

PLEASE NOTE: Members, in the Microsoft Teams environment, should indicate their wish to speak by using the “raise hand” feature. Guests should contact the Faculty Council Office by email prior to the meeting to discuss any contributions they have.

PLEASE NOTE: Members planning to introduce amendments are requested to provide copies to the Faculty Council Office, 315 Administration or by email, at least 24 hours before this meeting.

**AGENDA
Faculty Council Meeting
March 1, 2022 – 4:00pm – Microsoft Teams**

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – March 1, 2022

A. PRESIDENT’S REPORT – President Joyce McConnell

B. ANNOUNCEMENTS

- a. Next Faculty Council Meeting – April 5, 2022 – Microsoft Teams – 4:00pm
- b. Harry Rosenberg Award
 - 1. Nominations are due to Andrew Norton by **March 24th, 2022**. Information can be found on the Faculty Council website: [Harry Rosenberg Award | Faculty Council | Colorado State University \(colostate.edu\)](https://www.colostate.edu/faculty-council/harry-rosenberg-award).

C. MINUTES TO BE APPROVED

- a. Faculty Council Meeting – February 1, 2022 (pp. 3-21)

D. UNFINISHED BUSINESS

E. CONSENT AGENDA

- 1. UCC Minutes – January 21 & 28, February 4 & 11, 2022 (pp. 22-34)

F. ACTION ITEMS

- 1. Election – Faculty Council Chair – Committee on Faculty Governance – Leo Vijayasarathy, CoFG Representative
 - a. Candidate Statement – Chair Doe (pp. 35-36)
- 2. Election – Faculty Council Vice Chair – Committee on Faculty Governance – Leo Vijayasarathy, CoFG Representative

- a. Candidate Statement – Steven Reising (pp. 37-38)
- 3. Election – Faculty Council Board of Governors Representative – Leo Vijayasathy, CoFG Representative
 - a. Candidate Statement – Andrew Norton (p. 39)
- 4. 2022 CIOU Biennial Reviews – Committee on University Programs – Jose Luis Suarez-Garcia, Chair (pp. 40-43)
- 5. CIOU Proposal recommendations – Committee on University Programs – Jose Luis Suarez-Garcia, Chair (p. 44)
- 6. Proposed Revisions to Section E.5.3 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Marie Legare, Chair (pp. 45-46)
- 7. Proposed Revisions to Section E.12.1 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Marie Legare, Chair (pp. 47-50)
- 8. Motion Regarding Repeat/Delete Policy – Committee on Teaching and Learning – Shawn Archibeque, Chair (p. 51)
- 9. Motion Regarding Student Course Survey – Committee on Teaching and Learning – Shawn Archibeque, Chair (p. 52)

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

H. REPORTS TO BE RECEIVED

- 1. Faculty Council Chair Report – Sue Doe
- 2. Board of Governors Report – Melinda Smith

I. DISCUSSION

- 1. Extension Proposal – Vice President for Extension Blake Naughton (pp. 53-56)

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
February 1, 2022 – 4:00pm – Microsoft Teams

CALL TO ORDER

Chair Sue Doe called the meeting to order at 4:01 p.m.

Chair Doe: Welcomed members to first Faculty Council meeting of the spring semester. Reminded members of protocols in the Microsoft Teams environment.

Chair Doe: Asked if there were any objections to slightly changing the agenda. Provost Mary Pedersen has another obligation and needs to leave meeting early, so we are looking to move the Provost's report up. Asked if there were concerns about doing report following announcements.

Hearing none, agenda change approved by unanimous consent.

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – February 1, 2022

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting – March 1, 2022 – Microsoft Teams – 4:00pm
2. Harry Rosenberg Award

Chair Doe: Encouraged members to nominate themselves or others for the Harry Rosenberg Award. The Harry Rosenberg Distinguished Service Award is intended to honor individuals who have given service to shared faculty governance. The nomination process and forms are available on the Faculty Council [website](#).

3. Faculty Council Officers Election to be held on March 1, 2022
 1. Elections will be conducted by the Committee on Faculty Governance. Eligibility for candidacy is specified in Section C.2.1.3.3 of the Manual.
 Call for Nominations:
 - Faculty Council Chair
 - Faculty Council Vice Chair
 - Board of Governors Faculty Representative

Please e-mail nominations, including a 1-2 page statement of intent, to: Steven.Reising@ColoState.edu
Nominations due by Friday, February 18, 2022

Chair Doe: We will be holding our Faculty Council Officers' election at our March meeting. It will be conducted by the Committee on Faculty Governance and eligibility for candidacy can be found in Section C.2.1.3.3 of the Manual. The positions of Chair, Vice Chair and Board of Governors Representative will be available for nominations. Asked members to contact Steve Reising, Chair of Committee on Faculty Governance, if they or someone they know, is interested in being nominated for these positions. The due date for statements to Reising is February 18th.

4. Multicultural Staff and Faculty Network Awards

Chair Doe: The Multicultural Staff and Faculty Network honor and celebrate faculty, administrative professionals, and state classified employees who have made outstanding contributions within the University and beyond. This network has been actively working since the 1970s. They work towards a visible, inclusive, and engaged community that supports, empowers, and sustains underrepresented staff and faculty. They are currently accepting nominations for their 2022 Distinguished Service Awards. Encouraged members to offer up their nominations. More information is available on their [website](#).

Chair Doe: Following the Faculty Council meeting, we will be opening the evaluation survey for the University Grievance Officer. This is an opportunity to provide feedback on processes of University Grievance Officer. The survey will open tomorrow, February 2nd, and close on February 11th. Encouraged members to participate in this survey.

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting – December 7, 2021

Chair Doe: Asked if there were any corrections to be made to these minutes.

Hearing none, minutes approved by unanimous consent.

C. UNFINISHED BUSINESS

D. CONSENT AGENDA

1. UCC Minutes – November 19, December 3 & 10, 2021

Chair Doe: Asked if there were any items that members would like to have pulled for separate consideration in these University Curriculum Committee minutes or any questions.

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

E. ACTION ITEMS

1. Election – Graduate Student Representative to Committee on Non-Tenure Track Faculty – Committee on Faculty Governance – Steve Reising, Chair

Steve Reising: On behalf of the Committee on Faculty Governance, move the nomination of Kendall Stephenson as the graduate student representative to the Committee on Non-Tenure Track Faculty to serve for a one-year term.

Chair Doe: Asked if there was any discussion of this nominee or any questions. Hearing none, have a motion on the floor. Requested a vote in the chat using Microsoft Forms.

Motion approved.

2. Election – Faculty Representative to Committee on Scholastic Standards – Committee on Faculty Governance – Steve Reising, Chair

Steve Reising: On behalf of the Committee on Faculty Governance, move the nomination of Tobin Lopes from the College of Health and Human Sciences for a three-year term on the Committee on Scholastic Standards. Tobin will replace Karen Barrett, who retired in December.

Chair Doe: Thanked Reising. Asked if there were any questions about the nominee. Hearing none, we have a motion on the floor. Requested a vote in the chat using Microsoft Forms.

Motion approved.

3. Revisions to the Graduate and Professional Bulletin: Informal and Formal Complaints – 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 this new section titled “Informal and Formal Complaints” of the Graduate and Professional Bulletin as seen in the packet.

Smith: Wanted to provide a brief rationale. The graduate students have asked for a formal process so they can file their complaints to Graduate School. This section describes process and policies that already exist, but not been articulated in text in Graduate and Professional Bulletin.

Chair Doe: Thanked Smith. Asked if there were any questions for either Smith or Dean Mary Stromberger about this revision. Hearing none, there is a motion on the floor. Requested a vote in the chat using Microsoft Forms.

Motion approved.

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

Provost Mary Pedersen: Want to start report by thanking everyone for all their dedication and hard work in returning us to an almost fully in-person campus. We have heard from many students and families about how much they appreciate being on campus and in-person. Realize it has been a lot of work and a lot of anxiety for everyone. It has been a difficult two years and starting this semester with a new variant is another unexpected turn which has put stress on us. We recognize this and are working to provide additional support.

Provost Pedersen: Have a brief update on current COVID status. The numbers reflected are from January 24th through January 28th. We completed 4,273 saliva screenings, with a positivity rate of 5.1%, which is a slight drop from the week before. The positive CSU cases is a combination of data from saliva screening and testing, county testing, pharmacies, and doctors. As of earlier today, February 1st, we have 438 positive cases. Of those, 241 are isolated and we have 30 students in isolation in our residence halls. Numbers are trending down. As of January 27th, our COVID projection models from our modeling team, in consultation with Colorado School of Public Health and other state experts, predict a rapid decline as we go into the next few weeks. Current community transmission in the state remains high, creating substantial risk for those who are unvaccinated or at high-risk. We will continue to be vigilant, and the data is still holding up that vaccines and boosters greatly reduce the risk of severe illness and hospitalizations. Will keep everyone updated on numbers.

Provost Pedersen: Thanked Dean Benjamin Withers, current chair, and Vice Provost Kelly Long for their work with the Teaching Continuity and Recovery Team. This is an interdisciplinary team, including the Office of the Registrar, the Institute for Learning and Teaching. Chair Doe is also a member of this team and helping represent the faculty perspective. This is an incredible working group to identify what the current needs are, and the group is focused on protecting the integrity of the academic mission, mitigating teaching and learning impacts and to identify the needs of the faculty have in the teaching environment.

Provost Pedersen: We have been working to provide more communication, both academic and general. We have communications that have gone out from the Teaching Continuity and Recovery Team, as well as communicating to faculty, Deans, chairs, and students. Encouraged members to contact the Teaching Continuity and Recovery Team if they have issues they would like addressed. Their email, as well as an anonymous feedback link, are available on [website](#).

Provost Pedersen: We are working right now on instituting additional student and hourly graduate support to assist faculty with managing course delivery. Encouraged faculty to go to department heads if additional support is needed. We have funding to support additional areas of need. Department leadership can share more information.

Provost Pedersen: Fall enrollment numbers look good. For Summer and Fall 2022, as of January 30th, we have received over 30,000 applications, which is a slight increase over this point last year. We have had over 24,000 admitted, which is about a 4.5% increase over this time last year. We are making good progress on our goals and the numbers are encouraging.

Provost Pedersen: We will be continuing to work on the Academic Master Plan. Our phase two launch will be a week from Friday, on February 11th. We will have a large forum, and this will

be focused on demographics and emerging opportunities for teaching and engagement. We will publish the outcomes on the Courageous Strategic Transformation website.

Provost Pedersen: We are also focusing on our reaccreditation. We are putting together working groups around the issues that we need to specifically address. Our site visit is scheduled for September 18th and 19th, 2023.

Provost Pedersen: With our student success initiatives, we have continued to meet every other week with our general team and with our leadership team during the off weeks. Almost all of the colleges have received funding for their pilot initiatives, and we have two more that we are waiting for. We have also provided funding to the Graduate School and the Libraries, as well as other units. At the end of spring semester, we will have a workshop where all the colleges, as well as some of the units, will be presenting the results of their pilot projects.

Provost Pedersen: We are making good progress on two of our Dean searches, for the College of Veterinary Medicine and Biomedical Sciences and the Warner College of Natural Resources. The committees are working on the final job descriptions, and they will soon be ready to post. We will be bringing the finalists to campus later this semester.

Provost Pedersen: Have a few other announcements:

- We had a successful Martin Luther King Day march and celebration with more than 1,500 CSU and northern Colorado community participants.
- The 2022 Northern Colorado Human Trafficking Symposium is scheduled for February 17th and 18th. This symposium seeks to engage and educate on issues of human trafficking through research, training, and collaboration. Encouraged members that are interested to attend.
- The Office of International Programs, in partnership with the School of Global Environmental Sustainability, have been awarded a grant to host a four-day summit on climate change and sustainability. We will be hosting 90 Fulbright Scholars from institutions across the United States. This is funded by the U.S. Department of State and administered through the Institute of International Education. They have been awarded \$120,000 per year renewable for up to five years. The first summit will be held April 25th to April 30th. We will be sending out more information about this.
- Open educational resources is an effort to provide free textbooks for students for various courses. CSU Libraries will be leading the System effort, and there will be a possible earmark supported by Congressman Joe Neguse's office. We will be putting together a committee to move forward those efforts and they will send out more information.
- Our MBA and Masters of Computer Information Systems were ranked #1 in Colorado in the U.S. News and World Report.

Provost Pedersen: Will now turn presentation over to Vice Provost Susan James to provide updates on tenure and promotion, employee salary, competitiveness, and the Advanced Grant.

Vice Provost Susan James: We are amid tenure and promotion and annual reviews. Wanted to give an update on the Administrative Professional annual review process. Have been working with the team in Human Resources since last fall to put together a comprehensive process that

will ensure that all Administrative Professionals receive annual reviews. Next year, this will probably include a mid-year check-in and more standardization around forms and templates, but more importantly, they are using our current Human Resources systems to make sure that every supervisor and every Administrative Professional are notified about the review process.

Sarah Olson: Asked in the chat if there were any Administrative Professional Council individuals working with Human Resources on the Administrative Professional evaluation process. Also wondering if Research Associates are being included, have often been excluded in the past.

Debora Nunes: Commented in the chat that graduate teaching assistants and instructors should be included as well.

Vice Provost James: Responded to Olson in the chat. Believe Human Resources is working with the Administrative Professional Council on that, and that Research Associates are being included in the Administrative Professional salary equity studies. Replied to Nunes' comment. Believe Dean Mary Stromberger has been working on salary equity for the GTAs.

Vice Provost James: We have had a lot of questions around COVID statements. We are continuing to encourage faculty who want to include COVID statements as part of their annual review processes to do that. These are not required, only optional, but we realized many people are more impacted than they may have been even two years ago. Directed members to the [Council for Gender Equity on the Faculty website](#), where their two COVID letters are posted. There is a reminder about the differential impacts of COVID on various employees.

Vice Provost James: Have been encouraging chairs to hold department discussions with their faculty about the impacts of COVID on different people. This was advice they were given, and it is still listed on our website under the annual review process.

Vice Provost James: There have also been a lot of questions around the COVID clock extension. When the pandemic began, former Provost Rick Miranda indicated that there was an option for individuals to take a one-year extension to their tenure clock due to COVID. That option is still on the table but am encouraging chairs and heads to consider the implications for a person's career, as it can affect not only salary but a whole career path and advancement and promotion. Part of the discussion is our workshop last week was about the need to be flexible and contextual when considering the tenure and promotion process.

Vice Provost James: We have put together a plan that will be communicated to the CSU community about providing retroactive pay for those that took the COVID extension and did not get their 10% pay bump. Have been working with Human Resources and payroll to figure out how we can retroactively make up the difference for what those individuals missed.

Vice Provost James: For faculty on the tenure-track, promotion and tenure dossiers are under review right now. For faculty off the tenure-track, dossiers are due to the Provost's Office on February 12th.

Vice Provost James: Salary competitiveness is something we have been talking about for a while. When we talk about competitiveness, it is about how competitive the salaries are in the external market and how we compare to our peers at other universities. This is a top priority for Courageous Strategic Transformation. We are getting ready to put together a comprehensive big picture plan. We have asked several units to put some of their equity plans on hold so we can do this all together. We should be communicating to the campus community about this towards the end of February. It will cost a lot of money, and therefore happen over multiple years. We are hoping we can be more concrete about how long this will take and how we will prioritize things in the coming month.

Vice Provost James: The internal salary equity studies will continue, and these are done for all our employee groups. If Faculty Council is interested in getting updated on how that process works, would be happy to bring a group back to a future meeting.

Vice Provost James: For Advance at CSU, we just hired our new program manager, Jen Dawrs. More information can be found on the website, and we have a link to it through the Provost's website as well.

Vice Provost James: We are also continuing our exit interview retention study. We started this with a program called COACHE out of Harvard University. It has been going for many years and involves hundreds of institutions of higher education across the country. It is part of a standardized research approach to why faculty leave and why they stay. These studies here are ongoing and will continue for two more years.

Vice Provost James: In partnership with the Office of Inclusive Excellence, we are kicking off CHIE, which is the Chairs and Heads Institute for Inclusive Excellence. April will be the first run of this, and all the heads have been emailed about this.

Provost Pedersen: We have been following up on some questions that had come up at the Faculty Council meeting in December regarding coaches. Have contacted Athletic Director Joe Parker to see if he is able to join us, and both him and President Joyce McConnell are planning to attend the March meeting to answer these questions.

Chair Doe: Thanked Provost Pedersen and Vice Provost James. Asked if there were any questions from the members.

Jared Orsi: Want to ask Vice Provost James about the ongoing salary equity reviews for Administrative Professionals. Had recently put in a request for someone and was told at the college-level that those are being put on hold for a University-wide review process to take place. Wondering what the timeline is on this and what Administrative Professionals can be told about how the process is proceeding.

Vice Provost James: Human Resources has been working with a consulting firm on Administrative Professional salaries and job descriptions. We had many state classified employees get re-classified as administrative professionals and never were able to keep up with the different types of jobs and job descriptions. Understanding is that they are in the process of

reviewing market data for salary equity and by the end of February, they plan to modify and finalize the market benchmark data. They will do pay range development in March and look at impacts and costs and then start working on prioritizing and communication. By end of February, should have enough communication out so people know what to expect. Expressed appreciation for everyone's patient with this.

Chair Doe: Thanked Orsi. Hearing no further questions, thanked Vice Provost James and Provost Pedersen for their time.

G. REPORTS TO BE RECEIVED

1. Faculty Council Chair Report – Sue Doe

Chair Doe: Have been attempting to attend a meeting of every standing committee at least once each semester and was able to attend the meeting of the Committee on Intercollegiate Athletics yesterday, January 31st. Have also attended a meeting of the Committee on Faculty Governance and the Committee on Teaching and Learning so far this semester. Was able to visit every committee last fall.

Chair Doe: Executive Committee has already met several times this spring semester, and they participated in a Courageous Strategic Transformation event in the fall before we broke for winter break. Executive Committee assisted with trying to help establish priorities among the feedback that the Courageous Strategic Transformation team was receiving.

Chair Doe: We have formed a task force for the AUCC core curriculum. Andrew Norton, Vice Chair, will be leading that group and they will be helping to keep faculty involved in efforts relating to core curriculum, particularly considering our emerging new Academic Master Plan. Encouraged members to be in touch with Norton if interested in what group is doing.

Chair Doe: Separately, we have a task force for AUCC 1C. This task force is being chaired by Rebecca Atadero from Engineering. They are working to develop a set of criteria for courses that are seeking to remain part of 1C. They hope to not only meet the immediate needs of all the courses that are trying to figure out whether they want to be part of the 1C, but to also address the larger objectives of the 1C transition. Reminded members that Faculty Council voted to approve 1C in May 2020 and voted extend the deadline for completion of this transition to the academic year 2024-2025.

Chair Doe: Expressed appreciation for being able to serve on the Teaching Continuity and Recovery Team. Encouraged members to contact her if they have any feedback regarding the faculty experience at any point or have concerns or needs to be addressed. Reminded members of the forms of communication for that team that Provost Pedersen mentioned. There are also those mechanisms available if people want to contact the team.

Chair Doe: We have many offices around campus that are interested in updating Faculty Council. While we are asked if it would be possible for people to provide a report, we also want

to be conscious of everyone's time. We are endeavoring to determine when a written report will do and when an oral discussion on the floor of Faculty Council seems important.

2. Board of Governors Report – Melinda Smith

Smith: Reminded members that the Board of Governors meeting this week will be virtual, and only on a single day, Thursday, February 3rd.

Smith: The key items that will be discussed that may be of interest to Faculty Council is the budget. We can get a sense of what the Board of Governors might be open to as far as budgeting for CSU. The other item that may take up a chunk of time is President McConnell's presentation of Courageous Strategic Transformation.

3. University Grievance Officer Annual Report – Richard Eykholt, University Grievance Officer

Chair Doe: Welcomed Richard Eykholt to the meeting to discuss the University Grievance Officer report. Directed members' attention to report as seen in the agenda packet.

Richard Eykholt: Happy to answer any questions Faculty Council may have.

Antonio Pedros-Gascon: In the Administrative Professionals section, there is an explanation of one case involving bullying. Wondering if bullying isn't grievable. Asked Eykholt to confirm if Administrative Professionals are being protected from bullying or similar situations.

Eykholt: The reason that bullying is not grievable is because we have a bullying policy to deal with that. When someone comes with a bullying issue, they are directed to the Human Resources solutions partner, where they manage the bullying process. Once there, that is a confidential process, and am not informed of what goes on there. Because we already have a bullying policy to deal with that, it doesn't fall under the grievance policy.

Andrew Norton: Looks like it was busy last year for the Grievance Officer. Asked if Eykholt could comment on the number of disciplinary cases. It seems to be a large number, as well as the number of people who initiated or wanted to pursue the grievance process.

Eykholt: Will start with the grievance process. Think that is typical. The number of people who are in contact is slowly increasing, but often it is because people have questions. Not necessarily everyone wants to file a grievance. The number of administrative professionals reaching out is increasing, which seems to be a positive thing. This office is a resource, can refer people to appropriate avenues or give them advice.

Eykholt: Regarding the disciplinary cases, that was unusual. The number of cases this year was probably as big as it typically is in a decade. Do not have a reason for that. One factor may be that we are in a tightening budget environment. There were also two cases that involved a felony and criminal charges, which is also unusual. It's possible that the large number is related to the

pandemic, but don't have any concrete evidence to back up the reasoning for the large number of disciplinary cases this year.

Chair Doe: Asked Eykholt if there was a sense that the changes made to Section E of the Manual in December are reflective of this unusual year. Asked: Did this unusual year bring to light things in the Manual that required reevaluation?

Eykholt: We don't have many disciplinary cases, so the fact that we had so many has us going through the process with several people and finding problems. People going through the process objected to certain processes and procedures they felt unfair or cumbersome. Most of the changes suggested were spurred by requests from people going through the process.

Chair Doe: Thanked Eykholt. Asked if there were any other questions.

Chair Doe: Hearing no further questions, thanked Eykholt for coming. We will put this report in the record. Reminded members that we do not amend reports, we just receive them.

H. DISCUSSION

1. International Programs, Todos Santos & Semester at Sea –Rick Miranda, Chief Academic Office for the CSU System, Kim Kita, Director of Todos Santos and Vice Provost for International Programs Kathleen Fairfax

Chair Doe: Welcomed Vice Provost Kathleen Fairfax and Dr. Rick Miranda.

Vice Provost Kathleen Fairfax: Will start this report by giving a general update on International Programs and then go over to Dr. Miranda for Todos Santos.

Vice Provost Fairfax: The pandemic has wreaked havoc on our international mobility, which includes our ability to bring in international students and to send CSU students abroad to study or do internships. Trends are starting to look up. We did start to see some new student increases as of Fall 2021, which is still not high enough to replace the number of students we have graduated. We are not quite at the replacement point but have equipped ourselves to pay attention to this and help increase our international enrollment. All the U.S. Embassies and consulates are open and providing visas. Some are still backlogged, and there is still concern in some countries about the U.S. handling of the pandemic, but all of this is starting to wane.

Vice Provost Fairfax: In the summer of 2019, we had 600 students abroad, and in Spring 2020, we had 516 students abroad. When the pandemic hit, everyone was brought home. We went from about 1,700 students abroad a year to none. We had no students abroad in Summer 2020, only six in Spring 2021. The whole year was a bit awash in terms of education abroad, but we are starting to see things pick back up. We have 97 students abroad last summer, and 85 in the fall. We currently have 291 students abroad, which is a big improvement over the Spring of 2021.

Vice Provost Fairfax: Some of the numbers are more of a factor of the rules and restrictions of other countries about the pandemic. We have had successful programs in Japan and New Zealand, both of which have currently closed their borders for international students. Some countries aren't ready to receive students, but this will start to change as well. We have seen some relaxation in countries in Europe in terms of quarantine requirements.

Vice Provost Fairfax: Want to update everyone on Programs for Learning Academic and Community English (PLACE). This is a successor program to INTO but does more and different things. INTO closed on Friday, May 14, 2021, and PLACE began offering classes the following Monday so there was no lapse in service for students. All twelve continuing, contract and adjunct faculty were retained. They were retained at half time, and we have made it an effort to bring as many as want to be at full time to full time. We have been able to do that recently due to needs for some of their services in other departments. We have PLACE faculty teaching there half time and teaching in the Department of English as well.

Vice Provost Fairfax: We are working on enrollments. We hired a new director for PLACE, Lauren Kinter, who started in August. We have 30 students enrolled last summer, and this past fall semester we had 43 Intensive English students. We have 29 enrolled currently, with 10 more coming in March.

Vice Provost Fairfax: For the Semester at Sea update, we ended our voyage in Spring 2020 because of the pandemic. We went three semesters without sailing, but we sailed again this spring with just under 400 students. There were roughly 25-30 CSU students as part of that group. There have been a few minor disruptions with some ports, but students and faculty onboard have been flexible.

Vice Provost Fairfax: We have had a few leadership changes. Our Director of International Students retired in December 2021, and we will be launching a national search to fill that position soon. Our Director of Education Abroad has moved to University Advancement, which is exciting for us, because now we will have some dedicated advancement support for International Programs. We will be launching a search to fill that position soon as well.

Vice Provost Fairfax: We have launched an international enrollment center, and that is recruitment, marketing, and admissions of international students. All undergraduate admissions take place through this unit. Graduate admissions will still happen at the Graduate School.

Dr. Rick Miranda: Introduced himself as the Chief Academic Officer of the CSU System and am the person responsible in that office for Todos Santos.

Dr. Miranda: In the past with Todos Santos, we featured short courses, workshop retreats, all of which are mostly managed through CSU Fort Collins. All of these short courses were faculty developed and led, working with Todos Santos Director, Kim Kita, to make the arrangements. We have had great emerging connections with people in the town of Todos Santos and with the University of Baja California Sur in La Paz, which is about an hour away and is the major university in that part of Mexico.

Dr. Miranda: We have shifted the Todos Santos facility to be a System-level asset because CSU Pueblo and even CSU Global have started to run programs down there. Todos Santos is managed by the Office of International Programs, and Vice Provost Fairfax works closely with Kita, who provides the overall leadership for it.

Dr. Miranda: We have had faculty-led programs from CSU Pueblo, as well as other universities. We anticipate this to continue. We have had credit courses, non-credit courses, mostly short courses. We have one to three weeklong workshops and a variety of retreats. There have been two full-semester programs. The center doesn't offer courses on its own, so we rely on the faculties of campuses in the System to generate the courses. We try to support the implementation of the initiatives of the faculty.

Dr. Miranda: There are some challenges with the current model. The only way students can come to Todos Santos is if they make a connection with a faculty member teaching a short course. It's not an easy connection to make. Also, in order to run one of these courses, faculty have to invest a lot of time to develop the experience and deliver a very customized program that is difficult to replicate. It usually involves one or two trips down there to design the course. The utilization of the facility also fluctuates based on the availability of faculty and which courses are being offered.

Dr. Miranda: The center has about 45 student beds, another half-dozen faculty spots. The budget model of the center relies on filling the center up, so when that doesn't happen, the financial model is difficult. This lack of consistency, particularly in the short-term programs, is challenging for making the finances work. The Board of Governors has supported Todos Santos with a subsidy, but the pandemic and the difficulties of running the center have increased expenses. There are also certain increased expenses with working in Mexico, and the subsidy has risen to a point that the Board of Governors is uncomfortable with the amount of subsidy.

Dr. Miranda: We were charged with imagining how we can utilize this facility in a more stable way. We want to make a facility that is available to all the institutions and students and faculty in the System, and even beyond the System, managed by International Programs. We have six goals. We don't want to compromise on quality, we want to have stable and flexible programs, we want to involve more faculty, broaden experiences down there, and we want to deepen our partnerships locally in Mexico, both in the town and the university. We also want to get operations on a more financially stable footing.

Dr. Miranda: We want to try to run a semester model, where we fill the center three times per year for ten weeks each. It would be a compressed accelerated program as we do in the summer. There would still be time for short courses, workshops, and retreats. We think this model can provide a more stable and consistent curricula. The faculty can come in and out more seamlessly and more faculty will be able to participate from all the campuses. The three campuses will create enough consistency in curricular offerings that we can count on faculty coming down. We can also have faculty from University of Baja California Sur as contract faculty to do some team teaching with us, which will strengthen our connections with the university. Part of the curriculum will also include community engagement, which will help make deeper connections to the town of Todos Santos.

Dr. Miranda: We will try to plan in concert with a group of faculty. The courses will be delivered in any ten-week period and we will try to make consistent offerings planned in advance so we can market the whole experience effectively to students. We will also try to have some synergy to maximize opportunities for local excursions and experiential learning. We will also look at more collaboration with Mexican faculty and we will have a variety of options for our own faculty to participate.

Dr. Miranda: With the semester schedule, we imagine that a student would take two courses in the first five weeks and then another two courses in the last five weeks. This is accelerated, and there will be a one-credit course that lasts the full ten weeks in community engagement and the Mexican culture.

Dr. Miranda: There are benefits to this model. Students will have a variety of courses available to them and they will know what is available in advance. There will be more in-depth cultural exchanges with the local community. There will also be more creativity with the curriculum. There are also benefits to the faculty. We can engage faculty in all aspects of the experience, and we can lower the energy barrier needed to get down there. We will continue to have opportunities with the short courses. The semester models in Fish, Wildlife, and Conservation Biology and Liberal Arts that already exist can morph into this new semester model.

Dr. Miranda: Explained the budget for Todos Santos. We have revenue from housing and dining, and there are program fees and revenue from the short courses. The Board will continue to subsidize. At full capacity, we can fit 120 students. We have variable costs for mounting courses and paying faculty and vendors who run the residence halls and employees who work at the center. There are also fixed costs for the legal aspects of working in Mexico and the maintenance of the facilities.

Dr. Miranda: We think this new model will work, and it is not an unfamiliar model for people who work in education abroad. We believe we are close to filling out what will be available in fall semester, and it will be advertised soon. Thanked Vice Provost Fairfax for her leadership during the past few years.

Chair Doe: Thanked Dr. Miranda and Vice Provost Fairfax. Asked if there were questions.

Orsi: Asked in the chat if this presentation could be shared with colleagues.

Dr. Miranda: Agreed in the chat to share presentation. Presentation is posted on Faculty Council [website](#).

Smith: Have a colleague at Arizona State University who is interested in getting involved. Asked: How can we get those partnerships going? Think there could be a lot of interest if we advertise this to our colleagues. Wondering what the process is for proposing a potential course for Todos Santos per semester.

Dr. Miranda: At the moment, Director Kita is handling those conversations. For the upcoming fall, we have almost all the classes together and still need two to three classes to fill out the semester.

Vice Provost Fairfax: As we are planning, we are under a crunch for fall semester and next spring so students can plan for this coming academic year. We are going to try to think of the right themes. The long-term plan is to work with a faculty advisor group, come up with general themes, and then invite proposals from faculty who want to participate in that given semester.

Pedros-Gascon: Understanding is that the Department of English agreed to move the operations of INTO to the Office of International Programs, with the agreement that the GTAs as allocated currently be maintained. This is critical to students' recruitment and the preparation of future professionals. It has come out that this is being rescinded due to low enrollment. In presentation, there were comments on four different hires, which don't come cheap. If money is a constraint, do not understand how it is a constraint for GTAs, but not for hires at a higher level.

Vice Provost Fairfax: Glad this question was raised, as there are some misconceptions. When we wound down the program in May of last year, it was too late to do any kind of budget considerations for GTA positions that were promised. We will honor that for this year with the English department and we will continue to have GTAs in PLACE. We needed a strategy to fund them. The PLACE budget is already well into the hole, and it is a different kind of operation. This is funded by student fees within the program, and it doesn't fund other parts of the operation. Have not rescinded anything, just need to figure out funding. Have worked with Dean Withers to put together a funding request to the Provost for GTA funding.

Vice Provost Fairfax: Issue we were having was that within PLACE, there was a perception that we were funding GTA positions without having yet honored the commitment to our own permanent faculty to give full-time assignments. Have put in a request for funding and am waiting to hear back.

Norton: Wondering if Dr. Miranda can talk some more about the budget and financial plans for students and what tuition would look like for them at Todos Santos.

Dr. Miranda: We have designed the price point of the program to be in line with other university education study abroad programs. This typically comes in at around \$15,000, including airfare, tuition, fees, room and board. Think our tuition rate comes in underneath that.

Vice Provost Fairfax: The tuition rate we use is similar to the extended tuition rate or online tuition rate, which makes it equally accessible to both in-state and out-of-state. It will be a flat tuition rate, and then we set a room and board tuition to break-even on the room and board component of the program. We also do quite a bit of experiential learning and planned excursions. Believe the total price will come in at around \$14,000 for a ten-week term. There is also financial aid and will have scholarships aimed at lower-income and racially minoritized students, as well as passport access award scholarships.

Norton: Asked if this was reasonable and how it compares to what students pay here.

Vice Provost Fairfax: Not sure how it compares. When we give our cost of attendance to international students, it's almost \$48,000 a year, but that is for out-of-state tuition.

Wes Kenny: Asked in the chat: Who are the community partners for Todos Santos?

Vice Provost Fairfax: We have a lot of community partners in Todos Santos. It is a smaller community and is environmentally focused. We have nonprofits that we work with, community partners and organic farming organizations. We also work with the local university. One of the problems with our previous model is that faculty will bring a group down, get involved with a community partner, and then everyone goes back and never comes back. With this new model, we will be able to better able to maintain ongoing relationships with these community partners.

Yoichiro Kanno: Our department of Fish, Wildlife and Conservation Biology has been running one of the semester programs Dr. Miranda mentioned. We have a short-term one we did this year, as well as a 10-week semester where students can get 16 credits. Asked how this new model affects some of the existing programs and how this would impact us.

Vice Provost Fairfax: Think the Fish, Wildlife and Conservation Biology and Liberal Arts programs are different kinds of programs. The Liberal Arts program is easy to convert to the new model, so that is the basis for the fall semester. The Fish, Wildlife and Conservation Biology is more specialized, so our goal for the spring semester of this new model is to not run the Liberal Arts program at the same time. In the fall we are limited due to hurricane season threats, but in spring we have twenty weeks and can run both programs.

Chair Doe: Thanked Dr. Miranda and Vice Provost Fairfax for coming and presenting. Asked if there was anything else for the good of the order.

Hearing none, meeting adjourned.

Meeting was adjourned at 6:00 p.m.

Sue Doe, Chair
 Andrew Norton, Vice Chair
 Melinda Smith, BOG Representative
 Amy Barkley, Executive Assistant

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING
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		
Dawn Thilmany (substituting for Stephan Kroll, on sabbatical Spring 2022)	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 (substituting for Marco Costanigro, on sabbatical 2021-2022)	College-at-Large	2023
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
Erin Arneson	Construction Management	2023
Aaron Eakman	Occupational Therapy	2023
Sharon Anderson	School of Education	2024
Shannon Hughes	School of Social Work	2022
Brian Butki	College-at-Large	2024
Business		
Bill Rankin	Accounting	2023
John Hoxmeier	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
<u>Hussam Mahmoud</u>	Civil and Environmental Engineering	2024
<u>Ali Pezeshki</u>	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. Rockety Luo	College-at-Large	2022

Liberal Arts

<u>Mary Van Buren</u> (excused)	Anthropology & Geography	2023
Jason Bernagozzi	Art	2022
Morgan Johnson	Communication Studies	2022
Anders Fremstad	Economics	2024
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

<u>Ajean Ryan</u> (excused) (on sabbatical Spring 2022)	College-at-Large	2023
Antonio Pedros-Gascon	College-at-Large	2023
Emily Morgan	College-at-Large	2023
<u>Lisa Langstraat</u>	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
Yoichiro Kanno	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	2024
<u>Rob Paton</u>	Chemistry	2023
Ross McConnell	Computer Science	2022
Emily Hardegree-Ullman	Physics	2024
<u>Silvia Canetto</u>	Psychology	2022
Ann Hess	Statistics	2022

(substituting for Mary Meyer, on sabbatical 2021-2022)

<u>Yongcheng Zhou</u>	Mathematics	2023
<u>Alan Van Orden</u>	College-at-Large	2023
<u>Anton Betten</u>	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
<u>Kevin Haussler</u>	Clinical Sciences	2022
<u>Elizabeth Ryan</u>	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
<u>Christianne Magee</u>	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
<u>Shane Kanatous</u> , Chair	Committee on Intercollegiate Athletics	2022
<u>Jerry Magloughlin</u> , 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
TBD, 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
<u>Susan (Suellen) Melzer</u>	Committee on Non-Tenure Track Faculty	2024
Christine Pawliuk	Committee on Non-Tenure Track Faculty	2022
Leann Kaiser	Committee on Non-Tenure Track Faculty	2022
<u>Jamie Neilson</u>	Committee on Non-Tenure Track Faculty	2022
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2022
<u>Mary Van Buren</u> (excused)	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
Blake Naughton	Vice President for Engagement & Extension
Yolanda Bevil	Interim Vice President for Enrollment and Access
Diana Prieto	Vice President for Equity, Equal Opportunity & Title IX
Susan James	Vice Provost for Faculty Affairs
Kaoline Cipriani	Vice President for Inclusive Excellence
Brandon Bernier	Vice President for Information Technology
Kathleen Fairfax	Vice Provost for International Affairs
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 Bevil	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
Colin Clay	Interim Dean, College of Vet. Medicine & Biomedical Sciences
John Hayes	Dean, Warner College of Natural Resources
Sarah Olson	Chair, Administrative Professional Council

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **January 21, 2022** at 11:00 a.m. via Microsoft Teams.

The meeting adjourned at 1:01 p.m.

Minutes

The minutes of December 10, 2021 were electronically approved on December 13, 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
AGRI 100	Contemporary Agricultural Systems	1 cr.; required field trips. Previously offered as experimental course AGRI 181A1.	Fall 2022
ANEQ 193	Student Seminar—Exploring Student Success	1 cr. Previously offered as experimental course ANEQ 180A2.	Fall 2022
BUS 363	Concerts and Live Events		Fall 2022
CS 162	CS1—Introduction to Java Programming	2 cr.; partial semester.	Fall 2022
ECE 445	Digital Logic Synthesis	Previously offered as experimental course ECE 480A4.	Fall 2022
GEOL 415	Critical Zone Science	Required field trips. Previously offered as experimental course GEOL 380A1.	Fall 2022
HDFS 250	Introduction to Research Methods		Fall 2022
LEAP 540	Financial Structures in Arts Management	Previously offered as experimental course LEAP 580A2.	Summer 2022
MECH 553	Industrial Engines	Previously offered as experimental course MECH 580B1.	Fall 2022
MKT 420	Marketing and Societal Well-Being		Fall 2022
PHIL 487	Internship	1-12 var. cr.; written consent of instructor required.	Fall 2022
PH 210	Introduction to Computing in Physics		Fall 2022
PPA 575	Public Service Administration	Graduate only.	Fall 2022
PSY 620	Addiction Counseling Concepts	4 cr.; previously offered as experimental course PSY 680A2.	Fall 2022
SOC 559	Green Criminology	Graduate only; previously offered as experimental course SOC 580A2.	Fall 2022
WS 350	Feminist Solidarity and Action		Summer 2022

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
ANEQ 313 VS 313	Prevention and Control of Livestock Diseases	<ul style="list-style-type: none"> Removal of dual listing with VS. Edit to prerequisites: (ANEQ 230 <u>with a minimum grade of C</u> or ANEQ 305 <u>with a minimum grade of C</u> or BMS 300 <u>with a minimum grade of C</u>) and (ANEQ 310 <u>with a minimum grade of C</u>, may be taken concurrently and ANEQ 320 <u>with a minimum grade of C</u>, may be taken concurrently). Edit to Add'l Reg Info: Junior or senior standing. 	Fall 2022
BUS 500	<u>Foundations for Business Impact</u> Business Systems and Processes	<ul style="list-style-type: none"> Edits to course title and description. 	Summer 2022
BUS 665	<u>Integrative Applications for Business Impact</u> MBA Capstone	<ul style="list-style-type: none"> Credit change (<i>from 4 cr. to 2-4 var. cr.</i>) Edits to course title and description. 	Summer 2022
HDFS 286	Practicum Professional Skills	<ul style="list-style-type: none"> Edits to course title and description. Change of instructional format: <u>Online only</u>. Edit to Add'l Reg Info: Must have completed 30 credits; Required background check through CBI, FBI; major in Human Development and Family Studies or Early Childhood Education only. Must register for lecture and laboratory. Sections may be offered: Online. 	Fall 2022
HDFS 317	Disabilities in Early Childhood Education	<ul style="list-style-type: none"> Edits to course description. 	Fall 2022
HIST 640	Research Seminar —Public History State and Local History	<ul style="list-style-type: none"> Edits to course title and description. Addition of prerequisite: <u>HIST 501 or concurrent registration</u> None. Edit to offering term: <u>Fall</u> Every 	Fall 2022
MIP 292	Early Career Preparation in Microbiology	<ul style="list-style-type: none"> Credit increase (<i>from 1 to 2</i>) 	Fall 2022
PBHL 550	<u>Applied Social Community Health Factors</u> Applied Behavior Change Theory	<ul style="list-style-type: none"> Edits to course title and description. Edit to offering term: <u>Fall</u> Spring Addition of Distance/Online and Mixed Face-to-Face offerings. 	Fall 2022
SOWK 371E	<u>Fields of Practice</u> Social Work with Selected Populations ; Social Gerontology	<ul style="list-style-type: none"> Edits to course title and description. 	Fall 2022

AUCC 2 and Guaranteed Transfer (GT) Pathways Course: Existing Course Re-Submission (GT-CO3)			
Course #	Course Title	GTP Category/Notes	Effective Term
CHEM 301	Advanced Scientific Writing--Chemistry	<ul style="list-style-type: none"> Change of schedule type/credit distribution (<i>from lecture/lab to lecture only</i>) Edit to course description. Re-submission for AUCC 2: Advanced Writing/GTP-CO3: Advanced Writing.	Fall 2022

AUCC 3C and Guaranteed Transfer (GT) Pathways Course: Existing Course Submission (GT-SS3)

Course #	Course Title	GTP Category/Notes	Effective Term
BUS 250 BUS 360	Music Business—Shifting the Social Landscape Introduction to Music Business	<ul style="list-style-type: none"> Course number/level change. Edits to course title and description. Edit to offering term: Fall, Spring Every Approved for AUCC 3C: Social and Behavioral Sciences/GTP-SS3: Human Behavior, Culture, or Social Frameworks	Fall 2022

New Minors

Program Title	Notes	Effective Term
Minor in Computer Engineering	Offered Main Campus Face-to-Face.	Fall 2022
Minor in Health and Exercise Science	Offered Main Campus Face-to-Face.	Fall 2022

Major Changes to Existing Program

Program Title	Notes	Effective Term
MUBF: Certificate in Music Business	<ul style="list-style-type: none"> Removing required course BUS 360. Adding new course BUS 363. 	Fall 2022

CONSENT AGENDA

Minor Changes to Courses

Course #	Course Title	Notes/Changes	Effective Term
ACT 321	Cost Management	<ul style="list-style-type: none"> Edit to prerequisites: (ACT 220) and (STAT 204, may be taken concurrently or STAT 301, may be taken concurrently) 	Fall 2022
ANEQ 473	Dairy Systems	<ul style="list-style-type: none"> Edit to prerequisites: (ANEQ 230 with a minimum grade of C or ANEQ 305 with a minimum grade of C or BMS 300 with a minimum grade of C) and (ANEQ 310 with a minimum grade of C and ANEQ 320 with a minimum grade of C) <i>Submitted in CIM as a Major Change.</i>	Fall 2022
BUS 361	Principles of Music Marketing	<ul style="list-style-type: none"> Addition of prerequisite: BUS 250 None 	Fall 2022
BUS 362	Making Money in Music	<ul style="list-style-type: none"> Addition of prerequisite: BUS 250 None 	Fall 2022
EDUC 485C	Student Teaching: Early Childhood	<ul style="list-style-type: none"> No changes (addition of learning objectives and quality standards only) 	Fall 2022
HES 319	Neuromuscular Aspects of Human Movement	<ul style="list-style-type: none"> Edit to prerequisites: FSHN 150 and HES 145 and HES 207 and (BMS 300 or HES 300). Edit to Add'l Reg Info: Must have earned a cumulative 2.500 GPA in: FSHN 150, HES 145, HES 207 and BMS 300 or HES 300. 	Fall 2022
HES 403	Physiology of Exercise	<ul style="list-style-type: none"> Edit to prerequisites: BMS 300 or BMS 360 or HES 300 	Fall 2022

		<i>Existing AUCC 4B course. Submitted in CIM as a Major Change.</i>	
HES 420	Electrocardiography and Exercise Management	• Edit to prerequisites: BMS 300 <u>or BMS 360 or HES 300</u>	Fall 2022
HES 434	Physical Activity Throughout the Lifespan	• Edit to prerequisites: BMS 300 <u>or HDFS 201 or HES 300</u>	Fall 2022
HORT 260	Plant Propagation	• Edit to offering term: <u>Fall, Spring</u> Spring, Summer	Fall 2022
HORT 521	Horticulture and Human Health and Well-Being	• Edit to offering year: <u>Every</u> Even <i>Submitted in CIM as a Major Change.</i>	Fall 2022
HORT 522	Horticulture and Human Health Issues	• Edit to offering year: <u>Every</u> Odd <i>Submitted in CIM as a Major Change.</i>	Fall 2022
HORT 523	Screening Crops for Human Health Traits	• Edit to offering year: <u>Every</u> Odd <i>Submitted in CIM as a Major Change.</i>	Fall 2022
HORT 524	Food Pharmacology, Horticulture, and Health	• Edit to offering year: <u>Every</u> Even <i>Submitted in CIM as a Major Change.</i>	Fall 2022
MATH 117	College Algebra in Context I	• Edit to Add'l Reg Info: <u>Math Placement Tool or ELM Tutorial required.</u> Mathematics Placement Examination or Mathematics Challenge Exam required. <i>Existing AUCC 1B/GT-MA1 course. Submitted in CIM as a Major Change.</i>	Summer 2022
RRM 410	Food Safety Management	• Edit to offering term: <u>Fall, Spring</u> Fall	Fall 2022
WR 417	Watershed Measurements	• Edit to offering term: <u>Fall</u> Spring • Edit to prerequisites: WR 416; WR 418 or concurrent registration	Fall 2022
WR 474	Snow Hydrology	• Edit to prerequisites: WR 416 <u>or concurrent registration</u>	Fall 2022

Provisional Study Abroad Courses – Rescheduled Offerings

UCC has approved the below Study Abroad courses for 1st provisional offerings, but these offerings were rescheduled due to the COVID-19 pandemic. Curriculum will be taught as originally approved. Updated OIP approval letters and budgets are attached to each course in CIM.

Course #	Course Title	Cancelled Offering	Rescheduled Offering
MECH 182A	Study Abroad--Germany: Introduction to Mechanical Engineering	Fall 2021	Fall 2022
PSY 182A	Study Abroad—Costa Rica: Psychology First-Year Seminar	Fall 2020	Fall 2022

Minor Changes to Existing Programs

Program Title	Notes	Effective Term
DNRO: Minor in Diversity and Inclusion in Natural Resources	• Updates to 'Select from' lists.	Fall 2022
GSIQ: Minor in Geospatial Science for Natural Resources	• Updates to 'Upper-Division Electives' list.	Fall 2022

Minutes approved by the University Curriculum Committee on 1/28/22.

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 **January 28, 2022** at 11:00 a.m. via Microsoft Teams.

The meeting adjourned at 12:34 p.m.

Minutes

The minutes of January 21, 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).

Study Abroad Course – 1 st Provisional Offering			
Course #	Course Title	Notes	Effective Term
TH 382A	Study Abroad—South Africa: Performing Arts and Culture	6 cr. (includes 6 weeks of online pre-travel work) Travel dates: 6/26/22-7/15/22 (3 weeks)	Summer 2022

Study Abroad Course – Permanent Offering			
Course #	Course Title	Notes/Changes	Effective Term
INST 179A	Study Abroad—Ecuador First Year Seminar: Social and Environmental Justice	3 cr. Travel dates: August 2022 (2 weeks)	Fall 2022

New Courses			
Course #	Course Title	Notes	Effective Term
CHEM 465	Chemistry of Sustainable E-Waste Management	1 cr.	Fall 2022
ETST 270	Introduction to Critical Disability Studies		Fall 2022
ETST 420	Disability, Race, Gender in the Environment		Fall 2022
JTC 375	Media Analytics and Social Listening		Fall 2022
HES 300	Physiology for Clinical Health Professions	4 cr.	Fall 2022
MATH 256	Mathematics for Computational Science II	4 cr.; previously offered as experimental course MATH 281A2.	Fall 2022
SPCM 353	Race and Communication in the United States	Previously offered as experimental course SPCM 380A4.	Fall 2022
SYSE 541	Engineering Data Design and Visualization	Previously offered as experimental course ENGR 580A5.	Fall 2022
SYSE 549	Secure Vehicle and Industrial Networking	Previously offered as experimental course ENGR 580A6.	Fall 2022

Major Changes to Courses			
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Course #	Course Title	Notes	Effective Term
BIOM 486A	Biomedical Design Practicum: Capstone Design I	<ul style="list-style-type: none"> • Addition of AUCC 4A/4B/4C designation in the new Dual Degree Program in Biomedical Engineering and Computer Engineering (<i>see new undergraduate concentration below</i>). 	Fall 2022
BIOM 486B	Biomedical Design Practicum: Capstone Design II		
HDFS 334	Family and Parenthood Across the Lifespan Life Cycle	<ul style="list-style-type: none"> • Edits to course title and description. • Addition of universal restriction: No Freshman 	Fall 2022

New Undergraduate Dual Degree Program

Program Title	Notes	Effective Term
Dual Degree Program: Biomedical Engineering, B.S. Combined with Computer Engineering, B.S.	Offered Main Campus Face-to-Face. AUCC 4A/4B/4C: BIOM 486A; BIOM 486B	Fall 2022

New Minor

Program Title	Notes	Effective Term
Interdisciplinary Minor in Environmental Studies in the Liberal Arts	Offered Main Campus Face-to-Face.	Fall 2022

CONSENT AGENDA

Experimental Courses – 1st Offering

Course #	Course Title	Notes/Changes	Effective Term
AB 480A1	Horticultural Entomology	2 cr.; partial semester.	Fall 2022

Minor Changes to Courses

Course #	Course Title	Notes/Changes	Effective Term
RRM 345	Food, Beverage, and Labor Cost Control	• Edit to prerequisites: ACT 205 or ACT 210	Fall 2022

Minor Changes to Existing Programs

Program Title	Notes	Effective Term
ANTH-BA: Major in Anthropology	• Junior year: updates to archaeology elective list.	Fall 2022
ANTH-ARCZ-BA: Major in Anthropology, Archaeology Concentration	• Senior year: updates to ‘Place and Space in Archaeology’ elective list.	Fall 2022
ANTH-BIOZ-BA: Major in Anthropology, Biological Anthropology Concentration	• Junior year: updates to archaeology elective list.	Fall 2022
ANTH-CLTZ-BA: Major in Anthropology, Cultural Anthropology Concentration	• Junior year: updates to archaeology elective list.	Fall 2022
IGRQ: Interdisciplinary Minor in Gerontology	• Updates to elective list.	Fall 2022
MECH-ADMZ-BS: Major in Mechanical Engineering, Advanced Manufacturing Concentration	• Senior year: updates to ‘Advanced Manufacturing’ electives list.	Fall 2022

Minutes approved by the University Curriculum Committee on 2/4/22.

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 **February 4, 2022** at 11:00 a.m. via Microsoft Teams.

The meeting adjourned at 12:01 p.m.

Minutes

The minutes of January 28, 2022 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
NSCI 181A3	Diversity Through Technology	No permanent course proposal found in CIM.	Fall 2022

New Courses

Course #	Course Title	Notes	Effective Term
ECE 578	Satellite Data Analysis		Fall 2022
ECE 579	Global Navigation Satellite Systems	Previously offered as experimental course ECE 580C5.	Fall 2022
HES 432	Virtual Coaching for Wellness	Previously offered as experimental course HES 480A1.	Fall 2022
WS 375	Intersectionality—Theory, Method, Practice		Summer 2022
VM 723	Spanish for Rural Veterinary Practice III	1 cr.; partial semester; Distance/Online only. Previously offered as experimental course VM 781A7.	Fall 2022

Major Changes to Courses

Course #	Course Title	Notes	Effective Term
BZ 300	Animal Behavior	<ul style="list-style-type: none"> Edits to course description. Edit to offering term: Fall, Spring, Summer Edit to prerequisites: BZ 220 BZ 111 and BZ 110 or LIFE 103 	Fall 2022
CS 152	Python for STEM Introduction to Programming (CS0) Python	<ul style="list-style-type: none"> Edits to course title and description. Edit to offering term: Every Fall, Spring Edit to prerequisites: CS 163 MATH 118 or MATH 124 with a B or above or MATH 125 with a B or above or MATH 126 with a B or above or MATH 	Fall 2022

		141 <u>with a C or above</u> or MATH 155 <u>with a C or above</u> or MATH 156 <u>with a C or above</u> or MATH 157 <u>with a C or above</u> or MATH 159 <u>with a C or above</u> or MATH 160 <u>with a C or above</u> .	
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CS 164	CS1— <u>Computational Thinking with Java</u> Prior Programming Experience	<ul style="list-style-type: none"> Edits to course title and description. Edit to prerequisites: (CIS 240 with a <u>B</u> C or better) or (CS 150A with a <u>B</u> C or better or (CS 150B with a <u>B</u> C or better) or (CS 152 with a <u>B</u> C or better) <u>or CS 163</u> (MATH 124 with a C or better). Removal of Add'l Reg Info: Credit allowed for only one of the following courses: CS 160, CS 163, or CS 164. 	Fall 2022
CS 314	Software Engineering	<ul style="list-style-type: none"> Addition of AUCC 4A/4B/4C designation for the new Major in Computer Science, Computer Science Education Concentration (<i>see new undergraduate concentration below</i>) 	Fall 2022
EDCT 485	Student Teaching	<ul style="list-style-type: none"> Addition of AUCC 4A/4B/4C designation for the new Major in Computer Science, Computer Science Education Concentration (<i>see new undergraduate concentration below</i>) Edit to prerequisites: (EDUC 450) and (EDCT 425 or EDCT 431 or EDCT 441 or EDCT 451 or EDCT 465) or EDUC 460 or EDUC 462 or EDUC 463 or EDUC 464 or EDUC 466 or EDUC 474 or EDUC 475 or EDUC 476 or EDUC 477. 	Fall 2022
EDUC 713	<u>Transformative Theories of Teaching/Learning</u> Teaching, Learning, and Professional Growth	<ul style="list-style-type: none"> Edits to course title and description. Edit to offering year: <u>Odd</u> Every Edit to Add'l Reg Info: Admission to PhD <u>Education, Equity and Transformation specialization.</u> program. 	Fall 2022
HDFS 488A	Internship: Human Development and Family Studies	<ul style="list-style-type: none"> Credit change (<i>from 5-8 var. cr. to 4-6 var. cr.</i>) 	Fall 2022
HDFS 488B	Internship: Early Childhood		
HDFS 488C	Internship: Pre-Health		
HDFS 488D	Internship: Prevention/Intervention Science		
HDFS 488E	Internship: Leadership/ Entrepreneurship	<ul style="list-style-type: none"> Credit change (<i>from 5-8 var. cr. to 4-6 var. cr.</i>) Edit to subtopic title. 	Fall 2022
LFRE 345	<u>French for the Professions</u> Business French	<ul style="list-style-type: none"> Edits to course title and description. Edit to offering term: <u>As Needed</u> Every Addition of Distance/Online offering. 	Fall 2022
NR 592	Seminar in Natural Resources	<ul style="list-style-type: none"> Credit change (<i>from 1-18 var. to 1-3 var.</i>) Change of Department/Unit (<i>from 1474-Fish/Wildlife/Conservation Biology to 1480-Human Dimensions of Natural Resources</i>) Edit to course description. Edit to offering term: <u>As Needed</u> Every Addition of 'Graduate Only' restriction. Change of Grade Mode: <u>Traditional</u> Instructor Option 	Fall 2022

PPA 551	Public Human Resources Management	• Edit to course title.	Fall 2022
PPA 553	Public Organizational Management and Behavior	• Edit to course title.	Fall 2022

New Undergraduate Concentration

Program Title	Notes	Effective Term
Major in Computer Science, Computer Science Education Concentration	Offered Main Campus Face-to-Face, and available for Online Degree Completion. AUCC 4A/4B: CS 314 AUCC 4A/4B/4C: EDCT 485 <i>EDUC 493A prerequisite should be updated to allow EDCT 485 to be taken concurrently since they are both taken in semester 8 on the MCM.</i>	Fall 2022

New Undergraduate Certificate

Program Title	Notes	Effective Term
Certificate in Virtual Wellness Programming	Offered Main Campus Face-to-Face.	Fall 2022

Major Changes to Existing Programs

Program Title	Notes	Effective Term
CPSC-AIMZ-BS: Major in Computer Science, Artificial Intelligence and Machine Learning Concentration	<ul style="list-style-type: none"> Adding MATH 156/MATH 256 as options in Freshman/Sophomore years. Updating with new CS150B>CS164 or CS 152>162 pathway (same wording to match all concentrations). 	Fall 2022
CPSC-CPSZ-BS: Major in Computer Science, Computer Science Concentration	<ul style="list-style-type: none"> Updating with new CS 150B>CS 164 sequence. Updates to 'Technology Focus Electives' list. 	Fall 2022
CPSC-CSYZ-BS: Major in Computer Science, Computing Systems Concentration	<ul style="list-style-type: none"> Updating with new CS0 (CS150/152) to CS 1 pathway. Adding MATH 156 as an option in Freshman year. Modifying the total number of CS courses to bring it more in line with the other concentrations/expectations of students. Update to 'Technical Electives' list. 	Fall 2022
CPSC-HCCZ-BS: Major in Computer Science, Human-Centered Computing Concentration	<ul style="list-style-type: none"> Updating with new CS 150B>CS 164 sequence. Adding MATH 156 as an option in Freshman year. 	Fall 2022
CPSC-NSCZ-BS: Major in Computer Science, Networks and Security Concentration	<ul style="list-style-type: none"> Updating with new CS 150B>CS 164 sequence. Updates to 'Technical Electives' list. 	Fall 2022
CPSC-SEGZ-BS: Major in Computer Science, Software Engineering Concentration	<ul style="list-style-type: none"> Updating with new CS0 (150/152) to CS 1 pathway requirements. Adding MATH 156 as an option in Freshman year. 	Fall 2022

CONSENT AGENDA

Major Changes to Experimental Course – 2nd Offering

Course #	Course Title	Notes/Changes	Effective Term
HORT 680A1	Topics in Horticulture	<ul style="list-style-type: none"> Credit increase (<i>from 1 to 2</i>) 1st offering: FA21 (5 students) 	Fall 2022

Minor Changes to Courses

Course #	Course Title	Notes/Changes	Effective Term
AM 375	Product Development II	<ul style="list-style-type: none"> Edit to prerequisites: AM 143; AM 270 with a minimum grade of C; AM 275; DM 272 with a minimum grade of C 	Fall 2022
CS 150A	Culture and Coding: Java	<ul style="list-style-type: none"> Updating the Program Pick List (<i>no changes to course content</i>). <i>Submitted in CIM as a Major Change.</i> 	Fall 2022
CS 150B	Culture and Coding: Python	<ul style="list-style-type: none"> Updating the Program Pick List (<i>no changes to course content</i>). <i>Submitted in CIM as a Major Change.</i> 	Fall 2022
EDUC 485A	Student Teaching: Elementary	<ul style="list-style-type: none"> Edit to prerequisites: (EDUC 450) and (EDUC 462 or EDUC 466 or EDUC 474 or EDUC 475). EDUC 460 or EDUC 474 or EDUC 463 or EDUC 464 or EDUC 465 or EDUC 466 or EDUC 475 or EDUC 476 or EDUC 477 or EDCT 425 or EDCT 431 or EDCT 441 or EDCT 451 or EDCT 465 or EDUC 462). <i>Existing AUCC 4A/4C course in ARTM-AREZ-BF.</i> 	Fall 2022
EDUC 485B	Student Teaching: Secondary	<ul style="list-style-type: none"> Edit to prerequisites: (EDUC 450) and (EDUC 461B or EDUC 463 or EDUC 464 or EDUC 465 or EDUC 466 or EDUC 476 or EDUC 477). EDUC 460 or EDUC 474 or EDUC 463 or EDUC 464 or EDUC 465 or EDUC 466 or EDUC 475 or EDUC 476 or EDUC 477 or EDCT 425 or EDCT 431 or EDCT 441 or EDCT 451 or EDCT 465 or EDUC 462). <i>Existing AUCC 4A/4B/4C course in NSCI-BLEZ-BS; NSCI-CHEZ-BS; NSCI-GLEZ-BS. Existing AUCC 4A/4C course in NSCI-PHEZ-BS; ARTM-AREZ-BF.</i> 	Fall 2022

Course Deactivations

Course #	Course Title	Notes/Changes	Effective Term
VM 624	Veterinary Feeds and Feeding	Not listed in any courses or programs.	Fall 2022
VM 719	Evidence-Based Medical Herbology	Not listed in any courses or programs.	Fall 2022

Minor Changes to Existing Programs

Program Title	Notes	Effective Term
CPSQ: Minor in Computer Science	<ul style="list-style-type: none"> Addition of CS 162 to ‘Lower Division’ options. 	Fall 2022

Minutes approved by the University Curriculum Committee on 2/11/22.

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 **February 11, 2022** at 11:00 a.m. via Microsoft Teams.

The meeting adjourned at 12:33 p.m.

Minutes

The minutes of February 4, 2022 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).

Major Changes to Courses

Course #	Course Title	Notes	Effective Term
ETST 305 ETST 405	Ethnicity, Class, and Gender in the U.S.	<ul style="list-style-type: none"> Course number/level change. Addition of prerequisites: ETST 100 or WS 200, and 6 credits of ETST 101-299. None. AUCC 4A/4B designation for ETST-SOTZ-BA. 	Fall 2022
MU 332	History of Jazz	<ul style="list-style-type: none"> Addition of prerequisites: MU 118; MU 131. None. Addition of AUCC 4A/4B designation. 	Fall 2022
MU 334	Perspectives in Early Music History I	<ul style="list-style-type: none"> Edits to course title and description. Edit to offering year: Even Every Addition of ‘Junior Standing’ restriction. Existing AUCC 4A/4B course.	Fall 2022
MU 335	Music of the Common Practice Era Music History II	<ul style="list-style-type: none"> Edits to course title and description. Edit to offering year: Even Every Addition of ‘Junior Standing’ restriction. Addition of AUCC 4A/4B designation. 	Fall 2022
MU 430	20 th and 21 st Century Music	<ul style="list-style-type: none"> Edits to course title and description. Edit to offering year: Odd Every Edit to prerequisites: MU 118 and MU 131. None. Addition of ‘Junior Standing’ restriction. Addition of AUCC 4A/4B designation. 	Fall 2022
MU 431	American Music	<ul style="list-style-type: none"> Edits to course title and description. Edit to offering year: Odd Every Edit to offering term: Fall Spring Edit to prerequisites: MU 118 and MU 131. None. Addition of ‘Junior Standing’ restriction. Addition of AUCC 4A/4B designation. 	Fall 2022
MU 473	Applied Composition Instruction	<ul style="list-style-type: none"> Credit increase (<i>from 1-2 var. to 3</i>) Edits to course title and description. Addition of Registration Info: Audition required. 	Fall 2022

		<ul style="list-style-type: none"> Removal of Add'l Reg Info: Must have successful completion of upper division qualifying exam. 	
MU 474	Applied Jazz Instruction	<ul style="list-style-type: none"> Credit increase (from 1-2 var. to 3) Addition of Reg Info: Audition required. Addition of 'No Freshman' restriction. Edit to Add'l Reg Info: MU 274 (any one subtopic); Concurrent registration in any jazz ensemble; Audition is the successful completion of upper division qualifying exam. 	Fall 2022

AUCC 3B and Guaranteed Transfer (GT) Pathways Course: New Course Submission (GT-AH2)

Course #	Course Title	GTP Category/Notes	Effective Term
LFRE 251	Revolution and Resistance in Lit and Film	Approved for AUCC 3B: Arts & Humanities/GTP-AH2: Literature & Humanities.	Fall 2022

Major Changes to Existing Programs

Program Title	Notes	Effective Term
MUSC-COMZ-BM: Major in Music, Composition Concentration	See CIM for all program changes. AUCC 4A/4B: MU 332 , MU 334, MU 335, MU 430, MU 431 AUCC 4C: MU 471	Fall 2022
MUSC-MUEZ-BM: Major in Music, Music Education Concentration, Choral Option	See CIM for all program changes. AUCC 4A/4B: MU 332 , MU 334, MU 335, MU 430, MU 431 AUCC 4C: MU 471	Fall 2022
MUSC-MUEZ-BM: Major in Music, Music Education Concentration, Instrumental Option	See CIM for all program changes. AUCC 4A/4B: MU 332 , MU 334, MU 335, MU 430, MU 431 AUCC 4C: MU 471	Fall 2022
MUSC-MUTZ-BM: Major in Music, Music Therapy Concentration	See CIM for all program changes.	Fall 2022
MUSC-PERZ-BM: Major in Music, Performance Concentration, Jazz Studies Option	See CIM for all program changes. AUCC 4A/4B: MU 334, MU 335, MU 430, MU 431 AUCC 4C: MU 471	Fall 2022
MUSC-PERZ-BM: Major in Music, Performance Concentration, Orchestral Instrument Option	See CIM for all program changes. AUCC 4A/4B: MU 332 , MU 334, MU 335, MU 430, MU 431 AUCC 4C: MU 471	Fall 2022
MUSC-PERZ-BM: Major in Music, Performance Concentration, Organ Option	See CIM for all program changes. AUCC 4A/4B: MU 332 , MU 334, MU 335, MU 430, MU 431 AUCC 4C: MU 471	Fall 2022
MUSC-PERZ-BM: Major in Music, Performance Concentration, Piano Option	See CIM for all program changes. AUCC 4A/4B: MU 332 , MU 334, MU 335, MU 430, MU 431 AUCC 4C: MU 471	Fall 2022
MUSC-PERZ-BM: Major in Music, Performance Concentration, Voice Option	See CIM for all program changes. AUCC 4A/4B: MU 332 , MU 334, MU 335, MU 430, MU 431 AUCC 4C: MU 471	Fall 2022
MUSI-BA: Major in Music	See CIM for all program changes. AUCC 4A/4B: MU 332 , MU 334, MU 335, MU 430, MU 431 AUCC 4C: MU 471, MU 499	Fall 2022

New Graduate Certificate		
Program Title	Notes	Effective Term
Graduate Certificate in Arts Management	Offered Main Campus Face-to-Face and Online/DCE.	Fall 2022

CONSENT AGENDA

Major Changes to Experimental Course – 2nd Offering			
Course #	Course Title	Notes/Changes	Effective Term
MIP 280A4	Microbial Sequence Analysis Computational Microbiology	<ul style="list-style-type: none"> Edit to course title. 	Fall 2022

Experimental Courses – 1st Offering			
Course #	Course Title	Notes/Changes	Effective Term
E 280A3	Creative Writing as Transformative Practice		Fall 2022
MATH 480A2	Mathematics of Blockchain Protocols		Fall 2022
MIP 480A2	Foundations of Modern Biotechnology		Fall 2022

Course Deactivations			
Course #	Course Title	Notes/Changes	Effective Term
VM 739	Clinical Diagnostic Microbiology	Not listed in any courses or programs.	Fall 2022

Minor Changes to Existing Programs		
Program Title	Notes	Effective Term
BUSA-IMZ-MBA: Master of Business Administration, Impact Specialization	<ul style="list-style-type: none"> Updates to elective list. 	Fall 2022
TOXC-MS: Master of Science in Toxicology, Plan A	<ul style="list-style-type: none"> Update to elective list. 	Fall 2022
TOXC-MS: Master of Science in Toxicology, Plan B	<ul style="list-style-type: none"> Update to elective list. 	Fall 2022

Minutes approved by the University Curriculum Committee on 2/18/22.

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

Candidate Statement

Sue Doe, Ph.D., Professor of English, Current Chair of Faculty Council
 Nominee for Chair of Faculty Council: 2022-23

I have served as the Chair of Faculty Council for the past 20 months, and I seek your support for re-election so that we may continue to work together to represent the faculty voice in shared governance at Colorado State University. The Chair of Faculty Council is a nearly full-time position which allows its holder to represent faculty perspectives when a busy faculty member on a traditional workload distribution would be unable to attend to such matters at the pace demanded. Within a context of shared governance, the Chair of Faculty Council seeks to uphold, articulate, and deepen university values. The Chair attempts to represent, to circulate, and to elevate faculty voices whenever and wherever possible. The Chair, working alongside members of university leadership, offers critical interrogation of the strategies, assumptions, and implications of policies and practices from the faculty perspective.

We have reached the two-year milestone of the COVID-19 pandemic. The lessons learned and the adaptations we have made to remain successful as a university during the pandemic will shape our future in many ways, including new options for teaching and learning, new recognition of the mental and physical health needs of students, staff and faculty, and new challenges to the nature of university work itself, including where it is best conducted. The faculty must be a positive and forceful voice in the conversations going forward if we are to sustain our purpose, including our relevance to the communities we serve as a public land grant institution.

Two years ago, as the pandemic was just beginning to unfold, and as a first-time candidate for Chair, I stated my desire to mobilize you, as members of Faculty Council, so that governance of the institution would derive benefit from you as an innovative and engaged faculty. I stated at the time that because we have so many competing demands, it is understandable that our attention is often not focused on governance. Yet we must understand that the entire context which allows for our scholarship, teaching, and engagement is dependent upon our commitment to shared governance. I believe this even more today as the pandemic has only added to the complexity and demands of our roles as faculty. I am encouraged by the fact that since the start of the pandemic, when Faculty Council itself went remote, participation in Faculty Council has been at unprecedented highs, adapting and even flourishing in a context of Microsoft Teams.

Your presence has informed me at every turn. I have done my best to represent you while growing ever more conscious that I am just one voice, I do not speak for everyone. So when you have shown up for meetings and offered your voice, you have helped in a very tangible way. In turn, while Chair, I have served as the faculty representative/advisor on several key committees, including the Teaching Continuity and Recovery Team, where I have endeavored to provide insight into faculty perspectives on the pandemic. I have worked with the other Employee Councils (APC and CSC) to help make annual review, promotion, and compensation expectations for faculty and staff more equitable. I have assisted the standing committees and encouraged their work. I worked with the Provost's Office to arrange the visit of national scholar Adrianna Kezar who spoke to campus in November about next steps around the valuing of non tenure-track faculty. Additionally, the task forces that I set up in year one, the Intellectual Property (IP), Information Technology (IT), Diversity, Equity, and Inclusion, Presidential Evaluation, and Shared Governance Task Forces, all completed their work. Each effort resulted in important new Manual recommendations, and all but one became Manual language. The one that did not was the proposal around shared governance, which was turned back due to the legal limitations of faculty authority in the CSU system, and not due to any failure on the part of the task force or the Faculty Council. The IP task force

successfully addressed propriety problems associated with classroom materials in online spaces. The IT Task Force recommended creation of a new standing committee and in December 2021 that new committee was authorized by Faculty Council vote, ensuring new involvement of faculty in high level IT policy discussions. The Presidential Task Force launched the first-ever professional survey of faculty on the President's performance, a survey that will be repeated this year. And the DEI Task Force introduced new Manual language inviting a more capacious set of tenurable activities and a more explicit valuing of faculty work that relates to equity and justice.

This year, with collaboration from the Provost's Office, I have created two new task forces, one related to the core curriculum as a whole and the other related specifically to the AUCC 3E to 1C transition. These task forces are working hard even as we speak and will have updates to share with the Faculty Council by the end of the academic year. Both efforts deepen faculty involvement in matters relating to the curriculum. Additional efforts in the coming year will need to address faculty involvement in the development and clearer circulation of academic policies.

A year ago I thanked you for all you had done during the pandemic to contribute to the university's success. I pointed out that you turned on a dime and made your courses remote in a matter of days. You undertook professional development during unpaid summer months so that your remote classes would become more effective in the fall of 2020. You attempted to maintain a research agenda and in some cases, you were more productive than ever. You gave service to your departments, often developing new materials that would assist your colleagues in light of radically changed conditions. You managed complex demands from home, including the education of your children and the long-distance care of your loved ones. You offered your scholarly expertise for campus use and cultural good.

As Chair, I am proud to count myself among you.

I see my role as setting a trajectory and then turning your talent loose. My job, as I see it, is to provide enabling circumstances and then stay the heck out of your way because in the end, it takes an entire faculty to become a more knowledgeable, engaged, and responsible Council. Moving forward, I hope that we can continue to attend to pressing issues such as improved compensation, the assertion of authority over curriculum, and the defense of the value of a four-year degree.

As I have stated in years past and others before me have stated as well, the Faculty Council, guided by a Manual that has the authority of law behind it, can and must work to assert and defend faculty rights as a set of uniquely positioned opportunities and responsibilities. Chief among these is academic freedom, which ought not to be taken for granted since it establishes universities as a singular location where unpopular ideas are protected. Such broad authority confers upon the faculty a significant responsibility to be good stewards of this most precious of privileges. I hope that we can continue to work together to protect and defend those rights, less for ourselves and our careers than for students and the culture.

I ask for your vote of support to continue to serve as Chair of Faculty Council for a final third year, a very wise term limit that is stipulated by the Faculty and Administrative Professional Manual. It takes at least two years to learn this job, and, if re-elected, I will do my best to apply what I have learned.

Candidate Statement

**Steven C. Reising, Ph.D., Professor of Electrical and Computer Engineering
Nominee for Vice Chair of Faculty Council, 2022-23**

I am pleased to accept the nomination for Vice Chair of Faculty Council. I am writing to express the motivation for my candidacy and ask for the support of the members of Faculty Council. I enthusiastically support strong faculty governance and its ability to effect change in the university. If elected, I will work to build on and enhance the current strengths of Faculty Council in shared governance of Colorado State University.

I concur with Sue Doe's candidate statement for Faculty Council Chair and her resolve to continue to increase the effectiveness of our role in shared governance at CSU. I am committed to working together with her and the members of Faculty Council to enhance our effectiveness representing faculty interests and communicating with both the Administration and the overall campus community. We need to increase awareness in the community, and particularly among faculty, of our mandate and ability as an assembly of scholars to fully participate in shared governance of CSU. We need continue to be a creative force by providing new ideas and present solutions from the ground up, rather than waiting for decisions to come from the top down.

We all know that faculty members are united in our motivation to pursue top-quality, innovative teaching, research, service, outreach, scholarship and creative activity. At the same time, we faculty need to recognize that our academic freedom and pursuit of research, innovation and ideas depend upon and are enhanced by our ability to engage in shared governance. As both current and previous Faculty Council Chairs have reminded us, our Manual has the authority of law behind it, and thereby provides the opportunity to assert, protect and defend faculty rights along with our attendant responsibilities. Therefore, we need to continue to increase awareness among faculty of the importance of our committed engagement to shared governance. At the same time, we need to continue the on-going process of enhancing the involvement of contract, continuing and adjunct/non tenure-track faculty (CCAF/NTTF) in shared governance. We also need to strengthen our communication with ASCSU and other student organizations on campus so that we are further informed by the perspectives of our students. Academic freedom protects the free exchange of research and ideas, but at the same time provides us with the solemn responsibility to educate and value our students who are, in the end, our most important contribution to the State of Colorado, our nation and the world.

I have demonstrated my commitment to the mission and values of Faculty Council since 2007, when I was first elected as the ECE Department Representative to Faculty Council. Since that time, I have served as a Faculty Council member continuously, interrupted only by my sabbatical in Spring 2014. As the College of Engineering Representative to the Committee on University Programs for 6 years (2009-2015), I gained great appreciation for the importance and effectiveness of the faculty's oversight role in the initiation and periodic review of CSU's cross-disciplinary research centers. As the College of Engineering Representative to Executive Committee for nearly 7 years between 2010 and 2019, under three successive Faculty Council

Chairs, I participated weekly in formulating and making decisions on the agenda for our Faculty Council Meetings as well as weekly discussions with leaders of the Administration about decisions impacting the future of CSU. Finally, as the College of Engineering Representative to the Committee on Faculty Governance for more than 9 years (Fall 2012-present), I have gained ever greater knowledge and awareness of the Code (Section C of our Manual) and its ramifications. In particular, as Chair of the Committee on Faculty Governance (Fall 2019-present), I have led the process of proposing a number of Code changes that have been adopted by Faculty Council. Service on Faculty Council provides us with myriad opportunities to reach beyond our own disciplinary boundaries and find connections and commonalities with a diverse group of faculty from across campus in our shared governance of CSU. Faculty Council has remained highly active and vibrant over Microsoft Teams through the past two years of the pandemic. It is our responsibility to bring together the best ideas of faculty to formulate our unique and powerful voice in the stewardship and shared governance of CSU.

In addition to service on Faculty Council, I have built and demonstrated leadership skills by serving as the Graduate Committee Chair in Electrical and Computer Engineering for the past 16 years. I have also served as a leader in national and international professional societies in my discipline, including as an elected member of two Administrative Committees of IEEE international technical societies for 18 years, as well as one of the vice-presidents, committee chairs or Secretary on the Executive Committees of those societies for the past 14 years. In addition, I have served for a total of 9 years, as Secretary, Chair and Past Chair of the U.S. National Committee of URSI, under the auspices of The National Academies.

Over the past 22 years, I have served as PI of 19 research grants from NASA, NOAA, NSF and many other federal and international agencies, as well as private industries in the Colorado Front Range. I have served for 13 years as Associate Editor of some of the most prestigious journals in the remote sensing field. I have advised M.S and Ph.D. students, as well as postdocs, who are now employed in their field in universities, industry and government laboratories. I have taught courses on all levels from first-year students to Ph.D. students, making me deeply aware that our students and the graduates they become are our key contribution to society.

If elected, I will devote my skills and energy tirelessly to supporting Sue Doe as Chair and to promoting a strong and effective faculty role in shared governance of Colorado State University.

Andrew Norton

Candidate, 2022 – 2023 Faculty Council Representative to the CSU Board of Governors

I am pleased to accept this nomination for the position of Board of Governors Faculty Council Representative. This is an important position that serves as both a conduit for information from the Colorado State University Chancellor and Board of Governors and as an advocate for Faculty Council at the system level. Many of the important decisions we face are made at the system level – decisions such as which strategic initiatives we are to pursue, the tuition and fee levels our students experience, or the appropriate use and deployment of CSU System reserve funds. If elected, I will ensure that faculty voices are present in these important discussions and with help from Faculty Council and Faculty Council Executive Committee I will ensure that I represent the entire faculty of this institution. To this end, I strongly support current Chair Doe's efforts to elevate the principles of shared governance at CSU and to increase transparency in decision making.

I have served on Faculty Council Executive Committee since Fall 2020 and served as vice-chair from July 2021 – June 2022. I am currently chairing a Faculty Council task force examining how best to implement and use the University's All University Core Curriculum. I served on Faculty Council's Committee on Teaching and Learning from 2005 – 2010, and chaired this committee from 2008–2009. I was the College of Agricultural Sciences representative to Faculty Council from 2010–2013 and from 2020–present. I currently represent the college on Executive Committee of Faculty Council. In addition to service on Faculty Council, I have served as member of the Graduate Degree Program in Ecology's Executive committee (2005-2007), the Department of Agricultural Biology Executive committee (2011–2013, 2015–2018, 2019–present), the Agricultural Biology Department's Graduate Program Committee (2005–2013, 2014–2015, 2016–2019) and chaired this committee for most of this time. I have served as the College of Agricultural Sciences Master Teacher Initiative Coordinator since 2015.

I am passionate about and strongly committed to increasing diversity, equity and inclusion. I completed the Vice President for Diversity's Faculty Institute for Inclusive Excellence (FIIE) and the Social Justice Leadership Institute in 2017 and became a FIIE fellow in 2018. In 2017 I became a member of the College of Agricultural Sciences Diversity Catalyst Team and in 2018 the Graduate School's Center for Inclusive Mentoring Executive Committee. In 2020 and 2021 I was invited to be a co-instructor of FIIE.

For this University to meet its land grant mission and for us to serve all that we must, diversity, equity and inclusion and the CSU Principles of Community must infuse everything we do. As faculty we play a central role in communicating and upholding these shared values. Faculty Council must work to ensure that the policies and practices we implement at CSU are in support of a more equitable and inclusive university, and we must speak and we must act to make sure that we hold ourselves, and the University, accountable for our actions.

Sincerely,

Andrew Norton

Vice Chair, Faculty Council

Professor, Department of Agricultural Biology

Master Teacher Initiative Coordinator

Colorado State University

MEMORANDUM

Date: February. 1, 2022

To: Sue Doe, Chair of Faculty Council

From: José Luis Suárez-García, Chair, Committee on University Programs (CUP)

Re: CUP Recommendations for the Renewal of Centers, Institutes, and Other Special Units (CIOSUs) for 2021 Biennial Reviews

On behalf of the CUP members, we would like to share with Faculty Council the recommendations for the applications of renewal/continuation of the CIOSUs reviewed in 2021 (report 2022). Detailed scoring and the renewal criteria are available upon request. The Committee would like to thank Dinaida Egan (RAO Associate Director, Office of the VP for Research, and ex officio committee member) and Joe Frye (Project Coordinator, Office of the VP for Research) for their support to complete this task by acting as the liaison between CUP and the applicants during Fall 2021. This year the individual evaluations were completed during Winter break. Dinaida has also been instrumental in monitoring that all applications were complete, on time, and revised all aspects of the *InfoReady* system used during the assessment of the applicants. A total of 36 CIOSUs were evaluated for renewal (continuation), consolidation or termination (biennial report); 2 new applications were also evaluated, and those reports have been sent to Faculty Council.

Finally, as CUP chair, I would like to take this opportunity to thank our committee members (including Sue Doe, CUP ex officio member) for their support during the entire process. The CUP is composed of members from all CSU colleges and two student representatives.

- I. The following list of applications are recommended for Renewal/Continuation (34)
Even if the final CUP recommendation is Continuation, the list also includes CIOSUs when at least one committee member suggested/recommended Consolidation.

Director or Co-Director (Applic. ID #)	College or Division	Name of CIOSU	CUP Recommendation
Belk, Keith (2026)	CAS	Center for Meat Safety & Quality	Continuation
Enns, Richard (2036)	CAS	Western Center for Integrated Resource Management	Continuation*
Beard, Doreen (2002)	CHHS	Avenir Museum of Design and Merchandising	Continuation

Bunning, Marisa (2040)	CHHS	Center for Food Safety and Prevention of Foodborne Disease	Continuation
Coffino, Kara (2019)	CHHS	Center for Educator Preparation	Continuation
Fahrner, Scott (2027)	CHHS	Human Performance Clinical Research Laboratory	Continuation
Folkestad, James (2014)	CHHS	Center for the Analytics of Learning and Teaching (C-ALT)	Continuation
Plaut, Josette (2053)	CHHS	Institute for the Built Environment	Continuation
Seng, Stephanie (2000)	CHHS	Center for Family and Couple Therapy	Continuation
Cutler, Harvey (2046)	CLA	Center for Disaster and Risk Analysis (CDRA)	Continuation
Orsi, Jared (2051)	CLA	Public Lands History Center	Continuation
Ray, Indrakshi (2039)	CNS	Cybersecurity Center	Continuation
Steger, Michael (2033)	CNS	Center for Meaning and Purpose	Continuation
Swaim, Randall (2011)	CNS	Tri-Ethnic Center for Prevention Research	Continuation**
Gill-Stuart, Penny (2038)	COB	BEVERAGE BUSINESS INSTITUTE	Continuation
Klein, Hilary (2015)	COB	Everitt Real Estate Center	Continuation
Chicco, Adam (2050)	CVMBBS	Cardiovascular Research Center	Continuation

Crick, Dean (2024)	CVMBS	Mycobacteria Research Laboratories	Continuation
Lappin, Michael (2035)	CVMBS	Center for Companion Animal Studies	Continuation
Page, Rod (2003)	CVMBS	Flint Animal Cancer Center	Continuation
Reynolds, Stephen (2020)	CVMBS	High Plains Center for Agricultural Health and Safety	Continuation
Ross, Matthew (2031)	Libraries	The Geospatial Centroid	Continuation
Davidshofer, Charles (2013)	Provost	Society of CSU Faculty/AP Staff Retirees	Continuation
Doe, Sue (2007)	Provost	Center for the Study of Academic Labor	Continuation
Ritter, Jr., August (2029)	Provost	Center for the New Energy Economy	Continuation
Sample McMeeking, Laura (2021)	Provost	STEM Center	Continuation
Hentschel, Margit (2023)	TILT	Center for Mindfulness	Continuation
Sanderson, John (2032)	WCNR	Center for Collaborative Conservation	Continuation*
Arabi, Mazdak (2072)	WSCOE	One Water Solutions Institute	Continuation
Chandrasekar, Chandra V (2055)	WSCOE	CSU CHILL National Weather Radar Facility	Continuation

Kummerow, Christian (2004)	WSCO	Cooperative Institute for Research in the Atmosphere (CIRA)	Continuation
Rocca, Jorge (2022)	WSCO	EUV ERC	Continuation
Schumacher, Russ (2008)	WSCO	Colorado Climate Center	Continuation
Thornton, Chris (2034)	WSCO	Hydraulics Laboratory	Continuation

* Continuation/Consolidation. Some committee members have suggested that applicants or administrators in charge of some CIOs evaluate similarities in areas of the research (mission, structure, faculty involved, departments/colleges) of the CIOs that may suggest evaluating the possibility of consolidating with other similar or close CIOs to maximize resources or even enhance existing CIOs. This could be evaluated in the context, perhaps, of the University Courageous Strategic Plan.

**Some Committee members have expressed concerns that some CIOs operate under a single dept./unit (per guideline CIOs operating under one unit do not need to apply to be CIOs). The CUP is recommending Continuation of them following the individual evaluation of the applications and the recommendation of the Dept. Heads and Deans/Overseeing Administrators.

II. The following CIOs are not recommended for Continuation (Termination) per CIO Director request.

Director or Co-Director (Applic. ID #)	College or Division	Name of CIO	CUP Recommendation
Chen, Eugene (2037)	CNS	Materials Chemistry Program of Study	Termination
Hoffman, Chad (2049)	WCNR	Western Forest Fire Research Center	Termination

MEMORANDUM

Date: Jan. 31, 2022.

To: Dr. Sue Doe, Chair of Faculty Council.

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

Re: CUP Recommendation. New proposals (2) for a CIOUSU:

1. Food Systems Institute for Research, Engagement and Learning (Applicant: Michael Carolan)

On behalf of the CUP members, we would like to share with Faculty Council the recommendation for the following application: **Food Systems Institute for Research, Engagement and Learning** (Applicant: Michael Carolan). Detailed scoring and the evaluation criteria are available upon request. By unanimous vote the application is recommended for approval.

2. Center for Artists' Books and Inclusive Narratives (CABIN. Applicant Anna Bernhard)

On behalf of the CUP members, we would like to share with the Faculty Council the recommendation for the following application: **Center for Artists' Books and Inclusive Narratives** (Applicant: Anna Bernhard). Detailed scoring and evaluation criteria are available upon request. By majority vote the application is not recommended for approval. Concerns/deficiencies are related to the number of units/faculty members (same unit) involved in the proposed center.

Date: February 9th, 2022

To: Sue Doe
Chair, Faculty Council

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

Subject: **Faculty Manual Section E.5.3 Guidelines on Teaching and Advising**

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

MOVED, THAT SECTION E.5.3 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE REVISED AS FOLLOWS:

**E.5.3 Guidelines on Teaching, and Advising, and Mentoring
Responsibility** (*last revised August 2012~~xxx~~*)

The teaching, ~~and~~ advising, and mentoring responsibilities of faculty members are among those many areas of university life which have for generations been a part of the unwritten code of a “community of scholars.” It seems appropriate to set forth these responsibilities in the form of illustrative statements of desirable practice. These guidelines are by no means exhaustive regarding faculty members’ responsibilities to teaching, ~~and learning and~~ advising, and mentoring. The performance of faculty members in meeting the expectations contained in the guidelines shall be taken into consideration in determining salary increases, tenure, and promotion.

a. Faculty members are responsible for stating clearly the instructional objectives of each course they teach at the beginning of each term. It is expected that faculty will direct their instruction toward the fulfillment of these objectives and that evaluation of student achievement will be consistent with these objectives. Faculty members are responsible for orienting the content of the courses to the published official course descriptions.

- b. Faculty members are responsible for informing students of the attendance expectations and consequences, and of the methods to be employed in determining the final course grade.
- c. Faculty members are responsible for the assignment of the final course grade. The assigned grade should reflect the performance of the student in the course commensurate with the objectives of the course. The course instructor's decision of whether to use whole-letter grading or the plus minus grading system in the course should be indicated in the course syllabus and/or policy statement.
- d. Graded examinations, papers, and other sources of evaluation will be available to the student for inspection and discussion. These should be graded promptly to make the results a part of the student's learning experience. The results of these evaluations will be retained for at least one (1) term to provide the opportunity for review.
- e. Faculty members are expected to meet their classes regularly and at scheduled times. In case of illness or emergency, the department head should be notified promptly.
- f. ~~A Faculty member~~is expected to make time available for student conferences and for advising and mentoring, if these are included in the faculty member's scope of duties. Office hours should be convenient to both the students and ~~instructor~~ the faculty member with the opportunity provided for prearranged appointments. Available conference times should be communicated to students.
- g. Faculty members shall have their teaching, ~~and~~ advising, and mentoring periodically evaluated as specified by departmental codes.

Rationale: Advising and mentoring may be two separate entities and this needed clarification within E.5.3 for those faculty who perform such duties.

Date: February 9th, 2022

To: Sue Doe
Chair, Faculty Council

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

Subject: **Faculty Manual Section E.12.1 Teaching and Advising**

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

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

E.12.1 Teaching, and Advising, and Mentoring (*last revised May 6, 2021~~xxx~~*)

As part of its mission, the University is dedicated to undergraduate, graduate, professional, and continuing education locally, nationally, and internationally. Toward that end teachers engage learners, transfer knowledge, develop skills, create opportunities for learning, create an inclusive learning environment, advise and facilitate student academic and professional development. This engagement may involve teaching, advising, and/or mentoring.

Teaching includes, but is not limited to, classroom and/or laboratory instruction; on-line instruction; individual tutoring; supervision and instruction of student researchers; clinical teaching; field work supervision and training; preparation and supervision of teaching assistants; supervision of field trips; teaching abroad; service learning; outreach/engagement; organization, coordination, marketing, and promotion of official university educational activities; and other activities that organize and disseminate knowledge. Faculty members' supervision or guidance of students in recognized academic pursuits that do not confer any University credit also is considered teaching and should be included in portfolio materials and be considered as part of the evidence of teaching effectiveness. Associated teaching activities include class preparation; grading; laboratory or equipment maintenance; preparation and funding of proposals to improve instruction; attendance at workshops on teaching improvement; and planning of curricula and courses of study; and mentoring colleagues in any of these activities. Outreach and engagement activities as specified by the department/unit, are important to CSU as a land-grant institution and should be integrated into teaching efforts, as appropriate (see Section E.12.4). This includes teaching efforts of faculty members with Extension appointments. Examples of engaged teaching include service-learning and conducting workshops, seminars and consultations, and the preparation of educational materials for those purposes. Other examples can be

found in the “[Continuum of Engaged Scholarship](#)”. Activities that enhance diversity and inclusion at CSU and align with CSU’s Principles of Community are important to CSU’s land-grant mission and should be integrated into teaching efforts.

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

Departments shall foster a culture that values and recognizes excellent teaching, and encourages reflective self-assessment. To that end, departmental codes must, within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness. Department codes shall make it clear what is needed for a faculty member to meet teaching expectations and what is needed to exceed expectations. Evaluation of teaching should be designed to highlight strengths, identify deficiencies, and improve overall teaching and learning.

Evaluation criteria of teaching can include, but are not limited to, quality of curriculum design; quality of instructional materials; achievement of student learning outcomes; and effectiveness at presenting information, managing class sessions, encouraging student engagement and critical thinking, and responding to student work. Evaluation of teaching shall involve multiple sources of information such as course syllabi; signed peer evaluations; examples of course improvements; development of new courses and teaching techniques; integration of service learning; appropriate course surveys of teaching; letters, electronic mail messages, and/or other forms of written comments from current and/or former students; and evidence of the use of active and/or experiential learning, student learning achievement, professional development related to teaching and learning, and assessments from conference/workshop attendees. Importantly, student perceptions of the learning environment are, by definition, *not* evaluations of teaching effectiveness and cannot be taken as such; they are simply the student perspectives on their experience in a learning environment. Departments must not use student survey responses as a direct or comparative measure of teaching effectiveness nor use student responses or attendant metrics derived from student responses independent of multiple sources of evidence of teaching effectiveness. The use of student survey responses is appropriate only in the context of multifactorial reviews of multiple resources oriented toward an instructor’s continuous improvement in fulfilling our teaching mission. Given this, reflection on, and use of, student perceptions can be one part of instructors’ formative development because these perceptions can offer insights into the learning environment that only the students can provide. As such, results from student course surveys should be shared with department heads and promotion

and tenure committees and considered only *in context* of a multifactorial review for the purpose of mentoring and evaluating teaching that includes information on courses taught, patterns in student survey responses, and instructors' reflections on such patterns in teaching portfolios that document their accounts of how they have used this and other feedback. Anonymous letters or comments shall not be used to evaluate teaching, except with the consent of the instructor or as authorized in a department's code. Evaluation of teaching effectiveness should take into account the physical and curricular context in which teaching occurs (e.g., lecture, practicum, lab courses, independent and group study courses; face-to-face and online settings; lower-division, upper-division, and graduate courses), established content standards and expectations, and the faculty member's teaching assignments, in particular the type and level of courses taught. The University provides resources to support the evaluation of teaching effectiveness, such as systems to create and assess teaching portfolios, access to exemplary teaching portfolios, and professional development and programs focusing on teaching and learning.

Effective advising and mentoring of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process. Advising and mentoring are two distinct activities. Advising is an activity that generally focuses on academic and programmatic guidance for students, ranging from coursework and program navigation steps to pointing out key resources and contacts within a given community. Mentoring is a bi-directional activity between a mentor and a mentee that often includes aspects of advising, but has additional involvement of a mentor-mentee relationship that transcends the advising role. This will generally involve a faculty member or other professional in the discipline working with the mentee to understand the mentee's personal and professional goals and then providing the mentee with a mix of professional knowledge, career advice, counsel on work-life balance issues, guidance on academic expectations, a rigorous academic challenge, and support as the mentee develops the skills necessary to become a full member of a profession. Advising and mentoring are characterized by being available to students, keeping appointments, providing accurate and appropriate advice, and providing knowledgeable guidance. The advising/mentoring commitments are different for undergraduate students, non-thesis masters students, thesis masters students, doctoral students, and postdoctoral fellows.

Advising/mentoring and mentoring activities include, but are not limited to, meeting with students to explain graduation requirements; giving academic advice; giving career advice or referring the student to the appropriate person for that advice; advising/mentoring students for official university activities and advising student organizations. Advising/mentoring and mentoring of graduate students includes, but is not limited to, supervision of and/or assistance with theses, dissertations, publications, presentations and project-related products. In particular, the advising/mentoring commitments are different for non-thesis masters students, thesis masters students, doctoral students, and postdoctoral fellows.

~~Advising and mentoring is characterized by being available to students, keeping appointments, providing accurate and appropriate advice, and providing knowledgeable guidance.~~ Evaluation of advising/mentoring and/or mentoring effectiveness can be based upon signed evaluations from current and/or former students, faculty members, and professional peers. Evaluation of advising/mentoring and/or mentoring should take into account the quality of the advising/mentoring and/or mentoring and the time spent on advising/mentoring and/or mentoring activities. Department codes shall, within the context of their disciplines, ~~specify~~ include criteria and standards for evaluating advising/mentoring and/or mentoring effectiveness and shall evaluate advising/mentoring and/or mentoring as part of annual and periodic comprehensive reviews.

Rationale: Advising and mentoring may be two separate entities and this needed clarification within E.12.1 for those faculty who perform such duties.

Date: February 22, 2022

To: Sue Doe
Chair, Faculty Council

From: Shawn Archibeque
Chair, Committee on Teaching and Learning

Subject: **Repeat/Delete Policy**

The Committee on Teaching and Learning submits the following:

MOVED, THAT THE REPEAT/DELETE POLICY BE RENAMED TO “REPEAT/REPAIR”.

Rationale:

This topic was brought forth by Academic Success Coordinators as a concern regarding the student understanding of this policy. This is to hopefully address the confusion many students have when they use the process and later realize that the lower grade still remains a portion of their transcript. By having the name “Delete”, students are currently confused when there is still a record of the grade obtained remaining on transcripts. There would be no change to the language regarding the policy as it currently stands, only a modification to assist the Academic Success Coordinators.

Date: February 22, 2022

To: Sue Doe
Chair, Faculty Council

From: Shawn Archibeque
Chair, Committee on Teaching and Learning

Subject: **Student Course Surveys**

The Committee on Teaching and Learning submits the following:

MOVED, THAT THE STUDENT COURSE SURVEY BE OPENED FOR A STANDARD PERIOD OF TIME THAT WILL ENCOMPASS THE FINAL TWO (2) WEEKS OF THE SEMESTER THROUGH THE FRIDAY OF FINALS WEEK.

Rationale:

This action is to address the low activation of the survey and hopefully enhance the use and feedback of the student course survey. Due to the current manner of distribution of the student course survey, approximately 54% of the survey's are currently being turned on for students to complete. The vendor of the program that delivers the student course survey has indicated that CSU is the only school that does not use the standardized open/close system. The vendor is not willing at this time to accommodate any options other than to leave the open/close as it currently is being handled with individual instructors being required to activate and terminate the process or to use the proposed methodology in the proposed motion. It was determined that while the current method of survey delivery is preferred by a small group of instructors, the majority of instructors we have heard from appear to prefer the option of having a standard survey time that will require no additional action from the instructor. This motion is separate from other issues that are currently being considered by COTL regarding the student course survey structure.

Office of Engagement & Extension

CSU Extension Faculty Proposal

Blake Alan Naughton, Ph.D.
Vice President for Engagement and Extension
Colorado State University

March 1, 2022



Faculty Status for Extension Agents / Specialists – Genesis

- 6-year development process. Benchmark research with peer institutions.
- Proposal developed by agent/specialist committee. Voted to pursue by 85% of agents/specialists.
(Details found at <https://extension.colostate.edu/staff-resources/extension-faculty-information/>)

Why Faculty? *The Academic Work of Extension Agents and Specialists:*

Educate

- Teaching non-credit programs
- Consultation and technical assistance

Create

- Applied, participatory research
- Scholarship of extension education

Connect

- Community and partner co-created
- Inclusive engagement

Faculty Status for Extension Agents / Specialists – Key Benefits

Career Ladder	Peer Review	Competitiveness
<ul style="list-style-type: none"> Promotion opportunity for recognition and higher contributions of long-serving agents Increased expectations of levels of performance and impact over time 	<ul style="list-style-type: none"> Stronger formative feedback and mentorship on the content and craft of extension work Focused inquiry into the quality standards of extension products and services 	<ul style="list-style-type: none"> National norm for extension professionals to be ranked faculty Supportive of both recruitment and retention of quality candidates Long-term stability assists in community trust in CSU and reputational support of Extension

How: Creating a new faculty appointment type under “other”

Extension Faculty:

- Provide instruction in extension and non-credit programs and courses.
- Teach courses and programs delivered online or off-campus that award academic credit only when designated to do so by the academic department or unit housing the course or program.
- Serve in “at will” appointments not eligible for tenure.
- Use titles modified to indicate their appointment type (e.g., Extension Instructor) with standard ranks, per the policies of the school code.
- Be appointed initially from among the current roster of extension county agents and regional specialists; that is, those doing faculty-level work.
- Be represented in faculty governance through the school’s elected Extension Assembly. Other representation within Faculty Council may be considered by the council in the future.

Some key questions

So, how many faculty are we talking about?

Extension currently employs about **120 field agents and specialists** who would be converted to primary faculty of CSU Extension.

Which extension field professionals are eligible to be faculty?

Agents and specialists do promotable, faculty-level work; that is, they apply research to meet individual and community needs, develop curricula, teach and consult with learners, and evaluate and improve their practices through national networks of disciplinary peers. At CSU, faculty eligibility is determined through standards delineated within academic unit codes, approved by the provost.

What's this going to cost?

Nothing more from general funds. Additional salary costs for promotions of Extension agents / specialists will be absorbed in Extension budgets (these are separate from university E&G).

Thank you

Proposed Changes to Academic Faculty and Administrative Professional Manual in establishing a new faculty appointment type for Extension professionals

Colorado State University
Revised February 22, 2022

Note: Deletions are ~~Stricken~~ Additions are Underlined

E.2.2 Other Types of Faculty Appointments (*last revised ~~June 4, 2008~~ XXXX, 2022*)

...

E.2.2.1 Extension Faculty

CSU Extension may appoint faculty to deliver educational programs and services in extension when the individual possesses training and experience useful to the University's mission to extend its teaching, research, and service programs. The following conditions apply to CSU Extension faculty appointment:

- a. These appointments are restricted to CSU Extension only, and these faculty have full voting rights within CSU Extension.
- b. These appointments can have the ranks of instructor, senior instructor, master instructor, assistant professor, associate professor and professor.
- c. Promotions will follow the procedures in section E.13.
- d. These appointments are not eligible for tenure and use titles modified to reflect their specialized appointment (e.g., Extension Instructor) based on criteria established in the school code.
- e. These faculty members shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.
- f. These appointments are "at will" and are subject to termination by either party at any time. Section D.5.6 regarding the termination of "at will" appointments shall apply to "at will" faculty appointments.
- g. These appointments will have representation through an elected Extension Assembly.
- h. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)), but not for sabbatical leave (see Section F.3.4).

[Note: if established as E.2.2.1, then subsequent subsections would be renumbered.]