

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
February 2, 2021 – 4:00pm – Microsoft Teams

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – February 2, 2021

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting – March 2, 2021 – Microsoft Teams – 4:00pm

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting – December 1, 2020 (pp. 3-23)

C. PRESIDENT’S REPORT – President Joyce McConnell

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

E. UNFINISHED BUSINESS

F. CONSENT AGENDA

1. UCC Minutes – November 13 and 20, December 4 and 11, 2020 (pp. 24-36)
2. Receive Completed Task Force Reports
 - a. RBEI Task Force Report – Vice Provost Susan James, Vice-Chair Ruth Hufbauer, and Chair Doe (p. 37)
 - b. IT Task Force Report – Chair Doe (pp. 38-39)
 - c. Shared Governance Task Force Report – Carole Makela (p. 40)
 - d. Intellectual Property Task Force Report – Stephanie Clemons and Paul Doherty (pp. 41-43)

G. ACTION ITEMS

1. Board of Governors Representative Election – Committee on Faculty Governance – Steve Reising, Chair (pp. 44-46)
 - i. Statement of Candidacy – Melinda Smith (pp. 47-48)
2. Motion for Nominations for Student Conduct Appeal Committee – Committee on Faculty Governance – Steve Reising, Chair (p. 49)
3. Motion on Section E.12 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Marie Legare, Chair (pp. 50-53)
4. Motion on Section E.14 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Marie Legare, Chair (pp. 54-55)
5. Motion on Section C.2 of the Academic Faculty and Administrative Professional Manual – Committee on Faculty Governance – Steve Reising, Chair (pp. 56-61)
6. New CIOSU – Data Science Research Institute – Committee on University Programs – Mo Salman, Chair (p. 62)
7. University Grievance Officer Annual Report 2020 – Richard Eykholt (pp. 63-65)
8. Resolution Regarding Unit/Department Responsibility for Course Quality, Delivery Method/Instructional Format, and Timely Notification – Carole Makela and Brad Goetz (p. 66)

H. REPORTS TO BE RECEIVED

1. Faculty Council Chair Report – Sue Doe (pp. 67-68)
2. Board of Governors Report – see written report form Stephanie Clemons (pp. 69-71)

I. DISCUSSION

J. FACULTY LIGHTNING ROUND PRESENTATION

1. Tom LaRocca – Assistant Professor, Health and Exercise Science

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

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

MINUTES
Faculty Council Meeting
December 1, 2020 – 4:00pm – Microsoft Teams

CALL TO ORDER

Chair Sue Doe called the meeting to order at 4:00 p.m.

Chair Doe: Reminded members that this is the last Faculty Council meeting for the fall semester. Will resume again in February. Will be doing meetings on Microsoft Teams until further notice. Welcomed everyone to the meeting.

Chair Doe: Reminded members of the use of the chat function for indicating a request to speak. Also noted that this is a time-constrained meeting, will do our best to complete work by 6:00 p.m. Encouraged members to consider their space, and to encourage others to speak up as well.

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – December 1, 2020

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting – February 2, 2021 – Microsoft Teams – 4:00pm
2. Board of Governors Visit – Governor Jane Robbe Rhodes

Chair Doe: We have our Board of Governors Representative, Governor Jane Robbe Rhodes on the call. Governor Rhodes is an owner and partner in the National Collegiate Tailgating Championship company she helped found in 2010. She is a Pueblo native, has a Masters degree in Agricultural Industries Management and a Masters degree in Animal Science from CSU. Governor Rhodes spent the majority of career in the healthcare industry, previously serving as the President of the Catholic Health Initiatives Colorado Foundation and as President of the Saint Mary Corwin Health Foundation. Among her many community involvement activities, Governor Rhodes is a former member of the Pueblo Kiwanis Club and served on the Scholarship Committee for the Harold and Ruth Robinson Foundation. She is involved in the management and operation of her family's cattle operation, the Double D Cattle Company. She is a lifetime member of the CSU Alumni Association. Thanked Governor Rhodes for joining the meeting.

Governor Jane Robbe Rhodes: Thanked Chair Doe for the invitation and introduction. Had the pleasure of joining a Faculty Council meeting a few years ago. Appreciate the opportunity, family is very CSU proud. Parents, sister, and children have graduated from CSU. Daughter just graduated in May. Have now served seven of the eight years on the Board of Governors. Have

had many different roles and enjoyed meeting a lot of the people associated with the CSU System. Thanked Stephanie Clemons for the invitation.

3. Committee members needed for Student Conduct Appeals
Committee: contact Mike Katz and cc Sue Doe

Chair Doe: Next announcement is that we have a particular need for committee members to serve on the Student Conduct Appeals Committee. Asked Mike Katz to speak to this.

Mike Katz: Thanked Chair Doe. We have vacancies for six faculty members serving on the Student Conduct Appeals Committee, which also includes membership on the Academic Misconduct Review Committee that was formed by Faculty Council and approved by the Board of Governors last spring. Seeking some additional members, currently only have four. If an academic misconduct case goes to the Academic Misconduct Review Committee, we would need two faculty members to serve on the committee, and two as reserve in the event that a case is appealed. Have just enough members right now, assuming no conflict of interest, someone is ill or unwilling or unable to serve. There is a nomination and voting process through Faculty Council. Happy to explain more about the process. Stated that it is not a huge time investment, only seated the committee twenty-two times in the past two years. Very important to the University and to upholding academic integrity.

Chair Doe: Thanked Katz. Expressed hope that someone will step up to this task.

Jenny Morse: Asked in the chat: Who is eligible to serve on the Academic Misconduct Committee? All faculty?

Katz: Replied to Morse's question in the chat. Pulled a quote from the Faculty and Administrative Professional Manual: "Full-time tenured, tenure-track, contract, and continuing faculty members having no administrative duties."

4. President's Sustainability Commission faculty membership

Chair Doe: Next announcement has to do with the President's Sustainability Commission. Asked Stephanie Clemons to speak to this, has been serving on the commission for a while.

Stephanie Clemons: Have one other position that we need filled, a member representing faculty on the President's Sustainability Commission. It is one of three commissions at CSU. Its mission is to facilitate the effective integration of sustainability across all aspects of the University. Has roughly thirty members from units across campus. Recently discussed the work of the Commission and the significant year of sustainability rankings, CSU was identified as number one by the Association for the Advancement of Sustainability and Higher Education. Named a top performer in seven of the seventeen categories. Especially noteworthy is that CSU Fort Collins was number one in the curriculum category and is the only institution with a perfect score in this category. Recently implemented institutional learning outcomes that Faculty Council passed last year put us over the top. Clemons is stepping down from this commission,

retiring at the end of this semester. Expressed that it has been a rare privilege and pleasure to serve Faculty Council and to work with faculty on campus.

Chair Doe: Thanked Clemons for being such an important steward of faculty and the University for so long. Expressed appreciation all the work, congratulated Clemons on retirement. Wanted to additionally recognize others on the call that may be retiring. Encouraged members to speak up to let the group congratulate them.

Tim Gallagher: Thanked Faculty Council for the opportunity to serve over the years as Chair, Vice Chair, and Representative to the Board. Fully retired at the end of this month, looking forward to more time with the grandkids. Confident that members will give Chair Doe the same level of support, will need it to be successful in making the faculty voice heard and to navigate the many campus challenges that will arise in the years to come.

Vice President Mary Ontiveros: Thanked Chair Doe. Have been at the University for about 51 years. Have seen a lot of changes at the institution, proud to say that things have absolutely gotten better over time. Thanked everyone for the opportunity, has been fabulous.

Chair Doe: Thanked Clemons, Gallagher, and Vice President Ontiveros for their service. Asked Steve Reising to discuss the process for the Board of Governors Representative election.

Steve Reising: We will be soliciting nominations from the Committee on Faculty Governance, which will be sent out by email in the next week. Will have a due date later in December or early January. Election will be held at the February Faculty Council meeting. Encouraged interested candidates to apply.

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting – November 3, 2020

Chair Doe: We move now to our minutes from the Faculty Council meeting in November. Asked: Are there any corrections to be made to these minutes?

Minutes approved by unanimous consent.

C. PRESIDENT'S REPORT – President Joyce McConnell

Chair Doe: Thanked President Joyce McConnell for attending the meeting. Many things to discuss, well aware of the things that have become foremost in faculty's mind. Invited President McConnell to give report and then have a brief Q&A after. Vice President Diana Prieto is also present, as well as our Office of General Counsel.

President Joyce McConnell: Will provide quick updates on a few things. We have a Board of Governors meeting coming up this week, which will be done virtually. We rotate reports given to the Board of Governors, it is the turn for the Office of the Vice President for Research. Alan

Rudolph will be presenting what was reported at the last Faculty Council meeting. Spending on research activities reached a record \$407 million this year, and faculty, students, and staff recorded sixty-nine new international and U.S. patents. Wanted to also welcome Governor Rhodes and thanked her for joining us.

President McConnell: No update on budget at this point, may have something after the meeting this week. Believe hardest work on budget will actually be starting once we return from break. Will report back after the Board of Governors meeting.

President McConnell: Interviewing a finalist candidate this week for an important new role created in University operations, Assistant Vice President for Safety and Risk Services and Chief Resilience Officer. Dr. Lumina Albert is the faculty representative on the search committee.

President McConnell: Governor Polis held a special session on Monday to address state COVID support. Governor announced on Monday that they are going to release funding for housing support, broadband access, and food insecurity, as well as public health and childcare. Important because moratorium on evictions is lifted on December 20th. Working with various community groups to see what we can do to help people through this eviction process. Big community push to keep people in housing. Noted that it was the National Day of Giving, focus at CSU is currently on food insecurity. Encouraged members to contribute if able.

President McConnell: Wanted to briefly talk about fire recovery. Has been a lot of demand on our CARES Act fund from people in our CSU community who have suffered losses in the fire. Stated that Ken Quintana is emergency representative to the county and FEMA fire recovery. Have sent out an email to all Deans asking them to identify experts we have on campus in any of the areas, particularly environmental recovery. Asked members to encourage colleagues to share expertise with community groups that are going to start the restoration process.

President McConnell: Currently working with county Public Health on the distribution of vaccinations. Does not think they will be widely available until June.

President McConnell: Also wanted to note that the Office of Engagement and Extension announced that Reagan Waskom, the long-term director of the Colorado Water Center, is also retiring. Jennifer Gimbel, a senior water policy scholar, will serve as the interim director. There will be more information available in 2021, any questions about the search can be directed to Vice President of Engagement Blake Naughton. The Office of Engagement and Extension has launched their 2020 public official survey, requesting input from County Commissioners. Will give us really important information on planning and how we go forward.

President McConnell: The annual CSU Research magazine is live on the Vice President for Research website. Describes the tremendous work our researchers have been doing to overcome a range of pandemic-related challenges. Great overview of what we have accomplished.

President McConnell: In the process of selecting the final search firm for the search for a new Vice President for Diversity. Will be an open national search. Will provide updates.

President McConnell: Met with five student athletes and Vice President Diana Prieto. Discussed the Husch-Blackwell reports and their concerns, also about Title IX. Students did not realize we had published the comprehensive plan to address the recommendations from the Husch-Blackwell report, brought that to their attention. Will let everyone know how this goes forward, have reached out to them to plan another meeting.

Vice President Diana Prieto: Confirmed that they had reached out to the students and met with them and have an open invitation to meet at any time.

Chair Doe: Thanked President McConnell for the report. Currently have about twenty-seven minutes for questions and to hear from the Provost, will allot fifteen minutes for discussion. Will see how we do here. Jannine Mohr is also on the call from the Office of General Counsel.

Antonio Pedros-Gascon: Stated in the chat that this is an important discussion, and that members deserve a discussion for the length necessary.

Ajean Ryan: Stated agreement with Pedros-Gascon in the chat. This topic and issues of safety for our student athletes are important and need a lengthier discussion.

Cynthia (Cini) Brown: Had a question about the female student athletes and their concerns in the letter. Asked: Can you clarify what safety concerns the students have?

President McConnell: Thanked Brown for the question. Stated that the students were wonderful to meet with. Wanted to make sure everyone understood that we take meeting with the students very seriously, took everything they said very seriously. Want to meet with them again. Want to find out specifics that we need to be attending to. Going to do a safety assessment. Really welcome the input of the students, hoping to learn more.

Mary Meyer: Have a question about the CSU actions since the alleged assault at the stadium last fall. Not asking about the lawsuit, know that can't be discussed. Summarized the facts reported in various media outlets as a refresher. Stated that a 19-year old student was working as a server in the stadium loge boxes, and reported physical harassment of a sexual nature. The student's first report was on September 7th, with repeated reports after games on September 21st and October 5th. The student was demoted, while the accused was upgraded to a different box. The student reported to the employer who informed CSU athletics administrators, including Joe Parker and Steve Cottingham. Incidents are to be reported to the University's Title IX Compliance Office within 24-hours, and this did not happen for a month. Video of the incident was not retained. Stated: Whether or not you believe the student, there were clear violations of various policies as well as of human decency. Asked: What are the repercussions? Does not seem like anything has happened other than suggestions of more training. Asked: If CSU administrators can do these things without being held accountable, how can we have any confidence our students are being protected?

Jordan Acosta: Stated in the chat that this is why we as student athletes do not feel safe.

Jannine Mohr: From the Office of General Counsel. Cannot respond due to the fact that this is in litigation. Can't give more specifics about the personnel matters at this time.

Jason Bernagozzi: Stated in the chat that that was not a reasonable response and that there is a need for a longer, transparent discussion.

Marcela Velasco: Stated agreement with Bernagozzi in the chat that more discussion is needed. Commented that student athletes are also expecting a full discussion in the University on racial climate that was expressed in the Racial Climate report.

Yolanda Sarason: Expressed hope in the chat that we stay on our published agenda and time frame as outlined by Chair Doe.

Vice Provost Susan James: Commented in the chat that while this discussion is extremely vital and important, so is the second half of the meeting. Asked in the chat: Can we extend meeting time and keep Faculty Council quorum for the votes on the second half of the agenda?

Pedros-Gascon: Stated as a reminder that the federal mandate indicates 24 hours for complaints to be submitted to Title IX, and this was nowhere near that, so that should be taken into consideration. Expressed a request to extend the discussion time. Directed a question to Mohr. In an email from President McConnell from August 2020, the word "investigation" was used eleven times to describe the process that was going to take place by an outside law firm. Investigations usually implies collecting information or evidence about a given issue in order to determine if there was any wrongdoing. Stated that the COVID report "does not make findings as to whether specific incidents occurred or did not occur", and in the other, it stated that they were not asked to determine the veracity of any specific allegation or incident. Asked if CSU's General Counsel asked, implied, or hinted, directly or indirectly, to the investigators the expectation of receiving a report with no operational findings? Asked: What is the value that the CSU community can place on an investigation that is only assessing or collecting opinions instead of aiming to find evidence or problems if they extend to extremely important issues?

Mohr: Thanked Pedros-Gascon for the question. The clear expectation from CSU to Husch-Blackwell was that we would have an independent investigation into the matters alleged specifically related to COVID protocols and racial climate. The Office of the General Counsel did not dictate methodology. Hayley Hanson from Husch-Blackwell is on the call, can speak to the methodology used in doing investigations.

Hayley Hanson: Partner at Husch-Blackwell, in Kansas City office. Worked with co-investigator, Demetrius Peterson, to do investigation. Spoke with 115 different student athletes, both current and former student athletes. Have over 20 years of experience, leads the higher education group. We represent over 300 colleges and universities across the country. Stated that partner Demetrius Peterson was formally an investigator with the U.S. Department of Education, the Office of Civil Rights, and focused primarily on racial investigations while there. Originally hired to look at concerns and conduct an independent investigation whether COVID-19 protocols were being followed by athletics department. Investigation just started when we were asked to also look into the racial climate within athletics and provide a climate assessment, different than a personnel

investigation. Methodology was in no way dictated by the University. Investigation would result in a report that would be given to President McConnell, and it would be up to the University to use that report to move forward. Noted that many student athletes requested that their statements not be personally attributed. Made sure that we indicated that it was a climate assessment regarding race and COVID-19 protocols. Did not limit number of interviews, notification had been sent out to ask people to contact us if interested in participating.

Pedros-Gascon: Asked: If your report was an assessment, why was it reported as an investigation? Stated clearly that it was not an investigation, just an assessment of opinions.

Hanson: Expressed disagreement about interpretation of “investigation”. Have done this for many other institutions and feels comfortable with the word investigation and the product provided to CSU to be able to move forward and take those recommendations to improve the culture in the community.

Ryan: Asked Hanson in the chat: With respect, could you offer transparency about how many people of color you have on staff, both who practice law and staff who may conduct investigations at your firm(s)?

President McConnell: Responded to Ryan in the chat: Can’t answer question about entire staff at Husch-Blackwell, but can report that Demetrius Peterson, the other investigator, is African-American.

Doreen Martinez: Stated in the chat that the student athletes’ extreme concern over confidentiality is significant.

Pedros-Gascon: Repeated second question: What is the value to the CSU community of this kind of investigation?

Mohr: Heard from a variety of people in the report. Hanson and Peterson laid out various perspectives, reported all perspectives they heard. Was important to hear when the concerns were raised.

Peter Harris: Asked in chat: Are the President and General Counsel content that due process is being followed? Feels that this is the main thing that Faculty Council needs to be assured of.

Martinez: As a race scholar, it would be prudent to have experts in the area evaluate the climate. Often race issues are more complex, systematic, and less overt than undergraduate students can name.

Brad Conner: This is another in a series of instances over the course of time that CSU has taken steps to protect the accused rather than the victims. Asked: How can we change the culture when we always protect the accused?

Mohr: Does not have a specific response to that question. Was asked to come discuss the Husch-Blackwell report. Question assumes that we have always protected the accused, differ on that.

President McConnell: We created the Office of Equity, Inclusion, and Title IX because we think we can always be making progress. Looked back through previous cases, they were adjudicated and there were outcomes. Stated disagreement that we have only protected the accused, there have been incidents of suspension, expulsion. Agreed that we have to do everything we possibly can to have the best climate possible. Want to keep talking to students to learn more about what they want us to know.

Martinez: Stated in the chat that there are various forms of evidence existing. The push for details and specifics again and again is overburdening the students.

Vasudevan: Stated in the chat that we do not have a sense of facts or the veracity of incidents on the ground from the investigation. Asked: How will this help us move forward?

Conner: Stated that the evidence that we have, the way the University is being publicized, forces upon us a culture of silence. When people speak up, they tend to get punished, and when people don't, they tend to keep their jobs. This is problematic.

Mohr: Really cannot talk about the litigation. Wanted to clarify that the student did not work for CSU, was not employed by CSU. Did not have control over her employment.

Conner: Stated that she was still our student.

Mohr: Cannot engage over this. Appreciated the perspective, but we were not her employer. Cannot say more due to litigation, but wanted to make clear that it is an erroneous fact that she worked for CSU or that CSU had any hand in her being demoted.

Meyer: Stated in the chat that she worked for Spectra, who is a CSU contractor. Asked: What is the difference?

Martinez: Noted in the chat that the main synopsis of the report was "most student athletes who participated in the investigation reported feeling safe during...". It silences those with other experiences and insights.

Ross McConnell: Stated that President McConnell has repeatedly emphasized commitment to Title IX. Substantial evidence that coaches in our athletic department were in blatant non-compliance with Title IX. Wondering what consequences there will be for the athletic department if this is confirmed.

President McConnell: Thanked McConnell for the question. Need to speak with the students to get more detail. Encouraged members to read the Coloradoan critically. They are reporting but may not have all the facts. May mean we aren't able to give them facts because it involves personnel matters or they may have a journalistic approach.

Ross McConnell: Qualified remarks by saying "as reported in the Coloradoan". Appears to be certain facts that are not disputed, athletic department sat on complaints for a long period of time. Doesn't seem like this is in dispute, is in violation of Title IX.

President McConnell: Cannot speak to this particular matter because it's in litigation.

Ross McConnell: Asked: So you can't acknowledge what the consequences might be if they sat on a complaint instead of reporting it as they are supposed to under Title IX?

President McConnell: Am not going to speak about it in terms of this particular case.

Maura Velazquez-Castillo: Felt sad and overwhelmed by the report. Agreed that we do need to be critical thinkers when we read anything, including an official investigation report. Commented that taking a quantitative approach is not the correct approach when it comes to cultural issues and discrimination issues. Would like to see real consequences.

Ryan: Was part of an investigation six years ago with some students. Students had a lot of fear. Commented that the way this has been handled is unacceptable.

Acosta: Identified as a CSU athlete, one of the members who met with President McConnell two weeks ago. Mountain West student athlete representative, also on the RamBition leadership team. Have brought many issues forth to President McConnell, provided a list of individuals she can speak to about the factual evidence of what people have gone through, whether it's COVID protocols, racial insensitivity, sexual misconduct. Problem is not within Title IX office, is within executive administration. Stated that student athletes are living in a realm of fear, not wanting to step forward. Have exhausted so many different avenues. Calling on President McConnell to act.

Martinez: Many different issues. Concerned with the repeating for details and specifics. Asked: What are we really doing to change culture around race and gender issues? Number of students asking what we are going to do beyond just training and education. Asked: Will people truly be held accountable?

President McConnell: Appreciated this being brought up. Don't think an investigation is an end unto itself. Recommendations are not just about training, not just about training on any particular area on campus, but instead focused on systematic change. We are creating a whole new external group to athletics that students can report to and in which they can be kept anonymous. Also looking at policies to see if they are working for us and where we want to go. Wanted to state that personnel actions are serious, want to go through a fair adjudicative process. Doesn't mean we excuse conduct, but issue here is about what needs to be done to hold employees accountable.

Silvia Canetto: Commented in the chat that we know that training for education on discrimination and harassment and discrimination and harassment prevention does not work, so that cannot be the solution.

Carole Makela: Stated in the chat that it is important that units are not where the complaints and reports are initiated and handled. Good to know that there will be a contact unit outside athletics.

Martinez: Understand personnel issues. Stated that people of color feel more susceptible to a variety of ways in which they can lose their jobs. Issue has been raised numerous times. Commented on the promotion and the amount of money that is spent on athletics. Asked: How

do we get to where we don't put those same kind of dollars out and then emphasis on that institution where it is counter to the student athletes' experience? Stated that the issue is that we need to be an institution that takes athletics down from the monument we have placed them on, hold them accountable.

President McConnell: Have the best of intent. We do want to make sure we are doing everything on this campus as equitably as possible. If we want to have a broader conversation on athletics, needs to be a separate conversation.

Andrew Norton: Asked in the chat: Can we commit to making diversity, equity, and inclusion part of the annual evaluation process for ALL units?

Velazquez-Castillo: Stated in the chat that athletics should not be more important than academics in an educational institution.

Canetto: Stated agreement in the chat with Martinez about the burden on students and individuals who experience discrimination and harassment to be asked to provide details. Commented that it will have the paradoxical effect of silencing them via exhaustion and fear. Also requested that this be placed on the agenda for the February Faculty Council meeting.

Acosta: Asked in the chat: President McConnell, have you spoken or reached out to any of the individuals provided in emails to you?

Maria Lopez-Cabrales: Asked in the chat: Would this institution keep in place a Dean, or someone else in a similar leadership position, if a similar set of scandals were hitting the press about them or their academic unit? What image is the institution providing publicly by continuing to hold in leadership those people?

President McConnell: Confirmed that action would be taken if we found those things happened, no matter what position the staff member worked. Issue here is being able to get the facts so that we know what we are doing is the right thing. Discussed record at West Virginia University, high record of accountability. Only done after a thorough investigation.

Martinez: Asked in the chat: Are there any metrics or such to understand what evidence needs to be gathered for admin dismissal?

Kit Hughes: Asked: Could we get quantitative data from the reports? Understand there may be anonymity concerns, but any demographic data or patterns would be helpful to know.

President McConnell: Have not received anything else besides what has been posted publicly. Can go back to Husch-Blackwell to see if there was any quantitative work done.

Canetto: Stated in the chat that numbers do not matter, we know that few people will come forward relative to people affected because of fear.

Makela: Agreed in the chat that terms such as “some,” “several,” “majority,” “years ago” leave much to interpretation and misinterpretation.

Chair Doe: In interest of time and other motions on the agenda, requested to move on. Would be happy to facilitate further conversation. Will capture the chat notes and pass along questions.

Vice President Prieto: Been asked by President McConnell to take on a role in connection with the committee, will be taking the lead in working to ensure that there is an avenue outside of athletics for reports to be received. Any reports in connection with Title IX cases to come directly to Title IX, not to funnel through a chain in athletics. Will be working with that committee and through the Office of Title IX to ensure that there is a reporting structure and also a culture felt by student athletes. Critical that they can report outside of athletics.

Martinez: Asked in the chat: Will reporting structures contain potential outcomes?

Pedros-Gascon: Asked in the chat: Isn't there some kind of conflict of interest in having Vice President Prieto writing an article with the President discussing an ongoing issue, and disqualifying already part of it “allegations have been mischaracterized”?

Chair Doe: Thanked everyone for this conversation. Stated personal thinking: Upon receiving the letter from the student athletes, where they stated that it was their safety they were concerned with, not with being heard, felt compelled that we needed to have a conversation that went deeper. Expressed hope that this has been useful. Know everyone is committed to the safety of our students. When the students say that they don't feel safe, we really must do something.

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

No report at this time. Yielded time to allow for discussion following President's report.

E. UNFINISHED BUSINESS

F. CONSENT AGENDA

1. UCC Minutes – November 6, 2020

Chair Doe: Have minutes from University Curriculum Committee from November 6th. Asked: Are there any items to be pulled to be discussed or reviewed?

Minutes approved by unanimous consent.

G. ACTION ITEMS

1. Motion for Graduate Position on University Curriculum Committee – Committee on Faculty Governance – Steve Reising, Chair

Chair Doe: Called on Reising, have a couple positions open, one on the University Curriculum Committee and the other for the Committee on Faculty Governance.

Reising: On behalf of the Committee on Faculty Governance, would like to move the nomination of Azlan Munir for the graduate student representative position on the University Curriculum Committee for a one-year term.

Chair Doe: No second needed for the motion. Requested a vote in the chat.

Motion passed. Graduate position on the University Curriculum Committee approved.

2. Motion for Faculty Position on Committee on Faculty Governance – Committee on Faculty Governance – Steve Reising, Chair

Reising: On behalf of the Committee on Faculty Governance, would like to move the nomination of Jessica Witt as the College of Natural Sciences representative on the Committee on Faculty Governance.

Chair Doe: Requested a vote in the chat.

Motion passed. Jessica Witt confirmed as member of Committee on Faculty Governance.

3. Committee on Non-Tenure Track Faculty Proposal for Non-Tenure Track Faculty to be Considered in the At-Large Representative Count – Committee on Faculty Governance – Steve Reising, Chair

Reising: The Committee on Non-Tenure Track Faculty has proposed two motions to increase representation of non-tenure track faculty, who are also called contract, continuing and adjunct faculty (CCAF). Committee on Faculty Governance has considered these motions carefully, have met with the Committee on Non-Tenure Track Faculty. Considered implications on the rest of the code, Section C of the Manual. Compiled considerations on the content of the proposals, including the effects on apportionment of at-large representatives among the colleges. Distributed these on October 21st, and the Committee on Non-Tenure Track Faculty distributed their own comments and rationale. Asked everyone to discuss these with their department, and to send reactions and comments before our meeting on November 16th. Committee on Faculty Governance voted to provide these motions for today's agenda for consideration. There are two motions to change the code, Section C of the Manual. Have to pass with a 2/3 majority of the Faculty Council members present.

Morse: Thanked Reising, appreciated the process and the feedback that was collected. On behalf of the Committee on Non-Tenure Track Faculty, the first motion is to include contract and continuing faculty in the apportionment of at-large representatives so we would count all our

faculty, tenure-track, contract, and continuing when creating the numbers for how many voting members of the Faculty Council exist.

Chair Doe: We have a motion. Requested a second.

Reising: Second.

Chair Doe: Asked for any discussion.

Dylan Yost: Brought this to faculty meeting, had some fairly serious concerns. This section of the code represents direct proportionality, concerned that it doesn't acknowledge that individual colleges have diverse interests. For instance, Engineering could lose representation. Didn't see a cap on representation by college. Asked: Is the point of this to basically proportion out the at-large representation or is it only to apportion out the total representation? Way it's worded means that it's the total representation, which means that if one college has a majority of the faculty, they would get the majority of votes on Faculty Council. From our position, one possibility is to make it so that only at-large representation is proportional to the total faculty, including continuing, contract, and adjunct faculty. Another possibility is to include a cap, but have concerns about it being a straight direct proportionality.

Harris: Stated in the chat in appreciation for the acknowledgement by Yost that this concern is distinct from continuing, contract, and adjunct faculty representation. Expressed hope that everyone can agree on the principle of continuing, contract, and adjunct faculty being counted for the purposes of representation.

Morse: Appreciated the concerns brought up by Yost. Wanted to clarify the motion. Only change that is being proposed is to include contract and continuing to the part that is underlined. Question of apportionment was changed by the Committee on Faculty Governance back in April or May, the change to the 45% was a separate motion in a separate conversation. Only piece that would be changing here is the addition of these two appointment types.

Yost: Stated agreement. Issue isn't created by this, but do have to acknowledge the fact that there's a little bit of disagreement on the numbers. For instance, Engineering could potentially go from nine members to six, a relatively big change. Important that people realize that representation could quickly go down significantly.

Moti Gorin: On question of apportionment, non-tenure track faculty have varied interests based on colleges. Will not always vote the same way. Non-tenure track faculty are currently underrepresented.

Yost: Concern is not that we do not want continuing, contract, and adjunct faculty to not have a voice. Cap on representation for a college could give representation and still be in the spirit of the proposal. Protecting the rights of a smaller college.

Makela: Noted in the chat that if we look far down the road and come up with concerns that do not exist now, there always can be reconsideration when the situation is new and different in ten years. This is not putting the change in concrete.

Ruth Hufbauer: The departments are always going to be the same. Think that this is a very separate issue from the non-tenure track issue, and that if there are problems with not having a cap by college, then we can address that in the code later rather than conflating it with the continuing, contract, and adjunct faculty representation on Faculty Council.

Yost: Point is that we are addressing the same exact part of the code where it says it is going to be direct proportionality. That's the goal stated in that part of the code, so if it is not the goal to make it for direct proportionality, thinks now would be the time to change it.

Hufbauer: All departments will be represented by faculty members, so it is just the at-large that will shift.

Yost: Asked: That's correct, but if a certain college has 50% of the faculty, won't they get 50% of the vote as was written here? That is what we are concerned with.

Conner: Asked for a point of clarification. Sounds what was stated was that direct proportion is not part of the motion that is being proposed. Seems that it should not be up for discussion since it's not part of the motion.

Makela: Stated in the chat a motion to call the question.

Chair Doe: Clarified from our Parliamentarian that calling the question requires a 2/3 vote. If it gets the 2/3 vote, there will be an immediate vote in the main motion on the floor. Placed motion for a vote in the chat.

Motion to call the question passed.

Reising: The Committee on Non-Tenure Track Faculty puts before Faculty Council whether contract and continuing faculty should count in the apportionment of at-large representatives.

Chair Doe: Requested a vote in Forms in the chat.

Motion passed.

4. Committee on Non-Tenure Track Faculty Proposal for Non-Tenure Track Faculty to be Elected to Serve on Faculty Council – Committee on Faculty Governance – Steve Reising, Chair

Morse: The Committee on Non-Tenure Track Faculty submit this motion to allow contract or continuing appointments to become elected representatives of Faculty Council.

Reising: Second.

Chair Doe: Asked: Was there further discussion to be had on the second motion?

Pedros-Gascon: Wanted to clarify that this means that a non-tenure track faculty member may be a candidate for the department representative or the college at-large representative. Can then be on equal playing field with tenure-track faculty in serving their candidacy and standing for election for these positions.

Chair Doe: Asked for any additional discussion. Hearing none, requested a poll in the chat.

Motion passed.

H. REPORTS TO BE RECEIVED

1. Faculty Council Chair Report – Sue Doe

Yielded time to allow Karen Barret to speak. Posted report in the chat for members to view.

2. Board of Governors Report – Stephanie Clemons

Clemons: There is a Board of Governors meeting this week. Nothing else to report at this time.

I. DISCUSSION

Chair Doe: Has been a significant interest in the last two weeks that has been vocalized by a number of different parties regarding the fall procedures around grading. Last spring, we allowed late withdrawal and S/Us after the end of the semester. This is being raised again for this semester. Put together a group that represents the chairs of many of our standing committees, including the University Curriculum Committee, the Committee on Teaching and Learning, the Committee on Scholastic Standards, the Committee on Non-Tenure Track Faculty, the Committee on Scholarship, Research, and Graduate Education, and the Executive Committee. Discussed the issue of a late withdrawal and S/U grading for this semester as an emergency measure, much like it was in the spring. Enormous implications to making these kind of decisions. Not considering in any way a general policy change, just asking about this semester based on a lot of student outcry.

Karen Barrett: Gave background on what the policies were last spring. Students could opt to replace their traditional grades with S/U grades after they saw their grades at the end of the semester. Could also withdraw from individual classes until the final day of the semester rather than the usual eighth week of the semester. Teaching Continuity Committee decided not to continue that policy in the fall before we started classes. Committee on Scholastic Standards recommended at least having the late withdrawal, brought this to the Teaching Continuity Committee, Committee on Teaching and Learning, and the University Curriculum Committee, and all agreed it was a good idea. Felt the S/U grading was less clear-cut. Undeclared student advisors wrote a letter requesting that S/U grading be allowed again this time as well. Students have been affected by multiple quarantines, mental health issues, needs to go home and/or care for others. The Faculty Action Input Response (FAIR) Committee recommends to resume Spring 2020's policy for this semester. This will need to be done hand in hand with careful advising. More options are better.

Chair Doe: Thanked Barrett. Whatever the Faculty Council decides will need to go through the Provost, cannot undertake this decision alone. Requested any feedback from members to be sent by email to herself or Amy Barkley. Will incorporate any feedback into any recommendation we make.

Vice Provost Kelly Long: Interested in supporting our students in these unusual times. We have had three discussions on the Teaching Continuity and Recovery Work Group. Have concerns and cautions that the Deans wanted to offer. If we revert to an S/U policy and late withdrawal policy like last spring, students may have three semesters with S grades. Students rarely understand the implications of this. Withdrawing is not advantageous with respect to financial aid. They also delay time to graduation, which is bad for them financially. Want to avoid the long-term unintended consequences. Not asking Faculty Council to make policy, but for input to guide us.

Dean Lise Youngblade: Would add two items related to S/U. Issue for an S grade for students that are applying into a capped major where they need a grade in a pre-requisite can be it just needs to be discussed and advised. Can hurt student progress through their degree. With regards to the withdrawal policy, concerned about equity for students who made that decision in the posted 8th-week deadline, were they harmed by having to make the decision early if they had known they had the same ability to go to the end of the semester before choosing to withdraw.

Vice Provost Long: Stated that we do have a withdrawal appeal process available. Have already agreed that we would be extremely thoughtful in weighing appeals for late withdrawal.

Aaron Eakman: Asked in the chat: Can you please clarify if the application and support of this policy application applies equally to undergraduate and graduate programs at CSU?

Barrett: Believe we were just discussing this for undergraduates for this policy. Had discussed points made by Vice Provost Long and Dean Youngblade. Realize that this is a very complex decision but believe that advisors would step up and make sure students understand the implication of their decision, and help them with their individual decisions, the appeal process. Felt it was fairest to make option available and to require that they speak to their advisors. Important long-term consequences. In the end, majority believed that the flexibility of these options would be worth it, as long as advisors are able to explain these things clearly to students.

Vice Provost Long: Clarified that we are all working together on this. Have received a letter from advisors that serve undeclared students, from student government, both advocating this shift in policy. Want to conduct an analysis of what happened in spring semester and provide guidance how it helped our students.

Chair Doe: Placed poll in the chat to have members register their opinion if desired. Requested affirmative statements if in favor of a late withdrawal policy for fall. Not a formal vote, just a scratch opinion so we have a sense how people feel about this. Additionally, placed an informal poll in the chat regarding S/U grading for fall. The response was overwhelming support for both changes to policy for Fall 2020 semester only.

Christianne Magee: Just have a question of the number of students who took incompletes from spring semester. Wondered if this number was higher than normal, if students chose not to take the S/U grading route.

Vice Provost Long: Was actually far lower. Discourage the use of incompletes in our rationale. Had students already struggling and were struggling more due to COVID and new learning modalities. Was why we offered the S/U grading and late withdrawal option in spring semester.

Jim Ippolito: Asked in the chat: Why are we polling on this when we are going to always have students that have extenuating circumstances? Don't we already have means in place by which we can solve these sorts of problems?

Chair Doe: Thanked everyone. Encouraged members to send thoughts on this by email. Time sensitive issue, need to hear by noon tomorrow, December 2nd. Registrar's Office needs to put machinery in motion for an S/U grading option by this week.

Vice Provost Long: Thanked everyone in the chat. On behalf of the Teaching Continuity team, expressed appreciation for input and willingness to weigh in on this very important matter.

J. FACULTY LIGHTNING ROUND PRESENTATION

1. Video from the School of Music, Theatre and Dance

Dan Goble: Expressed that it was great to hear such great discourse and the wonderful work of the Faculty Council. Explained that the provided video was an example of the collaboration between our faculty, but also with students and staff during a very challenging time. There is no singing in these performances, but will see some music, you will see some actors, unmasked, doing a scene over Zoom, and an incredible student dancer doing a choreographed piece by faculty member Madeline Jazz Harvey.

Video sent to Faculty Council membership following meeting, as well as posted on website.

Meeting was adjourned at 6:38 p.m.

Sue Doe, Chair
 Ruth Hufbauer, Vice Chair
 Stephanie Clemons, BOG Representative
 Amy Barkley, Executive Assistant

Sybil Sharvelle	College-at-Large	2023
Steven Reising	College-at-Large	2022
J. Rockety Luo	College-at-Large	2022
Liberal Arts		
Mary Van Buren	Anthropology & Geography	2023
Jason Bernagozzi	Art	2022
Kit Hughes	Communication Studies	2022
(substituting for Ziyu Long, on parental leave Fall '20)		
Ramaa Vasudevan	Economics	2023
Tony Becker	English	2023
<u>Albert Bimper</u>	Ethnic Studies	2022
Maria Del Mar Lopez-Cabrales	Languages, Literatures, and Cultures	2022
Thaddeus Sunseri (Fall '20)	History	2023
(substituting for Jared Orsi, on sabbatical Fall '20)		
Michael Humphrey	Journalism and Technical Communication	2023
Wes Kenney	Music, Theatre, and Dance	2023
Moti Gorin	Philosophy	2022
Peter Harris	Political Science	2021
Tara Opsal	Sociology	2022
Ajean Ryan		
Antonio Pedros-Gascon	College-at-Large	2023
Emily Morgan	College-at-Large	2023
Marcela Velasco	College-at-Large	2021
<u>Del Harrow</u>	College-at-Large	2021
Maura Velazquez-Castillo	College-at-Large	2021
Natural Resources		
Randall Boone	Ecosystem Science and Sustainability	2023
Chad Hoffman	Forest and Rangeland Stewardship	2023
David Koons	Fish, Wildlife, & Conservation Biology	2021
<u>William Sanford</u>	Geosciences	2023
Alan Bright	Human Dimensions of Natural Resources	2023
Natural Sciences		
<u>Olve Peersen</u>	Biochemistry & Molecular Biology	2022
Melinda Smith	Biology	2021
Robert Paton	Chemistry	2023
Ross McConnell	Computer Science	2022
Dylan Yost	Physics	2021
Silvia Sara Canetto	Psychology	2022
Mary Meyer	Statistics	2022
TBD	Mathematics	2023
Alan Van Orden	College-at-Large	2023
<u>Anton Betten</u>	College-at-Large	2022

Brad Conner	College-at-Large	2022
<u>James Liu</u>	College-at-Large	2023
TBD	College-at-Large	2022
Veterinary Medicine & Biomedical Sciences		
DN Rao Veeramachaneni	Biomedical Sciences	2022
Kevin Haussler	Clinical Sciences	2022
Elizabeth Ryan	Environmental & Radiological Health Sciences	2023
Tony Schountz	Microbiology, Immunology and Pathology	2021
<u>Candace Mathiason</u> (excused)	College-at-Large	2022
<u>Marie Legare</u>	College-at-Large	2023
<u>Adam Chicco</u>	College-at-Large	2022
Christianne Magee	College-at-Large	2022
Gerrit (Jerry) Bouma	College-at-Large	2021
<u>Jennifer Peel</u> (excused)	College-at-Large	2023
<u>John Rosecrance</u>	College-at-Large	2023
Sheryl Magzamen	College-at-Large	2023
University Libraries		
Linda Meyer	Libraries	2022
<i>Ex Officio Voting Members</i>		
Sue Doe	Chair, Faculty Council/Executive Committee	2021
Ruth Hufbauer	Vice Chair, Faculty Council	2021
Stephanie Clemons	BOG Faculty Representative	2021
Steve Reising, Chair	Committee on Faculty Governance	2021
<u>Shane Kanatous, Chair</u>	Committee on Intercollegiate Athletics	2021
<u>Jerry Magloughlin, Chair</u>	Committee on Libraries	2021
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2021
<u>Marie Legare, Chair</u>	Committee on Responsibilities and Standing of Academic Faculty	2021
Melinda Smith, Chair	Committee on Scholarship, Research, and Graduate Education	2021
Karen Barrett, Chair	Committee on Scholastic Standards	2021
Joseph DiVerdi, Chair	Committee on Strategic and Financial Planning	2021
Shawn Archibeque, Chair	Committee on Teaching and Learning	2021
Mo Salman, Chair	Committee on University Programs	2021
Bradley Goetz, Chair	University Curriculum Committee	2021
Susan (Suellen) Melzer	Committee on Non-Tenure Track Faculty	2021
Denise Apodaca	Committee on Non-Tenure Track Faculty	2021
Christine Pawliuk	Committee on Non-Tenure Track Faculty	2022
Ashley Harvey	Committee on Non-Tenure Track Faculty	2022
<u>Jamie Nielson</u>	Committee on Non-Tenure Track Faculty	2022
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2022
Mary Van Buren	Committee on Non-Tenure Track Faculty	2023
Steve Benoit	Committee on Non-Tenure Track Faculty	2022

Natalie Ooi	Committee on Non-Tenure Track Faculty	2022
Pinar Omur-Ozbek	Committee on Non-Tenure Track Faculty	2023

Ex Officio Non-Voting Members

Joyce McConnell	President
Mary Pedersen	Provost/Executive Vice President
Brett Anderson	Special Advisor to the President
Kim Tobin	Vice President for University Advancement
Yolanda Bevill	Vice President for University Communications
Mary Ontiveros	Vice President for Diversity
Diana Prieto	Vice President for Equity, Equal Opportunity & Title IX
Louis Swanson	Vice President for Engagement/Professor of Sociology
Leslie Taylor	Vice President for Enrollment and Access
Susan James	Vice Provost for Faculty Affairs
Karen Estlund	Dean, Libraries
Brandon Bernier	Vice President for Information Technology
Jim Cooney	Special Assistant to the Provost for International Affairs
Pam Jackson	Vice President for University Communications
Alan Rudolph	Vice President for Research
Blanche M. Hughes	Vice President for Student Affairs
Kelly Long	Vice Provost for Undergraduate Affairs
Lynn Johnson	Vice President for University Operations
James Pritchett	Dean, College of Agricultural Sciences
Lise Youngblade	Dean, College of Health and Human Sciences
Beth Walker	Dean, College of Business
David McLean	Dean, College of Engineering
Mary Stromberger	Dean, Graduate School
Ben Withers	Dean, College of Liberal Arts
Jan Nerger	Dean, College of Natural Sciences
Mark Stetter	Dean, College of Vet. Medicine & Biomedical Sciences
John Hayes	Dean, Warner College of Natural Resources
Catherine Douras	Chair, Administrative Professional Council

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A 'virtual' meeting of the University Curriculum Committee was held on **November 13, 2020** at 2:00 p.m. via Microsoft Teams.

The meeting adjourned at 3:00 p.m.

Minutes

The minutes of November 6, 2020 were approved.

Consent Agenda

The Consent Agenda was approved.

Please note: Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below. Once a course proposal is fully approved through the CIM workflow (approved proposal will be viewable under 'History' box on right side of CIM-Courses screen), the course should be available to be added to the Class Schedule in ARIES/Banner (contingent on the effective term approved by UCC and Scheduling deadlines).

New Courses			
Course #	Course Title	Notes	Effective Term
ACT 602	Accounting Research and Communication		Fall 2021
ANTH 556	Bayesian Chronologies in Archaeology	Graduate only. Previously offered as experimental course ANTH 680A2 .	Fall 2021
EDUC 384	Supervised College Teaching	1-3 var. cr.; S/U only; requires written consent of instructor.	Summer 2021
HORT 325	Native Plants in the Landscape	Distance/Online only. Previously offered as experimental course HORT 380A3 .	Summer 2021
MECH 434	Materials Selection for Mechanical Design	Previously offered as experimental course MECH 481A3 .	Fall 2021
MECH 537	Processing of Polymer Composites	Previously offered as experimental course MECH 581A9 .	Summer 2021

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
FTEC 422	Brewing Science I	Edit to course description.	Fall 2021
HDFS 524	Family Theory Studies	Change from lecture-only to lecture/recitation; edits to course title and description; removal of prerequisite; addition of Distance/Online offering and 'Graduate only' restriction.	Fall 2021
HDFS 610	Risk and Resilience	Edit to course description; addition of Distance/Online offering.	Fall 2021
HDFS 611	Early Child Development	Edit to course description; addition of Distance/Online offering.	Fall 2021
HDFS 612	Adolescent Development	Change from lecture-only to lecture/recitation; edit to course description; removal of prerequisite; addition of Distance/Online offering.	Fall 2021

HDFS 613	Adult Development and Aging	Change from lecture-only to lecture/recitation; edit to course description; removal of prerequisite.	Fall 2021
MECH 342	Fluid Mechanics for Mechanical Engineers Mechanics and Thermodynamics of Flow Processes	Edits to course title and description; edit to offering term; addition of Distance/Online offering.	Summer 2021

AUCC 3A and Guaranteed Transfer (GT) Pathways New Course Submissions (GT-SCI)			
Course #	Course Title	Notes	Effective Term
GR 110	Introduction to Physical Geography	Approved for GT-SCI – Lecture Course with Required Laboratory and AUCC 3A: Biological & Physical Sciences	Summer 2021
GR 111	Introduction to Physical Geography Lab		

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
FSAN-FDZ-PHD: Ph.D. in Food Science and Nutrition, Food Science Specialization	Addition of 'or GRAD 544' as an alternative to FSHN 600.	Spring 2021
FSAN-NTZ-PHD: Ph.D. in Food Science and Nutrition, Nutrition Specialization		

CONSENT AGENDA

Experimental Courses – 1st Offering			
Course #	Course Title	Notes/Changes	Effective Term
GEOL 580A9	The Earth's Interior		Spring 2021

Minor Changes to Courses			
Course #	Course Title	Notes/Changes	Effective Term
ACT 570	Government and Nonprofit	Edit to offering term: Fall Spring	Fall 2021
ACT 601A	Professional Practice: Taxation	Edit to offering term: As Needed Fall Edit to Add'l Reg Info: <u>Credit not allowed for both ACT 601A and ACT 602.</u> <i>Submitted as a Major Change in CIM.</i>	Fall 2021
ACT 601B	Professional Practice: Accounting	Edit to offering term: As Needed Fall Edit to Add'l Reg Info: <u>Credit not allowed for both ACT 601B and ACT 602.</u> <i>Submitted as a Major Change in CIM.</i>	Fall 2021

ACT 641	Information Systems Audit and Control	Edit to offering term: As Needed Fall	Fall 2021
ART 392	Undergraduate Professional Practices Seminar	Addition of Distance/Online offering. <i>Submitted as a Major Change in CIM.</i>	Fall 2021
BSPM 356B	Horticultural Entomology: Food Crops	Edit to prerequisites: BSPM 102 or BSPM 302 or BSPM 356A or concurrent registration.	Spring 2021
BSPM 356C	Horticultural Entomology: Landscape Plants	Edit to prerequisites: BSPM 102 or BSPM 302 or BSPM 356A or concurrent registration.	Spring 2021
BUS 620	Leadership and Teams	Edit to prerequisites: ACT 605 or concurrent registration, or BUS 500 or concurrent registration. <i>Submitted as a Major Change in CIM.</i>	Fall 2021
CIS 575	Applied Data Mining and Analytics in Business	Edit to offering term: Fall Every	Fall 2021
CIS 623	Cybersecurity	Edit to offering term: Fall Every	Fall 2021
CIVE 202	Numerical Modeling and optimization	Addition of Distance/Online offering. <i>Submitted as a Major Change in CIM.</i>	Fall 2021
CIVE 513	Morphodynamic Modeling	Edit to offering year: Even Odd Edit to offering term: Fall Spring	Fall 2021
DSCI 369	Linear Algebra for Data Science	Edit to prerequisites: (MATH 124 and MATH 126) or MATH 160 (MATH 124) and (MATH 126)	Spring 2021
FSHN 444	Nutrition and Aging	Change from Face-to-face and Distance/Online to Distance/Online only. <i>Submitted as a Major Change in CIM.</i>	Fall 2021
MECH 538	Mechanical Engineering Thermodynamics	Addition of Distance/Online offering. <i>Submitted as a Major Change in CIM.</i>	Fall 2021
SPCM 200	Public Speaking	Change of Grade Mode: Student Option Traditional Addition of Distance/Online offering. <i>Submitted as a Major Change in CIM.</i>	Fall 2021
SPCM 207	Public Argumentation	Edit to offering term: As Needed Every Addition of Distance/Online offering. <i>Submitted as a Major Change in CIM.</i>	Fall 2021

Course Deactivations			
Course #	Course Title	Notes/Changes	Effective Term
HIST 471	History of Antarctica, 1800-Present	<i>C&C Unit will administratively remove from IEAQ.</i>	Spring 2021
SPCM 354	History and Appreciation of Film	Not referenced in any programs or courses.	Fall 2021
SPCM 358	Gender and Genre in Film	Not referenced in any programs or courses.	Fall 2021

Revised Minutes approved by the University Curriculum Committee on 12/11/20.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **November 20, 2020** at 2:00 p.m. via Microsoft Teams.

The meeting adjourned at 3:20 p.m.

Minutes

The minutes of November 13, 2020 were approved.

Consent Agenda

The Consent Agenda was approved.

Please note: Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below. Once a course proposal is fully approved through the CIM workflow (approved proposal will be viewable under ‘History’ box on right side of CIM-Courses screen), the course should be available to be added to the Class Schedule in ARIES/Banner (contingent on the effective term approved by UCC and Scheduling deadlines).

New Courses			
Course #	Course Title	Notes	Effective Term
MECH 426	Advanced Machine Design	Elective in the Major in Mechanical Engineering, Aerospace Engineering Concentration and the proposed Master of Engineering, Plan C, Aerospace Engineering Specialization .	Summer 2021
MU 475B	Applied Instruction: French Horn	Written consent of instructor required. Music performance majors only. May be taken up to five times for credit.	Fall 2021
MU 475C	Applied Instruction: Trombone		
MU 475D	Applied Instruction: Trumpet		
MU 475E	Applied Instruction: Tuba		
MU 475G	Applied Instruction: Harpsichord		
MU 475H	Applied Instruction: Organ		
MU 475I	Applied Instruction: Piano		
MU 475J	Applied Instruction: Percussion		
MU 475K	Applied Instruction: Guitar		
MU 475L	Applied Instruction: Harp		
MU 475M	Applied Instruction: String Bass		
MU 475N	Applied Instruction: Viola		
MU 475O	Applied Instruction: Violin		
MU 475P	Applied Instruction: Violoncello		
MU 475Q	Applied Instruction: Voice		
MU 475R	Applied Instruction: Bassoon		
MU 475S	Applied Instruction: Clarinet		
MU 475T	Applied Instruction: Flute		
MU 475U	Applied Instruction: Oboe		

MU 475V	Applied Instruction: Saxophone (Alto)		
POLS 672	Power, Justice, and Democracy	Required in the proposed Master of Arts in Political Science, Power, Justice, and Democracy Specialization, Plan A and Plan B .	Fall 2021
POLS 693	Advanced Topics—Research Methods	1-3 var. cr.; partial semester; may be repeated for credit. Required in the proposed Master of Arts in Political Science, Political Analysis Specialization, Plan B ; elective in the proposed Master of Arts in Political Science, Power, Justice, and Democracy Specialization, Plan A and Plan B .	Fall 2021
WS 684	Supervised College Teaching	1-6 var. cr. Proposed as an elective in the Graduate Certificate in Gender, Power and Difference , but not listed in the program yet.	Fall 2021

Major Changes to Courses

Course #	Course Title	Notes	Effective Term
MECH 424	Advanced Dynamics	Edit to course description; addition of Distance/Online offering.	Summer 2021
MECH 557	Turbomachinery	Edits to course description and offering term; addition of Distance/Online offering.	Fall 2021
SOC 314	Applications of Quantitative Research Sociological Approaches to Quantitative Data	Edits to course title and description.	Fall 2021
SPCM 335	Gender and Communication	Edits to course description, offering term, and prerequisites; addition of 'Sophomore standing' restriction.	Fall 2021

New Graduate Specialization

Program Title	Notes	Effective Term
Master of Science in Horticulture, Plan B, Horticulture and Human Health Specialization	Offered Main Campus Face-to-face and Online/DCE.	Fall 2021

New Undergraduate Concentration

Program Title	Notes	Effective Term
Major in Biochemistry, Data Science Concentration		Fall 2021

Major Changes to Existing Program

Program Title	Notes	Effective Term
MUSC-PERZ-BM: Major in Music, Performance Concentration, Orchestral Instrument Option	See CIM for all program changes.	Fall 2021

CONSENT AGENDA

Experimental Courses – 1st Offering			
Course #	Course Title	Notes/Changes	Effective Term
BUS 380A3	Creating Value in the Music Industry		Spring 2021
BUS 380A4	Principles of Music Marketing		Spring 2021
BZ 381A2	Exploring Range Shifts in a Changing World		Spring 2021
IU 180A6	Rams Read Seminar	1 cr. recitation.	Spring 2021

Minor Changes to Courses			
Course #	Course Title	Notes/Changes	Effective Term
MU 127	Aural Skills I	Edit to prerequisites: MU 117 or concurrent registration . None. <i>Submitted as a 'Major Change' in CIM.</i>	Fall 2021
MU 227	Aural Skills III	Edit to prerequisites: MU 128; MU 217 or concurrent registration . <i>Submitted as a 'Major Change' in CIM.</i>	Fall 2021
SPCM 201	History and Theory of Rhetoric	Edit to offering term: Every Fall, Spring Addition of Distance/Online offering. <i>Existing AUCC 3B. Submitted as a 'Major Change' in CIM.</i>	Fall 2021
SPCM 337	Persuasion	Edit to prerequisites: CO 150 or SPCM 100 or SPCM 130 or SPCM 200 or SPCM 201 . SPCM-207. Change of Grade Mode: Student Option Traditional Addition of Distance/Online offering. <i>Submitted as a 'Major Change' in CIM.</i>	Fall 2021
SPCM 347	Visual Communication	Edit to offering term: As Needed Spring Edit to prerequisites: CO 150 or SPCM 100 or SPCM 130 or SPCM 200 or SPCM 201 . SPCM-100 or SPCM 342. Addition of 'Sophomore standing' restriction. <i>Submitted as a 'Major Change' in CIM.</i>	Fall 2021
SPCM 349	Freedom of Speech	Edit to offering term: As Needed Fall, Spring Edit to prerequisites: CO 150 or SPCM 100 or SPCM 130 or SPCM 200 or SPCM 201 . None. Addition of 'Sophomore standing' restriction. <i>Submitted as a 'Major Change' in CIM.</i>	Fall 2021

Course Deactivations			
Course #	Course Title	Notes/Changes	Effective Term
HIST 346	Reconstruction and the New South	<i>C&C Unit will be administratively removed from ISPQ and CIM-PE-GISP.</i>	Spring 2021

Minutes approved by the University Curriculum Committee on 12/4/20.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A 'virtual' meeting of the University Curriculum Committee was held on **December 4, 2020** at 2:00 p.m. via Microsoft Teams.

The meeting adjourned at 2:47 p.m.

Minutes

The minutes of November 20, 2020 were approved.

Consent Agenda

The Consent Agenda was approved.

Please note: Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below. Once a course proposal is fully approved through the CIM workflow (approved proposal will be viewable under 'History' box on right side of CIM-Courses screen), the course should be available to be added to the Class Schedule in ARIES/Banner (contingent on the effective term approved by UCC and Scheduling deadlines).

New Course			
Course #	Course Title	Notes	Effective Term
ANTH 476	The Archaeology of Time		Fall 2021

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
ANTH 370	Primates	Correcting the major programs for which ANTH 370 will count as an AUCC 4A course: ANTH-BA and ANTH-BIOZ-BA (<i>program changes below</i>). <i>Approved as an AUCC 4A course on 2/10/2017.</i>	Fall 2021
REL 455	Real Estate Finance	Edit to Add'l Reg Info: College of Business students only.	Fall 2021
REL 460	Real Estate Investment	Edit to Add'l Reg Info: College of Business students only.	Fall 2021

New Minor		
Program Title	Notes	Effective Term
Minor in Art History		Fall 2021

Undergraduate Program Title Change – New proposal		
Program Title	Notes	Effective Term
Minor in Science Communication	Replaces TSIQ: Minor in Technical and Science Communication (<i>program deactivation below</i>). Updates to program requirements and electives; addition of Online/DCE offering.	Fall 2021

Undergraduate Program Title Change – Deactivation proposal

Program Title	Notes	Last term to admit	Last term to complete
TSIQ: Minor in Technical and Science Communication	Technical Communication is no longer a relevant component of this academic minor due to a lack of student interest and faculty availability. Removing the word technical from this academic minor will focus content in the area where student demand and faculty qualifications are prominent.	Summer 2021	Spring 2023

Program Deactivation

Program Title	Notes	Last term to admit	Last term to complete
ANNF: Certificate in Animal Nutrition	Deactivating due to low enrollment and planned program changes. There are currently 4 students enrolled.	Fall 2020	Summer 2024

Major Changes to Existing Programs

Program Title	Notes	Effective Term
ANTH-BA: Major in Anthropology	Addition of AUCC 4A designation to ANTH 370 in Junior year; addition of ANTH 370 to the Biological Anthropology AUCC 4A list in Senior year; updates to elective lists and footnotes.	Fall 2021
ANTH-BIOZ-BA: Major in Anthropology, Biological Anthropology Concentration	Addition of AUCC 4A designation to ANTH 370 in Junior and Senior years.	Fall 2021

CONSENT AGENDA

Experimental Courses – 1st Offering

Course #	Course Title	Notes/Changes	Effective Term
NR 481A1	Geospatial Field Methods in Natural Resources	2 cr.; partial semester; required field trips.	Summer 2021

Minor Changes to Courses

Course #	Course Title	Notes/Changes	Effective Term
CIVE 203	Engineering Systems and Decision Analysis	Addition of Distance/Online offering; edit to Add'l Reg Info: Civil engineering, environmental engineering, and engineering science majors only. <i>Submitted as a Major Change in CIM.</i>	Fall 2021
CIVE 524/WR 524	Modeling Watershed Hydrology	Edit to prerequisites: (CIVE 202 CIVE 203 or STAT 301 or STAT 315) and (CIVE 322 or WR 416).	Fall 2021

SYSE 567	Systems Engineering Architecture	Edit to offering term: Fall Fall, Spring	Fall 2021
SYSE 571	Analytics in Systems Engineering	Edit to offering term: Fall Spring	Fall 2021

Course Deactivations

Course #	Course Title	Notes/Changes	Effective Term
FW 578	Conservation Decision Analysis	Not referenced in any courses or programs.	Spring 2021

Minor Changes to Existing Programs

Program Title	Notes	Effective Term
ANTH-ARCZ-BA: Major in Anthropology, Archaeology Concentration	Updates to elective lists and footnotes.	Fall 2021
ANTH-CLTZ-BA: Major in Anthropology, Cultural Anthropology Concentration	Updates to elective lists and footnotes.	Fall 2021
HIST-DPUZ-BA: Major in History, Digital and Public History Concentration	Updates to AUCC Category 4A list and Upper-Division Course Categories.	Fall 2021
HIST-GENZ-BA: Major in History, General History Concentration	Updates to AUCC Category 4A list and Upper-Division Course Categories.	Fall 2021
HIST-LNGZ-BA: Major in History, Language Concentration	Updates to AUCC Category 4A list and Upper-Division Course Categories.	Fall 2021
HIST-SBSZ-BA: Major in History, Social and Behavioral Sciences Concentration	Updates to AUCC Category 4A list and Upper-Division Course Categories.	Fall 2021
HIST-SSTZ-BA: Major in History, Social Studies Teaching Concentration	Updates to AUCC Category 4A list and Upper-Division Course Categories.	Fall 2021

Minutes approved by the University Curriculum Committee on 12/11/20.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **December 11, 2020** at 2:00 p.m. via Microsoft Teams.

The meeting adjourned at 3:40 p.m.

Minutes

The minutes of December 4, 2020 were approved.

Consent Agenda

The Consent Agenda was approved.

Please note: Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below. Once a course proposal is fully approved through the CIM workflow (approved proposal will be viewable under ‘History’ box on right side of CIM-Courses screen), the course should be available to be added to the Class Schedule in ARIES/Banner (contingent on the effective term approved by UCC and Scheduling deadlines).

Study Abroad Course – Permanent Offering			
Course #	Course Title	Notes	Effective Term
LB 460A	Study Abroad—Italy: Comparative Legal Studies	3 cr. Travel dates: 6/20/21-7/10/21 (3 weeks) <i>Offered provisionally as LB 482B in SU20, but cancelled due to COVID-19.</i>	Summer 2021

New Courses			
Course #	Course Title	Notes	Effective Term
POLS 627	Quantitative Methods of Political Research II	Listed in the new Master of Arts in Political Science, Political Analysis Specialization, Plan B (<i>new specialization below</i>)	Fall 2021
PPA 560	City Management	Graduate only.	Fall 2021

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
HDFS 310	Infant and Child Development in Context	Edit to course description.	Fall 2021
IE 200 IE 300	Global Studies	Course number/level change; edit to course description; addition of Mixed Face-to-Face offering. <i>C&C Unit will administratively update the course number in the following programs: INST-ASTZ-BA; INST-EUSZ-BA; INST-LTSZ-BA; INST-MEAZ-BA.</i>	Fall 2021
MECH 403 MECH 303	Energy Engineering	Course number/level change; edit to course description; addition of Distance/Online offering; edit to prerequisites: CBE 310 or ECE-344 or MECH 237 or MECH 337 or PH 361. <i>C&C Unit will administratively update the course number in the following programs: IEEQ; ISEQ; CBEG-BS; CBEG-BMEC-BS.</i>	Fall 2021

POLS 625	Quantitative Methods of Political Research <u>I</u>	Edits to course title, description, and offering term; addition of Distance/Online offering; change of grade mode from Student Option to Traditional.	Fall 2021
SOWK 561	Exceptionalities in Education School/Community: People with Disabilities	Edits to course title, description, and offering term; change of instructional format to Distance/Online <u>only</u> ; addition of 'Graduate only' restriction.	Summer 2021

New Degree		
Program Title	Notes	Effective Term
Master of Prevention Science Practice, Plan C (M.P.S.P.)	Offered Online/DCE only.	Fall 2021

New Graduate Specializations		
Program Title	Notes	Effective Term
Master of Arts in Political Science, Environmental Politics and Policy Specialization, Plan A	Offered Main Campus Face-to-Face.	Fall 2021
Master of Arts in Political Science, Environmental Politics and Policy Specialization, Plan B	Offered Main Campus Face-to-Face.	Fall 2021
Master of Arts in Political Science, Political Analysis Specialization, Plan B	Offered Main Campus Face-to-Face.	Fall 2021
Master of Arts in Political Science, Power, Justice, and Democracy Specialization, Plan A	Offered Main Campus Face-to-Face.	Fall 2021
Master of Arts in Political Science, Power, Justice, and Democracy Specialization, Plan B	Offered Main Campus Face-to-Face.	Fall 2021

New Minor		
Program Title	Notes	Effective Term
Minor in Machine Learning	Offered Main Campus Face-to-Face and Online/DCE.	Fall 2021

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
ANTH-MA: Master of Arts in Anthropology	Changing 'Methods Course' requirement to specify that students should take 3 credits rather than 1 course; reducing the number of outside-department credits from 6 to 3.	Fall 2021
ANTH-AHWZ-MA: Master of Arts in Anthropology, Plan A, The Anthropology of Health and Well-Being Specialization	Edits to the Health-Focused Courses list and footnote 1.	Fall 2021
ANTH-AHWZ-MA: Master of Arts in Anthropology, Plan B, The Anthropology of Health and Well-Being Specialization	Edits to the Health-Focused Courses list and footnote 1.	Fall 2021

ANTH-HEVZ-MA: Master of Arts in Anthropology, Plan A, Humans and the Environment Specialization	Edits to the Humans and the Environment Focused Courses list and footnote 1.	Fall 2021
ANTH-HEVZ-MA: Master of Arts in Anthropology, Plan B, Humans and the Environment Specialization	Edits to the Humans and the Environment Focused Courses list and footnote 1.	Fall 2021
ANTH-IDVZ-MA: Master of Arts in Anthropology, Plan A, International Development Specialization	Edits to elective list and footnote 1.	Fall 2021
ANTH-IDVZ-MA: Master of Arts in Anthropology, Plan B, International Development Specialization	Edits to elective list and footnote 2.	Fall 2021
ANTH-PMTZ-MA: Master of Arts in Anthropology, Plan A, Professional Methods Specialization	Edits to Methods-Focused and Supporting Courses lists.	Fall 2021
ANTH-PMTZ-MA: Master of Arts in Anthropology, Plan B, Professional Methods Specialization	Edits to Methods-Focused and Supporting Courses lists.	Fall 2021
ANTH-PHD: Ph.D. in Anthropology	Edits to Method Courses list and electives.	Fall 2021
DVRM-DVM: Doctor of Veterinary Medicine	Removal of required course VM 730; updates to elective list.	Fall 2021
ENGR-MECZ-ME: Master of Engineering, Plan C, Mechanical Engineering Specialization	Addition of 'suggested' course lists.	Fall 2021
MICR-MS: Master of Science in Microbiology, Plan B	<i>Addition of Online/DCE offering.</i>	Fall 2021

CONSENT AGENDA

Minor Changes to Courses			
Course #	Course Title	Notes/Changes	Effective Term
FIN 305	Fundamentals of Finance	Edit to prerequisites: (ACT 205 or ACT 210) and (ECON 204) <i>Submitted as a Major Change in CIM.</i>	Fall 2021
MU 647	Historical Foundations of Music Therapy	Updates to CLOs, Assessment Components and Weekly Schedule. <i>Submitted as a Major Change in CIM.</i>	Summer 2021

Experimental Course – 2nd Offering (for informational purposes only)			
Course #	Course Title	Notes/Changes	Effective Term
AM 380A1	Prototyping & Testing for Product Development	1 st offering: SP20 (14 students). Updates to assessment components and weekly topics.	Spring 2021

Course Deactivations			
Course #	Course Title	Notes/Changes	Effective Term
CIVE 522	Engineering Hydrology	<i>C&C Unit will administratively remove from the following programs: GSWF-CT; DTAF-CT.</i>	Spring 2021

CIVE 695I	Independent Study: Groundwater	Not referenced in any programs or courses.	Spring 2021
CIVE 699I	Thesis: Groundwater	Not referenced in any programs or courses.	Spring 2021
CIVE 799I	Dissertation: Groundwater	Not referenced in any programs or courses.	Spring 2021

Minor Changes to Existing Programs

Program Title	Notes	Effective Term
AGBQ: Minor in Agricultural Business	Updates to elective list.	Fall 2021
ETRF: Certificate in Entrepreneurship	Updates to elective list.	Fall 2021
TOXC-MS: Master of Science in Toxicology, Plan A	Updates to Toxicology Courses list.	Fall 2021
TOXC-MS: Master of Science in Toxicology, Plan B	Updates to Toxicology Courses list.	Fall 2021
TOXC-PHD: Ph.D. in Toxicology	Updates to Toxicology Courses list.	Fall 2021

Minutes approved by the University Curriculum Committee on 12/14/20.

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

Memo: EC Faculty Council

Updated: 12-10-20

Subject: RBEI Task Force: Sections C and E

The RBEI Task Force worked to address faculty commitments to Diversity, Equity, and Inclusion as signaled by Faculty Council's Resolution from May 2020 supporting Student Demands for equity. The Task Force worked through the Fall 2020 semester and sent forward recommended approaches to CORSAF regarding changes to Sections E and C that would better acknowledge the importance of DEI in faculty work and supported through tenure and promotion processes. CORSAF worked with the recommendations and sent forward Manual language changes to EC for the December 15, 2020 meeting, indicating that this motion should be followed by consideration of Section C changes by the Committee on Faculty Governance. The RBEI Task Force further recommends that subsequent to both CORSAF and CoFG's recommendations, the manual changes be forwarded to the Office of General Counsel for legal review.

Regarding process: The Task Force met on several occasions, revised collaboratively, consulting with the Provost and with Black Lives Matter student leadership, prior to sending ideas forward to CORSAF and CoFG.

The RBEI Task Force:

Susan James

Ruth Hufbauer

Sue Doe

Faculty Participation within Information Technology Governance at Colorado State University

A Report created by the Faculty Council Task Force on Information Technology

Task Force Members

Timothy R. Amidon, English
Brooke Anderson, Environmental & Radiological Health Sciences
Nancy Henke, English
Eric Tisdale, College of Health & Human Sciences
Karan Venayagamoorthy, Civil & Environmental Engineering

Task Force Meeting Dates (Fall 2020)

Sept. 22, Oct. 6, Oct. 27, Nov. 10

Introduction

In light of challenges associated with the increasing use of educational technology, Faculty Council President Sue Doe and Vice President of Information Technology (IT) Brandon Bernier convened a Task Force on IT in Fall 2020 and charged the group with examining communication and engagement models that will strengthen future partnership between IT and faculty. Members of the task force met and discussed challenges and opportunities for improving the IT system as it relates to the teaching, research, service, and administrative missions that faculty perform. Framed broadly, members of the committee identified opportunities to improve the way the system operates that ranged from access and cost, to governance and participation.

Task Force Findings

1. Faculty, along with students, administrative professionals, state classified personnel, and IT professionals, are critical stakeholders in the IT infrastructure system at Colorado State University, as the teaching, research, service, and administrative functions of faculty are performed using digital tools, systems, and networks.
2. The existing governance model for the IT infrastructure at CSU would be strengthened by increasing faculty (specifically) and stakeholder (generally) perspectives and participation within the IT governance structure at CSU.
3. Elements of the existing IT model that are working well should be retained. For instance, there is much to be desired about the centralized- and distributed-IT environment at CSU, as this arrangement enables the university to work in the collective interests of units while empowering units to also make independent decisions in line with their disciplinary needs. Yet, tensions between the models appear to exist, especially when faculty and other campus stakeholders are not meaningfully integrated into governance structures where deliberative and decision making work regarding high-stakes IT occurs.

4. Increasing meaningful participation within high-stakes IT deliberations and decisions through the formalization of faculty and stakeholder participation in governance not only benefits CSU by the development of an IT infrastructure that meets the needs and expectations of various stakeholder constituencies, but also by improving faculty and stakeholder confidence that decisions surrounding IT have been reached through democratic participation that has formalized channels for stakeholders to engage in dialogue about decisions before they have been entered into (e.g., Unizin).

Recommendations

1. Faculty Council should consider assembling a Standing Committee on IT (CoIT) similar to CoRSAF, CoTL, CoFG that might serve broadly as a group of faculty liaisons on and representatives within IT governance issues. Membership on the committee would be comprised of elected faculty from units, as is the practice with existing standing committees.
2. We recommend that the first charge of the Standing Committee on IT would be to compose a statement on its mission and scope, including both a transparent and formal process whereby faculty can raise issues of concern to the committee and attention to how the proposed mission and scope of CoIT should align with the existing governance model.
3. We recommend that existing stakeholders within the IT Governance model partner with CoIT to integrate and formalize faculty within deliberative decisions surrounding IT by appropriately revising the existing IT Governance Structure.

Conclusion

With the above, the IT Task Force hopes that issues relevant to all stakeholders – such as equity, ethics, transparency, and consistency – will be deliberated with respect to the expertise of faculty members to make meaningful and democratic decisions related to IT.

Report of the Shared Governance Task Force

In Fall 2020 members of the Shared Governance Task Force developed a proposal to incorporate new language about shared governance into the Faculty Manual; we expect the Committee on Faculty Governance (our recommendations have been sent to them) to review the proposal and take it to the FC in early 2021.

This effort reflects nationwide concern about the decline of shared governance practices during the pandemic, as articulated by such national organizations as AAUP and the Association of Governing Boards of Colleges and Universities. Because "shared governance" is rarely referenced in the Manual now, our recommendations for incorporating specific language in the code is intended to affirm the integral role of shared governance at CSU.

Lisa Langstraat

Sue Doe

Carole Makela

December 10, 2020

Intellectual Property Task Force Recommendations

Faculty Council Intellectual Property (IP) Task Force

Submitted: December 31, 2020

Intellectual Property Task Force Focus: CSU-FC Faculty Teaching Materials

Tim Gallagher, Past Chair, Faculty Council

Paul Doherty, Previous FC BOG Representative

Stephanie Clemons, FC BOG Representative; Chair, IP Task Force

Meetings

October 19, 2020	Informal IP Discussion with Provost Mary Pedersen and Sue Doe, Chair
December 9, 2020	Meeting with Provost Mary Pedersen, Sue James, Vice Provost for Faculty Affairs, Sue Doe, Chair of Faculty Council, Chris LaBelle, Interim Director, CSU-Online, Brandon Bernier, VP of Information Technology
December 15, 2020	Faculty Council Executive Committee
December 17, 2020	Meeting with University Distinguished Scholars (UDTS)

After task force meetings, study of national issues, and additional meetings with those groups listed above, the IP Task Force offers the following recommendations. Please note that the IP Task Force believes this is a time-sensitive matter that needs immediate attention.

1. **Removal of IP legacy statements regarding teaching materials.** New statements should point to Section J in the Academic Faculty & Administrative Professional Manual. *Action in process.*
2. **Take “stop gap measures” until Section J is revised.**
 - a. The IP Task Force recommends that Provost Mary Pedersen send a statement prior to beginning of spring 2021 semester that indicates teaching/learning materials uploaded to CANVAS prior to and during pandemic will continue to be the sole ownership of faculty unless differing contractual agreements have been agreed to and/or signed by both parties.

Faculty teaching materials (e.g. lectures, PPTs, assignments, projects, exercises) belong to faculty. It is their decision who uses their intellectual materials. Faculty generously responded to the need – without considering loss of IP – to shift teaching materials onto CANVAS for students who 1) needed accommodations, 2) could not attend F2F, 3) were residing in other countries, and 4) who contracted COVID. Faculty also showed great trust in administration by voting to shift all courses remote, which involved CANVAS, due to the pandemic without consideration of their intellectual property re: teaching materials. It seems unwise and not forward-thinking to realize the ramifications to our students if faculty pull their materials off CANVAS post a link to materials located on another storage device. CSU will get ahead of the “IP teaching materials” issue by taking this stop gap measure.

- b. Be transparent with faculty about IP issues under discussion. Educate them about rights of their IP teaching materials.
3. Give new charge to Faculty Council Standing Committees and IP Task Force re: Section J revisions and study of IP models at other institutions regarding teaching materials.
4. Request follow-up meeting with Provost Pedersen, Sue James, Sue Doe, and IP Task Force to discuss next steps for 2021.
5. Work with Sue James, Vice Provost for Faculty Affairs, regarding IP training for department heads.
6. Work with Brandon Bernier, VP of Information Technology to educate college reps on Section J and IP teaching materials.
7. Offer campus-wide learning about IP issues. Educate students, GTAs, faculty and staff about intellectual property re: teaching materials.
8. Work with CSU System IP experts to determine if common language should be used across the system.
9. Invite and involve faculty in the evaluation of contractual language used at CSU regarding IP of teaching materials.
10. Work with CSU Online regarding contractual language re: IP of teaching materials.

Issues and Comments to be Considered

The IP Task Force identified several issues during their study of CSU IP statements re: teaching materials. Following are a few issues identified with suggested comments. As Section J is revised, these issues and comments may be considered.

Issue: As more faculty move teaching materials onto CANVAS, do they share their IP rights? No. Canvas is a “delivery system”. Assignments, quizzes and other teaching/learning materials are created on faculty computers and then uploaded to CANVAS for use by students. Faculty-developed materials “reside” on Canvas.

Issue: What is the relationship between CANVAS, teaching materials and intellectual property?

- CANVAS is a delivery platform for faculty teaching materials developed elsewhere.
- CANVAS is an organizational platform. Faculty organize their classes on CANVAS.
- CANVAS is a type of virtual classroom similar to ZOOM. Faculty use ZOOM to deliver their classes, but the teaching materials do not belong to ZOOM.
- CANVAS may be compared to an email system. Faculty may use an email to deliver teaching content to their students but faculty do not develop the teaching materials in email.
- Bottom line: Faculty deliver teaching materials via CANVAS; not develop them in CANVAS. Teaching materials uploaded to CANVAS are the intellectual property of the faculty member or members who created them.

Issue: Will faculty IP rights be compromised if Canvas courses are rolled forward by a different faculty member without permission from the original faculty member? Yes. What about after retirement or if a faculty member takes a position at another institution? The IP rights belong to the faculty member who developed the materials unless express permission is given regarding use.

Issue: If a faculty member is paid for developing course materials, do they retain their IP rights for said materials? It depends on the agreement and/or contract.

Issue: Which CSU IP statement regarding teaching materials should be consistently cited? Section J in the *Academic Faculty & Administrative Professional Manual*.

Issue: Do IP rights relate to CSU staff teaching courses as well as graduate and undergraduate student work? Yes. Such statements need to be added to Section J.

Issue: Are administrators, faculty, staff and students educated on IP rights regarding teaching materials? Not consistently.

Issue: If faculty members use TILT course developers, are they sharing their IP rights? Typically not.

Issue: If faculty use etextbooks, do they know that uploading their teaching materials to the publisher may compromise their IP rights? Not consistently.

Issue: Does CSU own the course taught by a faculty member? It is perceived that CSU “owns” the course that is approved by the University Curriculum Committee, but not the “expression of the course”. Individual faculty members’ interpretation of a course remains their own material. If a faculty member puts intellectual effort into the course, those materials belong to the faculty member. They are not co-owned.

Issue: In Section J, the faculty member’s office is referenced. Where is the faculty “office”? With remote teaching, the faculty office could be anywhere.

Call for Nominations for Faculty Council Representative to the Board of Governors

Date: December 14, 2020

To: Faculty Council Membership

From: Sue Doe, Faculty Council Chair

At the next Faculty Council Meeting to be held on February 2, 2021, the Faculty Council will elect a Faculty Council Representative to the Board of Governors to fill the vacancy created by Stephanie Clemons' retirement from CSU, effective December 31, 2020. Per Colorado Revised Statute C.R.S. 23-30-103, the person elected will serve as Board of Governors Representative for the remainder of Stephanie's one-year term through the end of the current academic year. In terms of future terms, per C.R.S. 23-30-101(h), if this election is for their first term, that person will be eligible to serve as Board of Governors Representative for a maximum of one additional term, i.e. for one more academic year.

As cited below, Section C.2.1.3.3.c of the Manual states, "Each candidate for election to this Faculty Representative position shall be a current or former elected member of the Faculty Council, shall be an associate professor or professor, and shall meet the eligibility requirements for elected membership on Faculty Council." Therefore, each candidate must be at least an associate professor, and have served as a (past or present) **elected member of Faculty Council**, i.e. a Department or College-at-Large Representative. Therefore, simply serving as a member (or Chair) of a Standing Committee of Faculty Council does not qualify one for candidacy for this Officer position.

Please e-mail nominations (or self-nominations), i.e. a 1-2 page statement of candidacy, to Steven C. Reising, Committee on Faculty Governance Chair, at Steven.Reising@ColoState.edu

Nominations must be received no later than *Monday, January 11, 2021.*

The Academic Faculty and Administrative Professional Manual defines the office of the Faculty Council Representative to the Board of Governors and procedures for election of Faculty Council Officers as follows:

SECTION C. FACULTY GOVERNMENT AND THE CODE OF COLORADO STATE UNIVERSITY

C.2.1.3.3 Officers (last revised June 21, 2011)

c. Faculty Council Representative to the Board.

The Faculty Council shall elect a faculty member to serve as a non-voting member of the Board and as an officer of the Faculty Council. The election for this Faculty Council Representative to

the Board shall occur at the regularly scheduled March meeting. Each candidate for election to this Faculty Representative position shall be a current or former elected member of the Faculty Council, shall be an associate professor or professor, and shall meet the eligibility requirements for elected membership on Faculty Council. A Faculty Representative who ceases to meet the eligibility requirements for elected membership on Faculty Council or who ceases to be an associate professor or professor shall cease to be the Faculty Representative. The Faculty Representative shall serve a one (1) year term beginning in July and shall relinquish representation of a department or college to become a representative and member of the Faculty Council. No person shall serve more than two (2) terms as Faculty Representative during the Faculty Representative's lifetime. In the event the elected Faculty Representative is unable to complete the term of office, new elections will commence at the next Faculty Council meeting, or as soon as possible thereafter, to fill the unexpired term according to the procedures outlined in Section C.2.1.3.3.d.

d. Voting Procedures

The Committee on Faculty Governance shall present one (1) or more nominees, and additional nominations may be made from the floor. Voting will be by written ballot unless otherwise specified. If only one (1) candidate is nominated, voting can be by voice vote. The candidate receiving a majority of votes cast shall be elected. In the event that no candidate receives a majority, a second (2nd) ballot will consist of the two (2) candidates receiving the highest number of votes. On the second ballot, the candidate receiving the highest number of votes shall be elected.

See also: <https://facultycouncil.colostate.edu/faculty-manual-section-c/#C.2.1.3.3>

Responsibilities of Faculty Council Board of Governors Representative:

(compiled by Stephanie Clemons and previous Board of Governors Representatives)

1. Serve as non-voting member of Board of Governors in the Colorado State University System (CSUS)
2. Serve on a Board of Governors Committee (e.g. Audit and Finance) as requested
3. Attend regularly scheduled (n = six; annually) and special meetings of the Board of Governors. Some meetings last for two or three days, depending on agenda items and format of participation. Due to confidentiality reasons, CSU's faculty and students are excused from Board of Governors evaluation sessions.
4. Represent CSU-Fort Collins faculty and Faculty Council at invited Board of Governors events
5. Develop and present reports on behalf of faculty and Faculty Council for the Board of Governors' Meetings
6. Develop relationships with Board members, including faculty and student representatives from CSU-Pueblo and CSU-Global

7. Extend invitations to the Board of Governors to attend CSU-Fort Collins Faculty Council Meetings
8. Serve as Officer of Faculty Council
9. Attend weekly Executive Committee Meetings and monthly Faculty Council Meetings
10. Develop and present reports to Faculty Council regarding Board of Governors' Meetings
11. Meet with CSU President and Provost, along with Faculty Council leadership
12. Represent Faculty Council and faculty on committees or task forces, as identified by Chair of Faculty Council
13. Assist with miscellaneous duties as requested by Chair of Faculty Council
14. Advocate for and build understanding of shared governance among constituencies

Candidate Statement

Melinda (Mendy) D. Smith, Professor
Department of Biology

Nominee for Faculty Council Representative to the Board of Governors

I am pleased to accept the nomination for Faculty Council Representative to the Board of Governors, and herewith I seek support of the members of Faculty Council for my candidacy. With my current and past experiences on Faculty Council, I recognize the importance of Faculty Council representation on the Board of Governors, both as a voice for the faculty and a witness to the Governing Board's deliberations. If elected as Faculty Council Representative, my goal would be to continue in the footsteps of successful past representatives, such as Stephanie Clemmons, in providing critical reports of Governing Board meetings and serving as the representative of Faculty Council and more generally the CSU faculty. Given the current and fluid situation, it is crucial that Faculty Council has a strong presence on the Board of Governors. My aim is to provide that voice, grounded in my experiences with the university and my appreciation for the land-grant, scholarship and education missions of CSU.

As background, I am a plant community/ecosystem ecologist who works primarily in grasslands in North America, South Africa and China, including the shortgrass prairie of eastern Colorado. I have published extensively on the effects of global change impacts on grassland ecosystems, with over 170 peerreviewed publications and \$7+ million in past and current extramural funding to support my research. In addition, I am the founder and lead of the Drought-Net International Drought Experiment with 135 participating sites in 24 countries across the globe. I am also the founding editor-in-chief of the journal *Climate Change Ecology*. Although I started my academic career at Yale University, I have been on the

Biology Faculty at CSU for just over eight years. My teaching includes an upper-division course in Plant Ecology and a graduate level course in Community Ecology. As Faculty Council Representative to the Board, I would seek to support excellence in scholarship and education at CSU.

In addition to my commitment to excellence in scholarship and education, I am committed to service to CSU. I have served as the CNS representative on Faculty Council since 2018 and on the Faculty Council Executive Committee since 2019. Both experiences have shown me the important role that Faculty Council plays in leadership and ensuring the rights and interests of faculty at CSU are protected. I also have served continuously on the Faculty Council Committee on Scholarship, Research, and Graduate Education (CoSRGE) since 2015. And since 2019, I have chaired CoSRGE. Serving on this committee both as a member and chair has provided me with a deeper understanding and knowledge of the approval process for graduate programs, the policies governing graduate education, and the strengths as well as the challenges facing graduate education at CSU. I also have served continuously on the Executive Committee for the Graduate Degree Program in Ecology since 2013, an interdisciplinary program spanning multiple colleges and departments at CSU. Finally, at the University level, I also served as the

Director of Semi-arid Grasslands Research Center at CSU from 2013-2018. During my tenure as Director, I worked with the Vice President for Research and the Deans of Natural Sciences, Warner College of Natural Resources, and Agricultural Sciences to ensure the successful operation of the Center. Collectively, I believe that these diverse service and leadership experiences will enable me to be an effective representative for Faculty Council on the Board.

I appreciate your consideration of my candidacy. If elected, I will work on behalf of Faculty Council and the broader CSU community to represent their voices and interests to the Board of Governors and effectively communicate the deliberations and actions of the Board to Faculty Council.

BALLOT
Academic Faculty Nominations to University Committees
February 2, 2021

STUDENT CONDUCT APPEAL COMMITTEE
(3-year terms)

		<i>Term Expires</i>
<u>SHARON ANDERSON</u> (Nominated by Committee on Faculty Governance)	CHHS	2024
<u>DENISE APOCADA</u> (Nominated by Committee on Faculty Governance)	CLA	2024
<u>EMILY MORGAN</u> (Nominated by Committee on Faculty Governance)	CLA	2024
<u>JENNIFER PEEL</u> (Nominated by Committee on Faculty Governance)	CVMBS	2024
<u>ANN SEBALD</u> (Nominated by Committee on Faculty Governance)	CHHS	2024
<u>ALAN VAN ORDEN</u> (Nominated by Committee on Faculty Governance)	CNS	2024

Date: December 11, 2020

To: Sue Doe

Chair, Faculty Council

From: Marie Legare

Chair, Committee on Responsibilities and Standing of Academic Faculty

Subject: Faculty Manual 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 E.12 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE REVISED AS FOLLOWS:

E.12 Performance Expectations for Tenure, Promotion, and Merit Salary Increases (*last revised February 7, 2020xxx*)

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, CSU's Principles of Community, and the faculty member's individual effort distribution in teaching and advising/mentoring, research and other creative activity, and service. Outreach and engagement efforts (as described in Section E.12.4) should be integrated into the faculty member's teaching, research, and/or service responsibilities, as appropriate. Additionally, efforts related to inclusivity and equity as practice or theory may be included by the faculty member into their teaching, research, and/or service responsibilities, as appropriate.

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. A faculty member shall provide evidence, consistent with their stated effort distribution, of teaching and advising/mentoring competence, and/or sustained research and other creative activity, and/or service (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. Performance expectations may take into consideration the current rank of the faculty member.

E.12.1 Teaching and Advising (*last revised October 4, 2019 xxx*)

As part of its mission, the University is dedicated to undergraduate, graduate, professional, and continuing education locally, nationally, and internationally. Toward that end teachers engage

learners, transfer knowledge, develop skills, create opportunities for learning, create an inclusive learning environment, advise and facilitate student academic and professional development.

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

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

E.12.2 Research and Other Creative Activity *(last revised February 7, 2020xxx)*

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 (including scholarly articles, conference proceedings, invited reviews, book chapters, textbooks, and other monographs); exhibitions, presentations or performances; copyrighted, patented, or licensed works and inventions; supervision of or assistance with graduate student theses/dissertations and undergraduate research; and both effort and success in generating funding to support research and other creative activities; emergent forms of scholarship and research such as digital scholarship, translational scholarship that brings academic ideas into public service and community engagement; and narrative, feminist, and anti-racist scholarship. Scholarly activities that advance the effectiveness of teaching and education, including advancing the diversity and inclusion of our learning, engagement, and research environments, should ~~not~~ also be considered research/creative activity. 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](#)”.

E.12.3.1 University Service (*last revised October 4, 2019 xxx*)

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. 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. 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, [and working to enhance the diversity and inclusion of CSU’s community, and community outreach and engagement.](#)

E.12.3.2 Professional Service (*last revised October 4, 2019xxx*)

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; [working to enhance the diversity and inclusion of the professional community](#); 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.

E.12.3.4 Service with External Partners and Communities (*New section October 4, 2019 Last revised xxx*)

As a land-grant institution, the University is committed to engagement efforts that work with external partners to serve current and future needs of local, state, national and international communities (see Section E.12.4). Therefore, departments and units should encourage and support faculty efforts that are focused on such engagement. Examples of engaged service include technical assistance, consulting, and policy analysis, [and working to enhance the diversity and inclusion of the community](#). Other examples can be found in the “Continuum of Engaged Scholarship”.

E.12.4 Outreach and Engagement (~~New section October 4, 2019~~ last revised xxx)

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").

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, and community service groups.

RATIONALE: These changes to the tenure and annual review processes invite faculty members to document how their efforts address diversity, equity, and inclusion as valued features of research and artistry, teaching and service. Broadly speaking, these changes address the need for greater awareness of equity as both a topic for research and as a matter of practical consequence to faculty work.

Date: January 15, 2021

To: Sue Doe

Chair, Faculty Council

From: Marie Legare

Chair, Committee on Responsibilities and Standing of Academic Faculty

Subject: Faculty Manual E.14 Performance Reviews

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

MOVED, THAT E.14 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE REVISED AS FOLLOWS:

E.14 Performance Reviews (*last revised ~~August 2, 2013~~^{xxx}*)

All faculty members, including department heads and deans, are subject to performance reviews. These reviews include annual reviews, comprehensive reviews of tenure-track faculty members, and comprehensive reviews of tenured faculty members. Annual reviews and comprehensive reviews of tenured faculty members shall be conducted by the academic supervisor for the faculty member's academic unit. For a faculty member who is not a department head, a dean, an associate dean or an assistant dean, the academic unit is their home department, and the academic supervisor is the department head. For a department head, an associate dean, or an assistant dean, the academic unit is the college, and the academic supervisor is the dean of that college. For a dean, the academic unit is the University, and the academic supervisor is the Provost.

Nothing contained in this section shall be construed to affect the at-will status of administrative appointments. The evaluation of an individual's performance as an administrator and fit within a specific administrative organizational structure is separate from the review processes described in this section.

Performance reviews are intended to facilitate continued professional development, to refocus professional efforts when appropriate, to assure that faculty members are meeting their obligations to the University, and to assist faculty in achieving tenure or promotion. These reviews must be conducted in such a way that they are consistent with academic freedom, due process, the tenure system, and other protected rights. It is also appropriate for performance reviews to document problems with behavior (see Section D.9 and also Section E.15).

A performance review must take into account the individual faculty member's effort distribution (see Section E.9.1) and the individual faculty member's workload (see Section E.9.2), and it must consider each area of responsibility. Expectations for each area of responsibility should be laid out clearly in departmental codes. Furthermore, effort distributions should be established so as to best utilize the individual talents of all tenured faculty members, because having similar assignments for all faculty members in a department often is not the most effective use of

resources. Faculty members should have the opportunity to work with the academic supervisor to adjust their professional responsibilities throughout their careers in a way that permits them to meet both institutional and individual goals.

For each performance review, a written report shall be prepared by the academic supervisor, and this report shall identify strengths and any deficiencies in the faculty member's performance. The faculty member shall be given a copy of this report, and they shall then have ten (10) working days to prepare a written response to this report if ~~he or she~~ they desires to do so. The report and any written response on the part of the faculty member shall be forwarded to the dean and the provost, and a copy shall be maintained in the faculty member's official Personnel File.

E.14.3.1 Phase I Comprehensive Performance Reviews *(last revised ~~June 22, 2006~~xxx)*

Phase I Comprehensive Performance Reviews of all tenured faculty members, except those on transitional appointments of fewer than five (5) years, shall be conducted at five (5) year intervals, beginning in the fifth (5th) year after the granting of tenure. If a tenured faculty member receives a promotion in rank, this alters the schedule for Phase I Reviews, with the next review being conducted in the fifth (5th) year after the promotion. If a tenured faculty member becomes a department head, this alters the schedule for Phase I Reviews as described in Section C.2.4.2.2.c. The schedule for Phase I Reviews may be shifted by up to two (2) years in order to accommodate a sabbatical leave, a major health issue, having too many faculty members scheduled for review in the same year, or some other compelling reason. However, such a shift requires the consent of both the faculty member and the academic supervisor. If two (2) annual reviews since the last Phase I Review have identified deficiencies of sufficient magnitude to warrant a Phase I Review, then the schedule for Phase I Reviews will be altered, with the next review occurring immediately.

A Phase I Review shall be based upon a summary of all annual reviews since the last comprehensive review or the acquisition of tenure or promotion; an updated curriculum vitae; a self-analysis by the faculty member, including both strengths and weaknesses; and a statement by the faculty member of professional goals and objectives. The academic supervisor shall provide an overall assessment of the faculty member's performance, including evidence of discriminatory actions as determined by the Office of Equal Opportunity, and the faculty member shall be given a copy of this evaluation. The evaluation must be based upon the faculty member's performance in each area of responsibility (see Section E.12), and it must take into account the individual faculty member's effort distribution (see Section E.9.1) and the individual faculty member's workload (see Section E.9.2). As part of the overall assessment of the faculty member's performance, the academic supervisor must select one (1) of the following three (3) outcomes:

RATIONALE: These changes to the tenure performance review process underscore the need for departmental codes to clearly define effort distribution for faculty. The changes further provide a mechanism for evaluating files in light documented evidence of discriminatory actions in research, teaching or service.

MEMORANDUM

DATE: January 15, 2021

TO: Sue Doe, Chair
Executive Committee and Faculty Council

FROM: Steven Reising, Chair
Committee on Faculty Governance

SUBJECT: Proposed revision to Section C.2 of the *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL*

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

MOVED, THAT SECTION C.2 of the ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE AMENDED AS FOLLOWS:

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

C.2.5 Evaluation of Performance of Faculty (*last revised August 12, 2009~~xxx~~*)

- a. Each department code shall include procedures for conducting performance reviews of faculty members as required in Section E.14.
- b. The evaluation of faculty members shall be based on qualitative and quantitative assessments of the faculty member's fulfillment of responsibilities to the University during the period of evaluation. This evaluation shall be based upon criteria for teaching and advising, research and other creative activity, and service and/or outreach ~~enunciated~~ clearly articulated in departmental codes. Although there are some reasonable expectations for performance that cut across disciplines, performance criteria may vary among disciplines within the University according to the mission of the department and standards for the field. Assessment of the quality of a faculty member's performance requires careful and

critical review, necessarily involving judgments, and should never be reduced to purely quantitative measures.

c. If the faculty member has significant duties outside of the faculty member's home department (e.g., a joint appointment with another department or significant service at the college or university level), then a written performance evaluation shall be requested from the supervisor for each of these duties. These external evaluations shall be taken into consideration for the performance review and when making decisions involving tenure, promotion, and merit salary increases.

d. The department head shall hold an annual conference with each member of the departmental faculty as part of the evaluation. The faculty member shall be fully advised concerning the methods and criteria used in the evaluation, the results of the evaluation, and how the results will be utilized.

e. The evaluation shall be in writing. The faculty member shall be given the opportunity to append written comments to the evaluation. The evaluation shall be signed by the department head and by the faculty member, and the faculty member shall receive a copy of the evaluation.

f. Grievances between a faculty member and the department head that may arise from evaluation of performance or other personnel matters shall be acted upon in accordance with Section K.

g. Each department head shall develop procedures to solicit formal input from the tenured faculty members (or their duly elected committee) as the annual evaluation of non-tenured faculty members is prepared and prior to making recommendations for reappointments.

C.2.6 Duties of Officers

C.2.6.1 Deans of the Colleges

The dean of a college is the principal administrative and academic officer of that college. Department heads with their staffs are responsible to the dean. The dean serves as chairperson of meetings of the department heads and/or faculty members of the college.

The dean of a college has the following principal and specific responsibilities:

- a. Review and approval of budgets for all departments of the college.
- b. General, but not detailed, supervision of and maintenance of adherence to determined departmental budgets and coordination and attention to equity in salaries and other fiscal matters within the framework of academic instruction in the college.
- c. Development and strengthening of the faculty members, facilities, undergraduate and graduate teaching, research and extension programs, and prestige of the college in the interest of the entire University.
- d. Consideration and approval of recommendations for appointments, advancement, and tenure of college staff members.
- e. Development and coordination of curricula to meet changing educational and vocational needs of students together with maintenance of acceptable standards for admission and retention of students majoring in the college.
- f. Analysis of teaching loads and related staff responsibilities to promote the best interests of students and maximum effectiveness of the faculty member as well as their individual professional development and accomplishment.
- g. Coordination of all academic and instructional matters within the college and with other colleges and departments.
- h. Counseling of both faculty members and students in need of direction or advice.

- i. Objective evaluation of programs within the dean's college.
- j. ~~Contribute to achievement of~~ Work toward achieving the University's diversity, equity and inclusion ~~and equal opportunity~~ goals.

Recommendations for appointment of department heads are the responsibility of the dean. The dean shall provide for appointment of a departmental committee to advise the dean and shall make available to members of the committee written instructions concerning procedures to be followed, minimum qualifications acceptable for the position, and specific responsibility of an advisory committee

The dean shall receive and analyze annual and semiannual departmental reports in their respective colleges and shall transmit these, together with their college reports, through the Provost to the President for transmittal to the Board.

C.2.6.2 Department Heads *(last revised August 12, 2009~~xxx~~)*

The department head is the administrative and academic officer in the department and is the initial person in the administrative chain to the President. Members of the department staff are responsible to the department head. The department head has the general responsibility for any staff activities which may affect the professional status of the department or the best interests of the University.

Specific responsibilities of the department head are:

- a. Preparation of the departmental budget.
- b. Administration of and adherence to the departmental budget.
- c. Evaluation of each departmental faculty member in accordance with the University Code.
- d. Initiation of recommendations for appointments, advancement, tenure, and dismissal of staff members, including incorporation of input from students and

faculty members' relating to the teaching and advising effectiveness of faculty members being recommended for reappointment, promotion, tenure, dismissal, and salary increase.

e. Management of academic and financial matters within the department to promote student achievement, equity in travel and professional opportunities for staff members, and adjustment of faculty members' loads and salaries consistent with experience, competence, capacity, productivity, and aptitude of individual staff members.

f. Preparation of reports called for by higher authorities or by agencies of the institution charged with coordinating the general program of the University.

Additional responsibilities of the department head, together with the departmental staff, are: development and strengthening of undergraduate and graduate teaching, research, extension programs, and faculty members' competence within the department; construction of sound curricula to meet educational needs of students; cooperation with and assistance to other departments in matters affecting the University in its undergraduate and graduate teaching, research, and extension programs; effective staff recruitment; development and maintenance of departmental morale; and ~~advance and strengthen achievement of the University's equal opportunity goals~~ work toward achieving the University's diversity, equity and inclusion goals.

C.2.7 Evaluation of Performance of Officers

a. The performance of each department head shall be evaluated annually by the dean of the appropriate college. In making the evaluation, the dean shall solicit and utilize information obtained from all faculty members in the respective department.

b. The performance of each dean shall be evaluated annually by the Provost. When evaluating a college dean, the Provost shall solicit and utilize information

from the faculty members of the dean's college obtained in accordance with that college's procedures.

c. The performance of each vice president shall be evaluated annually by the President. In making the evaluation, the President shall solicit and utilize information obtained from all deans and directors reporting to the respective vice president.

d. The performance of the President is evaluated by the Board. In its evaluation, the Board solicits opinions from faculty members which are provided by the Faculty Council and its Executive Committee through the Faculty Council Representative to the Board.

e. Effectiveness Evidence of substantial, demonstrable leadership in meeting diversity, equity and inclusion goals and ~~providing equal opportunity to all persons~~ shall be included in evaluations of all administrative officers.

Rationale:

The proposed changes result from the extensive efforts of the DEI/RBEI Task Force of Faculty Council to demonstrate the support and commitment of faculty for diversity, equity and inclusion and to further promote the University's principles of community, including inclusion and respect for all people. Toward this end, the proposed changes add "work toward achieving the University's diversity, equity and inclusion goals" the responsibilities of both deans and department heads. They also add "evidence of substantial, demonstrable leadership in meeting diversity, equity and inclusion goals" to the evaluation of all administrative officers of the University.

MEMORANDUM

Date: December 30, 2020

To: Sue Doe, Chair of Faculty Council

From: Mo Salman, Chair of the Committee on University Programs

Re: A review of a new application of CIOSU – Data Science Research Institute at Colorado State University

As per the responses from three CUP members, there is an agreement among those responded that **this application is sufficient to move it forward for the approval as a new CIOSU with the condition that the director- Professor Michael Kirby would insert few sentences to the application to indicate the financial plan (budget) of the Center.** Otherwise, the application is organized to justify the needs for this center.

Details of the individual responses from CUP members can be shared with you if there is a need.

CC/
Ellen Fisher

Annual Report of the University Grievance Officer for 2020

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 2020, this process was initiated once for an alleged lack of adequate performance. This case was resolved by reaching a mutual agreement between the parties involved, so no formal hearing was necessary.

In a second case, disciplinary action was considered for alleged behavioral issues. However, it was decided to issue a letter of expectations first. The faculty member is attempting to meet these expectations, so it has been decided not to pursue disciplinary action at this time.

Another duty of the UGO is to oversee the appeals processes in Sections E.11, E.16, and E.17 of the Manual. During the calendar year 2020, these processes were never initiated.

The main duty of the UGO is to manage the grievance process, as described in Section K of the Manual. It is important to note that, in many cases, the person contacting the UGO is seeking advice and a discussion of their options, but they don't wish to pursue a formal grievance. During calendar year 2020, the UGO dealt with 16 cases from faculty members and 8 cases administrative professionals.

The distribution of the 16 cases from faculty members is as follows:

Agricultural Sciences	2
Business	3
Engineering	1
Health and Human Sciences	1
INTO	3
Liberal Arts	4
Vet. Med. & Biom. Sci.	2

The distribution of the 8 cases from administrative professionals is as follows:

Career Center	1
Continuing Education	1
INTO	1
Natural Resources	1
Natural Sciences	1
University Communications	2
Vet. Med. & Biom. Sci.	1

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 grievance hearing unless it is ruled to be grievable.

Faculty Members

For the 16 cases involving faculty members, four involved denials of promotion. In all four of these cases, the faculty member decided not to pursue the matter through Section K, and to apply for promotion again in a future year.

Three cases involved annual evaluations. In all three of these cases, the faculty member decided not to pursue the matter through Section K.

One case involved termination of an at-will faculty member, one case involved the initiation of a Phase II review due to an alleged lack of adequate performance, one case involved the issuance of a letter of expectations, and one case involved criticism from the supervisor that was viewed as unwarranted. None of these four cases was grievable.

Two cases involved allegations of mistreatment by the supervisor. In one case, the faculty member decided not to pursue the matter through Section K, and the other case was ruled not to be grievable.

One case involved an allegation of inappropriate interference by the supervisor. In this case, the faculty member decided not to pursue the matter through Section K.

In two cases, at-will faculty were reduced from full-time to half-time due to budget restrictions. These two cases were not grievable.

None of these 16 cases led to formal mediation or a formal hearing.

Administrative Professionals

For the 8 cases involving administrative professionals, one case involved an annual evaluation. In this case, the employee decided not to pursue the matter through Section K.

One case involved termination of an at-will employee, so this case was not grievable.

One case involved denial of leave to care for a family member. This case was resolved through discussions between the UGO and the persons involved, and the requested leave was granted.

One case involved an allegation that the supervisor had created a hostile work environment. In this case, the employee decided not to pursue the matter through Section K, but to file a bullying complaint instead.

One case involved an allegation of mistreatment by the supervisor. In this case, the employee decided not to pursue the matter through Section K.

One case involved an allegation of inappropriate interference by another unit. This case was not grievable, but the UGO brought the situation to the attention of higher-level administrators.

Two cases involved changes in job duties without the approval of the employee. In one case, the employee decided to accept the new job duties. In the other case, the situation was resolved through discussions between the UGO and the persons involved.

None of these 8 cases led to formal mediation or a formal hearing.

Submitted by: Richard Eykholt,
University Grievance Officer

RESOLUTION REGARDING UNIT/DEPARTMENT RESPONSIBILITY FOR COURSE DELIVERY FORMAT AND TIMELY COMMUNICATION

Whereas FC passed a Spring 2020 motion that ALL UCC-approved courses had approval through SP21 to be offered in any of the three instructional formats regardless of the format for which the course was previously approved

Whereas FC accepted a Fall 2020 motion to extend the Spring 2020 approval such that approved courses MAY henceforth be available in face-to-face, online, and/or mixed face-to-face formats dependent on each course and its delivery, consistent with meeting HLC standards and unit priorities

Whereas CSU has codes and policies that enable development of courses based on the suitability of courses for their delivery format

Whereas CSU has a responsibility to be clear and timely with students about the delivery format of all courses so students can organize and plan their course schedules and personal lives with sufficient time horizons

Whereas specific expedited procedures for offering each format for approved courses, those now in the CIM system, will be developed and communicated

Be it resolved that Faculty Council:

Supports actions that every unit delivering courses and/or programs will prepare and communicate course availability with instructional format such that students will not experience undue uncertainties, financial burdens or obligations, and prolonged time to completion if the current term by term scheduling continues;

Supports actions that faculty and staff are involved in the unit's preparation and communication of course availability with delivery formats;

Supports and acknowledges student and faculty concerns about the quality of course experiences in all delivery formats;

Acknowledges that responsibility for course quality regardless of delivery format resides with units and departments;

Assures that course objectives, assessment components, and scheduled topics remain comparable regardless of delivery format;

Assures all courses in the University will receive regular critique of quality and availability by the delivering unit.

November 2020

S/U and Late “W” Policies—Recommended Extension Through Summer 2021

From: The Committee on Scholastic Standards, The Committee on Teaching and Learning, and the FAIR Group

On December 14, 2020, FAIR was asked to consider whether or not the Fall 2020 special, temporary, COVID-related academic policies of increased opportunity to have S/U options for courses and late course withdrawal (last day of classes) should be extended through Spring and Summer 2021. FAIR unanimously agreed that the late course withdrawal policy should be extended through Spring and Summer 2021. There was more active discussion of pros and cons of the extension of the Fall 2020 S/U policy through Spring and Summer 2021:

Pros: The circumstances that originally led to the need for the S/U option are unlikely to have changed significantly before the end of the Summer semester. Realistically it won't be until the Fall that we will likely have enough of a “normal” scenario where we would be able to make a change in the S/U policy without opposing the original logic that was used to institute the policy. Particular concern was expressed for students who provide care for parents or children (many caregivers of adults of any age are also college students—they are a ‘hidden’ group). These students often do not identify as caregivers, and most likely share this information with instructors if they do share, but consider their role as a family member, daughter, spouse, brother, etc. and seldom identify themselves as ‘caregivers’. This group, in particular, may do satisfactory work, but it may well be late, they may have to miss class to see that the care recipients receives/makes appointment, find services, etc. This tends to be a group that is less aware of mental health services (of that universities provide support groups for). Many such students also work.

Cons: There was concern about students selecting the S/U option for over a year in key courses, and exerting less effort on/learning less in their upper division coursework in their majors or in key foundational lower division coursework because they know they can opt for S/U. There was also concern about grad school admissions issues, especially since many students cannot take GREs because of COVID (and a lot of grad programs no longer use GREs anyway because of bias issues). There was further concern about prerequisite issues, in which students do not really have sufficient background for the upper division courses they will take. Finally, there was concern that students might opt for S/U to make life easier, even though it is not really in their best interest. The S/U is not as clear—many of the reasons for not allowing another semester with the S/U choice are based more on what we think the student's situation may be in the future, rather than on what the student may be dealing with in the present—the student's choice may be based on only one S/U per term, not 3-4. There may be as many scenarios as there are students. The suggestion was made to limit the number of S/U grades students could take, similarly to the way the number of Repeat/Deletes is limited. Given that that limitation is not currently an option, the decision was to opt in favor of both policies, but to prepare clear advising guidance/documents/web resources, to help students in making wise decisions.

Final decision of FAIR: unanimous support to extend both policies for Spring and Summer 2021

On 1/6/21, Committee on Scholastic Standards voted unanimously to support this extension of S/U and late course withdrawal through Spring and Summer 2021 as a special response to COVID-19. By 1/11/21 CoTL voted to support the extensions as well.

The following statement was approved by the Executive Committee of Faculty Council on January 7, 2021, by unanimous vote. It was subsequently reviewed on January 14, 2021, after receiving additional information from President Joyce McConnell, and was approved with one dissenting vote. Please note that this statement strictly represents the majority position of the Executive Committee, and not the Faculty Council as a whole, nor the entirety of the faculty at Colorado State University.

Statement of Support for Student Athletes: The Executive Committee of Faculty Council supports the student athletes who have come forward to state their experiences and to call for improved culture in athletics. We also state our support for the student advocacy centers in their [message](#) of Dec 18, 2020. Student safety and student opportunities to discuss issues of concern in supportive environments and without barriers are crucial to the wellbeing of the University.

We want to signal our belief in the integrity of the students who have come forward and the veracity of their experiences. The improvements in culture they call for are no doubt needed throughout campus, but most immediately in athletics. We also state our concerns about potential harassment of or repercussions against students and employees who have been identified in the media and in other communications. In the spirit of collegiality and advancing the [Principles of Community](#) we make public here our offer to work with students, staff, and University administrators to seek new ways forward. We look forward to the involvement of faculty in these efforts as part of CSU's commitment to shared governance, diversity, equity, and inclusion.

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

Faculty Council Meeting February 2, 2021

Respectfully submitted by Stephanie Clemons, Ph.D.

Board of Governors (BOG) Meeting (virtual) December 3, 2020 Executive Summary

The Board of Governors' (BOG) meeting occurred Thursday, December 3, 2020 via ZOOM. There were no public comments received.

CSU System Highlights and Chancellor's Report. Chancellor Frank's report began with comments concerning our institutions' strategic plans that feed into the Systems' key areas of strategic priority and support the System's mission. A SPUR update at the National Western was offered. Construction is on schedule despite the pandemic. Becky Takada Tinker offered insights into her transition tasks with CSU-Global and **educational innovations that include new degree programs offered by the System.** Our three institutions may determine if they wish to accept the degree programs as part of their curriculum. A new partnership with the State of Colorado was developed, which included LMS access and education of State of Colorado employees (e.g. Dept of Law, Treasury, National Resources, Ag, Finance, HR, and CDHE).

A report to the BOG was made by Pat Burns. He discussed the **joint Banner Project that involved shared services across the System (e.g. SLATE and Banner) and are operated by CSU-FC.** This system-wide IT consolidation, infrastructure initiative is another CSUS investment priority that will continue in 2021.

The BOG heard two key reports from Government Affairs, which included state and federal updates. The Federal update included comments regarding control of the Senate, convening of 2021 Congress, and the Federal budget regarding pandemic relief that will impact state and local budgets. **The announcement of the Department of Education team most likely will impact our system's institutional support, policies on DACA and international students, NAFSAA's Higher Educational Reauthorization Act and student loan debt relief.** The State of Colorado update discussed November 2020 election outcomes, the special session of our legislature, and the state's budget issues including national assessment test options and **"stackable credentials"**.

Audit and Finance Committee. A new audit dashboard was offered to the BOG that lists risks and reports. Risks considered include COVID, research, Title IX, Athletics, IT, and financial fraud. Audits are on schedule and even a little ahead. The Finance Committee report was offered. Governor Polis' budget request for FY 2022 is still moving forward. It proposes restoring funding comparable to FY2020 budget to state colleges and universities. This is good news. A proposed cap of 3% increased resident, undergraduate tuition rates is suggested. **CSU-FC has not raised such tuition in the last two years.** Unknowns include spring 2021 enrollment, "melt" and student persistence, state funding, research portfolios (remain strong this year), and new resources. CSU-FC student persistence rate is 93.3%. CSU-Pueblo is predicting a loss in student enrollments and CSU-Global is predicting a 4% increase. Almost \$8 million in expenses was incurred in 2020 for COVID testing.

A motion was made and approved to withdraw CSUS reserve funds for CSU-P sustainability initiatives, System infrastructure, System initiatives including CSU-FC Medical School, System IT upgrades, matching funds, Todos Santos, and student engagement hubs. The System treasury performance has been strong. Such a difference since the System moved funds out of the State Treasury pool.

CSU-Fort Collins Highlights. President McConnell’s report included highlights on CSU-FC achievements, our new marketing campaign that includes electronic banners at DIA Terminal B, Husch-Blackwell report (re: CSU Athletics), Strategic Engagement Plan (re: Extension and Engagement - all counties), Strategic Transformation process, COVID Recovery Update and plan to “return to campus” spring 2021. Additional points were made by President McConnell regarding peak infection times, PCR to “pooled saliva” testing, and enrollment demographics. CSU-FC had 23,590 u/g this fall; a 4.1% decline from 2019. Decline also experienced in black, Asian, and transfer students. **In-state (65%) and out-of-state (35%) student enrollment ratio stayed constant. CSU Online at FC experienced a 59% increase in new undergraduate student enrollment.**

CSU-Pueblo Highlights. Due to COVID positive cases fall semester 2020, CSU-Pueblo went online one week earlier than planned. **Their Faculty Senate met twice during the fall.** President Mottet reported CSU-P had a typical, mid-cycle evaluation from the Higher Learning Commission. Classes started January 11, 2021. They are hoping for an active athletic season. Alignments are being made between financial and marketing efforts to enhance student persistence. Gratitude was expressed to BOG for preservation of employee positions in 2020.

CSU-Global Highlights. President Pamela Toney reported student fall graduation numbers, enrollment demographics, and three new academic programs including Bachelor of Nursing. **CSU-G is still seeing a slightly younger population (23-30 years of age) and an increase in Hispanic and black populations.** Student retention has jumped from 80% to 84% and student success initiatives are being implemented including better ways to connect with students and re-engagement methods with students after they leave.

Academic and Student Affairs Committee Highlights.

At CSU-Pueblo, enrollment numbers are declining but they experienced a 12% growth in graduate student enrollment. In addition, their online-only enrollment went up 67%. Their student success initiatives were focused on three strategies; flattened tuition rate, geographically targeted housing scholarships, and changed housing requirements (e.g. distance from campus). Out-of-state, non-resident student enrollment went up. Also **realize students will be coming in fall 2021 without SAT and ACT scores. Anticipate decline in new, traditional-aged students for fall 2021.** Statistics: 68.4% retention overall; 5.3% increase from prior year. Six-year graduation rate increased by 1%. Four and five-year graduation rates decreased from previous year.

At CSU-FC, enrollment was increasing until fall 2020. Overall, enrollment down 4% or 636 students fall 2020. We are supporting over 4,000 first gen students. Diversity of first year freshmen was 29%. **Highest number of undergraduate degrees awarded at CSU-FC: 5,448.** Statistics: 21% Pell recipients, 26% racially minoritized, 24% first gen and 67% resident students. **Looking at 2021, student applications for spring/sum/fall are tracking above the past two years.** New Admission initiatives are being rolled out.

Annual Research Report Highlights. **An historic year for CSU-FC research! Fifty million more in research proposal dollars, saving lives in Colorado during pandemic, and among top five universities world-wide addressing COVID! We are ranked number four behind Harvard, University of Oxford, Edith and Edythe Broad Institute of MIT/Harvard, and AHEAD of John Hopkins University! Big pandemic contribution; working with Facilities to conduct micro-surveillance of wastewater effluents. Set new record for research expenditures in FY 2020; not just in dollars but HUGE impact!** Research activity highlights: **55% increase in sponsored proposals over last five years** and Catalyst Teaming Program that includes innovative partnerships and collaborations across campus. CSU-FC (CSURF) made list of top 100 higher education inventors (re: intellectual property). **Holistically, looking at**

redesign of CSU-FC Foothills Campus as a new destination campus. Developing strategic plan to connect it to campus and CSUS.

President's Sustainability Commission. Lynn Johnson made a report on the proposed Solar Power purchase agreement with Namaste. Solar 2020 proposed site is on CSU-FC rooftops. No cash outlay for innovation! Current power rates are growing 3-5%. We are purchasing energy at fixed rate for 20-25 years lease. Motion approved for purchase agreement.

Consent Agenda. Motion approved.

BOG Retirements. Governor Dean Singleton retired from BOG. Stephanie Clemons, Ph.D., Faculty Council representative for Faculty Council retired from BOG.

The next BOG meeting will be held in a retreat format. It is scheduled February 3-5, 2021.