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

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

AGENDA
Faculty Council Meeting
Tuesday, March 5, 2019 – 4:00 P.M. – Plant Sciences – C101

I.   FACULTY COUNCIL AGENDA – MARCH 5, 2019

A.   ANNOUNCEMENTS

1.   Next Faculty Council Meeting – April 2, 2019 – Plant Sciences building – Room C101 – 4:00 p.m. President Frank will also attend the April meeting.

2.   Upcoming Faculty Council Harry Rosenberg Distinguished Service Award (*presented at May 7, 2019 Faculty Council meeting*). Nomination materials will be emailed *early* March.

3.   Election of faculty to Faculty Council Standing Committees and University Disciplinary Panel – Committee on Faculty Governance – April 2, 2019

4.   Executive Committee Meeting Minutes located on the FC website – January 15 and 22, 2019; February 12, 2019 (http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/)

B.   MINUTES TO BE APPROVED

1.   Faculty Council Meeting Minutes – February 5, 2019 (pp. 4-31)

C.   UNFINISHED BUSINESS

D.   CONSENT AGENDA

1.   UCC meeting minutes – January 18 and 25, 2019; February 1, 8 and 15, 2019 (pp. 32-51)

E.   ACTION ITEMS

1.   Election: Faculty Council Chair – Committee on Faculty
Governance – Tim Gallagher Nominated (pp. 52-54)

2.   Election: Faculty Council Vice Chair – Committee on Faculty
Governance – Sue Doe Nominated (pp. 55-56)

3.   Election: Faculty Council Board of Governors Faculty
Representative – Committee on Faculty Governance –
Stephanie Clemons Nominated (p. 57)

4.   Elections – Faculty Council Standing Committees –
Committee on Faculty Governance (p. 58)

5.   Approval of Appeal Chair nominees for Student Conduct Services
(p. 59)

6.   Proposed revisions of Section E.12 Performance Expectations for
Tenure, Promotion, and Merit Salary Increases of the *Academic Faculty
and Administrative Professional Manual* – CoRSAF (pp. 60-67)

7.   Proposed revisions to Section E.11.1 Appeal of Early
Termination of Contract Faculty Appointments of *the
Academic Faculty and Administrative Professional
Manual* – CoRSAF (pp. 68-69)

8.   Proposed revisions to Section E.16 Appeal of Early
Termination of Tenure-Track Faculty Appointments of the
Academic Faculty and Administrative Professional Manual
– CoRSAF (pp. 70-73)

9.   Proposed revisions to Section E.6 General Policies Relating
to Appointment and Employment of Faculty of the
Academic Faculty and Administrative Professional Manual
– CoRSAF (pp. 74-76)

10.   Proposed revisions to Section E.12.1 Teaching and
Advising of the *Academic Faculty and Administrative
Professional Manual* – CoTL (pp. 77-80)

11.   Proposed revisions to Section I.8 Student Course Survey
of the *Academic Faculty and Administrative Professional
Manual* – CoTL (pp. 81-82)

F.   REPORTS TO BE RECEIVED

    1.   Provost/Executive Vice President – Rick Miranda

    2.   Faculty Council Chair – Tim Gallagher

    3.   Board of Governors Faculty Representative – Margarita Lenk

    4.   Annual Report of the University Grievance Officer for 2018
       (pp. 83-86)

G.   DISCUSSION

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

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

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

MINUTES
Faculty Council Meeting
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)
      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.

Page 2 - Faculty Council Meeting Minutes
February 5, 2019

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 Overscored   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.

Page 3 - Faculty Council Meeting Minutes
February 5, 2019

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~~ <u>an object of ridicule</u>, 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).~~

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).

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.

1~~4~~. 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]

3~~5~~. 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.

4~~6~~. Members of the university community shall cooperate with the reasonable inquiry and review process.

5~~7~~. 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.~~

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~~,~~. <u>Any disciplinary actions shall be</u> 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.](#)
- [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~~](#)~~), 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).

Page 9 - Faculty Council Meeting Minutes
February 5, 2019

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 r~~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).

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~~ <u>their</u> behavior is offensive and harmful.

   Addressing the responding partying 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

Page 11 - Faculty Council Meeting Minutes
February 5, 2019

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.

Page 12 - Faculty Council Meeting Minutes
February 5, 2019
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~~ <u>themself</u> 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~~ <u>they are</u> 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~~ <u>they</u> approach~~es~~ 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~~ <u>them</u> 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~~ <u>they</u> must submit a written complaint to ~~his or her~~ <u>their</u> 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.

3~~5~~. 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.

4~~6~~. 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.

5~~7~~. 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.

6~~8~~. 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.

7~~9~~. The supervisor should thank the complainant for bringing concerns forward and ensure them there will be timely follow-up regarding their concerns.

8~~10~~. 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 ~~S~~supervisors 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.

9~~11~~. 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.

1~~0~~2. 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.

1~~1~~4. 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.

1~~2~~5. 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.

1~~3~~9. 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

Page 15 - Faculty Council Meeting Minutes
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.

Page 24 - Faculty Council Meeting Minutes
February 5, 2019

*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

Page 25 - Faculty Council Meeting Minutes
February 5, 2019

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
<u>UNDERLINE INDICATES ABSENT AT MEETING</u>

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

Page 26 - Faculty Council Meeting Minutes
February 5, 2019

Liberal Arts

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

Natural Resources

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

Natural Sciences

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

Veterinary Medicine & Biomedical Sciences

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

Noreen Reist	College-at-Large	2020
Jennifer Peel	College-at-Large	2020
William Black	College-at-Large	2020
Marie Legare	College-at-Large	2019
Anne Avery	College-at-Large	2019
Tod Clapp	College-at-Large	2019
Dawn Duval	College-at-Large	2019
TBD	College-at-Large	2018
Gerrit (Jerry) Bouma	College-at-Large	2021

University Libraries

Linda Meyer	Libraries	2019

Ex Officio **Voting Members**

Timothy Gallagher	Chair, Faculty Council/Executive Committee	2018
Sue Doe	Vice Chair, Faculty Council	2018
Margarita Lenk	BOG Faculty Representative	2018
Don Estep, Chair	Committee on Faculty Governance	2019
Todd Donavan, Chair	Committee on Intercollegiate Athletics	2017
Jerry Magloughlin, Chair	Committee on Libraries	2019
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2020
Marie Legare, Chair	Committee on Responsibilities & Standing of Academic Faculty	2018
Donald Samelson, Chair	Committee on Scholarship Research and Graduate Education	2019
Karen Barrett, Chair	Committee on Scholastic Standards	2019
Joseph DiVerdi, Chair	Committee on Strategic and Financial Planning	2019
Matt Hickey, Chair	Committee on Teaching and Learning	2019
Mo Salman, Chair	Committee on University Programs	2018
Bradley Goetz, Chair	University Curriculum Committee	2018
Susan (Suellen) Melzer	Committee on Non-Tenure Track Faculty	2021
Denise Apodaca	Committee on Non-Tenure Track Faculty	2021
Christine Pawliuk	Committee on Non-Tenure Track Faculty	2019
Ashley Harvey (substituting for Patty Stutz-Tanenbaum)	Committee on Non-Tenure Track Faculty	2019
Daniel Baker	Committee on Non-Tenure Track Faculty	2020
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2019
Mary Van Buren	Committee on Non-Tenure Track Faculty	2020
Steve Benoit	Committee on Non-Tenure Track Faculty	2019
Natalie Ooi	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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **January 18, 2019** at 2:00 p.m. The meeting adjourned at 3:50 p.m.

Minutes
The minutes of December 7, 2018 were electronically approved on December 12, 2018.

Consent Agenda
The Consent Agenda was approved.

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

New Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
D 487	Dance Internship	1-3 var. cr.; S/U only; written consent of instructor required. Proposed as an elective in the proposed BFA in Dance.	Fall 2019
ECE 527C/ BIOM 527C	Biosensing: Sensor Circuit Fundamentals	1 credit; permanent partial semester. Previously offered as experimental course ECE 581B3/BIOM 581B3 (Spring 2017: 13 students; Fall 2018: 19 students).	Fall 2019
ECE 527D/ BIOM 527D	Biosensing: Electrochemical Sensors	1 credit; permanent partial semester. Previously offered as experimental course ECE 581B5/BIOM 581B5 (Fall 2016: 17 students; Fall 2018: 17 students).	Fall 2019
ECE 572E/ BIOM 527E	Biosensing: Affinity Sensors	1 credit; permanent partial semester. Previously offered as experimental course ECE 581B4/BIOM 581B4 (Spring 2017: 8 students; Spring 2019: 8 students currently enrolled).	Fall 2019
F 610	Advanced Forest Ecology	Previously offered as experimental course F 680A1 (Spring 2018: 15 students; Spring 2019: 9 students currently enrolled).	Fall 2019
GEOL 541	Geostatistics	Previously offered as experimental course GEOL 581A5 (Fall 2016: 15 students; Fall 2017: 7 students).	Fall 2019
JTC 475	News Literacy	Offered as Distance/Online and Face-to-face.	Fall 2019
MGT 435	Global Ethical Leadership & Stakeholder Mgmt	Proposed as a required course in the proposed Major in Business Administration, International Business Concentration.	Fall 2019
PHIL 145	Environmental Justice and Sustainability	Previously offered as experimental course PHIL 180A1 (Fall 2018: 29 students).	Fall 2019
SOC 356	Inequality in Criminal Sentencing	Proposed as an elective in SOCI-CRCZ-BA: Major in Sociology, Criminology and Criminal Justice Concentration.	Fall 2019
SOC 373	Visual Sociology	Offered as Distance/Online only.	Summer 2019
SOWK 705	Systematic Research for Scientific Inquiry	Proposed as a required course in the PhD in Social Work *(program change pending CoSRGE)*	Fall 2019

University Curriculum Committee Minutes
January 18, 2019
Page 2

Major Changes to Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
ACT 211	Accounting Professional Skills	Addition of Distance/Online and Mixed Face-to-Face offerings.	Fall 2019
ACT 311	Intermediate Accounting I	Addition of Distance/Online and Mixed Face-to-Face offerings; edit to prerequisites.	Fall 2019
ACT 312	Intermediate Accounting II	Addition of Distance/Online and Mixed Face-to-Face offerings.	Fall 2019
ACT 321	Cost Management	Addition of Distance/Online and Mixed Face-to-Face offerings.	Fall 2019
ACT 330	Introduction to Taxation	Addition of Distance/Online and Mixed Face-to-Face offerings.	Fall 2019
ACT 350	Accounting Information Systems	Addition of Distance/Online and Mixed Face-to-Face offerings.	Fall 2019
ACT 411	Advanced Accounting	Addition of Distance/Online and Mixed Face-to-Face offerings.	Fall 2019
ACT 441	Auditing Practices	Addition of Distance/Online and Mixed Face-to-Face offerings.	Fall 2019
AM 270	Merchandising Processes	Edits to course description and prerequisites; removal of Distance/Online offering.	Fall 2019
BC 403	Comprehensive Biochemistry II	Addition of Distance/Online offering; edit to offering term; addition of 'Sophomore standing' restriction.	Fall 2019
BUS 201	Foundations of Sustainable Enterprise	Addition of Distance/Online and Mixed Face-to-Face offerings; addition of partial semester designation.	Fall 2019
BUS 479	Strategic Management	Addition of Distance/Online and Mixed Face-to-Face offerings. Existing AUCC 4A and 4C.	Fall 2019
BUS 515	Career Management ~~and Placement Strategy~~	Addition of Distance/Online offering; edits to course title and description; addition of partial semester designation and 'Graduate only' restriction.	Fall 2019
BZ 525	Advanced Conservation & Evolutionary Genomics ~~Molecular Ecology~~	Edits to course title, description, offering year, and prerequisites; removal of 'credit not allowed' statement with BZ 425. **Note:** The 'credit not allowed' statement will be administratively removed from BZ 425 effective Fall 2019.	Fall 2019
CIS 200	Business Information Systems	Addition of Distance/Online and Mixed Face-to-Face offerings.	Fall 2019
CS 192	First-Year Seminar-Computer Science	Credit decrease from 2 to 1; edits to course description and offering term; edits to Registration Restrictions. Currently, this course is not listed in any Programs of Study.	Fall 2019
EDHE 670	Foundations and Trends in Student Affairs ~~College Student Personnel Administration~~	Edits to course title and description; change of schedule type from seminar to lecture.	Fall 2019
ENGR 597	Group Study in Systems Engineering	Edits to course description, prerequisites and offering term; addition of 'Graduate only' restriction.	Fall 2019
FIN 300	Principles of Finance	Addition of Distance/Online and Mixed Face-to-Face offerings; edit to offering term. Existing AUCC 4A and 4B.	Fall 2019
HDFS 403	Families in the Legal Environment	Edits to course description, learning objectives, content and materials.	Fall 2019

HDFS 410	Promoting Early Socioemotional Development in Childhood	Edits to course title and description.	Fall 2019
MGT 301	Supply Chain Management	Addition of Distance/Online and Mixed Face-to-Face offerings.	Fall 2019
MKT 300	Marketing	Addition of Distance/Online and Mixed Face-to-Face offerings. Existing AUCC 4B.	Fall 2019
NR 510	Ecosystem Services--Theory and Practice Ecosystem Services: Theory and Practice	Department change (from Ecosystem Science & Sustainability to Human Dimensions of Natural Resources); removal of prerequisites; adding graduate only restriction.	Fall 2019
SOC 253	Intro Introduction to Criminology and Criminal Justice	Addition of Distance/Online offering; edits to course title and description.	Fall 2019
SOC 358	Punishment and Society Correctional Organizations	Addition of Distance/Online offering; edit to course title.	Fall 2019
VM 707	Emerging Issues in Animal Health Infectious Diseases	Edit to course title. NEED WEEK 14 CONTENT – NOT APPROVED IN CIM.	Fall 2019

Major Changes to Existing Programs		
Program Title	**Notes**	**Effective Term**
ENGR-SYEZ-ME: Master of Engineering, Plan C, Systems Engineering Specialization	Replacing ENGR 597 with ENGR 695. *Approved by CoSRGE on 11/1/18.*	Fall 2019
ATMF-CT: Graduate Certificate in Agritourism Management	Replacing required course NRRT 601 with NRRT 545. *Approved by CoSRGE on 12/6/18.*	Fall 2019

CONSENT AGENDA

Experimental Courses – 1st Offering			
Course #	**Course Title**	**Notes**	**Effective Term**
FSHN 380A1	Food As Medicine	No permanent course proposal found in CIM.	Fall 2019
GEOL 380A2	Glacial Geology	No permanent course proposal found in CIM.	Fall 2019
SOWK 581A1	Social Work Skills for Addictions Practice	No permanent course proposal found in CIM.	Summer 2019

Minor Changes to Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
ECE 303/ STAT 303	Introduction to Communications Principles	Edit to prerequisites: MATH 261 with a C or better; MATH 340, may be taken concurrently or MATH 345, may be taken concurrently.	Fall 2019
ECE 311	Linear Systems Analysis I	Edit to prerequisites: ECE 202 with a minimum grade of C; MATH 340 with a minimum grade of C or MATH 345 with a minimum grade of C; ECE 331, may be taken concurrently; ECE 341, may be taken concurrently or ECE 451, may be taken concurrently.	Fall 2019

University Curriculum Committee Minutes
January 18, 2019
Page 4

ECE 331	Electronics Principles I	Edit to prerequisites: ECE 202 with a minimum grade of C; MATH 340 with a minimum grade of C ~~or MATH 345 with a minimum grade of C~~; PH 142 with a minimum grade of C; ECE 311, may be taken concurrently; ECE 341, may be taken concurrently or ECE 451, may be taken concurrently.	Fall 2019
ECE 341	Electromagnetic Fields and Devices I	Edit to prerequisites: ECE 202 with a minimum grade of C; MATH 340 with a minimum grade of C ~~or MATH 345 with a minimum grade of C~~; PH 142 with a minimum grade of C; ECE311, may be taken concurrently; ECE331, may be taken concurrently	Fall 2019
ESS 129	Information Management for Sustainability	Removal of prerequisite: ~~ESS 120, or concurrent registration.~~	Fall 2019
ESS 312	Sustainability Science	Edit to prerequisites: LIFE 320 ~~ESS 311.~~ Removal of registration restriction: ~~Completion of AUCC category 3C.~~ *Submitted as a major change in CIM.*	Fall 2019
ESS 400	Global Perspectives on Sustainability	Edit to prerequisite: ESS 311 ~~ESS 312~~	Fall 2019
ESS 411	Earth Systems Ecology	Edit to prerequisites: ESS 311; ESS 312	Fall 2019
ESS 440	Practicing Sustainability	Edit to prerequisites: ESS 311 and ESS 312 ~~ESS 330~~	Fall 2019
FIN 200	Personal Finance and Investing	Edit to prerequisites: MATH 101 or MATH 105 or MATH 117 or MATH 118 or MATH 124 or MATH 125 or MATH 126 MATH 141 or MATH 155 or MATH 160. ~~117.~~	Fall 2019
HES 354	Theory of Health Behavior	~~Removal of restriction: Junior standing.~~	Fall 2019
NRRT 602	Tourism Quantitative Analysis II	Edit to prerequisites: NRRT 601 or concurrent registration.	Fall 2019
SOWK 631	Advanced Community Practice	~~Addition of registration restriction:~~ Admission to the Advanced Standing MSW program or SOWK 588.	Fall 2019
SOWK 688	Field Placement	~~Edits to registration restriction:~~ Admission to the Advanced Standing MSW program or SOWK 500 with a C or better; SOWK 511; SOWK 515; SOWK 520; SOWK 530; SOWK 588 with an S grade; SOWK 592. ~~Admission to the MSW program.~~	Fall 2019

Course Deactivations			
Course #	**Course Title**	**Notes**	**Effective Term**
BUS 678	Business Research	Not referenced in any programs or courses.	Summer 2019
CIVE 516	Water Control and Measurement	Listed in elective lists in *(and will be administratively removed from)* the following programs: • ANTH-IDVZ-MA: Master of Arts in Anthropology, Plan A, International Development Specialization • ANTH-IDVZ-MA: Master of Arts in Anthropology, Plan B, International Development Specialization • CIM-ID-GISP: International Development Interdisciplinary Studies Program • GSWF-CT: Graduate Certificate in Applied Global Stability: Water Resources	Fall 2019

Minutes approved by the University Curriculum Committee on 1/25/19.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **January 25, 2019** at 2:00 p.m. The meeting adjourned at 4:00 p.m.

Minutes
The minutes of January 18, 2019 were approved.

Consent Agenda
The Consent Agenda was approved.

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

Revisions to the CIM course form

UCC approved the following changes to the language of the AUCC questions on the CIM course form:
 	
For AUCC Categories 1-3 that align with GT Pathways:
  Explain how this course will build a foundation of both content knowledge (Content Criteria) and transferable skills (Core Student Learning Objectives) relevant to this AUCC category.
 	
  For example, how will this course explore/introduce/utilize:
  • Methods central to the field of study
  • Intellectual processes
  • Readings that reinforce both skills and content
  • Assignments that require reflection and some level of application
 	
For AUCC Categories 4A, 4B, and 4C:
  Describe how this course meets the criteria for this AUCC Category. If this course is proposed for more than one AUCC Category (4A, 4B, 4C), address each category separately.
 	
  Address each criterion specifically.

UCC approved the following changes to the language of the Academic Integrity and Online Proctoring statements on the CIM course form:
 	
  Please refer to the following links for more information regarding Academic Integrity, Intellectual Property, and Proctoring:
 	
  Academic Integrity: http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/
 	
  Intellectual Property: http://facultycouncil.colostate.edu/faculty-manual-section-i/#I.5.1
 	
  Proctoring: https://tilt.colostate.edu/testingcenter/facultyResources/proctoring/
 	
  OPTIONAL: Additional information pertinent to this course regarding Academic Integrity, Intellectual Property, and Proctoring may be provided in the box below.

University Curriculum Committee Minutes
January 25, 2019
Page 2

New Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
CS 567	3D User Interfaces	4 credits (3-1-0); offered as Distance/Online and Face-to-face.	Fall 2019
GES 465/ MSE 465	Sustainable Strategies for E-Waste Management	Offered as Distance/Online and Face-to-face. Previously offered as experimental course GES 481A1/MSE 481A1 (Spring 2018: 8 students; Fall 2018: 8 students).	Fall 2019
MECH 301A	Engineering Design III: Finite Element Analysis	1 cr.; offered as Mixed Face-to-Face; partial semester. *Deactivation proposal for MECH 301 will need to be submitted.*	Fall 2019
MECH 301B	Engineering Design III: Computational Fluid Dynamics	1 cr.; offered as Mixed Face-to-Face; partial semester. *Deactivation proposal for MECH 301 will need to be submitted.*	Fall 2019
VS 665F	Advanced Topics in Veterinary Cardiology: Congenital Heart Disease	2 cr.; Graduate only.	Fall 2019

Major Changes to Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
CS 163	CS1 (No ~~Java (CS1) No~~ Prior Programming Experience)	Edits to course title, description, and prerequisites.	Fall 2019
CS 164	CS1 (Prior Programming Experience) ~~Java (CS1) Prior Programming~~	Addition of Distance/Online offering; edits to course title, description, and prerequisites.	Fall 2019
CS 165	CS2-- ~~Java (CS2)~~ Data Structures ~~and Algorithms~~	Edits to course title and description.	Fall 2019
CS 220	Discrete Structures and Their Applications	Addition of Distance/Online offering; edit to prerequisites.	Fall 2019
FW 179	New-To-the-Major Seminar	Change in grade mode from S/U to Traditional.	Fall 2019
MECH 201	Engineering Design I	Change in instructional format from Face-to-face to Mixed Face-to-face; edits to course description and offering term.	Fall 2019
MECH 486A	Engineering Design Practicum: I	Edits to course title and prerequisites. Existing AUCC 4A/4C.	Fall 2019
MECH 486B	Engineering Design Practicum: II	Edits to prerequisites. Existing AUCC 4C.	Fall 2019
MECH 498A	Engineering Research Practicum: I ~~Fall~~	Edits to course title and prerequisites. Existing AUCC 4A/4C.	Fall 2019
MECH 498B	Engineering Research Practicum: II ~~Spring~~	Edits to course title and prerequisites. Existing AUCC 4A/4C.	Fall 2019

AUCC/GT Pathways Courses			
Course #	**Course Title**	**GTP Category/Notes**	**Effective Term**
GEOL 124	Geology of Natural Resources	Existing AUCC 3A; resubmission for GT-SC2.	Fall 2019
GR 102	Geography of Europe and the Americas	Approved for AUCC 3E/GT-SS2 Edit to course description.	Fall 2019

Major Changes to Existing Programs		
Program Title	**Notes**	**Effective Term**
College of Business		
BUSA-ACCZ-BS: Major in Business Administration, Accounting Concentration	Addition of Online Degree Completion offering format: • All required courses in the Junior and Senior years are offered online – with the exception of BUS 300. • The department intends to accept 'BUS 217: Business Communication & Report Writing' from the Colorado Community College System, including Arapahoe Community College, as a substitution to BUS 300. The AUCC 2 Advanced Writing requirement could be satisfied by students completing two GT Pathways Written Composition courses at any institution(s) in Colorado.	Fall 2019
ACCY-MACC: Master of Accountancy, Plan C (M.Acc.)	Edits to 'Select from' lists.	Fall 2019
ACCY-RZ-MACC: Master of Accountancy, Plan C, Financial Analysis, Auditing, and Reporting Specialization	Edits to 'Select from' lists.	Fall 2019
ACCY-SZ-MACC: Master of Accountancy, Plan C, Data Analytics and Systems Specialization	Edits to 'Select from' lists.	Fall 2019
ACCY-TZ-MACC: Master of Accountancy, Plan C, Taxation Specialization	Edits to 'Select from' lists.	Fall 2019
CPSC-CPSZ-BS: Major in Computer Science, Computer Science Concentration	Updates to course options in a Sophomore year 'Select from' group and Technical Electives list. Addition of Online Degree Completion offering format: • All required courses in the Junior and Senior years are offered online. • Two courses are available online to satisfy the 'additional science' requirement (minimum 5 credits) in the Junior year o **CIVE 260** (3 credits) and **CHEM 107** (4 credits) • Technical Electives List (9 credits): 12 courses available online	Fall 2019
MECH-BMEM-BS: Dual Degree Program: Biomedical Engineering, B.S. combined with Mechanical Engineering, B.S.	Replacing required course MECH 402 with STAT 315; deactivating MECH 301 and splitting it into MECH 301A and 301B; updates to Technical Electives Lists.	Fall 2019
MECH-BS: Major in Mechanical Engineering	Eliminating MECH 402 as a required course; deactivating MECH 301 and splitting it into MECH 301A and 301B; updates to Technical Electives Lists.	Fall 2019
CPSQ: Minor in Computer Science	Addition of CS 253 to a 'Select from' list.	Fall 2019

New Graduate Certificate		
Program Title	**Notes**	**Effective Term**
Graduate Certificate in Radiological and Nuclear Safety	Offered as: Main Campus Face-to-Face.	Fall 2019

University Curriculum Committee Minutes
January 25, 2019
Page 4

CONSENT AGENDA

Experimental Courses – 2nd Offering *(for informational purposes only)*			
Course #	**Course Title**	**Notes**	**Effective Term**
VM 680A4	Introduction to Spanish for Veterinarians	1st offering: Fall 2018 (25 students). No permanent course proposal found in CIM.	Fall 2019

Correction/Update to 11/16/18 Minutes			
Course #	**Course Title**	**Notes**	**Effective Term**
E 320	Introduction to the Study of Language	Addition of Distance/Online offering; edits to course description and prerequisites.	Summer 2019 ~~Fall 2019~~

Correction/Update to 12/7/18 Minutes			
Course #	**Course Title**	**Notes**	**Effective Term**
SPMT 523	Communications and Media in Sport	Addition of prerequisite: SPMT 511 or concurrent registration.	Fall 2019

Minutes approved by the University Curriculum Committee on 2/1/19.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **Feburary 1, 2019** at 2:00 p.m.
The meeting adjourned at 4:00 p.m.

Minutes
The minutes of January 25, 2019 were approved.

Consent Agenda
The Consent Agenda was approved.

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

New Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
CIVE 555	Mining Geotechnics		Spring 2020
CIVE 657	Oral Communication in Geo-Engineering	1 cr.; Graduate only.	Spring 2020
FIN 486	Summit Investment Fund Practicum	3 cr. Practicum.	Fall 2019
GES 135	Applied Community Sustainability	Previously offered as experimental course GES 180A3 (Summer 2017: 13 students; Summer 2018: 18 students). Taught in tandem with a section of CO 150 or CO 300 through special arrangement with the Dept. of English.	Summer 2019
HES 478A	Sports Medicine Capstone: Seminar	Senior standing. Approved for AUCC Cat 4A/4C in HAES-SPMZ-BS.	Fall 2019
HES 478B	Sports Medicine Capstone: Research	Senior standing and written consent of instructor needed. Approved for AUCC Cat 4A/4C in HAES-SPMZ-BS.	Fall 2019
HES 478C	Sports Medicine Capstone: Teaching	Senior standing and written consent of instructor needed. Approved for AUCC Cat 4A/4C in HAES-SPMZ-BS.	Fall 2019
HES 478D	Sports Medicine Capstone: Service Learning	Senior standing and written consent of instructor needed. Approved for AUCC Cat 4A/4C in HAES-SPMZ-BS.	Fall 2019
MECH 534	Energy & Env. Impacts of Transportation	Offered as Distance/Online and Face-to-Face. Previously offered as experimental course MECH 580A8 (Spring 2018: 22 students).	Fall 2019
MIP 525	Flow Cytometry for Immunology	1 cr; partial semester. Previously offered as experimental course MIP 581A4 (Fall 2017: 6 students; Fall 2018: 11 students).	Fall 2019
MU 275A	Applied Instruction-Euphonium	3 cr.; Music performance majors only; written consent required.	Fall 2019

Major Changes to Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
ERHS 430	Human Disease and the Environment	Change in credit distribution from 3-0-0 to 2-0-1; edit to offering term; adding prerequisites.	Fall 2019
FTEC 360	Brewing Processes	Increasing credits from 3 to 4; change in schedule type from Lecture/Lab 3(1-4-0) to Lecture/Recitation 4(3-0-1); edit to prerequisites; addition of required field trips. Existing AUCC 4A in the below program (FMST-BS).	Fall 2019

University Curriculum Committee Minutes
February 1, 2019
Page 2

FTEC 422	Brewing Science I ~~Brewing Analysis and Quality Control~~	Increasing credits from 2(1-2-0) to 4(3-3-0); edit to course title, offering term and prerequisites; addition of 21-year-old age restriction.	Fall 2019
FTEC 440	~~Refining and~~ Packaging Technology	Edits to course title, description and offering term; addition of required field trips.	Fall 2019
FTEC 460	Brewing Science II ~~and Technology~~	Increase in credits from 3(2-2-0) to 4(3-2-0); edits to course title, description, offering term and prerequisites; addition of required field trips and 21-year-old age restriction.	Fall 2019
FTEC 465	Food Production Operations ~~Management~~	Increase in credits from 2(2-0-0) to 3(3-0-0); edits to course title, offering term and prerequisites; addition of required field trips.	Fall 2019
HES 455	Health Promotion Programming	Edit to Add'l Registration Info: A student taking HES 355 and HES 386 in Spring, taking HES 486 in the Summer and HES 487 in the Fall may request instructor approval to take HES 355 concurrently with HES 455. Existing AUCC Cat 4A/4C in HAES-HPRZ-BS. *Submitted as a Minor Change in CIM.*	Fall 2019
HDFS 277	Introductory Seminar in HDFS ~~Professional Skills Development I~~	Edits to course title and description.	Fall 2019

Major Changes to Existing Programs

Program Title	Notes	Effective Term
FMST-BS: Major in Fermentation Science and Technology	See Justification for Request and Program of Study for all curricular changes.	Fall 2019
HAES-SPMZ-BS: Major in Health and Exercise Science, Sports Medicine Concentration	Removal of HES 492 from POS and addition of HES 478A-D as AUCC Cat 4A/4C options. HES 492 will remain as an active course without AUCC 4A/4C designation effective Fall 2019.	Fall 2019
ISWQ: Interdisciplinary Minor in Sustainable Water	Addition of GES 120 as a required course; moving AREC 342 to an elective list.	Fall 2019

Program Deactivations

Program Title	Notes	Last term students may be admitted	Last term students can complete
ECOL-ERZ-PHD: PhD. in Ecology, Ecological Risk Assessment and Management Specialization	This specialization has not had students for many years, and there is no faculty support for since some key retirements many years ago. *Submitted as Misc. Memo CIM because POS was never added to the Catalog, so no record existed in CIM.*	Summer 2019	Summer 2019
ECOL-ERAZ-MS: Master of Science in Ecology, Ecological Risk Assessment and Management Specialization	This specialization has not had students for many years, and there is no faculty support for since some key retirements many years ago. *Submitted as Misc. Memo CIM because POS was never added to the Catalog, so no record existed in CIM.*	Summer 2019	Summer 2019
ECOL-HEIZ-MS: Master of Science in Ecology, Human-Environment Interactions Specialization	No enrolled students for some time, and no continued faculty support. The ECOL-HEIZ-PHD specialization will continue to be supported.	Summer 2019	Summer 2022

University Curriculum Committee Minutes
February 1, 2019
Page 3

| CONSENT AGENDA |

Minor Changes to Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
ANEQ 346	Equine Disease Management	Edit to prerequisites: ANEQ 102 with a C or better and (ANEQ 230 with a C or better or ANEQ 305 with a C or better or BMS 300 with a C or better). Needs a justification for request. Course not approved out of UCC Prep-Courses yet.	Fall 2019

Minutes approved by the University Curriculum Committee on 2/8/19.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **February 8, 2019** at 2:00 p.m.
The meeting adjourned at 3:50 p.m.

Minutes
The minutes of February 1, 2019 were approved.

Consent Agenda
The Consent Agenda was approved.

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

Study Abroad Courses – 2nd Offering			
Course #	**Course Title**	**Notes/Changes**	**Effective Term**
BZ 482C	Study Abroad--Baja California Sur: Practices in Marine Biology	**2nd offering; 3 credits.** **Travel dates:** 11/23/19-12/1/19 *(9 days)* Edits to course title and offering term. 1st offering: Summer 2018 (6 students).	Spring 2020

Study Abroad Courses – 1st Offering			
Course #	**Course Title**	**Notes/Changes**	**Effective Term**
IE 282A	Study Abroad--Dominican Republic: Global Perspectives	**1st offering; 1 credit.** **Travel dates:** 3/13/20-3/21/20 *(8 days)* All participants must enroll in KEY 272 in the Fall semester prior.	Spring 2020
INST 382A	Study Abroad--Jamaica: African History and Culture	**1st offering; 1 credit.** **Travel dates:** 1/5/20-1/15/20 *(11 days)*	Spring 2020
LJPN 282A	Study Abroad—Japan: Cultural Studies	**1st offering; 3 credits.** **Travel dates:** 1/3/20-1/18/20 *(16 days)*	Spring 2020

New Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
ECE 527F/ BIOM 527F	Biosensing: Biophotonic Sensors Using Refractive Index	1 cr.; partial semester. Previously offered as experimental course ECE 581B6/BIOM 581B6 (Spring 2017: 4 students; Spring 2019: 2 students).	Spring 2020
ESS 150/ ANTH 150	Imagining Sustainability	Previously offered as experimental course ESS 181A1/ANTH 181A1 (Fall 2017: 31 students; Fall 2018: 31 students).	Fall 2019
GEOL 192	New Student Seminar – Exploring Geosciences	1 cr.; partial semester; Freshman and Sophomores only.	Fall 2019
GES 120	Water Sustainability in the Western US	Previously offered as experimental course GES 180A4 (Fall 2018: 29 students).	Fall 2019
HDFS 478	HDFS Professional Development	1 cr.; HDFS majors only. Offered as Distance/Online and Face-to-face. Proposed as a required course in the Major in Human Development and Family Studies *(all concentrations)*. Credit not allowed for both HDFS 477 and HDFS 478.	Fall 2019
HORT 524	Food Pharmacology, Horticulture, and Health	Offered as Distance/Online and Face-to-face; Graduate only.	Spring 2020
NR 579	Evidence-Based Conservation	Previously offered as experimental course NR 581A5 (Fall 2015: 8 students; Fall 2017: 6 students).	Fall 2019

University Curriculum Committee Minutes
February 8, 2019
Page 2

Major Changes to Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
CON 261	Construction Surveying and Layout	Credit decrease from 3 (2-3-0) to 2 (0-2-1); edits to course title, course description, and prerequisites.	Fall 2019
CON 351	Construction Field Management	Credit increase from 2 (1-2-0) to 3 (1-2-1); edits to prerequisites and registration info.	Fall 2019
CON 359	Structures I	Credit decrease from 4 (4-0-0) to 3 (3-0-0); edits to prerequisites. Listed in: • CTMQ: Minor in Construction Management *(per UCC, this program will be administratively updated in CIM)*	Fall 2019
CON 459	Structures II	Credit decrease from 4 (4-0-0) to 3 (3-0-0); edits to course description and prerequisites.	Fall 2019
ERHS 320	Environmental Health – Water Quality and Food Safety	Edits to course title and description. Existing AUCC Cat 4A in EVHL-BS: Major in Environmental Health.	Fall 2019
ERHS 350	Principles of Occupational Safety and Health Industrial Hygiene and Air	Edits to course title and prerequisites; shifting content between ERHS 350 and ERHS 410.	Fall 2019
HDFS 477	HDFS Professional Preparation Professional Skills Development II	Edits to course title, description and prerequisite; edit to Add'l Registration Info: Completion of 60 90 credits; addition of 'credit not allowed' statement with HDFS 478.	Fall 2019
HDFS 488A	Internship: Field Placement: Human Development and Family Studies	Change in variable credits from 1-18 to 5-8; addition of Distance/Online and Internship/Practica offerings; addition of 'Completion of 60 credits' and 'No Freshman or Sophomore' restrictions; edits to course title, description, and prerequisites.	Fall 2019
HDFS 488B	Internship: Field Placement Early Childhood		
HDFS 488C	Internship: Field Placement Pre-Health		
HDFS 488D	Internship: Field Placement Prevention/Intervention Science		
HDFS 488E	Internship: Field Placement Leadership/Entrepreneurship		
SOC 357 SOC 450	Women, Gender, Crime, and Victimization Criminal Justice	Edits to course number and title. SOC 450 is listed in: • CRCQ: Minor in Criminology and Criminal Justice *(will be administratively updated in CIM)* • IWOQ : Interdisciplinary Minor in Women's Study *(will be administratively updated in CIM)* • WGST-BA : Major in Women's and Gender Studies *(will be administratively updated in CIM)*	Fall 2019
SOWK 120	Academic and Career Success	Edit to Add'l Registration Info: Undergraduate social work majors only. Undergraduate standing.	Spring 2020

AUCC/GT Pathways Courses			
Course #	**Course Title**	**GTP Category/Notes**	**Effective Term**
LSPA 200	Second-Year Spanish I	Resubmission for AUCC 3B/GT-AH4 Addition of Distance/Online offering; edits to course description and offering term.	Spring 2020

University Curriculum Committee Minutes
February 8, 2019
Page 3

Major Changes to Existing Program		
Program Title	**Notes**	**Effective Term**
HDFS-ECPZ-BS : Major in Human Development and Family Studies, Early Childhood Professions Concentration	Moved FSHN 445/HDFS 445 to HDFS courses in concentration course list; moved HDFS 477 (1 cr.) from Semester 7 (Senior) to Semester 6 (Junior) as HDFS 477 is new prerequisite for HDFS 488A-E; allowed for HDFS 477 or HDFS 478 and revised footnote; reworded the introductory statement for the Concentration Course List and MCM to be congruent with advising materials and guidelines for students.	Fall 2019
HDFS-HDEZ-BS: Major in Human Development and Family Studies, Human Development and Family Studies Concentration	Changed SOWK 371D to SOWK 370 (course redesigned/renamed); changed HES 444 to HES 434 (HES 444 no longer offered); moved HDFS 477 (1 cr.) from Semester 7 (Senior) to Semester 6 (Junior) as HDFS 477 is new prerequisite for HDFS 488A-E; allowed for HDFS 477 or HDFS 478 and revised footnote; revised MCM narrative to be consistent with changes and congruent with advising/course procedures.	Fall 2019
HDFS-LEPZ-BS: Major in Human Development and Family Studies, Leadership and Entrepreneurial Professions Concentration	Reworded the introductory statement for the Concentration Course List, as well as MCM, to be congruent with advising materials and guidelines for students; moved HDFS 477 (1 cr.) from Semester 7 (Senior) to Semester 6 (Junior) as HDFS 477 is new prerequisite for HDFS 488A-E; allow for HDFS 477 or HDFS 478 and revised footnote.	Fall 2019
HDFS-PHPZ-BS: Major in Human Development and Family Studies, Pre-Health Professions Concentration	Added new course HDFS 315 to concentration course list; changed HES 444 to HES 434 (HES 444 no longer offered); moved FSHN 445/HDFS 445 to HDFS courses in concentration course list; moved HDFS 477 (1 cr.) from Semester 7 (Senior) to Semester 6 (Junior) as HDFS 477 is new prerequisite for HDFS 488A-E; allowed for HDFS 477 or HDFS 478 and revised footnote; revised MCM narrative to be consistent with changes and congruent with advising/course procedures.	Fall 2019
HDFS-PISZ-BS: Major in Human Development and Family Studies, Prevention and Intervention Sciences Concentration	Changed SOWK 371D to SOWK 370 (course redesigned/renamed); moved HDFS 477 (1 cr.) from Semester 7 (Senior) to Semester 6 (Junior) as HDFS 477 is new prerequisite for HDFS 488A-E; allowed for HDFS 477 or HDFS 478 and revised footnote; revised MCM narrative to be consistent with changes and congruent with advising/course procedures.	Fall 2019
SOCI-CRCZ-BA: Major in Sociology, Criminology and Criminal Justice Concentration	Phasing out the current one credit SOC 313 and replacing that with a choice of one of two three credit courses: SOC 314 and 315. In addition, we are adding some elective options to provide more flexibility in the concentration. Currently, the concentration is completely prescribed.	Fall 2019
SOCI-ENSZ-BA: Major in Sociology, Environmental Sociology Concentration	Phasing out the current one credit SOC 313 and replacing that with a choice of one of two three credit courses: SOC 314 and 315. The two courses added to the list of environmental sociology electives are new courses that the department has determined are appropriate to fulfill the requirements of this concentration.	Fall 2019
SOCI-GNSZ-BA: Major in Sociology, General Sociology Concentration	Phasing out the current one credit SOC 313 and replacing that with a choice of one of two three-credit courses: SOC 314 and 315.	Fall 2019
IGRQ: Interdisciplinary Minor in Gerontology	Added HDFS 412 as elective; changed SOWK 371D to SOWK 370 (course redesigned/renamed)	Fall 2019

University Curriculum Committee Minutes
February 8, 2019
Page 4

CONSENT AGENDA

Change to Experimental Course – 1st Offering			
Course #	**Course Title**	**Notes**	**Effective Term**
SOC 380A1	Globalization, Food Systems, and Labor ~~Labor in Global Food Systems~~	UCC-approved on 4/3/18 for a 1st offering in Fall 2018, but it has not been offered yet. Edit to course title.	Fall 2019

Minor Changes to Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
GEOL 446	Environmental Geology	Edit to prerequisites.	Spring 2020

Course Deactivations			
Course #	**Course Title**	**Notes**	**Effective Term**
F 541	Data Analysis/Interpretation-Fire Managers	Not referenced in any courses or programs.	Fall 2019
F 542	Wildland Fire Economics and Management	Not referenced in any courses or programs.	Fall 2019
F 544	Decision Methods for Fire Managers	Not referenced in any courses or programs.	Fall 2019
POLS 371	U.S. Space Policy	Listed in a 'select from' group in: IRSQ: Interdisciplinary Minor in Russian Studies *(will be administratively removed)*	Fall 2019
RS 501	Range Habitat Manipulation	Not referenced in any courses or programs.	Fall 2019
RS 520	Range Issues and Policy	Not referenced in any courses or programs.	Fall 2019
RS 640	Vegetation-Environment Analysis	Not referenced in any courses or programs.	Fall 2019

Minutes approved by the University Curriculum Committee on 2/15/19.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **February 15, 2019** at 2:00 p.m.
The meeting adjourned at 3:50 p.m.

Minutes
The minutes of February 8, 2019 were approved.

Consent Agenda
The Consent Agenda was approved.

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

Miscellaneous Memo Requests – Department Name Change	
Request	**Notes**
Department of Anthropology *to* Department of Anthropology and Geography **Note:** Department name change requests require Special Action from Faculty Council. UCC approval is noted here for informational purposes. This proposal will be forwarded to the Committee on Faculty Governance for consideration.	Rationale: 1) The name change will more accurately reflect the role of geography in the existing department. The new B.S. in Geography now has in excess of 35 majors. The new Ph.D. in Anthropology has emphases on space, place, and adaptation. Space and place figure prominently in geographical thinking, and these geographical insights will complement the work done by Anthropology Ph.D. students. The name change will provide a foundation for expansion of the geography program to the graduate level by giving prior institutional visibility to the importance of geography in the larger university curriculum. As of this year, one-third of the department's faculty consists of geographers. 2) The name change will help with both student and faculty recruitment in geography, as the more inclusive department name will give recruiting prospects an immediate sense of the curricular breadth of the department. We are especially optimistic about the impact on the recruitment of majors. 3) The name change will align with departments elsewhere that offer a combination of geography and anthropology programs. Louisiana State University, for example, a CSU "peer" university, has a Department of Geography and Anthropology. 4) The name change should enhance the research mission of the department, especially in terms of successful grant production, by communicating to funding agencies the growing importance of the geographical component in the overall research profile of the University.

Study Abroad Courses – 1st Offering			
Course #	**Course Title**	**Notes/Changes**	**Effective Term**
BUS 482C	Study Abroad--Tanzania: Business and Cultural Engagement	**1st offering; 3 credits.** **Travel dates:** 1/4/20-1/17/20 *(14 days)*	Spring 2020

New Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
ANTH 101	Practicing Anthropology	1 cr.; Anthropology majors only; offered as Distance/Online and Face-to-face. Proposed as a required course in ANTH-BA, ANTH-BIOZ-BA, ANTH-CLTZ-BA.	Fall 2019
ANTH 274	Human Diversity	Proposed as a required course in ANTH-BIOZ-BA. Proposed as an elective in ANTH-BA, ANTH-ARCZ-BA, ANTH-CLTZ-BA.	Fall 2019
ANTH 474	Human Skeleton Analysis	Proposed as an elective in ANTH-BA, ANTH-ARCZ-BA, and ANTH-BIOZ-BA.	Fall 2019

University Curriculum Committee Minutes
February 15, 2019
Page 2

MU 170B	Applied Music Instruction: French Horn		
MU 170C	Applied Music Instruction: Trombone		
MU 170D	Applied Music Instruction: Trumpet		
MU 170E	Applied Music Instruction: Tuba		
MU 170G	Applied Music Instruction: Harpsichord		
MU 170H	Applied Music Instruction: Organ		
MU 170I	Applied Music Instruction: Piano	1 cr.; written consent of instructor and successful passing of audition required. Concurrent registration in music ensemble as assigned. May be repeated up to 9 times for credit. These courses are intended for non-music majors and for music majors studying secondary instruments in order to develop avocational competency on an instrument. Existing courses in applied music instruction are not appropriate for this type of study as they are intended for intensive study by music majors with the objective of developing professional level competence. Currently, non-majors must register for MU 495H for this type of instruction, which is not appropriate, as is it is an upper division course.	Fall 2019
MU 170J	Applied Music Instruction: Percussion		
MU 170L	Applied Music Instruction: Harp		
MU 170M	Applied Music Instruction: String Bass		
MU 170N	Applied Music Instruction: Viola		
MU 170O	Applied Music Instruction: Violin		
MU 170P	Applied Music Instruction: Violoncello		
MU 170Q	Applied Music Instruction: Voice		
MU 170R	Applied Music Instruction: Bassoon		
MU 170S	Applied Music Instruction: Clarinet		
MU 170T	Applied Music Instruction: Flute		
MU 170U	Applied Music Instruction: Oboe		
MU 170V	Applied Music Instruction: Saxophone (Alto)		
MU 173	Freshman Voice Studio	1 cr.; Music majors only. Proposed as a required course in: • MUSC-MUEZ-BM: Major in Music, Music Education Concentration, Choral Option *(changes saved but not submitted)* • MUSC-MUTZ-BM: Major in Music, Music Therapy Concentration *(changes saved but not submitted)* • MUSC-PERZ-BM: Major in Music, Performance Concentration, Voice Option *(changes saved but not submitted)* • MUSI-BA: Major in Music *(changes saved but not submitted)*	Fall 2019

Major Changes to Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
AM 342	Computer-Aided Textile Design	Edits to course description, schedule type (lab to lecture/lab), and credit distribution (0-6-0 to 2-2-0).	Fall 2019

University Curriculum Committee Minutes
February 15, 2019
Page 3

ERHS 410	Environmental Health -Air and Waste Management	Edits to course title, description, and prerequisites; shifting content between ERHS 350 and ERHS 410. Existing AUCC Cat 4B in EVHL-BS.	Fall 2019
FTEC 447/ ANEQ 447	Food Chemistry	Addition of dual-listing with ANEQ 447; edits to offering year and term. Existing AUCC Cat 4B for NAFS-FSNZ-BS: Major in Nutrition and Food Science, Food Safety and Nutrition Concentration. Listed in: • CHEM-ACSZ-BS; CHEM-NACZ-BS; CBEG-BMEC-BS; CBEG-BS *(will be updated administratively).* • FMST-BS *(UCC-approved with dual-listing added)* • NAFS-FSNZ-BS *(in CIM workflow)* • IFSQ *(in CIM workflow)* • Prerequisite for FSHN 455; FTEC 570; FTEC 576 *(in CIM workflow)* • ANIM-BS *(in CIM workflow)*	Fall 2019
HORT 260	Plant Propagation	Addition of Distance/Online offering; changing grade mode from Student Option to Traditional; edit to offering term.	Summer 2019
NR 320	Natural Resources History and Policy	Removal of AUCC 3D designation.	Spring 2020
SOC 364	Food, Agriculture and Global Society	Edit to course title and description.	Spring 2020
SOWK 702	Social Welfare Policy	Edits to course title, description, offering term, and prerequisites.	Fall 2019
SOWK 703	Pedagogical Approaches in Theoretical Analysis of Social Work Practice	Edits to course title, description, offering term, and prerequisites.	Fall 2019
SOWK 704	Theory for Applied Social Sciences Theoretical Foundations of Social Work	Edits to course title, description, offering term and year, and prerequisites.	Fall 2019

Major Changes to Existing Program		
Program Title	**Notes**	**Effective Term**
EVHL-BS: Major in Environmental Health	See Program of Study for all curricular changes. Updates to curriculum are a result of recommendations from an external advisory group comprising environmental health professionals that provide internships to students and hire graduates. Changes in the foundational courses also reflect college-wide changes to undergraduate programs of studies.	Fall 2019
FWCB-CNVZ-BS: Major in Fish, Wildlife, and Conservation Biology, Conservation Biology Concentration	Adding FW 179 as required course Freshman year. Removing NR 320 as required course and moving to electives list. Removing 'Ecosystem' electives and 'Technical' electives and adding 'Guided' electives to offer more flexibility. Adding elective course options. Adjusted credit ranges and totals.	Fall 2019
FWCB-FASZ-BS: Major in Fish, Wildlife, and Conservation Biology, Fisheries and Aquatic Sciences Concentration	Adding FW 179 as required course Freshman year. Removing NR 320 as required course and moving to electives list. Removing 'Ecosystem' electives 'Fisheries and Aquatic Sciences' electives; adding 'Guided' electives to offer more flexibility. Adding elective course options. Adjusted credit ranges and totals.	Fall 2019
FWCB-WDBZ-BS: Major in Fish, Wildlife, and Conservation Biology, Wildlife Biology Concentration	Adding FW 179 as required course Freshman year. Removing NR 320 as required course and moving to electives list. Removing 'Ecosystem' electives 'Technical' electives; adding 'Guided' electives to offer more flexibility. Adding elective course options. Adjusted credit ranges and totals.	Fall 2019

Program	Notes	Effective Term
FRRS-FMGZ-BS: Major in Forest and Rangeland Stewardship, Forest Management Concentration	AUCC 3D designation removed from NR 320 and replaced with the generic 'Historical Perspectives' AUCC 3D category requirement.	Fall 2019
FRRS-FRBZ-BS: Major in Forest and Rangeland Stewardship, Forest Biology Concentration	AUCC 3D designation removed from NR 320 and replaced with the generic 'Historical Perspectives' AUCC 3D category requirement.	Fall 2019
FRRS-FRFZ-BS: Major in Forest and Rangeland Stewardship, Forest Fire Science Concentration	AUCC 3D designation removed from NR 320 and replaced with the generic 'Historical Perspectives' AUCC 3D category requirement.	Fall 2019
FRRS-RCMZ-BS: Major in Forest and Rangeland Stewardship, Rangeland Conservation and Management Concentration	AUCC 3D designation removed from NR 320 and replaced with the generic 'Historical Perspectives' AUCC 3D category requirement.	Fall 2019
FRRS-RFMZ-BS: Major in Forest and Rangeland Stewardship, Rangeland and Forest Management Concentration	AUCC 3D designation removed from NR 320 and replaced with the generic 'Historical Perspectives' AUCC 3D category requirement.	Fall 2019
HDNR-BS: Major in Human Dimensions of Natural Resources	AUCC 3D designation removed from NR 320 and replaced with the generic 'Historical Perspectives' AUCC 3D category requirement.	Fall 2019
NRMG-BS: Major in Natural Resources Management	AUCC 3D designation removed from NR 320 and replaced with the generic 'Historical Perspectives' AUCC 3D category requirement.	Fall 2019
NRTM-GLTZ-BS: Major in Natural Resource Tourism, Global Tourism Concentration	AUCC 3D designation removed from NR 320 and replaced with the generic 'Historical Perspectives' AUCC 3D category requirement; replacing NRRT 370 with NRRT 372 in Junior year.	Fall 2019
NRTM-NRTZ-BS: Major in Natural Resource Tourism, Natural Resource Tourism Concentration	AUCC 3D designation removed from NR 320 and replaced with the generic 'Historical Perspectives' AUCC 3D category requirement.	Fall 2019
RECO-BS: Major in Restoration Ecology	AUCC 3D designation removed from NR 320 and replaced with the generic 'Historical Perspectives' AUCC 3D category requirement.	Fall 2019

CONSENT AGENDA

Corrections/Updates to New Program Titles		
Program Title	**Notes**	**Effective Term**
SYSE-DSE: Doctor of Systems Engineering	*Revised title:* Doctor of Engineering in Systems Engineering	Spring 2019
ABIM-DD-MAI: Master of Agribusiness Innovation Management	*Revised title:* Master of Agribusiness and Food Innovation Management	Fall 2019
PSAF-DD-CT: Graduate Certificate in Postsecondary Access and Success	*Revised title:* Graduate Certificate in Postsecondary Access and Success Programs	Spring 2019

51

University Curriculum Committee Minutes
February 15, 2019
Page 5

Minor Changes to Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
CIVE 458	Environmental Geotechnics	Edit to prerequisite: CIVE 355 ~~or concurrent registration.~~	Spring 2020
SOWK 300	Research in Applied Professions	Edit to prerequisites: SOC 210 or concurrent registration or STAT 100 or concurrent registration or STAT 201 or concurrent registration or STAT 301 or concurrent registration or STAT 311 or concurrent registration.	Spring 2020

Course Deactivations			
Course #	**Course Title**	**Notes**	**Effective Term**
SPCM 278F	Communication Skills: Virtual Teamwork	Not referenced in any courses or programs.	Fall 2019
SPCM 429	Environmental Discourse	Not referenced in any courses or programs.	Fall 2020

Minor Changes to Existing Programs		
Program Title	**Notes**	**Effective Term**
BUSA-MBA: Master of Business Administration	Edits to Directed Electives list. *Approved by CoSRGE on 2/7/19.*	Fall 2019
MKMF-CT: Graduate Certificate in Marketing Management	Addition of MKT 670 to a 'select from' list. *Approved by CoSRGE on 2/7/19.*	Fall 2019
CIVE-BS: Major in Civil Engineering	Edits to Science Technical Electives and Civil Engineering Technical Electives. Moving classes in Junior and Senior years.	Fall 2019
ENVE-BS: Major in Environmental Engineering	Edits to Engineering Technical Electives.	Fall 2019
WRSC-BS: Major in Watershed Science	Edits to elective list.	Fall 2019
GRPQ: Minor in Geography	Edits to elective list.	Fall 2019

Minutes electronically approved by the University Curriculum Committee on 2/18/19.

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

Brief Bio
Timothy J. (Tim) Gallagher, Ph.D.
Professor of Finance
Candidate for Chairperson of Faculty Council

I am running for another one-year term as Chairperson of Faculty Council because I believe I have a passion for shared governance and believe I can use my knowledge, experience, and energy to the benefit of the faculty. If I were to be awarded another term by Faculty Council it would be my last, since term limits kick in after three consecutive terms for a Chairperson. Most of you know I served as Chairperson from July 1, 2011 through June 30, 2014 before being elected again to this position, beginning a new term on July 1, 2017 running to the present time.   I have also served as Vice Chair from July 1, 2009 through June 30, 2011 and as Faculty Representative to the Board of Governors from July 1, 2007 through June 30, 2009.

 I am close to retirement time and I have no aspirations for any university position other than regular faculty member or retiree whenever my service as Faculty Council Chairperson comes to an end. A university is run best when faculty views are heard and considered when important campus decisions are made. Because the Faculty Council Chairperson is a member of Council of Deans, I had the opportunity recently to be there while certain promotion and tenure cases were discussed. I know all the deans and considered it an honor to be in the room, so I could talk about how the primary responsibility for P&T decisions lies with the faculty. The Manual says "primary" and not "sole." Some recommendations from the faculty get overturned. This happens, however, only after the other members of the Council of Deans have heard me quote another part of the Manual that says overturning the faculty promotion or tenure recommendation should be done only for "compelling reasons." I find the deans to be very bright, hard-working, and honorable. I believe they listen to me and give weight to my contributions. I also believe it is important to have someone in the room with a faculty perspective who is willing to speak up about the importance of that perspective. I seek nothing for myself nor do I seek confrontation. I want only that the faculty be taken seriously when important decisions are made.

I have made it clear during all my service as a Faculty Council officer that such a person represents all the faculty. Although my home academic department is in the College of Business, I have always sought to take a campus-wide view on matters that I might have the opportunity to speak to as a Faculty Council officer in Executive Committee or elsewhere. Executive Committee has a person there who represents the College of Business. That person is not me. I support the entire campus with the College of Business getting no more, and no less, of my support than any other college or University Libraries.

I believe it is the job of the Faculty Council Chairperson to both communicate the views, concerns, and interests of the faculty to the administration and to communicate to the faculty what the administration is doing that may affect the faculty. This happens only when communications occur between the Chairperson and the administration where there is mutual respect. There are times when the Chairperson must communicate forcefully when there is a decision of great importance to the faculty that the administration is about to make. There are other times when there is very little tension and it is simply a matter of sharing information. There is a line there. I have tried very hard during my service as Faculty Council Chairperson to maintain professionalism when interacting with administrators, without remaining silent when very important matters of significant faculty impact are being decided by those administrators. Remaining silent when faculty interests are being ignored is probably the easier thing to do. I choose to do what I believe is the right thing. I have very positive personal relationships with many important administrators and perhaps not so much with a few whose feathers I have ruffled when standing up with the faculty. The overwhelming number of administrators with whom I interact can set

aside the occasional policy difference we may have and talk, perhaps even over a drink, in a very positive way.

In the first week of July in 2011, I was beginning my first term of my prior service as Faculty Council Chairperson. It turned out to be something of a baptism by fire. The Board of Governors had just returned to Faculty Council, without approval, proposed Manual Preface changes passed by Faculty Council that spring that would have expanded faculty free speech rights. Some of you may know that around the country there have been many faculty First Amendment court cases that went against the faculty member, and in favor of their employer university, when the speech in question was deemed to be "work-related speech." We have free speech rights when speaking as a citizen on matters of public concern. The First Amendment protection we have is much more in doubt if we are speaking as an employee. This might include your criticism of an administrator at the university that employs you. This has come to be known as the Garcetti reservation from the U.S. Supreme Court Ruling of 2006, Garcetti v. Ceballos.

This possibly lower level of protection for faculty work-related speech can be overcome if the university employer spells out such protection in its policies. Our Academic Faculty and Administrative Professional Manual (the Manual) contains the highest level of university policies since everything in the Manual is approved by the Board of Governors. We now have a Manual Preface that says, "Academic freedom is the freedom of the faculty to discuss all relevant matters in the classroom, to explore matters related to professional duties *and the functioning of the University*." (emphasis added) Few other universities have this protection for their faculty. I knew this was important and I fought for it. Please read the full Manual Preface for the full context of these matters.

I moved quickly after assuming my duties on July 1, 2011 to arrange a meeting in Denver between me and CSU General Counsel Mike Nosler. That meeting lasted several hours, and it was not clear that a resolution favorable to the faculty would be possible. I know the importance of academic freedom and free speech to a university. As I communicated to Mr. Nosler, it is the university itself that reaps the main benefits of academic freedom when we have an institution at which faculty can inquire, comment, and challenge those proposals being considered. I was simultaneously making the same argument to President Frank. Make no mistake, none of this would have been possible without the support of President Tony Frank. His communications with the Board were key to achieving an agreement on the revised Manual Preface language. I gained the support of President Frank after making the most persuasive case I could to him and Mr. Nosler that such protection was good not only for the individual faculty member but also for the university. To this day I am grateful for that support from President Frank. I'd like to think that my pushing, respectfully to President Frank and Mr. Nosler, the case for the current Manual Preface language helped us to achieve this language that is still in our Manual in 2019. A university should be a haven for free speech, not just speech that is pleasing to the administration. The rights of many of our faculty colleagues at other universities to criticize the actions of administrators at their universities are much more limited than are ours here at CSU.

Moving on to more recent activities, the first university bullying policy was passed by the administration in fall of 2015 through a process that bypassed the floor of Faculty Council and the Manual. It was placed directly on the website of the Office of Policy and Compliance without a faculty vote. At the time I was not a Faculty Council officer, and not even a member of Faculty Council. When President Frank held an open forum for faculty in January of 2016 I spoke up as a regular faculty member indicating my displeasure about this new policy being implemented without a vote of Faculty Council and placement in the Manual. That original bullying policy was put into effect the fall of 2015. I indicated that Appendix 1 of the Manual that already addressed sexual harassment and (nonsexual)

harassment would be a very logical place for a bullying policy. I pointed out that bullying is surely a form of harassment. I also pointed out language in the original bullying policy imposed without a Faculty Council vote that I saw as extremely problematic. By summer of 2016, many of these shortcomings of that original bullying policy became apparent to others. Bullying charges were being brought that dug up information on the accused from decades ago. Full scale investigations had to be conducted according to that original policy even if the initial investigation indicated that the charges were without merit. These original cases were disproportionately being brought against women faculty members. Many of these cases were found to be without merit, but not before the reputation of the accused had been sullied. That original bullying policy was amended, with much faculty participation in that process, and the revised policy is now in Appendix 7 of the Manual. The revised language fixed many of the problems I saw in the original bullying policy. The revised policy didn't go into Appendix 1 but placing it in a new Appendix 7 achieved the same goal.

More recently, I have worked with the Committee on Responsibilities and Standing of Academic Faculty (CoRSAF) and the Committee on Non-Tenure Track Faculty (CoNTTF), including the chairs of those two committees to facilitate the consideration by the full Faculty Council of multiple Manual changes that make the university a more supportive place for our non-tenure track faculty (NTTF) colleagues and also creating an environment within which these faculty colleagues are provided a measure of respect and job security. There are many who worked hard for the changes that Faculty Council, and the Board of Governors, eventually approved. There are more such Manual change proposals to come. I learned of some horrible abuses of non-tenure track faculty members and passed that information along to the appropriate administrators so that proper university policy would be followed. I have also spoken frequently about the need to do the right thing for our non-tenure track faculty colleagues. Some things done to our NTTF colleagues are not in violation of university policy but are offensive to common decency. As a university we should hold ourselves to the higher bar.

I have learned that the various capacities in which I have served Faculty Council over the years have greatly assisted me as I interact with administrators, Board members, attorneys, and others to get that faculty view on the table. I served ten years as Chairperson of the Department of Finance & Real Estate, giving me an understanding of many university issues from an administrator's perspective. My administrator years are behind me. Whatever time I have left before I retire will be spent supporting the faculty.

If the Faculty Council votes to elect me to another, and final, one-year term as Chairperson of Faculty Council, I will do my best to work productively with the administration, including the incoming new president, to create a world class university that supports and values its faculty. This is a critical time for the faculty and for the entire university. The transition that will take place when the new president comes in will necessitate extensive and thoughtful communications between that president and the faculty. If you think about the universities that are world class centers of excellence, it is probably the faculty at those institutions that create that reputation more than any other category of stakeholder at those institutions. The faculty needs to be actively engaged in what the university does, not managed to turn out more widgets on an academic assembly line. I hope to continue to have the opportunity to contribute to that productive engagement.

Sue Doe, Ph.D.
Associate Professor of English
Candidate for Vice Chairperson of Faculty Council

I am seeking another one-year term as Vice Chairperson of Faculty Council. I do this because I believe the next year will be an important one as we welcome a new President of CSU and send the message that Faculty Council is alive, well, and ready to do good work. I hope that our new university leadership will quickly internalize that the CSU Faculty Council calls on university leadership to materially demonstrate the valuing of employees, to enfranchise participation of all constituencies, and to deepen understanding within the CSU community of the essential role of academic freedom to a robust and critically informed society.

The majority of my work in higher education has related to faculty development and the faculty career, which has positioned me to be an advocate for faculty and higher education employees in general. I co-direct the Center for the Study of Academic Labor and am co-editor of the journal *Academic Labor: Research and Artistry*. In calls for proposals for the journal, we invite not just faculty submissions but contributions from all members of the academic community. We do this because the experience of precarity is not exclusive to faculty.

Yet it is often the faculty who are best able to arbitrate working conditions in contexts like the Faculty Council. Indeed, as a tenured faculty member, I understand the responsibility I hold toward those with fewer protections. I believe that using my opportunities to benefit those in greater need of assistance is an obligatory facet of my presence on this campus and is best approached with respect and even gratitude for the work and commitment of all the other working people who make my professional life possible.

My faculty advocacy is deeply connected to student learning. As Director of Composition, I work with faculty on and off the tenure track while maintaining close ties to the teaching mission at both the undergraduate and graduate levels. Over 7000 students pass through the doors of the University Composition Program every year. While teaching, administering programs, and conducting my own scholarship, I have been awarded the College of Liberal Arts Teaching Award (2012), the CLA Service Award (2018), and the Cermak Award for graduate advising (2017).

I have a strong loyalty to faculty working off the tenure-track and have worked to improve the status and working conditions of non tenure track faculty in local, regional and national settings. I was invited by the Modern Language Association to participate in the development of professional association standards on the treatment of non tenure-track faculty from 2006-2010. I was co-author of the professional association position statements on best practices for NTTF by the National Council of Teachers of English and the Conference on College Composition and Communication. I have been an invited speaker on how the arts are not only the site of highest contingency but are also the most active and visible locations of activism because of their ability to characterize precarity in symbolic and performative terms. As an original member of the Delphi Project on the Changing Faculty and Student Success, led by Professor Adrianna Kezar of USC's Pullias Center, I have contributed to policy development now being enacted at many of the best universities in the U.S. and .I publish in many areas, including educational research on

writing integration across the disciplines, student-veteran reintegration in the Post-9/11 university, writing program administration, and rhetorics of labor. My work argues consistently for a deepened awareness of the faculty career path and its relationship to student learning.

My increasing interest in shared governance and the role of Faculty Council has been fueled by many years of serving as a department representative to Faculty Council, by serving on the Committee on the Responsibilities and Standing of Academic Faculty (CORSAF), and by serving on the Committee on Non Tenure-Track Faculty (CoNTTF). In the coming year, if granted the opportunity to serve as your Vice Chair of Faculty Council again, I will continue to direct my energy toward the benefit of the faculty as a whole. Having worked strenuously over the years for improvements to the status and working conditions of faculty off the tenure-track, I will argue this next year for a re-balancing of the ratio between tenure-track and non tenure-track faculty at CSU. I will also work for improved compensation for all faculty, especially for faculty in colleges like my own (CLA) where salaries lag dangerously behind.

Over the past several years, I have been impressed and humbled by tenure-line faculty who have rolled up their sleeves and worked hard to understand the implications of contingency, with the eventual effect of making material, positive changes in the conditions of non tenure-track colleagues. I hope that we can now reassert the value and importance of tenure and stem the tide of contingency, not by limiting the opportunities of those who are off the tenure-track but by arguing for the continued value of those on the tenure track. As we create greater equity, we diminish the spurious logics of contingency. Over time, this Faculty Council has acknowledged through our changed policies that it is not (contingent) people who are the problem but contingency itself. As such, I recommit myself to two things: the valuing of stabilized NTTF positions and tenure as the central principle that makes U.S. university education the marvel that it is.

Scott Nearing, who famously helped to foster the back-to-earth movement of the 1970s when he fled New York and previously the University of Pennsylvania, where he had been a professor of economics--before being fired for his politics--is often credited with having articulated the central components of academic freedom. He argued that it is a protection of not only academic jobs but of the ideas that emerge from serious study, research, and contemplation. Can it be a coincidence that he also helped to author the seminal child labor laws that turned around a culture of abuse of the most vulnerable at the turn of the last century? Like him, we may eventually grow tired and flee to Vermont, but in the meantime, we do well to commit to the defense of academic freedom in Colorado and elsewhere by committing to the defense of tenure. To that end, I wish to draw a straight line from faculty working conditions to student learning conditions and from student learning conditions to the skills of critical citizenship. I hope that we can work in the coming year to increase tenure-track numbers and hold steady non tenure-track numbers while continuing to address and improve both NTTF and TTF professional lives, especially in the area of compensation. I hope that we can demonstrate the real value of teaching by putting an appropriate price on it.

Stephanie Clemons, Ph.D. FASID, FIDEC
Candidate, 2019-2020 Faculty Council Representative, CSU Board of Governors

As a systems thinker, I have been an effective advocate for shared governance and collaboration between administration and faculty. I am committed to open, transparent governance processes and believe active involvement of all stakeholders is critical to sustaining and growing our thriving campus within the CSU System. I am keenly aware of faculty issues and accomplishments and believe I can represent our Faculty well to internal and external constituents. The opportunity to serve as your voice to the Board of Governors and convey the Board's perspectives to you is truly exciting. Please see my brief bio below to understand qualifications and experiences I offer to the position. Thank you for your consideration of my application.

Brief bio. Dr. Stephanie Clemons has been a strong, collaborative advocate and leader for Faculty for over 30 years. She is a full professor and coordinator of the Interior Architecture + Design Program, Department of Design and Merchandising, College of Health and Human Sciences. She has offered extensive service in a variety of roles at the department, college, university levels (e.g. curriculum, research). She is a University Distinguished Teaching Scholar and was recognized with the *Board of Governor's Excellence in Undergraduate Teaching Award* in 2015. She received the *Colorado State University Alumni Association Best Teacher Award*, CHHS *Outstanding Teaching Award*, and *Jack E. Cermak Outstanding Advisor Award*. She serves as a *Faculty Mentor for the Faculty Institute for Inclusive Excellence*. Within her discipline, she has been privileged to receive two Fellow awards and serve as a Fulbright Senior Program Specialist, Urban Design for the United States from 2010-2015. She has authored over 100 refereed papers, journal articles, book chapters and one textbook. Her research area relates to K-12.

Dr. Clemons began her service with Faculty Council members in 2003 when she worked with the *Committee on Teaching and Learning* (CoTL). For several years, she served as her department Faculty Council representative. From 2005 to 2009, Dr. Clemons worked on the *Committee on Scholastic Standards* and again, on *CoTL* from 2010-2015. From 2012 to 2015, she was elected as Chair of *COTL*. From 2015-2017 Dr. Clemons was elected as *Faculty Council Vice-Chair*. She was a member of the *Faculty Council Executive Committee*. From 2017 forward, she has been collaboratively spearheading a campus-wide Student Success Initiative (SSI 2) called *First Four Weeks* (FFW) that impacts student persistence, retention and success at CSU. She is currently leading the development of a new Design Key Community.

Dr. Clemons has represented faculty on committees such as Re-Envision CSU (2016-2017), Strategic Business Alliance, Provost Adhoc Committee for Student Success (PASS) (2012-2017), University Advisory Committee on Undergraduate Affairs (ACUA) (2015-2016), Living Wage Sub-Committee (2016), AP Council Outstanding Achievement Awards (2016), Inclusive Excellence and Diversity (2015), Assessing Teaching Effectiveness Task Force (2015), Classroom Review Board (2012-2015), GAPS Subcommittee for Student Success (2014-15), Value Leader, Education Advisory Board (2013-2014), Provost Course ReDesign Selection Committee (2013), University Admissions Advisory (2013), International Programs Operations (2013), and University Graduate School Education Advisory (GEAC) (2013). This diversity of experiences has provided Dr. Clemons a broad perspective and deep knowledge of the CSU campus, faculty needs, initiatives and resources that will enable her to bring history and context to the Board of Governors when representing core faculty issues.

Dr. Clemons has had discipline-specific leadership experiences that may prove valuable when steering conversations in beneficial ways while working with the Board of Governors (BOG). As Coordinator, Interior Architecture and Design Program, she has spoken to the Colorado State Senate and House of Representatives concerning bills and legislation related to designers. She has navigated competing interests as National Chair, Board of Directors, American Society of Interior Designers (26,000 members; $10 million annual budget). As Chair, *Journal of Interior Design,* she formed relationships with partners that moved the tier one publication to the next level of access and visibility. As President, Interior Design Educators Council (IDEC) she served as spokesperson for critical issues such as diversification of revenue streams and new membership qualifications.

BALLOT
Academic Faculty Nominations to Faculty Council Standing Committees
March 5, 2019

COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC FACULTY

Term Expires

LISE AUBREY_____   WCNR   2022
(Nominated by Committee on Faculty Governance)

COMMITTEE ON SCHOLASTIC STANDARDS

SALLY SUTTON_____   WCNR   2022
(Nominated by Committee on Faculty Governance)

COMMITTEE ON STRATEGIC AND FINANCIAL PLANNING

THOMAS CHERMACK_____   HHS   2021
(Nominated by Committee on Faculty Governance)

UNIVERSITY CURRICULUM COMMITEE

RUOH-NAN (TERRY) YAN_____   HHS   2021
(Nominated by Committee on Faculty Governance)

APPROVAL OF APPEAL CHAIRS - STUDENT CONDUCT SERVICES
Chosen by the Vice President for Student Affairs and the Provost
March 5, 2019

Jonathan Carlyon	CLA	Chair	Spring 2019
Murray Oliver	CLA	Backup Chair	Spring 2019
Kevin Foskin	CLA	Backup Chair	Spring 2019
Steven Newman	Agricultural Sciences	Interim Chair	Fall 2020

*See Section I.10.2 of the *Manual*

Date: January 31, 2019

To: Tim Gallagher
        Chair, Faculty Council

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

Subject: Faculty Manual Section E.12 **Performance Expectations for Tenure, Promotion, and Merit Salary Increases**

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

MOVED, THAT SECTIONS E.12 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, BE AMENDED AS FOLLOWS:

Deletions ~~Overscored~~   Additions <u>Underlined</u>

E.12 Performance Expectations for Tenure, Promotion, and Merit Salary Increases *(last revised ~~June 21, 2011~~<u>xxx</u>)*

All faculty members being considered for tenure and/or promotion must demonstrate a level of excellence appropriate to the rank under consideration and consistent with the standards of their discipline, their unit's institutional mission, and the faculty member's individual effort distribution in teaching and advising, research and other creative activity, and service. Outreach~~/~~<u>and</u> engagement efforts <u>(as described in Section E.12.4)</u> ~~may~~<u>should</u> be integrated into the faculty member's teaching, research, and/or service responsibilities<u>, as appropriate</u>.

Annual and periodic comprehensive reviews of a faculty member's performance are addressed in Sections C.2.5, E.12, and E.14, and the expectations articulated in this section are applicable to those reviews. The basis for annual and periodic comprehensive reviews shall be the set of criteria in place at the beginning of the review period. Al~~l~~ faculty <u>member</u> shall provide evidence<u>, consistent with their stated effort distribution,</u> of teaching and advising competence~~,~~<u>;</u> <u>and/or</u> sustained research and other creative activity~~,~~<u>;</u> <u>and/or</u> service ~~consistent with their stated effort distribution~~ (see Section E.9.1) for annual and periodic comprehensive reviews, as well as for tenure and promotion. The department code shall establish clearly articulated criteria and standards for evaluation in these areas.

E.12.1 Teaching and Advising *(last revised ~~June 21, 2011~~<u>xxx</u>)*

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

Teaching includes, but is not limited to, classroom and/or laboratory instruction;

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

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

Departments shall foster a culture that values and recognizes excellent teaching, and encourages reflective self-assessment. To that end, departmental codes should, within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness. Evaluation of teaching should be designed to highlight strengths, identify deficiencies, and improve teaching and learning. Evaluation criteria of teaching can include, but are not limited to, quality of curriculum design; quality of instructional materials; achievement of student learning outcomes; and effectiveness at presenting information, managing class sessions, encouraging student engagement and critical thinking, and responding to student work Evaluation of teaching shall 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. 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., 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 programs focusing on teaching and learning.

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

E.12.2 Research and Other Creative Activity *(last revised ~~August 12, 2009~~xxx)*
Research is the discovery and development of knowledge; other creative activity is original or imaginative accomplishment. Research and other creative activity include, but are not limited to, publications; exhibitions, presentations or performances; copyrighted, patented, or licensed works and inventions; supervision of or assistance with graduate student theses/dissertations and undergraduate research; and the award of funding to support research and other creative activities. Scholarly activities that advance the effectiveness of teaching and education could also be considered research. <u>Scholarly activities with a research/creative artistry component that include reciprocal engagement with external partners (local, state, national, and international) are encouraged and should be considered research and creative activity (see Section E.12.4). Examples include applied research, community-based participatory research, and collaboratively-created new artistic or literary performances. Other examples can be found in the "Continuum of Engaged Scholarship".</u>

The criteria for evaluating the original or imaginative nature of research and other creative activities should be the generally accepted standards prevailing in the applicable discipline or professional area. Standards for determining quality will vary among disciplines and should be specified by each academic unit. However, evaluations should be based primarily upon the quality of the product as judged by peers. Some measures of quality are the prestige of the journals in which publications appear, reviews of publications in the critical literature, reviews of artistic performance by recognized experts, prizes and other awards for significant professional accomplishment, grants obtained in open competition, and impact and outcome assessments as indicated by adoption of results by clientele. When work is a collaborative effort, every attempt should be made to assess the value of the contribution of the faculty member. Some categories of publication or other accomplishments, such as Extension publications, more properly are regarded as vehicles for teaching or outreach/engagement; however, these may be considered evidence of other creative activity to the extent that new ideas and research are incorporated.

E.12.3 Service *(last revised xxxx)*

Service advances the interests of the institution, the community, and the professions <u>and is described below</u>.

E.12.3.1 University Service

In academic institutions the faculty members share in the formulation of University policies and in making and carrying out decisions affecting the educational and scholarly life of the University. <u>University service can occur at the department, college, campus, and system-wide levels, as well as outside of the university system. Faculty are expected to participate in the governance and the common good of their department, the campus, and the advancement of their profession.</u> University service includes but is not limited to contributions to the governance and leadership of the University through participation in the formulation and implementation of department/college/university policies via membership on committees, councils, and advisory groups and participation in administrative activities. University service also includes advising student organizations.

University service is evaluated through timely and effective participation in such activities ~~related to academic matters~~. <u>The standards for assessing faculty service activities will vary among disciplines and should be specified by each academic unit and incorporated into departmental codes.</u> ~~Senior f~~<u>F</u>aculty members should undertake ~~greater~~ service ~~and engagement~~ roles based upon their experience, but ~~junior~~<u>all</u> faculty members should be encouraged to participate in activities which contribute new perspectives, develop expertise, and further the mission of the University.

E.12.3.2 Professional Service *(last revised ~~August 12, 2009~~<u>xxx</u>)*

Service in local, state, national, or international professional organizations enhances the University's scholarly and academic reputations. Service in professional organizations includes but is not limited to editorial activities for professional publications; service as an officer or committee member of a professional society; participating in or organizing research conferences, workshops or professional meetings; reviewing grant proposals; and service on academic review or accreditation boards. Service rendered in one's professional capacity as a citizen of the community is commendable and may be evaluated as an appropriate faculty activity.

Professional service is evaluated through the amount and quality of participation ~~which~~<u>and its</u> contrib<u>ution</u> to the long-term improvement of teaching, scholarship, and the profession.

<u>E.12.3.3 Clinical Service</u> (*new section* <u>added xxxx). Professional education programs are often dependent upon faculty members with advanced training that devote a considerably fraction of time and effort to these important activities. Attainment of board certification is often an external endorsement of competence granted by a professional organization representing the specialty.</u>

E.12.3.4 Extension Service *(new section added xxx).* Extension is dedicated to serving current and future needs of the population within the state, as well as nationally and internationally, through educational information and programs to address important and emerging community issues using dynamic, science-based educational resources. CSU Extension is highly valued for inclusive, impactful community engagement in support of our land-grant university mission.

E.12.3.5 Other Types of Service *(new section added xxxx)*

1. Leaves from the campus without salary for governmental or industrial positions. These leaves can result in long-term benefits to the individual and the campus.

2. Nonstandard service. In some cases, service may be considered "non-standard" or ambiguous with respect to how it should be considered. In the following situations, it may not be clear as to whether the contribution is to research, teaching, or service: (1) directing a field program overseas, which involves administrative service while at the same time contributing to one's research activities; or (2) administering an exchange program, where the faculty member directs the program while also teaching students in the program. The categorization of such activities may not be evident from the descriptions usually provided by the faculty member. Therefore, the department head, when preparing a faculty member's case for merit or promotion, should clarify the categorization of the activity under one or more of the headings of research, teaching, and service and should specify the nature of the activity in question.

3. Public service. As faculty members advance through the professorial ranks, they are expected to exhibit an increasing record of service in their dossier of performance. Recognition is given to service that fulfills the public mission of the University, such as involvement in community organizations and service to governmental agencies at the local, state and national level, and to professional associations at the local, national, and international level.

E.12.3.6 Guidelines for Evaluation of Service in Faculty Performance Reviews *(new section added xxx)*

The following guidelines are for faculty, department heads, deans, and other reviewing committee members involved in the preparation and consideration of merit and promotion cases. In order to cultivate a culture of service at CSU, some suggested guidelines are offered here.

An Assistant Professor is expected to provide service at the local level of the department or school; for example, through clinical service in specialized areas of medicine or by serving as an undergraduate adviser, as a member of a graduate admissions committee, or as a member of a faculty search committee. Service at the campus level is relatively rare for Assistant Professors, but, when it occurs, it is most appropriate for the service to be on campus committees that do not have intensive and prolonged time demands.

Assistant Professors in Extension or Clinical service are expected to provide their expertise to teaching at the professional student levels. These faculty, by definition, have high service loads within the clinics and/or within the community.

Associate Professors are expected to serve both their departments and the campus. It is understood, however, that Associate Professors in some departments may need to devote more service to the governance of their departments – whether as department heads or undergraduate/graduate directors. These faculty are thus not as free to perform campus service as faculty in other departments. It will be the job of the department head to explain such situations in sending forward promotion and merit cases.

At the level of Full Professor the expectations increase to include all of the categories mentioned in the lower ranks of the professorate, including the assumption of administrative positions such as department head, directors, or leadership in other research units such as field stations. Periodic service on Faculty Council and its committees is also expected unless the aforementioned positions preclude such service. In addition, faculty at the Full Professor level are expected to serve on University-wide committees when invited. In summary, Full Professors are expected to offer frequent and broadly distributed service to multiple constituencies within the academic community.

The type and level at which service is performed should be commensurate with the rank of the faculty member, with the expectation that, as a faculty member rises in rank, the level at which service is performed is expected to rise. A sustained deficiency in service should be a significant consideration when making decisions regarding merit increases and promotion.

Departments are encouraged to include contract and continuing faculty in service assignments, especially through membership on appropriate departmental committees. Also, contract and continuing faculty are encouraged to participate in service activities when the opportunity arises. Such service shall be acknowledged in the effort distribution and the annual evaluation of the faculty member. In addition, it shall be compensated for by a reduction in other duties and/or supplemental pay. It is understood that a reduction in other duties may need to be averaged over more than just one or two semesters. For example, a continuing service percentage of 5% might be compensated for by a release of one course every fourth semester.

The faculty member is responsible for taking the initiative in seeking service appropriate to their rank. Faculty members, when preparing background material for their promotion or merit case, should provide accurate information about their service record and should indicate any unusually demanding service they performed.

The service record will be considered similarly to the teaching and research records in merit and promotion cases. The role of the department head or dean is to evaluate the faculty member's service record. This should include a summary of the work performed and the time demands involved, as well as an assessment of the value of this work, the contribution made by the faculty member, and the effectiveness of the faculty member in performing this work. A simple listing of service activities is not sufficient.

Department heads who are being considered for academic advancement are subject to regular review procedures. Academic leadership is, in itself, a significant academic activity. Therefore, distinguished leadership and effective discharge of administrative duties by a department head shall be considered in evaluating the performance of a department head for a merit increase, accelerated increase, or promotion.

E.12.4 Outreach and Engagement *(new section added xxxx)*

Outreach and engagement are fundamental components of the University's land-grant mission, described as "the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good (*Committee on Institutional Cooperation, 2003).* CSU applies this definition across a spectrum of scholarship-based outreach and engagement activities conducted in all areas of the university's mission: teaching, research, service, and extension (as described in the table "Continuum of Engaged Scholarship").

Outreach involves generating, transmitting, translating, applying, and preserving knowledge for the direct benefit of external audiences, in support of university and unit missions. Faculty who conduct outreach programs generate and apply knowledge to address community needs without necessarily engaging community input. Examples of outreach include technology transfer, presentations at community or stakeholder meetings, advice to industry, presentations to K-12 audiences, and student recruitment.

As an inherent commitment of the university's land-grant mission, outreach may be seen as part of the University's public relations effort and enhances the status of CSU in the community and the state. These activities may also facilitate further and deeper engagement with external partners, as described in the paragraphs to follow.

Engagement is distinguished from outreach as "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (Carnegie Foundation, 2008).

Engagement increases the effectiveness of university activities in its mission of improving the condition of the greater society and includes a continuum of progressively increasing levels of involvement with external partners and the community (see "Continuum of Engaged Scholarship"). While outreach may be seen as the first step in engaged scholarship, engagement is characterized by the development and maintenance of partnerships that are reciprocal and mutually beneficial and generally addresses challenges facing the University and the communities it serves. In some cases, increasingly effective engagement may include moving the engagement focus from local to regional to national to international communities.

Examples of engagement include community-based participatory research; service-learning; managed learning environments such as museums, libraries and gardens; and work with defined communities such as producer groups, industries and businesses, teachers, and civic-minded non-profit entities.

Distinguishing characteristics of engagement include:

i. Engagement is scholarly as it co-creates discipline-generated, evidence-based practices and experiences.

ii. Engagement cuts across the university activities of teaching, research, service, and extension, so that it represents a particular approach to these activities rather than a separate activity.

Due to its embedded and integrative nature, outreach and engagement cannot and should not be evaluated separately. Engagement is not an end in itself, but rather, can be a means for accomplishing, informing and enriching teaching, research and service outcomes. It can bring together effort in these three traditional areas of work in a systematic way and makes more visible the full value of faculty effort.

Where appropriate and consistent with the academic mission of the department, the department code should define outreach/engagement expectations and how those expectations are addressed in the faculty member's teaching, research, and/or service effort distribution (see Section E.9). The standards for assessing the scholarship of outreach/engagement activities will vary among disciplines and should be specified by each academic unit and incorporated into departmental codes (see Section E.9.1).

Rationale:

1. CoRSAF was tasked with modernizing and defining service roles at the University. Service at all levels which is recognized to play a vital role to the academy. Our original task was additionally to give suggestions for appropriate service at different faculty ranks.

2. Faculty have differing percentages of effort in the various components of teaching and advising, and/or research and scholarly activity, and/or service and extension so a one-size fits all approach is not adequate. These proposed changes make it clear that a faculty member need only provide evidence for those components of effort which make up their workload distribution.

3. The Provost's Council for Engagement, a faculty-driven initiative with representation from all eight colleges and Libraries, helped to clarify and strengthen existing manual language regarding outreach and engagement, defined as a particular approach to teaching, research and service and extension in support of the university's land-grant mission. The creation of a stand-alone section (12.4) for Outreach and Engagement helps to better define and distinguish these entities and how they relate to service.

Date: January 25, 2019

To: Tim Gallagher
        Chair, Faculty Council

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

Subject: Faculty Manual Section **E.11.1 Appeal of Early Termination of Contract Faculty
          Appointments**

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

MOVED, THAT SECTION E.11 OF THE ACADEMIC FACULTY AND
ADMINISTRATIVE PROFESSIONAL MANUAL BE AMMENDED AS FOLLOWS:

Deletions ~~Overscored~~   Additions <u>Underlined</u>

E.11 Appeal of Early Termination of Contract Faculty Appointments

A contract faculty member may appeal a recommendation to the President to terminate
their appointment prior to the ending date of the contract. This section of the Manual sets
forth the procedures for such an appeal. The University Grievance Officer (UGO) shall be
charged with overseeing this appeal process. At the discretion of the UGO, any of the
time limits in this section may be extended for reasonable periods. Such extensions shall
be reported immediately to all parties concerned.

E.11.1. Initiating the Process

When a Recommendation to the President to terminate a Contract Faculty Appointment
prior to the ending date of the contract is sent to the Provost, a copy of this
Recommendation shall be provided in writing to the faculty member by the person making
the Recommendation (hereinafter referred to as the Recommender). <u>At the same time, the
Recommender shall notify the faculty member of their right to appeal this
recommendation and refer them to Section E.11 of the Manual.</u> The faculty member then
has ten (10) working days to submit to the UGO an Appeal in writing of this
Recommendation, along with the Recommendation itself. If an Appeal is submitted
within this time frame, then the UGO shall notify the Provost within three (3) working

days, and the Recommendation shall not be sent to the President until the conclusion of the Section E.11 process.

[all other content within E.11 remains the same]

Rationale:

1. This suggested addition was made on the floor of faculty council and CoRSAF is recommending that it be adopted. This sentence addition makes certain that the faculty member knows of their rights to appeal termination and where the process for such is outlined.

Date: January 25, 2019

To: Tim Gallagher
        Chair, Faculty Council

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

Subject: Faculty Manual Section **E.16 Appeal of Early Termination of Tenure-Track Faculty Appointments**

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

MOVED, THAT THIS NEW SECTION E.16 BE ADDED TO THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, AND THE CURRENT E.16 AND E.17 SECTIONS BE RENUMBERED TO E.17 AND E.18:

E.16 Appeal of Early Termination of Tenure-Track Faculty Appointments

A tenure-track faculty member may appeal a recommendation to the President to terminate their appointment prior to the ending date of the contract. This section of the Manual sets forth the procedures for such an appeal. The University Grievance Officer (UGO) shall be charged with overseeing this appeal process. At the discretion of the UGO, any of the time limits in this section may be extended for reasonable periods. Such extensions shall be reported immediately to all parties concerned.

E.16.1. Initiating the Process

When a Recommendation to the President to terminate a Tenure-Track Faculty Appointment prior to the ending date of the Appointment is sent to the Provost, a copy of this Recommendation shall be provided in writing to the faculty member by the person making the Recommendation (hereinafter referred to as the Recommender). At the same time, the recommender shall notify the faculty member of their right to appeal this recommendation and refer them to Section E.16 of the Manual. The faculty member then has ten (10) working days to submit to the UGO an Appeal in writing of this Recommendation, along with the Recommendation itself. If an Appeal is submitted within this time frame, then the UGO shall notify the Provost within three (3) working

days, and the Recommendation shall not be sent to the President until the conclusion of the Section E.16 process.

If the faculty member fails to submit an Appeal within this time frame, then they shall forfeit the right to appeal the Recommendation for termination (unless the UGO decides that extenuating circumstances justify an extension of this deadline). If the Provost has not been notified by the UGO of an Appeal within twenty (20) working days of receiving the Recommendation from the Recommender, then the Provost may assume that no Appeal will be filed, and they may forward the Recommendation to the President for a final decision.

The Appeal should provide all of the information that the Appeal Committee (see Section E.16.2) will need in order to make its decision whether to support or oppose the Recommendation for termination. This may include relevant documentation and persons that the Appeal Committee may contact for additional supporting information. The relevance of each person should be stated in the Appeal. The Appeal Committee is not required to contact all of the persons listed in the Appeal. The UGO will review the Appeal to make sure that the information included is relevant to the issue of termination. In some cases, it may be necessary for the UGO to return the Appeal to the Appellant for editing before it is acceptable.

Within three (3) working days of receiving an acceptable Appeal from the Appellant, the UGO shall forward the Appeal to the Recommender and to the members of the Appeal Committee. The Recommender shall then have ten (10) working days to provide a Response. This Response should provide all of the information that the Appeal Committee will need in order to make its decision whether to support or oppose the Recommendation for termination. This may include relevant documentation and persons that the Appeal Committee may contact for additional supporting information. The relevance of each person should be stated in the Response. The Appeal Committee is not required to contact all of the persons listed in the Response. The UGO will review the Response to make sure that the information included is relevant to the issue of

termination. In some cases, it may be necessary for the UGO to return the Response to the Recommender for editing before it is acceptable.

Within three (3) working days of receiving an acceptable Response from the Recommender, the UGO shall forward the Response to the Appellant and to the members of the Appeal Committee.

E.16.2 Appeal Committee

The Appeal Committee shall consist of the Vice Provost for Faculty Affairs, the Chair of Faculty Council, and the Chair of the Faculty Council Committee on Responsibilities and Standing of Academic Faculty. The Chair of Faculty Council shall serve as the Chair of the Appeal Committee. After receiving both the Appeal and the Response from the UGO, the members of the Appeals Committee shall begin their consideration of the Appeal. As part of this consideration, they shall meet with the Recommender, the Appellant, and any other persons that they consider relevant to their consideration of the Appeal. All three members of the Appeal Committee must be present at each of these meetings. At their discretion, the members of the Appeal Committee may request additional information from the Recommender and/or the Appellant, and they may choose to meet more than once with some persons.

E.16.3 Report of the Appeal Committee

After the completion of the process described in Section E.16.2, the three members of the Appeal Committee shall meet to discuss the case and to reach a final decision by majority vote whether to support or oppose the Recommendation for the termination of the Appellant.

After the conclusion of this meeting, the Chair of the Appeal Committee shall prepare a final Report. This Report shall include the overall vote of the Appeal Committee and the reasons supporting its decision. If the vote was not unanimous, then the Report shall also summarize the reasons given by the dissenting member. The Report shall be submitted to

the UGO within twenty (20) working days of the receipt from the UGO of both the Appeal and the Response by the members of the Appeal Committee.

E.16.4 Final Decision by the President

Within three (3) working days of receiving the Report from the Chair of the Appeal Committee, the UGO shall send the Report to the President, along with the initial Recommendation, the Appeal, and the Response. Within twenty (20) working days of receiving these materials from the UGO, the President shall make a final decision regarding the termination of the Appellant and send it in writing to the UGO. This written decision shall include the reasoning that supports the decision. The UGO shall forward this decision by the President to the Appellant, the Recommender, and the Provost. This decision by the President is final.

Rationale:

1. We are proposing to insert this new section into the Manual. The proposed E.16 above deals with faculty on tenure-track appointments, who are not at-will employees. Thus, the early termination of such an appointment should require more due process than the termination of an at-will employee. This new section creates such due process.

Date:　January 25, 2019

To:　Tim Gallagher
　　　Chair, Faculty Council

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

Subject: Faculty Manual Section **E.6 General Policies Relating to Appointments and Employment of Faculty**

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

MOVED, THAT Section **E.6 General Policies Relating to Appointments and Employment of Faculty** BE AMENDED AS FOLLOWS:

Deletions ~~Overscored~~　Additions Underlined

E.6 General Policies Relating to Appointment and Employment of Faculty *(last revised* ~~*May 8, 2015*~~ *xxx)*

a. The conditions and expectations of every appointment shall be confirmed in writing. Any subsequent modifications of the appointment shall also be confirmed in writing after the faculty member and the administrator have mutually determined the new conditions. The faculty member shall receive a copy of these documents.

b. All faculty members who are on ~~regular full-time or regular part-time appointments and who have not acquired tenure~~ tenure-track appointments, shall be appointed for a period not exceeding one (1) year.

c. All faculty members on ~~special or temporary~~ continuing or adjunct appointments shall be appointed "at will."

~~e~~d. Faculty members on ~~multi-year~~ contract~~s~~ appointments shall be appointed for periods of ~~one (1)~~ two (2) to five (5) years for research and ~~one (1)~~ two (2) to three (3) years for teaching.

1. A multi-year contract does not carry any guarantee that the contract will be renewed, even though the duties of the employee may have been discharged satisfactorily.

2. Renewal of a multi-year contract does not entitle the individual to further renewals, a tenure-track appointment, or to a decision concerning tenure.

3. Renewal or extension of multi-year contracts may be made at any time during or after the onset of the contract and shall meet the same conditions required for the initial contract as specified in Sections E.2.1.3 ~~and E.2.1.4~~.

4. If the contract is not renewed ~~and the individual was originally 'at will' and entered into a multi-year contract~~, employment ~~as a senior teaching or special appointment faculty reverts to~~ will be converted to an 'at will' continuing appointment as specified in Sections E.2.1.3 ~~and E.2.1.4~~.

d. If the department head does not propose to reappoint a ~~non-tenured~~ tenure-track faculty member ~~holding a regular full-time or regular part-time appointment~~, the faculty member shall be informed in writing that the appointment will not be renewed. This must be done by March 1 during the first year of employment, by December 15 during the second year, and at least twelve (12) months before the expiration of the appointment in succeeding years.

e. A ~~non-tenured~~ tenure-track or contract faculty member ~~holding a regular full-time, regular part-time, or multi-year contract~~ may be disciplined or terminated for cause without following the procedures of Section E.15 for tenured faculty. Termination may be appealed by following the procedures in Section E.11 (for contract faculty) or Section E.16 (for tenure-track faculty). ~~Such~~ Other disciplinary action~~s~~ may be grieved as described in Section K.

f. If a decision made at a higher administrative level will have the effect of altering or reversing a decision made at a departmental level regarding conditions of employment, including reappointment, tenure, promotion, and salary, then, before this change can take effect, the department head must be notified in writing of both the proposed change and

the reasons for this change, and ~~he or she~~ <u>they</u> must be given the opportunity to submit a written reply.

Rationale: The amendments proposed above assure that E.6 is in compliance with changes in other sections of the Manual approved by Faculty Council.

February 11, 2019

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

The Committee on Teaching and Learning submits the following motion:

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

Deletions ~~Overscored~~ Additions <u>Underlined</u>

E.12.1 Teaching and Advising *(last revised December 1, 2017)*

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

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

teaching efforts. These outreach activities include teaching efforts of faculty members with Extension appointments.

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

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

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

Effective advising of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process. Advising activities include, but are not limited to, meeting with students to explain graduation requirements; giving

academic advice; giving career advice or referring the student to the appropriate person for that advice; and supervision of or assistance with graduate student theses/dissertations/projects. Advising is characterized by being available to students, keeping appointments, providing accurate and appropriate advice, and providing knowledgeable guidance. Evaluation of advising effectiveness can be based upon signed evaluations from current and/or former students, faculty members, and professional peers. The faculty in each academic unit shall develop specific criteria and standards for evaluation and methods for evaluating teaching and advising effectiveness and shall evaluate advising as part of annual and periodic comprehensive reviews. These criteria, standards, and methods shall be incorporated into departmental codes.

Rationale:

The proposed changes to the language incorporate recommendations from the 2015 UDTS/TILT Task Force Report on Evaluating Teaching Effectiveness and from published evidence on the use and abuse of student feedback in teaching evaluations. The proposed changes in language aim to:
1. Mandate that academic units define teaching effectiveness and the mentoring and evaluation criteria to be used within their codes.
2. Frame the evaluation of teaching effectiveness in units with respect to the department code so that faculty are mentored and evaluated with respect to clearly stated expectations, and not on the basis of inappropriate comparisons to each other.
3. Make clear that student feedback does not constitute an evaluation of teaching effectiveness, but simply student reflections on their experiences in the learning environment in question as the revised course survey tool is designed to capture.
4. Stop the use of student "scores" as the sole or primary basis of the evaluation of teaching effectiveness.
5. Properly frame the place of student feedback in the mentoring an evaluation of teaching effectiveness; faculty reflections upon student feedback and relevant adjustments made to one's approach to teaching are certainly germane as part of the reflective professional development in the classroom, and are germane to the ongoing mentoring and evaluation of teaching. Given this, student feedback must be accessible as part of the mentoring and evaluation process as one component of a teaching portfolio or dossier.

February 11, 2019

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

The Committee on Teaching and Learning submits the following motion:

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

Deletions ~~Overscored~~ Additions <u>Underlined</u>

I.8 Student Course Survey *(last revised December 1, 2017)*

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

Each term, course instructors shall conduct at least one student survey of all the courses they teach through a system administered by the University utilizing the standardized University-wide instrument. <u>The use of any of the optional modules of additional questions or custom questions in addition to the core/common university wide instrument is at the discretion of the instructor.</u> Summaries of <u>quantitative</u> responses <u>(in the form of frequency distributions)</u> for each course surveyed shall be posted at http://coursesurvey.colostate.edu. Access to the

summaries shall be granted to anyone with a CSU ~~eid~~ eID. Access to digital copies of the survey ~~forms~~ report, which includes student comments, shall be granted only to the course instructor(s) and to individuals explicitly granted access by the instructor(s) or as specified by the department code.~~, and to any~~ In situations where other persons are granted access to the report by the department code, the report should be used only in the context of a comprehensive assessment, by which faculty are provided an opportunity to reflect upon student feedback and include additional evidence of teaching effectiveness (see section E.12.1). Costs for conducting and providing access to survey results ~~shall~~ should be shared by the University and the Associated Students of Colorado State University (ASCSU). ASCSU's financial contribution shall not exceed half of the required financial resources to operate this program.

The Committee on Teaching and Learning is responsible for making recommendations regarding the survey instrument and its use, as well as additional forms of evidence to be used in assessing teaching effectiveness. Changes to the Student Course Survey shall be approved by Faculty Council.

Rationale:
These changes respond to the charge to CoTL from the Faculty Council Executive Committee to propose changes to the student course survey.

- The proposed language reframes the course survey report to end the reporting of item means, replacing this with the appropriate use of frequency distributions.
- The routing of the course survey report and the appropriate use of the course survey in the context of the mentoring and evaluation of teaching is clarified.

Annual Report of the University Grievance Officer for 2018

One duty of the UGO is to oversee the disciplinary process for tenured faculty, as described in Section E.15 of the Manual. During calendar year 2108, this process was never initiated.

Another duty of the UGO is to manage the grievance process, as described in Section K of the Manual. During calendar year 2018, the UGO dealt with 20 cases from 24 faculty members and 11 cases from 12 administrative professionals. The distribution of the 20 cases from faculty members by college is as follows:

Business	7
Health & Human Sci.	4
Liberal Arts	6
Vet. Med. & Biom. Sci.	3

The distribution of the 11 cases from administrative professionals is as follows:

Continuing Education	1
Engineering	1
Health & Human Sci.	1
Housing & Dining	1
Natural Resources	1
Natural Sciences	1
Student Services	1
TILT	1
Vet. Med. & Biom. Sci.	1
Vice Pres. for Research	2

Before summarizing these cases, it is important to note that, if a case is ruled not to be grievable, then it cannot be pursued through the grievance process. However, the UGO can choose to hold off on making this determination in order to have discussions with the persons involved and even to allow the case to proceed to formal mediation. On the other hand, a case cannot proceed to a formal hearing unless it is ruled to be grievable.

For the 11 cases involving administrative professionals, three cases involved termination. Since administrative professionals are at-will employees, these cases were not grievable.

One case involved an employee being placed on administrative leave, which later led to an intent to terminate the employee. While termination of an administrative professional is not grievable, there were some unusual aspects to this case. As a result, the UGO got involved in discussions with the persons involved, and these discussions are still underway.

Two cases involved letters of expectations that the employees found to be unreasonable. However, letters of expectation are not punitive, so they are not grievable.

One case involved an annual evaluation. After an initial discussion, the employee decided not to pursue the matter through Section K.

One case involved a change in the job description and the conditions of employment for the employee. For this case, the conflict was resolved through discussions between the UGO and the persons involved.

One case involved a denial of a promotion. For this case, the UGO got involved in discussions with the persons involved. It turned out that the supervisor who denied the promotion was preparing to retire, so the employee decided to wait until next year and apply again for the promotion.

In the remaining two cases, the employees felt that they were being treated unfairly by their supervisors. The UGO referred them to the bullying policy as the appropriate avenue to pursue. In both cases, the employees decided not to pursue the matters through Section K.

None of these 11 cases led to formal mediation or a formal hearing.

There were two cases from the previous year involving administrative professionals that were not completed that year, because they were put on hold while an OEO investigation was conducted. In both cases, OEO did not find evidence of wrongdoing by the supervisor, so the matters were not pursued through Section K.

For the 20 cases involving faculty members, 12 involved tenured faculty, 1 involved a tenure-track faculty member, and 7 involved non- tenure-track faculty members.

For the 7 cases involving non-tenure-track faculty members, one case involved a disagreement over the terms in a new appointment letter, one case involved a disagreement over employment expectations, and one case involved a delay in receiving payment. For each of these cases, the conflict was resolved through discussions between the UGO and the persons involved.

One case involved unfair treatment and claims that policies in the Manual were not being followed. For this case, the conflict was resolved through discussions between the UGO and the persons involved.

One case involved an annual evaluation and alleged bullying by the supervisor. With regard to the latter allegation, the UGO referred the employee to the bullying policy. However, the employee decided not to pursue either matter and to resign instead.

One case involved an employee not being allowed to continue to do extra work and receive overtime pay. This case was not grievable.

For the remaining case, the employee sent an email message to the UGO, but decided not to meet with the UGO, so the issue is not known.

The 1 case involving a tenure-track faculty member involved termination for cause based on behavioral issues. This case was resolved through discussion between the UGO and the persons involved, and the faculty member decided to resign.

For the 12 cases involving tenured faculty members, one case involved a loss of research lab space, one case involved a change is research lab space, and one case involved a diversion of funds from a program. In each of these three cases, the faculty member decided not to pursue the matter through Section K.

Two cases involved the denial of promotion to full professor. In one case, the faculty member decided not to pursue the matter through Section K. In the other case, the faculty member filed a grievance against the Provost that resulted in a formal hearing. The hearing committee found in favor of the Provost, and this finding was upheld by the President.

In two of the cases, the employees felt that they were being treated unfairly by their supervisors. The UGO referred them to the bullying policy as the appropriate avenue to pursue. In both cases, the employees decided not to pursue the matters through Section K.

In one case, several faculty members felt that they were being bullied by the department head and that a hostile work environment had been created. This case was resolved through discussions between the UGO and the persons involved, and it ended with a decision to replace the department head.

One case involved an annual evaluation and a claim that the faculty member was being treated unfairly by their supervisor. In this case, the UGO spent considerable time in discussions with the persons involved. In the end, the faculty member decided to resign.

One case involved a letter of reprimand. This case was resolved through discussions between the UGO and the persons involved, and the letter of reprimand was withdrawn.

One case involved a claim of academic interference by the supervisor, and this case was resolved through discussions between the UGO and the persons involved.

One case involved a claim of academic interference by an office on campus. The UGO attempted to resolve this case through discussions between the persons involved, but the faculty member then decided to quit pursuing the matter through Section K.

Of the 20 cases involving faculty members, none led to formal mediation, but one led to a formal hearing. In that hearing, the hearing committee found for the supervisor, and the President upheld that decision.

There was one case from the previous year involving a non-tenure-track faculty member that was not completed that year, because it was put on hold while an OEO investigation was conducted. OEO did not find evidence of wrongdoing by the supervisor. This case involved the early termination of a teaching contract for cause. After the completion of the OEO investigation, this case was resolved through discussions between the UGO and the persons involved, and the faculty member was allowed to remain employed for the duration of their contract and resign after the contract ended.

Submitted by: Richard Eykholt,
                University Grievance Officer