

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

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

**MINUTES**  
**Faculty Council Meeting**  
**February 5, 2019 – 4:00 p.m. – Plant Sciences – Room C101**

**CALL TO ORDER**

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

**ANNOUNCEMENTS**

1. Next Faculty Council Meeting – March 5, 2019– Plant Sciences Building – Room C101 – 4:00 p.m.

Gallagher announced that the Faculty Council meeting would be held on March 5, 2019 at 4:00 p.m. – Plant Sciences Building, Room C101

2. Elections for Faculty Council Officers – March 5, 2019 *Faculty Council Chair, Vice Chair, and Board of Governors Faculty Representative* – Committee on Faculty Governance

\*Send nominations to Don Estep, Chair, CoFG\* ([Donald.Estep@Colostate.edu](mailto:Donald.Estep@Colostate.edu))  
**Nominations close *Friday, February 22, 2019***

Ruth Hufbauer, CoFG, announced the upcoming elections for Faculty Council Officers at the March 5, 2019 Faculty Council meeting.

Gallagher: To be eligible to serve, you have to be a current or past Faculty Council member.

3. Executive Committee Meeting Minutes located on FC website – December 11, 2019 (<http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/>)

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

**MINUTES TO BE APPROVED**

1. Faculty Council Meeting Minutes – December 4, 2018

Gallagher asked for any corrections or additions.

Antonio Pedros-Gascon (CLA At-Large): Page 28 should say LLC.

Faculty Council approved the FC meeting minutes by unanimous consent. The amended minutes will be placed on the Faculty Council website.

## UNFINISHED BUSINESS

1. None

## CONSENT AGENDA

1. UCC meeting minutes – November 30, 2018 and December 7, 2018
2. Approval of Degree Candidates – Spring and Summer Semesters

Brad Goetz, Chair, UCC, moved for the approval of the consent agenda.

The Consent Agenda was unanimously approved.

## ACTION ITEMS

1. Proposed revisions to Appendix 7 – Bullying in the Workplace of the *Academic Faculty and Administrative Professional Manual* – CoRSAF

Deletions ~~Overseered~~ Additions Underlined

## APPENDIX 7: BULLYING IN THE WORKPLACE

### PURPOSE OF THIS POLICY

Colorado State University is committed to maintaining an environment conducive to working and learning, in which the rights and dignity of all staff, faculty, and students of the university community are respected. The University prohibits behaviors that rise to the level of bullying, as described below. Workplace bullying is a form of psychological violence that disrupts the peaceable environment and can result in lower workplace morale and productivity, greater employee absenteeism and turnover, and higher stress and its related health issues.

### APPLICATION OF THIS POLICY

This policy applies to all employees (“Covered Persons”), including, but not limited to, faculty, administrative professionals, state classified employees, student employees, volunteers, affiliates, and all other persons under the jurisdiction of the University to impose sanctions for behavior in the employment context, including agents, contractors and subcontractors. It is not intended to cover CSU students who are not employed by CSU (although a similar policy applies under the Student Conduct Code).

It is the responsibility of all Covered Persons to know and apply this policy.

## **DEFINITIONS USED IN THIS POLICY**

*Bullying* in the context of the workplace is repeated mistreatment by words or actions that are intended to shame, embarrass, humiliate, degrade, demean, intimidate, and/or threaten an individual or group.

A person who is a target of bullying may not be the only one, or even an intended target; behavior that foreseeably places bystanders or unintended targets at risk or in fear, or causes them to feel threatened or humiliated, is within the scope of this definition.

~~The determination of whether bullying has occurred is highly dependent upon the facts and circumstances surrounding any given situation. Words or actions that may cause an individual discomfort or distress do not necessarily constitute bullying behavior.~~

~~Differences of opinion and routine conflicts or problems in workplace relationships are not bullying, as these may be part of working life. Behavior that is unfriendly, dismissive or curt is not bullying unless carried to such an extreme that a reasonable person would feel fearful, intimidated, or physically or mentally harmed by it. Criticism, complaints, or negative feedback are not considered bullying when they are reasonable, legitimate, and proportional, and directly address issues of workplace performance and/or conduct. Employees are expected to meet the reasonable performance and behavior standards of their position, and requiring a person to meet those expectations is not bullying under this policy. [moved to #2 below]~~

Bullying can take a variety of forms and may include behaviors that are physical, verbal, nonverbal, direct or indirect, and may take place face-to-face, via written communications, or by electronic means. Some examples of bullying include, but are not limited to:

- Shouting or yelling at, berating, ridiculing, or demeaning others;
- Name calling and attacks on one's character, using a person as ~~the butt of jokes~~ an object of ridicule, using nicknames after being warned by the target that the nickname is considered to be offensive, or spreading gossip and rumors about the person to others;
- Mocking, ridiculing, punishing, or putting someone down in front of others, constant unwarranted criticism, or making offensive remarks regarding a person's known intellectual or physical attributes;
- Persistently interrupting a person or otherwise preventing a person's legitimate attempts to speak;
- Undermining or sabotaging the work performance of others;
- Spreading false or sensitive information about another;
- Deliberately excluding, isolating or marginalizing a person from normal workplace activities;
- Tampering with a person's personal effects or work equipment; damage to or destruction of a person's work product, work area, including electronic devices, or personal property;
- Punishments or negative consequences designed primarily to shame, exclude, and/or draw negative attention from others;
- Violent behavior, such as pushing, shoving, kicking, poking, or tripping; assault or threat of physical assault; making threatening gestures toward a person or invading personal space after

being asked by the target to move or step away. Bullying that is physically violent may violate criminal law and is addressed in CSU's Workplace Violence policy.

- Making threats, either explicit or implicit, to the security of a person's job or position when not part of a legitimate process by the supervisor to set expectations or engage in progressive discipline as outlined by the University. This may include, but is not limited to, manipulating the workload of a person in a manner intended to cause that person to fail to perform legitimate functions.

## **POLICY STATEMENT**

The University values the well-being of its employees and recognizes that bullying in the workplace can significantly impact a person's dignity and their physical and mental health, as well as the overall experience of working at CSU. Colorado State University considers workplace bullying unacceptable and will not tolerate it under any circumstances. Bullying, as defined in this policy, is prohibited.

~~CSU has a policy that prohibits unlawful discrimination and harassment. While workplace bullying can be intertwined with unlawful discrimination and harassment, bullying behavior can occur apart from these other forms of misconduct. In either case, workplace bullying is prohibited by this policy. Conduct that might be unlawful discrimination or harassment should be reported to the Office of Equal Opportunity (970-491-5836 or [oeo@colostate.edu](mailto:oeo@colostate.edu)).~~

## **POLICY PROVISIONS**

1. CSU has a [policy that prohibits unlawful discrimination and harassment](#). While workplace bullying can be intertwined with unlawful discrimination and harassment, bullying behavior can occur apart from these other forms of misconduct. In either case, workplace bullying is prohibited by this policy. Conduct that might be unlawful discrimination or harassment should be reported to the Office of Equal Opportunity (970-491-5836 or [oeo@colostate.edu](mailto:oeo@colostate.edu)).
2. The determination of whether bullying has occurred is highly dependent upon the facts and circumstances surrounding any given situation. Words or actions that may cause an individual discomfort or distress do not necessarily constitute bullying behavior. Differences of opinion and routine conflicts or problems in workplace relationships are not bullying, as these may be part of working life. Behavior that is unfriendly, dismissive or curt is not bullying unless carried to such an extreme that a reasonable person would feel fearful, intimidated, or physically or mentally harmed by it. Criticism, complaints, or negative feedback are not considered bullying when they are reasonable, legitimate, and proportional, and directly address issues of workplace performance and/or conduct. Employees are expected to meet the reasonable performance and behavior standards of their position, and requiring a person to meet those expectations is not bullying under this policy.
3. Those involved are encouraged to consider informal methods of resolution (see the [Bullying Complaint Guidelines and Procedures](#) attached to this policy). Resources to assist with an informal resolution include the HR Solutions Partner and the Office of the Ombuds.

However, if informal resolution is not feasible or any party wishes to follow the formal process, a written complaint should be made to the impacted party's immediate supervisor. (See the required Bullying Complaint Form attached to this policy). A formal complaint must be filed within 180 days of the incident of workplace bullying or, where the behavior is of an ongoing nature, within 180 days from the most recent incident. Either the impacted party or the supervisor of either party may file a formal complaint.

#### 14. Freedom of Speech

The University values and promotes freedom of expression and inquiry as provided under applicable law. Please refer to the University's policies under References, below. Nothing in this policy is intended to limit or restrict a person's First Amendment rights or rights to academic freedom; however, such rights do not include the right to engage in workplace bullying.

~~2. Anyone impacted by bullying behavior may access support services from the Employee Assistance Program, by calling 1-800-497-9133. [moved near end of appendix and to references]~~

#### 35. Violence

The University is committed to providing a safe and secure campus environment for members of the CSU community, and workplace violence impedes such goals and endangers the entire community. Violent behavior is prohibited ~~in or~~ on any university ~~facility~~ property or while participating in any university activity, as described in the University's separate Violence in the Workplace policy.

Any incident that involves a threat of violence or physical harm should be reported immediately and referred to the Office of Support and Safety Assessment for review and consultation, unless the threat is imminent, in which case the CSU Police (or local law enforcement having jurisdiction) should be called. In certain circumstances, the University may impose interim measures for the duration of the review, including but not limited to campus exclusion.

46. Members of the university community shall cooperate with the reasonable inquiry and review process.

#### 57. Retaliation

The University will not tolerate, and this policy expressly prohibits, retaliation against employees making good faith reports as provided for in this policy, even where the concerns are ultimately unsubstantiated. False reports of prohibited behavior that are found to have been made intentionally are also a violation of this policy. Policy violations may result in University disciplinary action in accordance with established policies and procedures, as appropriate.

**~~POLICY PROCEDURES~~ [moved to guidelines and procedures]**

**section, except for 3#, which is moved to #3 above]**

- ~~1. Any person who is a target of workplace bullying (an “impacted party”), or who witnesses or learns of an incident of workplace bullying at CSU, is strongly encouraged to report it to their supervisor, or, if the supervisor is involved, then to the next level supervisor in the reporting line. Reports may also be made by calling or emailing the Human Resources (HR) Solutions Partner (970-491-6947 or myhr@colostate.edu), who may bring the matter to the attention of other university officials, as appropriate. Individuals wishing to report a concern are encouraged to do so as soon as possible following the incident(s).~~
- ~~2. If the person reporting, the impacted party, and/or the alleged bully (the “responding party”) have different supervisors, then the HR Solutions Partner will contact the other supervisor(s) or a common higher level administrator and facilitate communications between those involved. At the discretion of the Chief Human Resources Officer (CHRO) or delegate, the matter may be elevated to other university officials, as appropriate.~~
- ~~3. Those involved are encouraged to consider informal methods of resolution (see the Bullying Complaint Guidelines and Procedures attached to this policy). Resources to assist with an informal resolution include the HR Solutions Partner and the Office of the Ombuds. However, if informal resolution is not feasible or any party wishes to follow the formal process, a written complaint should be made to the impacted party’s immediate supervisor. (See the required Bullying Complaint Form attached to this policy). A formal complaint must be filed within 180 days of the incident of workplace bullying or, where the behavior is of an ongoing nature, within 180 days from the most recent incident. Either the impacted party or the supervisor of either party may file a formal complaint.~~
- ~~4. The formal process requires that the supervisor(s) (or higher level university official) and the HR Solutions Partner make a jointly coordinated, reasonable inquiry into the facts, document what is discovered, and, if warranted, take appropriate action, which may include counseling those involved, initiating corrective action, or pursuing other employment action. If a supervisor of either party filed the complaint, that person cannot act as an investigator, and the matter will be referred to the next higher level supervisor.~~
- ~~5. The steps to be taken in the reasonable inquiry and resolution process are described in the Bullying Complaint Guidelines and Procedures. The procedures include an administrative review process that any of the parties involved may initiate if the resolution of the matter is unacceptable to them.~~
- ~~6. At the discretion of the CHRO, related complaints or incidents may be combined for purposes of inquiry, resolution, and/or review through the HR Solutions Partner.~~
- ~~7. At the conclusion of the formal process, if the bullying was substantiated, it should be documented, and action should be taken promptly to address the situation, including disciplinary action or other employment action, if warranted, subject to applicable university policies and procedures.~~

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- ~~8. Substantiated bullying incidents should be taken into consideration in an employee's annual performance review, subject to established evaluation procedures (see, e.g., Academic Faculty and Administrative Professional Manual, section C.2.5 for faculty and D.5.5 for Administrative Professionals, and Human Resources Manual section 3 for State Classified). In particular, department heads need to be familiar with the restrictions in section C.2.5 of the Manual.~~
- ~~9. In addition, the reasonable inquiry process may identify improper or problematic conduct that does not constitute bullying as defined and prohibited by this policy. In that situation, the supervisor should address the improper conduct, and such conduct may form the basis for action by the supervisor in accordance with university policies and procedures.~~
- ~~10. Supervisors should inform participants in the bullying process that the Employee Assistance Program exists to provide help and resources to employees who are dealing with the impacts of workplace bullying and conflict. EAP is a resource available to all employees that can provide support and resources for employees impacted by concerns about workplace bullying—including resources for the person who feels they have been a target as well as for the responding party in a bullying complaint.~~

## **COMPLIANCE WITH THIS POLICY**

Compliance with this policy is mandatory. For assistance with interpreting or applying its provisions, contact the designated Human Resources Solutions Partner.

Any person covered by this policy who engages in workplace bullying is subject to disciplinary sanctions up to and including termination or dismissal from the University;. Any disciplinary actions shall be in accordance with applicable policies and procedures, including: for tenured faculty, section E.15 of the Academic Faculty and Administrative Professional Manual; for state classified personnel, the Human Resources Manual section 3; and for administrative professionals, section D.5.5 of the Faculty and Administrative Professional Manual.

Student employees who are in violation of this policy are also subject to the procedures detailed in the CSU Student Conduct Code.

This policy is not intended to conflict with or supersede any other policy that might subject a violating party to disciplinary review, including but not limited to the Policy on Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation; the Policy on Workplace Violence; the CSU Student Conduct Code; the Academic Faculty and Administrative Professional Manual; and existing Human Resources and departmental conduct policies.

## **REFERENCES**

- [CSU Policy on Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation](#)

- [Student Conduct Code](#)
- [Colorado Governor's Executive Order D 023 09, Establishing a Policy to Address Workplace Violence, including Domestic Violence Affecting the Workplace](#)
- [Academic Faculty and Administrative Professional Manual sections D.9.c, E.15](#)
- [Freedom of Expression and Inquiry](#)
- [CSU Policy on Workplace Violence](#)
- [Academic Faculty and Administrative Professional Manual](#)
- [Employee Assistance Program](#)  
[Anyone impacted by bullying behavior may access support services from the Employee Assistance Program by calling 1-800-497-9133.](#)
- [Faculty Ombuds](#)  
[Faculty may contact Kathy Rickard at \(970\) 491-5152 or by email at \[kathryn.rickard@colostate.edu\]\(mailto:kathryn.rickard@colostate.edu\).](#)
- [University Ombuds](#)  
[The Ombuds Office is a confidential resource for all employees to explore options and obtain information about the policy and processes related to workplace bullying. As a neutral resource, the office is available both to the person who feels they have been a target of bullying as well as the responding party to bullying complaints. As an informal resource, the Ombuds Office is not an office where complaints are placed "on the record." Therefore, if someone wants to initiate a formal process, the Ombuds Office can discuss the process, but does not initiate an inquiry or document the concerns for the institution.](#)

## **BULLYING COMPLAINT GUIDELINES AND PROCEDURES**

### **Responsibility to Report**

~~Any person who is a target of workplace bullying, or who witnesses or learns of an incident of workplace bullying at CSU, is strongly encouraged to report it to his or her supervisor (or, if the supervisor is involved, then to the next level supervisor in the reporting line). Reports may also be made by calling or emailing the Human Resources (HR) Solutions Partner (970-491-6947 or [myhr@colostate.edu](mailto:myhr@colostate.edu)), who may bring the matter to the attention of other University officials, as appropriate. [moved to #2,3,4 below]~~

1. In the case of physical assault or harm, or imminent danger of harm, the supervisor should immediately contact CSU Police (or the local police in a non-campus location) by dialing 911. The non-emergency number for CSU Police is 970-491-6425. The matter should also be referred to the Office of Support and Safety Assessment (970-491-1350) for review and consultation within five working days (a "working day" is any day that the University is open for business).

2. Any person who is a target of workplace bullying is strongly encouraged to report it to their supervisor (or, if the supervisor is involved, then to the next level supervisor in the reporting line).

3. Any person who witnesses or learns of an incident of workplace bullying at CSU is strongly encouraged to report it to their supervisor (or, if the supervisor is involved, then to the next level supervisor in the reporting line).

4. Any rReports may also be made by calling or emailing the Human Resources (HR) Solutions Partner (970-491-6947 or [myhr@colostate.edu](mailto:myhr@colostate.edu)), who may bring the matter to the attention of other University officials, as appropriate. Individuals wishing to report a concern are encouraged to do so as soon as possible following the incident(s).

5. A supervisor receiving a report of bullying is required to take steps to address the matter. If the report is not a formal complaint made using the Bullying Complaint Form, the supervisor should attempt to resolve the matter informally following the steps outlined for Informal Resolution by the Supervisor below. If the report is a formal complaint, the supervisor should contact the HR Solutions Partner and follow the steps outlined below for the Formal Resolution Process.

~~Anyone impacted by bullying behavior may access support services from the Employee Assistance Program, by calling 1-800-497-9133. EAP is a resource available to all employees that can provide support and resources for employees impacted by concerns about workplace bullying—including resources for the person who feels they have been a target as well as for the responding party in a bullying complaint. [moved near end of appendix and to references]~~

~~The Ombuds Office is a confidential resource for all employees to explore options and obtain information about the policy and processes related to workplace bullying. As a neutral resource, the office is available both to the person who feels they have been a target of bullying as well as the responding party to bullying complaints. As an informal resource, the Ombuds office is not an office where complaints are placed “on the record.” Therefore, if someone wants to initiate a formal process, the Ombuds office can discuss the process but does not initiate an inquiry or document the concerns for the institution. [moved to end of appendix and to references]~~

6. Note: More than one impacted party, more than one responding party, and/or more than one supervisor may be involved in the bullying complaint process. Singular references herein may be taken as plural as the context requires. As used herein, “impacted party” means the person(s) targeted or affected by the responding partying behavior, and “responding party” means the person(s) alleged to have engaged in bullying behavior.

### **Informal Resolution by the Targeted Employee**

An employee who believes ~~he or she has~~ they have been bullied may wish to take informal action, in which case, some suggestions are as follows:

1. **Keep Records:** Keep notes detailing the nature of the behavior (e.g., dates, times, places, what was said or done and who was present) and copies of paper trails that may indicate bullying. Hold onto copies of documents that provide evidence of events (e.g., time sheets, letters or emails).

This documentation will be useful when seeking advice from another party, discussing the matter with the responding party, or if the matter is formally investigated.

2. **Seek Immediate Support and Advice:** Explain the behavior you experienced to someone you trust. Good sources of support and advice are HR Solutions Partners, the Employee Assistance Program (EAP), and the Ombuds. It is vital to discuss the situation with somebody who is empathic and trained in these issues. These individuals can provide information regarding one's rights and responsibilities and suggest options on how best to deal with the situation. Bringing the situation to the attention of another party is often an effective way of dealing with the problem and ensuring that the bullying stops. Oftentimes bullying goes on in private and, by informing someone, it may become apparent that others are feeling the same way. This will help employees get the support and advice they need.
3. **Consider Addressing the Behaviors of the Responding Party Directly:** Employees may want to consider approaching the responding party directly and raising the matter, either face-to-face or in writing, but should only do so if they feel it is a safe option. Avoid being contentious or escalating the situation. Tell the responding party politely and calmly exactly which behaviors are offensive and why, and expressly state that the behavior is unwelcome and unacceptable. The person should be asked to stop immediately, and told that if the behavior doesn't stop further action will be taken. Remaining silent allows the responding party to continue their behavior, which may result in the bullying getting worse. Sometimes the responding party will stop immediately once becoming aware that ~~his or her~~ their behavior is offensive and harmful.

Addressing the responding party's behaviors directly can be difficult. The person involved may deny and perhaps misconstrue the accusations. To address these issues, a colleague or an HR Solutions Partner may act as support or as a witness. Keep a record of the discussion and a copy of any correspondence that is sent to the responding party. It is best to seek guidance from support personnel prior to meeting with the responding party.

4. **Mediation:** Consider mediation as an option. If all parties agree to mediation, they will be given the opportunity to state their case and how they would like to see the situation resolved. The mediator will assist the parties in attempting to reach a mutually acceptable solution. However, it is important to remember that bullying may result from an imbalance in power, in which case, the target and the responding party may not be on an equal footing. Seek guidance from the Ombuds Office or HR Solutions Partner to explore the option of mediation.

### **Informal Resolution by the Responding Party**

If you have been accused of bullying, there are steps you should take immediately to resolve the situation and to prevent it from escalating.

1. **Keep Records:** If you are told that your actions have offended someone and that they feel bullied by you as a result, you should document this discussion including what you were told and how you responded. This will be important if you need to discuss the matter with your supervisor or Human Resources or if the matter is formally reviewed.
2. **Seek Advice:** You are advised to seek counsel immediately from your supervisor, Human Resources, or the Ombuds, especially if you do not understand the complaint against you or if you

believe that the allegations are unjust or malicious. The Employee Assistance Program is available to all employees as a resource.

3. **Stop the Offending Behavior:** If you have been told that your behavior makes someone feel uncomfortable, then you should stop it immediately. Even though your behavior may seem innocent to you, it is important to consider its effects on others. Remember it is the other person's reaction to your behavior that is important, not the reaction you think they should have.
4. **Reflect on Your Work Behavior:** Review the way you behave at work and consider whether any of your behaviors may be perceived as bullying. For instance, ask yourself the following question: If other people were to witness my behavior would they find it offensive, humiliating, intimidating, or threatening? If you have concerns about the appropriateness of your behavior consider asking your supervisor for training on communication, conflict management, etc. or seek advice from the Employee Assistance Program.

### **Informal Resolution by a Bystander**

~~Individuals who witness someone being bullied can utilize informal methods to support the person being bullied and to attempt to stop the behavior.~~

- ~~1. **Talk to the Alleged Target:** It is advised that you speak with the person who you think has been bullied to ensure that you have understood the exchange between him or her and the responding party. If you still feel that bullying has occurred, you should discuss with the individual how he or she feels about the incident and whether he or she needs any support. You should advise the individual of the available resources that can help with situations of bullying such as HR Solutions Partners, the Ombuds, or the Employee Assistance Program.~~
- ~~2. **Keep Records:** If you think you have witnessed bullying you should keep a record of when and where the behavior occurred. This will be important when discussing the matter with the responding party, sharing your concerns with a third party, or if the matter is formally investigated.~~
- ~~3. **Address the Responding Party:** If comfortable with addressing the responding party, inform the responding party in a constructive manner that his or her actions are inappropriate, the effect they have on the target and workplace, and that they should not be repeated.~~
- ~~4. **Tell Someone:** Report any concerns to the appropriate supervisor or HR Solutions Partner, regardless of whether the responding party is confronted. They will determine whether the incident can be resolved informally or requires further action. If the situation has been discussed with the responding party and he or she has agreed to amend his or her behavior, then no further action may be required.~~

### **Informal Resolution by the Supervisor**

When a report of bullying is received, or when a supervisor observes the bullying behavior directly, the supervisor may attempt to resolve the matter informally by interacting with both the impacted party and the responding party.

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Supervisors may begin by initiating informal discussions with the parties involved (and the supervisor of each of the parties, if different from the one receiving the complaint). If this does not resolve the situation, or if the supervisor receives a formal written bullying complaint, they should first notify their HR Solutions Partner, and then follow the formal resolution process. Any supervisor with a conflict of interest should recuse ~~herself or himself~~ themselves from the process and refer it to the next higher-level supervisor.

Other approaches that a supervisor may take to informally resolve the matter may include:

1. **Offer Support:** The person who believes ~~he or she is~~ they are being bullied needs to be able to discuss the situation with somebody who is empathetic and trained in these issues. If bullying is occurring, the employee will gain strength to address the offensive course of action; if bullying is not occurring, those involved can be advised accordingly.
2. **Seek Advice:** Obtain the advice and support of individuals or groups with expertise in handling bullying such as your supervisor, the HR Solutions Partner, the Ombuds, or the Employee Assistance Program when deciding the most appropriate course of action to follow.
3. **Refer the Employee to Available Resources:** Suggest that the impacted party access support and guidance from sources such as Human Resources, the Ombuds, or the Employee Assistance Program as appropriate.
4. **Address the Responding Party:** Accompany and support the impacted party when ~~he or she~~ they approaches the responding party to ask the behavior to stop, but without taking sides before you know the facts. If the impacted party is not comfortable approaching the responding party directly, you may approach the person on the employee's behalf. Make the responding party aware of the behavior in question, as well as its harmful effects, its inappropriateness, and that it is contrary to policy. Remind the responding party that bullying is a disciplinary offense and repeated incidents may render ~~him or her~~ them liable to a formal procedure which may result in disciplinary action. It may be necessary to discuss any training needs with the responding party that may help change the unacceptable behavior.

### Formal Resolution Process

1. If an informal resolution was not reached and the impacted party wishes to pursue the matter, ~~he or she~~ they must submit a written complaint to ~~his or her~~ their immediate supervisor (or, if the supervisor is involved, then to the next level supervisor) using the Bullying Complaint Form. The complaint must be limited to events having occurred within the last five years, with the most recent incident having occurred within the last 180 days. The supervisor should be prompt to acknowledge receipt of the complaint, in writing. Only the targeted, impacted party or the supervisor of either party, may file a formal complaint.
2. Within 10 working days of receiving the complaint, the supervisor must contact the designated HR Solutions Partner (970-491-6947 or myhr@colostate.edu). If the impacted party, and/or the responding party have different supervisors, then the HR Solutions Partner will contact the other supervisor(s) and facilitate communications between those involved. In the discretion of the Chief Human Resources Officer (CHRO) or delegate, the matter may be elevated to other University officials,

as appropriate. The CHRO or delegate also has the authority to extend all timelines as deemed necessary.

3. The formal process requires that the supervisor(s) (or higher-level university official) and the HR Solutions Partner make a jointly coordinated, reasonable inquiry into the facts, document what is discovered, and, if warranted, take appropriate action, which may include counseling those involved, initiating corrective action, or pursuing other employment action. If a supervisor of either party filed the complaint, that person cannot act as an investigator, and the matter will be referred to next higher-level supervisor.

4. At the discretion of the CHRO, related complaints or incidents may be combined for purposes of inquiry, resolution, and/or review through the HR Solutions Partner.

35. Before initiating a reasonable inquiry into a complaint of bullying, the supervisor should contact the HR Solutions Partner for help in creating a plan of action. The supervisor should consider if ~~she or he has~~ they have any biases or other conflicts of interest that would preclude ~~her or him~~ them from conducting a full and fair reasonable inquiry. If so, the next higher level supervisor should take over responsibility. The HR Solutions Partner will assist in this determination.

46. Supervisors and the HR Solutions Partner should jointly begin the inquiry promptly upon learning of the complaint, conduct the inquiry expeditiously, prepare a confidential, written report and provide it to the parties and HR within 30 working days after receiving the written complaint. If a longer time is needed, the HR Solutions Partner can extend the time.

57. The supervisor and ~~or~~ HR Solutions Partner must meet with the complainant to discuss the complaint of bullying. When meeting with the complainant, the interviewer(s) should listen carefully and not be judgmental. The interviewer(s) should refrain from evaluating the complaint or offering premature feedback to the complainant.

68. Acknowledging the complainant's perceptions and feelings by briefly paraphrasing what the complainant has shared to ensure accurate understanding is important. The interviewer(s) should make notes of the key facts that are stated and instruct the complainant to put their requested relief in writing, utilizing the Bullying Complaint Form.

79. The supervisor should thank the complainant for bringing concerns forward and ensure them there will be timely follow-up regarding their concerns.

810. A supervisor and ~~or~~ the HR Solutions Partner conducting a reasonable inquiry should meet privately with the responding party to get ~~his or her~~ their side of the story. They should clearly communicate the need for undesirable behavior to change. Clear expectations should be set with the complainant, responding party and any witnesses. The Ssupervisors and ~~or~~ the HR Solutions Partner should emphasize with all parties that retaliation is not acceptable, and explain that disciplinary action will follow if retaliation occurs.

911. The confidential report will include, at a minimum, the following information:

- a. Identities of the supervisor, HR Solutions Partner and any others involved in conducting the reasonable inquiry;
- b. Nature and substance of the allegations;

- c. Reasonable inquiry process, including the number of witnesses interviewed, but excluding the identity of the witnesses;
- d. Summary of the facts;
- e. Final determination of whether the Bullying Policy was violated;
- f. Decision as to action to be taken.

102. If the determination is that the facts do not sustain a charge of bullying, this should be documented and communicated to the parties, and no further action is required. If requested by the responding party, this determination should also be communicated to all persons interviewed during the inquiry.

13. If the determination is that bullying is substantiated, then it should be documented, and action should be taken promptly to address the situation, including disciplinary action or other employment action, if warranted, subject to applicable university policies and procedures as described below.

14. If the action to be taken involves formal discipline, the applicable CSU policies and procedures for the employees involved will be followed. Actions not involving formal discipline may include:

- a. Separation of the parties involved within the workplace, without a change in duties;
- b. Counseling one or both parties;
- c. Requiring attendance at an appropriate training about workplace behavior;
- d. A letter of expectations that is shared only with the responding party and does not become part of the employee's personnel file.

15. Repeated violations of the bullying policy by the same individual should result in progressively stricter actions being taken.

16. Substantiated bullying incidents should be taken into consideration in an employee's annual performance review, subject to established evaluation procedures (see, e.g., Academic Faculty and Administrative Professional Manual, section C.2.5 for faculty and D.55 for Administrative Professionals, and Human Resources Manual section 3 for State Classified personnel). In particular, department heads need to be familiar with the restrictions in section C.2.5 of the Manual.

17. In addition, the reasonable inquiry process may identify improper or problematic conduct that does not constitute bullying as defined and prohibited by this policy. In that situation, the supervisor should address the improper conduct, and such conduct may form the basis for action by the supervisor in accordance with university policies and procedures.

18. All disciplinary actions shall be taken in accordance with applicable policies and procedures, including: for tenured faculty, section E.15 of the Academic Faculty and Administrative Professional Manual; for state classified personnel, the Human Resources Manual section 3; and, for administrative professionals, section D.5.5 of the Academic Faculty and Administrative Professional Manual.

19. The file containing all documents related to the report, review, and reasonable inquiry must be kept for 5 years by Human Resources, after which time, it may be destroyed.

## **Administrative Review**

February 5, 2019

The final decision of the supervisor may be subject to administrative review at the request of either the complainant or the responding party. The request must be made in writing and submitted to the HR Solutions Partner within 10 working days after the written decision is received. The request must specify the reasons why the party finds the resolution unacceptable.

The administrative review will be performed by the next higher-level supervisor of the person who rendered the decision (or the department/unit head if that person is higher in the reporting line). The reviewer will assess the written request for a review, the written report and decision, and the written documentation in the case. The reviewer may also consult with the supervisors involved and the HR Solutions Partner. No new evidence will be taken. The decision will be announced, in writing, within 30 working days after the receipt of the written request for a review by the reviewing administrator. The decision of the administrative review is final, and is not grievable.

### Resources for Employees

Anyone impacted by bullying behavior may access support services from the Employee Assistance Program, by calling 1-800-497-9133. EAP is a resource available to all employees that can provide support for those impacted by concerns about workplace bullying—including resources for the person who feels they have been a target as well as for the responding party in a bullying complaint.

Supervisors should inform participants in the bullying process about the Employee Assistance Program.

The Ombuds Office is a confidential resource for all employees to explore options and obtain information about the policy and processes related to workplace bullying. As a neutral resource, the office is available both to the person who feels they have been a target of bullying and the responding party to bullying complaints. As an informal resource, the Ombuds office is not an office where complaints are placed “on the record.” Therefore, if someone wants to initiate a formal process, the Ombuds office can discuss the process but does not initiate an inquiry or document the concerns for the institution.

### Rationale:

1. While a bystander should report bullying to a supervisor, they should not try to resolve the matter. This can create additional conflicts between fellow employees. Resolving the matter should be left to the supervisor, the targeted employee, and the responding party.
2. Any investigation of bullying allegations should involve both the supervisor and the HR Solutions Partner. This helps to ensure uniformity between units, and it ensures that someone is present who has appropriate expertise in such matters.
3. The procedures were split between the policy section and the procedures section. They are now combined and placed in the procedures section.
4. Additional references have been added.
5. Finally, changes are made to increase clarity and to address wording involving gender.

Marie Legare (Chair, CoRSAF): Legare spoke to the motion and would like to amend the proposal as shown. Appendix 7 is very long. Bystanders should report on issues that they see, but should not become involved in the process. Basically,

the changes involve moving sections around. The procedures and policies are combined for greater clarity.

Richard Eykholt (UGO and CoRSAF member): Elaborating on the last point. This all started because Antonio Pedros-Gascon (CLA-At-Large) had some changes, and these changes were considered by many parties. The two documents had procedures in them, so as things were reviewed, there was a lot of movement items to associated areas in this proposal. Combining the procedures and policies hasn't changed anything.

Antonio Pedros-Gascon (CLA At-Large): Requested an amendment. I previously emailed today's suggested amendments, in Appendix 7 – Bullying in the Workplace, to the Faculty Council office.

Silvia Canetto (CNS) seconded the motion.

Gallagher placed the Appendix 7 suggested amendment on the overhead for Faculty Council members to review. Point 17 had the suggested amendment as follows:

17. In addition, the reasonable inquiry process may identify improper or problematic conduct that does not constitute bullying as defined and prohibited by this policy. In that situation, the supervisor should address the improper conduct, and such conduct may form the basis for action by the supervisor in accordance with university policies and procedures.

Gallagher: This is now on the floor of Faculty Council for discussion.

Antonio Pedros-Gascon (CLA At-Large): Highly concerned about the situation in which people may use these procedures in the wrong way for how they were intended. For example, an administrator or Chair of a department has something against a person and starts the process and finds there is no such problem, and may use any other collateral findings against that person.

Richard Eykholt (UGO and CoRSAF member): In all fairness, Antonio raised this question to CoRSAF. Faculty Council as a body can decide. We talked about Antonio's requests with many other offices, but CoRSAF does not agree with this amendment. First of all, a supervisor can investigate whatever they want. They don't have to claim bullying to investigate. Secondly, the Office of General Counsel is concerned that if there's a finding of no bullying, there might still be something that went wrong and the university should be able to investigate. Third, remember, this policy doesn't apply to only faculty, it applies to Administrative Professional and State Classified personnel as well. Eykholt restated in point #18 that there are provisions for other ways that a problem with a supervisor can be dealt with. If we change this, according to Antonio's recommendation, we will be alone and this may be a deal breaker for the Office of

General Counsel due to the need to “find” other things besides bullying. The fact is that any discipline has to follow university policy. Faculty has to go to Section E.15. We put this right after number 17—in Section 18. So, if you approve Antonio’s motion and we change this, and it’s not in agreement, by what we have been told by administrative units and OGC, it won’t get sent forward if this gets taken out. I am just telling you why CoRSAF didn’t approve this change.

Joseph DiVerdi (Chair, CoSFP): Does the striking of that language prevent follow up?

Richard Eykholt (UGO and CoRSAF member): It gives the impression that if you’ve been exonerated, you’re exonerated.

Lisa Langstraat (CLA): Mandatory reporting for sexual harassment and other infractions. We have mandatory reporting on that. I assume that the responsible Chair would report other infractions? When we discussed the Bullying Policy, one of the things that was our aim was to develop some procedures between doing nothing and go to grievance, recommended by the Commission on Gender and Women Equity. We have very few procedures that are codified. Many times people don’t want to go all the way to the grievance procedure. I agree with Antonio, in many ways this language undermines this process.

Mare Legare (Chair, CoRSAF): It’s not just faculty, it’s staff and students, CPC and APC. Everyone has to abide by CSU policy. We have to go beyond faculty concerns on this. Chairs, when dealing with faculty, are a special case.

Gallagher: Are you ready to vote on the amendment? Vote by the show of hands first. All in favor of adopting the amendment on the screen, please raise your hands. 20 in favor; over 30 against. The amendment does not carry.

Gallagher: The floor is open for discussion with CoRSAF.

Antonio Pedros-Gascon (CLA At-Large): There are several sections that need to be rewritten. On pages 3, 7, 8, 11 and 13, should remove the phone numbers and emails. There are several given here, especially contact information for the Ombuds.

Richard Eykholt (UGO and CoRSAF member): Antonio is not correct. Appendix 1 has all the contact information from offices, not personal. The use of office contact information exists in many other areas throughout the *Manual*. Secondly, to me this is a minor stylistic change. If we take this out, the university is not going to take this out as they want this on the website as well. This means that what we put in the *Manual* is not identical to what is on the website, and that means the *Manual* is not complete. I feel this is a very dangerous risk as this information appears elsewhere.

Gallagher: I would like to remind people that there is not an amendment on the floor. Either you speak in favor of the motion, against it, or make an amendment.

Antonio Pedros-Gascon (CLA At-Large): A person is named as the Ombuds. We should take out any personal reference.

Gallagher: More discussion for or against? All in favor, please say aye. All who oppose say no. The motion carried unanimously.

### **REPORTS TO BE RECEIVED**

1. Provost/Executive Vice President – Rick Miranda

Miranda reported on the following:

The news on the budget is fairly stable. At the last Faculty Council meeting, we had not heard from Governor Polis. Governor Hickenlooper proposed a budget on November 1. Version 1.0 is a tradition when the Governor changes, the Governor can submit a revised budget in the first week of January. Governor Polis did not substantially revise the budgeting for higher education. Miranda reminded faculty that higher education funding will increase if, in return, tuition isn't allowed to go up.

The budget will presented this week to the BOG. Trying to keep salaries and compensation is the highest priority. Equity across disciplines as well. Over half of the \$25 million will go to salaries and compensation.

Digital learning initiatives: \$500,000 in one-time funds from stadium surplus. 24 or so proposals with a little over \$1 million dollars and awarded about half the money for the requests. Projects can extend over the calendar year.

Also put some money in last year's budget for cluster hires. Decided in early fall to devote those funds to a post-doctorate program. Sent out a call for two years of funding with funding matched by colleges. 10 proposals presented and I was able to fund 9 of them. Spans 5 different colleges.

About 3-5 weeks ago went to Qingdao China. The opportunity still looks interesting. The five degree programs that we brought faculty to discuss were from ecosystem science and sustainability, statistics/mathematics/data-science, electrical and computer engineering, chemical and biological engineering, and finance. Tried to understand their interest in a dual-degree program. Would it be feasible to offer a dual-degree program without significantly changing their program. People came away with generally positive impressions of how this might

go. Have to understand core curriculum issues and many more. Ministry of Education (China) request was considered for this spring but now thinking October to allow more time for investigation of this potential partnership.

Gallagher: Any questions or comments for the Provost?

Antonio Pedros-Gascon (CLA At-Large): The salary equity study from November shows a certain number of minority faculty while the IR data shows a number that is substantially different. Can you speak to this discrepancy?

Miranda provided a numerical explanation. The fact book says 13% but the numerator doesn't include international faculty. This reflects Federal reporting requirements of IPEDS, so the ratio is different. For the salary equity study, we are not bound by these Federal rules. Federally reported numbers are lower than from salary equity committee numbers/report.

Miranda's report was received.

2. Faculty Council Chair – Tim Gallagher

Gallagher reported on the following:

After attending the last CoSFP meeting, I was impressed by the discussion there about how close we are to getting a new president and the important transition discussions that will have to take place. We will need to communicate to this new president about how this culture has worked. So we need to figure out what the important things are to the faculty and have conversations early with the new administration. Gallagher reports that he has had conversations with many regarding concerns about tenure-line faculty as a declining trend. Seeks more tenure-track lines. We have seen the ratio of TTF to NTTF go down and Gallagher would like to see this trend turned around. Would also like to have the percentage of employees who are administrators. Colleague Mary Meyer provided data about the number of women faculty and the numbers were disappointing. We also need to hire more people of color and especially TTF. These are some things we would be well advised to prepare to have conversations about with the new administration.

Gallagher is also a member of the President's Commission on Culture, chaired by President Frank. Blanche Hughes and Susan James are Co-Vice Chairs. This committee is doing some very important work and will continue in the months ahead.

Don Estep (Chair, CoFG): We should also look at how many people have an administrative background and compensate their salaries.

Gallagher's report was received.

3. Board of Governors Faculty Representative – Margarita Lenk

Lenk reported on the following:

Will be going to the Board meeting tomorrow. I would like to mention a project in Executive Committee--thinking about the Bullying Policy and how to determine if things are being addressed. One of the things that EC has done is look at the process of the UGO, so this is the first semester when the processes of evaluations have changed rather substantially. The EC didn't feel that the previous methods of collecting information were adequate. The new survey asks a series of questions that probe faculty experience with the UGO in new ways beyond just those who go through the grievance process. This is really an important time since this data will be used in how we embrace the UGO office. You have until February 16 to answer the UGO survey. We didn't change any of the questions for evaluation off the office.

In terms of the Board, Kim Jordan is a new member and a bright light. She is giving a new light to strategic planning and brings a combined business savvy and social sustainability as well.

If you are curious about the presidential search, the listening sessions have been carried to every meeting and have been very powerful. The search committee is tapping into everyone around the world who might be a strong candidate. It's a strong pool. I hope we step up and offer a salary that makes us competitive with the many other institutions doing presidential searches.

Lenk's report was received.

4. PUMAS: Pathways to Understanding and Mastery of Statistics: A new program in statistics

Don Estep, Chair, Statistics and CoFG presented a PowerPoint presentation. Also present is Ben Prytherch, Undergraduate Statistics Advisor and designer of much of the introductory statistics courses.

The PUMAS PowerPoint presentation was placed on the Faculty Council website under *Special Presentations*.

Estep: There is increasing pressure in our classes; more students that want intro statistics, and going to graduate courses as well. We are trying to respond to this. Accessibility for all students at CSU; want to get away from having courses that are just formulas—teach statistical thinking. Learning how to think about and look at data. Learning how to deal with real situations. Want strong student success. We are aiming for excellence in our courses. We try to be efficient.

Introductory statistics courses -- If you have been doing curriculum development, Pathways is an important program. We have to have a place for the students to start. We have students with different backgrounds, etc., find a place to start and succeed. They won't be judged on where they start. Provide training and motivation. The more statistics we teach, the more people and they will be better in their jobs. We are going around and talking to colleges and departments.

Detailing the plan: Going out to colleges and providing details to advisors.  
Group 1 has minimal math prep; confidence issues, quantitative issues.  
Group 2: don't want to run people through calculus if they don't need it.  
(People that have quantitative statistics in high school but need help).  
Group 3: had good high school prep  
Group 4: high level that want more involved statistics; statistics majors.

Each group is provided a good experience. Group 2 was previously the students of concern (formerly "at risk"). The idea is that we will have entry points. STAT 100 is for Group 1. Biggest changes will be in 301, 304, and 307. 317 will be for stats majors. Changing the courses. Running the courses next fall but not changing the numbers. Will do this as a dry run. STAT 100 is new--201 and 204 unchanged. Other numbers will change.

Ben Prytherch: Traditional statistics involves doing a lot of math, looking up numbers on a Table. The new curriculum will use real numbers/stats and conceptual understanding. The idea is thinking in a quantitative and statistical way. To be an informed consumer of statistics.

Estep: The format will be a 2+1 but then have different flavors. Sports stats flavor, Psychology flavor, etc. They have a minor and a track that doesn't require calculus. If you're in 301, but didn't take calculus, you can take calculus and not have to retake the course, but instead will get credit for 315.

Making changes to 201 and 204 to incorporate more high school math. Programs will have to come to understand the changes.

One big benefit of the bridge class is that there are many students with 201 credit who wind up doing a lot of repetition.

STAT 100 Course Description and Goals  
-Mary Meyer, Professor, Department of Statistics

Estep presented for Mary Meyer.

Ran a trial of STAT 100, which is the new course. It's an interesting course for students who do not need quantitative coursework for their major. Instead, it is focused on claims about data and learning--how to be a critical reader/consumer—a course that doesn't use a lot of computation but is actually fairly sophisticated. Teaching people to think in new ways. Is inclined to think everyone should take it!

Estep then explains the entry points. Talks about figuring out assessment. No matter where you enter, you can go where you want to go. Also heavily involved in data science, which they intend to make accessible. Non-data science majors welcome.

Also offering a data analytics minor suitable for students in the Liberal Arts. Might include Steve Shulman's new economics course about using Excel, a course in logic in Philosophy. Create a minor out of this. A minor in data analytics may become quite popular among CLA majors.

Large enrollments with small recitation sections. In statistics, we have been doing revenue distance classes since 1978. Applied Statistics program. Must spend revenue over several areas. Cleaned up Ph.D. program. Lean program with resources poured into the undergraduate program.

Margarita Lenk (BOG Faculty Representative): Commends Estep and states her findings from a recent conference she attended regarding data analytics. Incorporation of projects is a key element. Use of technology and tools makes project-based approach possible.

Estep: If we teach this stuff well, then students can do projects in the second half of the course.

Tom Chermack (SOE): Are these new classes online or RI?

Estep: Video-delivered, distance, and RI.

Albert Bimper (CLA): What's the size of the STAT 100 class and recitation?

Estep: Class of 40 with recitation of 20, or maybe divide into 3 for recitation of 13.

Anton Benton (CNS College-at-Large): I appreciate what you're doing.

Mo Salman (Chair, CUP): I like your approach. I encourage curriculum across the university to accept a similar challenge. One idea: Show how much you are reducing the time to satisfy the prerequisite.

Estep: We think students will go further and faster.

The Faculty Council applauds appreciation for the report.

5. Report on progress of approved *Manual* changes for NTTF  
-Jenny Morse, Chair, CoNTTF

My plan is for this to be a 7-minute presentation. Reminds the group of E.1 Definition, E.2 Types of Appointments, and E.13 Advancement in Rank.

Reads names of representatives from each college. The committee members stand and introduce themselves.

We put together some data we have collected from the various colleges.

\*CHHS: Each department submitted drafts by end of January. From this year's Fact Book, Morse reminds of the people affected.

\*CNS: The Committee on NTTF is working with codes and is involved in the process.

\*CAS has 25% approved with the rest due before spring break.

\*CVMBS – the college as a whole is trying to figure out how the changes affect them. They are working at the departmental level due to the variety of faculty.

\*Libraries approved changes to definition of rank.

\*CLA changes are due before spring break.

\*WCNR - moving forward this spring.

\*Engineering has invited CoNTTF members to assist.

\*COB was not able to prepare a report but is having conversations about how to move forward.

\*CoNTTF is working with IR to track how things are moving forward, how appointments are progressing and how/where promotion is occurring.

Thomas Chermack (SOE): May I get a copy of these slides?

Morse: Yes.

David Koons (WCNR): Has the *Manual* been updated? Our units are reluctant to make changes until we are sure that the changes have been put in the *Manual*.

Morse and Gallagher: Yes. Everything approved by the Board in December is in the *Manual*.

Antonio Pedros-Gascon (CLA At-Large): What is your sense of the progress?

Morse: It has varied. In some cases CoNTTF members and other Faculty Council members are assisting units.

Margarita Lenk (BOG Faculty Representative): I respect the diversity of the types of appointments, but is there any fast mover to report?

Morse: Alex Bernasek and Jan Nerger were among the first to lay out their plans and others have used these materials as templates. Each college and department has to take the standard and apply it to their particular circumstances.

## **DISCUSSION**

1. None.

Gallagher adjourned the meeting at 5:28 p.m.

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

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

<b>ELECTED MEMBERS</b>	<b>REPRESENTING</b>	<b>TERM</b>
<b>Agricultural Sciences</b>		
<b>Stephan Kroll</b>	Agricultural and Resource Economics	2019
<b>Jason Bruemmer</b>	Animal Sciences	2021
<u>Cynthia (Cini) Brown</u>	Bioagricultural Sciences & Pest Management	2021
<u>Adam Heuberger</u>	Horticulture & Landscape Architecture	2019
<u>Thomas Borch</u>	Soil and Crop Sciences	2020
<u>Jane Choi</u>	College-at-Large	2019
<b>Ruth Hufbauer</b>	College-at-Large	2020
<b>Bradley Goetz</b>	College-at-Large	2019
<b>Health and Human Sciences</b>		
<u>Nancy Miller</u>	Design and Merchandising	2021
<u>Raoul Reiser</u>	Health and Exercise Science	2021
<b>David Sampson</b>	Food Science and Human Nutrition	2019
<b>Karen Barrett</b>	Human Development and Family Studies	2020
<b>Erin Arneson</b> (substituting for Bolivar Senior)	Construction Management	2020
<b>Matt Malcolm</b>	Occupational Therapy	2020
<b>Thomas Chermack</b>	School of Education	2021
<b>Anne Williford</b>	School of Social Work	2019
<b>Business</b>		
<u>Bill Rankin</u>	Accounting	2019
<b>Stephen Hayne</b>	Computer Information Systems	2021
<b>John Elder</b> (substituting for Tianyang Wang – Fall '18 sabbatical)	Finance and Real Estate	2019
<b>Dawn DeTienne</b>	Management	2021
<b>Kathleen Kelly</b>	Marketing	2021
<b>Joe Cannon</b>	College-at-Large	2019
<b>John Hoxmeier</b>	College-at-Large	2019
<b>Engineering</b>		
<b>Kristen Rasmussen</b>	Atmospheric Science	2021
<b>Travis Bailey</b>	Chemical and Biological Engineering	2019
<b>Peter Nelson</b>	Civil and Environmental Engineering	2021
<b>Siddharth Suryanarayanan</b>	Electrical and Computer Engineering	2019
<b>Shantanu Jathar</b>	Mechanical Engineering	2020
<u>J. Rockey Luo</u>	College-at-Large	2019
<b>Steven Reising</b>	College-at-Large	2019
<b>Jason Quinn</b>	College-at-Large	2021

**Liberal Arts**

<b>Michael Pante</b>	Anthropology	2020
<b>Marius Lehene</b>	Art	2019
<b>Julia Khrebtan-Horhager</b>	Communication Studies	2019
<u>Ramaa Vasudevan</u>	Economics	2020
<b>Doug Cloud</b>	English	2020
<b>Albert Bimper</b>	Ethnic Studies	2019
<b>Jonathan Carlyon</b>	Languages, Literatures and Cultures	2019
<b>Thaddeus Sunseri</b>	History	2020
<b>Michael Humphrey</b>	Journalism and Technical Communication	2020
<u>Wesley Ferreira</u>	Music, Theater, and Dance	2019
<b>Moti Gorin</b>	Philosophy	2019
<b>Peter Harris</b>	Political Science	2021
<b>Tara Opsal</b>	Sociology	2019
<b>Antonio Pedros-Gascon</b>	College-at-Large	2019
<b>Steve Shulman</b>	College-at-Large	2020
<u>Allison Prash</u>	College-at-Large	2020
<b>Lisa Langstraat</b>	College-at-Large	2020
<b>Marcela Velasco</b>	College-at-Large	2021
<u>Del Harrow</u>	College-at-Large	2021
<u>Maura Velazquez-Castillo</u>	College-at-Large	2021

**Natural Resources**

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

**Natural Sciences**

<b>Jennifer Nyborg</b>	Biochemistry and Molecular Biology	2019
<u>Melinda Smith</u>	Biology	2021
<b>George Barisas</b>	Chemistry	2020
<b>Ross McConnell</b>	Computer Science	2019
<u>Yongcheng Zhou</u>	Mathematics	2020
<u>Dylan Yost</u>	Physics	2021
<b>Silvia Canetto</b>	Psychology	2019
<b>Mary Meyer</b>	Statistics	2019
<u>Chuck Anderson</u>	College-at-Large	2020
<b>Anton Betten</b>	College-at-Large	2019
TBD	College-at-Large	2018
<b>Brad Conner</b>	College-at-Large	2021
<b>Alan Van Orden</b>	College-at-Large	2020

**Veterinary Medicine & Biomedical Sciences**

<b>DN Rao Veeramachaneni</b>	Biomedical Sciences	2019
<b>Dean Hendrickson</b>	Clinical Sciences	2019
<b>Elizabeth Ryan</b>	Environmental & Radiological Health Sciences	2020
<b>Tony Schountz</b>	Microbiology, Immunology and Pathology	2021

<b>Noreen Reist</b>	College-at-Large	2020
<u>Jennifer Peel</u>	College-at-Large	2020
<u>William Black</u>	College-at-Large	2020
<b>Marie Legare</b>	College-at-Large	2019
<u>Anne Avery</u>	College-at-Large	2019
<u>Tod Clapp</u>	College-at-Large	2019
<b>Dawn Duval</b>	College-at-Large	2019
TBD	College-at-Large	2018
<b>Gerrit (Jerry) Bouma</b>	College-at-Large	2021
<b>University Libraries</b>		
<b>Linda Meyer</b>	Libraries	2019
<b><i>Ex Officio Voting Members</i></b>		
<b>Timothy Gallagher</b>	Chair, Faculty Council/Executive Committee	2018
<b>Sue Doe</b>	Vice Chair, Faculty Council	2018
<b>Margarita Lenk</b>	BOG Faculty Representative	2018
<b>Don Estep, Chair</b>	Committee on Faculty Governance	2019
Todd Donovan, Chair	Committee on Intercollegiate Athletics	2017
Jerry Magloughlin, Chair	Committee on Libraries	2019
<b>Jenny Morse, Chair</b>	Committee on Non-Tenure Track Faculty	2020
<b>Marie Legare, Chair</b>	Committee on Responsibilities & Standing of Academic Faculty	2018
Donald Samelson, Chair	Committee on Scholarship Research and Graduate Education	2019
<b>Karen Barrett, Chair</b>	Committee on Scholastic Standards	2019
<b>Joseph DiVerdi, Chair</b>	Committee on Strategic and Financial Planning	2019
<b>Matt Hickey, Chair</b>	Committee on Teaching and Learning	2019
<b>Mo Salman, Chair</b>	Committee on University Programs	2018
<b>Bradley Goetz, Chair</b>	University Curriculum Committee	2018
<b>Susan (Suellen) Melzer</b>	Committee on Non-Tenure Track Faculty	2021
<b>Denise Apodaca</b>	Committee on Non-Tenure Track Faculty	2021
<b>Christine Pawliuk</b>	Committee on Non-Tenure Track Faculty	2019
<b>Ashley Harvey</b>	Committee on Non-Tenure Track Faculty	2019
(substituting for Patty Stutz-Tanenbaum)		
<b>Daniel Baker</b>	Committee on Non-Tenure Track Faculty	2020
<b>Leslie Stone-Roy</b>	Committee on Non-Tenure Track Faculty	2019
<u>Mary Van Buren</u>	Committee on Non-Tenure Track Faculty	2020
<u>Steve Benoit</u>	Committee on Non-Tenure Track Faculty	2019
<u>Natalie Ooi</u>	Committee on Non-Tenure Track Faculty	2019

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

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