opportunity and Title IX with several items in terms of goals. One goal was to elevate the profile network around Title IX. Reported that Idania Munoz started last week as the new Title IX Coordinator and director of that office. Another goal was to have a greater focus on equity. Other goal

was the connect the work in the complaint arena where we receive reports in connection with discrimination and harassment between the Office of Equal Opportunity and Title IX.

Vice President Prieto: Described the organization chart of the office. Have the Office of Equal Opportunity, Office of Title IX Programs and the Office of Ombuds. Would make the distinction that the Office of Title IX Programs is focused on student to student reported behavior, whereas the Office of Equal Opportunity focuses on employment reported behavior.

Vice President Prieto: The important piece about the Ombuds Office is that it's confidential, impartial, informal, and independent. There is opportunity for employees to go there, and with the exception of harm to self or others, it is a confidential conversation.

Vice President Prieto: Was asked to go over the Office of Equal Opportunity. We are in charge of the search process for faculty and administrative professional positions, which includes the selection and hiring process. We also take concerns, complains, and reports of discrimination and harassment and work with them in the complaint arena. Also have a responsibility for the Talent Management system, which is the system that receives applications for our hiring process. Responsible for all the disability work for the University for employment, not including student employment. Also have responsibilities in area of affirmative action.

Vice President Prieto: There is other work we also undertake. For example, in pandemic-related work, we dealt with temporary work arrangements, adherence to public order requirements. A lot of legislative work has been coming our way regarding the Equal Pay for Equal Work Act, as well as executive orders from the U.S. Presidential administrations. Lot of compliance regulatory work. Thanked the tremendous partners we have across campus. Many people have helped out.

Vice President Prieto: Was also asked to discuss the complaint area. We are responsible for any reports that come into the office and complaints as defined by the process that come in in connection with federal equal opportunity. We are also responsible for retaliation complaints.

Vice President Prieto: In terms of processes, we have a formal process which is an investigation. An investigator from the Office of Equal Opportunity is appointed and will conduct an investigation to answer the who, what, when, where, and why. They then produce a report, and the report will move forward in the process. Informal processes happen when the person wants to move through conflict resolution rather than go through the formal process and come to a solution mutually agreeable. In the formal complaint process, if the investigation reaches the conclusion that a policy has been violated, the Office of Equal Opportunity will work with the appropriate Dean or Vice President to determine an outcome in connection with consequences. Will acknowledge that sometimes the office takes too long to conduct investigations. We are working on reducing the length of time it takes us to conduct investigations.

Vice President Prieto: Want to talk about protection against retaliation. It is in our policies and we speak to it, but fears about retaliation are very real. As an institution, we have taken action to address retaliation when we have been able to substantiate it. Acknowledged that retaliation is not always obvious and that power differentials and hidden ways of retaliation occurring make it hard to document. Not easy for individuals to come talk to us about it and we work hard to provide a safe space for people to come talk to us.

Vice President Prieto: Want to also talk about confidentiality. We ask for confidentiality in reports that are not Title IX. New Title IX regulations do not allow confidentiality, now we can only talk about privacy. We do a great job at CSU, conflict arena is collaborative by nature. We have a good netting of communication among those who work in the conflict arena, which includes about eight to ten offices.

Vice President Prieto: Was also asked if we look for patterns. We do look for patterns. If we see units or individuals that appear to be commonalities, will work with the appropriate administrators to better understand what is taking place.

Vice President Prieto: Provided information on what the Office of Equal Opportunity receives. Spreadsheet documented:

- First column: what people came to us with (one person may have more than one issue)
- Second column: where the individual complainant is
- Third column: how many complainants there are. Unknowns listed are from “Tell Someone”, etc. Non-CSU are internships, contractors, etc.
- Fourth column: classification of the issue. Some people come forward with formal complaints, others informal. Some are inquiries. Sometimes people come to see us but do not file a complaint. We had 56 instances where someone came to talk with us. Those were exploratory meetings. These meetings are confidential with two specific exceptions, if the person might be in danger of physical harm or there is embezzlement.

Vice President Prieto: Also wanted to talk about the exit interview through the Office of Equal Opportunity. It is a joint program with the Vice President for Diversity’s Office that we launched about nine years ago. Will be reinvigorating this program. Reported that she reviews all the information from exit interviews to look for patterns.

Vice President Prieto: Was also asked to discuss accountability. Asked: How do we work with accountability in the complaint arena? We work with policies across campus, in codes and Manuals. There is accountability through those processes. Think the greatest accountability measure is through supervisors and administrators willing to take on behavior and make clear that it is not acceptable. Accountability is important at all levels included peer to peer. Peers and colleagues have tremendous power to share with someone that the way they are behaving is not acceptable in the environment.

Chair Doe: Thanked Vice President Prieto for the presentation. Asked if slides can be shared.

Vice President Prieto: Absolutely. Will clean them up a bit and then share them.

Chair Doe: Asked if there were any questions.

Pedros-Gascon: Thanked Vice President Prieto for the informative presentation. One of the questions that has been on faculty’s mind was the situation with the company that was hired in the stadium that did not report the Title IX case. Asked: Will the institution renew a contract with a company that has not adhered to Title IX reporting?

Vice President Prieto: Limited in what can be discussed because it is in litigation. We are working to ensure there is immediate reporting to the correct office and to be able to appropriately manage the situation and behavior.

Norton: Asked in the chat: Is Title IX compliance part of the bid process in the first place?

Chair Doe: Asked if there were any other questions. Seeing none, encouraged members to send in questions to compile for Vice President Prieto. Asked to have questions by the end of the week so it is fresh in our minds. Thanked Vice President Prieto, appreciate all the information.

3. TILT Teaching Effectiveness Institute – Gwen Gorzelsky and Tonya Buchan

Gwen Gorzelsky: Tonya Buchan is an instructional designer and project leader at TILT. Will present a quick overview of the Teaching Effectiveness initiative designed to reward, encourage, and incentivize development of teaching effectiveness.

Tonya Buchan: We plan to roll out this exciting program in the fall, called the Teaching Effectiveness Initiative. It is a faculty development curriculum that we have put together that is grounded in the teaching effectiveness framework we rolled out in the spring of 2019. The framework is comprised of the seven domains of research-based effective teaching practices that we like to encourage faculty to use when they come to faculty development workshops with us.

Buchan: What we are rolling out is an opportunity to earn a certificate of achievement for each of the seven domains, which we are calling domain experience units. Can earn these either at TILT or elsewhere on campus or even off-campus. When we look at the different certificates, we want to provide other opportunities for recognition as well, aside from putting it in your annual evaluation. We encourage faculty to focus on professional development that works best for them. Faculty that complete a domain will get letters of commendation signed by the Vice President for Diversity and the Vice President for Undergraduate Affairs. Once you earn three domains, you can get a letter of commendation from the Provost. All seven domains, which could be a 7 to 10 year process, is a huge achievement.

Gorzelsky: Wanted to also note that the Committee on Teaching and Learning and the Executive Committee both provided feedback that was incorporated into the draft you see in the packet.

Chair Doe: This is very interesting. Asked if there were any questions.

Silvia Canetto: Have three separate questions. Asked: How is teaching effectiveness defined? Asked: How do you measure the impact of the training? There is evidence of bias against women, people of color, and people with accents. Asked: Do you provide training on how to deal with that systematic bias?

Buchan: With the teaching effectiveness initiative, we are using a growth model based on self-reflection. We are asking instructors, once they engage in a workshop, to complete a reflection form. Form will ask what was learned in the workshop, and then after you have had a chance to try them in the class, we ask that the form be completed telling us how it went. Those reflections will come to us at TILT, and we will have a group review these.

Gorzelsky: Want to underscore the distinction of what we are doing with the Teaching Effectiveness Institute versus annual review or promotion or tenure reviews. We offer materials to support, but the departments define their own criteria for their reviews and teaching effectiveness. Provost's Office in

past few years has been asking departments to explicitly define their criteria for teaching effectiveness. TILT provides materials if desired to support departments, but ultimately those are departmental decisions.

Gorzelsky: Noted that Buchan posted documents in chat that we share with individual faculty members and departments: [Strengths and Limitations of Evidence](#) & [Triangulating Evidence](#).

Gorzelsky: Want to make a distinction between assessing the Teaching Effectiveness Initiative, which is an initiative to encourage and reward faculty engagement in teaching effectiveness, growth and professional development for teaching effectiveness versus assessment of our actual professional development offerings. We hope to measure success in eventually changing student outcomes. The Teaching Effectiveness Initiative described by Buchan has effectiveness measured in how well we engage faculty members in numbers. That will focus on participation and completion rates.

Gorzelsky: Common practice in faculty development is to presume a minimum of three semesters are needed before a teaching innovation starts resulting in student success. If we see an increase in the proportion of those practices used, we hope that will be an indicator that we are heading towards improves in student success metrics.

Gorzelsky: In regards to the course survey, there have been threads similar to that question. Those questions were brought to the Committee on Teaching and Learning for discussion. We are planning to raise these questions at the beginning of the semester and will be bringing in colleagues to share thoughts. Have had initial discussions on resources to share with faculty about how to take into account the tendency towards systematic bias. Asked Canetto if she was willing to lend advice or consult with us about this.

Shawn Archibeque: Commented in the chat that they will invite Canetto to come speak with the Committee on Teaching and Learning in the fall.

Chair Doe: Thanked Gorzelsky and Buchan. Asked if there were additional materials for consideration or more questions from Faculty Council members. Hearing none, thanked Gorzelsky and Buchan again for coming and staying late.

Chair Doe: Thanked everyone for hanging in there and for a great year. Want to leave everyone with a [poem](#) by Robert Frost, read by Garrison Keillor. Wished everyone a good summer. Called the meeting adjourned.

Meeting was adjourned at 7:05 p.m.

Sue Doe, Chair
 Ruth Hufbauer, Vice Chair
 Melinda Smith, BOG Representative
 Amy Barkley, Executive Assistant

Chair: Sue Doe
Executive Assistant: Amy Barkley
Professional Registered Parliamentarian: Lola Fehr

Vice-Chair: Ruth Hufbauer
BOG Representative: Melinda Smith

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Stephan Kroll	Agricultural and Resource Economics	2022
<u>Brett Kirch</u>	Animal Sciences	2021
Cynthia (Cini) Brown	Agricultural Biology	2021
Kelly Curl	Horticulture & Landscape Architecture	2022
Jim Ippolito	Soil and Crop Sciences	2023
Marco Costanigro	College-at-Large	2023
Bradley Goetz	College-at-Large	2022
Andrew Norton	College-at-Large	2023
Health and Human Sciences		
<u>Nancy Miller</u>	Design and Merchandising	2021
Raoul Reiser	Health and Exercise Science	2022
<u>David Sampson</u>	Food Science and Human Nutrition	2022
Lisa Daunhauer	Human Development and Family Studies	2023
Bolivar Senior	Construction Management	2023
Aaron Eakman	Occupational Therapy	2023
Carole Makela	School of Education	2021
Shannon Hughes	School of Social Work	2022
Business		
Bill Rankin	Accounting	2022
Stephen Hayne	Computer Information Systems	2021
John Elder	Finance and Real Estate	2022
Yolanda Sarason	Management	2021
(substituting for Dawn DeTienne, on sabbatical for 2020-21)		
Jonathan Zhang	Marketing	2023
Engineering		
<u>Kristen Rasmussen</u>	Atmospheric Science	2021
Margarita Herrera-Alonso	Chemical and Biological Engineering	2022
Peter Nelson	Civil and Environmental Engineering	2021
Ali Pezeshki	Electrical and Computer Engineering	2022
Kirk McGilvray	Mechanical Engineering	2023
<u>Thomas Bradley</u>	Systems Engineering	2023
Sybil Sharvelle	College-at-Large	2023
Steven Reising	College-at-Large	2022

<u>J. Rockey Luo</u>	College-at-Large	2022
Liberal Arts		
Mary Van Buren	Anthropology & Geography	2023
Jason Bernagozzi	Art	2022
Ziyu Long	Communication Studies	2022
Ramaa Vasudevan	Economics	2023
Tony Becker	English	2023
Albert Bimper	Ethnic Studies	2022
Maria Del Mar Lopez-Cabrales	Languages, Literatures, and Cultures	2022
Jared Orsi	History	2023
Michael Humphrey	Journalism and Technical Communication	2023
Wes Kenney	Music, Theatre, and Dance	2023
Moti Gorin	Philosophy	2022
<u>Peter Harris</u>	Political Science	2021
Tara Opsal	Sociology	2022
Ajean Ryan	College-at-Large	2023
Antonio Pedros-Gascon	College-at-Large	2023
Emily Morgan	College-at-Large	2023
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		
Randall Boone	Ecosystem Science and Sustainability	2023
Chad Hoffman	Forest and Rangeland Stewardship	2023
David Koons	Fish, Wildlife, & Conservation Biology	2021
William Sanford	Geosciences	2023
Alan Bright	Human Dimensions of Natural Resources	2023
Natural Sciences		
Olve Peersen	Biochemistry & Molecular Biology	2022
Melinda Smith	Biology	2021
Robert Paton	Chemistry	2023
<u>Ross McConnell</u>	Computer Science	2022
<u>Dylan Yost</u>	Physics	2021
Silvia Sara Canetto	Psychology	2022
<u>Mary Meyer</u>	Statistics	2022
TBD	Mathematics	2023
Alan Van Orden	College-at-Large	2023
Anton Betten	College-at-Large	2022
Brad Conner	College-at-Large	2022
<u>James Liu</u>	College-at-Large	2023
TBD	College-at-Large	2022
Veterinary Medicine & Biomedical Sciences		
DN Rao Veeramachaneni	Biomedical Sciences	2022

Kevin Haussler	Clinical Sciences	2022
Elizabeth Ryan	Environmental & Radiological Health Sciences	2023
Tony Schountz	Microbiology, Immunology and Pathology	2021
Candace Mathiason	College-at-Large	2022
<u>Marie Legare</u>	College-at-Large	2023
Adam Chicco	College-at-Large	2022
Seonil Kim	College-at-Large	2022
<u>Gerrit (Jerry) Bouma</u>	College-at-Large	2021
Jennifer Peel	College-at-Large	2023
John Rosecrance	College-at-Large	2023
Sheryl Magzamen	College-at-Large	2023

University Libraries

Linda Meyer	Libraries	2022
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***Ex Officio* Voting Members**

Sue Doe	Chair, Faculty Council/Executive Committee	2021
Ruth Hufbauer	Vice Chair, Faculty Council	2021
Melinda Smith	BOG Faculty Representative	2021
Steve Reising, Chair	Committee on Faculty Governance	2021
Shane Kanatous, Chair	Committee on Intercollegiate Athletics	2021
<u>Jerry Magloughlin, Chair</u>	Committee on Libraries	2021
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2021
<u>Marie Legare, Chair</u>	Committee on Responsibilities and Standing of Academic Faculty	2021
Melinda Smith, Chair	Committee on Scholarship, Research, and Graduate Education	2021
Karen Barrett, Chair	Committee on Scholastic Standards	2021
Joseph DiVerdi, Chair	Committee on Strategic and Financial Planning	2021
Shawn Archibeque, Chair	Committee on Teaching and Learning	2021
Jose Luis Suarez Garcia, Interim Chair	Committee on University Programs	2021
Bradley Goetz, Chair	University Curriculum Committee	2021
<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
Ashley Harvey	Committee on Non-Tenure Track Faculty	2022
<u>Jamie Nielson</u>	Committee on Non-Tenure Track Faculty	2022
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2022
Mary Van Buren	Committee on Non-Tenure Track Faculty	2023
Steve Benoit	Committee on Non-Tenure Track Faculty	2022
Natalie Ooi	Committee on Non-Tenure Track Faculty	2022
Pinar Omur-Ozbek	Committee on Non-Tenure Track Faculty	2023

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

Joyce McConnell	President
Mary Pedersen	Provost/Executive Vice President
Kim Tobin	Vice President for University Advancement

Yolanda Bevill	Vice President for University Communications
Jenelle Beavers	Vice President for Strategy
Roe Bubar	Interim Vice President for Diversity
Diana Prieto	Vice President for Equity, Equal Opportunity & Title IX
Blake Naughton	Vice President for Engagement
Leslie Taylor	Vice President for Enrollment and Access
Susan James	Vice Provost for Faculty Affairs
Karen Estlund	Dean, Libraries
Brandon Bernier	Vice President for Information Technology
Kathleen Fairfax	Vice Provost for International Affairs
Pam Jackson	Vice President for University Communications
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	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



**EQUITY, EQUAL OPPORTUNITY
AND TITLE IX**
COLORADO STATE UNIVERSITY

Faculty Council

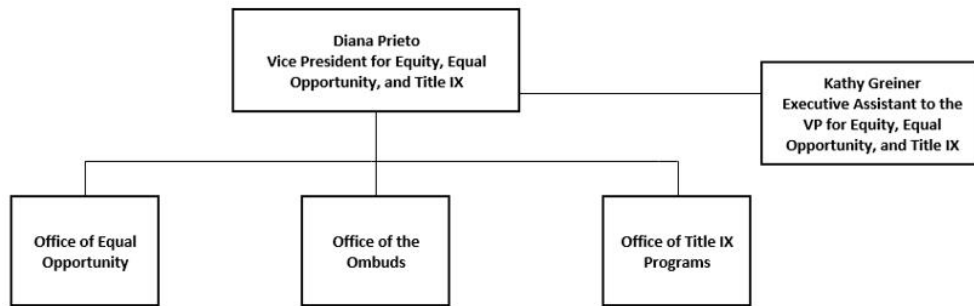
May 4, 2021

Diana Prieto
Vice President

President McConnell's Vision

- Elevate the profile and work around Title IX
- Further focus on equity
- Connect the two office that conduct discrimination and harassment complaint work

Organizational Chart



Office of Title IX Programs and Gender Equity

Address complaints of sex discrimination and sexual harassment - students

Work with Deputy Title IX Coordinators – Athletics, Employment, Training

Confidential. Impartial. Informal. Independent.

The Office of the Ombuds is a *confidential* resource for all employees of Colorado State University who *voluntarily* seek help in resolving concerns and conflicts related to the workplace.

Office of the Ombuds

Office of Equal Opportunity

**Faculty and AP
Selection and
Hiring**

**Discrimination and
Harassment
Complaints**

**Talent
Management
System**

**Disability
Reasonable
Accommodations**

**Affirmative Action
Program**

**Other: Pandemic
Related, Executive
Orders**

Complaint Arena

**Discrimination,
Harassment,
Retaliation,
Search Related**

**Retaliation
Protections**

**Communication
among conflict
colleagues**

**Processes:
Formal,
Informal, Length
of time**

**Confidentiality,
Privacy**

**Look for
patterns,
commonalities**

OEO Reports/Complaints for FY20 and FY21 through April 2021

Type of Allegation	College/Division	Complainant	Respondent	Classification
Sexual Har 29	CVMBS 7	Under Grad 19	Under Grad 0	Administrative 29
Racial Har 1	CLA 5	Grad St 13	Grad St 1	Informal 13
Disability Har 1	HHS 5	SC 3	SC 9	Formal 4
Disc Sex Orient 2	CNS 4	AP 8	AP 22	Inquiry 9
Disc Race 4	COB 1	AF 2	AF 23	Req. to Invest. 3
Disc Disability 6	WCNR 2	St Emp 7	St Emp 1	Search 1
Disc Gender 7	CAS 6	NSH 2	NSH 1	
Dis Gen Id/Exp 2	ENG 3	Non-CSU 1	Non-CSU 2	
Disc Nat Or/Anc 3	Athletics 5	Unknown 2		
Retaliation 3	DUO 1	Org 2		
Consensual Rel 6	St Affairs 14			
Stalking 1	Provost 2			
	Engagement 2			
	Research 1			
	Non-CSU 1			

Exit Interviews

- 1) Through OEO at the University level and at unit levels
- 2) Working with VP for Diversity to dust off and invigorate
- 3) I review all exit interview information
- 4) Look for patterns and raise with leaders
- 5) Has been used to explore pattern of departure from unit

Processes connected to policies/codes/manuals

Administrators, supervisors

Peers, colleagues

Accountability

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A 'virtual' meeting of the University Curriculum Committee was held on **April 2, 2021** at 2:00 p.m. via Microsoft Teams. The meeting adjourned at 3:02 p.m.

Minutes

The minutes of March 26, 2021 were electronically approved on March 29, 2021.

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
AB 529	Pesticide Resistance Evolution and Management	Previously offered as experimental course BSPM 580A4.	Spring 2022
AM 376	Prototyping & Testing for Product Development	Previously offered as experimental course AM 380A1.	Spring 2022
BMS 742	Ethical Issues in Human Assisted Reproduction	1 cr. Previously offered as experimental course BMS 780A1.	Spring 2022
ERHS 706	Advanced Equine Diagnostic Behavior	2 cr. Requires written consent of instructor.	Spring 2022
HORT 500	Graduate Student Professional Development	Graduate only. Previously offered as experimental course HORT 581A4.	Spring 2022
MECH 699N	Thesis: Aerospace Engineering	1-18 var. cr.	Spring 2022
MECH 699O	Thesis: Advanced Manufacturing	1-18 var. cr.	Spring 2022
SYSE 512	Systems Sensing and Imaging Analysis	Previously offered as experimental course ENGR 681A2.	Spring 2022

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
E 422/ ETST 422	African-American Literature	<ul style="list-style-type: none"> Removal of dual listing with ETST. Administrative edit to Add'l Reg Info. 	Spring 2022
ETST 240	Indigenous Native American Cultural Experience	<ul style="list-style-type: none"> Edits to course title and description. <i>Existing AUCC 3B/GT-AH2.</i> 	Spring 2022
FTEC 460	Brewing Science II	<ul style="list-style-type: none"> Edit to course description. 	Spring 2022
JTC 300	Strategic Writing Professional and Technical Communication	<ul style="list-style-type: none"> Edits to course title and description. <i>Existing AUCC 2.</i> 	Spring 2022
SPCM 486A SPCM 486	Practicum: <u>General</u>	<ul style="list-style-type: none"> Course number change. Edit to course title (<i>addition of subtopic</i>) Addition of prerequisite: <u>CO 150 or SPCM 200</u>. None <i>C&C Unit will administratively update footnote #5 in CMST-BA to list 'SPCM 486A-C'.</i> 	Spring 2022

SPCM 792C	Seminar: Film Media and Media Studies Visual Culture	<ul style="list-style-type: none"> • Edits to course title and description. 	Spring 2022
TH 250	Voice and Movement for the Stage	<ul style="list-style-type: none"> • Edit to course description. • Addition of 'Audition required' to Registration Info. • Edit to prerequisites: TH 151, may be taken concurrently. TH 150 	Spring 2022

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
APAM-PDVZ-BS: Major in Apparel and Merchandising, Product Development Concentration	<ul style="list-style-type: none"> • Freshman/Sophomore years: replacing required course DM 120 with AM 220. • Moving CHEM 103 and CHEM 104 from Sophomore to Freshman year. • Junior year: addition of required course AM 376. 	Fall 2021
BUSA-MBA: Master of Business Administration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Summer 2022
HAES-HPRZ-BS: Major in Health and Exercise Science, Health Promotion Concentration	<ul style="list-style-type: none"> • Freshman year: addition of required course HES 202; moving PSY 100 from Freshman to Sophomore year. • Junior year: removal of required course MKT 320; moving Statistics 'Select one' list from Sophomore to Junior year. • Updates to elective list. 	Fall 2021
HAES-SPMZ-BS: Major in Health and Exercise Science, Sports Medicine Concentration	<ul style="list-style-type: none"> • Freshman year: addition of required course HES 202; moving PSY 100 from Freshman to Sophomore year. • Junior year: moving Statistics 'Select one' list from Sophomore to Junior year; moving required course HES 319 from Senior to Junior year; moving required courses FSHN 350 and HES 354 to the elective list. • Senior year: moving required course HES 307 from Junior to Senior year. • Updates to elective list. 	Fall 2021
HDFS-LEPZ-BS: Major in Human Development and Family Studies, Leadership and Entrepreneurial Professions Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2021
HDFS-PHPZ-BS: Major in Human Development and Family Studies, Pre-Health Professions Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2021
HDFS-PISZ-BS: Major in Human Development and Family Studies, Prevention and Intervention Sciences Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2021

CONSENT AGENDA

Minor Changes to Existing Courses			
Course #	Course Title	Notes/Changes	Effective Term
ETST 411	Black Feminism(s)	Edit to offering year: Even Every Addition of prerequisite: <u>ETST 100-299 – at least 3 credits or WS 200</u> None . <i>Submitted in CIM as a Major Change.</i>	Spring 2022
ETST 441	Indigenous Knowledges	Edit to prerequisites: ETST 234 or ETST 240 or ETST 255. <i>Submitted in CIM as a Major Change.</i>	Spring 2022

Course Deactivations			
Course #	Course Title	Notes/Changes	Effective Term
SOWK 675	Psychopathology and Community Health	Not referenced in any courses or programs.	Summer 2022

Minor Changes to Existing Programs		
Program Title	Notes	Effective Term
IFMQ: Interdisciplinary Minor in Film Studies	Updates to elective list.	Fall 2021

Minutes approved by the University Curriculum Committee on 4/23/21.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **April 23, 2021** at 2:00 p.m. via Microsoft Teams. The meeting adjourned at 2:53 p.m.

Minutes

The minutes of April 2, 2021 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 Request for Third Experimental Course Offering			
Course #	Course Title	Notes/Changes	Effective Term
NR 581B1	Intro to NR Research and Professionalism	Permanent course in workflow: NR 502 . 1 st offering: FA17; 2 nd offering: FA20.	Fall 2021

Study Abroad Courses – 1 st Provisional Offerings			
Course #	Course Title	Notes	Effective Term
ESS 582A	Study Abroad—Europe and British Isles: UN Climate Change Conference (COP)	1 cr. each; partial semester. Travel dates: TBD Must have concurrent registration in ESS 505.	Fall 2021
ESS 582B	Study Abroad—Americas: UN Climate Change Conference (COP)		
ESS 582C	Study Abroad—Asia/Oceania: UN Climate Change Conference (COP)		
ESS 582D	Study Abroad—Africa: UN Climate Change Conference (COP)		

AUCC 1B and Guaranteed Transfer (GT) Pathways Course: New Submission (<i>GT-MA1</i>)			
Course #	Course Title	GTP Category/Notes	Effective Term
MATH 156	Mathematics for Computational Science I	4 cr. Previously offered as experimental course MATH 180A5 . Approved for AUCC 1B: Quantitative Reasoning/GT-MA1: Mathematics.	Fall 2021

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
AGRI 638	Ecosystem Services on Agricultural Lands	<ul style="list-style-type: none"> Edit to course description. Addition of prerequisite: AGRI 630. None. Change of Instructional Format to Distance/Online <u>only</u>. Edit to offering term: Fall; Spring Removal of ‘Required field trips’ 	Spring 2022

AREC 428	Agricultural Business Management	<ul style="list-style-type: none"> Approved for AUCC 4A/4C in the new Major in Agricultural Business, Food Systems Concentration (<i>new concentration below</i>). 	Fall 2021
AREC 460	Ag- and Resource-Based Economic Development	<ul style="list-style-type: none"> Approved for AUCC 4B in the new Major in Agricultural Business, Food Systems Concentration (<i>new concentration below</i>). 	Fall 2021
AREC 478	Agricultural Policy	<ul style="list-style-type: none"> Approved for AUCC 4A/4B/4C in the new Major in Agricultural Business, Food Systems Concentration (<i>new concentration below</i>). 	Fall 2021
CIS 200	Business Information Systems	<ul style="list-style-type: none"> Edit to course description. Removal of Add'l Reg Info: Students must take an Excel competency exam offered by the College of Business and receive a passing score. 	Spring 2022
DSCI 235	Data Wrangling	<ul style="list-style-type: none"> Change from partial semester to full semester. Edit to prerequisites: ((CS 150B with a C or better or CS 152 with a C or better) and CS 165 with a C or better) or (CS 220 with a C or better) may be taken concurrently. Addition of Distance/Online offering. 	Spring 2022
ETST 314	Inclusive Sport Sports Organizations	<ul style="list-style-type: none"> Edits to course title and description. Addition of prerequisite: ETST 100-299 – at least 3 credits None. 	Spring 2022
HDFS 592	Grant Writing- Research and Program Development Human Services and Research	<ul style="list-style-type: none"> Edits to course title and description. Edit to offering year: Odd Every Edit to offering term: Fall, Spring Removal of prerequisite: None. STAT 201 Addition of 'Graduate only' restriction. Addition of Distance/Online offering. 	Spring 2022
LGEN 290	Theatre Workshop in a Second Foreign Language	<ul style="list-style-type: none"> Edits to course title and description. Addition of 'Written consent of instructor' to Reg Info. Edit to offering term: As Needed Fall, Spring Edit to prerequisites: LARA 100 or LARA 105 or LCHI 100 or LCHI 105 or LFRE 100 or LFRE 105 or LGER 100 or LGER 105 or LITA 100 or LITA 105 or LJPN 100 or LJPN 105 or LKOR 100 or LKOR 105 or LRUS 100 or LRUS 105 or LSPA 100 or LSPA 105. 	Spring 2022

New Undergraduate Concentration

Program Title	Notes	Effective Term
<i>College of Agricultural Sciences</i>		
Major in Agricultural Business, Food Systems Concentration	Offered Main Campus Face-to-face. AUCC 4A/4C: AREC 428 AUCC 4B: AREC 460 AUCC 4A/4B/4C: AREC 478	Fall 2021

New Minor

Program Title	Notes	Effective Term
Minor in Bioinformatics	Offered Main Campus Face-to-Face.	Spring 2022

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
AGED-TDLZ-BS: Major in Agricultural Education, Teacher Development Concentration	See CIM for all program changes	Fall 2021
BENR-MS: Master of Science in Bioengineering	See CIM for all program changes.	Fall 2021
BENR-PHD: Ph.D. in Bioengineering	See CIM for all program changes.	Fall 2021
HDFS-MAFZ-MS: Master of Science in Human Development and Family Studies, Marriage and Family Therapy Specialization, Plan A	<ul style="list-style-type: none"> Combining 2 sections of electives and requiring students to choose one rather than two, reducing the overall credits from 60 to 57. HDFS 687C internship credits were listed as variable and have been changed to 5. 	Fall 2021
HIST-DPUZ-BA: Major in History, Digital and Public History Concentration	<ul style="list-style-type: none"> Removing 6 required credits of upper division HIST courses. Re-distribution of elective credits. 	Fall 2021
SOWK-ADSZ-BW: Major in Social Work, Addictions Counseling Concentration	<ul style="list-style-type: none"> Sophomore year: addition of STAT 100 to a 'Select one' list. Senior year: replacing required course PSY 364 with PSY 366. 	Fall 2021

CONSENT AGENDA

Experimental Courses – 1st Offering			
Course #	Course Title	Notes/Changes	Effective Term
ART 281A3	Graphic Design for Non-Art Majors		Summer 2021
CS 580A8	Quantum Computing Algorithms	4 cr.	Fall 2021
ECON 180A1	Introduction to the Economics Major	1 cr.; S/U only.	Fall 2021
ETST 381A3	Gynaehorror—Horror Films, Race, Female Body		Summer 2021
MIP 380A2	Phage Discovery and Genetics		Fall 2021
MU 181A2	Voice Class	2 cr.	Fall 2021
NSCI 280A2	Scientific Inquiry in Educational Settings	1 cr.; S/U only; required field trips.	Fall 2021
VMBS 180A1	Alliance Institute Veterinary Perspectives	1 cr.; partial semester; Distance/Online only.	Summer 2021

Experimental Course – 2nd Offering (<i>with changes</i>)			
Course #	Course Title	Notes/Changes	Effective Term
MU 180A2	Artist's Guide to Wellness Self-Care for Creative Arts Majors	<ul style="list-style-type: none"> Edits to course title and description. 1 st offering: FA20	Fall 2021

Minor Changes to Existing Courses			
Course #	Course Title	Notes/Changes	Effective Term
CHEM 338	Environmental Chemistry	<ul style="list-style-type: none"> Edit to prerequisites: (CHEM 107 or CHEM 113 or CHEM 120 or CHEM 231 or CHEM 263) and (CHEM 241 or CHEM 245 or CHEM 341 or CHEM 345). 	Spring 2022

CBE 201	Material and Energy Balances	<ul style="list-style-type: none"> Edit to prerequisites: (CBE 101 <u>or CBE 101A</u> or CBE 160, may be taken concurrently or MATH 151, may be taken concurrently) and (LIFE 102, may be taken concurrently and CHEM 111 and PH 141, may be taken concurrently). <i>Submitted in CIM as a Major Change.</i>	Spring 2022
CBE 205	Fundamentals of Biological Engineering	<ul style="list-style-type: none"> Edit to prerequisites: CBE 101 <u>or CBE 101A</u>; CBE 160; LIFE 102. 	Spring 2022
ETST 300	Queer Studies and Women of Color	<ul style="list-style-type: none"> Edit to offering term: <u>As Needed</u> Fall, Spring Edit to prerequisites: <u>ETST 100-299 at least 3 credits or WS 200</u> None. 	Spring 2022
ETST 330	African American Resistance and Self-Creation	<ul style="list-style-type: none"> Edit to offering term: <u>Every Third Year</u> Every Edit to offering year: Fall, Spring Edit to prerequisites: <u>ETST 100-299 at least 3 credits</u> ETST 000 to 99999—at least 1 course. 	Spring 2022
ETST 342	Queer Indigenous Studies	<ul style="list-style-type: none"> Edit to 'Program(s) in which this course may be a listed elective' field. 	Spring 2022
ETST 354	Black Cinema and Media	<ul style="list-style-type: none"> Edit to offering term: <u>Odd</u> Every Edit to prerequisites: <u>ETST 100-299 at least 3 credits.</u> None. 	Spring 2022
ETST 365	Global Environmental Justice Movements	<ul style="list-style-type: none"> Edit to prerequisites: <u>ETST 100-299 at least 3 credits.</u> None. 	Spring 2022
ETST 413	Queer Creative Expressions	<ul style="list-style-type: none"> Edit to offering term: <u>As Needed</u> Fall, Spring Edit to prerequisites: <u>ETST 100 or ETST 205</u> None. 	Spring 2022
ETST 425	Indigenous Film and Video	<ul style="list-style-type: none"> Edit to offering term: <u>As Needed</u> Fall, Spring Edit to prerequisites: <u>ETST 100-299 at least 3 credits</u> None. 	Spring 2022
ETST 430	Latina/o Creative Expression	<ul style="list-style-type: none"> Edit to prerequisites: <u>ETST 100 or ETST 205</u> None. 	Spring 2022

Minor Changes to Existing Programs

Program Title	Notes	Effective Term
FSAN-FDSZ-MS: Master of Science in Food Science and Nutrition, Plan A, Food Science Specialization	Updates to elective list.	Fall 2021
FSAN-FDSZ-MS: Master of Science in Food Science and Nutrition, Plan B, Food Science Specialization	Updates to elective list.	Summer 2021
FSAN-NTRZ-MS: Master of Science in Food Science and Nutrition, Plan A, Nutrition Specialization	Updates to elective list.	Fall 2021
FSAN-NTRZ-MS: Master of Science in Food Science and Nutrition, Plan B, Nutrition Specialization	Updates to elective list.	Fall 2021

Minutes approved by the University Curriculum Committee on 4/30/21.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **April 30, 2021** at 2:00 p.m. via Microsoft Teams. The meeting adjourned at 2:55 p.m.

Minutes

The minutes of April 23, 2021 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 Course			
Course #	Course Title	Notes	Effective Term
NRRT 678	Tourism Leadership	2 cr.; partial semester; requires admission to MTM program.	Spring 2022

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
LKOR 101 LKOR 107	First-Year Korean II	<ul style="list-style-type: none"> Course number change. Edit to course description. Edit to prerequisite: LKOR 100 105 Addition of Mixed Face-to-Face and Distance/Online offerings. Change of grade mode: Traditional Student Option 	Spring 2022
MIP 303	General Microbiology—Honors Recitation	<ul style="list-style-type: none"> Credit increase (<i>from 1 to 2</i>). Addition of Distance/Online offering. 	Spring 2022

AUCC 3B and Guaranteed Transfer (GT) Pathways Courses: New Course Submissions (<i>GT-AH4</i>)			
Course #	Course Title	GTP Category/Notes	Effective Term
LKOR 200	Second-Year Korean I	5 cr. Approved for AUCC 3B: Arts & Humanities/GT-AH4: World Languages .	Spring 2022
LKOR 201	Second-Year Korean II		

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
INST-ASTZ-BA: Major in International Studies, Asian Studies Concentration	<ul style="list-style-type: none"> Addition of a second option for fulfilling the language requirement by completing 2 years of 2 foreign languages. See CIM for all other program changes. 	Fall 2021

INST-EUSZ-BA: Major in International Studies, European Studies Concentration	<ul style="list-style-type: none"> • Addition of a second option for fulfilling the language requirement by completing 2 years of 2 foreign languages. • See CIM for all other program changes. 	Fall 2021
INST-LTSZ-BA: Major in International Studies, Latin American Studies Concentration	<ul style="list-style-type: none"> • Addition of a second option for fulfilling the language requirement by completing 2 years of 2 foreign languages. • See CIM for all other program changes. 	Fall 2021
INST-MEAZ-BA: Major in International Studies, Middle East and North African Studies Concentration	<ul style="list-style-type: none"> • Addition of a second option for fulfilling the language requirement by completing 2 years of 2 foreign languages. • See CIM for all other program changes. 	Fall 2021

Program Deactivation			
Program Title	Notes	Last admit term	Last grad term
IEEQ: Interdisciplinary Minor in Energy Engineering	New students have not been admitted to this minor since Spring 2018. The minor is being deactivated due to low enrollment numbers over time and the development of a similar minor/curriculum with the School of Global Environmental Sustainability (SoGES).	Summer 2021	Spring 2022

CONSENT AGENDA

Experimental Courses – 1st Offering			
Course #	Course Title	Notes/Changes	Effective Term
LEAP 580A3	Creative Industries Career Management		Fall 2021
NRRT 680A3	Nature, Outdoor Recreation—Human Well-Being	2 cr.; partial semester; requires admission to MTM program.	Fall 2021

Minor Changes to Existing Courses			
Course #	Course Title	Notes/Changes	Effective Term
ECE 441	Optical Electronics	• Edit to prerequisites: ECE 340 with a minimum grade of C or ECE 342 with a minimum grade of C.	Spring 2022
ECE 444	Antennas and Radiation	• Edit to prerequisites: ECE 340 with a minimum grade of C or ECE 342 with a minimum grade of C.	Spring 2022
ECE 540	Computational Electromagnetics	• Edit to prerequisites: ECE 340 with a minimum grade of C or ECE 342 with a minimum grade of C.	Spring 2022

ECE 541	Applied Electromagnetics	• Edit to prerequisites: ECE 340 with a minimum grade of C or ECE 342 with a minimum grade of C.	Spring 2022
ECE 549	Radar Systems and Design	• Edit to prerequisites: ECE 340 with a minimum grade of C or ECE 342 with a minimum grade of C.	Spring 2022
F 572	Advanced Silviculture Practices	• Edit to prerequisite: F 571 F-325.	Spring 2022
F 575	Monitoring for Advanced Silviculture	• Edit to prerequisites: F-230 and F 421.	Fall 2022
F 576	Advanced Silviculture Capstone	• Edit to prerequisites: F 572 and F 575 F-325.	Spring 2022

Minor Changes to Existing Program

Program Title	Notes	Effective Term
CIVE-BS: Major in Civil Engineering	Updates to elective lists.	Fall 2021

Correction to 3/26/21 UCC Minutes

Program Title	Notes	Effective Term
ENGR-BMEZ-ME: Master of Engineering, Plan C, Biomedical Engineering Specialization	<p>Change of Department/Unit (from 1301 ~ College of Engineering to 1376 ~ School of Biomedical Engineering SAU).</p> <p>The requested dept/unit change from 1301 to 1376 is not possible to process because the Master of Engineering degree (ENGR-ME) is assigned to 1301, so all the Specializations that fall under that degree must be assigned to 1301.</p>	Fall 2021

Minutes approved by the University Curriculum Committee on 5/7/21.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **May 7, 2021** at 3:00 p.m. via Microsoft Teams. The meeting adjourned at 3:25 p.m.

Minutes

The minutes of April 30, 2021 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 Course			
Course #	Course Title	Notes	Effective Term
CIVE 526	Pollution, Exposure, and the Environment	Previously offered as experimental course CIVE 580B4.	Spring 2022

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
PHIL 210	Introduction to Formal Logic	<ul style="list-style-type: none"> Change of schedule type (<i>from lecture only to lecture/recitation</i>) Edit to course description. Addition of Mixed Face-to-Face and Distance/Online offerings. 	Spring 2022
RRM 345	Food, Beverage, and Labor Cost Control	<ul style="list-style-type: none"> Change of schedule type (<i>from lecture only to lecture/recitation</i>) Edit to offering term: Fall, Spring Every 	Spring 2022

Other Business

- Brad Goetz was approved as the 2021-2022 UCC Chair.
- The UCC Curriculum Deadlines for Spring 2022-Fall 2023 were approved – see document after the Consent Agenda.
- Reviewed draft of the 2020-21 UCC Annual Report (to be submitted to Faculty Council this summer)

CONSENT AGENDA

Experimental Courses – 1st Offering			
Course #	Course Title	Notes/Changes	Effective Term
ECON 381A2	Environmental and Climate Change Economics		Fall 2021

LGEN 180A1	World Languages and Pop Culture		Fall 2021
LGEN 480A2	Sugar and the American West	Required field trips.	Fall 2021
MATH 581A4	Intro to Mathematics Education Research		Fall 2021

Minor Changes to Existing Courses

Course #	Course Title	Notes/Changes	Effective Term
AM 321	Advanced Textiles	• Edit to prerequisites: AM 220 or DM 120.	Spring 2022
DM 470A	International Design and Merchandising: Apparel	• Edit to prerequisites: AM 101; AM 130; AM 220 or concurrent registration DM 420	Spring 2022
ETST 352/ SOWK 352	Indigenous Women, Children, and Tribes	• Edit to prerequisites: ETST 100-299 at least 3 credits or WS 200 None.	Spring 2022

Course Deactivations

Course #	Course Title	Notes/Changes	Effective Term
HDFS 501	Readings in the Discipline	<i>C&C Unit has administratively removed from HDFS-MAFZ-MS, Plan A.</i>	Spring 2022

Minutes electronically approved by the University Curriculum Committee on 5/10/21.

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

FOR SUBMITTING COURSE AND PROGRAM PROPOSALS 2021-2022

- Login to [ARIESweb](#), and click on the Curriculum Management (CIM)-Courses link or Curriculum Management (CIM)-Programs link to submit the appropriate form. CIM help documents are available on [ARIESweb](#).
- Address questions related to your course and program proposals to your [University Curriculum Committee \(UCC\) college representative](#).
- Please allow **several weeks** for proposals to be reviewed by affected departments and the college **prior** to the deadlines below. Proposals must be approved in CIM by the department and college curriculum committees, all affected departments, the UCC college representative, and the college Dean's office prior to UCC consideration.
- Incomplete or inadequately prepared submissions will be returned for completion/resubmission and may not meet the submission deadline.
- The UCC generally meets every Friday during the Spring and Fall terms with the exception of Fall break, Spring break, and finals week. Curriculum proposals may not be reviewed at every UCC meeting; one meeting each month may be reserved to discuss issues or policies relevant to curriculum.
- The Special Course Fee and Differential Tuition request processes are separate from the curricular approval process and the deadlines may be earlier than those listed below. See the [Office of the Provost website](#) for deadlines and policies for Special Course Fees and the [Graduate School website](#) for Differential Tuition requests.

Completed proposals must be out of the College or SAU workflow in CIM by the dates shown.

	Effective Spring 2022	Effective Summer 2022	Effective Fall 2022	Effective Spring 2023	Effective Summer 2023	Effective Fall 2023
Courses (all levels)						
Changing or deactivating existing courses	5/28/21	10/8/21	12/10/21	5/13/22	10/7/22	12/9/22
New courses (If new course will be listed in a program proposal, refer to program deadlines below)	5/28/21	12/10/21	1/28/22	5/13/22	12/9/22	1/27/23
Experimental courses	11/12/21	4/8/22	7/15/22	11/11/22	4/7/23	7/14/23
Study Abroad courses§	2/26/21	10/8/21	10/8/21	2/25/22	10/7/22	10/7/22
Undergraduate Programs						
<i>All changes to a program should be submitted at the same time on ONE CIM proposal form once a year</i>						
New Majors* (CPP must be attached to CIM proposal and approved by CoSFP by dates shown)	1/8/21	N/A	9/10/21	1/7/22	N/A	9/9/22
Changes to existing program requirements	N/A	N/A	12/10/21	N/A	N/A	
<ul style="list-style-type: none"> • Adding or deactivating Concentrations, Minors, Interdisciplinary Minors, or UG Certificates[†] • Deactivating Majors[†] • Changes to program titles or components thereof[†] (As you begin your proposal, contact your 	9/10/21	N/A	12/10/21	9/9/22	N/A	12/9/22

UCC Representative or Curriculum & Catalog with questions. Generally requires a NEW proposal and a DEACTIVATION proposal; both proposals should be submitted to CIM workflow at the same time.)						
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Graduate Programs

- All changes to a program should be submitted at the same time on **ONE** CIM proposal form once a year.
- CoSRGE reviews graduate programs prior to UCC. CoSRGE generally meets the 1st Thursday of the month (September-December and February-May).
- If a program proposal includes new courses, the course proposals must first be approved by UCC in order for CoSRGE to review the program proposal. **Submit new course proposals the term prior to the program deadlines below** (excluding Summer term).

Completed proposals must be out of the College or SAU workflow in CIM by the dates shown.

	Effective Spring 2022	Effective Summer 2022	Effective Fall 2022	Effective Spring 2023	Effective Summer 2023	Effective Fall 2023
<ul style="list-style-type: none"> • New Master's degrees & Doctoral degrees* (CPP must be attached to CIM proposal and approved by CoSFP & CoSRGE by dates shown) 	1/8/21	N/A	9/10/21	1/7/22	N/A	9/9/22
<ul style="list-style-type: none"> • New Graduate Certificates 						
<ul style="list-style-type: none"> • Changes to existing program requirements 	N/A	N/A	12/10/21	N/A	N/A	12/9/22
<ul style="list-style-type: none"> • Adding Specializations or GISPs[†] (Graduate Interdisciplinary Studies Programs) • Deactivating Degrees, Specializations, GISPs, or Graduate Certificates[†] • Changes to program titles or components thereof[†] (As you begin your proposal, contact your UCC Representative or Curriculum & Catalog with questions. Generally requires a NEW proposal and a DEACTIVATION proposal; both proposals should be submitted to CIM workflow at the same time.) 	9/10/21	N/A	12/10/21	9/9/22	N/A	12/9/22

§If the international portion of your course has not yet been completed by the UCC deadline, your re-submission to UCC for permanent status must be received within 3 months of course end date.

*See documents listed under the 'New Degree Proposal Process' heading on the Provost's website for instructions on developing and submitting the Preliminary Program Proposal (PPP) and Comprehensive Program Proposal (CPP) documents for new programs: <http://provost.colostate.edu/faculty-administrative-professionals/> (scroll toward bottom of the page).

†The deadlines for these proposals reflect the additional time required to update program coding and titles in multiple systems and documents. The following changes should be submitted by this deadline: adding/removing a Distance/Online offering format; dropping concentrations/specializations and replacing with a 'standalone' major/degree; dropping a 'standalone' major and replacing with concentrations/specializations; moving a concentration/specialization from one major/degree to another; moving administration of a program or subject

code from one department/SAU/college to another; adding or removing Plan A/Plan B from a master's degree; changing the CIP code assigned to a program; etc.

New degrees and graduate certificates require approval by the Board of Governors and CCHE. **Colleges and departments are strongly encouraged to submit programs proposals as early in the year as possible, to ensure timely consideration by all entities.**

All actions of the UCC are subject to approval by Faculty Council, either through approval of the UCC minutes on their consent agenda or by special action.

Approved by University Curriculum Committee on 5/7/2021.

MEMORANDUM

Date: May 7, 2021.

To: Sue Doe, Chair of Faculty Council.

From: José Luis Suárez-García, Interim Chair, Laurie Carlson, Interim Vice-Chair, Committee on University Programs (CUP).

Re: CUP Recommendation. New proposal for a CIOUSU:
One Health Institute (OHI)

On behalf of the CUP members, we would like to share with the Faculty Council the recommendation of the following application: **One Health Institute (OHI)**. Detailed scoring and the renewal criteria are available upon request. The application is recommended for approval.

CIOUSU Application

One Health Institute

Director: Sue VandeWoude

Responsible administrator:

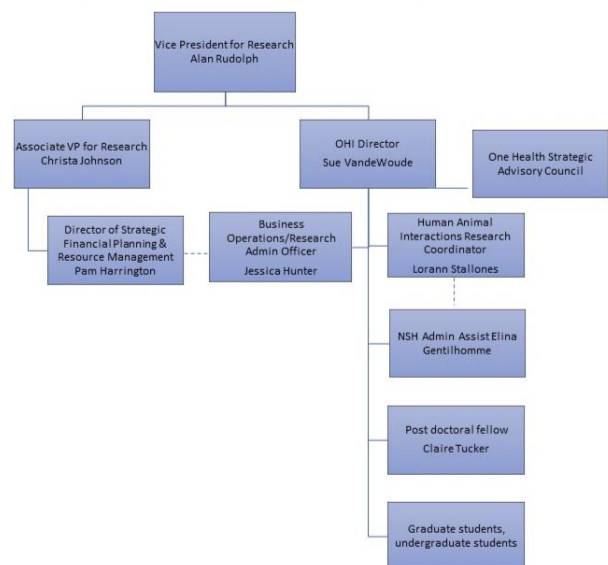
Alan Rudolph, VP for Research

Mission: CSU OHI provides a framework for transdisciplinary research, service, outreach and teaching on issues at the nexus of human, animal, and environmental health. We serve internal and external stakeholders by providing networking opportunities, administrative support, communication platforms and resources for One Health teams in search of solutions to systemic problems.

Goals/Objectives

- Define, Organize, and populate OH pillars in (1) Animal/People/Environment and (2) One Medicine.
- Identify 4-6 OHI focus areas and support programmatic development to achieve international recognition, extramural support, and solution-oriented outcomes.
- Develop regular OHI networking workshops to reformulate the OH community in Northern Colorado.
- Support efforts of interdisciplinary groups to identify OH funding streams and identify funding streams of interest to nascent-to-mature OH interdisciplinary research groups at CSU.
- Advocate with state and federal legislatures to provide funding streams to support OH problems.
- Develop a cadre of talented OH employees and affiliates from which to nurture future leaders.
- Develop and maintain an outstanding working relationship among CSU centers, institutes, departments and colleges.
- Catalyze coordination and launch research teams that result in a flourishing, internationally- recognized OHI within five years.

One Health Institute Organization Chart



Organizational and administrative structure and responsibilities and personnel involved:

- **Sue VandeWoude, Director.** Sue VandeWoude, DVM, is University Distinguished Professor in the Department of Microbiology, Immunology and Pathology at Colorado State University. As the Director of OHI she is responsible for Strategic and overall advancement of One Health Institute.
- **Jessica Hunter, Business Operations and Research Administration Officer.** Jessica Hunter is responsible for all fiscal, human resource, and operational needs for both pre- and post- award for OHI.
- **Lorann Stallones, Human Animal Interactions Research Coordinator.** Lorann Stallones is an epidemiologist with expertise in public health and trans-disciplinary research. environmental health using a One Health framework.
- **Claire Tucker, Post-Doctoral Fellow.** This post-doctoral fellowship is largely focused on the One Health/One Medicine portfolio in the One Health Institute.
- **Elina Gentilhomme, NSH Admin Asst.**

OHI started recruiting faculty and other stakeholders as affiliates in 2021. Opportunities and participation of affiliates, as well as a survey sign up tool are found on the [OHI website](#). As of 3.3.21, 101 affiliates had responded to the survey. This included 90 faculty from CSU representing 7 of 8 colleges, 31 different departments (Table 1) and 4 institutes and centers. Representatives from CU at CSU School of Medicine, Todos Santos, and three federal agencies also signed on as affiliates.

College	OHI affiliates	No. departments represented
Agricultural Sciences	5	3
Health and Human Sciences	16	6
Liberal Arts	8	7
Natural Sciences	8	4
Veterinary Medicine and Biomedical Sciences	29	4
WS College of Engineering	7	4
Warner College of Natural Resources	12	3

Late Withdrawal Policy
Executive Committee Feedback – June 18, 2021

Motion:

Linda Meyer moved that the COVID-19 related late withdrawal policy for student course withdrawal be extended until the final day of classes for Fall 2021.

Melinda Smith seconded.

Feedback:

- One member submitted a vote of no due to the impact on group projects. The member stated that several group projects in their classes were upended last semester due to students withdrawing at the last minute. Noted that several of their colleagues also had this issue.
 - The member clarified that they teach graduate students and that they had some students doing very little over the semester to see if they could still pass. This left other students stuck with group projects. The member expressed concern that the wrong lessons are being taught.
 - The same member commented that it may be time to get back to normal. They additionally commented that accommodations can always be made for students who request them, something they routinely do themselves when asked.
 - Another member who voted yes responded to this, saying that students who “game” the system will do so either way, whether they have this option or not.
- One member agreed with a vote to not extend this policy. They stated that they think that faculty members and students have had time to figure this out and that we will be mostly back in person in fall. They commented that only if there’s a resurgence of the pandemic would this be warranted, and it could be voted on at that time. The member additionally stated that it is bad for students in the long run to have that option hanging out there – it slows their degree progress considerably, making getting a degree much more expensive (and potentially less likely).
- Another member agreed with a vote not to extend the policy and questioned the urgency to extend the policy so early in the academic year.
 - One of the members that voted yes to approve this motion responded to this statement. They stated that the idea is that both students and faculty have this plan in place before the semester starts. That way it is not a surprise later in the semester. The member commented that there was a great deal of concern by the Board of Governors that this post-COVID transition could be particularly difficult for incoming Freshmen or those that took the pandemic year off. This would provide students (and faculty) flexibility in dealing with these difficulties.
- A member who voted yes to approve this motion commented that it is important to recognize what a difficult time mentally that the pandemic has been for all, particularly students coming out of a senior year in lockdown or students that had to take a year off because of illness or

family situations, and we should support students during the Fall semester transition time. They emphasized the point that we are only putting this option in place for the Fall semester at this time.

- A member that voted yes for another semester of late withdrawals strongly encouraged that this policy be addressed very early in the fall to make the determination if semester by semester considerations should continue. The member stated that there may also be merit for a more flexible policy, for example, 1st and 2nd year students have a later date for withdrawals than juniors and seniors (based on number of credits completed going into the semester).
 - The member also stated that this may address the other concern about “gaming the system” as well as one would expect a higher level of responsibility of more advanced students. This may be a case where ‘one size’ does not fit the undergraduate collective recognizing that 1st and 2nd year students do have more time/opportunity to recover.
- One member suggested that serious thought needs to be considered as to preventing the needs for withdrawals at such late dates with greater attention to the load registered for and the considerations per advising for all students.

Final Vote

Yes: 6

No: 3

One member did not respond by the posted deadline of June 18th, 2021 at 5:00 p.m.

July 12, 2021

TO: Sue Doe, Chair
Executive Committee and Faculty Council

FROM: Brad Goetz, Chair
University Curriculum Committee

SUBJECT: New Degree: Master of Park and Protected Area Management, Plan C

The University Curriculum Committee moves Faculty Council adopt the following:

A new Master of Park and Protected Area Management, Plan C, to be established effective Spring 2022 in the Department of Human Dimensions of Natural Resources, Warner College of Natural Resources.

According to the request submitted:

Description:

The proposed master's degree in Park and Protected Area Management (MPPM) is a Plan C master's program to be offered through CSU Online by the Department of Human Dimensions of Natural Resources (HDNR). In partnership with the Center for Protected Area Management, the program is designed to develop an understanding of theory, research, and practice related to protected area management, and is aimed at preparing students for leadership roles as highly knowledgeable practitioners within the field. The target audience includes both young professionals about to enter the work force, and individuals already working in protected areas and nature-based tourism who desire new skills, abilities, and competencies.

Program Catalog Copy:

The Master of Park and Protected Area Management (MPPM) program is offered through CSU Online by the Department of Human Dimensions of Natural Resources (HDNR). It is designed to develop an understanding of theory, research, and practice related to protected areas, and is aimed at preparing students for leadership roles as highly knowledgeable practitioners within the field. Through the integration of social and ecological science, students will gain a holistic understanding of protected area values, services, and governance, as well as the expertise to operationalize those values through effective planning and management of public use, concessions, finance strategies, community collaboration, and human capacity development.

Rationale:

Protected areas – nature reserves, wilderness areas, parks, forest reserves, marine reserves, and protected landscapes – are the sine qua non of conservation and are widely regarded as humankind’s most successful biodiversity conservation effort (IUCN, 2012). The worldwide recognition of the role of protected areas in safeguarding human health, alleviating poverty, mitigating risks from natural disasters and climate disruption, and protecting genetic food resources has led governments and other entities to designate over 235,000 such areas covering 15% of the earth’s terrestrial surface and 7% of its oceans (Hutton, 2014; IUCN & UNEP, 2018; Stolton & Dudley, 2010). Designation alone of protected areas does not guarantee effective management, however. The importance of protected areas for the world’s present and future signals the need for advanced education in the management of these areas. Two considerations support this conclusion:

- The 2010 Conference of Parties included a commitment among the almost 200 signatories to the UN Convention on Biological Diversity to increase the global coverage of protected areas to at least 17% of the earth’s land base and 10% of its oceans and coastal areas by 2020 (Woodley et al., 2012). Efforts to fulfill this commitment have led to thousands of new protected areas in recent years and many more to come.
- The rapid growth in protected area coverage has outpaced management capacity, and there is global concern with improving management effectiveness and efficiency (Leverington et al., 2010).

There is a recognized need (Kopylova & Danilina, 2011; Hockings et al., 2006) for professional protected area managers with a holistic understanding of protected area values, services, and governance, as well as the expertise to operationalize those values through effective planning and management of public use, concessions, finance strategies, community collaboration, and human capacity development. The curriculum of the MPPM program will fill an existing gap in addressing this need. The program builds on HDNR’s 65-year tradition of offering undergraduate and graduate degrees in this discipline.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 10/1/20 and by the University Curriculum Committee on 2/12/21.

Attachment



Colorado State University

NEW PROGRAM PROPOSAL

Date Submitted: 08/05/20 4:17 pm

**VIEWING: MASTER OF PARK AND PROTECTED AREA MANAGEMENT,
PLAN C**

LAST EDIT: 02/15/21 10:42 AM

Proposal Contact(s):

Name	Title	Phone	E-mail
Lina Xiong	Tenure Track Faculty	970-491-5674	lina.xiong@colostate.edu

Program available to students: Spring 2022

College: Warner Coll of Natural Resrces

Department/Unit: 1480 - Human Dimensions of Nat Res

Academic Level: Graduate

Program Type: Degree

Degree Type: MS - Master of Science

Program Title: Master of Park and Protected Area Management, Plan C

Program Description:

The proposed Master's Degree in Park and Protected Area Management (MPPM) is a Plan C master's program to be offered through CSU Online by the Department of Human Dimensions of Natural Resources (HDNR). In partnership with the Center for Protected Area Management, the program is designed to develop an understanding of theory, research, and practice related to protected area management, and is aimed at preparing students for leadership roles as highly knowledgeable practitioners within the field. The target audience includes both young professionals about to enter the work force, and individuals already working in protected areas and nature-based tourism who desire new skills, abilities, and competencies.

Program Catalog Copy:

The Master of Park and Protected Area Management (MPPM) program is offered through CSU Online by the Department of Human Dimensions of Natural Resources (HDNR). It is designed to develop an understanding of

theory, research, and practice related to protected areas, and is aimed at preparing students for leadership roles as highly knowledgeable practitioners within the field. Through the integration of social and ecological science, students will gain a holistic understanding of protected area values, services, and governance, as well as the expertise to operationalize those values through effective planning and management of public use, concessions, finance strategies, community collaboration, and human capacity development.

Offered as: Online/DCE

Justification for Request:

Protected areas – nature reserves, wilderness areas, parks, forest reserves, marine reserves, and protected landscapes – are the sine qua non of conservation and are widely regarded as humankind’s most successful biodiversity conservation effort (IUCN, 2012). The worldwide recognition of the role of protected areas in safeguarding human health, alleviating poverty, mitigating risks from natural disasters and climate disruption, and protecting genetic food resources has led governments and other entities to designate over 235,000 such areas covering 15% of the earth’s terrestrial surface and 7% of its oceans (Hutton, 2014; IUCN & UNEP, 2018; Stolton & Dudley, 2010). Designation alone of protected areas does not guarantee effective management, however. The importance of protected areas for the world’s present and future signals the need for advanced education in the management of these areas. Two considerations support this conclusion:

- The 2010 Conference of Parties included a commitment among the almost 200 signatories to the UN Convention on Biological Diversity to increase the global coverage of protected areas to at least 17% of the earth’s land base and 10% of its oceans and coastal areas by 2020 (Woodley et al., 2012). Efforts to fulfill this commitment have led to thousands of new protected areas in recent years and many more to come.
- The rapid growth in protected area coverage has outpaced management capacity, and there is global concern with improving management effectiveness and efficiency (Leverington et al., 2010).

There is a recognized need (Kopylova & Danilina, 2011; Hockings et al., 2006) for professional protected area managers with a holistic understanding of protected area values, services, and governance, as well as the expertise to operationalize those values through effective planning and management of public use, concessions, finance strategies, community collaboration, and human capacity development. The curriculum of the MPPM program will fill an existing gap in addressing this need. The program builds on HDNR’s 65-year tradition of offering undergraduate and graduate degrees in this discipline.

Program Level Learning Objectives:

- To prepare students for leadership roles as highly knowledgeable practitioners within the field of park and protected area management by developing their understanding of related theory, research, and practice.
- To respond to the global concern with improving protected area management capacity by helping present and future managers develop the skills to make and implement informed decisions based on the integration of social and ecological information.

- To maintain the leadership role of CSU, WCNR, and HDNR in providing cutting-edge education in park and protected area management.
- To expand national and international opportunities for advanced education in protected area management by offering the program through CSU Online.
- To support the continuation of the highly successful collaboration between HDNR and Central China Normal University and provide opportunities for further expansion of the program to other regions of the world.
- To further CSU's land-grant mission by providing an applied solution to a recognized public need.

Program Requirements:

EFFECTIVE SPRING 2022

Code	Title	Credits
NRRT 630	Protected Areas and Global Conservation	3
NRRT 631	Protected Area Planning and Management	3
NRRT 632	Public Use and Recreation in Protected Areas	3
NRRT 633	Protected Areas and Resource Management	3
NRRT 634	Protected Area Policy and Finance	3
NRRT 635	Infrastructure Management in Protected Areas	3
NRRT 636	Social Context of Protected Areas	3
NRRT 637	Leadership, Management, and Protected Areas	3
NRRT 638	Protected Area Data and Decision-Making	3
NRRT 639	Threats and Frontiers in Protected Areas	3
NRRT 640	Protected Area Communication	3
Program Total Credits:		33

A minimum of 33 credits are required to complete this program.

Additional Information: We've made major changes to the curriculum to showcase our department's strength in this subject area. We have updated the CPP accordingly with signatures from department head, college dean, and graduate school dean. We also proposed new courses, which are being added to CIM.

The degree type of this program should be a Master's of Park and Protected Area Management. Due to the lack of selections in the "degree type" field, we picked MS in order to be able to submit this proposal. Please assign a new program code later.

Affected Departments:

Supporting Documents:

MPPM CPP 8-19-2019_signed.pdf
MPPM CPP 8-19-2019_signed-Searchable.pdf
MPPM CPP 9-11-2019 Final - searchable.pdf
MPPM CPP 9-23-2019.pdf
MPPM CPP Final 6-23-20 MJM signed.pdf

July 12, 2021

TO: Sue Doe, Chair

Executive Committee and Faculty Council

FROM: Brad Goetz, Chair

University Curriculum Committee

SUBJECT: New Degree: Master of Prevention Science Practice, Plan C (M.P.S.P.)

The University Curriculum Committee moves Faculty Council adopt the following:

A new Master of Prevention Science Practice, Plan C (M.P.S.P.), to be established effective Spring 2022 in the Department of Human Development and Family Studies, College of Health and Human Sciences.

According to the request submitted:

Description:

This online Master of Prevention Science Practice (M.P.S.P.) is a 30 credit Plan C degree delivered through CSU Online that is five semesters in length. The M.P.S.P. degree trains graduates to select and practice evidence-based prevention programs for use at the community-level in preventing mental, emotional, and behavioral disorders. The course work emphasizes lifespan developmental processes and normative family functioning, as well as theories of prevention science and risk and resilience. Students gain skills such as program planning and evaluation, program administration, grant writing, and technical communication. The curriculum adheres to the Society for Prevention Research's criteria for online master's programs in Prevention Science. The combination of formal education and functional knowledge prepares graduate students and professionals for career advancement in a range of fields that relate to working with individuals and families in the development and evaluation of prevention programming, including working in community agencies, governmental and human services agencies, for-profit and not-for-profit research and advocacy organizations, and at different levels of the educational system.

Program Catalog Copy:

The online Master of Prevention Science Practice trains graduates to implement evidence-based prevention programs for use at the community-level in preventing mental, emotional, and behavioral disorders. The course work emphasizes lifespan developmental processes and normative family functioning, as well as theories of prevention science and risk and resilience. Students gain skills such as program planning and evaluation, program administration, grant writing, and technical communication. The curriculum adheres to the Society for Prevention Research's criteria for online Master's programs in Prevention Science. M.P.S.P. graduates are competitive for positions in a variety of health care, social service, or educational agencies with titles such as Social Service Specialist,

Social or Community Service Manager, Health Promotion Specialist, Mental Health Consultant, Child Welfare Specialist, Behavior Health Specialist, or Prevention Specialist.

Rationale:

Behavioral health disorders, such as depression and substance abuse, are now the leading cause of disease and death in the U.S. (Kamal & Claxton, 2016). Although we know how to prevent behavioral health problems, effective prevention programs still do not reach most Americans. One contributing factor to this limited reach is the lack of a trained prevention science workforce.

This Plan C master's degree in Prevention Science Practice will be offered through CSU Online. It will be similar to our research oriented HDFS MS specialization in Prevention Science, but with less focus on research methods.

The proposed M.P.S.P. degree is concordant with several of our department's core thematic research areas: Risk, Resilience, and Developmental Psychopathology; Treatment, Intervention, and Prevention Science; and Adult Development and Aging, as well as the mission of the CSU Prevention Research Center which is housed administratively within Human Development and Family Studies.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 10/1/20 and by the University Curriculum Committee on 12/11/20.

Attachment



Colorado State University

NEW PROGRAM PROPOSAL

Date Submitted: 08/13/20 4:46 pm

**VIEWING: MASTER OF PREVENTION SCIENCE PRACTICE,
PLAN C (M.P.S.P.)**

LAST EDIT: 12/11/20 3:00 PM

Changes proposed by: 820672756

Proposal Contact(s)

Name	Title	Phone	E-mail
Jen Aberle	Non-Tenure Track Faculty	970-491-5089	jennifer.aberle@colostate.edu
Nate Riggs	Tenure Track Faculty	970-491-2684	nathaniel.riggs@colostate.edu

Program available to students: Spring 2022

College: Health and Human Sciences

Department/Unit: 1570 - Human Devlpmt & Family Studies

Academic Level: Graduate

Program Type: Degree

Degree Type: MS - Master of Science

Program Title: Master of Prevention Science Practice, Plan C (M.P.S.P.)

Program Description:

This online Master of Prevention Science Practice (M.P.S.P.) is a 30 credit Plan C degree delivered through CSU Online that is five semesters in length. The M.P.S.P. degree trains graduates to select and practice evidence-based prevention programs for use at the community-level in preventing mental, emotional, and behavioral disorders. The course work emphasizes lifespan developmental processes and normative family functioning, as well as theories of prevention science and risk and resilience. Students gain skills such as

program planning and evaluation, program administration, grant writing, and technical communication. The curriculum adheres to the Society for Prevention Research's criteria for online master's programs in Prevention Science. The combination of formal education and functional knowledge prepares graduate students and professionals for career advancement in a range of fields that relate to working with individuals and families in the development and evaluation of prevention programming, including working in community agencies, governmental and human services agencies, for-profit and not-for-profit research and advocacy organizations, and at different levels of the educational system.

Program Catalog Copy:

The online Master of Prevention Science Practice trains graduates to implement evidence-based prevention programs for use at the community-level in preventing mental, emotional, and behavioral disorders. The course work emphasizes lifespan developmental processes and normative family functioning, as well as theories of prevention science and risk and resilience. Students gain skills such as program planning and evaluation, program administration, grant writing, and technical communication. The curriculum adheres to the Society for Prevention Research's criteria for online master's programs in Prevention Science. M.P.S.P. graduates are competitive for positions in a variety of health care, social service, or educational agencies with titles such as Social Service Specialist, Social or Community Service Manager, Health Promotion Specialist, Mental Health Consultant, Child Welfare Specialist, Behavior Health Specialist, or Prevention Specialist.

Offered as: Online/DCE

Justification for Request:

Behavioral health disorders, such as depression and substance abuse, are now the leading cause of disease and death in the U.S. (Kamal & Claxton, 2016). Although we know how to prevent behavioral health problems, effective prevention programs still do not reach most Americans. One contributing factor to this limited reach is the lack of a trained prevention science workforce.

This Plan C master's degree in Prevention Science Practice will be offered through CSU Online. It will be similar to our research-oriented HDFS MS specialization in Prevention Science, but with less focus on research methods.

The proposed M.P.S.P. degree is concordant with several of our department's core thematic research areas: Risk, Resilience, and Developmental Psychopathology; Treatment, Intervention, and Prevention Science; and Adult Development and Aging, as well as the mission of the the CSU Prevention Research Center which is housed administratively within Human Development and Family Studies.

Program Level Learning Objectives:

Upon successful completion of the online Master of Prevention Science Practice, students will be able to:

1. Examine developmental theory, methods, intervention, and standards of evidence in preventing mental, emotional and behavioral disorders.
2. Practice research-based prevention programs from a family-centered, developmentally appropriate perspective.
3. Explain concepts and practices in prevention science and program evaluation
4. Select evidence-based prevention programs for greater sustainability of community-based programs.

Program Requirements:**EFFECTIVE SPRING 2022**

Code	Title	Credits
Required Courses		
HDFS 505	Human Development for Helping Professionals	3
HDFS 524	Family Studies	3
HDFS 545	Program Evaluation Methods and Statistics	3
HDFS 592	Grant Writing-Human Services and Research	3
HDFS 607	Prevention Science Across the Lifespan	3
HDFS 608	Program Planning and Implementation	3
HDFS 609	Prevention Program Evaluation	3
HDFS 610	Risk and Resilience	3
Selected Courses		
Select two from the following:		6
HDFS 611	Early Child Development	
HDFS 612	Adolescent Development	
HDFS 613	Adult Development and Aging	
Program Total Credits:		30

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

Additional Information: Degree Type should read: M.P.S.P. - Master of Prevention Science Practice. A custom option was not available in the drop-down menu.

CPP attached certified by DGS 8/13/20

UCC Minutes Approval Date: 12/11/2020

Supporting Documents:

CPP HDFS MPSP 08132020 with budget ms approved_ready for COD.pdf

MEMORANDUM

DATE: August 18, 2021

TO: Sue Doe, Chair
Executive Committee and Faculty Council

FROM: Jenny Morse, Chair, Committee on Non-Tenure-Track Faculty, and
Steven Reising, Chair, Committee on Faculty Governance

SUBJECT: Proposed revision to Sections C.2.1.3.2 and C.2.1.9 of the *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL*

The Committee on Faculty Governance moves Faculty Council adopt the following amendment:

MOVED, THAT SECTIONS C.2.1.3.2 AND C.2.1.9 of the ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE AMENDED AS FOLLOWS:

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

C.2.1.3.2 Ex Officio Members (*last revised ~~May 3, 2018~~xxx*)

Chairpersons of Faculty Council regular standing committees, serving as the official representatives of the standing committees to the Faculty Council, shall be ex officio voting members of Faculty Council. Faculty representatives of the Faculty Council ~~specialized standing committees~~ Committee on Non-Tenure-Track Faculty, serving as the official representatives of their respective colleges and the Libraries on the ~~specialized committee committees~~ Committee on Non-Tenure-Track Faculty and before Faculty Council, shall be ex officio voting members of Faculty Council.

The immediate past Chairperson of Faculty Council shall be an ex officio non-voting member of the Faculty Council for one (1) year immediately following the expiration of that person's term as Chairperson of the Faculty Council.

The President of the University, the Provost, the Vice Presidents, the Vice Provosts, the Deans of the Colleges and the Libraries, and the Chair of the Administrative Professional Council shall be seated on the Faculty Council as ex officio non-voting members.

C.2.1.9 The ~~Regular and Specialized~~ Standing Committees of Faculty Council

C.2.1.9.1 Charge to the Standing Committees ~~Committees~~ *(last revised August 8, 2014xxx)*

There shall be ~~regular and specialized~~ standing committees of the Faculty Council, designated by name in the University Code. The purposes of these standing committees ~~committees~~ shall be to develop and recommend to the Faculty Council policies and positions on academic matters and to serve as sources of expert information for the main body. The main relation of each standing committee is with the Faculty Council itself, and the standing committees are formed to represent the interests of the Faculty Council. All policy recommendations of standing committees shall be transmitted through the Executive Committee to the Faculty Council for its action.

All standing committees of the Faculty Council shall receive appropriate items for consideration from any member of the University community. The receipt of each item shall be acknowledged and its disposition shall be reported to the initiator.

Each standing committee shall develop a set of operating procedures, which shall be made available to all members of the faculty through the Office of the Faculty Council. Further, all standing committees shall submit copies of their minutes to the Executive Committee and shall, at specified times, furnish annual reports to the Faculty Council.

C.2.1.9.2 The ~~Regular and Specialized~~ Standing Committees ~~and Advisory Committees~~ Named *(last revised August 8, 2014xxx)*

The following shall be the ~~regular~~ standing committees of the Faculty Council: Executive Committee; Committee on Faculty Governance; Committee on Intercollegiate Athletics; Committee on Libraries; Committee on Non-Tenure-Track Faculty; Committee on Responsibilities and Standing of the Academic Faculty; Committee on Scholarship, Research, and Graduate Education; Committee on Scholastic Standards and Awards; Committee on Strategic and Financial Planning; Committee on Teaching and Learning; Committee on University Programs; and University Curriculum Committee.

~~The following shall be a specialized standing committee of the Faculty Council:
Committee on Non-Tenure-Track Faculty.~~

C.2.1.9.3 Membership and Organization *(last revised August 6, 2021xxx)*

The membership of each standing committee is specified to fit the functions of that committee. Faculty membership on ~~specialized~~ standing committees shall be limited to full-time, part-time, and transitional tenure track, ~~and tenured, contract, and continuing~~ faculty members, ~~as well as contract and continuing faculty members~~ who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. ~~Faculty membership on regular standing committees shall be limited to full-time, part-time, and transitional tenure track and tenured faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. An exception among regular standing committees is Executive Committee, on which all elected Faculty Council representatives are eligible to represent their College or the Libraries.~~ The Chair of the Committee on Non-Tenure-Track Faculty (or designee on the CoNTTF), administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of Colorado State University (ASCSU), and graduate student members representing the University Graduate Student Council shall be authorized for membership on specified standing committees. A member of a standing committee who becomes ineligible shall cease to hold this position.

Each standing committee shall have a chairperson whose term of office is twelve (12) months beginning July 1. Each standing committee chairperson shall be elected by and from the membership of that committee. After members of standing committees are elected, as specified in Section C.2.1.9.4, the continuing and newly elected members of each standing committee, other than the Executive Committee, shall meet and elect a committee chairperson for the coming term before May 15. The committee members who are being replaced may attend this meeting, and they may speak, but they shall not cast votes for the new chairperson. However, if a newly elected committee member is unable to attend the meeting, then this committee member may allow the committee

member that they are replacing to cast a vote for the chairperson in the new committee member's place.

Standing committees are expected to consult regularly with those administrators, members of the faculty, or others who can provide information necessary for effective deliberation. Each standing committee may name ex officio or associate members in addition to the ex officio and associate members specified in C.2.1.9.4. The appointments shall be reviewed by the standing committee annually. Each standing committee shall identify in its annual report to the Faculty Council its ex officio and associate members and others with whom it has regularly conferred. Ex officio members are expected to attend committee meetings regularly. All ex officio and associate members shall be non-voting, unless specified otherwise.

Standing committees shall convene subcommittees as needed to consider specific issues or perform specific tasks. These subcommittees shall exist to serve the standing committees. A subcommittee of a standing committee or advisory committee shall be chaired by a member of that committee, but may draw other members from throughout the University as appropriate.

Unless otherwise specified in the committee's operating procedures, for transacting business at standing committee meetings, a quorum is defined as a simple majority of the voting members.

The elected chairperson of the standing committee shall serve as an ex officio voting member of the Faculty Council for the duration of the elected chairperson's term as chairperson. The chairperson may designate a committee member to substitute as ex officio voting member provided prior notice is given to the Chairperson of Faculty Council.

C.2.1.9.4 Election to Membership and Term of Service *(last revised December 6, 2018)*

Unless otherwise specified by the University Code, the terms of service for all elected faculty members of standing committees of the Faculty Council shall be three (3) years

as defined below with the intent of approximately one-third (1/3) expiring each year. An exception is the Executive Committee, where faculty members serve one (1) year terms. The terms of service for all elected student members of standing committees of the Faculty Council shall be one (1) year. Terms of office for newly elected members of all standing committees are to begin July 1 for faculty members and October 25 for student members. Student members may serve on at most two (2) standing committees at any given time.

Nominations for the elected faculty membership on all standing committees other than Executive Committee (see Section C.2.1.9.5.a) shall be made by the Committee on Faculty Governance, with the slate of nominees to be placed on the agenda of the April meeting of Faculty Council. Nominations may be made from the floor. Voting shall be by written ballot unless otherwise specified. If only one (1) candidate is nominated, voting can be by voice vote. Election shall be by plurality. In the event of a tie for any position, the Faculty Council shall ballot again at the next regular meeting.

Nominations of undergraduate students to standing committees of the Faculty Council shall be made by the ASCSU Director of Academics with the advice and consultation of the President and the Vice President of ASCSU. All such nominees shall be recommended to the ASCSU Senate and shall have majority approval of the ASCSU Senate before the nominations are forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot.

Nominations of graduate student members to Faculty Council standing committees shall be made by the University Graduate Student Council. Graduate student nominations shall be forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot.

Student nominations shall be submitted to the Faculty Council at its October meeting. After nominations have been closed, a vote shall be taken on the floor of the Faculty Council. In the event of a tie, the Faculty Council shall vote again. Election shall be by plurality.

The Committee on Faculty Governance may fill vacancies on standing committees of the Faculty Council occurring between normal elections either by making a temporary appointment to serve a period of time not more than the length of the vacancy being filled or by nominating a replacement to serve for a three year term ending on June 30 three years hence. A three year term beginning between the end of spring semester of the previous academic year and December 31 of the current academic year includes the current academic year and two more years. A three year term beginning between January 1 and end of the spring semester of the current academic year will include the rest of the current spring semester and then three more academic years.

A temporary appointment shall be approved by majority vote of the Committee on Faculty Governance. A replacement serving for a three year term shall be elected using the regular election procedure as described in C.2.1.9.4 (this section). The Committee on Faculty Governance will communicate with chairs of affected standing committees when replacing a vacancy that occurs between normal elections.

C.2.1.9.5 Standing Committees: Membership and Function

a. Executive Committee *(last revised August 9, 2019)*

The Executive Committee shall consist of the Chairperson of Faculty Council as Chairperson, the Vice Chairperson of Faculty Council as Vice Chairperson, the immediate past Chairperson of Faculty Council (ex officio), the Provost (ex officio), the faculty representative to the Board, and one (1) elected Faculty Council representative from each college and the Libraries. The continuing and newly-elected Faculty Council members from each college shall choose their representative from among themselves in April for a one (1) year term beginning July 1. The immediate past Chairperson of Faculty Council shall be a member of the Executive Committee for one (1) year immediately following the expiration of their term as Chairperson of Faculty Council. The duties of the Executive Committee shall be:

1. To receive, review, and evaluate all recommendations from the various standing committees, and to report them to the Faculty Council.

2. To refer matters to standing committees of the Faculty Council.
3. To act for the Faculty Council between meetings of that body.
4. To execute those duties as may from time to time be given it by the Faculty Council or by the Board.
5. To receive petitions for calling additional meetings of the Faculty Council (see Section C.2.1.10, Article I, Section I).
6. To prepare the agenda for Faculty Council meetings.
7. To participate in the evaluation of University officers.
8. To recommend policies pertaining to the University calendar.
9. When appropriate, to establish priorities when assigning issues to Faculty Council standing committees.
10. To meet periodically with the faculty representatives to the Benefits Committee in order to ensure timely Faculty Council input and dialogue concerning University benefits programs.
11. To meet periodically with the faculty representatives to the University Policy Review Committee in order to ensure timely Faculty Council input and dialogue concerning development of proposed new University policies and review of major revisions of existing University policies.

b. Committee on Faculty Governance *(last revised August 9, 2019)*

The Committee on Faculty Governance shall consist of one (1) faculty representative from each college and the Libraries and the Chairperson of Faculty Council (ex officio). The duties of this standing committee shall be:

1. To recommend to the Faculty Council amendments to the University Code, including revisions to update it.

2. To periodically review practices and procedures of the Faculty Council and its standing committees to assure compliance with the University Code.
3. To apportion annually the elected representatives of the colleges and University Libraries to the Faculty Council.
4. To provide interpretations of the University Code.
5. To establish uniform procedures for electing Faculty Council officers and members of its standing committees and to supervise the election of representatives to the Faculty Council.
 - a. To make and forward nominations for standing committees of the Faculty Council and faculty members of Benefits Committee (see Section D.2.1), University Policy Review Committee (see Section D.2.2), Grievance Panel (see Section K.15.1), Sexual Harassment Panel (see Appendix 2), and the University Discipline Panel (see Section I.7.3.2), and submit names of nominees for the offices of Faculty Council Chairperson, Vice Chairperson, and Representative to the Board and for other positions as requested by the Faculty Council.

c. Committee on Intercollegiate Athletics *(last revised December 6, 2018)*

The Committee on Intercollegiate Athletics shall consist of one (1) faculty representative from each college, and the Libraries, and the Chairperson of Faculty Council (ex officio), the Faculty Athletics Representative (ex officio), the Director of Athletics (ex officio), one (1) graduate student, and one (1) undergraduate student.

The Committee on Intercollegiate Athletics shall recommend to the Faculty Council policies pertaining to intercollegiate athletics, review compliance with policies adopted, and act in an advisory capacity to the Director of Athletics. Specifically, the standing committee shall have the following responsibilities:

1. To recommend to the Faculty Council policies pertaining to the operation of the Department of Athletics, including rules compliance, academic integrity, and the general welfare and equitable treatment of student-athletes and staff.
2. To review annually intercollegiate athletics' programs and make recommendations to the Director of Athletics regarding the operation of the Department, including selection and retention of sports, academic integrity, compliance, and the general welfare and equitable treatment of student-athletes and staff.
3. To advise the Director of Athletics and the Faculty Athletics Representative on positions to be taken on national and conference issues.
4. To advise the President on the selection of the Director of Athletics and the Faculty Athletics Representative.
5. To perform functions requested or required of a Faculty Intercollegiate Athletic Committee by the National Collegiate Athletic Association and/or any athletic conferences of which the University may be a member.
6. To review summaries of student-athlete exit surveys, academic progress reports, and other appropriate reports, and to include an assessment of this information in the Committee on Intercollegiate Athletics annual report to the Faculty Council.

d. Committee on Libraries *(last revised December 6, 2018)*

The Committee on Libraries shall consist of one (1) faculty representative from each college, and the Libraries, the Chairperson of Faculty Council (ex officio), the Dean of Libraries (ex officio), one (1) representative from the Office of the Vice President for Research (ex officio), one (1) graduate student, and one (1) undergraduate student. The duties of this standing committee shall be:

1. To recommend to the Faculty Council policies affecting or impacting the operation of the Libraries.
2. To advise the Committee on Strategic and Financial Planning of the Library's budgetary and service requirements.
3. To advise the Dean of Libraries:
 - a. On strategies and policies for services and collections;
 - b. On the allocation of funds to support Library services; and
 - c. On the needs of its patrons (students, faculty, staff, community at large.)

e. Committee on Non-Tenure-Track Faculty *(last revised xxx)*

The Committee on Non-Tenure-Track Faculty shall consist of one (1) contract or continuing faculty member from each college and the Libraries, two (2) tenure or tenure track faculty members elected from the Colleges and the Libraries, the Chairperson of Faculty Council (ex officio), one (1) undergraduate student, and one (1) graduate student.

The duties of this standing committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of contract, continuing, and adjunct faculty to the University, college, and department.
2. Policies related to the standing of contract, continuing, and adjunct faculty.

fe. Committee on Responsibilities and Standing of Academic Faculty *(last revised December 6, 2018)*

The Committee on Responsibilities and Standing of Academic Faculty shall consist of one (1) faculty representative from each college and the Libraries and the Chairperson of Faculty Council (ex officio). The duties of this standing committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of faculty to the University, college, and department.
2. Policies related to the standing of the faculty including selection, appointment, evaluation, merit incentives, rank and promotion, tenure, termination of employment, leaves, and academic freedom.
3. Policies and procedures related to faculty grievances.

gf. Committee on Scholarship, Research and Graduate Education *(last revised December 18, 2018)*

The Committee on Scholarship, Research and Graduate Education shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (ex officio), the Vice Provost for Graduate Affairs/Assistant Vice President for Research (ex officio), and one (1) graduate student. Annually, the standing committee, in consultation with the Provost and the Chairperson of Faculty Council, shall name ex officio members who are expected to actively participate in standing committee deliberations. The duties of this standing committee shall be:

1. To recommend to the Faculty Council policies concerning research and scholarly activities.
2. To recommend to the Faculty Council policies concerning the Graduate School.
3. To review and forward with recommendations to the University Curriculum Committee proposals for new graduate programs and changes in existing graduate programs.

4. To conduct inquiries/investigations of charges of misconduct in research, artistry, and other scholarly activities, including charges of misconduct in science as federally mandated. The standing committee will coordinate such inquiries/investigations with the VPR and will develop a pool of faculty from which specific panels will be selected. At the discretion of the standing committee, persons who are not members of the faculty may be included on inquiry/investigative panels.

hg. Committee on Scholastic Standards *(last revised December 6, 2018)*

The Committee on Scholastic Standards will consist of one (1) faculty member from each college and the Libraries, the Chairperson of Faculty Council (ex officio), and the Director of the Center for Advising and Student Achievement (CASA) (ex officio). The duties of this standing committee shall be to recommend to the Faculty Council policies related to undergraduate academic standards and regulations and procedures for implementing and enforcing these policies.

The standing committee shall also act as a hearing board and render decisions on:

1. Appeals of academic dismissal.
2. Appeals for retroactive withdrawal.

ih. Committee on Strategic and Financial Planning *(last revised December 6, 2018)*

The Committee on Strategic and Financial Planning shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (ex officio), one (1) dean (ex officio), the Provost (ex officio), the Vice President for Finance (ex officio), the chair of the Administrative Professional Council (ex officio voting), the chair of the Committee on Non-Tenure Track Faculty or designated member of the Committee on Non-Tenure Track Faculty (ex officio voting), and the Chair of the Classified Personnel

Council (ex officio, voting)., one (1) undergraduate student, and one (1) graduate student. The duties of this standing committee shall be:

1. To recommend policies to the Faculty Council related to planning and budgeting activities that affect the academic function of the University.
2. To review the procedures, outcomes, and accountability of the University's strategic planning processes and plans.
3. To present the standing committee's evaluations and recommendations on such planning processes and plans to the Faculty Council for approval or disapproval on a semiannual basis.
4. To review University proposals, policies and procedures as they affect the academic programs and structure of the institution.
5. To review new academic program proposals from a strategic and financial planning perspective and report recommendations to Faculty Council.
6. To recommend priorities for resource allocations to achieve University academic planning goals.
7. To recommend policies for the distribution of faculty compensation increases.
8. To monitor the on-going financial status of the University and inform Faculty Council of any conditions likely to result in financial exigency. The Committee should collect information about procedures used in other universities faced with financial exigency and any other information that would aid in developing reasonable plans to deal with current conditions of financial exigency.
9. To consult with the President of the University regarding the declaration of the condition of financial exigency; should a recommendation of

financial exigency be made by the President to the Board, the CoSFP chair shall present the views of the committee to the Board.

ji. Committee on Teaching and Learning *(last revised December 6, 2018)*

The Committee on Teaching and Learning shall consist of one (1) faculty member from each college and the Libraries, the Chairperson of Faculty Council (ex officio), the chair of the Committee on Non-Tenure Track Faculty or designated member of the Committee on Non-Tenure Track Faculty (ex officio voting), the Provost or the Provost's designee (ex officio), the Vice President for Student Affairs or the Vice President for Student Affairs' designee (ex officio), and the Director of The Institute for Learning and Teaching (ex officio), one (1) graduate student, and one (1) undergraduate student. The duties of this standing committee shall be to recommend to the Faculty Council:

1. Policies, practices, and standards for maintaining and improving the quality of teaching and learning.
2. Policies related to undergraduate advising.
3. Policies related to academic records and registration and undergraduate admissions.
4. Policies related to the activities of:
 - a. The Institute for Learning and Teaching
 - b. Academic Computing and Networking Services
 - c. Student Outcomes Assessment
 - d. Other offices and programs that directly support instruction and student development.
5. Policies related to standards of student behavior, academic honesty, co-curricular activities and other aspects of campus life.

6. In addition to the foregoing, the Committee on Teaching and Learning will oversee the selection of the University Distinguished Teaching Scholars. The criterion for selection is outstanding teaching. The Committee on Teaching and Learning will develop and publicize the selection process and the specific criteria for making the selection.

kj. Committee on University Programs *(last revised December 6, 2018)*

The Committee on University Programs shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (ex officio), one (1) graduate student and one (1) undergraduate student. The duties of this standing committee shall be:

1. Concerning Centers, Institutes, and Other Special Units:

a. To develop and recommend to Faculty Council criteria for identifying university units subject to Section C.2.3.6 University Centers, Institutes, and Other Special Units.

b. To develop and recommend to Faculty Council policies and procedures for the establishment, continuance, and termination of centers, institutes, and other units meeting the established criteria.

c. In consultation with other standing committees as appropriate, to evaluate proposals for centers, institutes, and other units meeting the established criteria on the basis of (1) appropriateness and acceptability of the name of the unit and (2) consistency of the mission of the unit with the mission and strategic plan of the University, and to make recommendations based on these evaluations for action by Faculty Council.

2. To recommend policies to the Faculty Council related to University Advancement, Conference Services, and University facilities that affect the academic function of the University.

3. To recommend policies to the Faculty Council related to international activities, including international education, research and development, training, student services, and Intensive English.

Ik. University Curriculum Committee (last revised December 6, 2018)

The University Curriculum Committee shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (ex officio), the Provost or the Provost's designee (ex officio), one (1) undergraduate student, and one (1) graduate student. The duties of this standing committee shall be:

1. To receive or initiate recommendations pertaining to each and every course and program offered for academic credit by any unit of the University.
2. To evaluate all proposals for new undergraduate courses and programs as well as changes in existing courses and programs for correlation with other departments before consideration and approval by the Faculty Council.
3. To evaluate all proposals for new graduate courses and programs as well as changes in existing courses and programs for correlation with other departments. Review of graduate programs is conducted after the Committee on Scholarship, Research, and Graduate Education has recommended approval prior to their submission to the Faculty Council for approval.
4. To develop necessary administrative procedures for informing interested colleges concerning courses under consideration.
5. To evaluate proposals for the establishment of new departments, and the change of academic name, change in college affiliation, dissolution, division, or merger of existing departments.

6. To recommend policies to the Faculty Council related to the operations of the Division of Continuing Education which impact curricula.

~~C.2.1.9.6 Specialized Standing Committees: Membership and Function (last revised December 6, 2018)~~

~~a. Committee on Non-Tenure-Track Faculty~~

~~The Committee on Non-Tenure-Track Faculty shall consist of one (1) contract or continuing faculty member from each college and the Libraries, two (2) tenure or tenure track faculty members elected from the Colleges and the Libraries, the Chairperson of Faculty Council (ex officio), one (1) undergraduate student, and one (1) graduate student.~~

~~The duties of this specialized standing committee shall be to recommend to the Faculty Council:~~

- ~~1. Policies defining the general responsibilities of contract, continuing, and adjunct faculty to the University, college, and department.~~
- ~~2. Policies related to the standing of contract, continuing, and adjunct faculty.~~

Rationale:

Including contract and continuing faculty on all standing committees aligns committee membership with the changes to section C.2.1.3.1 passed by Faculty Council on December 1, 2020 and approved by the Board of Governors on February 5, 2021, that allow contract and continuing faculty to serve as department or college representatives to Faculty Council. The category of specialized standing committees was created in December 2018 to provide for separate eligibility criteria for faculty to serve as representatives of their colleges and the Libraries on the Committee on Non-Tenure Track Faculty. The proposed changes in C.2.1.9.3 obviate the need for separate categories of regular and specialized standing committees. Hence, this proposal eliminates the distinction between regular and specialized and instead recognizes only one category of standing committees.

MEMORANDUM

DATE: August 21, 2021

TO: Sue Doe, Chair
Executive Committee and Faculty Council

FROM: Steven Reising, Chair, Committee on Faculty Governance

SUBJECT: Proposed revision to Section B.2.4 of the *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL*

The Committee on Faculty Governance moves Faculty Council adopt the following amendment:

MOVED, THAT SECTION B.2.4 of the ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE AMENDED AS FOLLOWS:

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

B.2.4 Council of Deans (*last revised ~~June 15, 2005~~xxx*)

The Council of Deans serves as a deliberative body to provide guidance and advice to the Provost. The Provost shall serve as the Chair. If the Provost is unavailable for a meeting, the Provost shall designate one (1) of the vice provosts to Chair that meeting. The other regular members of the Council of Deans shall be the deans of the eight (8) colleges, the Dean of the Graduate School, Dean of the Libraries, and the Chair of Faculty Council. The ex officio members of the Council of Deans shall be the vice provosts, the vice presidents, and the Chair of the Faculty Council Committee on Strategic and Financial Planning.

Rationale:

This is to update the Manual to reflect current practice. The Dean of the Graduate School is a regular, voting member of the Council of Deans and has been so for quite some time.

BALLOT
Academic Faculty Nominations to Faculty Council Standing Committees
September 7, 2021

UNIVERSITY CURRICULUM COMMITTEE

Term Expires

BRIAN TRACY

CHHS

2024

(Nominated by Committee on Faculty Governance)

BALLOT
Academic Faculty Nominations to University Committees
September 7, 2021

UNIVERSITY POLICY REVIEW COMMITTEE
(3-year term)

Term Expires

<u>JON CLARK</u> (Nominated by Committee on Faculty Governance)	COB	2024
<u>CAROLE MAKELA</u> (Nominated by Committee on Faculty Governance)	CHHS	2024

Date: August 26, 2021

To: Sue Doe
Chair, Faculty Council

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

Subject: **Faculty Manual Section E.10.5.1 Origin and Processing of Tenure Recommendations**

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

MOVED, THAT SECTION E.10.5.1 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE REVISED AS FOLLOWS:

E.10.5.1 Origin and Processing of Tenure Recommendations *(last revised May 6, 2021)*

The head of the department shall initiate the process leading to a recommendation for the granting or denial of tenure not later than the beginning of the final year of the probationary period of the faculty member. The department head should consult with the tenure committee before initiating this process. The department head should also consult the website of the Office of the Provost for information and forms regarding applications for tenure.

Because the recommendation for the granting or denial of tenure is primarily a faculty responsibility, the department head shall ask the members of the tenure committee, to vote by ballot for or against granting of tenure to the faculty member being considered. A tenure recommendation shall be by a majority vote of the tenure committee.¹

¹The recommendation shall include a vote summary and a statement of reasons representing the majority and minority points of view. The recommendation shall be forwarded successively to the department head, the dean of the college, the Provost, and the President for review and either endorsement or opposition. The Board has delegated the final decision to the President. A copy of the recommendation shall be sent to the faculty member.

All reviews are to be exercised expeditiously at each level. After each review, the reviewing administrator shall make a recommendation in writing, ~~and send~~ it shall be forwarded to each successive administrator. ~~e~~Copies shall be sent to the faculty member, the tenure committee, and all administrators who have previously ~~reviewed~~ the made recommendations.

The tenure committee must have at least three (3) members and shall consist of all eligible department faculty members. The department head, college dean, Provost, and President are not eligible to serve on the tenure committee and shall not be present during the committee's deliberations, except when specifically invited by the committee. A faculty member holding an administrative appointment (as defined in Section K.12.a) of more than half time is not eligible to serve on the tenure committee, unless the department code specifies otherwise. If a faculty member holding an administrative appointment does serve on the tenure committee, it is expected that he or she will not participate in discussions of the case at higher administrative levels. A faculty member with a conflict of interest is expected to recuse himself or herself. The eligible department faculty are all other tenured department faculty. If a committee of at least three (3) tenured faculty within the department cannot be constituted, then additional tenured faculty members shall be selected from other departments within the University so as to produce a committee of three (3) members. A department may specify in its code a procedure for narrowing the pool of eligible additional members to faculty in disciplines similar to that of the candidate, possibly including faculty from other colleges. In the absence of such a procedure, the pool shall consist of all tenured faculty members on the tenure committees from all departments within the college. The department head shall draw the additional members of the tenure committee by lot from the pool of eligible faculty members. Faculty members from other departments may decline to serve on the tenure committee.

After a recommendation is received from the tenure committee, a contrary recommendation shall be issued at a higher administrative level below the President only for compelling reasons which shall be stated in writing to the faculty member, the tenure committee, and all administrators who have previously ~~reviewed~~ the made recommendation. If such a contrary recommendation is issued, ~~the faculty member,~~ the

tenure committee, and all administrators who have previously reviewed the made recommendation shall be given seven (7) working days from the date of notification of the contrary recommendation to respond in writing to the administrator's reasons for opposition, and the contrary recommendation may be opposed at an even higher administrative level. The responses from the ~~faculty member~~, the tenure committee, and the administrators shall be forwarded to each successive administrator along with the recommendation and rationale for the contrary recommendation and all previous recommendations and responses.

In the event of a committee recommendation to deny tenure, or ~~opposition a~~ recommendation by an administrative officer below the President to ~~a recommendation to grant~~ deny tenure, the ~~recommendation of the committee and reasons for any~~ contrary the recommendation shall be made available promptly to the faculty member under consideration. If the faculty member believes that the ~~committee's~~ recommendation to deny tenure violated University policy or state or federal law, the faculty member shall be given seven (7) working days from the date of notification of the recommendation to submit a written ~~statement~~ response detailing this violation. This ~~statement~~ response shall be forwarded to each successive administrator along with ~~the~~ all previous recommendations and responses ~~from the tenure committee~~. If the faculty member believes that an administrator's opposition to a recommendation to grant tenure violated University policy or state or federal law, and the Provost has endorsed the recommendation of the administrator not to grant tenure, then the faculty member may appeal the decision through the grievance procedure. In any grievance proceeding, ~~the department and/or~~ the tenure committee shall be represented by a member of the tenure committee selected by the prevailing side of the committee. Although a grievance may not be filed until the Provost has made their recommendation to the President, the grievance shall be against the first administrator ~~whose action is being~~ grieved to recommend the denial of tenure. However, the effective date of notification of the grievant shall be the date of notification of the Provost's recommendation.

When a department head is under consideration for tenure, the successive forwarding of the tenure committee's recommendation shall begin with the dean of the college, rather than the department head.

The department head, the college dean, or the Provost may elect to postpone consideration of a faculty member for tenure, without prejudice, if the recommendation from the tenure committee for the granting or denial of tenure is made in a year earlier than the final year of the probationary period. The decision to postpone and the reasons for postponement shall be communicated immediately in writing to the faculty member and the tenure committee. However, the faculty member must either be granted tenure by the beginning of the first year after the end of the probationary period or be notified by the end of the probationary period that their appointment will be terminated at the end of one (1) additional year. Once a faculty member is on a tenure-track appointment, the use of contract, continuing, or adjunct appointments to extend the probationary period for tenure is not permitted.

Rationale: These changes clean up the language in order to make it more clear who gets notified of recommendations and who gets a chance to respond to them. In particular, the faculty member should get notified of all recommendations and have a chance to respond to all negative recommendations.

Date: August 26th, 2021

To: Sue Doe
Chair, Faculty Council

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

Subject: **Faculty Manual Section E.13 Advancement in Rank (Promotion)**

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

MOVED, THAT SECTION E.13 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE REVISED AS FOLLOWS:

E.13 Advancement in Rank (Promotion) *(last revised December 6, 2018)*

For the purposes of discussing promotion in this section, the six (6) available ranks for faculty are grouped into four (4) levels as follows:

1. Instructors
2. Senior Instructors and Assistant Professors
3. Master Instructors and Associate Professors
4. Professors

A promotion is an advancement in rank from one level to a higher level. A change in rank within a level is not a promotion. Department and College codes should specify the expectations for each of these ranks within their unit. Department and College codes should define all titles used for faculty within their unit and the expectations for each of the six (6) ranks, utilizing guidelines from the Provost.

Except in unusual circumstances noted in the statement of reasons given for the promotion recommendation, when tenure is granted to an assistant professor, the individual shall be promoted concurrently to associate professor as part of the tenure process.

Normally, after five (5) years in rank faculty are eligible to be considered for promotion. If the promotion is approved, it shall become effective the following July

1. Promotion may be considered prior to five (5) years in rank in those cases in which

the faculty member's performance clearly exceeds the standards for promotion established pursuant to the performance expectations stipulated in Section E.12.

Service at other academic institutions may or may not count toward time in rank. The appointment letter shall state unambiguously whether or not service at other institutions will count towards time in rank at Colorado State University and state specifically the exact number of years of prior service credit being granted. The department head and dean are responsible for apprising the candidate of this possibility.

E.13.1 Origin and Processing of Recommendations *(last revised December 6, 2018)*

The faculty member shall initiate the process leading to a recommendation for the granting or denial of promotion by submitting a formal request for promotion in rank to the department head. The faculty member should consult with the department head before initiating this process. The faculty member should also consult the website of the Office of the Provost for information and forms regarding applications for promotion.

Because this recommendation is primarily a faculty responsibility, the department head shall ask the promotion committee to vote by ballot for or against promotion of the faculty member being considered. A promotion recommendation shall be by a majority vote of the promotion committee.¹ The recommendation shall include a vote summary and a statement of reasons representing the majority and minority points of view. The recommendation shall be forwarded successively to the department head, the dean of the college, the Provost, and the President for review and either endorsement or opposition. The Board has delegated the final decision to the President. A copy of the recommendation shall be sent to the faculty member.

All reviews are to be exercised expeditiously at each level. After each review, the reviewing administrator shall make a recommendation in writing, and it shall be forwarded to each successive administrator. Copies shall be sent to the faculty member, the tenure committee, and all administrators who have previously made recommendations.

E.13.2 Promotion Committee *(last revised May 6, 2021)*

This section describes the membership of the promotion committee and which members of the committee are voting members.

The department head, college dean, Provost, and President are not eligible to serve on the promotion committee and shall not be present during the committee's deliberations, except when specifically invited by the committee. A faculty member holding an administrative appointment (as defined in Section K.11.2) of more than half time (0.5) is not eligible to serve on the promotion committee unless the department code specifies otherwise. If a faculty member holding an administrative appointment does serve on the promotion committee, it is expected that they will not participate in discussions of the case at higher administrative levels. A faculty member with a conflict of interest is expected to recuse oneself.

For promotion of a tenured or tenure-track faculty member, the eligible department faculty members are all other tenured faculty members of higher level than the faculty member under consideration. For promotion of a non-tenure track faculty member, restriction to tenured faculty does not apply, but a department may specify in its code additional requirements for voting members.

The promotion committee shall consist of all eligible department faculty members, or, if so specified in the department code, a duly elected committee thereof, unless this leads to a committee with fewer than three (3) voting members. If a the committee has fewer than three (3) eligible voting faculty members then additional eligible voting faculty members shall be selected from other departments within the University so as to produce a committee with three (3) voting members. A department may specify in its code a procedure for narrowing the pool of additional eligible voting members to faculty in disciplines similar to that of the candidate, possibly including faculty from other colleges. In the absence of such a procedure, the pool shall consist of all eligible voting faculty members on the promotion committees from all departments within the college. The department head shall draw the additional members of the promotion committee by lot from the pool of eligible faculty members. Faculty members from other departments may decline to serve on the promotion committee.

After a recommendation is received from the promotion committee, a contrary recommendation shall be issued at a higher administrative level below the President only for compelling reasons that shall be stated in writing to the faculty member, the promotion committee, and all administrators who have previously made supported or reversed the recommendations. If such a contrary recommendation is issued, ~~the faculty member, the promotion committee, and all administrators who have previously reviewed the~~ made recommendations shall be given seven (7) working days from the date of notification of the contrary recommendation to respond in writing to the administrator's reasons for opposition, and the contrary recommendation may be opposed at an even higher administrative level. The responses from ~~the faculty member, the promotion committee, and the administrators~~ shall be forwarded to each successive administrator along with the recommendation and rationale for the contrary recommendation and all previous recommendations and responses.

In the event of a committee recommendation to deny promotion or ~~opposition a recommendation~~ by an administrative officer below the President to ~~a recommendation to grant~~ deny promotion, ~~the recommendation of the committee and the reasons for any contrary~~ the recommendation shall be made available promptly to the faculty member under consideration. If the faculty member believes that the ~~committee's~~ recommendation to deny promotion violated University policy or state or federal law, ~~he or she~~ the faculty member shall be given seven (7) working days from the date of notification of the recommendation to submit a written ~~statement~~ response detailing this violation. This ~~statement~~ response shall be forwarded to each successive administrator along with ~~the~~ all previous recommendations and responses from the promotion committee. If the faculty member believes that an administrator's opposition to a recommendation to grant promotion violated University policy or state or federal law, and the Provost has endorsed the recommendation of the administrator not to grant promotion, then the faculty member may appeal the decision through the grievance procedure. In any grievance proceeding, ~~the department and/or the promotion committee~~ shall be represented by a member of the promotion committee selected by the prevailing side of the committee. Although a grievance may not be filed until the Provost has made their recommendation to the President, the grievance shall be against the first administrator whose action is being grieved to recommend the denial of

promotion. However, the effective date of notification of the grievant shall be the date of notification of the Provost's recommendation.

When the department head is under consideration for promotion, the successive forwarding of the promotion committee's recommendation shall begin with the dean of the college, rather than the department head.

E.13.3 Notification of Presidential Action on Advancement in Rank (*last revised December 6, 2018*)

When the President has ruled on a recommendation relating to promotion for a faculty member, the faculty member shall be notified promptly in writing of the action taken.

Rationale: These changes clean up the language in order to make it more clear who gets notified of recommendations and who gets a chance to respond to them. In particular, the faculty member should get notified of all recommendations and have a chance to respond to all negative recommendations.

**COLORADO STATE UNIVERSITY
FACULTY COUNCIL ANNUAL REPORT
TO THE BOARD OF GOVERNORS
July 2020 – May 2021**

Current Faculty Council Officers:

Sue Doe, Chair
Ruth Hufbauer, Vice Chair
Stephanie Clemons (Fall '20) & Melinda Smith (Spring '21), BOG Faculty Representative
Lola Fehr, Professional Registered Parliamentarian
Amy Barkley, Executive Assistant

Incoming Faculty Council Officers for 2021-2022:

Sue Doe, Chair
Andrew Norton, Vice Chair
Melinda Smith, BOG Faculty Representative
Lola Fehr, Professional Registered Parliamentarian
Amy Barkley, Executive Assistant

Faculty Council acts as a representative body for the academic faculty and performs duties delegated to the faculty by acts of the legislature. The Faculty Council, subject to statutes of the State and regulations and policies of the Board of Governors (BOG), has jurisdiction over the general educational policies of the University and passes all rules and regulations necessary to University government. Faculty Council membership consists of one elected representative from each academic department and the Libraries, and a proportionate representation from each college as voting members. Upper-level administrators are *ex officio* non-voting members. The 2020-21 membership for the Faculty Council is attached. Below is a list of Faculty Council business during the 2020-21 academic year.

Action Items Requiring BOG Approval – 2020-2021 Academic Year:

Academic Faculty and Administrative Professional Manual Revisions 2020-21:

- Title IX Appendices Changes
- Preface
- Section C.2.1.2 Powers and Responsibilities
- Section C.2.1.3.1 Elected Members
- Section C.2.1.9.3 Membership and Organization
- Section C.2.5 - C.2.7 Evaluation of Performance of Faculty
 - Section C.2.6.1 Deans of the Colleges
 - Section C.2.6.2 Department Heads
 - Section C.2.7 Evaluation of Performance of Officers
- Section E.10.5.1 Origin and Processing of Tenure Recommendation
- Section E.12 Performance Expectations for Tenure, Promotion, and Merit Salary Increases
 - Section E.12.1 Teaching and Advising
 - Section E.12.2 Research and Other Creative Activity
 - Section E.12.3.1 University Service
 - Section E.12.3.2 Professional Service
 - Section E.12.3.4 Service with External Partners and Communities

- Section E.12.4 Outreach and Engagement
- Section E.13.2 Promotion Committee
- Section E.14 Performance Reviews
 - Section E.14.1 Phase I Comprehensive Performance Reviews
- Section E.15 Disciplinary Action for Tenured Faculty

Candidates for Degrees:

Fall Candidates 2020

Spring Candidates 2021

Summer Candidates 2021

New Degree Programs:

- Doctor of Occupational Therapy (O.T.D) – Effective Fall 2021

2020-2021 General Catalog Revisions (BOG Approval Not Required)

- Title Change to All-University Core Curriculum Category 1C

2020-2021 Curricular Policies and Procedures Handbook

2020-2021 Graduate & Professional Bulletin Revisions (BOG Approval Not Required)

- The Advisory System
- Inter-University Graduate Programs
- Scholastic Standards, Evaluation of Graduate Students
- Terms and Conditions of Employment
- Requirements for All Graduate Degrees
- Graduate Certificates
- Final Examinations
- Admissions Requirements and Procedures: Integrated Degree Program and Integrated Degree Program Plus Admissions
- Admissions Requirements and Procedures: Application, U.S. Citizens or Permanent Residents
- Admissions Requirements and Procedures: Application, International Students

New Centers, Institutes and Other Special Units

- Data Science Research Institute
- Center for Ethics and Human Rights

Routine Action Items for Faculty Council Approval (BOG Approval Not Required)

Confirmation of Faculty Council Secretary and Parliamentarian

Elections:

Faculty Council Officers

Faculty Council Standing Committee Members

Graduate and Undergraduate Student Representatives on Faculty Council Standing

Committees

Grievance Panel

Discipline Panel

University Benefits Committee

Approval of Appeal Chair nominees for Student Conduct Services
All-University Core Curriculum (AUCC) language and requirements

Annual Reports (2020-2021):

Faculty Council Standing Committees
University Benefits Committee
University Grievance Officer Annual Report

Changes in Curriculum – 2020-2021

Recommendations for Continuance or Discontinuance of Centers, Institutes, and
Other Special Units

Faculty Council Discussion Items 2020-2021:

- University COVID Response
- Non-Tenure Track Faculty in Shared Governance
- Libraries and Elsevier
- Athletics Climate Report by Husch Blackwell
- S/U Grading and Late Withdrawals
- University Curriculum Committee Discussion Item on Instructional Modes of Delivery
- Graduate Workers Organizing Cooperative

Faculty Council Special Reports 2020-2021:

- *CSU Cares & ComPsych Benefits* – Maggie Walsh, Bob Schur, Jan Pierce, and Emma Chavez – November 2020
- *Athletics Budget Report* – Athletic Director Joe Parker – March 2021
- *University Budget Report* – Vice President Lynn Johnson – April 2021
- *Future of INTO* – Vice Provost Kathleen Fairfax, Vice Provost Susan James and Louann Reid, English Department Chair – April 2021
- *Title IX Explanation and Discussion* – Vice President Diana Prieto – May 2021
- *TILT Teaching Effectiveness Institute* – Gwen Gorzelsky, Director of TILT & Tonya Buchan – May 2021

Faculty Council Task Forces 2020-2021:

- Intellectual Property Task Force
 - The IP Task Force identified issues around faculty teaching materials. The task force has made recommendations for the language in Section J of the Faculty and Administrative Professional Manual to be taken up.
- Information Technology Task Force
 - The IT Task Force examined challenges and opportunities to improve IT as it relates to teaching, research, service, and administrative missions for faculty. A recommendation for a standing committee for information technology has been taken up.
- RBEI Task Force
 - The RBEI Task Force sent recommendations to change language in Sections C and E in the Faculty and Administrative Professional Manual

to better acknowledge the importance of DEI in faculty work and supported through tenure and promotion processes.

- Shared Governance Task Force
 - The Shared Governance Task Force put forward a proposal to incorporate new language around shared governance into the Faculty and Administrative Professional Manual.
- Presidential Survey Design Task Force
 - The Presidential survey was sent to faculty and received over 500 responses. It is being professionally analyzed by Institutional Research, with a report expected on or around May 3, 2021.

Faculty Council Resolutions 2020-2021:

- Resolution Regarding Unit/Department Responsibility for Course Quality, Delivery Method/Instructional Format, and Timely Notification
- Faculty Council Statement in Support of Student Athletes

Other Notable Faculty Council Items 2020-2021:

- Chair Sue Doe participated in various committees related to the pandemic:
 - Workforce Support Committee/Task Force, which assisted employees in dealing with the pandemic.
 - Undergraduate Teaching Continuity Task Force, which masterminded classroom approaches in the 2020-2021 school year.
 - Recovery Advisory Committee, which was charged with considering various approaches to budget cuts in Spring 2020.
- Retirement Planning Committee
 - This group is evaluating various new approaches to Defined Contribution Plans for admin pros and faculty. The Chair of the Committee on Financial and Strategic Planning along with representatives from APC, HR, etc., and the Chair of FC are working with INNOVEST, a private vendor who assists with evaluation of retirement funds and companies.
- The Faculty Council Office did an inventory and refresh of all committee involvements of Faculty Council representatives.

Presidential Survey

The Faculty Council is especially proud to provide the results of the new Presidential Survey which was conducted in April using the Qualtrics survey tool. The survey resulted in the participation of over 500 faculty, compared to previous participation in the low teens. Institutional Research provided data analysis of this much improved feedback from faculty with a report from IR expected in the first week of May. Subsequent to receiving this report, the Faculty Council will send forward a letter to the Board of Governors.

The Future: In the next year, the Faculty Council anticipates:

- weighing in on the creation of a new academic unit for Extension and Engagement, perhaps called the Field School, as well as considering the recategorization of Extension agents and specialists into a new group of specialized faculty, perhaps called Extension Faculty.

- addressing the further integration of CCA Faculty into shared governance.
- updating policies relating to Intellectual Property in the much-expanded context of hybrid and fully online teaching.
- creating new levels of faculty participation in Information Technology decision making.
- finalizing recommendations on improving the DCP (Defined Contribution Program), working alongside other employee councils and Human Resources.
- continuing to address the post-pandemic period of instruction and research with an eye toward closing the equity gap in student success.

MEMBERSHIP OF THE FACULTY COUNCIL 2020-2021

OFFICERS

Chair: Sue Doe

Executive Assistant: Amy Barkley

Vice-Chair: Ruth Hufbauer

**BOG Representative: Stephanie Clemons
(Fall '20) & Melinda Smith (Spring '21)**

Professional Registered Parliamentarian: Lola Fehr

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Stephan Kroll	Agricultural and Resource Economics	2022
Brett Kirch	Animal Sciences	2021
Cynthia (Cini) Brown	Agricultural Biology	2021
Kelly Curl	Horticulture & Landscape Architecture	2022
Jim Ippolito	Soil and Crop Sciences	2023
Marco Costanigro	College-at-Large	2023
Bradley Goetz	College-at-Large	2022
Andrew Norton	College-at-Large	2023
Health and Human Sciences		
Nancy Miller	Design and Merchandising	2021
Raoul Reiser	Health and Exercise Science	2022
David Sampson	Food Science and Human Nutrition	2022
Lisa Daunhauer	Human Development and Family Studies	2023
Bolivar Senior	Construction Management	2023
Aaron Eakman	Occupational Therapy	2023
Carole Makela	School of Education	2021
Shannon Hughes	School of Social Work	2022
Business		
Bill Rankin	Accounting	2023
Stephen Hayne	Computer Information Systems	2021
John Elder	Finance and Real Estate	2022
Yolanda Sarason	Management	2021

(substituting for Dawn DeTienne, on sabbatical for 2020-21)

Jonathan Zhang Marketing 2023

Engineering

Kristen Rasmussen Atmospheric Science 2021

Margarita Herrera-Alonso Chemical and Biological Engineering 2022

Peter Nelson Civil and Environmental Engineering 2021

Ali Pezeshki Electrical and Computer Engineering 2022

Kirk McGilvray Mechanical Engineering 2023

Thomas Bradley Systems Engineering 2023

Sybil Sharvelle College-at-Large 2022

Steven Reising College-at-Large 2022

J. Rockey Luo College-at-Large 2022

Liberal Arts

Mary Van Buren Anthropology & Geography 2023

Jason Bernagozzi Art 2022

Kit Hughes (Fall '20) Communication Studies 2022

(substituted for Ziyu Long, Fall '20)

Ramaa Vasudevan Economics 2023

Tony Becker English 2023

Albert Bimper Ethnic Studies 2022

Maria Del Mar Lopez-Cabrales Languages, Literatures, and Cultures 2022

Thaddeus Sunseri (Fall '20) History 2023

(substituting for Jared Orsi, on sabbatical Fall '20)

Michael Humphrey Journalism and Technical Communication 2023

Wes Kenney Music, Theatre, and Dance 2023

Moti Gorin Philosophy 2022

Peter Harris Political Science 2021

Tara Opsal Sociology 2022

Ajean Ryan College-at-Large 2023

Antonio Pedros-Gascon College-at-Large 2023

Emily Morgan College-at-Large 2023

Marcela Velasco College-at-Large 2021

Del Harrow College-at-Large 2021

Maura Velazquez-Castillo College-at-Large 2021

Natural Resources

Randall Boone Ecosystem Science and Sustainability 2023

Chad Hoffman Forest and Rangeland Stewardship 2023

David Koons Fish, Wildlife, & Conservation Biology 2021

William Sanford Geosciences 2023

Alan Bright Human Dimensions of Natural Resources 2023

Natural Sciences

Olve Peersen Biochemistry & Molecular Biology 2022

Melinda Smith Biology 2021

Rob Paton	Chemistry	2023
Ross McConnell	Computer Science	2022
Dylan Yost	Physics	2021
Silvia Sara Canetto	Psychology	2022
Mary Meyer	Statistics	2022
TBD	Mathematics	2023
Alan Van Orden	College-at-Large	2023
Anton Betten	College-at-Large	2022
Brad Conner	College-at-Large	2022
James Liu	College-at-Large	2023
TBD	College-at-Large	2022

Veterinary Medicine & Biomedical Sciences

DN Rao Veeramachaneni	Biomedical Sciences	2022
Kevin Haussler	Clinical Sciences	2022
Elizabeth Ryan	Environmental & Radiological Health Sciences	2023
Tony Schountz	Microbiology, Immunology and Pathology	2021
Candace Mathiason	College-at-Large	2022
Marie Legare	College-at-Large	2023
Adam Chicco	College-at-Large	2022
Christianne Magee (Fall '20)	College-at-Large	2022
Seonil Kim (Spring '21)		
Gerrit (Jerry) Bouma	College-at-Large	2021
Jennifer Peel	College-at-Large	2023
John Rosecrance	College-at-Large	2023
Sheryl Magzamen	College-at-Large	2023

University Libraries

Linda Meyer	Libraries	2022
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***Ex Officio* Voting Members**

Sue Doe	Chair, Faculty Council/Executive Committee	2021
Ruth Hufbauer	Vice Chair, Faculty Council	2021
Stephanie Clemons ('20) & Melinda Smith ('21)	BOG Faculty Representative	2021
Steve Reising, Chair	Committee on Faculty Governance	2021
Shane Kanatous, Chair	Committee on Intercollegiate Athletics	2021
Jerry Magloughlin, Chair	Committee on Libraries	2021
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2021
Marie Legare, Chair	Committee on Responsibilities and Standing of Academic Faculty	2021
Melinda Smith, Chair	Committee on Scholarship, Research, and Graduate Education	2021
Karen Barrett, Chair	Committee on Scholastic Standards	2021
Joseph DiVerdi, Chair	Committee on Strategic and Financial Planning	2021
Shawn Archibeque, Chair	Committee on Teaching and Learning	2021
Mo Salman, Chair (Fall '20)	Committee on University Programs	2021
Jose Luis Suarez-Garcia, Interim Chair (Spring '21)		
Bradley Goetz, Chair	University Curriculum Committee	2021

Susan (Suellen) Melzer	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
Ashley Harvey	Committee on Non-Tenure Track Faculty	2022
Jamie Nielson	Committee on Non-Tenure Track Faculty	2022
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2022
Mary Van Buren	Committee on Non-Tenure Track Faculty	2023
Steve Benoit	Committee on Non-Tenure Track Faculty	2022
Natalie Ooi	Committee on Non-Tenure Track Faculty	2022
Pinar Omur-Ozbek	Committee on Non-Tenure Track Faculty	2023

Ex Officio Non-Voting Members

Joyce McConnell	President
Mary Pedersen	Provost/Executive Vice President
Ann Claycomb	Special Advisor to the President
Kim Tobin	Vice President for Advancement
Mary Ontiveros (Fall '20)	Vice President for Diversity
Roe Bubar (Spring '21)	Interim Vice President for Diversity
Diana Prieto	Vice President for Equity, Equal Opportunity & Title IX
Blake Naughton	Vice President for Engagement and Extension
Leslie Taylor	Vice President for Enrollment and Access
Susan James	Vice Provost for Faculty Affairs
Karen Estlund	Dean of Libraries
Brandon Bernier	Vice President for Information Technology
Kathleen Fairfax	Vice Provost for International Affairs
Yolanda Bevill	Vice President for University Communications
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	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

COMMITTEE ON FACULTY GOVERNANCE
Annual Report for September 1, 2020 to June 30, 2021

Members for 2020-2021:

Agricultural Sciences: Mike Wilkins
 Health and Human Sciences: Svetlana Oblina
 Business: Leo Vijayasarathy
 Engineering: Steven Reising, Chair
 Liberal Arts: Leif Sorensen
 Natural Resources: Troy Ocheltree
 Natural Sciences: Jessica Witt (beginning Spring 2021; Reising substituted in Fall 2020)
 Veterinary Medicine and Biomedical Sciences: Quint Winger
 University Libraries: Nancy Hunter

The Committee on Faculty Governance met on Zoom on the following dates: 9/21/20, 10/12/20, 10/26/20, 11/16/20, 12/7/20, 2/8/21, 3/1/21, 3/15/21, 4/5/21 and 4/26/21. In addition to these meetings, the CoFG Chair met with the Faculty Council Chair three times and the CoNTTF Chair once to discuss pertinent issues. The CoFG Chair attended Executive Committee Meetings on 8/25/20, 9/22/20, 9/29/20, 11/17/20, 12/8/20, 1/19/21, 3/30/21 and 4/27/21 to present motions for addition to upcoming Faculty Council Meeting agendas, as well as to discuss timely issues. The committee also conducted significant business through e-mail discussions and votes on nominations.

The following Code changes were considered by CoFG, and were later approved by Faculty Council:

- Changes to Section C.2.1.3.1 to include contract and continuing faculty in: (1) the faculty count for each college used in apportionment of at-large representatives to Faculty Council, and (2) the faculty members eligible to be elected to serve as department and college-at-large representatives on Faculty Council. These two motions to revise Section C.2.1.3.1 were originally proposed by CoNTTF on 12/19/19 and later revised on 4/10/20 and again on 10/15/20. The last revision was to reflect changes in Section C.2.1.3.1 that had been introduced by CoFG and subsequently passed by Faculty Council on 5/5/20. In October and November, CoFG and CoNTTF collected faculty input from across the CSU campus. Reising and Vijayasarathy presented survey findings to Executive Committee on 11/17/20. The proposed revisions to Section C.2.1.3.1 were moved by Steven Reising at the Faculty Council Meeting on December 1, 2020. They were approved by Faculty Council with the required 2/3 majority.
- Changes to Section C.2 to demonstrate support and commitment of faculty for diversity, equity and inclusion and promote the University's principles of community, including inclusion and respect for all people. To this end, the changes were to add "work toward achieving the University's diversity, equity and inclusion goals" to the responsibilities of both deans and department heads. In addition, the changes added "evidence of substantial, demonstrable leadership in meeting diversity, equity and inclusion goals" to the evaluation of all administrative officers of the University. These changes were originally proposed by the DEI/RBEI Task Force of Faculty Council. The proposed revisions to Section C.2 were moved by Steven Reising at the Faculty Council Meeting on February 2, 2021. They were approved by Faculty Council with the required 2/3 majority.
- Changes to the Preface and Sections C.2.1.2, C.2.6 and C.2.7 to strengthen and formalize CSU's commitment to shared governance. Shared governance encourages transparency in decision-making, fosters a culture of trust in which expertise is valued, and ensures opportunities to voice and consider diverse perspectives and experiences. These changes in the Preface and the Code were originally proposed by the Shared Governance Task Force of Faculty Council, with some modified wording by CoFG. The proposed revisions to the Preface and Sections C.2.1.2, C.2.6 and C.2.7 were moved by Steven Reising at the Faculty Council Meeting on May 4, 2021. They were approved by Faculty Council with the required 2/3 majority.
- Changes to Section C.2.1.9.3 to include contract and continuing faculty members who are serving as elected

members of Faculty Council to represent their College or the Libraries among those eligible to serve as members of Executive Committee. These changes accommodated the changes in Section 2.1.3.1 that had been approved by Faculty Council on December 1, 2020 and ratified by the Board of Governors on February 5, 2021. The proposed revisions to Section C.2.1.9.3 were moved by Steven Reising at the Faculty Council Meeting on May 4, 2021. They were approved by Faculty Council with the required 2/3 majority.

The following additional proposals involving potential Code changes were considered by CoFG:

- CoFG discussed a proposal from the Vice President of Information Technology to create a new Faculty Council Standing Committee on Information Technology. CoFG met with the VP of Information Technology and the Faculty Council Chair at the CoFG meeting on March 1, 2021. As of May 2021, the details of membership and duties of such a Committee on Information Technology are still being worked out. CoFG intends to continue discussion on the proposal for a Committee on Information Technology during the Fall 2021 semester.
- CoFG discussed a proposal from the Vice President for Engagement and Extension to establish the Field School of Engagement and Extended Education. This proposal would involve Manual changes in Sections B, C, D, G and J, so this proposal needs to be considered by a number of Standing Committees of Faculty Council. At its meetings on April 5 and 26, 2021, CoFG discussed potential impacts of the establishment of the new school on the Colleges of Agricultural Sciences and Natural Resources, as well as Veterinary Medicine and Biological Sciences. The CoFG Chair discussed this proposal with the VP for Engagement and Extension during the Executive Committee Meeting on April 27, 2021. CoFG intends to continue discussion on the Field School proposal during the Fall 2021 semester.
- CoFG discussed a proposal received from CoNTTF on April 6, 2021, to change Section C.2.1.9.3 to include contract and continuing faculty among those eligible to serve on all Faculty Council Standing Committees. Letters of support for the CoNTTF motion were subsequently received from CoTL, CoRSAF and CoSFP. On April 23, 2021, CoRSAF proposed another version of the CoNTTF motion to change Section C.2.1.9.3 to accomplish the same objective using alternative language. It should be noted that CoFG always has a very full agenda in April (even without the delayed Spring Break in mid-April 2021) due to the need to complete elections of Department and College-at-Large Representatives to Faculty Council as well as nominating College Representatives for all 11 Standing Committees. The CoFG Chair discussed this situation with the CoNTTF Chair during a Zoom meeting. Considering the timing of the proposal, CoFG had very little time to consider the CoNTTF and CoRSAF proposals during the Spring 2021 semester. In summary, CoFG plans to initiate discussion on the proposals to include contract and continuing faculty members among those eligible to serve on all Standing Committees of Faculty Council during the Fall 2021 semester.

CoFG took the following actions regarding elections:

- Conducted elections for departmental and at-large representatives to Faculty Council.
- Conducted elections for members of Executive Committee.
- Made nominations for Faculty Council officers.
- Held an out-of-cycle election for a new Board of Governors Representative in February 2021, due to a vacancy caused by early retirement in December 2020.
- Made nominations for members of Faculty Council Standing Committees.
- Made nomination for faculty representative to the President's Sustainability Commission.
- Made nominations for members of the Student Conduct Appeal Committee.
- Made nominations for members of Grievance Panel.
- Appointed substitutes for temporary vacancies on Faculty Council and its Standing Committees.

Faculty Council Committee on Intercollegiate Athletics
Annual Report – From September 2020 to May 2021

Chair of Faculty Council - English Department	Sue Doe	FC		Sue.doe@colostate.edu
Agricultural Sciences	Michael Wilkins	2022		Mike.Wilkins@colostate.edu
Health & Human Sciences	Karen Hyllegard	2022		Karen.Hyllegard@colostate.edu
Business	Todd Donovan	2023		Todd.donavan@business.colostate.edu
Engineering (Mechanical)	Azer Yalin	2023		Azer.Yalin@colostate.edu
Liberal Arts (Economics)	Cindy O'Donnell-Allen	2022		Cindy.odonnell-Allen@colostate.edu
Natural Resources (Forestry Rangeland)	Kevin Crooks	2022		Kevin.crooks@colostate.edu
Natural Sciences (Biology)	Shane Kanatous	2023		Shane.Kanatous@colostate.edu
Veterinary Medicine & Biomedical Sciences	Craig Webb	2021		Craig.Webb@colostate.edu
University Libraries	Yongli Zhou	2023		Yongli.Zhou@colostate.edu
Student Representative (Undergraduate)				
Student Representative (Graduate)	Ajhanai Newton			Ajhanai.Newton@colostate.edu
Faculty Representative to Athletics (ex officio)	Kyle Saunders			Kyle.Saunders@colostate.edu
Director of Athletics	Joe Parker			Joe.Parker@colostate.edu
Sr. Associate Athletic Director	Steve Cottingham			Steve.Cottingham@colostate.edu
Sr. Associate Athletic Director	Shalini Shanker			Shalini.Shanker@colostate.edu
Executive Assistant to Faculty Council	Amy Barkley			Amy.Barkley@colostate.edu
Executive Assistant to the AD	Rocky Railey			Rocky.Railey@colostate.edu

Dates of Meetings:

September 2, 2021
October 7, 2021
November 4, 2020
December 2, 2020
January 6, 2021
February 3, 2021
March 3, 2021
May 5, 2021

FCCIA met during the school year 2020-2021 eight times, including a virtual meeting in the fall semester with the SAAC students. In addition, at least three members of the FCCIA committee met with all the athletic teams

during the fall and spring semesters to introduce our role and be sure all the team members had our contact information. In addition, we will also take part in the onboarding meetings for the student athletes in coming fall semester. Also during the semester, the leadership of the committee spoke to Faculty council in the fall and the Faculty Council Executive Committee in the spring. The minutes from all of meetings were shared with Faculty Council.

As mentioned to the Faculty Council, while it was a difficult year with issues brought to the press, none of those issues were brought to the committee even though we had met with all of the athletic teams and shared our contact information. We continue to strive and work with the athletes and athletic administration to maintain and improve their interaction, student experiences, academics and sense of belonging on our University campus.

Shane B. Kanatous, Ph.D.
Professor in the Department of Biology
Colorado State University
Phone:970-491-0782

COMMITTEE ON LIBRARIES

Annual Report for Academic Year 2020-2021

Introduction

This constitutes the annual report of the Committee on Libraries for academic year 2020-2021, and is submitted by Jerry Magloughlin, the chair of the Committee for this academic year. This report is organized to include information on members, meeting attendance, substantive activities/discussions, and recommendations for next year.

Members

The 2020-2021 committee members and their representation are listed as follows:

- Agricultural Sciences: **Kellie Enns**
- Business: **Jon Clark**
- College of Veterinary Medicine and Biomedical Sciences: **Noreen Reist**
- Engineering: **Jianguo Zhao**
- Faculty Council, Chair – *ex officio*: **Sue Doe**
- Health and Human Sciences: **Rodolfo Valdes Vasquez**
- Liberal Arts: **Hye Seung Chung**
- Natural Resources: **Jerry Magloughlin** – Committee Chair 2020-2021
- Natural Sciences: **James Wilson**
- Student Representative (Graduate): <no representative for 2020-2021>
- Student Representative (Undergraduate): <no representative for 2020-2021>
- University Libraries: **Patty Rettig**
- University Libraries – *ex officio*: **Karen Estlund** – Dean
- **Meg Brown-Sica** – Assistant Dean
- **Amy Hoseth** – Assistant Dean
- **Dawn Paschal** – Associate Dean
- V.P. for Research Representative – *ex officio*: **David Paterson**

Meetings

The meeting schedule is provided below. Formal minutes were taken at each meeting, and once approved by the committee, were archived on the committee's Teams channel.

- ◆ September 22, 2020
- ◆ October 22, 2020
- ◆ November 19, 2020
- ◆ December 10, 2020
- ◆ February 26, 2021
- ◆ March 23, 2021

- ◆ April 29, 2021
- ◆ May 13, 2021

Due to the COVID-19 pandemic, all meetings were via Microsoft Teams.

Attendance of members at the meetings is provided in Table 1 below.

Table 1 Committee on Libraries Attendance										
		Meeting Date								
Representation	Member	Sep 22	Oct 22	Nov 19	Dec 10	Feb 26	Mar 23	Apr 29	May 13	
Agricultural Sciences	Kellie Enns	Y	A	Y	Y	Y	A	Y	A	
Business	Jon Clark	Y	Y	Y	Y	Y	Y	Y	Y	
CVMBBS	Noreen Reist	Y	Y	A	Y	Y	Y	A	Y	
Engineering	Jianguo Zhao	Y	Y	Y	Y	A	Y	A	Y	
Health & Human Sciences	Rodolfo Valdes Vasquez	---	---	Y	Y	A	A	Y	Y	
Liberal Arts	Hye Seung Chung	Y	Y	Y	Y	Y	Y	Y	Y	
Natural Resources	Jerry Magloughlin	Y	Y	Y	Y	Y	Y	Y	Y	
Natural Sciences	James Wilson	Y	Y	Y	Y	Y	Y	Y	Y	
University Libraries	Patty Rettig	Y	Y	Y	Y	Y	Y	Y	Y	
Graduate Student Representative	<none appointed>	----	----	----	----	----	----	----	----	
Undergraduate Student Representative	<none appointed>	----	----	----	----	----	----	----	----	
Ex-officio members										
Faculty Council, Chair	Sue Doe	Y	A	A	A	A	A	A	A	
University Libraries Dean	Karen Estlund	Y	Y	Y	Y	Y	Y	Y	Y	
University Libraries Assistant Deans	Meg Brown-Sica	Y	Y	Y	Y	Y	Y	Y	Y	
	Amy Hoseth	Y	Y	Y	Y	Y	Y	Y	Y	
	Dawn Paschal	Y	Y	Y	Y	Y	Y	Y	Y	
VP for Research	David Paterson	Y	A	Y	Y	Y	A	A	Y	
Staff Support (Libraries)	Mary Seaman	Y	Y	Y	Y	Y	Y	Y	Y	

The following people also joined at least one meeting of the committee:

Substitutes: no substitutes were present for any absences

Guests: Brandon Bernier (VP Information Technology [IT]), Dave Hoffman (VP Information Technology [IT]), and Mark Shelstad (University Libraries):

Substantive Activities of the Committee

Significant matters (issues) attended to by the committee include:

- ◆ This academic year, University operations shifted to most employees working remotely in response to the COVID-19 pandemic. The Faculty Council Committee on Libraries (FCCoL) held meetings and stored files (minutes, agendas, etc) in Teams.

- ◆ Jerry Magloughlin was unanimously elected by the committee members to serve as the Committee on Libraries chair for academic year 2020-2021.
- ◆ New members joined the committee, replacing former members: School of Business, Jon Clark (formerly Laurence Johnson); Health and Human Sciences, Rodolfo Valdes Vasquez (formerly Mehmet Ozbek); Chair of Faculty Council, Sue Doe (formerly Tim Gallagher); and Libraries staff support, Mary Seaman (formerly Becky Tamlin).
- ◆ The Libraries' Assistant Deans (Meg Brown-Sica, Scholarly Communications and Collection Development; Amy Hoseth, User Services; and Dawn Paschal, Research, Digital Library and Data Services) were invited to attend the meetings of the committee. Their presence facilitated committee communication, especially in matters involving their direct reporting units.
- ◆ For academic year 2020-2021, there were no Graduate Student or Undergraduate Student representatives appointed to the committee.
- ◆ The Libraries fared well with an overall budget cut of 3.5% for the fiscal year. The collection funds absorbed 2% with the remainder being off-set with cost savings from open positions. The Libraries rank in the Association of Research Libraries (ARL) investment index dropped from 98 of 114 members in FY18 to 104 out of 116 members for FY19. An additional expected drop in ranking is anticipated for FY20 with the budget reductions for FY20.
- ◆ The biggest topic of discussion this year was the successful Elsevier negotiation. As one of the big-package subscriptions, the negotiation process is also significant for how future negotiations with other big-package publishers may be handled. For the Elsevier contract, this was a lengthy (almost a year) and time-consuming negotiation effort, involving many parties and negotiated through a consortia agreement with the Colorado Association of Research Libraries (CARL). Karen kept members apprised of the status and any new developments at each meeting.

In November, Karen and Jerry shared a presentation with members of the Faculty Council about the significance the outcome of the Elsevier negotiation could mean for CSU. Faculty Council members were asked for their support with sharing information about the potential impact the negotiation results could have for their colleagues within their colleges.

A contract was successfully negotiated for a three-year period with an overall savings of 15% across Colorado Academic Alliance Institutions. The contract was also noteworthy for removing set titles selected in the past (as long as 30 years ago) as the only titles for perpetual access and allows CSU to select new titles that are relevant for our research and teaching to retain access in the future regardless of current contract with Elsevier.

- ◆ Members were regularly updated about how the Libraries were continuing to provide services for the CSU community during the pandemic.
 - Morgan Library remained open for the CSU community, with minimal reduction in hours and building access limited to those with active CSU ID's.

- Interior space was adjusted to provide space for social distancing and occupancy limitations.
 - Use of Morgan Library classrooms was suspended.
 - Access to digital content was increased through moving purchases to primarily digital formats or scanning.
 - Instruction, Bridge program, workshops, etc. were moved to the online forum.
 - Students, faculty, staff could request items and have them shipped to their location, eliminating a need to physically come to the Libraries.
 - Drop off service was provided at the end of the semester for returning library material.
 - The daily average number of users ranged between 1,500-2,000 which is approximately half the pre-pandemic level.
- ◆ For summer 2021 and fall semester 2021, the Libraries' plan to continue operations much the same as was done for spring semester. Operations continued to follow the University pandemic guidelines, based on information from the CDC and local government. As of May, the Libraries plan is to open at full capacity in the fall. During the summer, the building access will continue to be restricted to users with active CSU IDs. Summer will be spent resetting furniture and getting the building back in order for the students' return.
 - ◆ Meg shared information about the Open Access Publishing (OARS) Fund which is available for CSU faculty and researchers. This year's allocation was rather small and was expended quickly. When the funding allocation is exhausted, submissions remain on a waiting list until funding becomes available, either through adjustments from requests or fiscal year funding of the account. Authors are invited to submit their requests for funding to cover publishing fees with open-access publishers. Additionally, this year the Libraries, through the Colorado Alliance of Research Libraries, negotiated a new agreement with Cambridge Press, providing for CSU authors to publish in their journals without additional open access publishing costs.
 - ◆ Committee members, Hye Seung and Jon, joined the Libraries Copyright subcommittee. The committee was tasked with creating a document addressing copyright, including fair use, with regards to video streaming. This affects video use in the classrooms and what is made available through Course Reserves. A representative from General Counsel was a member of the subcommittee to ensure the new policy adheres to copyright use compliance. Their office recommended inclusion of a fair-use analysis by the faculty member to the policy, which was adopted. The final recommendations of the task force were implemented during the spring semester and seemed to be working favorably for streamlining the process.
 - ◆ In fall 2020, the Libraries underwent a DEI audit, administered by an outside, independent company. The results of the audit were used during the strategic planning. Members of the Faculty Council Committee on Libraries volunteered to participate as a group to complete a survey, as part of this audit for an external perspective. Highlights from the final DEI audit were shared with the members. The audit identified eight areas to be addressed, some which the Libraries were already working on addressing. The findings

indicated the Libraries is organizationally at a mostly novice level of efforts towards diversity, equity and inclusion work and showed promise for growth.

- ◆ During the academic year, the Libraries worked extensively on strategic planning and organizational review. Members received updates on the progress at each meeting, with opportunities for feedback.
 - The Libraries' mission (our why) and vision (our dream) statements were drafted and are expected to be finalized during summer 2021. These statements were created using a critical process that included Courageous Strategic Transformation reflection and results from the diversity audit. The University's Principles of Community was a framework for the Libraries' values.
 - Staff completed significant benchmarking work, gathering information from peer institutions. Units created reports with the results of their discoveries.
 - Compared with peer institutions, funding for collections is lacking as well as the number of staffing.
 - Students appreciated the gratis access to course materials while working remotely during the pandemic. Providing more open-access educational resources and improving accessibility is desired.
 - The strategic plan will be crucial for the Libraries' organizational structure. The Libraries' infrastructure is being critically reviewed to identify what activities can be stopped and what will continue.
- ◆ In spring, a proposal was submitted to Faculty Council to implement a new subcommittee on IT. Due to the time intensive process with creating governance for establishing new committees, members of the Committee on Libraries discussed an interim combined Libraries/IT committee. Members were open to a joint venture for discussing topics that overlap IT and the Libraries. Until Faculty Council issues a decision, the committee will serve as a sounding board for IT issues and member(s) from IT may join meetings.
- ◆ The Libraries closed the year with active position searches that are hoped to be filled by the start of the next academic year. In May, the search status for each was shared with members. The *Geospatial Centroid Research and Program Coordinator* search is in progress for this two-year appointment funded through a partnership with the Warner College of Natural Resources and the Office of the Vice President for Research. The *Manager of Library Space and User Experience* position is conducting the first round of phone interviews. The *Head of Collection Strategies* search is conducting the finalist interviews. Karen is hoping the Libraries can announce the new hires over the summer, with the new hires potentially onboard by the start of fall semester.
- ◆ Guest, Mark Shelstad, from the Libraries, attended meetings to share information about University Archives. Mark shared an enlightening PowerPoint presentation highlighting the operations of the University Archives. This covered the types and disciplines of materials collected, in addition to the retention and transfer policies for University documents that pertain to CSU departments. Members learned about some of the unique collections, current collections (i.e. harvesting the University's responses to COVID-19 pandemic) and how material in the existing collection has been used for exhibits (i.e. CSU's 150th

Anniversary celebration). During discussion, Mark shared some of the challenges and constraints the University Archives faces without processes and infrastructure to support continual and strategic collection. Members appreciated the presentations, raising awareness of the importance for preserving the University's historical records.

- ◆ Guests, Dave Hoffman and Brandon Bernier, from CSU IT, attended meetings to share information about upcoming IT changes. Due to the increased need for expanding cybersecurity, CSU will begin implementing DUO authentication in front of the Microsoft Office Suite. Presently, DUO authentication is only required by users when accessing remotely through secure.colostate.edu. This change will require users to use the DUO authentication regardless of whether they are using on or off campus access. Members were able to ask Dave and Brandon questions for clarification to assist with sharing the information with their colleges.

Recommendations

Recommendations for AY 2021-2022 include:

- ◆ The FY22 budget is anticipated to be another tight year for the University Libraries, the effects of the COVID-19 pandemic is expected to exacerbate the Libraries' budget concerns for the upcoming fiscal years.
- ◆ Taking the lessons learned through the Elsevier negotiations, work through additional big-package contract negotiations that are coming up, such as Wiley.
- ◆ Explore options for additional fundraising opportunities for the Libraries. After it is finalized, the Libraries' strategic plan may be used as a resource to guide fundraising. In addition to building collections, fundraising could be an opportunity to fund transformation of the Libraries' spaces.
- ◆ Continue to have discussion on position and space needs in the Libraries. The Libraries' reorganization plan will help identify where positions are needed. CoL may tour the existing facilities and make recommendations.
- ◆ The new Manager of Library Space and User Experience position will be charged with assessing space and making recommendations for improvement. Once the position is filled, explore ways to make the Libraries' spaces more inviting to encourage students to come into the building.
- ◆ Monitor the developments for a new Faculty Council subcommittee on IT. Continue open dialogue with IT to serve as a sounding board for IT topics that also impact the Libraries. If an interim combined IT/Libraries committee is approved, identify and welcome an IT representative as a member of the committee.
- ◆ Review and continue to update operations as protocols change in response to the pandemic crisis. Changes in CSU protocols will potentially require continual monitoring for modification to operations.

- ◆ Explore the roles CSU Libraries can play in improving learning among courses in the sciences. Work with librarians to brainstorm ways to meet this goal. This could be through workshops hosted by CSU Libraries with the goal of teaching basic studying/learning techniques especially for students in introductory level science courses and other methods.
- ◆ There is an interest in moving forward with assessment of Libraries' services, outcomes, and strategic planning. This could include developing impact surveys about the Libraries' services for students and faculty. The committee can facilitate with discussion about the best way to acquire faculty feedback for assessment purposes. It can be advantageous for members to directly disseminate libraries information to colleagues in their own colleges; such information from one of their immediate colleagues may be more noticed than informational email from CSU Libraries.
- ◆ Committee members unanimously elected Jerry to serve as the committee chair for academic year 2021-2022. Kellie Enns' term ended requiring a new representative from Agricultural Sciences when the committee reconvenes in fall. Mary Vogl has agreed to substitute for Hye Seung, who will be on sabbatical for 2021-2022.

We would be happy to be contacted for additional information.

COLORADO STATE UNIVERSITY COMMITTEE ON NON-TENURE TRACK FACULTY
Annual Report for August 2020 to May 2021

MEMBERSHIP 2020-2021

Agricultural Sciences	Suellen Melzer
Health and Human Sciences	Leann Kaiser/Ashley Harvey
Business	Jenny Morse, Chair
Engineering	Pinar Omur-Ozbek
Liberal Arts	Denise Apodaca
Natural Resources	Natalie Ooi
Natural Sciences	Steve Benoit, Vice Chair
Veterinary Medicine and Biomedical Sciences	Leslie Stone-Roy
Libraries	Christine Pawliuk
Tenured Faculty	Mary Van Buren
Tenured Faculty	Jamie Neilson
At-large member	Joseph DiVerdi, Chair of CoSFP via CoNTTF

I. Meetings

The Committee on Non-Tenure Track Faculty (CoNTTF) met 16 times during the 2020-2021 academic year. All 16 meetings focused on moving forward with our proposals and recommendations to improve the circumstances of non-tenure track faculty (NTTF) at CSU.

Since all non-tenure track members of CoNTTF are now voting members of Faculty Council, our 9 college reps attended the **9 Faculty Council meetings** during 2020-2021.

08/25/20	Discussed concerns around contracts not being renewed and faculty being moved to FTE below 50% in order to keep them in Adjunct appointments.
9/8/20	Faculty Council Chair Sue Doe joined our meeting. We discussed supporting and advocating for contracts, getting our section C motions through CoFG and to Faculty Council, opportunities for NTTF to serve in Faculty Council officer roles, additional uncompensated CoVID adjustments for NTTF especially over the summer, unionization, voting rights, accountability, and policy implementation.
9/22/20	Reviewed correspondence with Vice Provost for Faculty Affairs Sue James about the annual NTTF reception, contracts, the Salary Equity Committee reviewing NTTF salaries, accountability, and voting rights. We also reviewed Faculty Council Chair Sue Doe's questions about our NTTF Administrator Award, the Teaching Continuity Team's CoVID plans, and disruptions in INTO.
10/6/20	Vice Chair Steve Benoit shared his presentation on CoNTTF's proposed revisions to Section C. 2. 1. 3. 1, which he had already presented to Executive Committee and would be sharing at the 10/6 Faculty Council meeting.
10/20/20	Reviewed revisions to our proposals to Section C. 2. 1. 3. 1 from CoFG. Discussed name change of NTTF to CCAF, which was done without input from NTTF or CoNTTF. Sent message asking Vice Provost Sue James to retract the announced name change, which was not done. Discussed re-formation of the NTTF/CCAF Task Force, which did not explicitly integrate its work with CoNTTF.

11/3/20	Discussed each college's reception to CoFG-led input on our Section C. 2. 1. 3. 1 proposals. Also discussed the confusing rationale for a CCAF Task Force that would operate completely independently of CoNTTF, concern about CoNTTF not being involved in implementing policies for and about NTTF.
11/16/20	Discussed concerns about INTO and CoFG's input-gathering with regard to our Section C. 2. 1. 3. 1 proposals.
12/1/20	Prepared for vote on Section C. 2. 1. 3. 1 proposals at Faculty Council meeting on 12/1. Received presentation from TILT on Teaching Effectiveness documents.
1/19/21	Discussed annual evaluation guidelines, mentoring committees, and promotion letter requirements; S/U options being extended; proposal to align Section C. 2. 1. 9. 3 with changes to Faculty Council membership.
2/2/21	Discussed promotion pay increases, Faculty Council agenda for Feb 2, how to change effort distribution/workload as NTTF, how credit hours should be counted. Finalized draft of Section C. 2. 1. 9. 3 proposal.
2/16/21	Requested support for Section C. 2. 1. 9. 3 proposal from CoTL, discussed termination of INTO program, reviewed annual goals to discuss updates.
3/2/21	Reviewed and approved letter of support for INTO NTTF Faculty. Discussed concerns, questions, and initiatives related to INTO program.
3/16/21	Discussed NTTF Assistant Dean position in CLA, problems with NTTF not having appropriate resources for their job, status of contract renewal, and future events.
3/30/21	Discussed CCAF Task Force Forum which people felt lacked transparency and honesty and addressed issues that are more appropriate for CoNTTF to handle. Drafted letters asking Executive Committee to look into contract renewal status and investigate NTTF who don't have a home department, and asking the Provost's Office to ensure resources, orientation, mentoring and other support for NTTF.
4/20/21	Section C. 2. 1. 9. 3 moving forward to CoFG with letters of support from CoTL, CoRSAF, and CoSFP. Revised letters before approving them to be sent.
5/4/21	Responses to letters were that CCAF Task Force was handling most of this stuff, which cut off discussion and isolated CoNTTF from progress on these issues.

II. Additional Meetings and Presentations Prepared by CoNTTF members

7/2/20	Chair spoke with NTTF concerned about job and resources due to CoVID
7/16/20	Chair spoke with NTTF concerned about job and resources due to CoVID
7/16/20	Chair met with Alex Bernasek, Sue Doe, and Sue James
7/22/20	Chair spoke with NTTF concerned about being dropped below 50% FTE and losing her health insurance
9/15/20	Vice Chair Steve Benoit presented section C. 2. 1. 3. 1 proposals to Executive Committee, Chair attended
9/28/20	Chair attended meeting with Sue James, Vice Provost on INTO
9/30/20	Leslie Stone-Roy worked with CVMBS Diversity Award Committee to revise language for nomination announcement to ensure that it was evident that NTTF in the college were eligible for the award.
10/6/20	Leslie Stone-Roy sent email to CVMBS NTTF regarding current issues being considered at university
10/13/20	Chair talked with Sue James, Vice Provost about faculty representation
10/24/20	Leslie Stone-Roy communicated with CVMBS Faculty Council and Faculty Governance Representatives about CoNTTF proposed revisions to section C.2.1.3.1

10/30/20	Chair attended Management Dept meeting in COB about the section C. 2. 1. 3. 1 proposals
11/4/20	Christine Pawliuk attended Libraries meeting on section C. 2. 1. 3. 1 proposals; LeAnn Kaiser attended CHHS meeting on section C. 2. 1. 3. 1 proposals
11/6/20	Chair attended meeting with the Finance Dept in COB about the section C. 2. 1. 3. 1 proposals
11/16/20	Natalie Ooi presented section C. 2. 1. 3. 1 proposals to WCNR
12/1/20	Suellen Melzer met with Amy Charkowski, Head of Agricultural Biology on CCAF promotion guidelines
12/18/20	Suellen Melzer presented to CAS Dean Pritchett and Heads on CCAF promotion guidelines as developed by the CAS CCAF committee
3/25/21	CoNTTF members attended the CCAF Task Force open forum
4/14/21	Chair met CoTL members about plus/minus grade recommendations and multisection courses
4/22/21	Leslie Stone-Roy began communicating with new BMS NTTF about NTTF issues (there is no longer an official CVMBS NTTF committee, so this is currently done on an individual basis)
4/22/21	Leslie Stone-Roy contacted CVMBS to get updated list of current NTTF in college
4/27/21	Chair attended Executive Committee to present CoNTTF's 2 letters/requests
4/30/21	Chair met with CoFG Chair Steve Reising about section C. 2. 1. 9. 3 proposal
5/5/21	CoNTTF members attended CCAF Task Force open forum
5/14/21	Chair met with Joseph DiVerdi, Alex Bernasek, Sue Doe, and Sue James about contract notification language and actions

III. Proposal Documents and Committee Process

Proposed revisions on C.2.1.3.1 were finally approved on at the Faculty Council meeting on 12/1

Proposed revisions to C. 2. 1. 9. 3 were sent to CoFG Chair Steve Reising on 4/6. Letters of support from CoTL 4/6, CoRSAF 4/23, and CoSFP 4/28. Expect this motion to move forward Fall 2021.

Proposal to create an Administrator Award sent to Faculty Council Chair on 9/17

Revised proposal drafted 1/31

Request for funding sent to Vice Provost Sue James 2/10

Letter in support of INTO Faculty sent to central administration on 3/5

Letter requesting resources and onboarding support for NTTF sent to Provost Mary Pedersen and Vice Provost Sue James on 4/21

Letter to Executive Committee on contract appointments sent 4/21

Letter to Executive Committee on unaffiliated NTTF representation sent on 4/21

IV. Other Committee Business

Leadership and Committee Composition

- Jenny Morse served as Chair for 2020-21 and has been reelected for 2021-2022.
- Steve Benoit served as Vice-Chair for 2020-2021 and has been reelected for 2021-2022.
- Christine Pawliuk continues to serve as Webmaster.
- Joseph DiVerdi served as Chair of CoSFP and Chair of the ad hoc Retirement Plan Review Committee for 2020-2021, additionally served on the University Recovery Advisory Committee 2020-2021, and CCAF Task Force 2019-2021
- Denise Apodaca, CLA, will be rotating off our committee. She served on the CCAF Task Force

2020-2021.

- Natalie Ooi, WCNR, will be leaving our committee. Sean Bryan is expected to complete her term.
- The committee continues to reach out to ASCSU, inviting an undergraduate and graduate student to participate.

Business

Reporting: For the upcoming 2021-2022 Academic Year, CoNTTF expects to continue advocating for Contract appointments, securing resources for faculty, ensuring representation for all NTTF faculty, and working with Institutional Research to prepare data-driven reports on the state of NTTF at CSU.

CCAF: The introduction of this new term has been problematic for NTTF at CSU. While well-intentioned, the name has skimmed over some of the disparities NTTF face and segmented our CSU NTTF from the history of faculty off the tenure track. We continue to ask the administration to pause the use of the CCAF term and to work with NTTF to resolve any nomenclature issues rather than having administration rename the group without their input.

CCAF Task Force: The recommendations yielded by the Task Force are in many ways similar to the recommendations CoNTTF has been making to central administration for decades. Since the Task Force cannot itself implement any policies and serves only as an advisory body, it has become less clear why a Task Force separate from CoNTTF is necessary at all. CoNTTF recommends that policy implementation around NTTF occur with CoNTTF and the Provost's Office working together to direct policy changes in other offices like HR, Budget, and departments, so that change can be put in place quickly and effectively with the knowledge and history housed in CoNTTF.

Pay: Issues around salary compression and salary equity continue to arise. This is as much a gender issue as it is an issue of pay. Central administration must review the salaries of all NTTF and establish guidelines for pay at each promotion level to ensure equity across credit hours and workload in spite of supposed "market forces" in individual units and disciplines.

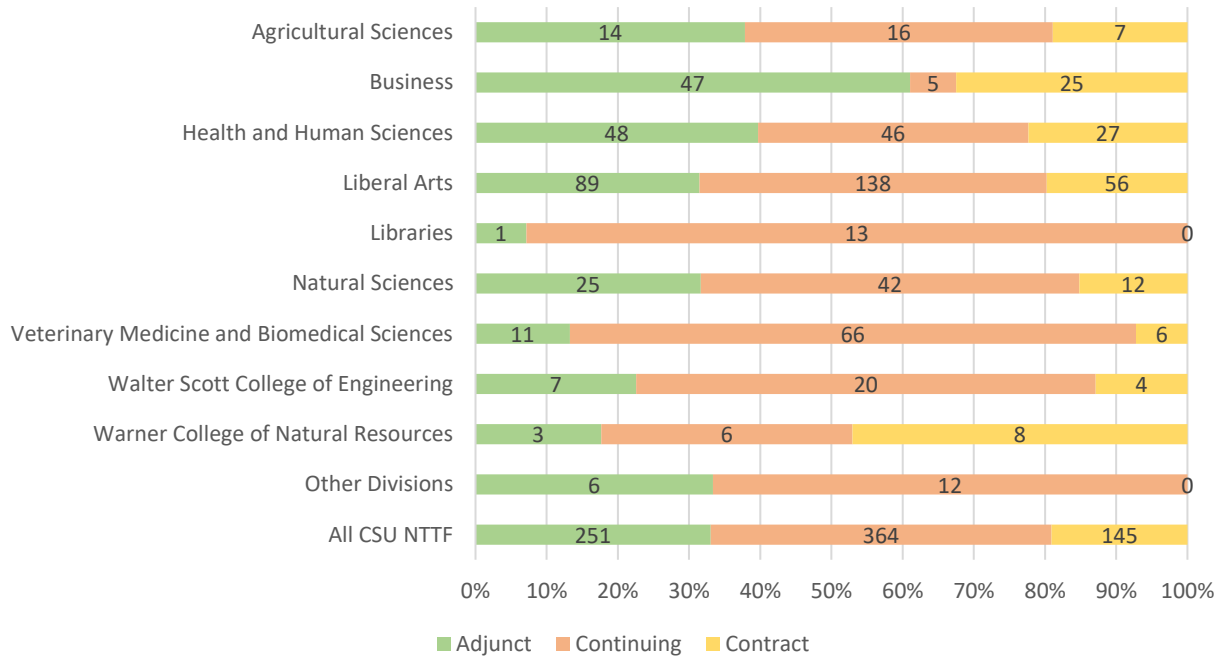
Further areas for work include

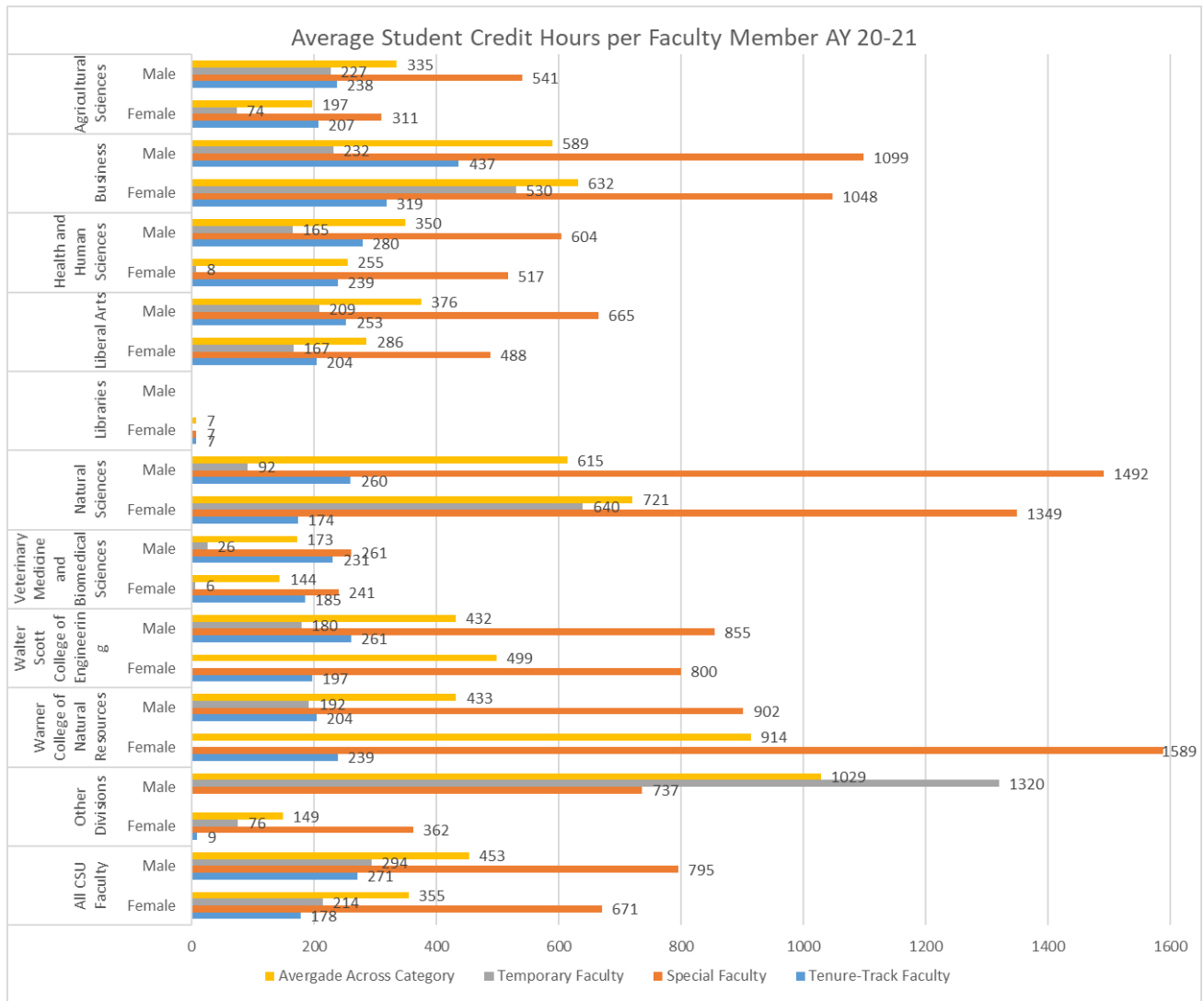
- Working with CoFG on the Section C. 2. 1. 9. 3 proposal to allow NTTF to serve on Faculty Council committees
- Working with Faculty Council leadership and the Provost's Office to create the Administrator Award
- Educating department heads on Contract and Continuing appointments
- Increasing the number of NTTF on Contracts
- Improving the Contract language
- Supporting and determining shared governance pathways for NTTF without a home department
- Facilitating the annual NTTF Reception, which has not occurred for 2 years now
- Identifying and report on voting rights for NTTF in departments and colleges
- Asking for an audit of the budget, particularly to investigate how NTTF are being paid
- Exploring unionization

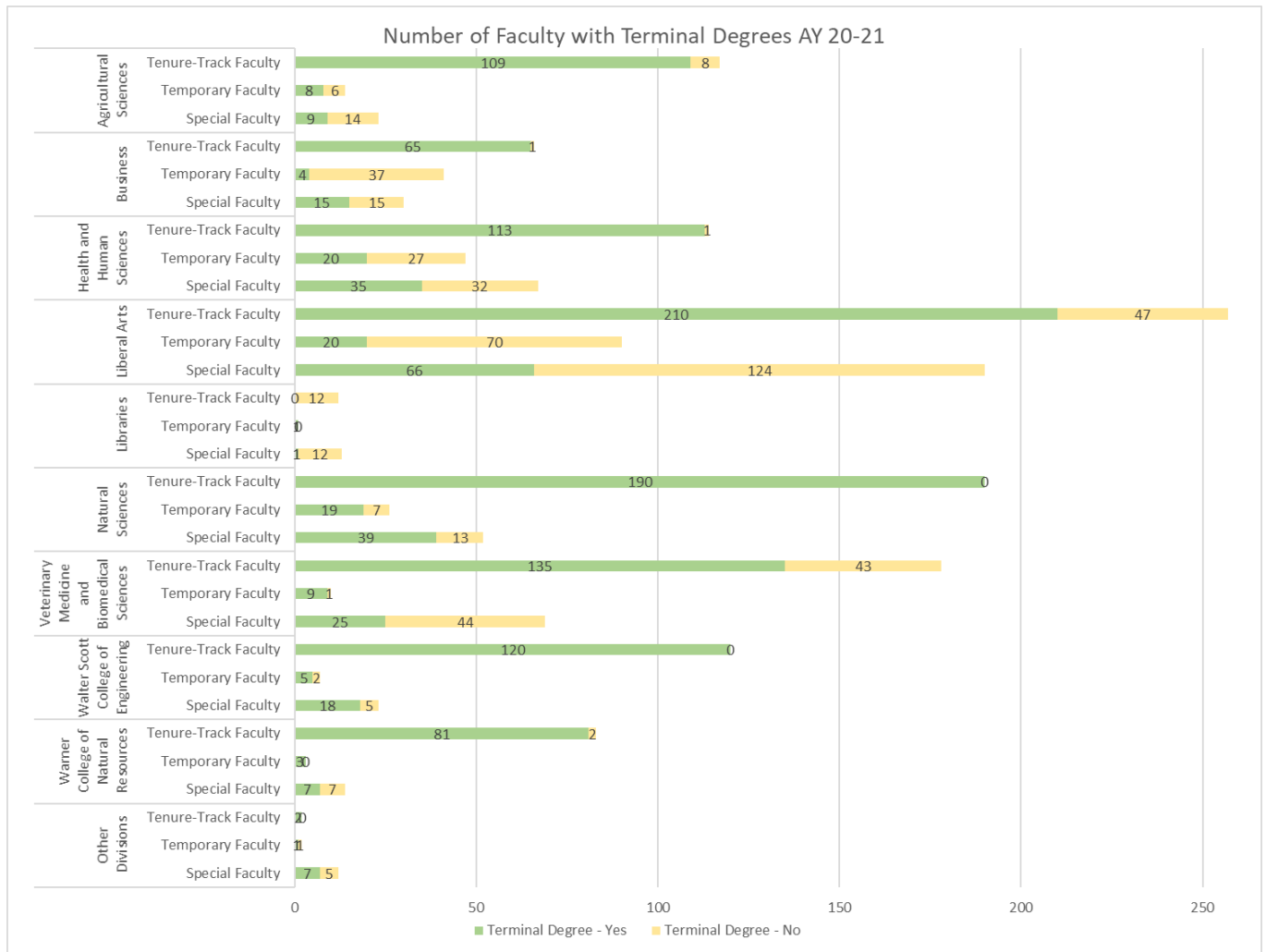
V. Graphic Representations of data from Institutional Research

Pinar Omur-Ozbek built on the work of Dan Baker from last year to capture Institutional Research data from Fall 2020 in order to create a more concrete picture of the current circumstances of non-tenure track faculty at CSU. Below are the graphics created to represent that data.

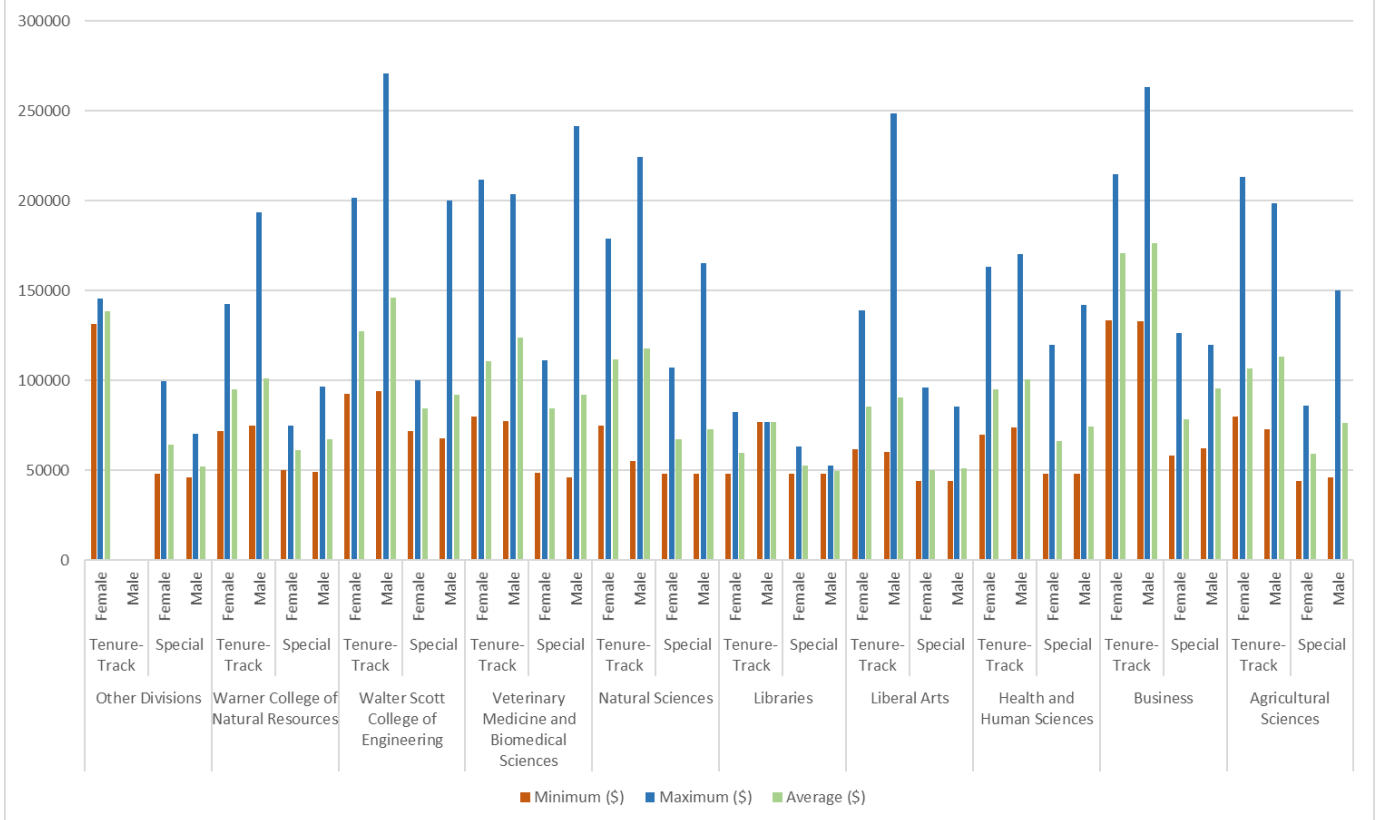
Distribution of Appointment Types for CSU NTTF Faculty - AY 20-21 Data



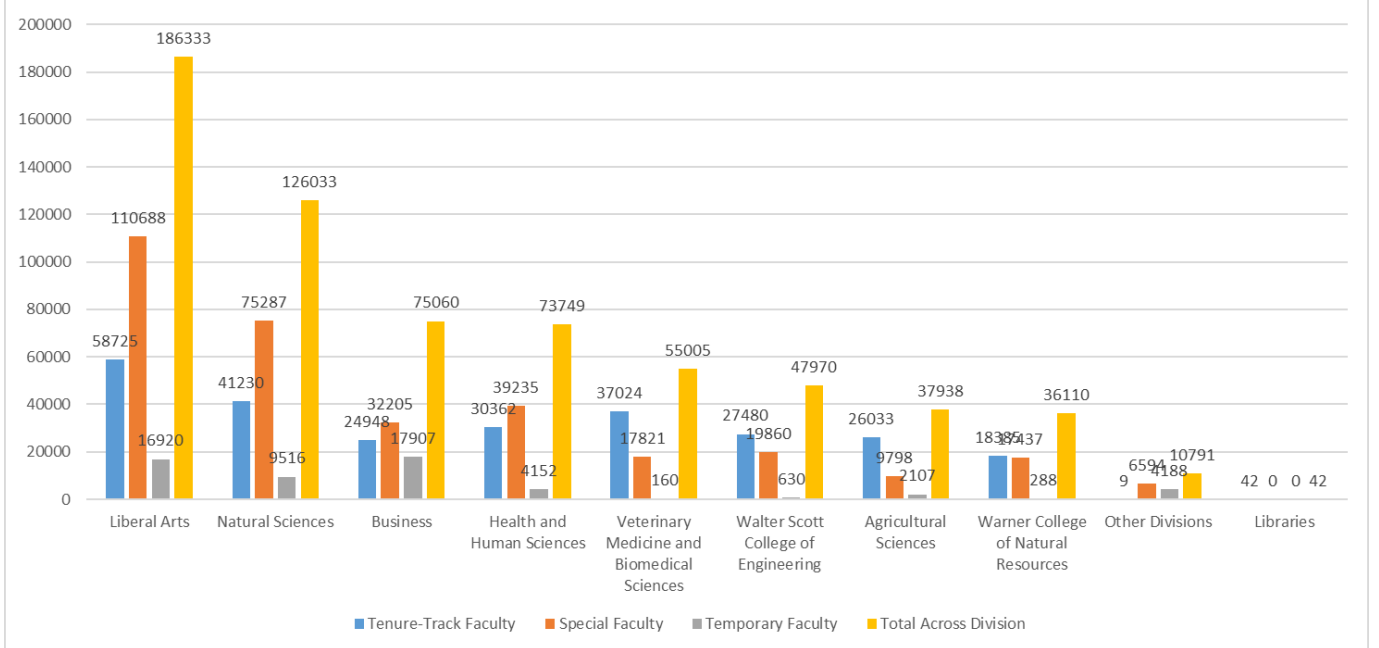


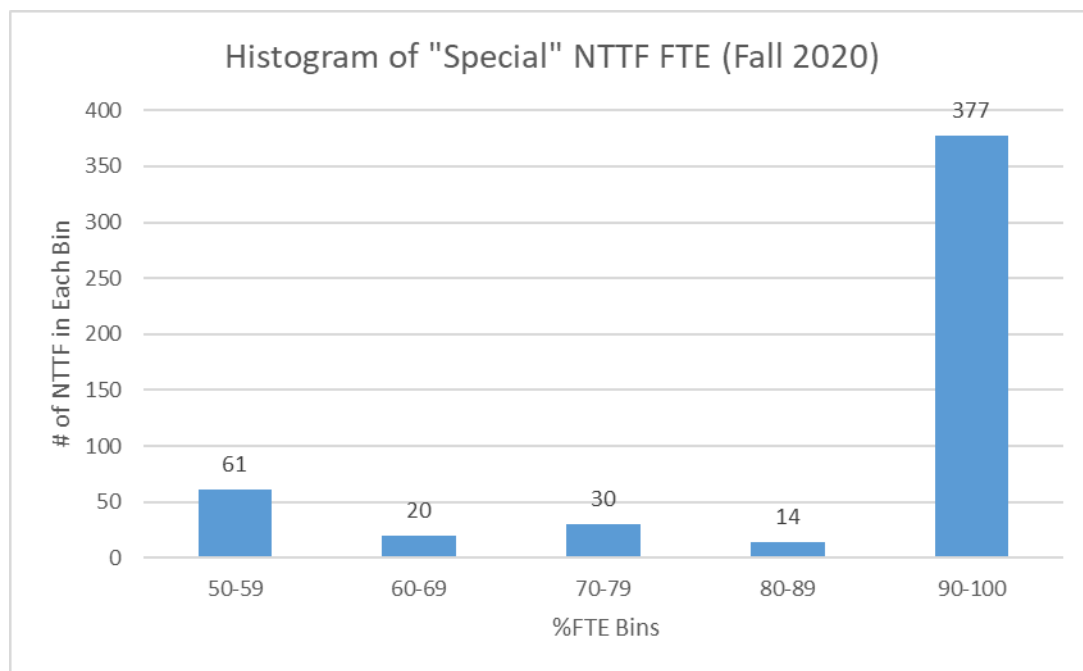


Projected 9-Month Salary by Division, Faculty Category and Gender AY 20-21



Total Student Credit Hours Taught AY 20-21





Committee on Responsibilities and Standing of Academic Faculty (CoRSAF)

Annual Report – for August 20, 2020 to April 22, 2021

Members:

Lise Aubry (Natural Resources)
 Richard Eykholt (Natural Sciences)
 Marie Legare (Vet Med and Bio Sci) - Chair
 Hong Maio (Business)
 Jennifer Martin (Agriculture)
 Steve Mumme (Liberal Arts)
 Mark Shelstad (Libraries)
 Chris Weinberg (Engineering)
 TBD (Health and Human Sciences)

1. August 20, 2020

a. Issues and Recommendations:

- i. **Faculty Manual Appendix 1** was discussed with some historical background. The committee voted to replace Appendix 1 by the proposed Appendix 1 and Appendix 2.

Outcome: Adopted by Faculty Council September 2020

- ii. **Section E.12 Performance Expectations for Tenure, Promotion, and Merit Salary Increases** discussed within the context of encouraging inclusive approach, and anti-racist environment.

Outcome: Discussion will be ongoing.

2. September 17, 2020

a. Issues and Recommendations:

- i. Diversity, Inclusion as well as mentoring/advising proposed changes to E.5, E.12 and E.14 discussed.

Outcome: Tabled until proposed changes are sent to CoRSAF.

- ii. Perspectives on what is occurring now at the departmental and college levels with regard to Promotion and Tenure were discussed.

Outcome: Tabled until proposed changes are sent to CoRSAF.

- iii. Discussion on intellectual property was held.

Outcome: Tabled until proposed changes are sent to CoRSAF.

3. November 19, 2020

a. Issues and Recommendations:

- i. The committee reviewed and provided feedback to suggested changes incorporating CSU's Principles of Community in various sections of E and C proposed by Faculty Council Chair Sue Doe, Faculty Council Vice-Chair Ruth Hufbauer, and Vice-Provost Sue James. Specifically:

- **E.12, Performance Expectations for Tenure, Promotion, and Merit Salary Increases**

- **E. 12.1, Teaching and Advising**
- **E. 12.2, Research and other Creative Activities.**
- **E. 12.4, Outreach and Engagement**
- **E.14, Performance Reviews**
- **E.14.3, Periodic Comprehensive Reviews**
- **C.2.5 Evaluation of Performance of Faculty**
- **C.2.6, Duties of Officers**
- **C.2.7, Evaluation of Performance of Officers**

Outcome: CoRSAF provided feedback to Drs. Doe, Hufbauer, and James.

4. December 10, 2020

a. Issues and Recommendations:

- i. The committee took a second look at E.12 & E.14, Performance Expectations for Tenure, Promotion, and Merit Salary Increases.

- **E.12, Performance Expectations for Tenure, Promotion, and Merit Salary Increases**
- **E. 12.1, Teaching and Advising**
- **E. 12.2, Research and other Creative Activities**
- **E. 12.3.1, University Service**
- **E. 12.4, Outreach and Engagement**
- **E.14, Performance Reviews**

Outcome: Sent comments to Faculty Council for discussion.

- ii. CoRSAF was asked to discuss the “Teaching effectiveness institute: faculty development curriculum” document.

Outcome:

- A suggestion was to present this toolkit to the Faculty Council for feedback.
- We further discussed the pros and cons of referencing this curriculum into the manual, which could take away from faculty autonomy when teaching.
- The proposed curriculum should be treated as optional, not mandatory for pre-tenured faculty. It should be perceived as an opportunity for growth for faculty interested in improving their teaching effectiveness.

5. March 4, 2021

a. Issues and Recommendations:

- i. **E.15.2. Disciplinary Action for Tenured Faculty**

Outcome: Proposed changes were sent forward to Faculty Council EC for consideration by Faculty Council.

- ii. Proposed changes to **E.10.5.1 Origin and Processing of Tenure Recommendations** and **E.13.2 Promotion Committee** were considered.

Outcome: Changes were adopted by Faculty Council.

- iii. The committee discussed issues regarding to one year vs. half year sabbatical requests. It was pointed out that the denial of sabbatical is grievable.

Outcome: More information will be asked for from the department concerned. Richard will raise this question to Sue James in his standing meeting with her. This discussion was tabled until our next meeting.

- iv. Concerns from faculty regarding administrative and operational information of fall semester teaching was brought forward. In general faculty were asking for a conversation to happen sooner rather than later for full honesty to faculty as well as students.

Outcome: These concerns were sent forward to Chair of Faculty Council for consideration by the EC and to bring these points up to the President as well as the Provost.

6. April 22, 2021

a. Issues and Recommendations:

- i. The committee discussed proposed changes to section **C.2.1.9: The Regular and Specialized Standing Committees of Faculty Council**, more specifically, subsection **C.2.1.9.3: Membership and Organization**.

Outcome:

- Sent a letter of support to the Committee on Faculty Governance regarding these changes.
- Edited and amended C.2.1.9.3 with updated language regarding faculty appointments.
- Edited and amended C.2.1.3.1 with updated language regarding faculty appointments.

- ii. The committee discussed the proposed amendment to section **D.2: University Committees of Faculty and Administrative Professionals** to add “D.2.3. The President’s Sustainability Commission” as an elected position to the section. The committee agreed that the proposed amendment needs more detail, such as the structure of the committee, the duties of the committee, etc. in order to be consistent with other committees listed under D.2.

Outcome: This proposal was sent back with a request for the information required.

Respectfully,

Marie E Legare DVM PhD, Chair CoRSAF

Associate Professor Toxicology

Environmental and Radiological Health Sciences

Marie.legare@colostate.edu

Colorado State University
Committee on Scholarship, Research, and Graduate Education Report
2020-2021

Members: Melinda Smith, Chair (College of Natural Sciences), Bill Sanford, Co-Chair (Warner College of Natural Resources), Mary Stromberger (Graduate School Ex-Officio), Nick Roberts (College of Business), Gregory Graff (Agricultural Sciences), Matt Kipper (Walter Scott, Jr. College of Engineering), Chris Harper (Health and Human Sciences), Michelle Wilde (University Libraries), David Mushinski (College of Liberal Arts), Kim Seonil (Veterinary Medicine & Biomedical Sciences), Matthew Saxton (Graduate Student Representative)

Graduate School: Ludy Avalos, Sandy Dailey

Activities for the year:

- A. Approved 74 new academic degrees or changes to existing degrees (1 Doctor, 11 PhD, 62 MA/MS)
- 1) Master of Fish, Wildlife, and Conservation Biology, Plan C (M.F.W.C.B.)
 - 2) Master of Park and Protected Area Management, Plan C
 - 3) Master of Prevention Science Practice, Plan C (M.P.S.P.)
 - 4) Master of Sport Management, Plan C, Sport Media and Communications Specialization
 - 5) Master of Music, Plan A, Music Therapy Specialization
 - 6) Master of Music, Plan B, Music Therapy Specialization
 - 7) Master of Science in Horticulture, Plan B, Horticulture and Human Health Specialization
 - 8) Ph.D. in Food Science and Nutrition, Food Science Specialization
 - 9) Ph.D. in Food Science and Nutrition, Nutrition Specialization
 - 10) Master of Arts in Political Science, Environmental Politics and Policy Specialization, Plan A
 - 11) Master of Arts in Political Science, Environmental Politics and Policy Specialization, Plan B
 - 12) Master of Arts in Political Science, Political Analysis Specialization, Plan B
 - 13) Master of Arts in Political Science, Power, Justice, and Democracy Specialization, Plan A
 - 14) Master of Arts in Political Science, Power, Justice, and Democracy Specialization, Plan B
 - 15) Master of Accountancy, Plan C (M.Acc.)
 - 16) Master of Accountancy, Plan C, Financial Analysis, Auditing, and Reporting Specialization
 - 17) Master of Accountancy, Plan C, Data Analytics and Systems Specialization
 - 18) Master of Accountancy, Plan C, Taxation Specialization
 - 19) Master of Arts in Anthropology, Plan A, The Anthropology of Health and Well-Being Specialization
 - 20) Master of Arts in Anthropology, Plan B, The Anthropology of Health and Well-Being Specialization
 - 21) Master of Arts in Anthropology, Plan A, Humans and the Environment Specialization
 - 22) Master of Arts in Anthropology, Plan B, Humans and the Environment Specialization
 - 23) Master of Arts in Anthropology, Plan A, International Development Specialization
 - 24) Master of Arts in Anthropology, Plan B, International Development Specialization
 - 25) Master of Arts in Anthropology
 - 26) Ph.D. in Anthropology
 - 27) Master of Arts in Anthropology, Plan A, Professional Methods and Techniques Specialization
 - 28) Master of Arts in Anthropology, Plan B, Professional Methods and Techniques Specialization
 - 29) Doctor of Veterinary Medicine

- 30) Master of Engineering, Plan C, Mechanical Engineering Specialization
- 31) Master of Science in Environmental Health, Epidemiology Specialization, Plan A
- 32) Master of Science in Environmental Health, Epidemiology Specialization, Plan B
- 33) Ph.D. in Environmental Health, Epidemiology Specialization
- 34) Master of Science in Microbiology, Plan B
- 35) Master of Science in Radiological Health Sciences, Plan A
- 36) Master of Science in Radiological Health Sciences, Plan B
- 37) Ph.D. in Radiological Health Sciences
- 38) Master of Science in Toxicology, Plan A
- 39) Master of Science in Toxicology, Plan B
- 40) Ph.D. in Toxicology
- 41) Master of Science in Journalism and Media Communication, Plan A
- 42) Master of Science in Journalism and Media Communication, Plan B
- 43) Ph.D. in Media Communication
- 44) Master of Communications and Media Management
- 45) Master of Addiction Counseling in Psychology, Plan C (M.A.C.P.)
- 46) Master of Arts in History, Public History Specialization, Cultural Resource Management & Historic Preservation Option, Plan B
- 47) Master of Engineering, Plan C, Advanced Manufacturing Specialization
- 48) Master of Engineering, Plan C, Aerospace Engineering Specialization
- 49) Ph.D. in Applied Developmental Science
- 50) Master of Business Administration, Impact Specialization
- 51) Master of Computer Information Systems, Plan C (M.C.I.S.)
- 52) Master of Science in Ecology, Plan A
- 53) Master of Science in Ecology, Plan B
- 54) Ph.D. in Ecology
- 55) Master of Education in Education and Human Resource Studies, Plan B, Adult Education and Training Specialization
- 56) Master of Applied Statistics, Plan C, Data Science Specialization
- 57) Master of Applied Statistics, Plan C, Statistical Science Specialization
- 58) Master of Music, Music Education Specialization
- 59) Master of Business Administration
- 60) Master of Natural Resources Stewardship, Plan C, Western Ranch Management and Ecosystem Stewardship Specialization
- 61) Master of Engineering, Plan C, Biomedical Engineering Specialization
- 62) Master of Music, Music Education Specialization, Kodaly Option
- 63) Master of Education in Education and Human Resource Studies, Plan A, Adult Education and Training Specialization
- 64) Ph.D. in Social Work
- 65) Master of Science in Food Science and Nutrition, Plan A, Food Science Specialization
- 66) Master of Science in Food Science and Nutrition, Plan A, Nutrition Specialization
- 67) Master of Science in Food Science and Nutrition, Plan B, Food Science Specialization
- 68) Master of Science in Food Science and Nutrition, Plan B, Nutrition Specialization
- 69) Master of Science in Human Development and Family Studies, Marriage and Family Therapy Specialization, Plan A
- 70) Master of Science in Bioengineering

- 71) Ph.D. in Bioengineering
- 72) Joint Master of Addictions Counseling in Psychology and Social Work, Advanced Standing Program
- 73) Joint Master of Addictions Counseling in Psychology and Social Work
- 74) Master of Fish, Wildlife, and Conservation Biology, Plan C (M.F.W.C.B.)

B. Approved 17 new graduate certificates or changes to existing certificates

- 1. Graduate Certificate in Microbiome Science and Engineering
- 2. Graduate Certificate in Applied Positive Psychology
- 3. Graduate Certificate in Advanced Manufacturing
- 4. Graduate Certificate in Aerospace Engineering
- 5. Graduate Certificate in Public Policy Analysis
- 6. Graduate Certificate in Power and Energy
- 7. Graduate Certificate in Computer Systems Engineering
- 8. Graduate Certificate in Embedded Systems
- 9. Graduate Certificate in Communication and Technology
- 10. Graduate Certificate in Applied Investments
- 11. Graduate Certificate in Corporate Finance
- 12. Graduate Certificate in Social Aspects of Human-Animal Interaction
- 13. Graduate Certificate in Substance Use Disorder Identification and Treatment
- 14. Graduate Certificate in Advanced Silviculture for the Practicing Forester
- 15. Graduate Certificate in Entrepreneurship and Innovation
- 16. Graduate Certificate in Organizational Leadership
- 17. Graduate Certificate in Conservation Actions with Lands, Animals, and People

C. Approved 4 requests for deactivation of existing degrees or graduate certificates:

- 1. Ph.D. in Public Communication and Technology
- 2. Master of Arts in History, Public History Specialization, Cultural Resource Management Option, Plan B
- 3. Master of Arts in History, Public History Specialization, Historic Preservation Option, Plan B
- 4. Master of Engineering, Plan C, Engineering Management Specialization

D. Approved 2 requests to temporarily suspend existing degrees or graduate certificates:

- 1. Graduate Certificate in French Linguistics and Literary Studies
- 2. MA in History, Public History Specialization, Museum Studies Option, Plan B

E. Approved 3 requests for membership on graduate student committees:

- 1. Dr. Cori Wong
- 2. Dr. Carolina Mehaffy
- 3. Dr. Abdel Berrada

Approved 8 Graduate Bulletin resolutions:

- 1. Requirements for All Graduate Degrees
- 2. Graduate Assistantships
- 3. Final Examinations
- 4. Requirements for all Graduate Degrees
- 5. Graduate Certificate Program

6. Admissions Requirements and Procedures, Integrated Degree Program and Integrated Degree Programs Plus Admissions
7. Admissions Requirements and Procedures, Application: U.S. Citizens or Permanent Residents
8. Admissions Requirements and Procedures, Application: International Students

Respectfully submitted by Melinda Smith (chair)

COLORADO STATE UNIVERSITY COMMITTEE ON SCHOLASTIC STANDARDS

Annual Report for September 2020 to June 2021

COLLEGE MEMBERSHIP 2020-2021

- Agricultural Sciences: Zachary Johnson
- Health and Human Sciences: Karen Barrett (Chair)
- Business: Michael Gross
- Engineering: Steve Simske
- Liberal Arts: Jason Frazier
- Natural Resources: Sally Sutton
- Natural Sciences: Alan Kennan
- Veterinary Medicine and Biomedical Sciences: Jerry Bouma
- Libraries: Kristy Nowak
- Office of the Provost (ex officio) Madlyn D'Andrea, Student Achievement and Jill Putman, Student Achievement

I. MEETINGS & ATTENDANCE

The Committee on Scholastic Standards met 10 times during the 2020-2021 academic year. Of these 10 meetings, 2 included review of academic dismissal appeals (Fall 2020 and Spring 2021).

Note: While not optimal, committee members reviewed appeal requests online before the committee meetings when they were unable to attend the actual meetings due to short-term or extended travel or other professional conflicts.

09/03/20 Review of retroactive withdrawal requests

10/08/20 Review of retroactive withdrawal requests

Sue Doe, Faculty Council Chair, joined meeting

11/05/20 Review of retroactive withdrawal requests

Members with excused absences: Zach Johnson and Jerry Bouma

12/03/20 Review of retroactive withdrawals

Member with excused absence: Jason Frazier

01/06/21 Review of academic dismissal appeals and retroactive withdrawals

Member with excused absence: Jason Frazier

02/04/21 Review of retroactive withdrawal requests

Members with excused absence: Jason Frazier and Jerry Bouma

03/04/21 Review of retroactive withdrawal requests

Members with excused absence: Jason Frazier, Steve Simske, and Jerry Bouma

04/01/21 Review of retroactive withdrawal requests

Member with excused absence: Jerry Bouma

05/06/21 Review of retroactive withdrawal requests

Member with excused absence: Jerry Bouma

06/04/21 Review of academic dismissal appeals and retroactive withdrawal requests

Member with absence: Jerry Bouma

II. Retroactive Withdrawal Requests 2019-2020 compared to previous years:

Outcomes	2020-21 (total 112)	%	2019-20 (total 160)	%	2018-19 (total 155)	%	2017-18 (total 157)	%	2016-17 (total 125)	%
Denied	7	6.3	4	2.5	9	5.8	8	5.1	2	1.6
Granted	88	78.6	132	82.5	109	71.2	121	77.1	93	74.4
Not Yet Decided (Incomplete)	2	1.8	4	2.5	3	2.0	2	1.3	1	0.8
Partially Granted & Denied	3	2.7	0	0	2	1.3	0	0	0	0.0
Partially Granted – Denied & Tabled	1	0.9	2	1.25	0	0	3	1.9	5	4.0
Tabled	11	9.8	18	19	30*	19.6*	23	14.7	24	19.2

*Tabled requests may be evaluated in future terms and numbers will be corrected on future reports.

III. Academic Dismissal Appeal Decisions

	2020-21 (total 61)	%	2019-20 (total 93)	%	2018-19 (total 188)	%	2017-18 (total 151)	%	2016-17 (total 148)	%
Denied	20	32.8	45	48.4	81	43.1	57	37.7	60	40.5
Granted	41	67.2	48	51.6	107	56.9	94	62.3	88	59.5

A. Fall 2020

Original Appeals:

- 35 total appeals (vs. 115 in Fall 2019 and 143 in Fall 2018 and 112 in Fall 2017)
- 4 not eligible and not reviewed
- 1 earned a cumulative GPA of 2.0 or higher (did not need to be reviewed)

Of the 30 reviewed:

- 16 granted with an average 7.4 QPD* (vs. 48 granted 2019 with average 8.2 QPD)
 - o 2 received information about investigating a potential retroactive withdrawal
 - o This year fewer students appealed, likely because of S/U and course W grading options, and the ones who were successful had a smaller Quality Point deficiency than previous years.
- 14 denied with an average 43.7 QPD* (vs. 44 denied 2019 with average 24.6 QPD)
 - o 3 received information about investigating a potential retroactive withdrawal.

After the Fall 2020 semester was over, students continued to be able to switch letter grades to S/U grading. However, a student's academic standing remained what was evaluated at the end of the Fall 2020 term. So a student may have been on Probation 2nd term as a result of a cumulative GPA that was lower than 2.0, and chosen to change all the grades to U, and while their cumulative GPA is still below 2.0, if they had chosen to complete a retroactive withdrawal instead, they would have remained on Probation 1st term.

As a result, an outreach effort was made during the Spring 2021 semester to institute a streamlined retroactive withdrawal that would be automatically granted if:

- Student had only U results during the Fall 2020 semester
- Their academic standing would be improved.
- 67 students were notified of this opportunity in February 2021 and an additional 7 over the course of the semester.
 - 20 students completed the form and were granted a retroactive withdrawal for Fall 2020

B. Spring 2021

Original Appeals:

- 35 total appeals (appeals were not needed in Spring 2020)
- 1 not eligible and not reviewed
- 3 earned a cumulative GPA of 2.0 or higher (did not need to be reviewed)

Of the 31 reviewed:

- 21 granted with an average 13.2 QPD*
 - 11 received information about investigating a potential retroactive withdrawal
 - This year fewer students appealed, likely because of S/U and course W grading options
- 3 students on PX were also reviewed due to a system issue, and were allowed to continue on P2 rather than dismissed
- 6 denied with an average 38.6 QPD*
 - 4 received information about investigating a potential retroactive withdrawal.

**TIP: QPD = Quality Point Deficiency = number of credits needed with no less than a B grade in the course to repair GPA. Most students can do around 7-10 Quality Points in one semester, and 30 Quality Points is obtainable with 15 credits of only A grades.*

Leadership and Committee Composition

- Karen Barrett continued to serve as Chair for 2020-2021 and has agreed to serve for 2021-2022.
- Alan Kennan will serve as Vice Chair for 2021-2022.
- Jerry Bouma joined the Committee as of Fall 2020 replacing Kristy Dowers from CVMBS.
- Madlyn D'Andrea rejoined the Committee on an interim basis replacing Rebecca Villalpando. Jill Putman joined the Committee in Spring 2021 and will transition to replace Madlyn D'Andrea for 2021-2022.

Business

All committee meetings this year were held online. The Committee held lengthy discussions over the course of the year regarding policy changes related to COVID-19 and potential long-term implications. Karen Barrett, Committee Chair, agreed to represent the committee in faculty and administrative discussions on future policy changes and served on the Academic Dishonesty committee for Spring 2021. The Committee submitted a recommendation to extend the course withdrawal period for Spring 2021. The Committee was also consulted by the Registrar's Office regarding proposed changes to the Repeat/Delete policy and supported recommendations to remove the deadline for decision-making regarding the use of R/D option for a course and allow students to rescind (or exchange) their R/D

requests. The Committee supported extending Fall 2020 policies through Summer 2021, given that COVID issues still are likely to exist until at least Fall 2021. The committee recommended clarifying that S/U and late withdrawal cannot be used to change grades lowered due to academic dishonesty for S/U, as well as clarification that S can qualify a course as a prerequisite for courses requiring a C or above for the prerequisite, but not if B or above is required.

The Committee approved an automatic retroactive withdrawal process for students who earned all U grades, with student consent, for the Fall 2020, Spring 2021, and Summer 2021 semesters to align with the S/U COVID grade policy. Students on PX status who earned less than 9 credits for Fall 2020 were given the option to appeal – an exception made due to pandemic conditions only.

The Committee continued to support a recommendation for moving the course withdrawal deadline to the final day of classes for future semesters. The Committee recommended that the S/U grading option for all courses be discontinued starting Fall 2021 due to unintended negative consequences of the policy.

The Committee also approved the creation of a new email for CoSS related inquiries: studentsuccess_scholasticstandards@mail.colostate.edu, which was implemented for use beginning February 2021. The email is managed by the Collaborative for Student Achievement staff.

New Business

For the 2021-2022 year, the Committee will review the current course catalog language on Retroactive Withdrawal (<https://catalog.colostate.edu/general-catalog/academic-standards/registration/>) to determine if edits need to be made prior to the catalog submission deadline in April 2022.

Additionally, the Office of Admission has requested changes to the published course catalog language for Academic Fresh Start, which must be proposed by CoSS and approved by Faculty Council. The Committee will discuss the proposed changes for possible submission.



**Committee on Strategic and Financial Planning
Annual Report, AY 2019-2020**

COMMITTEE MEMBERSHIP:

George Barisas (College of Natural Sciences)
 Poput Ketal/David Dandy (College of Engineering)
 Joseph DiVerdi (*Chair, Non-Tenure-Track Faculty, ex-officio, voting*)
 Catherine Douras (Administrative Professional Council, *ex-officio, voting*)
 Sue Doe (Faculty Council, *ex-officio, non-voting*)
 James Graham (College of Health & Human Sciences)
 Mackenzie Gill (Graduate Student Body)
 Laura Jensen (Office of the Provost, *ex-officio, non-voting*)
 Angela Nielsen (Office of the Associate VP for Finance, *ex-officio, non-voting*)
 Gregory Perry (College of Agricultural Sciences)
 Robert Schwebach (College of Business)
 Martin Shields (College of Liberal arts)
 Meg Skeehan (Classified Professional Council, *ex-officio, voting*)
 Lisa Stright (College of Natural Resources)
 Benjamin Withers (Council of Deans, *ex-officio, non-voting*)
 Heidi Zuniga (Libraries)
 unfilled (Undergraduate Student Body)
 unfilled (College of Vet Medicine & Biomedical Science)

MEETINGS & PARTICIPATION: The Committee on Strategic & Financial Planning

(CoSFP) held meetings during the academic year regularly on the second Mondays of the month at 2:00-3:30 pm via Zoom video conferencing with some exceptions for conflicts with university holidays and related matters. Details on meeting attendance are documented in meeting minutes and the attached attendance records.

No changes to CoSFP Operating Procedures were made during this Academic Year.

REPRESENTATION ON UNIVERSITY COMMITTEES: The Chair participated and represented CoSFP interests at the Council of Deans and at Faculty Council meetings, schedule permitting. The Chair was also asked to participate in the *ad hoc* University Advisory Recovery Committee whose “Primary activity was to recommend strategies for reducing expenditures within the Educational and General Budget to be in line with projected resources, University priorities and initiatives.”

CHANGES TO PROPOSAL REVIEW PROCESS: During this year the Committee continued its deeper involvement with the Catalog and Curriculum Management System consisting of permitting all of the Committee membership (not only the Committee Chair) to access Proposed Program documents and receive electronic invitations to be informed when such items are available. This deeper involvement was judged to be helpful and sufficiently unobtrusive to continue it through the next academic year. A review of the

process timeline was initiated and discussed with the process owners. The review was postponed due to activities associated with the pandemic that were afforded priority.

PROPOSED PROGRAM REVIEWS: The Committee reviewed documents from the following Proposed Programs and received presentations from the Program Proposers. All Programs were approved by the Committee with varying degrees of advice and recommendation. The reviewed, advised and approved Programs are:

- **CREATION OF THE BACHELOR OF ARTS IN COMPUTER SCIENCE**
- **CREATION OF THE MASTER OF PARK AND PROTECTED AREA MANAGEMENT**
- **CREATION OF THE MASTER OF PREVENTION SCIENCE**
- **CREATION OF JOINT MASTER OF ADDICTIONS COUNSELING IN PSYCHOLOGY AND SOCIAL WORK**
- **CREATION OF JOINT MASTER OF ADDICTIONS COUNSELING IN PSYCHOLOGY AND SOCIAL WORK, ADVANCED STANDING PROGRAM**

COMMITTEE ISSUES:

The determination of the optimal position for CoSFP review in the Proposed Program process continues to be an incompletely resolved issue. Improvements in the process have been made and will be evaluated in the next academic year.

ACTIVITIES & ACCOMPLISHMENTS: The Committee continues to be a voice for mindfulness and oversight to Administration concerning the integration of strategic planning and budgeting initiatives especially for new programs through its critical and independent review.

The Committee wrote a letter, dated 23 March 2021, to President McConnell in support of the Courageous Strategic Transformation process and offered its time and energies to associated activities at a time and style of her choosing.

The Committee wrote a letter, dated 26 April 2021, the Committee on Faculty Governance (CoFG) in support of the motion created by the Committee on Non-Tenure-Track Faculty (CoNTTF) to amend section C.2.1.3, and therein, of the Faculty Manual to remove obstructions from NTTF participation in shared faculty governance.

The Committee expanded its examination of recently (over the past several years) installed Programs to review the actual performance (recruitment, enrollment, etc. plus overall financial) of these Programs with an eye to providing a tool to both future applicants and the Administration.

At its 10 May 2021 meeting the Committee unanimously voted to elect James Graham as Committee Chair for the next academic year (AY 2021-2022).

**Committee on Teaching and Learning
Annual Report
2020-2021 Academic year**

Committee Membership

Lumina Albert (Vice-chairCOB), Shawn Archibeque (Chair, COAS), Tara Davis (ASCSU), Tony Becker (CLA), Susan James (VPFA, *ex officio*), Ben Clegg (CNS), Jody Donovan (Dean of Students, *ex officio*), Sue Doe (Chair, Faculty Council, *ex officio*), Gwen Gorzelsky (Director, TILT, *ex officio*), James Folkestad (CHHS), Kelly Long (VPUA, *ex officio*), Joshua Schaeffer (CVMBS), Brian Mitchell (Graduate Student Council, Secretary), Jenny Morse (Chair, Committee on Non-tenure Track Faculty), Julia Murphy (Registrar's Office, *ex officio*), Courtney Schultz (WCNR), Karan Venayagamoorthy (COE), Renae Watson (CSU Libraries).

Major CoTL Activities:

1. Roles of NTTF in committees.

- a. CHHS wanted to appoint a non-tenure track faculty member to the committee
- b. COTL drafted a letter of support for the proposal developed by CoNTTF (attached below).

2. Prioritization of courses and action in case of Covid-19 spike

- a. Identified critical points for Teaching Recovery & Continuity Team (TRCT) to consider language and policies regarding response to Covid-19, including testing and contact tracing
- b. Identified and made a recommendation to Kelly Long and Provost Pederson regarding the potential implications and benefits associated with allowing a W drop until the end of the semester and continuing to allow the S/U option through the Spring 2021 semester.

3. Canvas observer pilot-Athletics

- a. CoTL has worked closely with Athletics and the Canvas team on a pilot of an "observer" platform for athletics academic support staff. The language, faculty consent/awareness, access, and privacy issues have all been addressed. The pilot was conducted in the Fall 2019 through Spring 2021 terms and will continue indefinitely with Athletics providing an annual update to COTL regarding the efficacy and use of the program.

4. Provost Academy Proposal

- a. The structure of the proposal to provide recognition and appreciation for time spent developing Teaching Effectiveness within one of 7 domains.
- b. CoTL continues to provide regular feedback to the development of the PAP to TILT colleagues. The name of the project was subsequently revised to Teaching Effectiveness Initiative on the advice of Kelly Long and University Distinguished Teaching Scholars.

5. Teaching Continuity Team

- a. Discussed and provided feedback regarding the proposed plan to support faculty with student staff during the pandemic. CoTL is supportive of this effort.

6. Pre Pandemic to Post Pandemic Teaching

- a. Tom Dunn and Roze Hentschell presented on topics to be learned from the pandemic that may enhance the teaching environment at CSU following the pandemic. COTL provided substantial feedback for a document to be shared across the university to offer suggestions on which approaches may assist with student learning as faculty return to more in person teaching.

7. Student Course Survey

- a. It was considered whether there should be an additional question added to the student course survey and if there should be a mid-semester survey with tailored questions. It was also discussed why there has been a decrease in the response to the survey and mechanisms that need to be explored that may further enhance student response rates. Proposed messaging to faculty may be considered this coming fall semester.

8. Academic Integrity

- a. CoTL engaged in ongoing discussions regarding growing and unique concerns associated with academic integrity during the pandemic. Specifically, COTL worked with a task force to generate a report and a specific action plan to hopefully further enhance academic integrity now and in the future.

9. Quality Matters and Open Educational Resources

- a. CoTL engaged in discussions from Chris Labelle regarding specific changes that are needed to be changed in the faculty handbook sections E and J. Chris will be working on specific language and will return to the committee with a suggested proposal for Faculty Council.

10. Plus/minus grading

- a. CoTL engaged in discussions from ASCSU regarding the plus/minus grading option. Some students feel that the process causes greater harm than good. COTL is not recommending any changes to the policy at this time.

11. Limiting the number of Majors for Undergraduates

- a. CoTL considered a situation where one student had seven majors. This creates substantial difficulty and issues for administration and the Registrar's office. It was considered that this is likely an outlier situation that does not warrant a policy change at this time.

12. P&T Templates and Resources

- a. Gwen Gorzelsky and Erica Suchman presented the potential for a suite of templates for assisting newer faculty with evidence for teaching effectiveness to assist with promotion and tenure. COTL recommended that such efforts be supported and targeted toward junior faculty.

13. Consistency Across Multi-sectional Courses

- a. CoTL considered the need for enhanced consistency across multisectional courses with multiple instructors. TILT will send out a reminder of best teaching practices,

but no new policy changes are indicated at this time.

RE: CoNTTF proposal for changes to Section C

To whom it may concern,

It is the opinion of the Committee on Teaching and Learning (COTL) to write a letter supporting the proposed action by the Committee on Non-Tenure-Track Faculty (CoNTTF) to changes to section C regarding the ability of non-tenure-track faculty (including contract and continuing faculty) to serve as representatives on university standing committees. This motion was brought before our committee and there were several pertinent reasons that the committee would support these changes. As the institution has pressed for the application of the Principles of Community in all of our actions, it would behoove the allowance for this participation in an inclusive manner to all of our faculty, allowing fair and just representation. There have been multiple instances where there have been no willing tenure track faculty to participate in committee service while there have been highly qualified non-tenure track faculty willing to serve. In addition to this, there was a report that this lack of ability for colleges or departments to find tenure track faculty to represent them on committees has the potential to increase the inappropriate demand of traditionally marginalized groups within the tenure track faculty to serve in the positions that could not be filled, further moving the actions of those groups away from the university's stated Principles of Community. Based on these principles, it is the opinion of COTL that these proposed changes to Section C should be completed with the possible provision that if there are any committees where these staff should not be included should provide a thorough rationale for that reasoning.

Sincerely,
Shawn Archibeque
Committee on Teaching and Learning (chair)

COMMITTEE NAME: Committee on University Programs (CUP)

Annual Report - for September 1, 2020 to - June 30, 2021

Members: Summary. I have been Interim Chair of this Committee since January 2021, following the resignation of the committee chair, Dr. Mo Salman.

I have no records of the chair activities prior to Spring 2021, other than indicating that in Fall 2020 I was a regular committee member:

Due to COVID restrictions we have met online in Spring. The individuals involved in our conversations were:

Aniredy Reddy, E. Fisher, Eric Maloney, Jocelyn Boice, Joe Fry, Kate McMahon, Laurie Carlson, Stuart Cottrell, Sue Doe (Faculty Council) Tanja Hess, Tian Wang, Dinaida Egan.

The annual report should be on plain white paper (no letterhead) and should be brief but informative and include:

1. **the dates of meetings held.** Two meetings online via Zoom to discuss the resignation of the committee chair and to elect a new chair. In Spring we have had several emails with all communications. During the semester (Spring) I have had several communications with all committee members, the directors of the new applications, Dinaida Egan (RAO Associate Director, Office of the VP for Research) and Sue Doe (Faculty Council chair). I also attended as committee chair all Faculty Council meetings where CUP issues were discussed. I cannot describe with numbers and time spent with the tons of messages sent dealing with the mess that the resignation of the committee chair created.
2. **membership and attendance.** 70% some members were not available to meet the day and time that I schedule our conversation. During the semester all communications were group emails or individual emails (plus replies)

3. **substantive matters (issues) brought to the committee.**

Since January the committee has worked with the following main issues:

- a) Election of a new committee chair (and vice-chair)
Interim chair: Jose Luis Suárez-García, Professor, Languages, Literatures and Cultures; Laurie Carlson, Associate Professor, School of Education (vice-chair)
- b) Revising the initial report submitted to Faculty Council with several CIOUSs not recommended to approval/continuation. New report created.
- c) Full evaluation of two new applications (Center for Ethics and Human Rights (CEHuR) and One Health Institute (OHI))
- d) Initial evaluation of issues concerning CIOUS guidelines.
4. **the responses or recommendations made by the committee to these issues.**
 - a) Changes to the initial report with approval of all centers (15) that had deficient documentation when full evaluation of the application did not justify recommending cancellation of the CIOUS based on CUP guidelines and the recommendations of the individuals working with each CIOUS.
5. **the outcome of the response or recommendation**

Recommendations made with a new amended report/memorandum submitted to Faculty Council on March 18, 2021. The report had:

- I. Applications are recommended for renewal (21)
- II. Applications are recommended for renewal with some concerns (15)
- III. Applications are recommended for renewal/continuation (1)
- IV. Comments on the evaluation process.

UNIVERSITY CURRICULUM COMMITTEE

Annual Report for 2020-2021

(July 1, 2020 through June 30, 2021)

1) Transmitted to the Faculty Council as special action items:

All-University Core Curriculum (AUCC) Revisions

- AUCC category 1C title from “Self, Community, World: Dialogue About Diversity, Inclusion, and Equity” to “Diversity, Equity, and Inclusion.” ~~Self, Community, World: Dialogue About Diversity, Inclusion Equity, and Equity Inclusion.~~ (8/28/2020)

New Degrees (*Both are pending review by Faculty Council, Board of Governors, and CCHE.*)

- Master of Prevention Science Practice, Plan C (M.P.S.P.) (12/11/2020)
- Master of Park and Protected Area Management, Plan C (2/12/2021)

2) Other major actions submitted to Faculty Council through the minutes:

New Specializations

- Master of Sport Management, Sport Media and Communications Specialization (10/23/2020)
- Master of Science in Horticulture, Plan B, Horticulture and Human Health Specialization (11/20/2020)
- Master of Arts in Political Science, Environmental Politics and Policy Specialization, Plan A and Plan B (12/11/2020)
- Master of Arts in Political Science, Power, Justice, and Democracy Specialization, Plan A and Plan B (12/11/2020)
- Master of Arts in Political Science, Political Analysis Specialization, Plan B (12/11/2020)
- Master of Engineering, Plan C, Advanced Manufacturing Specialization (2/26/2021)
- Master of Engineering, Plan C, Aerospace Manufacturing Specialization (2/26/2021)
- Master of Natural Resources Stewardship, Plan C, Western Ranch Management and Ecosystem Stewardship Specialization (3/19/2021)

New Concentrations

- Major in Data Science, Neuroscience Concentration (10/16/2020)
- Major in Biochemistry, Data Science Concentration (11/20/2020)
- Major in International Studies, Global Studies Concentration (1/22/2021)
- Major in Languages, Literatures and Cultures, Spanish for the Professions Concentration (1/22/2021)
- Major in Mechanical Engineering, Advanced Manufacturing Concentration (3/5/2021)
- Major in Nutrition and Food Science, Food Systems Concentration (3/19/2021)
- Major in Agricultural Business, Food Systems Concentration (4/23/2021)

New Graduate Certificates

- Graduate Certificate in Human-Centered Design Thinking (*CSU Online only*) (8/28/2020)
- Graduate Certificate in Urban Agriculture (*CSU Online only*) (8/28/2020)
- Graduate Certificate in Microbiome Science and Engineering (9/11/2020)
- Graduate Certificate in Public Policy Analysis (*CSU Online only*) (10/16/2020)
- Graduate Certificate in Applied Positive Psychology (*CSU Online only*) (10/16/2020)
- Graduate Certificate in Advanced Manufacturing (10/16/2020)
- Graduate Certificate in Aerospace Engineering (10/16/2020)
- Graduate Certificate in Social Aspects of Human-Animal Interaction (2/12/2021)
- Graduate Certificate in Substance Use Disorder Identification and Treatment (3/5/2021)

New Minors

- Minor in Geographic Information Science and Geographic Analysis (9/25/2020)
- Minor in Art History (12/4/2020)
- Minor in Machine Learning (12/11/2020)
- Minor in Diversity and Inclusion in Natural Resources (2/26/2021)
- Minor in Bioinformatics (4/23/2021)

New Undergraduate Certificates

- Certificate in Music Business (2/26/2021)

Changes to Program Titles and Components Thereof

- **New title:** Minor in Science Communication (12/4/2020)
 - **Deactivated title:** Minor in Technical and Science Communication (12/4/2020)
- **New title:** Major in English, Linguistics Concentration (3/19/2021)
 - **Deactivated title:** Major in English, Language Concentration (3/19/2021)
- **New title:** Ph.D. in Media Communication (3/26/2021)
 - **Deactivated title:** Ph.D. in Public Communication and Technology (3/26/2021)
- **New title:** Master of Arts in History, Public History Specialization, Cultural Resource Management & Historic Preservation Option, Plan B (3/26/2021)
 - **Deactivated titles:**
 - Master of Arts in History, Public History Specialization, Cultural Resource Management Option, Plan B (3/26/2021)
 - Master of Arts in History, Public History Specialization, Historic Preservation Option, Plan B (3/26/2021)

Previously Unpublished Graduate Programs – Approved Program Requirements added to the Catalog

- Master of Science in Radiological Health Sciences, Plan A and Plan B (3/26/2021)
- Ph.D. in Radiological Health Sciences (3/26/2021)

Deactivated Programs

- Graduate Certificate in Power and Energy (10/16/2020)
- Certificate in Beef Production Systems (10/30/2020)
- Certificate in Beef Feedlot Management (10/30/2020)
- Certificate in Meat Science (10/30/2020)
- Certificate in Animal Nutrition (12/4/2020)
- Master of Engineering, Plan C, Engineering Management Specialization (3/26/2021)
- Interdisciplinary Minor in Energy Engineering (4/30/2021)

New Subject Code

- “LASL” – American Sign Language (9/4/2020)

Division of Continuing Education – New Online/Distance Degree Program Codes

- Minor in Science Communication (12/4/2020)
- Master of Science in Microbiology, Plan B (12/11/2020)
- Major in Communication Studies (3/12/2021)
- Interdisciplinary Minor in Information Science and Technology (3/12/2021)

Newly Designated AUCC/Guaranteed Transfer (GT) Pathways Courses

- Category 1B: Quantitative Reasoning
 - **MATH 156:** Mathematics for Computational Science I (4/23/21)
- Category 3A: Biological and Physical Sciences
 - **CHEM 120:** Foundations of Modern Chemistry (8/28/2020)

- **CHEM 121:** Foundations of Modern Chemistry Laboratory (8/28/2020)
- **SOCR 210:** Microbiome Roles in a Sustainable Earth (9/25/2020)
- Category 3B: Arts and Humanities
 - **LSPA 251:** Spanish Language/Culture for Education Abroad (8/28/2020)
 - **CS 150B:** Culture and Coding: Python (3/5/2021)
 - **LKOR 200:** Second-Year Korean I (4/30/2021)
 - **LKOR 201:** Second-Year Korean II (4/30/2021)

Changes to existing AUCC courses – course number, title, or category

- Category 2: Advanced Writing
 - **JTC 300:** ~~Professional and Technical Communication~~ Strategic Writing and Communication (4/2/2021)
- Category 3B: Arts and Humanities
 - **CS 150A:** Culture and Coding: Java (3/5/2021)
 - **ETST 240:** Indigenous Cultural Experience ~~Native American Cultural Experience~~ (4/2/2021)
- MOVE to category 3D: Historical Perspectives from category 3E: Diversity and Global Awareness
 - **ETST 253:** Chicanx History and Culture (9/11/2020)
- Category 3E: Diversity and Global Awareness
 - **SOC 205:** Sociology of Race and Racism ~~Contemporary Race-Ethnic Relations~~ (10/9/20)
 - **SOC 220:** Environment, Food, and Social Justice ~~Global Environmental Issues~~ (9/18/20)

Guaranteed Transfer (GT) Pathways Courses – Resubmissions reviewed by UCC to verify compliance with mandated CDHE content criteria and competencies.

- Natural and Physical Sciences w/ Lab (GT-SC1)
 - **GR 110:** Introduction to Physical Geography (11/13/2020)
 - **GR 111:** Introduction to Physical Geography Lab (11/13/2020)
- Literature and Humanities (GT-AH2)
 - **ETST 240:** Native American Cultural Experience (9/4/2020)
 - **LARA 250:** Introduction to Arabic Cultures (8/28/2020)
 - **LCHI 250:** Introduction to Chinese Culture (8/28/2020)
 - **LFRE 250:** Introduction to French-speaking Cultures (8/28/2020)
 - **LJPN 250:** Introduction to Japanese Culture (8/28/2020)
 - **LRUS 250:** Introduction to Russian Culture (8/28/2020)
 - **LSPA 250:** Introduction to Spanish-speaking Cultures (8/28/2020)
- World Languages (GT-AH4)
 - **LRUS 200:** Second-Year Russian I (8/28/2020)
 - **LRUS 201:** Second-Year Russian II (8/28/2020)
- Historical Perspectives (GT-HI1)
 - **ETST 250/HIST 250:** African American History (9/4/2020)
 - **ETST 252/HIST 252:** Asian American History (9/4/2020)
 - **ETST 253:** Chicanx History and Culture (9/11/2020)
 - **ETST 255/HIST 255:** Native American History (9/4/2020)
 - **HIST 100:** Western Civilization, Pre-Modern (8/28/2020)
 - **HIST 101:** Western Civilization, Modern (8/28/2020)
 - **HIST 120:** Asian Civilizations I (8/28/2020)
 - **HIST 121:** Asian Civilizations II (8/28/2020)
 - **HIST 151:** U.S. History Since 1876 (8/28/2020)
 - **HIST 170:** World History, Ancient-1500 (8/28/2020)
 - **HIST 171:** World History, 1500-Present (8/28/2020)
- Human Behavior, Culture or Social Frameworks (GT-SS3)
 - **ETST 100:** Introduction to Ethnic Studies (10/2/2020)
 - **ETST 205:** Ethnicity and the Media (10/2/2020)

- **ETST 256:** Border Crossings—People/Politics/Culture (10/2/2020)
- **JTC 100:** Media in Society (8/28/2020)

3) Processed CIM course proposals:

- 9.9% increase compared to previous 5-year average (2015-16 through 2019-20)

College	New	Major Change	Minor Change	Deactivation	Study Abroad	Experimental – 1 st offering	Experimental – 2 nd offering FYIs	Total	Change from 2019-20
Agricultural Sciences	10	10	4	5	0	7	1	37	-21
Business	16	7	23	0	1	2	0	49	-1
Engineering	31	36	49	13	1	14	7	151	+22
Health and Human Sciences	19	21	22	3	2	4	1	72	-83
Intra-university	5	19	1	0	5	4	0	34	+15
Liberal Arts	77	117	44	11	7	27	1	284	+11
Natural Resources	27	9	16	2	5	10	0	69	+19
Natural Sciences	18	24	16	1	2	12	0	73	-35
Vet Med and Biomedical Sciences	16	7	20	5	1	7	7	63	+19
Total	219	250	195	40	24	87	17	832	-54
Change from 2019-20	-18	-34	+86	-15	-25	-15	-33	-54	

Note: Dual-listed courses are counted under both subject codes.

‘Experimental’ category: Exceptions for 3rd experimental offerings are listed in the ‘Miscellaneous Request’ table below.

‘Study Abroad’ category: Includes all provisional (-82) and permanent Study Abroad course proposals.

4) Processed CIM program proposals:

- 35.7% increase compared to previous 5-year average (2015-16 through 2019-20)

College	New	New UG Cert	New Grad Cert	Major Change	Deactivation	Title Change -New	Title Change-Deactivation	Minor Change	Total	Change from 2019-20
Agricultural Sciences	2	0	1	14	4	0	0	1	22	+5
Business	0	1	0	29	0	0	0	3	33	-11
Engineering	3	0	2	18	0	0	0	4	30	+7
Health and Human Sciences	2	0	2	25	0	0	0	5	34	+8
Intra-university	0	0	1	0	0	0	0	3	4	-3
Liberal Arts	10	0	1	50	0	4	5	10	80	+12
Natural Resources	3	0	0	6	0	0	0	2	11	-7
Natural Sciences	4	0	2	12	0	0	0	4	22	-10
Vet Med and Biomedical Sciences	0	0	0	8	0	0	0	3	11	+4
Total	24	1	9	162	7	4	5	35	247	+5
Change from 2019-20	+4	-6	+2	+16	-9	-1	-3	+2	+5	

**Discrepancy between the Title Change-New and Title Change-Deactivation category totals is due to deactivating two specializations under the M.A. in History and replacing them with one combined specialization.*

‘New’ category: Includes new degrees, specializations, concentrations, and minors.

‘Major Change’ category: Includes **4** proposals to add Online/Distance degree codes to existing programs and **3** previously unpublished graduate programs, which submitted their program requirements for inclusion in the General Catalog.

5) Processed CIM Miscellaneous Request proposals:

- 22.7% decrease compared to previous 5-year average (2015-16 through 2019-20)

College	New Special Academic Unit	New/ Change Subject Code	Department/ Unit Name Change	Pre-Major code	Third Experimental Request	Temp. Stop Admission	Other	Total	Change from 19-20
Agricultural Sciences	0	0	0	0	0	0	0	0	-3
Business	0	0	0	0	0	0	0	0	-1
Engineering	0	0	0	0	2	0	1	3	0
Health and Human Sciences	0	1	0	0	0	0	0	1	0
Intra-university	0	0	0	0	1	0	4	5	+3
Liberal Arts	0	1	0	0	1	2	0	4	-9
Natural Resources	0	0	0	0	1	0	0	1	+1
Natural Sciences	0	0	0	0	0	0	0	0	-3
Vet Med and Biomedical Sciences	0	0	0	0	1	0	0	1	+1
Total	0	2	0	0	6	0	9	15	-11
<i>Change from 2019-20</i>	<i>-1</i>	<i>+1</i>	<i>-1</i>	<i>0</i>	<i>-6</i>	<i>-4</i>	<i>0</i>	<i>-11</i>	

'Other' category: Includes course reactivation and documentation of various updates submitted to Faculty Council to AUCC guidelines, etc.

6) Administrative Updates processed by the Curriculum & Catalog Unit on behalf of UCC:

- 5.2% decrease compared to previous 2-year average (2018-19 through 2019-20)

College of the change that necessitated Admin. Updates	Credit Not Allowed Statement	Course Deactivation	Course # or Subject Code Changes	Administrative Unit Move	Updates/ Corrections	Total	Change from 19-20
Agricultural Sciences	0	0	0	0	0	0	-1
Business	0	0	1	0	1	2	-28
Engineering	0	0	4	0	2	6	-9
Health and Human Sciences	0	0	6	0	0	6	+1
Intra-university	0	0	4	0	0	4	+1
Liberal Arts	0	6	15	0	2	23	-29
Natural Resources	1	1	15	0	0	17	+6
Natural Sciences	6	0	68	0	10	84	+54
Vet Med and Biomedical Sciences	0	1	1	0	1	3	+3
Total	7	8	114	0	16	145	-2
<i>Change from 2019-20</i>	<i>+2</i>	<i>-13</i>	<i>+86</i>	<i>-52</i>	<i>-25</i>	<i>-2</i>	

'Credit Not Allowed Statement' category: Added CNA statements to affected courses when UCC approved adding statement to corresponding course.

'Course Deactivation' category: Removed deactivated courses from program requirements (8 program updates processed for 6 course deactivations).

'Course # or Subject Code Change' category: Updated course number or subject code in 73 programs and 41 courses from 15 Course and Miscellaneous Request proposals.

'Updates/Corrections' category: Administratively updated/corrected programs and courses for course credit changes, course repeatability statements, withdrawn/reversed proposals, effective terms, titles, prerequisite/registration information, etc.

7) Other Business:

- Approved Curriculum Deadlines for 2021-2022 for actions effective Spring 2022-Fall 2023 (5/7/2021)
- Brad Goetz was approved as the 2021-2022 UCC Chair.

8) Attendance:

UCC Representatives	Present	Substitute/Excused
Brad Goetz, Agricultural Sciences (<i>Chair</i>)	29	0
Don Samelson, Business (FA20)	14	1
Ralph Switzer, Business (SP21)	14	0
Brad Reisfeld, Engineering	29	0
Ruoh-Nan 'Terry' Yan, Health and Human Sciences	29	0
Diane Margolf, Liberal Arts (FA20)	15	0
Lynn Kwiatkowski/Michael Hogan (SP21)	14	0
Sally Sutton, Natural Resources	29	0
Martin Gelfand, Natural Sciences	29	0
Doreene Hyatt, Veterinary Medicine and Biomedical Sciences	29	0
Beth Oehlerts, University Libraries	29	0
Chris Whitehead, Graduate Representative (FA20)	15	0
Azlan Munir, Graduate Representative (SP21)	5	9
Mitchell Ballew/Sydney Budke/Tara Davis, Undergraduate Representatives	15	14
Kelly Long, Vice Provost for Undergraduate Affairs (<i>ex officio, non-voting</i>)	28	1
Administrative Support and Regular Guests	Present	Substitute/Excused
Shelly Ellerby, Curriculum Liaison Specialist	28	1
Susan Horan, Curriculum and Catalog Assistant	28	1
Office of the Registrar Guests	28	1
Division of Continuing Education (CSU Online) Guests	29	0

9) Meeting dates and minutes:

The UCC held scheduled meetings on the dates below and acted on items, as reflected in the minutes (<https://curriculum.colostate.edu/ucc-agendas-minutes/archives-agendas-minutes/>).

[August 28, 2020](#)
[September 4, 2020](#)
[September 11, 2020](#)
[September 18, 2020](#)
[September 25, 2020](#)
[October 2, 2020](#)
[October 9, 2020](#)
[October 16, 2020](#)
[October 23, 2020](#)
[October 30, 2020](#)

[November 6, 2020](#)
[November 13, 2020](#)
[November 20, 2020](#)
[December 4, 2020](#)
[December 11, 2020](#)
[January 22, 2021](#)
[January 29, 2021](#)
[February 5, 2021](#)
[February 12, 2021](#)
[February 19, 2021](#)

[February 26, 2021](#)
[March 5, 2021](#)
[March 12, 2021](#)
[March 19, 2021](#)
[March 26, 2021](#)
[April 2, 2021](#)
[April 23, 2021](#)
[April 30, 2021](#)
[May, 7, 2021](#)

UNIVERSITY BENEFITS COMMITTEE
Annual Report - for August 1, 2020 to - May 31, 2021

Members

Faculty

Baer, Helen, Secretary
 Elder, John
 Henry, Kimberly
 Senior, Bolivar, Chair

Administrative Professional

Buchan, Tonya
 Dorich, Chris
 Meine, Janet
 Torrez, Trish, Vice Chair

Retired Faculty

Anderson, Oren

Ex-Officio

Abraham, Jim – Vice-chair, CPC
 Douras, Catherine– Chair, APC
 Doe, Sue – Chair, Faculty Council
 Suhr, Teri – HR Chief Total Rewards Officer

Meeting dates

Meetings were held on the 2nd Thursday of the month. Due to the pandemic, all meetings were held online in the following dates:

1. 08-13-20
2. 09-10-20
3. 10-08-20
4. 11-12-20
5. 12-10-20
6. 02-11-21
7. 03-11-21
8. 04 - canceled
9. 05-06-21

Topics discussed and issues addressed

The Committee addressed its normal operating issues during the past year, including officer elections approval of meeting minutes and member replacements. Additional issues of interest were:

- The Committee formally supported an intermediate increase level of 9.0% for medical insurance rates applicable to all plans, based on the information provided by Human Resources.
- The content, format and hosting alternatives for the Committee's website were discussed, with a preliminary determination of simplifying the current version and using a Committee sponsor such as

the Faculty Council or APC to reduce implementation and maintenance costs. The website is currently offline.

- Reopening PERA membership to all employees was discussed several times. Legal constraints at the state level make difficult this possibility.
- Extending the Umbrella Rx benefit to employees on the DCP retirement track was endorsed by the committee. Umbrella Rx subsidizes the cost of prescription drugs for PERA retirees under certain conditions. Further endorsement for this course of action will be sought from the Faculty Council, the Classified personnel Council and the Administrative Personnel Council.
- The Committee will also seek support from its sponsor councils to submit a new version of the Committee's request of 2016 to modify the Retiree Healthcare Subsidy Benefit. The new version will maintain the main objective of extending some or all the subsidy currently available to PERA retirees to DCP retirees, and fixing the subsidy level scheme for some PERA retirees.

Prepared by B. Senior, Chair

**Board of Governors – Faculty Representative CSU-Fort Collins
Report to Faculty Council
1 September 2021**

Respectfully submitted by Dr. Melinda Smith

Board of Governors (BOG) Meeting – June 10-11, 2021; Location: Denver, CO

BOG June meeting consisted of a Board Retreat on the first day and the Board Meeting on the second day.

Retreat Summary

The Retreat began with an overview by Chancellor Frank of the BOG areas of strategic priority to set the stage for reports by Chief Academic Officer Miranda on the Student Success and Rural Initiatives (also discussed during the February BOG Retreat). The Board approved investment in both the Student Success and Rural strategic priorities. In addition, there was a presentation by President McConnell on the Courageous Strategic Transformation (CST) Plan. See details below.

CST Plan overview – President McConnell

The planning process started in Fall 2019 with a Fall Forum in Estes Park. The leadership team consists of 60 people, and the CST plan is based on a co-creation framework. Since that initial meeting there have been 70+ meetings as of June 2020. Why transform? The main motivation is the recognition of an ‘academic demographic cliff’ occurring in 2026 and the need to plan strategically for the reduction in admissions that are foreseen to result when this ‘cliff’ is surpassed. The CST pillars include learning, research and engagement, with increasing student retention (1% per year) and research expenditures (\$500M by 2026) as major benchmarks of success. The President will provide another report on the CST Plan at the August BOG Meeting.

Board Meeting Summary

The Board Meeting included a report from Chancellor Frank (see attached), a state budget update (7.3% increase in state funding) and an overview of FY 2022 Campus Budget Scenarios, and reports from the Academic and Student Affairs Committee and Real Estate/Facilities Committee.

Actions taken:

1. Adoption of FY 2021-2022 E&G Incremental Budget and Related items
Highlights: 3% tuition increase, 3% increase in GTA/GRA stipend, 3% faculty salary increase starting Jan 1, 2022
2. Approval of 2 Year Cash Funded Capital Construction List
Highlight: Clark Hall renovation on top of list
3. Approval of CSU Daily Parking Permit Discount for FY 2022
Highlights: Employees can get discount with bulk purchase (up to 50) of daily parking permits, sunset set for Apr 1
4. Approval of acquisition of 16 shares of North Poudre Irrigation Company for CSU
5. Approval of Consent Agenda: CSU Faculty Manual Change: Section E.15 Disciplinary Action for Tenured Faculty

Board of Governors (BOG) Meeting – August 4-6, 2021; Location: CSU Global, Denver, CO

The first day of the 3-day BOG meeting started with an optional tour of the Spur Campus and a report of the Evaluation Committee restricted to voting BOG members. The second day started with a continuation of the Evaluation Committee with only voting BOG members present, with the afternoon devoted to reports from Chancellor Frank, CSU-Fort Collins, CSU-Pueblo, CSU-Global, as well as the Annual

Athletics Reports from each campus. The third day of the meeting was devoted to reports and actions by the Audit and Finance, Academic and Student Affairs, and Real Estate/Facilities Committees. See highlights of some of these reports below.

Chancellor Report – Highlights: The Spur Campus construction is on-schedule and on-budget, with the opening of the campus planned for Jan 2022. Michelle Kelly has been hired as general manager of Spur.

CSU-Fort Collins Reports

Faculty Report – In my report, I emphasized two topics: 1) concerns raised by faculty in a petition that included 200+ signatures that CSU consider requiring vaccines prior to FDA approval, need for valid documentation, mandate bi-weekly testing, and mandating the use of masks of campus, and 2) the need for continued consideration of CSU Graduate Workers Organizing Cooperative (GWOC) request for living wages and the end of prohibitive fees (see petition with >900 signatures). I further reported that FC is working on a formal endorsement of the GWO petition. I also suggested that BOG consider Graduate Student Compensation and Success as a new area of strategic priority. Board member Armando Valdez requested additional information about what such an initiative would look like and suggested this information could be presented at the next Board meeting.

President's Report – President McConnell reported that the Courageous Strategic Transformation Plan would be completed by Dec 31, 2021 and the presentation of the final plan would be given at the Feb 2022 BOG meeting.

Actions Taken:

1. Approval of Institutional Plan for Student Fees: CSU and CSU Pueblo
2. Approval of the Revised Asset Allocation of the Operating Portfolio Investment Policy Statement
3. Approval of the 22nd Supplemental Resolution series 2021C Refunding
4. Approval of the Consent Agenda

CSU Highlights: New Degree: Graduate Certificate Substance Use Disorder Identification and Treatment; Faculty Manual – Section C.2.1.9.3 Membership and Organization; Approval of Degree Candidates; Program Review Schedule AY 21-22.

Next BOG Meeting Sept 28-29, 2021, CSU Fort Collins

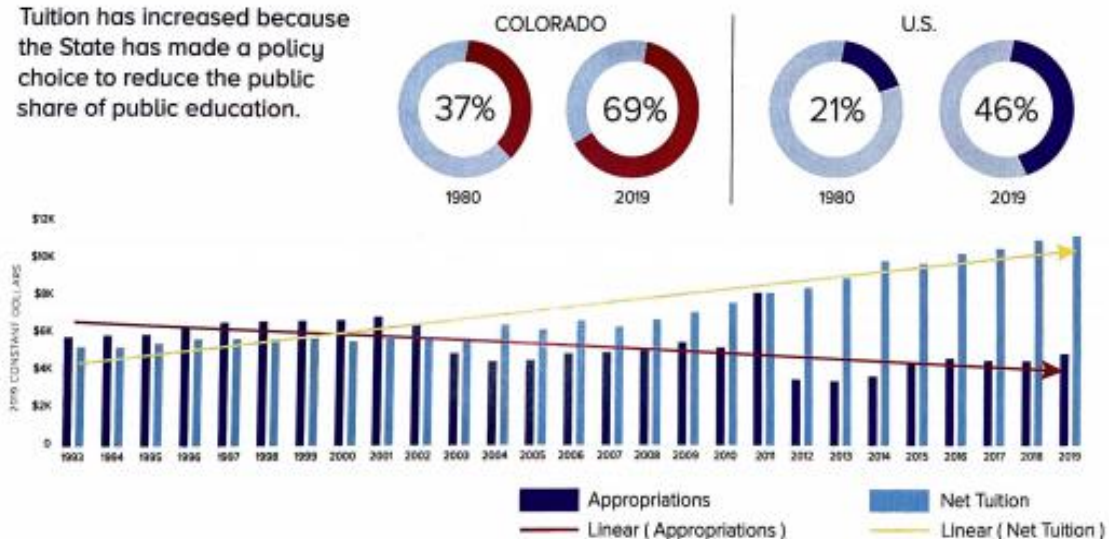


STUDENT DEBT IS NOT THE PROBLEM

- Public higher education enrolls a majority of students, yet has a minority of the debt
- Colorado is a moderate tuition state in the national marketplace
- Nearly half of public higher education students graduate debt free
- Those who do have debt carry an average of \$25,921 at graduation
- This has increased by an average of by 2.2X over the lifetimes of today's students
- During this time, the average wage of a college graduate has increased by 2.5X and the price of a home has increased by 2.4X
- But the public perception of debt is a real issue

HOW AS THE STUDENT'S SHARE OF THE COST CHANGED OVER TIME?

Tuition has increased because the State has made a policy choice to reduce the public share of public education.



Colorado produces degrees and credentials with fewer taxpayer dollars than any other state, making it the most efficient higher education system in the nation. The taxes on the higher incomes of Colorado graduates repay the state's investment in under 4 years.

BOTTOM LINE

We can drive more equitable outcomes by improving:

- Access (through strategic, coordinated messaging)
- Success (investing in and scaling those strategies proven to work)
- Innovative pathways for those who don't want to go to college



THE EQUITY CHALLENGE FOR HIGHER EDUCATION

Colorado higher education is successful and efficient, but if we want improved outcomes, we need to invest in student success.



CURRENT OUTCOMES ARE NOT EQUITABLE

Equity Gaps = statistically significant performance in access/success metrics between at-risk populations and non-at-risk populations. Students may be considered at risk because they are academically under-prepared, financially stressed, underrepresented/minoritized, first generation, rural, or of a gender that is underrepresented in a discipline.

OF ALL CHILDREN BORN IN COLORADO IN 1997

- 33% graduated from college
- 24% attended college but failed to graduate
- 6% may have been college prepared but did not attend



OF THE HISPANIC CHILDREN BORN IN COLORADO IN 1997

- 18% graduated from college
- 25% attended college but failed to graduate
- 24% may have been college prepared but did not attend



OF THE BLACK CHILDREN BORN IN COLORADO IN 1997

- 17% graduated from college
- 34% attended college but failed to graduate
- 18% may have been college prepared but did not attend



OF THE NATIVE AMERICAN CHILDREN BORN IN COLORADO IN 1997

- 14% graduated from college
- 26% attended college but failed to graduate
- 21% may have been college prepared but did not attend



WE CAN DO BETTER

We know how to close equity gaps and improve persistence and graduation rates; those activities are scalable, but require increased funding for higher education.

Rectangular Snip

Reimagining the University's Employee Retirement Plans

Joseph A. DiVerdi, PhD, MBA
Chair, Retirement Plan Review Committee
Colorado State University
Fort Collins, Colorado USA

Historical Beginnings

ExComm Faculty Council
CSU 31 Aug 2021

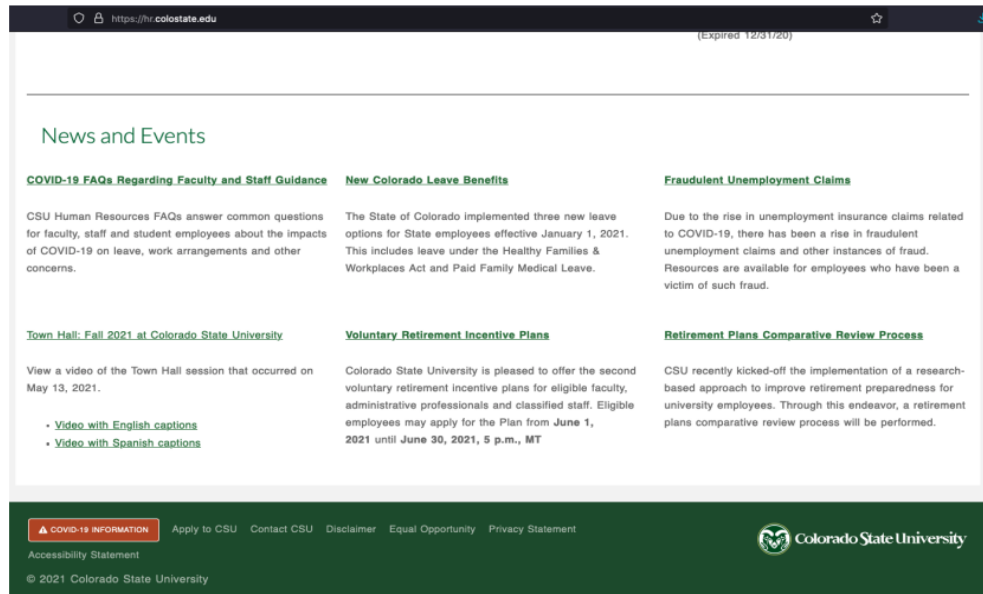
CSU recently kicked-off the implementation of a research-based approach to improve retirement preparedness for university employees. Through this endeavor, a retirement plans comparative review process will be performed.

Through this project effort Human Resources wishes to modernize the university's retirement plan offerings, while increasing participant focus on education with best-in-class investment options and stellar recordkeeper(s) arrangements at competitive costs.

From the CSU HR website

Information on HR Web Site

ExComm Faculty Council
CSU 31 Aug 2021



Committee Membership

ExComm Faculty Council
CSU 31 Aug 2021

Project Committee:

- **Chair: Joseph DiVerdi**, Non-Tenure Track Faculty Committee Member
Associate Professor, Chemistry, College of Natural Sciences
- **Sue Doe**, Faculty Council Chair
Professor, English, College of Liberal Arts
- **Catherine Douras**, Admin Pro Council Chair
Senior Research Administrator, Office of Sponsored Programs
- **Bolivar Senior**, University Benefits Committee Chair, Associate Professor
Construction Management, College of Health & Human Science
- **Lacey Snyder**, Higher Ed ORP Review Committee Member
Administrative Professional, Associate University Controller

Advisory Members:

CSU Human Resources

- **Robyn Fergus**, Executive Director & CHRO
- **Bill Lilley**, Special Assistant to CHRO & Retired HR Director
- **Teri Suhr**, Chief Total Rewards Officer

Innovest Portfolio Solutions

- **Wendy Dominguez**, Principal, President, & Co-Founder
- **Gordon Tewell**, Principal
- **Troy Jensen**, Vice-President

Guiding Light & Question

ExComm Faculty Council
CSU 31 Aug 2021

Our Committee's guiding question throughout this process has been:

What culture, processes, structures, and documents will provide the best framework for successful achievement of the University's Retirement Plan mission in the coming years and match the reality of the way in which modern organizations operate in this space?

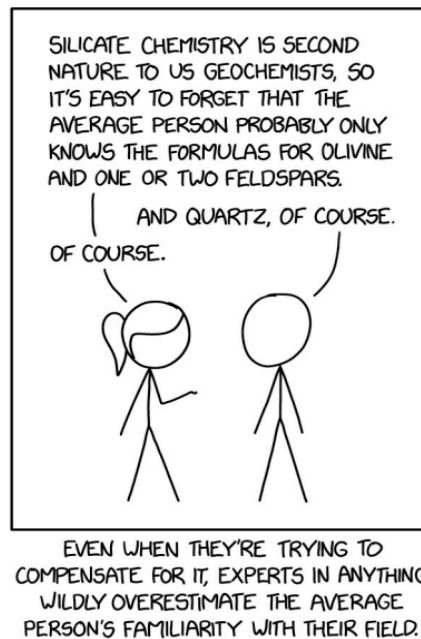
Aspirational Goals

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- A modern, best-in-class lineup of investment choices
 - Simplified investment choices to:
 - Make it easy for early (career) starts to retirement investing
 - Rich pallet of investments to match personal choices
 - Opportunities for sophisticated investors to fulfill their ambitions
 - Lower fees to maximize investment returns
 - Rationalize disparate employee category characteristics
 - Staff, faculty and students
 - Increased education resources and guidance to assist participants
-

This has not been easy work

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CSU 31 Aug 2021



Fundamentals

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- CSU's 401(a) plan, also known as the Optional Retirement Plan or better known as the Defined Contribution Plan (DCP) for faculty and non-classified staff.
- The university contributes 12% to those employees who are match eligible and employees are required to contribute 8% in lieu of Social Security.
- The 403(b) plan is a voluntary savings plan sponsored by the university and the same recordkeepers are available for both the DCP and 403(b).
- The Student Employee Retirement Plan (SERP) will also be part of this project review process.

Present Situation

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- An extensive researched based review project has not been completed in over two decades, which is when the last formal procurement process selected Fidelity Investments, TIAA and AIG (formerly known as VALIC).
- The national (personal) retirement landscape has changed over time along with (personal) investment options, strategies and even fashions.
- With the assistance of Innovest Portfolio Solutions, Inc. the project committee can fully review all aspects of plan compliance and administration to assure our employees of adequacy of plan choice, plan performance, recordkeeper(s), education and competitive fee arrangements.

Present Situation (con't)

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CSU 31 Aug 2021

- CSU's 401(a) plan, also known as the Optional Retirement Plan, also known as the Defined Contribution Plan (DCP) for faculty and non-classified staff.
 - Employees are required to contribute 8% in lieu of participation in the federal Social Security program.
 - The University contributes 12% to those employees who are "match eligible."
- CSU's 403(b) plan is a voluntary savings plan and using the same recordkeepers and funds as in the DCP.
- The SERP (Student Employee Retirement Plan) is maintained for students employed by the university and is also part of this project review process.

Timeline

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CSU 31 Aug 2021

Project Timeline

Phase II (beginning May 22, 2020): Retirement Vendor Search/Request for Qualifications (RFQ) Services (beginning May 2020)

Under Committee Review:

- Employee retirement survey feedback results (beginning December 2020)
- RFQ record-keeper responses (beginning January 2021)

Phase III: Conversion Coordination – Investment Selection – Recordkeeper(s) Selection

Phase I (completed May 22, 2020): Benchmarking & Strategic Planning

The timeline has been stretched out because of factors created by the COVID pandemic.

The current projection for the submission of a Committee recommendation to the University VP of Operations is mid-fall semester.

Current Plan in Brief

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CSU 31 Aug 2021

Current

AIG, Fidelity, and TIAA as multiple recordkeepers

- There is no master administrator
- The DCP investment menu offers 359 investment options across the three recordkeepers
- The 403(b) Plan investment menu offers 380 investment options across the three recordkeepers
- The investment are proprietary with AIG recordkeeping offering AIG/VALIC investments, Fidelity recordkeeping offering Fidelity investments and TIAA recordkeeping offering TIAA/TIAA-CREF investment options

Total Costs for recordkeeping:	\$2,979,935
– DCP:	\$2,050,055
– 403(b):	\$892,365
– SERP participant:	\$37,515

Fund Participation by Vendor

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TIAA				
# Active or with Balance - DCP	6,308			
# Active or with Balance - (4233)	1,007			
Total	7,315			
Total # of Investment Funds	14	\$934,368,000		
INVESTMENT FUNDS	# Holdings	Total value in \$Bn	% Holdings	% Total value in \$Bn
TIAA TIAA TOTAL	2713	\$171,217,000	87%	18%
CRF STOCK RS	2166	\$157,870,000	30%	17%
TIAA REAL ESTATE	2149	\$41,340,000	20%	5%
CRF MONEY MARKET RS	1857	\$39,134,000	23%	4%
CRF GLOBAL EQUITIES RS	1682	\$67,774,000	23%	7%
CRF BOND MARKET RS	1182	\$11,587,000	18%	3%
CRF GROWTH RS	1166	\$64,903,000	18%	7%
TIAA-CREF-CD-MAX-CAP-GR-PREM	1005	\$22,622,000	15%	2%
TIAA-CREF-INTL-EQ-PREM	1068	\$22,534,000	15%	2%
TIAA-CREF-MID-CAP-VAL-PREM	1014	\$16,050,000	14%	2%
CRF EQUITY INDEX RS	991	\$50,236,000	14%	5%
CRF INFLATION-LINKED BOND RS	980	\$17,365,000	13%	2%
TIAA-CREF-EURO-MKT-INTL-PREM	909	\$13,780,000	12%	1%
TIAA-CREF-LO-CAP-VAL-PREM	905	\$18,753,000	12%	2%
CRF SOCIAL CHOICE RS	884	\$40,643,000	12%	4%
TIAA-CREF-SOCIAL-CH-EQ-PREM	658	\$18,462,000	9%	2%
TIAA-CREF-CORE-BND-INTL-PREM	659	\$16,120,000	8%	2%
TIAA-CREF-LIFECYCLE-2005-PREM	404	\$16,381,000	7%	2%
TIAA-CREF-LIFECYCLE-2045-PREM	405	\$19,478,000	6%	2%
TIAA-CREF-EMERGING-MKT-EQ-PREM	417	\$4,461,000	6%	0%
TIAA-CREF-LIFECYCLE-2005-PREM	404	\$8,741,000	6%	1%
TIAA-CREF-LIFECYCLE-2045-PREM	344	\$18,735,000	5%	2%
TIAA-CREF-MID-CAP-GR-PREM	326	\$6,189,000	4%	1%
TIAA-CREF-LIFECYCLE-2025-PREM	244	\$16,776,000	3%	2%
TIAA-CREF-LIFECYCLE-2040-PREM	164	\$8,140,000	2%	1%
TIAA-CREF-LIFECYCLE-2060-PREM	105	\$1,867,000	2%	0%
TIAA-CREF-LIFECYCLE-2035-PREM	148	\$6,585,000	2%	1%
TIAA-CREF-LIFECYCLE-2020-PREM	327	\$6,240,000	1%	1%
TIAA-CREF-LIFECYCLE-2015-PREM	63	\$2,766,000	1%	0%
TIAA-CREF-LIFECYCLE-2010-PREM	45	\$782,000	1%	0%
TIAA-CREF-VC-EQ-STARTING-PREM	34	\$1,095,000	0%	0%
LOAN FUND	32	\$729,000	0%	0%
PUNJ LLOYD DEFAULT FUND	30	\$789,000	0%	0%
SELF-DIRECTED ACCOUNT	3	\$24,000	0%	0%

FIDELITY				
# Active or with Balance - DCP	5,316			
# Active or with Balance - (4233)	753			
Total	6,070			
Total # of Investment Funds	154	\$862,358,000		
INVESTMENT FUNDS	# Holdings	Total value in \$Bn	% Holdings	% Total value in \$Bn
FIDELITY FIDELITY MARKET	1482	\$10,954,000	24%	3%
2090-FID-GROWTH-CD-E	998	\$53,839,000	16%	8%
2099-FID-DIVERS-ES	704	\$11,370,000	12%	2%
3025-FID-FREEDOM-2050-E	697	\$20,711,000	11%	3%
2128-FID-100-INDEX	628	\$32,393,000	10%	5%
3028-FID-FREEDOM-2045-E	608	\$26,154,000	10%	4%
3030-FID-FREEDOM-2035-E	546	\$12,728,000	10%	2%
2080-FID-CONTRACT-ND-E	543	\$47,488,000	9%	7%
0330-FID-INTL-CAP-APPRC	520	\$2,857,000	9%	0%
0332-FID-INTL-MARKETS-INC	518	\$1,386,000	9%	0%
2098-FID-DTC-E	509	\$12,511,000	8%	2%
0455-FID-HIGH-INCOME	505	\$2,603,000	8%	0%
3022-FID-DNMR	494	\$4,439,000	8%	1%
2088-FID-GROWTH-B-IND-E	488	\$9,274,000	8%	1%
2084-FID-EMERGING-MKT-E	486	\$5,585,000	8%	1%
2097-FID-MID-CAP-STOCK-E	485	\$5,379,000	8%	1%
2060-FID-INDUS-CAP-STOCK-E	484	\$4,775,000	8%	1%
2208-FID-CORPORATE-BOND	481	\$2,884,000	8%	0%
2189-FID-TOTAL-EMERG-MKTS	479	\$1,645,000	8%	0%
2350-FID-REAL-ESTATE-DS	472	\$1,151,000	8%	0%
2086-FID-EQ-INTL-INCOME-E	471	\$2,567,000	8%	0%
0830-FID-REAL-ESTATE-INC	463	\$6,451,000	8%	0%
2941-FID-US-SUBT-IND-E	429	\$3,688,000	7%	1%
2027-FID-FREEDOM-2040-E	419	\$21,376,000	7%	3%
2088-FID-FUND-E	403	\$1,685,000	7%	0%
2438-FID-INTL-PB-BD-CD-E	394	\$2,772,000	6%	0%
2102-FID-VALUE-E	388	\$1,394,000	6%	0%
2085-FID-EQUITY-INCOME-E	347	\$8,236,000	6%	1%
2088-FID-INTL-SUBT-IND-E	333	\$6,695,000	5%	0%
2078-FID-BLUE-CHIP-GR-E	333	\$25,025,000	5%	4%
3026-FID-FREEDOM-2035-E	318	\$14,518,000	5%	2%
GCIO-METURE-FIXED-OLD	309	\$7,906,000	5%	1%
2375-FID-INTL-GROWTH	295	\$1,864,000	5%	0%
0032-FID-INTERMED-BOND	277	\$3,113,000	5%	0%
3031-FID-FREEDOM-2050-E	274	\$3,603,000	5%	1%
2077-FID-BALANCED-E	271	\$21,146,000	4%	3%
3025-FID-FREEDOM-2030-E	263	\$18,092,000	4%	3%
2136-FID-VC-BOND-IND-E	257	\$7,351,000	4%	1%
3034-FID-FREEDOM-2025-E	229	\$14,091,000	4%	2%
2026-FID-TOTAL-BOND	209	\$10,801,000	3%	2%
2096-FID-MARKET-LANE-E	209	\$15,777,000	3%	2%
0026-FID-INVT-GR-BD	191	\$4,100,000	3%	1%
0344-FID-MID-CAP-DISCOVERY	157	\$3,664,000	3%	1%
2363-FID-TOTAL-MKT-IND	155	\$11,728,000	3%	2%
0040-FID-TOT-BUSINESS	153	\$5,538,000	3%	1%

AIG				
# Active or with Balance - DCP	1,668			
# Active or with Balance - (4233)	1,168			
Total	2,836			
Total # of Investment Funds	159	\$393,184,000		
INVESTMENT FUNDS	# Holdings	Total value in \$Bn	% Holdings	% Total value in \$Bn
FIXED ACCOUNT FUND	961	\$64,277,000	34%	21%
STOCK INDEX FUND	535	\$11,854,000	19%	3%
SHORT TERM FIXED ACCOUNT	527	\$11,428,000	19%	4%
MID CAP INDEX FUND	509	\$10,675,000	18%	4%
FIXED INTEREST OPTION	384	\$15,823,000	14%	5%
VANGUARD WINDSOR II	351	\$4,181,000	13%	1%
VANGUARD WELLINGTON	337	\$7,842,000	12%	3%
VC MID-CAP INDEX	336	\$6,106,000	12%	2%
VC INTERNATIONAL EQUITIES	292	\$8,199,000	10%	3%
VC SYSTEMATIC CORE	288	\$1,657,000	10%	1%
INTERNATL EQUITIES INDEX FUND	265	\$1,863,000	9%	1%
SMALL CAP INDEX FUND	254	\$3,180,000	9%	1%
MID-CAP VALUE FUND	254	\$2,103,000	9%	1%
VC GOVERNMENT MONEY MARKET I	253	\$4,545,000	9%	1%
VANGUARD WINDSOR II	251	\$1,893,000	9%	1%
INTL OPPORTUNITIES	251	\$1,562,000	9%	0%
VC GLOBAL REAL ESTATE	244	\$1,456,000	9%	1%
SCIENCE & TECHNOLOGY FUND	240	\$5,781,000	9%	2%
VC EMERGING ECONOMIES	239	\$2,322,000	8%	1%
EMERGING ECONOMIES	227	\$912,000	8%	0%
VC INTL GROWTH	222	\$2,033,000	8%	1%
VC CORE BOND	215	\$6,376,000	8%	3%
US SOCIALLY RESPONSIBLE FUND	207	\$2,039,000	7%	1%
SMALL-CAP VALUE FUND	205	\$642,000	7%	0%
INTERNATIONAL VALUE FUND	193	\$1,300,000	7%	0%
VC STOCK INDEX	182	\$9,825,000	7%	2%
DIVERSIFIED VALUE	180	\$1,036,000	7%	0%
STRATEGIC BOND FUND	175	\$2,823,000	6%	1%
VC HIGH-YIELD BOND	175	\$1,851,000	6%	1%
VC SMALL-CAP GROWTH	173	\$1,711,000	6%	1%
HIGH-YIELD BOND FUND	171	\$1,051,000	6%	0%
VC CAPITAL CONSERVATION	170	\$10,561,000	6%	3%
BLUE CHIP GROWTH FUND	168	\$1,798,000	6%	1%
CORE BOND FUND	161	\$2,896,000	6%	1%
INFLATION PROTECTED FUND	161	\$1,254,000	6%	0%
GLOBAL REAL ESTATE FUND	161	\$278,000	6%	0%
GROWTH FUND	156	\$1,108,000	6%	1%
INVESTORIAL RISK COMMAND STRS	156	\$143,000	6%	0%
VANGUARD WELLINGTON FUND INC	151	\$5,851,000	5%	2%
AMEL APPRECIATION	143	\$878,000	5%	0%
LOAN COLLATERAL FUND	131	\$1,682,000	5%	1%
LOAN RESERVE FUND	131	\$36,000	5%	0%
HEALTH SCIENCES FUND	130	\$1,105,000	5%	1%
INTERNATIONAL GROWTH FUND	127	\$2,411,000	5%	1%
VC MID-CAP VALUE	123	\$770,000	4%	0%

Employee Survey is Significant

ExComm Faculty Council
CSU 31 Aug 2021

CSU Survey - What We Learned

Survey ran on 1-23 oct 2020

Summary

Employees expressed that they feel that they would benefit from better education around the options available to them for retirement plan savings, including CSU plans, PERA, and Social Security. They value low-cost investments and operational efficiency, but also believe that the greatest need and feature for improving their retirement readiness is (personal) expert guidance. Fidelity is used and referenced by the largest number of participants, while AIG is a distant third.

- Total Responses = 1,361
- Participating in DCP = 994 (73%)
- Employment Status:
 - Admin. Professional or Post-Doctoral Fellow = 56%;
 - State Classified = 18%;
 - Tenured/Tenure Track Faculty = 15%;
 - Non-Tenure Track Faculty = 7%

Employee Survey

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CSU 31 Aug 2021

Comment Analysis

Question 4: If you selected AIG, Fidelity or TIAA in question #3, please describe what makes them your preferred selection?

Category	Count	Percent	For Instance
No Clear Reason	207	23.10%	Random, Only Option, Don't Remember
Prior Experience with Provider	268	29.91%	Prior Employer Used Them, Convenient, Have Other Account There
Recommended by Others	65	7.25%	Advisor Recommended, Co-workers Recommended
Provider Name / Reputation	116	12.95%	History, Name Recognition, Reputation, Heard they were XYZ
Product/Service (i.e. Fund Selection, Fees, Meetings)	240	26.79%	Investment Options, Fees, Website, Service Personnel
Total	896	100.00%	

We received 831 answers to this question, some of which touch on multiple topics. Two main factors are previous personal/household experience with the vendor and specific, active assessment of the choices. Among the latter, common drivers were feeling of better investment options, lower fees, a better online experience, or better service/people.

Question 6: If you currently do not contribute to the CSU 403(b) plan or Voluntary PERA Plans, why not?

Category	Count	Percent	For Instance
No Clear Reason	10	8.26%	
Choose to Save in Other Ways Instead	63	52.07%	Contribute to IRA;
Lack of Time/Opportunity to Sign Up	4	3.31%	It takes too much time/effort to figure out;
Lack of Understanding About the Provider or Investment Options	5	4.13%	
Lack of Extra Money to Invest Supplemental Plan Currently	5	4.13%	
Lack of Awareness About the Plans or Eligibility	16	13.22%	Did not think I was eligible; Lack of advertising
Do Not Want To Contribute to Plan(s)	18	14.88%	Not interested; No match; It's on my To-Do List
Total	121	100.00%	

We received 121 comments from the 23.6% of responses that chose "Other". A little over half of the comments mention choosing to save for retirement in other ways or accounts. About 25% are additive to some of the other options provided, such as lack of awareness about options or eligibility or lack of time or money. About 15% stated they do not wish to contribute.

Question 16: What would help you better plan and prepare for retirement?

Category	Count	Percent	For Instance
All of the Above	3	3.09%	
Better Communication/Education/Service	25	25.77%	Help understanding options; More access to knowledgeable reps/advisers; Info in plain english
A -- Access to individual financial advice (11)			
B -- Access to presentations on preparing to retire (2)			
C -- Online retirement and financial planning tools and education (4)			
D -- Easy plan enrollment process (3)			
Better and/or More Investment Options	15	15.46%	Lower Expense Ratios; Target Date Funds; SRI
Better Plan Features or Access to Other Plans	12	12.37%	Alternatives to PERA; Access to PERA; Match; Soc. Sec./Fixed Benefits;
More Money and/or Time	18	18.56%	Higher pay/median income; Finding time to deal with it; Less debt; Lower health ins. costs
Nothing	24	24.74%	
Total	97	100%	

We received 97 comments from the 8% of responses that chose "Other". About 25% of those add to responses supporting better or additional communication, education, and service. Responses also touched on desired changes to investment options (selection/cost), access to other plans or features (PERA or Matching), or simply needing more time and/or money.

Employee Survey

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Question 20: What are your top 3 questions or concerns about retirement planning?

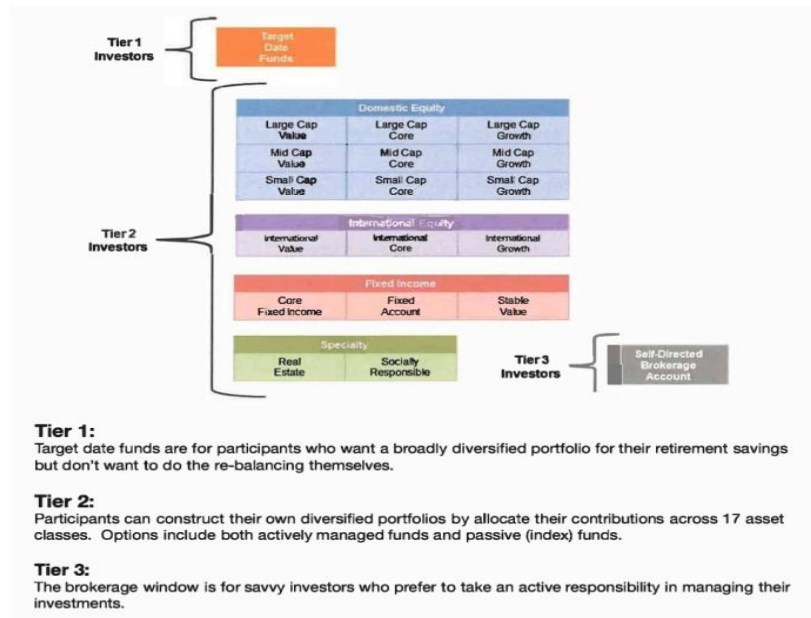
Category	Count	Percent	For Instance
What Action to Take	246	12.66%	Where do I start? What should I be doing at age xx?
Having "Enough" to Retire	514	26.45%	Will I have enough?
Investment Allocation	290	14.93%	Am I investing in the right funds? Am I diversified enough? Too risky? Not aggressive enough?
Investment Options	65	3.35%	Low cost investment options; Investing in sustainable or ethical companies
Plan Options and Features	402	20.69%	Plan options; Distribution options; Tax implications; PERA;
Social Security	80	4.12%	How does this impact Social Security? Why can't I contribute to Social Security?
Current Income / Expenses	31	1.60%	Don't have enough income; Paying off debt; Saving for kid's college
Health / Healthcare	175	9.01%	Healthcare costs in retirement; Medicare; Health insurance options
Economic or Global Topics	74	3.81%	Uncertain future; inflation; market volatility/crash; pandemic; Trump
Other/Unclear	66	3.40%	
Total	1943	100.00%	

We received approximately 2,000 total comments and questions in the three parts of Question #20. The greatest level of concern focused on 1) having enough to retire (when you want, how you want, or at all), 2) understanding the retirement plan options and key details/rules/benefits of each vehicle, and 3) how to plan and invest for retirement, including getting started and proper investment allocation.

Question 24: Do you have any additional comments you would like to share with the Retirement Plans Review Committee?

Example Pallet of Investments

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