

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
December 7, 2021 – 4:00pm – Microsoft Teams

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – December 7, 2021

A. ANNOUNCEMENTS

- a. Next Faculty Council Meeting – February 1, 2022 – Location TBD – 4:00pm
- b. Poll – Virtual or In-Person for Spring 2022 Faculty Council meetings

B. MINUTES TO BE APPROVED

- a. Faculty Council Meeting – November 2, 2021 (pp. 3-25)

C. UNFINISHED BUSINESS

D. CONSENT AGENDA

- 1. UCC Minutes – October 22 & 29, November 5 & 12, 2021 (pp. 26-36)

E. ACTION ITEMS

- 1. Updated Election – Faculty Representative to the Committee on Faculty Governance – Committee on Faculty Governance – Steve Reising, Chair (p. 37)
- 2. Proposed Revisions to Sections C.2.1.9.2 & C.2.1.9.5 of the Academic Faculty and Administrative Professional Manual – Committee on Faculty Governance – Steve Reising, Chair (pp. 38-51)
- 3. New Joint Degree: Master of Addictions Counseling in Psychology and Social Work – University Curriculum Committee – Brad Goetz, Chair (pp. 52-57)

4. Late W proposal – Committee on Scholastic Standards – Karen Barrett, Chair (p. 58)
5. Academic Calendar, Fall 2026 – Summer 2028 – Andrew Norton, Vice Chair (pp. 59-62)
6. Resubmission of Proposed Revisions to Section D.4 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Marie Legare, Chair (pp. 63-65)
7. Resubmission of Proposed Revisions to Section E.15 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Marie Legare, Chair (pp. 66-82)

F. PRESIDENT’S REPORT – President Joyce McConnell

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

H. REPORTS TO BE RECEIVED

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

I. DISCUSSION

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

CALL TO ORDER

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

Chair Doe: Reminded members of Microsoft Teams and meeting protocols. Requested that videos and microphones be turned off when not speaking. We will follow the “one person, one comment/question” rule. Asked that members use the “raise hand” feature when they wish to speak or place it in the chat. Reminded members that the meeting is recorded strictly for minutes accuracy and that the meeting is public.

Chair Doe: Requested that one of the discussion items be moved to the action items section, as it was inadvertently placed as a discussion item. If there is no objection, would like to move that agenda item regarding the resolution.

Chair Doe: Hearing no objections, resolution discussion item moved to action items.

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – November 2, 2021

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting – December 7, 2021 – Microsoft Teams – 4:00pm
2. Employee Climate Survey

Chair Doe: The deadline for the Employee Climate Survey is November 19th. It is important that faculty and other employees participate so we can get as full a representation of employee needs as possible. The original email received has the link that you should use, as it is tied to each individual email. A forwarded copy of the survey will not work. Requested members get in contact if having trouble accessing the survey. Thanked members for participating in the survey.

3. Adrianna Kezar Visit – November 8 & 9, 2021

Chair Doe: Reminded members that Adrianna Kezar will be visiting campus on November 8th and 9th. Kezar is a professor of education at the University of Southern California and is the founding director of the Delphi Project on the changing faculty and student success. Her visit is being sponsored by the Faculty Council and the Provost’s Office. The objective of the visit is to

engage in meaningful futures regarding the integration of tenure-track and non-tenure track faculty across our campus. Professor Kezar's open forum will be on Monday, November 8th at 4:00 p.m. in Ballroom D of the Lory Student Center. Expressed hope that members will be able to attend. There will be a social afterward where you can speak with Kezar directly and talk with colleagues. Kezar will be meeting with several different groups while on campus.

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting – October 5, 2021

Chair Doe: Asked if there were any changes to be made to the Faculty Council minutes from October 5th.

Hearing none, minutes approved by unanimous consent.

C. UNFINISHED BUSINESS

D. CONSENT AGENDA

1. UCC Minutes – September 24, October 1, 8 & 15, 2021

Chair Doe: We have University Curriculum Committee minutes from September 24th, October 1st, October 8th, and October 15th. Asked if there were any items to be pulled for further discussion or consideration.

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

E. ACTION ITEMS

1. Election – Faculty Representatives to Standing Committees – Committee on Faculty Governance – Steve Reising, Chair

Steve Reising: On behalf of the Committee on Faculty Governance, move the academic faculty nominations to Faculty Council standing committees as seen in the agenda packet.

Chair Doe: Asked for any discussions about the candidates, Franck Dayan and Thomas Conway.

Antonio Pedros-Gascon: Asked in the chat how nominees are identified.

Reising: We send a call for nominations to the faculty of the College. These nominations are also open to contract, continuing, and adjunct faculty. If there are multiple nominations, an election is held, and the final nominee is reflected on the ballot brought forward.

Chair Doe: Asked if there were any additional questions. Hearing none, stated there was a motion on the floor and requested a vote in the chat using Microsoft Forms.

Motion approved for faculty representatives to Faculty Council standing committees.

2. Election – Graduate Student Representatives to Standing Committees – Committee on Faculty Governance – Steve Reising, Chair

Reising: On behalf of the Committee on Faculty Governance, move the graduate student nominees for Faculty Council standing committees as shown in the agenda packet.

Chair Doe: Asked if Reising could explain how the graduate students are identified.

Reising: In the Manual, it states that the Graduate Student Association brings forward nominees for standing committees. Undergraduate representatives are brought forward by the Associated Students of CSU.

Chair Doe: Thanked Reising. Asked if there were additional questions. Hearing none, requested a vote in the chat using Microsoft Forms.

Motion approved for graduate student representatives to Faculty Council standing committees.

3. Proposed Revisions to Section E.15 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Marie Legare, Chair

Marie Legare: The Committee on Responsibilities and Standing of Academic Faculty moves that Faculty Council approve the Section E.15 revisions as shown in the agenda packet. These revisions are basically cleaning up the section. Since we passed revisions for Section D.4 at our last Faculty Council meeting, which had to do with Letters of Reprimand, we have taken that section out of here, which explains some of the cross-outs. There are other changes about email being a standard means of communication, having something recorded rather than a written transcript, and a few changes regarding the review committee and hearing committee and combining those into a single committee. Many colleges and departments across campus do not have enough faculty to have two committees. Stated that Richard Eykholt is also here since much of this has to do with oversight of the University Grievance Officer.

Chair Doe: We have a motion on the floor. Reminded members that no second is needed since this is coming from a standing committee. Asked if there was any discussion.

Ross McConnell: It seems that these revisions are sweeping and may have potentially far-reaching consequences for faculty rights and protections, including against revocation of tenure and access to the grievance process. Do not see this as a clean-up, and feels the brief rationales provided are not adequate for fully understanding the reasons for these changes or their consequences. Would move that these be sent back to the Committee on Responsibilities and Standing of Academic Faculty for more thorough explanation so we can have an informed vote.

Pedros-Gascon: Seconded R. McConnell's motion.

Chair Doe: To clarify, the motion is for this to be sent back to the committee.

R. McConnell: Confirmed. Thinks that the changes are not clean-up, and they have significant consequences for phase one and phase two. The fact that the two committees are being rolled into one committee could result in revoked tenure. We need a second set of eyes on the issue.

Legare: Feels sending this back to the Committee on Responsibilities and Standing of Academic Faculty would be premature without a discussion in front of Faculty Council.

Chair Doe: Requested clarification from parliamentarian, Lola Fehr, on how to proceed.

Parliamentarian Lola Fehr: The motion to refer to the committee is debatable. It can be discussed and then the motion taken, and then a vote on the motion. Should the vote fail, you would go back to the original motion.

Chair Doe: Thanked Parliamentarian Fehr. Asked if there was further discussion on the motion to return this to the Committee on Responsibilities and Standing of Academic Faculty.

Moti Gorin: Expressed agreement with R. McConnell. One of the changes that stood out was the change of two committees to one committee. The rationale that enough members can be hard to find is understandable, but we are talking about the committee that has the least significant power up to and including removing tenure. These are major decisions. Favor having two separate committees. If there is overlap on these committees, feels that is fine, but having only one committee make such a significant decision is a substantive change as opposed to stylistic clean-up. Expressed support for the motion to send this back to the committee.

Pedros-Gascon: Believe that colleges can populate the second phase easily. Expressed concern of convoluting or making the same committee do both, feels this takes out a layer of protections. Would like to also address the issue of a recording having the same judiciary power as a transcript. Believe that recordings don't have same thrust as a written record.

Richard Eykholt: Will address a couple of these, starting with Pedros-Gascon. Have been told by legal counsel that recordings are preferred to written transcripts, because written transcripts are made from the recording and can include errors while typing things up. The recording is what happened, and therefore has no errors.

Eykholt: Want to also discuss the comment about the two committees. Faculty that have been involved in the Section E.15 process have been the ones objecting to two committees. For hearings about performance of professional duties, you want to be judged by fellow faculty members in the same department. You put a committee together who sees all the evidence and decides if there should be a hearing. Then a second committee is put together, which cannot overlap with the first committee for legal reasons, and that committee decides if they want to recommend discipline. Neither committee has the power to enact discipline, it is all recommendation. Many of our departments do not have enough people for both these

committees. We do populate the committees in the college from members outside the department, but people outside your discipline don't have the expertise to make judgements about whether you are performing adequately in your discipline. Commented that the Committee on Responsibilities and Standing of Academic Faculty did discuss this in detail before sending this motion forward.

R. McConnell: Pointed out that some of the disciplinary actions that are being talked about, such as bullying, don't have to do with dereliction of duty. There needs to be checks and balances on this kind of accusation, and there is no reason somebody from outside the department can't participate and provide that second set of eyes. That is what some of these changes take away. We cannot dismiss this as simple clean-up and not look at the potential consequences.

Eykholt: Stated that this is incorrect. This does not apply to bullying. This change only applies to discipline for lack of performance of duties. Bullying would be disciplined under Section E.15.2, not E.15.1, and no changes have been made there. The only changes have been made in Section E.15.1, when you want people within your own department deciding whether your performance is adequate for your field.

Pedros-Gascon: Technically, a lack of performance would be the reason for advancing any case and is something that needs to be well-documented. If the case is strong, it doesn't matter if it's internal or external. It won't matter if it is within discipline or outside a discipline, people will understand if a lack of performance is happening. The second phase is an extra level of protection. If the case is understandable from outside of the discipline, it's a strong and clear case. If not, then it is likely a subjective situation which is unable to be transmitted outside the discipline. If that is the case, it indicates that there is an issue with advancing this where we are allowing more subjective approaches to advancing disciplinary actions. Expressed concern for removing the second phase. Feels it can be revised rather than removed, and still have this second level of protection while making sure it is more equitable and representative.

Legare: Think the concern is having enough faculty members to populate these two committees.

Eykholt: Did not suggest any of these changes until completing a few Section E.15 cases. It was the faculty in these cases that wanted to see these changes. They felt that people in their own department should have decided on the recommendation for discipline, not those outside of the department who do not understand the standards in their field.

Vice Provost Susan James: Expressed opinion: Think the reason for making these changes is not about the practicality of being able to populate the committees. Want to think about the role these committees play, and whether both are needed and if there is a practical issue about being able to populate the committee in a small department, we can do what we do for tenure committees and borrow faculty from other departments. Emphasized that this was simply an opinion and suggestion.

Brad Conner: Requested a point of clarification. Believe that R. McConnell's motion was to have this referred back to the committee for better explanation, but it seems most of this discussion has been substantiative around this motion. Question for Legare and Eykholt is if it is accurate to

say that the changes being proposed are clean-up language or are we recommending changes to procedure. Feels this point has not been made clear. Seems like there is some agreement around this being a change of procedure by going from two committees to one.

Eykholt: Would not say this is clean-up language. Changing from two committees to one is a change in process, as is moving from a transcript to a recording and using email instead of standard mail. Would agree that the changes are a change in process. Argument is that this should be sent back to committee for better explanation, but feels the explanation is clear. The question is whether we like what is being proposed or not. Reiterated that the Committee on Responsibilities and Standing of Academic Faculty discussed these things in detail and unanimously approved this. Main question is whether we want these changes approved or not.

Mike Antolin: Point of clarification for language under Section E.15.5., where it says “after the completion of the hearing, the hearing committee shall retire for private discussion and review. These deliberations shall remain confidential for the extent permitted by law. If there are two competing hearing committees, they should have separate deliberations and make separate recommendations.” Asked: What two committees are being referred to here? Asked if this was language that was not cleaned up.

Eykholt: Stated this has nothing to do with the two committees mentioned by R. McConnell and Pedros-Gascon. There are two types of disciplinary action in Section E.15.4. One is for performance of duties, the other is for behavior. For performance of duties, the idea is that there is a hearing committee within your department that understands the expectations of your discipline. Through behavior, the committee is chosen differently from the grievance panel and does not allow for anybody within your department. There is not a change being recommended for the behavior process. The change being recommended is for the performance of duties process so we can make sure people who understand your discipline are judging your performance of duties.

Gorin: Hearing more about the constraints of how the committee works, starting to have a better understanding of the rationale for these changes. Earlier, Eykholt mentioned that the reason we cannot have overlap is that the first committee would be within the department and then bringing in outside people for the second committee with a fresh perspective. It was mentioned that overlap can't happen for legal reasons. Wondering if this is due to CSU legal counsel or other legal reasons, and if this is within our control.

Eykholt: This is not within our control. The issue is, if somebody sues us after this is all over, we want to think like a jury on a jury trial. The hearing committee needs to show up unbiased. You can't take someone who has been on a committee already and pretend you are starting from scratch. Since the same process basically happens in both committees, it doesn't make much sense to have two committees.

Chair Doe: Thanked Gorin and Eykholt. Believe we have exhausted the questions and we have a motion on the floor. The motion is to refer this back to committee, and we need to vote on that first. Once we do that, we can return to the original motion.

Pedros-Gascon: Asked if we can make a friendly amendment to have the committee reassess the viability of the phase two with a different set of requirements. Highly concerned about idea of having a single group of people deciding everything. That could result in a subjective outcome.

Antolin: Believe the question has been called and we are voting on the motion.

Chair Doe: We have called the question. Stated that Pedros-Gascon's comments are recorded and can be integrated as feedback to the committee if this motion is approved. Requested members vote in the chat using the Microsoft Forms poll.

Gorin: Commented in the chat that the motion is consistent with Pedros-Gascon's statement.

Motion to send back to Committee on Responsibilities and Standing of Academic Faculty failed.

Chair Doe: Noted that the vote was not unanimous, there is clear division. This may be important for the Committee on Responsibilities and Standing of Academic Faculty to note. We will now go back to the original motion, which has to do with the proposed revisions to Section E.15.

Asked: Is there more discussion to be had on the central motion?

Doreene Hyatt: Would like some clarification. At the top of the section, for dereliction of duties, none of that is discipline-linked. Asked if this was about doing what you are supposed to be doing, or teaching your class well, or teaching the class you were told to teach.

Legare: Asked if Hyatt was referring to the substantial neglect of assigned duties.

Hyatt: Confirmed. Asked what would happen if a department head requested you teach a class and you said no. Feels this would be an obvious example of not doing my job.

Eykholt: Substantial neglect of duties is somewhat department specific. Different departments will have different expectations.

Pedros-Gascon: Have an ethical and moral problem with elective duties being identified as underperformance that may be due to any number of reasons. Feels that a more unbiased group of people should be making these decisions.

Antolin: From the document, it looks like what the hearing committee is being asked to do in this case is to conduct a phase two review, which means a phase one review will have already been conducted. Asked: This means a record of lack of performance that meets the norms of this field has already been created, correct?

Eykholt: A phase one review is the five-year review we all do. If a five-year review is deficient, that triggers phase two review. It is also the case that a department head or chair can trigger the phase two review without phase one review if they feel the deficiencies are significant enough.

Antolin: Just trying to walk through the process. Asked what the possibilities are here. The other thing that is pointed out here is if path is started, the Provost can veto any decisions.

Eykholt: That is one of the unfortunate consequences of Section E.15 as it is currently written. The Provost and the President can override anything. Reminded members that these hearing processes are simply recommendations.

Antolin: What we are hearing is that this is a level of protection for a dispute to rise to a certain level. Then it must be reviewed by faculty and then eventually the President and the Provost. One of the things we are hearing here is there is a fear of a lack of protection for individuals.

Eykholt: Reminded members again that the committees are simply there to recommend. To go back to the concerns of R. McConnell and Pedros-Gascon, they want to have two separate committees. If one finds you are deserving of discipline and the other says no, reminded members that the no is just a recommendation. The President and Provost can still enact whatever discipline they want to enact, which is dictated by the Board of Governors. With the phase two review, if problems are discovered, the problems are looked at and it is determined whether a performance plan should be put together or if discipline is warranted. If discipline is warranted, a second hearing starts and decides what the discipline should be. New language is suggesting that we see what discipline they think is warranted and have them make the recommendation rather than going through the whole thing again with a committee that might be from outside of the department. Reminded members that this is all based on feedback given from people who have gone through the process.

R. McConnell: It is not true that the President has total authority. The idea of tenure is that university administrations don't have unilateral authority to fire tenured faculty members. This does not mean they can't be fired; it just means the determination must be made by committee. Feels this is weakening those protections.

Eykholt: That is not true. You must have an internal process, which we do. That internal process is to make a recommendation, and then the President can make whatever decision they want. Referred to Ward Churchill case in Boulder.

R. McConnell: This will bring national attention to the University and put it on AAUP center list.

Eykholt: That may happen, but it is correct that the President can make whatever decision they see fit once the process is complete.

Pedros-Gascon: Would rather have a second committee that makes the decision rather than people from the same department who punish. Feels this is a perverse situation and would rather see a second committee, even if they need to hear the situation from the start. Would rather not have faculty being the ones punishing their own colleagues and create a toxic and unhealthy academic environment.

Andrew Norton: Seeing this from a different perspective. Not necessarily seeing this committee as punishing, but perhaps defending the faculty member. Would likely rather have one committee from within department, rather than one committee that is only making decision of whether it is worth having another committee. Sympathetic to argument that a single committee is better and would rather have that committee be in my department.

Hyatt: Asked in the chat if this would require a change to departmental manuals as well. Most departmental manuals state the current policies and point to the Faculty Manual.

Karen Barrett: Commented in the chat that the department head has ultimate power in the department, so members of the department may feel unable to oppose department head's view.

Eykholt: Want to mention that the points being brought up by Pedros-Gascon and R. McConnell are valid. Believe that there is an assumption being made that if there are two committees and one says yes and the other says no, that the no wins. Suspect that if the administration goes forward with the Section E.15 process, they may look at the yes as a good way to go forward.

Hyatt: Another concern would be allowing favored faculty to not be disciplined when they should be. Having a single committee made up of departmental colleagues could make it biased towards the person.

Jason Bernagozzi: Have a similar concern to Hyatt's. Have concerns about what will happen within smaller departments. Not saying there may be a conspiracy against a candidate, but the second committee can make sure that the checks and balances are there.

Lisa Langstraat: Stated agreement with Bernagozzi. Very concerned as we are looking at nationwide changes in administrative power at universities and the post-COVID squelching of faculty voices. The way in which there is a single process of vetting complaints against a faculty member can be problematic. In small departments, it seems wise to have at least one external member of the committee. May be the case for larger departments as well. Think it is important to diversify who is looking at cases to reduce the possibility of group thinking.

Eykholt: Some of these changes that are causing concern can be discussed but wanted members to keep in mind that they will go against AAUP recommendations. AAUP recommendations are that these be done within departments by faculty who are knowledgeable. We could say we do not agree with these recommendations. It is not something we have discussed.

Vice Provost James: That is an interesting observation. Glad we are having this discussion, as we often don't think about this part of the Manual. When it comes to giving tenure, the department committee is by far the most important voice. It doesn't mean the President can't ultimately overturn tenure, but if any administrator above the department committee wants to disagree with a vote of a tenure committee, there needs to be a compelling reason. Personal point of view is that it makes sense for it to be a department committee at the other end as well, which sounds like what the AAUP recommends.

R. McConnell: Requested clarification on the AAUP recommendations mentioned by Eykholt. Understand that they recommend tenure decisions be made within the academic unit, but unaware of anything the AAUP has to say about disciplinary actions being conducted within the academic unit.

Eykholt: Unable to quote the document. Was on the committee at the time and informed of this by Stephen Mumme, who was the head of the AAUP unit here at the time. Not an expert on AAUP documents, so unsure where this is stated.

Anders Fremstad: Commented in the chat that members are welcome at Avo's this coming Thursday for an AAUP session. They also happen on the first Thursday of every month.

Bernagozzi: Expressed concern in the chat that making decisions for the sake of efficiency leads to the increasing corporatization of the University.

Antolin: Asked in the chat: Can we call the question?

Chair Doe: Antolin has called the question, which means all discussion now needs to move toward a vote on the motion on the floor.

Parliamentarian Fehr: Stated that a vote will need to be taken on the motion to call the question, which requires a second and then a 2/3 vote.

Antolin: Repeated motion in the chat to call the question.

Conner: Seconded Antolin's motion to call the question.

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

Motion approved in favor of calling the question.

Chair Doe: With approval of calling the question, we return to the main motion. Requested a vote on that motion in the chat using Microsoft Forms.

Motion to approve proposed revisions to Section E.15 failed.

Chair Doe: Thanked the Committee on Responsibilities and Standing of Academic Faculty for all their work. There is a lot of food for thought here. Expressed appreciation for the discussion. Asked if there were any final comments.

Legare: Thanked Faculty Council for the feedback. The Committee on Responsibilities and Standing of Academic Faculty will re-address the question.

4. Motion on Extending the Completion for the AUCC 3E to 1C Curriculum Transition – Executive Committee to the Faculty Council

Chair Doe: We have a motion on extending the completion for the AUCC 3E to 1C curriculum transition. Stated that this motion is coming from the Executive Committee. This motion, as explained in the rationale, is strictly for the purpose of providing more time for 1C to be completed. This does not forestall courses that wish to move ahead and go through curricular

processes from doing so. This is to give more time for this curricular change to take place. In May 2020, Faculty Council approved the shift from 3E to 1C. The pandemic disrupted everything, including the ability to adequately address this curricular change.

Chair Doe: The Executive Committee is aware of the need of considerable faculty involvement in the planning and execution of this initiative. An ad hoc faculty committee is being formed as we speak, and they will address this curricular move. The question here is not debating the merits of 1C or the creation of 1C. This motion is simply asking for more time. The request is for a completion in Fall 2024 or Spring 2025, while acknowledging the progress that has been made. There are pilot courses underway, with a lot of learning happening through these pilots.

Chair Doe: Asked if there were any questions or discussions about extending the deadline. Hearing none, requested a vote in the chat using Microsoft Forms.

Motion approved to extend deadline for completion of AUCC 3E to 1C curricular move.

5. Resolution Regarding Graduate Student Compensation and Fees –
Melinda Smith, Sybil Sharvelle, Antonio Pedros-Gascon, Moti
Gorin, & Ramaa Vasudevan

Melinda Smith: On behalf of the Faculty Council Executive Committee, move to approve the resolution regarding graduate student compensation and fees as seen in the agenda packet.

Chair Doe: Thanked Smith. Asked if there was any discussion about this item.

Kelly Konrad: First year composition GTA. Wanted to share a bit about experiences. Moved here from Charlotte, North Carolina. Moving costs are expensive, and GTA stipend only really covers rent and utilities. Current rent and utilities total \$1400 a month, leaving only \$200 for everything else. This is not enough and given that a GTA contract requires that you are a full-time student and many hours are spent working as a GTA, there is little time leftover to get another job to help make ends meet.

Danielle Parker: Thanked Faculty Council for bringing this motion to the floor. First-year GTA and first-generation student. Do not have support other than what is being made as a GTA, so have had to find time to take on other part-time work through the University to make ends meet. Realistically can only cover rent and utilities with the GTA stipend and not much else. Considering the workload that GTAs put into their teaching assistantship and preparing materials for students, more compensation would be very helpful.

Pedros-Gascon: Spoke in support for this document that is being advanced. This will help people understand the poor salaries being offered to GTAs and how this is having an enormous impact on our competitiveness in the market. Stated that as a previous international student, was unable to take a second job outside of the institution. We had an exclusive agreement with the state. Expressed hope that everyone understands how precarious the situation is for everybody at all levels of the institution. Feels this is an area that needs to be addressed immediately.

Debora Nunes: Secretary of the Graduate Workers Organizing Cooperative. We have been discussing this issue for a long time. Expressed appreciation for it being discussed here at Faculty Council. Thanked the graduate students for sharing their stories. Have been collecting testimonies for some time. This is only a first step towards improving our lives here at the University, and a very important one. Placed information about the [Graduate Workers Organizing Cooperative](#) in the chat, as well as their email: colostate.gradworkers@gmail.com.

Antolin: Spoke in favor of this. Wanted to provide some historical perspective from data being collected from department relative to peer institutions. From information from peer institutions, the best we were ever able to do for GTA compensation was to be in the middle of the pack of the eleven universities. It was a financial strain for us to stay there and believe we have fallen behind from even that. Fees have increased dramatically as well. There have been some improvements over time, such as more affordable healthcare for graduate students. However, believe we have gotten to the point that we are not able to attract top-level graduate students.

Siwook Hwang: Also a member of the Graduate Workers Organizing Cooperative. In the past few months, have had the pleasure of speaking with other graduate students about the fees and have taken on the role of talking about graduate student finances to incoming students. One thing that stood out was that many people are not aware of the financial situation coming in and it was not made clear. Then they are here, and they are then faced with the reality of getting underpaid and paying a lot of fees. This [resolution] helps students already in the program, as well as providing financial information for prospective students in a more honest manner.

Fremstad: Work with a bunch of graduate students who help teach courses to hundreds of undergraduates every year. Feels it is important to compensate people appropriately for the work they do and helping provide education to undergraduates.

Shawn Archibeque: Spoke in strong support of this. Did have a question about some of the language as it is written. It states that CSU will increase the minimum stipend nine-month effective income to that of our aspirational peer institutions, adjusted for cost of living. Asked: At what level is that cost of living being brought in and is it appropriate for this area? Asked: What peer institutions are we adjusting to? Feels this should be more clearly defined in the language of this motion.

Smith: We wanted to avoid putting any hard numbers into this resolution, because we don't want to lowball it or set an upper limit. That was our rationale for not necessarily putting in a particular value or number. In the compensation proposal put forward by Dean Mary Stromberger, our aspirational peers are defined there, and these are referred to throughout the University. Referring to that proposal will help clarify who those aspirational peers are.

Pedros-Gascon: We were trying to avoid the situation in which by using numbers, we may end up stuck only discussing the numbers. We used the documents provided by the Graduate School and it is referred to here. With past resolutions, the use of data has been cherry-picked as a way of complicating the movement forward. For that reason, we decided to go with the four principles but with clear expectations about peer institutions.

Bernagozzi: Expressed support of everything students are trying to do. Expressed concern with the University not having more specific language. Feels this may work better in our favor.

Sybil Sharvelle: Will echo what Pedros-Gascon and Smith have said with respect to inclusion of data. It could come under a lot of scrutiny. Wanted to clarify that the cost-of-living adjustments that are referenced are referencing the City of Fort Collins. We were thinking of our peer institutions, but also considering the ever-increasing cost of living here.

Smith: We do this with faculty hires, to account for the cost of living, so it is appropriate that we do this with graduate student stipends as well.

Antolin: Commented in the chat that cost-of-living is based on the U.S. Department of Labor Statistics. This was discussed by Executive Committee as a possible data point to work with.

Chair Doe: Thanked everyone for the conversation. We do have a motion on the floor to approve the resolution that would then become a resolution of Faculty Council. Seeing no further discussion, requested a vote in the chat using Microsoft Forms.

Motion approved. Resolution will be posted to the Faculty Council website and sent forward.

Smith: Thanked the graduate students for coming to the meeting and presenting their perspectives. Thanked the representatives from the Graduate Workers Organizing Cooperative for being here as well.

F. PRESIDENT’S REPORT – President Joyce McConnell

President Joyce McConnell: Thanked the graduate students for being here and sharing stories. Commented that graduate student stipends were increased last year, and we are making sure that is being done in this year’s budget as well. Acknowledged there is a long way to go.

President McConnell: Want to begin by talking about philanthropy. Wanted to celebrate what faculty and staff have done during the pandemic. In 2020 and 2021 combined, nearly 3,000 faculty and staff donors provided funds for Rams Against Hunger, Rams Made and CSU Cares. Expressed appreciation for everyone stepping forward. Stated that Giving Tuesday is coming up on November 30th, following Fall Break. Encouraged everyone to give what they can, as the needs continue, and these funds make a difference.

President McConnell: Brief budget update. There is not a lot of detail, since the Governor came out with the budget yesterday afternoon. Noted that this is the beginning of a very long budget process. Once the Governor sends the budget out, we begin the work that is done with the legislature. This year’s budget from the Governor has a 4.6% increase for higher education and a 3% raise built in for classified staff, but no raises for any other category. There is a cap on resident tuition, so the only way we would be able to increase resident tuition would be to ask for an exemption. We will need to go through our budget carefully. When we have a budget to present to the Board of Governors, we will also ensure we present it to the Faculty Council, so you are aware of what is going forward. On the Department of Higher Education website, there

is a summary of the budget. What will take some work is that the 4.6% increase won't make up for increased costs or higher salaries, as well as higher graduate stipends. For those new to this process, Colorado only supports higher education at a minimum. We will update Faculty Council as we work through this. Will continue to advocate for higher education, salary increases, graduate student increases, and all the services we provide.

President McConnell: The Office of Engagement and Extension is hosting an annual forum to deepen connections and engagement. It is scheduled for November 8th through November 10th on the Fort Collins campus. It is going to focus on cross-discipline, University engagement. Have been traveling the state with Vice President Blake Naughton on the Ram Tour. There is a [SOURCE story](#) on our travels as part of the Ram Tour. We will continue to explore how we can engage with these communities and help meet their needs.

President McConnell: In Human Resources updates, our operational offices are down in numbers of employees, and we are having a hard time recruiting them due to salaries. This is not unique to us; it is a national issue. Our low salaries are hurting our ability to attract talent, particularly in basic operations. We have openings in procurement in Human Resources and about 100 other openings in Housing and Dining, as well as other areas. Will be sending out a request next week to Vice Presidents and Deans to submit numbers to we have a better view of the entire impact that these openings are having on the institution.

President McConnell: Human Resources will also be customizing invitations and be able to do orientation for new employees that is more flexible and targeted than it has been done in the past. Reported that state classified employees will now have a 30-minute presentation from COWINS at their orientations. This will give them an opportunity to hear from the organization that represents them.

President McConnell: Thanked Robyn Fergus and Human Resources, who are doing an amazing job trying to take care of our employees despite their staffing challenges and a huge need for Human Resources expertise across the University. Commented that Fergus is aware of the hurdles in the Human Resources system, and they are being worked on as part of the Courageous Strategic Transformation.

President McConnell: We have had extraordinary employee compliance levels with vaccines. We have 89 employees remaining, most of which are new and have not yet had time to submit vaccination information. Congratulated the Pandemic Preparedness Team and Human Resources for their work ensuring employee compliance. They are really working on accountability.

President McConnell: Wanted to give a shout out to our new Vice President for Inclusive Excellence, Kauline Cipriani. Vice President Cipriani and her team have been doing a lot. The Employee Climate Survey went out, with responses due by November 19th. Last week, we had the Diversity Symposium. There are session recordings.

President McConnell: If members were unable to attend the Inclusive Excellence Drafting Group open forum, [a video](#) of that is also online. The drafting group is looking for faculty feedback on the progress thus far. Expressed hope that members will watch and provide feedback.

President McConnell: Want to talk about leadership structure, as we are making a big change as part of what we are doing with Courageous Strategic Transformation to bring a more inclusive group of people into shared governance. Our operations team meets once a week, and we try to make decisions in that group about operations and other items that require quick decisions. The Council of Deans is led by Provost Mary Pedersen, and they meet to discuss academic matters. The Executive Leadership Team meets monthly for an hour. This is a greatly expanded group, which includes all members of the operations team, Deans, General Counsel, President and CEO of the Foundation, Vice Provosts, and Employee Council Representatives. Wanted to note that this is the first time State Classified staff and Administrative Professional Representatives have a seat at the table in a leadership team. Then we have a campus leadership meeting, which will be held once a semester. This includes not just our top leaders, but department chairs and other unit leaders within units. This is part of our work to share leadership on campus more broadly.

President McConnell: The Deans wanted a representative on the operations team, so there are two rotating Deans. The current representatives are Dean James Pritchett from the College of Agriculture and Dean Beth Walker from the College of Business.

President McConnell: The Mountain Campus has had a difficult time in the past couple years. There was the pandemic, as well as two fires that came within inches of structures. We have partnered with Odell Brewing, and they have agreed to do a limited special release beer with a unique label as part of a fundraising campaign for the Mountain Campus. Stated there was a fundraiser at Odell's from 4:00 p.m. to 8:00 p.m. on Wednesday, November 3rd if members wished to attend.

President McConnell: Brief update on research. At the August Board of Governors meeting, the Vice President for Research's office announced a \$2,000,000 endeavor funded by the Anschutz Foundation. It will fund three key areas: research grants, graduate fellowships, and bio cyber-security. There will be a SOURCE story coming out soon about this.

President McConnell: Want to end with an update on Courageous Strategic Transformation. We are getting tremendous interest in the website. The full schedule is posted on the [Courageous Strategic Transformation website](#) for the open forum sessions. The drafting groups are showing their work and seeking greater participation among faculty, staff, and students on what is being proposed by each group. There are also recordings available for each open session. More than 350 people have attended these open forums. The goals are published on the website. Stated that Vice President Jenelle Beavers and team will be workshopping goals with the Executive Committee of the Faculty Council on November 16th. Will report back on what we learn. Wanted to thank everyone for their participation. We have received over 100 inspiration proposals. Thanked Vice President Beavers, Scott Shrake, and Andrea Duffy for their work on the Courageous Strategic Transformation process. Encouraged members who have questions to reach out.

Chair Doe: Thanked President McConnell in the chat. Requested that members send any feedback they wish to share with the Executive Committee for their Courageous Strategic Transformation workshop on November 16th.

Chair Doe: Thanked President McConnell. Hearing no questions, report concluded.

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

Provost Pedersen: Thanked everyone for the robust discussions on many topics and the graduate students for being here. Felt their comments were extremely valuable. Expressed appreciation for everything that is being done and the difference faculty and staff are making for our students.

Provost Pedersen: Will focus today on faculty focus priorities and student success.

Provost Pedersen: We have been continuing to make progress in the Academic Master Plan. Reminded members that this is a major component of the Courageous Strategic Transformation. Information about the Academic Master Plan can be found on the Courageous Strategic Transformation website. We had forums in October, where there was good participation and high engagement. The Planning Advisory Committee will be meeting this week and discussing how we will be doing the work of correlating the draft templates that will be coming in from the different departments, programs, centers, and institutes. Then the Deans, Vice Presidents, Vice Provosts, and supervisors will be creating a high-level summary brief that is due November 19th to the Provost Office.

Provost Pedersen: Phase two of the planning will start in spring semester. We will be focusing on demographics and emerging opportunities for teaching, research, and engagement. We will have our second large forum on February 11th. We will continue to update everyone on what is happening with our Academic Master Plan.

Provost Pedersen: For student success, we are focusing on increasing our retention rates for our first-year, first-time students. This will result in increasing graduation rates for all students while eliminating equity gaps.

Provost Pedersen: We are also gearing up for our reaccreditation efforts. We received a request for dates for our site visit, which we will work on over the next few weeks. We are forming a University Steering Committee to help come up with a detailed plan and timeline. We are in the process right now of hiring a Director of Assessment, which will work toward the assessment of student learning, institutional learning outcomes for our core curriculum, as well as supporting our programmatic learning outcomes. Will be a broad supportive structure.

Provost Pedersen: Reminded members that a [leadership fellow opportunity](#) is open in the Provost Office to support the accreditation process. We are looking for a fellow that has an interest and will coordinate and pull material together for our reaccreditation. Information about this opportunity was emailed in October. The report for reaccreditation will need to be completed in Summer 2023, so we have a short timeline. We have submitted dates and are waiting to hear back from the Higher Learning Commission on the dates they select.

Provost Pedersen: We have National First-Generation Day coming up next week, on Monday November 8th. More than one in five of our first-year Fall 2021 students are first-generation.

Encouraged members to acknowledge this in their classes next Monday, November 8th. There will be a celebration on the Lory Student Center Plaza between 11:00 a.m. and 3:00 p.m., with games and a keynote speaker on first-generation identity.

Provost Pedersen: The CSU free application day received a record number of applications. We extended the deadline for submissions to a few more days and received 10,824 submissions. We had more diverse and first-generation students than have ever applied before. Thanked enrollment and access division and admissions staff for all their hard work.

Provost Pedersen: Would like to provide some accolades and announcements.

- We had a contingency of CSU students and professors that were attending the United Nations Climate Summit in Glasgow. The summit opened October 31st and is running through November 12th. There is a SOURCE story about this.
- We have our graduate student showcase from November 8th to November 10th. It will be a virtual platform in which CSU graduate students will present their research, creative work, and entrepreneurship. These students will be competing for more than \$19,000 in scholarships and for a potential position as the Vice President for Research Graduate Fellowship. More information can be found on the Graduate Student Showcase website.
- A program called Inflection Point, developed by the Department of Mathematics, has been focused on improving the student experience. A council was formed to center the voices of students of color, first-generation, and low-income students. Goal was to identify and address gaps in student support within the math department. Inflection Point provides a learning space for these students taking math classes, and students who join are expected to help their peers.

Chair Doe: Thanked Provost Pedersen. Hearing no questions, report concluded.

H. REPORTS TO BE RECEIVED

1. Faculty Council Chair Report – Sue Doe

Chair Doe: Provided [written report](#) in lieu of verbal report in interest of time.

2. Board of Governors Report – Melinda Smith

Report included as part of agenda packet. Nothing further to report.

I. DISCUSSION

1. Resolution Regarding Graduate Student Compensation and Fees – Melinda Smith, Sybil Sharvelle, Antonio Pedros-Gascon, Moti Gorin, & Ramaa Vasudevan

Moved to action item section with approval of Faculty Council.

2. Late W Recommendation – Committee on Scholastic Standards –
Karen Barrett, Chair

Karen Barrett: During COVID, we had a later deadline for course withdrawal. Normally, you cannot withdraw from courses after the middle of the semester, so about eight weeks into the course. During COVID, we enabled students to drop courses as late as the last day of the semester. What we found is that it improved their persistence at the University and their success. With the earlier withdrawal date, many students had not yet done their biggest assignments.

Barrett: When we looked at the data, it suggested that having the late course withdrawal was associated with greater persistence and lower failing grades. In Spring 2020 and Fall 2020, there was a 30% increase of students who withdrew from at least one course. People did avail themselves of the course withdrawal, but during those same semesters, students were less likely to earn D's, F's, or even U's than during 2019, as a comparison. Students who did that were more likely to stay at CSU than those who had done University withdrawals in prior years.

Barrett: We also found that full University withdrawals decreased when students found this opportunity to withdraw from individual courses to be preferable to University withdrawal. The data suggested that this withdrawal helps with overall persistence. Referred to data as seen in the slides in the agenda packet.

Barrett: What the Committee on Scholastic Standards is proposing is that the withdrawal deadline be moved to three-quarters through the semester, rather than halfway. If you wait until the final day of the semester, there could be downsides, such as with group projects.

Chair Doe: Thanked Barrett for that information. Asked if the membership had any questions or thoughts on this. Clarified that we are not voting on anything today, simply a discussion item. This is an opportunity to provide feedback to the Committee on Scholastic Standards.

Emily Hardegree-Ullman: Asked in the chat: Is there a limit to the number of W grades a student can accumulate while at CSU?

Barrett: That is a good question. Not sure of the answer.

Nunes: Asked in the chat: Do you have any way of measuring how much of staying in the University is an effect of being able to drop classes later, and how much is just because job market opportunities are terrible right now, so that interruption in education is not as attractive?

Barrett: We do not have the reasons for it. We just have the data, but as it turns out, there are more positions open than in the past that are looking for students who do not have a bachelor's degree yet. Unfortunately, we do not have the statistics on the reasoning behind people staying.

Chair Doe: Asked Brad Goetz and Ryan Barone if they were aware of a policy regarding number of late withdrawals allowed.

Brad Goetz: Unaware of such a policy.

Ryan Barone: Agreed, unaware of this policy.

Vice Provost Kelly Long: Confirmed, don't believe we have this stipulated.

Barrett: Stated that entry-level construction is offering \$45 an hour and have a lot of programs for training people without bachelor's degrees than they used to because there is such a worker shortage.

Chair Doe: Asked Barrett what the next steps are for this.

Barrett: Requested members send any additional comments. Next step would be to create a motion and put it up for a vote.

Chair Doe: Thanked Barrett. Can look forward to a motion at Executive Committee. They will then decide if it is ready to stand debate on the floor of Faculty Council. May see this in December at our meeting. Thanked Barrett and the work of the Committee on Scholastic Standards for their work on this.

Pedros-Gascon: Asked in the chat if this motion would be for a temporary change or a forever change.

Barrett: We are proposing this change as a permanent change. Noted that no change is truly permanent, and this can be changed back if there are unforeseen consequences. We are not proposing this as a COVID-related thing, but a more permanent change.

Chair Doe: Thanked Barrett for the clarification. Asked if there were any additional questions or comments. Hearing none, thanked Barrett for bringing this forward.

Chair Doe: Hearing no further business, requested a motion to adjourn.

Hyatt: Moved.

Bernagozzi: Second.

Meeting was adjourned at 6:30 p.m.

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

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING
2021-2022

Chair: Sue Doe

Vice-Chair: Andrew Norton

Executive Assistant: Amy Barkley

BOG Representative: Melinda Smith

Professional Registered Parliamentarian: Lola Fehr

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

Kirk McGilvray	Mechanical Engineering	2023
Thomas Bradley	Systems Engineering	2023
Sybil Sharvelle	College-at-Large	2023
Steven Reising	College-at-Large	2022
J. Rockety Luo	College-at-Large	2022
Liberal Arts		
Merrill Johnson	Anthropology & Geography	2023
(substituting for Mary Van Buren)		
Jason Bernagozzi	Art	2022
Martin Carcasson	Communication Studies	2022
(substituting for Ziyu Long)		
Anders Fremstad	Economics	2024
Tony Becker	English	2023
Albert Bimper	Ethnic Studies	2022
Maria Del Mar Lopez-Cabrales	Languages, Literatures, and Cultures	2022
Jared Orsi	History	2023
Michael Humphrey	Journalism and Technical Communication	2023
Wes Kenney	Music, Theatre, and Dance	2023
Moti Gorin	Philosophy	2022
Marni Berg	Political Science	2024
Tara Opsal	Sociology	2022
Ajean Ryan		
Antonio Pedros-Gascon	College-at-Large	2023
Emily Morgan	College-at-Large	2023
Lisa Langstraat	College-at-Large	2024
Allison Goar	College-at-Large	2024
Abigail Shupe	College-at-Large	2024
John Carlo Pierce	College-at-Large	2024
Natural Resources		
Randall Boone	Ecosystem Science and Sustainability	2023
Chad Hoffman	Forest and Rangeland Stewardship	2024
Yoichiro Kanno	Fish, Wildlife, & Conservation Biology	2024
William Sanford	Geosciences	2023
Alan Bright	Human Dimensions of Natural Resources	2023
Natural Sciences		
Olve Peersen	Biochemistry & Molecular Biology	2022
Mike Antolin	Biology	2021
Rob Paton	Chemistry	2023
Ross McConnell	Computer Science	2022
Emily Hardegree-Ullman	Physics	2024
Silvia Canetto (excused)	Psychology	2022
(on sabbatical Fall 2021)		

Ann Hess	Statistics	2022
(substituting for Mary Meyer, on sabbatical 2021-2022)		
<u>Yongcheng Zhou</u>	Mathematics	2023
<u>Alan Van Orden</u>	College-at-Large	2023
<u>Anton Betten</u>	College-at-Large	2022
Brad Conner	College-at-Large	2022
James Liu	College-at-Large	2023
Veterinary Medicine & Biomedical Sciences		
DN Rao Veeramachaneni	Biomedical Sciences	2022
<u>Kevin Haussler</u>	Clinical Sciences	2022
Elizabeth Ryan	Environmental & Radiological Health Sciences	2023
Tony Schountz	Microbiology, Immunology and Pathology	2024
<u>Candace Mathiason</u>	College-at-Large	2022
Marie Legare	College-at-Large	2023
Doreene Hyatt	College-at-Large	2022
<u>Seonil Kim</u>	College-at-Large	2022
(substituting for Christianne Magee)		
Jennifer Peel	College-at-Large	2023
John Rosecrance	College-at-Large	2023
Sheryl Magzaman	College-at-Large	2023
University Libraries		
Linda Meyer	Libraries	2022
<i>Ex Officio Voting Members</i>		
Sue Doe	Chair, Faculty Council/Executive Committee	2022
Andrew Norton	Vice Chair, Faculty Council	2022
Melinda Smith	BOG Faculty Representative	2022
Steven Reising, Chair	Committee on Faculty Governance	2022
<u>Shane Kanatous, Chair</u>	Committee on Intercollegiate Athletics	2022
<u>Jerry Magloughlin, Chair</u>	Committee on Libraries	2022
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2022
Marie Legare, Chair	Committee on Responsibilities and Standing of Academic Faculty	2022
Melinda Smith, Chair	Committee on Scholarship, Research, and Graduate Education	2022
Karen Barrett, Chair	Committee on Scholastic Standards	2022
James Graham, Chair	Committee on Strategic and Financial Planning	2022
Shawn Archibeque, Chair	Committee on Teaching and Learning	2022
<u>Jose Luis Suarez-Garcia,</u> Interim Chair	Committee on University Programs	2022
Brad Goetz, Chair	University Curriculum Committee	2022
<u>Susan (Suellen) Melzer</u>	Committee on Non-Tenure Track Faculty	2024
Christine Pawliuk	Committee on Non-Tenure Track Faculty	2022
Ashley Harvey	Committee on Non-Tenure Track Faculty	2022

<u>Jamie Neilson</u>	Committee on Non-Tenure Track Faculty	2022
TBD	Committee on Non-Tenure Track Faculty	2022
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2022
<u>Mary Van Buren</u> (excused)	Committee on Non-Tenure Track Faculty	2023
Joseph DiVerdi	Committee on Non-Tenure Track Faculty	2022
Steve Benoit	Committee on Non-Tenure Track Faculty	2022
Sean Bryan	Committee on Non-Tenure Track Faculty	2022
Pinar Omur-Ozbek	Committee on Non-Tenure Track Faculty	2023

Ex Officio Non-Voting Members

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **October 22, 2021** at 11:00 a.m. via Microsoft Teams.

The meeting adjourned at 11:45 a.m.

Minutes

The minutes of October 15, 2021 were approved.

Consent Agenda

The Consent Agenda was approved.

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

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
ANTH 459	Gods, Heroes, Stones—Greek Archaeology Mediterranean Archaeology	<ul style="list-style-type: none"> Edits to course title and description. Edit to offering year: Every Even Edit to offering term: Fall, Spring 	Fall 2022
PPA 551	Human Resource Management Public Personnel Administration	<ul style="list-style-type: none"> Edit to course title. 	Fall 2022
PPA 553	Organizational Management and Behavior Public Organization Theory	<ul style="list-style-type: none"> Edit to course title. 	Fall 2022

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
MDSQ: Minor in Merchandising	<ul style="list-style-type: none"> Replacing required course DM 120 with AM 130. Updates to ‘Select from’ lists. 	Fall 2022

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

CONSENT AGENDA

Experimental Courses – 1st Offering			
Course #	Course Title	Notes/Changes	Effective Term
CHEM 480A4	Foundations of Catalytic Chemistry		Spring 2022

CS 480A6	Computer Science Education	4 cr.	Spring 2022
MATH 281A2	Mathematics for Computational Science II	4 cr.	Spring 2022

Minor Changes to Courses

Course #	Course Title	Notes/Changes	Effective Term
ANTH 240	Museum and Cultural Heritage Studies	• Edit to offering year: Every Even	Fall 2022
ANTH 462	Anthropology Curation and Exhibition Methods	• Edit to offering year: Every Odd • Edit to offering term: Spring Fall • Addition of Distance/Online offering. <i>Submitted in CIM as a Major Change.</i>	Fall 2022
MATH 235	Introduction to Mathematical Reasoning	• Edit to prerequisites: MATH 156 or MATH 161 or MATH 271.	Fall 2022

Course Deactivations

Course #	Course Title	Notes/Changes	Effective Term
DM 120	Textiles	Not listed in any programs. <i>Will remain as an "or" prereq for AM 321 and AM 421 for several years.</i>	Spring 2022

Minor Changes to Existing Programs

Program Title	Notes	Effective Term
BIOM-MIDZ-BS: Major in Biomedical Sciences, Microbiology and Infectious Disease Concentration	• Updates to the Concentration Electives list.	Fall 2022
CIVE-BS: Major in Civil Engineering	• Updates to Technical Electives lists.	Spring 2022
ENVE-BS: Major in Environmental Engineering	• Updates to Technical Electives lists.	Spring 2022

Minutes approved by the University Curriculum Committee on 10/29/21.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **October 29, 2021** at 11:00 a.m. via Microsoft Teams.

The meeting adjourned at 11:32 a.m.

Minutes

The minutes of October 22, 2021 were approved.

Consent Agenda

The Consent Agenda was approved.

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

Exception Request for Third Experimental Course Offering

Course #	Course Title	Notes/Changes	Effective Term
SPCM 380A4	Race and Communication in the United States	1 st offering: SP20; 2 nd offering: SP21.	Summer 2022

Major Changes to Courses

Course #	Course Title	Notes	Effective Term
BZ 340	Field Mammalogy	<ul style="list-style-type: none"> Edits to course description. Addition of Universal Restriction: NO Freshman Addition of Add'l Reg Info: Sophomore standing. 	Summer 2022
CS 525/ CS-548 STAT-548	Bioinformatics Algorithms	<ul style="list-style-type: none"> Course number change. Removal of dual listing with STAT. Edit to offering term: As Needed Fall Edit to prerequisites: CS 320 with a C or better; CS 345 with a C or better; (STAT 301 with a C or better or ECE 303 with a C or better or STAT 303 with a C or better or STAT 307 with a C or better or STAT 315 with a C or better) Addition of ‘Graduate ONLY’ restriction. Edits to Add'l Reg Info: Graduate standing. Computer Science students only. Student should have preexisting knowledge of a contemporary programming language. <p>Credit not allowed for both CS 425 STAT-548 and CS 525. CS-548</p> <p><i>C&C unit will administratively update the course number in the following programs:</i></p> <ul style="list-style-type: none"> CBEG-BS CBEG-BMEC-BS NSCI-BZ-MPSM 	Summer 2022
F 421	Ecological Forest Management Forest Stand Management	<ul style="list-style-type: none"> Credit decrease (<i>from 4 to 3</i>) 	Fall 2022

		<ul style="list-style-type: none"> • Change of Schedule Type (<i>from lecture/lab to lecture only</i>) • Edits to course title and description. • Edit to prerequisites: F 311 F 230 and F 321 and F 322 and F 325 and F 335. • Removal of Add'l Reg Info: Must register for lecture and laboratory. <p><i>Existing AUCC 4A/4C course.</i> <i>C&C Unit will administratively update the number of credits in FRSQ.</i></p>	
HDFS 445/FSHN 445	Early Childhood Health, Safety, and Nutrition	<ul style="list-style-type: none"> • Edit to course description. 	Summer 2022
LFRE 433A	Francophone Cultures: Advanced French/Francophone Culture: Representations	<ul style="list-style-type: none"> • Edits to course title and description. • Edit to offering year: Every Odd • Edit to offering term: As Needed Fall • Addition of Distance/Online offering. <p><i>Existing AUCC 4A course.</i></p>	Fall 2022
LFRE 433B	Francophone Cultures: Advanced French/Francophone Culture: Contacts	<ul style="list-style-type: none"> • Edits to course title and description. • Edit to offering year: Every Even • Edit to offering term: As Needed Fall • Addition of Distance/Online offering. <p><i>Existing AUCC 4A course.</i></p>	Fall 2022

New Courses

Course #	Course Title	Notes	Effective Term
CHEM 451	Foundations of Catalytic Chemistry		Summer 2022
HIST 473	The Mongol Empire	Previously offered as experimental course HIST 481A7.	Summer 2022

Major Changes to Existing Programs

Program Title	Notes	Effective Term
FRRS-FMGZ-BS: Major in Forest and Rangeland Stewardship, Forest Management Concentration	<ul style="list-style-type: none"> • Junior year: addition of required course F 335; removal of NR 421 from Directed Electives list; • Senior year: Credit decrease to F 421 (<i>from 4 to 3</i>). 	Fall 2022
FRRS-FRBZ-BS: Major in Forest and Rangeland Stewardship, Forest Biology Concentration	<ul style="list-style-type: none"> • Junior year: addition of required course F 335; removal of NR 421 from Directed Electives list; • Senior year: Credit decrease to F 421 (<i>from 4 to 3</i>). 	Fall 2022
FRRS-FRFZ-BS: Major in Forest and Rangeland Stewardship, Forest Fire Science Concentration	<ul style="list-style-type: none"> • Junior year: addition of required course F 335; removal of NR 421 from Directed Electives list; • Senior year: Credit decrease to F 421 (<i>from 4 to 3</i>). 	Fall 2022

CONSENT AGENDA

Experimental Courses – 1st Offering

Course #	Course Title	Notes/Changes	Effective Term
CON 580A3	Multi-Criteria Decision-Making Techniques	Graduate only.	Spring 2022

Minor Changes to Courses			
Course #	Course Title	Notes/Changes	Effective Term
EDRM 663	Autoethnography and & Reflective Practice I	<ul style="list-style-type: none"> Edit to prerequisites: None, EDRM 600 Administrative edit to course title (<i>removal of ampersand</i>) 	Fall 2022
INTD 476	Capstone-Interior Architecture and Design	<ul style="list-style-type: none"> Edit to prerequisites: INTD 376 400 with a minimum grade of C and or INTD 410 with a minimum grade of C. <i>Existing AUCC 4C course.</i> 	Fall 2022
MATH 317	Advanced Calculus of One Variable	<ul style="list-style-type: none"> Edit to prerequisites: MATH 156 or MATH 161 and (CS 220 or MATH 230 or MATH 235) 	Fall 2022
MATH 366	Introduction to Abstract Algebra	<ul style="list-style-type: none"> Edit to prerequisites: MATH 156 or MATH 161 or MATH 271 	Fall 2022
MATH 369	Linear Algebra I	<ul style="list-style-type: none"> Edit to prerequisites: MATH 156 or MATH 161 or MATH 255 or MATH 271 	Fall 2022
MATH 417	Advanced Calculus I	<ul style="list-style-type: none"> Edit to prerequisites: MATH 317 and (DSCI 369 or MATH 369) 	Fall 2022
MGT 320	Contemporary Management Principles/Practices	<ul style="list-style-type: none"> Edit to prerequisites: BUS 300 and (AREC 202 or ECON 202) and (MATH 141 or MATH 155 or MATH 160) 	Spring 2022
MKT 300	Marketing	<ul style="list-style-type: none"> Edit to prerequisites: (AREC 202 or ECON 202) and (MATH 141 or MATH 155 or MATH 160) 	Spring 2022

Minutes approved by the University Curriculum Committee on 11/5/21.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **November 5, 2021** at 11:00 a.m. via Microsoft Teams.

The meeting adjourned at 11:40 a.m.

Minutes

The minutes of October 29, 2021 were approved.

Consent Agenda

The Consent Agenda was approved.

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

Study Abroad Course – 1 st Provisional Offering			
Course #	Course Title	Notes	Effective Term
HIST 382F/ ANTH 382F	Study Abroad—England: Edge of Empire	3 cr. (<i>travel in Summer; hybrid coursework in Fall</i>) Travel dates: 8/6/22-8/16/22 (11 days)	Fall 2022

New Courses			
Course #	Course Title	Notes	Effective Term
GEOL 440	Geodetic and Near-Surface Geophysical Methods	4 cr.; required field trips. Previously offered as experimental course GEOL 480A4.	Fall 2022
HIST 313	Law and Justice in Medieval Europe	Previously offered as experimental course HIST 381A4.	Fall 2022
MECH 436/ MSE 436	Green Engineering—Materials and Environment	Previously offered as experimental course MECH 481A4.	Spring 2022
MSE 523/ ECE 523	Electronic Properties of Materials	Previously offered as experimental courses MSE 580B7/ECE 580B7; MSE 580B8/ECE 580B8; MSE 580C2/ECE 580C2.	Spring 2022
MU 101	Artist’s Guide to Wellness	1 cr.; previously offered as experimental course MU 180A2.	Fall 2022
PPA 576	Social Equity in Public Service	Graduate only.	Fall 2022

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
ART 260	Painting I—Fundamentals and Representation Beginning Painting	<ul style="list-style-type: none"> Edits to course title and description. 	Fall 2022
ART 360	Painting II—Ideation Methods and Concept Development Materials	<ul style="list-style-type: none"> Edits to course title and description. Edit to offering term: Fall Spring Edit to prerequisites: ART 260 ART 361 	Fall 2022

ART 361	Figure Painting III-- Experimental Approaches	<ul style="list-style-type: none"> Edits to course title and description. Edit to offering term: Spring Fall Edit to prerequisites: ART 360 ART-235 and ART 260 	Fall 2022
ART 460	Advanced Painting IV-- Portfolio Projects I	<ul style="list-style-type: none"> Edits to course title and description. Edit to offering term: Fall, Spring Edit to prerequisites: ART 361 ART-360 	Fall 2022
HIST 436	The Holy Land—Ancient to Modern The Land of Israel—Past and Present	<ul style="list-style-type: none"> Edits to course title and description. Edit to offering term: Fall Spring 	Fall 2022
SOC 322	Introduction to Environmental Justice	<ul style="list-style-type: none"> Edits to course title and description. 	Fall 2022

CONSENT AGENDA

Experimental Courses – 1st Offering

Course #	Course Title	Notes/Changes	Effective Term
BIOM 380A2	Global Challenges and Collaborations in BME	Mixed Face-to-Face only.	Spring 2022
D 180A2	Dances of the African Diaspora	2 cr.; requires written consent of instructor.	Spring 2022
ECE 580C4	Satellite Data Analysis		Spring 2022
ECE 580C5	Global Navigation Satellite Systems		Spring 2022
EDHE 680A3	Identity and Cultural Centers	1 cr.; partial semester.	Spring 2022
ESS 580A7/ SOCR 580A7	Introduction to Environmental Data Science	2 cr.; partial semester; Mixed Face-to-face only.	Spring 2022
ESS 580A8/ SOCR 580A8	Environmental Data Science Applications: Food and Agriculture	2 cr.; partial semester.	Spring 2022
ESS 580A9	Environmental Data Science Applications: Water Resources	2 cr.; partial semester.	Spring 2022
IU 180A2	Thinking Toward a Thriving Planet		Spring 2022
MU 480A6	Historical Performance Practice		Spring 2022
MU 480A7	Teaching Secondary Emerging Music Courses: Music Education	2 cr.; requires written consent of instructor.	Spring 2022
SYSE 580A4	Space Mission Analysis and Design		Spring 2022
SYSE 580A5	Teaching and Training Using Immersive Tech.		Spring 2022
SYSE 780A1	Research Methods in Systems Engineering		Spring 2022

Minor Changes to Courses

Course #	Course Title	Notes/Changes	Effective Term
ANEQ 366	Animal Welfare Evaluation	<ul style="list-style-type: none"> Edit to offering term: Spring Fall <i>Submitted in CIM as a Major Change.</i>	Fall 2022
ANEQ 410	Applied Food Animal Behavior	<ul style="list-style-type: none"> Edit to prerequisites: ANEQ 305 <u>with a minimum grade of C.</u> <i>Submitted in CIM as a Major Change.</i>	Fall 2022
AREC 415	International Agricultural Trade	<ul style="list-style-type: none"> Edit to prerequisites: AREC 310 and ECON 204 <i>Submitted in CIM as a Major Change.</i>	Fall 2022

LSPA 492	Seminar-Spanish Language, Literature, Society	<ul style="list-style-type: none"> Edit to prerequisites: (LSPA 310) and (LSPA 400 to 479 – at least 6 credits). 2 courses <p>Existing AUCC 4B/4C course. <i>Submitted in CIM as a Major Change.</i></p>	Fall 2022
MATH 118	College Algebra in Context II	<ul style="list-style-type: none"> Edit to Add'l Reg Info: MATH 117 or Math Placement Tool required. Mathematics Placement Examination or Mathematics Challenge Examination required. <p>Existing AUCC IB course. <i>Submitted in CIM as a Major Change.</i></p>	Summer 2022
MATH 124	Logarithmic and Exponential Functions	<ul style="list-style-type: none"> Edit to Add'l Reg Info: MATH 118 or Math Placement Tool required. Mathematics Placement Examination or Mathematics Challenge Examination required. <p>Existing AUCC IB course. <i>Submitted in CIM as a Major Change.</i></p>	Summer 2022
MATH 125	Numerical Trigonometry	<ul style="list-style-type: none"> Edit to Add'l Reg Info: MATH 118 or Math Placement Tool required. Mathematics Placement Examination or Mathematics Challenge Examination required. <p>Existing AUCC IB course. <i>Submitted in CIM as a Major Change.</i></p>	Summer 2022
MATH 126	Analytic Trigonometry	<ul style="list-style-type: none"> Edit to Add'l Reg Info: MATH 125 or Math Placement Tool required. Mathematics Placement Examination or Mathematics Challenge Examination required. <p>Existing AUCC IB course. <i>Submitted in CIM as a Major Change.</i></p>	Summer 2022
MATH 157	One Year Calculus IA	<ul style="list-style-type: none"> Edit to prerequisites: MATH 117 and MATH 125 and (MATH 124, may be taken concurrently) and (MATH 126, may be taken concurrently). <p>Existing AUCC IB course. <i>Submitted in CIM as a Major Change.</i></p>	Fall 2022
MATH 159	One Year Calculus IB	<ul style="list-style-type: none"> Edit to prerequisites: MATH 124; MATH 126; MATH 157. <p>Existing AUCC IB course. <i>Submitted in CIM as a Major Change.</i></p>	Fall 2022
MATH 331	Introduction to Mathematical Modeling	<ul style="list-style-type: none"> Edit to prerequisites: MATH 161, may be taken concurrently and MATH 229, may be taken concurrently or DSCI 369, may be taken concurrently or MATH 369, may be taken concurrently). 	Fall 2022
MATH 345	Differential Equations	<ul style="list-style-type: none"> Edit to prerequisites: (MATH 255 or MATH 261) and (MATH 229 or DSCI 369 or MATH 369). (MATH 229 or MATH 369) and (MATH 525 or MATH 261). 	Fall 2022
MATH 360	Mathematics of Information Security	<ul style="list-style-type: none"> Edit to prerequisites: (MATH 156 or MATH 161) and (MATH 229 or DSCI 369 or MATH 369). (MATH 229 or MATH 369) and (MATH 361). 	Fall 2022
MATH 435	Projects in Applied Mathematics	<ul style="list-style-type: none"> Edit to prerequisites: (CS 150A or CS 150B or CS 152 or CS 163 or CS 164 or CS 165 or CS 253 or MATH 151) and (MATH 255 or MATH 261). (CS 156 or CS 163 or CS 164 or CS 253 or MATH 151) and (MATH 229 or MATH 369) and (MATH 340 or MATH 345). 	Fall 2022

		<i>Existing AUCC 4C course. Submitted in CIM as a Major Change.</i>	
MATH 450	Introduction to Numerical Analysis I	• Edit to prerequisites: (CS 150A or CS 150B or CS 152 or CS 163 or CS 164 or CS 165 or CS 253 or MATH 151) and (MATH 255 or MATH 261) . (CS 156 or CS 163 or CS 164 or CS 253 or MATH 151 and (MATH 255 or MATH 261)) .	Fall 2022
MATH 451	Introduction to Numerical Analysis II	• Edit to prerequisites: CS 150A or CS 150B or CS 152 or CS 163 or CS 164 or CS 165 or CS 253 or MATH 151) and (MATH 340 or MATH 345) . (CS 156 or CS 163 or CS 164 or CS253 or MATH 151) and (MATH 340 or MATH 345) .	Fall 2022
MATH 460	Information and Coding Theory	• Edit to prerequisites: (MATH 360 or MATH 366) and (DSCI 369 or MATH 369) . MATH 360 and MATH 369 or MATH 366 .	Fall 2022
MATH 467	Abstract Algebra II	• Edit to prerequisites: DSCI 369, may be taken concurrently or MATH 369, may be taken concurrently; MATH 466 . MATH 466 and MATH 369, may be taken concurrently .	Fall 2022
MATH 469	Linear Algebra II	• Edit to prerequisites: MATH 161 and (DSCI 369 or MATH 369) .	Fall 2022
MATH 470	Euclidean and Non-Euclidean Geometry	• Edit to prerequisites: (MATH 261) and MATH 229 or DSCI 369 or MATH 369 (MATH 229 or MATH 369) and (MATH 261) .	Fall 2022
MATH 474	Introduction to Differential Geometry	• Edit to prerequisites: (MATH 261) and (DSCI 369 or MATH 369) MATH 261 and MATH 369 .	Fall 2022
VS 628	Physiology and Pathophysiology	• Edit to offering year: Odd Even • Edit to offering term: Fall Spring <i>Submitted in CIM as a Major Change.</i>	Fall 2022

Minutes approved by the University Curriculum Committee on 11/12/21.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **November 12, 2021** at 11:00 a.m. via Microsoft Teams.

The meeting adjourned at 12:12 p.m.

Minutes

The minutes of November 5, 2021 were approved.

Consent Agenda

The Consent Agenda was approved.

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

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
ART 461	Painting V—Capstone Portfolio Projects Advanced Painting II	<ul style="list-style-type: none"> Edits to course title and description. Edit to offering term: Fall, Summer Spring Existing AUCC 4C course. 	Fall 2022
ESS 555/ ANEQ 555 ENGR 555	Life Cycle Assessment for Sustainability	<ul style="list-style-type: none"> Change of subject code (<i>replacing ENGR with ANEQ</i>). 	Fall 2022

Program Deactivations			
Program Title	Notes	Last admit term	Last grad term
OCTH-MOT: Master of Occupational Therapy, Plan C (M.O.T.)	We are moving our program from the masters to the doctoral level. Our new program, offering an occupational therapy doctorate (OTD) will admit students Fall 2021 for a Summer 2022 start date.	Fall 2021	Fall 2024
OCTH-MS: Master of Science in Occupational Therapy, Plan A	We are discontinuing the MS in Occupational Therapy because we are moving our entry-level program to the Occupational Therapy Doctorate (OTD). Our first OTD cohort will be accepted Fall 2021 to begin Summer 2022. Because of potential delays in fieldwork placements, we will allow students to complete their program through Fall 2024.	Fall 2021	Fall 2024
MVCF-DD-CT: Graduate Certificate in Military and Veteran Culture	The deactivation request for this program is a result of continuous low enrollment (<10 students) and it being fiscally unsustainable for the School of Social Work.	Fall 2021	Spring 2022

CONSENT AGENDA

Experimental Courses – 1st Offering

Course #	Course Title	Notes/Changes	Effective Term
GEOL 580B1/ATS 580B1	Paleoclimate		Spring 2022

Course Deactivations

Course #	Course Title	Notes/Changes	Effective Term
SOWK 640	Contemporary Issues in Military Culture	Listed in MVCF-DD-CT: Graduate Certificate in Military and Veteran Culture (<i>see program deactivation above</i>)	Spring 2022
SOWK 641	Military Family Systems		

Minor Changes to Existing Programs

Program Title	Notes	Effective Term
AMNF-CT: Graduate Certificate in Advanced Manufacturing	<ul style="list-style-type: none"> Update to 'Select from' list. 	Spring 2022
FALF-CT: Graduate Certificate in Facilitating Adult Learning	<ul style="list-style-type: none"> Update to elective list. 	Spring 2022
ENGR-AMFZ-ME: Master of Engineering, Plan C, Advanced Manufacturing Specialization	<ul style="list-style-type: none"> Update to 'Select from' list and footnotes. 	Spring 2022
FWCB-MFWC: Master of Fish, Wildlife, and Conservation Biology, Plan C (M.F.W.C.B.)	<ul style="list-style-type: none"> Update to 'Select from' list. 	Spring 2022

Minutes approved by the University Curriculum Committee on 11/19/21.

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

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

COMMITTEE ON FACULTY GOVERNANCE

		<i>Term Expires</i>
<u>DOUG CLOUD</u> (Nominated by Committee on Faculty Governance)	CLA	2024
<u>CLAUDIA GENTRY-WEEKS</u> (Nominated by Committee on Faculty Governance)	CVMBS	2024

MEMORANDUM

DATE: November 15, 2021

TO: Sue Doe, Chair
Executive Committee and Faculty Council

FROM: Steven Reising, Chair, Committee on Faculty Governance

SUBJECT: Proposed revision to Sections C.2.1.9.2 and C.2.1.9.5 of the *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL*

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

MOVED, THAT SECTIONS C.2.1.9.2 and C.2.1.9.5 of the ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE AMENDED AS FOLLOWS:

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

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

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

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

C.2.1.9.5 Standing Committees: Membership and Function

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

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

1. To receive, review, and evaluate all recommendations from the various standing committees, and to report them to the Faculty Council.
2. To refer matters to standing committees of the Faculty Council.
3. To act for the Faculty Council between meetings of that body.
4. To execute those duties as may from time to time be given it by the Faculty Council or by the Board.
5. To receive petitions for calling additional meetings of the Faculty Council (see Section C.2.1.10, Article I, Section I).
6. To prepare the agenda for Faculty Council meetings.
7. To participate in the evaluation of University officers.

8. To recommend policies pertaining to the University calendar.
9. When appropriate, to establish priorities when assigning issues to Faculty Council standing committees.
10. To meet periodically with the faculty representatives to the Benefits Committee in order to ensure timely Faculty Council input and dialogue concerning University benefits programs.
11. To meet periodically with the faculty representatives to the University Policy Review Committee in order to ensure timely Faculty Council input and dialogue concerning development of proposed new University policies and review of major revisions of existing University policies.

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

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

1. To recommend to the Faculty Council amendments to the University Code, including revisions to update it.
2. To periodically review practices and procedures of the Faculty Council and its standing committees to assure compliance with the University Code.
3. To apportion annually the elected representatives of the colleges and University Libraries to the Faculty Council.
4. To provide interpretations of the University Code.

5. To establish uniform procedures for electing Faculty Council officers and members of its standing committees and to supervise the election of representatives to the Faculty Council.

a. To make and forward nominations for standing committees of the Faculty Council and faculty members of Benefits Committee (see Section D.2.1), University Policy Review Committee (see Section D.2.2), Grievance Panel (see Section K.15.1), Sexual Harassment Panel (see Appendix 2), and the University Discipline Panel (see Section I.7.3.2), and submit names of nominees for the offices of Faculty Council Chairperson, Vice Chairperson, and Representative to the Board and for other positions as requested by the Faculty Council.

c. Committee on Information Technology (last revised xxx)

The Committee on Information Technology shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (ex officio), the Vice President for Information Technology (ex officio), the Executive Director of The Institute for Learning and Teaching (ex officio), the Associate Vice-President for Research (ex officio), one (1) representative from the College IT Advisory Council (CITAC) (ex officio), one (1) representative from Administrative Professional Council (ex officio), one (1) graduate student, and one (1) undergraduate student. The duties of the standing committee shall be:

1. To provide consultation and recommendations on campus-wide policies, practices, and standards related to IT to the Faculty Council for maintaining and improving activities that affect the academic and research goals of the University.

2. To review and engage in the campus-wide IT strategic planning process, including developing recommendations for strategic initiatives, outcomes, and accountability mechanisms.
3. To recommend Division of IT priorities for resource allocations to the Vice President for IT to achieve university academic and research goals.
4. To annually review Division of IT services and make recommendations to the Vice President for IT regarding operational improvements, creation of new services, and sunseting of existing services as they relate to teaching & learning and research.
5. To advise the Vice President for IT on positions to be taken on national and international information technology issues.
6. To have a representative serve as a member of the IT Advisory Council (IAC) to ensure communication and alignment between ColT and IAC.

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

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

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

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

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

The Committee on Libraries shall consist of one (1) faculty representative from each college, and the Libraries, the Chairperson of Faculty Council (*ex officio*), the Dean of Libraries (*ex officio*), one (1) representative from the

Office of the Vice President for Research (*ex officio*), one (1) graduate student, and one (1) undergraduate student. The duties of this standing committee shall be:

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

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

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

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

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

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

1. To recommend to the Faculty Council policies concerning research and scholarly activities.
2. To recommend to the Faculty Council policies concerning the Graduate School.
3. To review and forward with recommendations to the University Curriculum Committee proposals for new graduate programs and changes in existing graduate programs.
4. To conduct inquiries/investigations of charges of misconduct in research, artistry, and other scholarly activities, including charges of misconduct in science as federally mandated. The standing committee will coordinate such inquiries/investigations with the VPR and will develop a pool of faculty from which specific panels will be selected. At the discretion of the standing committee, persons who are not members of the faculty may be included on inquiry/investigative panels.

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

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

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

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

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

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

1. To recommend policies to the Faculty Council related to planning and budgeting activities that affect the academic function of the University.

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

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

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

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

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

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

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

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

- a. To develop and recommend to Faculty Council criteria for identifying university units subject to Section C.2.3.6 University Centers, Institutes, and Other Special Units.
- b. To develop and recommend to Faculty Council policies and procedures for the establishment, continuance, and termination of centers, institutes, and other units meeting the established criteria.
- c. In consultation with other standing committees as appropriate, to evaluate proposals for centers, institutes, and other units meeting the established criteria on the basis of (1) appropriateness and acceptability of the name of the unit and (2) consistency of the mission of the unit with the mission and strategic plan of the University, and to make recommendations based on these evaluations for action by Faculty Council.

2. To recommend policies to the Faculty Council related to University Advancement, Conference Services, and University facilities that affect the academic function of the University.
3. To recommend policies to the Faculty Council related to international activities, including international education, research and development, training, student services, and Intensive English.

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

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

1. To receive or initiate recommendations pertaining to each and every course and program offered for academic credit by any unit of the University.
2. To evaluate all proposals for new undergraduate courses and programs as well as changes in existing courses and programs for correlation with other departments before consideration and approval by the Faculty Council.
3. To evaluate all proposals for new graduate courses and programs as well as changes in existing courses and programs for correlation with other departments. Review of graduate programs is conducted after the Committee on Scholarship, Research, and Graduate Education has recommended approval prior to their submission to the Faculty Council for approval.

4. To develop necessary administrative procedures for informing interested colleges concerning courses under consideration.
5. To evaluate proposals for the establishment of new departments, and the change of academic name, change in college affiliation, dissolution, division, or merger of existing departments.
6. To recommend policies to the Faculty Council related to the operations of the Division of Continuing Education which impact curricula.

Rationale:

This proposal derives from recommendations made to Executive Committee of Faculty Council by the Faculty Council IT Task Force in the fall of 2020. The task force specifically called for the creation of a new Faculty Council standing committee on institution-wide information technology. Subsequent to the task force's recommendations, VP Bernier and Chair Doe consulted with stakeholders, and these entities supported the creation of this committee, which aims to increase the faculty voice in improving processes around adoption, maintenance, improvements and sunseting of IT services on the CSU campus.

Changes in the Standing Committees list in Section C.2.1.9.2 are to bring the list up-to-date with the most recent Code changes passed by Faculty Council.

November 15, 2021

TO: Sue Doe, Chair
Executive Committee and Faculty Council

FROM: Brad Goetz, Chair
University Curriculum Committee

SUBJECT: New Joint Degree: Master of Addictions Counseling in Psychology and Social Work, Plan C

The University Curriculum Committee moves Faculty Council adopt the following:

A new Master of Addictions Counseling in Psychology and Social Work, Plan C, to be established effective Fall 2022 under the Provost and Academic Vice President

According to the request submitted:

Description:

There is a shortage of healthcare workers who are adequately trained in empirically supported practices for identifying and treating substance use disorders (SUDs). In many instances, SUD treatment is delivered by addiction counselors, however, current training models for addiction counselors do not provide adequate education/training in treating co-occurring mental health disorders. The opposite is often true in social work training programs, which offer training in treating mental health disorders however, often do not offer specialized training to treat co-occurring SUDs. This creates a significant treatment gap, whereby treatment of co-occurring SUDs and mental health disorders is limited to only those who reach beyond their program to receive specialized training in co-occurring disorders. The Master in Addiction Counseling and the Master of Social Work programs at CSU are uniquely positioned address this workforce gap through an innovative Joint MACP/MSW degree program. This joint degree program combines the Master in Addiction Counseling in Psychology (MACP) and the Master of Social Work (MSW). These are offered respectively by the Department of Psychology and the School of Social Work at Colorado State University. The free-standing MSW is comprised of 64 semester credits of coursework (Advanced Standing students, 39 semester credits), and the MACP, 42 semester credits. Students in the joint degree program will earn the combined degree upon completion of a total of 82 semester credits (Advanced Standing students, 63 credits). Each degree accepts credits earned in the other degree. The MSW accepts up to 9 semester credit hours of MACP coursework. The MACP accepts up to 16 semester credit hours of field education/internship. Upon completion of the program, graduates will have completed all educational requirements to become both a Licensed Addiction Counselor and a Licensed Clinical Social Worker.

Program Catalog Copy:

The Joint Masters in Addiction Counseling and Social Work Program (MACP/MSW) is uniquely positioned to address the workforce gap that exists to treat co-occurring substance use and mental health disorders. This joint degree program combines the Master in Addiction Counseling in Psychology (MACP) and the Master of Social Work (MSW), which are offered respectively by the Department of Psychology and the School of Social Work at Colorado State University. The free-standing MSW is comprised of 64 semester credits of coursework (Advanced Standing students, 39 semester credits), and the MACP, 42 semester credits. Students in the joint degree program will earn the combined degree upon completion of a total of 82 semester credits (Advanced Standing students, 63 credits). Each degree accepts credits earned in the other degree. Upon completion of the program, graduates will have completed all educational requirements to become both a Licensed Addiction Counselor and a Licensed Clinical Social Worker and will be able to treat those suffering with co-occurring substance use and mental health disorders.

Rationale:

There is a shortage of healthcare workers who are adequately trained in empirically supported practices for identifying and treating substance use disorders (SUDs). In many instances, SUD treatment is delivered by addiction counselors, however, current training models for addiction counselors do not provide adequate education/training in treating co-occurring mental health disorders. The opposite is often true in social work training programs, which offer training in treating mental health disorders however, often do not offer specialized training to treat co-occurring SUDs. This creates a significant treatment gap, whereby treatment of co-occurring SUDs and mental health disorders is limited to only those who reach beyond their program to receive specialized training in co-occurring disorders. The Masters in Addiction Counseling and the Master of Social Work programs at CSU are uniquely positioned address this workforce gap through an innovative Joint MACP/MSW degree program. This joint degree program combines the Master in Addiction Counseling in Psychology (MACP) and the Master of Social Work (MSW) offered respectively by the Department of Psychology and the School of Social Work at Colorado State University. This program is unique in that it uses the newly created Joint Degree Program processes at Colorado State University to create the first of its kind MACP/MSW program in the country. Upon completion of the program, graduates will have completed all educational requirements to become both a Licensed Addiction Counselor and a Licensed Clinical Social Worker. We will provide superior education and training to address workforce shortages in Colorado and across the Nation.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 4/1/21 and by the University Curriculum Committee on 9/24/21.

Attachment



NEW PROGRAM PROPOSAL

Date Submitted: 01/19/21 9:35 am

VIEWING: MASTER OF ADDICTIONS COUNSELING IN PSYCHOLOGY AND SOCIAL WORK, PLAN C

LAST EDIT: 09/24/21 12:09 PM

Changes proposed by: 829899596

Proposal Contact(s)

Name	Title	Phone	E-mail
Bradley T. Conner	Tenure Track Faculty	970-491-6197	brad.conner@colostate.edu
Amy Martonis	Non-Tenure Track Faculty	970-491-0996	amy.martonis@colosotate.edu

Program available to students: Fall 2022

College: Intra-University

Department/Unit: 1001 – Provost/Academic Vice President

Academic Level: Graduate

Program Type: Degree

Degree Type: Plan C Master's

Program Title: Master of Addictions Counseling in Psychology and Social Work, Plan C

Program Description:

There is a shortage of healthcare workers who are adequately trained in empirically supported practices for identifying and treating substance use disorders (SUDs). In many instances, SUD treatment is delivered by addiction counselors, however, current training models for addiction counselors do not provide adequate education/training in treating co-occurring mental health disorders. The opposite is often true in social work training programs, which offer training in treating mental health disorders however, often do not offer specialized training to treat co-occurring SUDs. This creates a significant treatment gap, whereby treatment of co-occurring SUDs and mental health disorders is limited to only those who reach beyond their program to receive specialized training in co-occurring disorders. The Master in Addiction Counseling and the Master of Social Work programs at CSU are uniquely positioned address this workforce gap through an innovative Joint MACP/MSW degree program. This joint degree

program combines the Master in Addiction Counseling in Psychology (MACP) and the Master of Social Work (MSW). These are offered respectively by the Department of Psychology and the School of Social Work at Colorado State University. The free-standing MSW is comprised of 64 semester credits of coursework (Advanced Standing students, 39 semester credits), and the MACP, 42 semester credits. Students in the joint degree program will earn the combined degree upon completion of a total of 82 semester credits (Advanced Standing students, 63 credits). Each degree accepts credits earned in the other degree. The MSW accepts up to 9 semester credit hours of MACP coursework. The MACP accepts up to 16 semester credit hours of field education/internship. Upon completion of the program, graduates will have completed all educational requirements to become both a Licensed Addiction Counselor and a Licensed Clinical Social Worker.

Program Catalog Copy:

The Masters in Addiction Counseling and Social Work Program (MACP/MSW) is uniquely positioned to address the workforce gap that exists to treat co-occurring substance use and mental health disorders. This joint degree program combines the Master in Addiction Counseling in Psychology (MACP) and the Master of Social Work (MSW), which are offered respectively by the Department of Psychology and the School of Social Work at Colorado State University. The free-standing MSW is comprised of 64 semester credits of coursework (Advanced Standing students, 39 semester credits), and the MACP, 42 semester credits. Students in the joint degree program will earn the combined degree upon completion of a total of 82 semester credits (Advanced Standing students, 63 credits). Each degree accepts credits earned in the other degree. Upon completion of the program, graduates will have completed all educational requirements to become both a Licensed Addiction Counselor and a Licensed Clinical Social Worker and will be able to treat those suffering with co-occurring substance use and mental health disorders.

Offered as: Main Campus Face-to-Face**Justification for Request:**

There is a shortage of healthcare workers who are adequately trained in empirically supported practices for identifying and treating substance use disorders (SUDs). In many instances, SUD treatment is delivered by addiction counselors, however, current training models for addiction counselors do not provide adequate education/training in treating co-occurring mental health disorders. The opposite is often true in social work training programs, which offer training in treating mental health disorders however, often do not offer specialized training to treat co-occurring SUDs. This creates a significant treatment gap, whereby treatment of co-occurring SUDs and mental health disorders is limited to only those who reach beyond their program to receive specialized training in co-occurring disorders. The Masters in Addiction Counseling and the Master of Social Work programs at CSU are uniquely positioned address this workforce gap through an innovative Joint MACP/MSW degree program. This joint degree program combines the Master in Addiction Counseling in Psychology (MACP) and the Master of Social Work (MSW) offered respectively by the Department of Psychology and the School of Social Work at Colorado State University. This program is unique in that it uses the newly created Joint Degree Program processes at Colorado State University to create the first of its kind MACP/MSW program in the country. Upon completion of the program, graduates will have completed all educational requirements to become both a Licensed Addiction Counselor and a Licensed Clinical Social Worker. We will provide superior education and training to address workforce shortages in Colorado and across the nation.

Program Level Learning Objectives:

This Master's Program in Addiction Counseling in Psychology and Social Work will prepare students to work as Licensed Addiction Counselors (LAC) and Licensed Clinical Social Workers (LCSW). With this joint degree, graduates will be able to treat individuals struggling with co-occurring substance use and mental health disorders, provide training for future graduates, and serve as leaders in the field advocating for their constituents. This will be accomplished through the following program-level learning objectives as graduates of the program will:

1. Serve as skilled practitioners who engage in ethical, autonomous, and multi-disciplinary practice across system levels utilizing a Person-in-Environment perspective.
2. Provide scientifically supported treatment for co-occurring substance use and mental health disorders in individual, family, and group therapy modalities.
3. Provide evidence-based supervision and training for addiction counseling and social work students as they complete their training.
4. Serve as leaders who advance social, economic, and environmental justice, promote human rights, and engage in social action to eliminate oppressive conditions for all people.
5. Serve as leaders that value and appreciate human relationships and diversity in its multiple forms and who model and advocate for inclusive practices and cultural humility.
6. Practice life-long learning, engage in scientific inquiry, and utilize critical thinking to inform practice at all system levels.
7. Critically apply relevant theories and values to engage, assess, intervene, and evaluate practice within changing contexts at all systems levels.

Program Requirements:

EFFECTIVE FALL 2022

<u>First Year</u>		
<u>Fall</u>		Credits
SOWK 500	Principles and Philosophy of Social Work	3
SOWK 511	Small Systems Practice Skills	3
SOWK 515	Theoretical Foundations for Social Work	3
SOWK 530	Anti-Oppressive Social Work Practice	3
	Total Credits	12
<u>Spring</u>		
SOWK 520	Social Welfare Policy and Advocacy	3
SOWK 588	Field Placement	6
SOWK 592	Integrative Foundation Field Seminar	1
SOWK 677¹	Trauma-Informed Care	
	Total Credits	10

Second Year**Fall**

PSY 612	Introduction to Addiction Counseling	3
PSY 675	Ethics and Professional Psychology Practice	3
PSY 724	Motivational Interviewing	3
PSY 726	Neuropharmacology of Addiction	3
SOWK 630	Advanced Generalist Practice with Individuals	3
	Total Credits	15

Spring

PSY 613	Advanced Addiction Counseling	3
PSY 775	Diversity Issues in Counseling	3
PSY 793	Clinical Supervision of Addiction Counseling	3
SOWK 631	Advanced Community Practice	3
SOWK 634	Advanced Practice with Families and Groups	3
	Total Credits	15

Third Year**Fall**

PSY 787 or SOWK 688	Internship Field Placement	9
SOWK 600	Methods of Research	3
SOWK 633	Contemporary Issues in Social Welfare Policy	3
	Total Credits	15

Spring

PSY 710	Advanced Addiction Treatments	3
PSY 787 or SOWK 688	Internship Field Placement	9
SOWK 698	Advanced Research and Social Work Capstone	3
	Total Credits	15
	Program Total Credits:	82

¹ Optional credits. Other SOWK courses may be chosen with approval of advisor.

A minimum of 82 credits are required to complete this program.

Additional Information: This is a proposal for a joint Master's Degree Program in the College of Natural Sciences, in the Department of Psychology, and the College of Health and Human Sciences, in the School of Social Work. We will issue one diploma, a Master's Degree in Addiction Counseling in Psychology and Social Work. We have attached the Final MOU between the two stand-alone programs detailing the processes for the joint degree, which has been signed by all interested parties.

Supporting Documents:

[MAC MSW MOU Final Signed.pdf](#)

November 16, 2021

Executive Committee and Faculty Council:

The Committee on Scholastic Standards moves that the catalog copy regarding registration be modified as follows (deletions and changes indicated in red):

Withdrawing from a class

The course withdrawal period begins after the add/drop period and closes at the end of the ~~eighth~~ [twelfth](#) week of the semester [for 16 week courses and ¾ of the course length for shorter courses](#). A “W” (withdrawal) grade notation will be recorded on the academic record. See also [Class Attendance Regulations](#). Tuition and fees will not be adjusted for withdrawals during the course withdrawal period. See also [Tuition and Fee Adjustments](#) in the Financial Information section.

Courses taught in terms of less than 16 weeks are subject to shorter add/drop and withdrawal periods. Select the class section's title in the class schedule and then the Class Details section in the pop-up window to view a class's specific add, drop, and withdraw dates.

Students withdrawing from CSU may not use the drop procedure to drop all classes, but must instead complete the [University Withdrawal](#) process.

Rationale:

During COVID-19-impacted semesters, the course withdrawal deadline was extended from 8 weeks to the final day of classes. Research indicates that students used this extended deadline to improve their grades, and that F, D, and U grades were reduced during and persistence improved following semesters in which this policy existed. Other universities, including CU, have course withdrawal deadlines that are later than 8 weeks but earlier than the final day of the semester. Prior to the extended course withdrawal period, students often had not received any of their larger assignment grades before the 8 week deadline, making it hard to make an informed decision. Students who wished to drop a class often learned that they already had missed the deadline. Some students ended up deciding to withdraw from the university (all courses) if they had several failing grades, causing them to lose credit for courses they completed successfully. Despite the positive outcomes associated with the course withdrawal being extended until the final day of classes, instructors reported that some students failed to make promised contributions toward group projects because they decided at the last minute to withdraw from the class. This caused difficulty for other students in their group. The consensus of opinion on CoSS was that students should have a good estimate of how they would do in a course by ¾ through the course, so they could make a good decision without letting down other members of group projects. CoSS therefore moves that the course withdrawal deadline be moved to ¾ of the way through the course, which is 12 weeks for typical 16-week courses.

Draft – Fall 2026 – Summer 2028 Academic Calendar**Nov. 5, 2021, Revised Nov.11, 2021 with comments from Registrar****Fall Semester 2026**

Aug. 20 - 21	Thursday - Friday	Orientation
Aug. 24	Monday	Classes Begin
Aug. 28	Friday	End Restricted Drop
Aug. 30	Sunday	End Regular Add
Sep. 7	Monday	Holiday - University Offices Closed - No Classes
Sept. 9	Wednesday	Census and Registration Closes – last day For dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 19	Monday	End Course Withdrawal (“W”) Period
Nov. 21	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 26 - 27	Thursday - Friday	Holiday – University Offices Closed - No Classes
Nov. 30	Monday	Classes Resume
Dec. 11	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 14 - 18	Monday - Friday	Final Examinations
Dec. 18 - 20	Friday - Sunday	Commencement
Dec. 22	Tuesday	Grades Due
Dec. 23 - 25	Wednesday - Friday	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

Spring Semester 2027

Jan. 1	Friday	Holiday – University Offices Closed
Jan. 14 - 15	Thursday - Friday	Orientation, Advising & Registration for New Students
Jan. 18	Monday	Holiday – University Offices Closed
Jan. 19	Tuesday	Classes Begin
Jan. 22	Friday	End Restricted Drop

Jan. 24	Sunday	End Regular Add
Feb.. 3	Wednesday	Census and Registration Closes – last day For dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Thursday	Founder’s Day – CSU’s 157 th birthday
Mar. 13	Saturday	Spring Break Begins – No Classes Next Week
Mar. 22	Monday	End Course Withdrawal (“W”) Period & Classes Resume
May 7	Friday	Last Day of Classes; University Withdrawal Deadline
May 10 - 14	Monday - Friday	Final Examinations
May 14 - 16	Friday - Sunday	Commencement
May 18	Tuesday	Grades Due

(79 days including Final Examinations)

Summer Session 2027

May 17	Monday	1 st 4 Week and 12 Week Term Begins
May 31	Monday	Holiday - University Offices Closed - No Classes
Jun. 11	Friday	1 st 4 Week Term Ends
Jun. 14	Monday	2 nd 4Week Term and 8 Week Terms Begin
Jun. 23	Wednesday	Census
Jul. 5	Monday	Holiday- University Offices Closed - No Classes
Jul. 9	Friday	2 nd 4 Week Term Ends
Jul. 12	Monday	3 rd 4 Week Term Begins
Aug. 6	Friday	8, 12 and 3rd 4 Week Terms End
Aug. 10	Tuesday	Grades Due

Fall Semester 2027

Aug. 19 - 20	Thursday - Friday	Orientation
Aug. 23	Monday	Classes Begin

Aug. 27	Friday	End Restricted Drop
Aug. 29	Sunday	End Regular Add
Sep. 6	Monday	Holiday - University Offices Closed - No Classes
Sept. 8	Wednesday	Census and Registration Closes – last day For dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 18	Monday	End Course Withdrawal (“W”) Period
Nov. 20	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 25 - 26	Thursday - Friday	Holiday – University Offices Closed - No Classes
Nov. 29	Monday	Classes Resume
Dec. 10	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 13 - 17	Monday - Friday	Final Examinations
Dec. 17 - 19	Friday - Sunday	Commencement
Dec. 21	Tuesday	Grades Due
Dec. 22 - 24	Wednesday - Friday	Holiday – University Offices Closed
Dec. 31	Friday	Holiday – University Offices Closed

(79 days, including Final Examinations)

Spring Semester, 2028

Jan. 13 - 14	Thursday - Friday	Orientation, Advising & Registration for New Students
Jan. 17	Monday	Holiday – University Offices Closed
Jan. 18	Tuesday	Classes Begin
Jan. 21	Friday	End Restricted Drop
Jan. 23	Sunday	End Regular Add
Feb. 2	Wednesday	Census and Registration Closes – last day For dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Friday	Founder’s Day – CSU’s 158th birthday

Mar. 11	Saturday	Spring Break Begins – No Classes Next Week
Mar. 20	Monday	End Course Withdrawal (“W”) Period & Classes Resume
May 5	Friday	Last Day of Classes; University Withdrawal Deadline
May 8 - 12	Monday - Friday	Final Examinations
May 12 - 14	Friday - Sunday	Commencement
May 16	Tuesday	Grades Due

(79 days including Final Examinations)

Summer Session 2028

May 15	Monday	1 st 4 Week and 12 Week Term Begins
May 29	Monday	Holiday - University Offices Closed - No Classes
Jun. 9	Friday	1 st 4 Week Term Ends
Jun. 12	Monday	2 nd 4 Week Term and 8 Week Terms Begin
Jun. 21	Wednesday	Census
Jul. 4	Tuesday	Holiday- University Offices Closed - No Classes
Jul. 7	Friday	2 nd 4 Week Term Ends
Jul. 10	Monday	3 rd 4 Week Term Begins
Aug. 4	Friday	8, 12 and 3 rd 4 Week Terms End
Aug. 8	Tuesday	Grades Due

Date: November 11, 2021

To: Sue Doe
Chair, Faculty Council

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

Subject: **Faculty Manual Section D.4 Letters Regarding Performance and/or Behavior**

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

MOVED, THAT SECTION D.4 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE REVISED AS FOLLOWS:

D.4 Letters Regarding Performance and/or Behavior

D.4.1 Letter of Expectations

A Letter of Expectations may be issued to an employee by their immediate supervisor or by someone further up in their supervisory chain. It must be clearly labeled as a Letter of Expectations, and it must be signed by the person who is issuing the Letter.

A Letter of Expectations shall identify problems with the employee's job performance and/or behavior that need to be corrected by the employee. It shall state clearly what expectations must be met by the employee in order to address these problems. The Letter shall not impose disciplinary action upon the employee. However, it can suggest, but not require, that the employee ~~seek counseling and/or~~ attend appropriate training, as specified in the letter, to address the performance and/or behavioral issues. The purpose of the Letter is to make it clear to the employee that certain expectations need to be met by the employee related to their position at CSU. The intention is that, if the employee meets the stated expectations, then the problems will have been resolved without the need for any disciplinary action. However, the Letter may state that a failure by the employee to meet the stated expectations may result in disciplinary action in the future.

Since the intention of a Letter of Expectations is to be informative, rather than punitive, then it is not grievable by the employee. However, the University Grievance Officer may decide that a letter which is labeled as a Letter of Expectations is mislabeled and is actually a Letter of Reprimand (see Section D.4.2). In this case, the letter is grievable.

D.4.2 Letter of Reprimand

A Letter of Reprimand may be issued to an employee by their immediate supervisor or by someone further up in their supervisory chain. It must be clearly labeled as a Letter of Reprimand, and it must be signed by the person who is issuing the Letter.

A Letter of Reprimand shall identify problems with the employee's job performance and/or behavior that need to be corrected by the employee. It shall state clearly what expectations must be met by the employee in order to address these problems. In addition, the Letter may impose disciplinary action upon the employee. The Letter may state that a failure by the employee to meet the stated expectations may result in additional disciplinary action in the future.

For tenured faculty, serious disciplinary action cannot be imposed without following the procedures in Section E.15. However, a Letter of Reprimand may require that a tenured faculty member ~~meet with a counselor or~~ attend appropriate training, as specified in the letter, to address the performance and/or behavioral issues without initiating the Section E.15 process. Any costs incurred for such ~~counseling or~~ training will be borne by the university. Also, a Letter of Reprimand may place limits on the ability of the tenured faculty member to interact with specific individuals at CSU or to be present at specific CSU locations without initiating the Section E.15 process, as long as those restrictions do not prevent the tenured faculty member from fulfilling their expected job duties.

Since the intention of a Letter of Expectations is to be punitive, then it is grievable by the employee.

D.4.3 Response from the Employee

When an employee receives a Letter of Expectations or a Letter of Reprimand, they shall have ten (10) working days from the date of its receipt to submit a written and signed Response to the person who issued the Letter. This Response shall be attached to the Letter, and anyone seeing the content of the Letter shall also be provided with a copy of the Response.

If the employee decides not to provide a Response, then they shall sign the Letter within ten (10) working days of its receipt to indicate that they have received it. They shall return the signed copy to the person who issued the Letter.

D.4.4 Documentation of Discussions

The documentation of discussions with an employee regarding perceived problems is not considered either a Letter of Expectations or a Letter of Reprimand and is not grievable.

Rationale: The Office of General Counsel has requested these changes to what was passed earlier. They are concerned that the administrator issuing the Letter of Expectations or the Letter of Reprimand may not have sufficient expertise to recommend or require counseling.

Date: November 11, 2021

To: Sue Doe
Chair, Faculty Council

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

Subject: **Faculty Manual Section E.15 Disciplinary Action for Tenured Faculty**

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

MOVED, THAT SECTION E.15 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE REVISED AS FOLLOWS:

E.15 Disciplinary Action for Tenured Faculty *(last revised June 11, 2021)*

The procedures set forth in this section of the Manual govern disciplinary action other than a Letter of Reprimand (see Section D.4.2) for tenured faculty members, including revocation of tenure and termination of appointment. These actions may occur in connection with either behavior or performance of professional duties. Disciplinary action other than a Letter of Reprimand for a tenured faculty member (hereinafter termed the “Tenured Faculty Member”) must follow the procedures outlined in this section of the Manual. These procedures shall be used in a manner that is consistent with the protection of academic freedom (see Section E.8) and confidentiality of all participants in such actions to the extent permitted by law. These procedures must not be used in an ~~arbitrary~~, unfair, unreasonable, arbitrary, capricious, or discriminatory manner. Participants shall conduct themselves in accordance with the Code of Ethical Behavior (see Section D.9).

Any member of the University community who knowingly makes false statements as a part of these proceedings shall be subject to disciplinary action appropriate to their position within the University.

The University Grievance Officer (UGO) shall be charged with assuring the integrity of the E.15 processes, including discussions to achieve a mutually agreeable resolution at any stage of the process, coordinating committee

appointments and duties, and certifying that appropriate individuals participate in the process. At the discretion of the UGO, any of the time limits in Section E.15 may be extended for reasonable periods. Such extensions shall be reported immediately to all parties concerned.

Either of the following conditions may lead to formal disciplinary action:

a. Substantial neglect of assigned duties that prevents the Tenured Faculty Member from fulfilling their obligation to the University as stated in Section E.5.2 and impacts the department, college, or University; or actions that substantially impair the duties or responsibilities of others.

b. Behavior of the Tenured Faculty Member that (1) presents significant risk to the safety or security of members of the University community (e.g., violence) and/or (2) represents a serious violation of ethics (see Section D.9) and/or University policy (including, but not limited to, unlawful discrimination, research misconduct, harassment, bullying, retaliation, or misappropriation of funds).

There are ~~three (3)~~ two (2) avenues for discipline:

~~a. Disciplinary action involving the issuance of a Letter of Reprimand. The Tenured Faculty Member's Academic Supervisor (see Section E.14) may formally sanction the Tenured Faculty Member by placing a Letter of Reprimand (officially labeled as such) in their file and providing a copy to the Tenured Faculty Member. This action does not require a Hearing, but it is grievable by the Tenured Faculty Member (see Section K). However, documentation of discussions by the Academic Supervisor with a faculty member regarding perceived problems is not considered a Letter of Reprimand and is not grievable. The Letter of Reprimand shall be reviewed by the appropriate college dean (or by the Provost if the Academic Supervisor is a dean). If the dean or Provost determines that the Letter of Reprimand is not appropriate, the dean or Provost shall refer the matter to the appropriate avenue below for action.~~

ëj. Acceptance of disciplinary action by the Tenured Faculty Member. The Tenured Faculty Member may agree to accept formal disciplinary action without a Hearing. In this case, there must be a written document stating that disciplinary action is being taken and detailing the disciplinary action and any agreements made. This document must be signed by both the Tenured Faculty Member and the Academic Supervisor to indicate their mutual agreement regarding the disciplinary action. The agreement by the Tenured Faculty Member to accept this action does not imply admission of responsibility for the charge. This action requires the approval of the Provost. If the Provost, after consultation with the UGO, determines that the disciplinary action is not appropriate, he or she shall direct that the matter be referred to a formal Hearing. This document stating the disciplinary action, if rejected, may not be used in the resulting Hearing.

ëjj. Disciplinary Action resulting from a formal Hearing. The University may impose disciplinary action against the Tenured Faculty Member. Possible disciplinary actions resulting from a formal Hearing include, but are not limited to, one or more of the following: letter of reprimand, reassignment of duties, mandatory education or training, monitoring, reduction in pay, suspension with or without pay, revocation of tenure, and termination of employment. Since faculty rank is an academic credential, reduction in rank ~~should~~ may not be used as a disciplinary action unless the rank was obtained through fraudulent means. Some disciplinary actions may be for a specified period of time or until some condition is met, and some may be for an indefinite period of time, subject to later review. It is also possible that the Hearing will not result in any disciplinary action.

E.15.1 Initiating the Process

The disciplinary process shall be initiated when a written and signed statement (hereinafter termed the "Statement"), which specifies with reasonable particularity the alleged grounds for disciplinary action, is filed with the UGO by one or more of the following individuals: the academic supervisor, the college dean, or the Provost. Anyone may write the Statement, but one or more of the individuals listed

in the previous sentence shall file it with the UGO in order to initiate the disciplinary process. Upon receipt of the Statement, the UGO shall notify the person(s) who filed the Statement that the disciplinary process has been initiated. Also, when the process has been completed, the UGO shall notify the person(s) who filed the Statement of the final outcome. In both cases, the person(s) who filed the Statement shall notify the person(s) who wrote the Statement.

E.15.2 Operational Procedures Prior to Completion of Formal Disciplinary Action

The UGO shall review the Statement to ensure that it alleges the existence of one or more of the conditions for disciplinary action listed in Section E.15.a or E.15.b. If the UGO finds that the Statement alleges one or more of these conditions, then, no later than three (3) working days following receipt of the Statement, the UGO shall provide a copy of the Statement to the Tenured Faculty Member and inform the Academic Supervisor and the dean of the college (or the Provost if the Academic Supervisor is a dean) of the commencement of the disciplinary process. The Statement is deemed to have been received when it is delivered personally to the Tenured Faculty Member, or ten working days after it has been sent to the Tenured Faculty Member via email to their official CSU email address, or when receipt has been confirmed to the UGO by the Tenured Faculty Member.

Pending the outcome of this process, the Provost may assign the Tenured Faculty Member to other duties or take such other action as deemed appropriate, including suspension of duties, only if the Provost determines that the continued presence of the Tenured Faculty Member would threaten the safety or security of the Tenured Faculty Member or other persons or would substantially impair or disrupt the normal functioning of the University or one of its departments or divisions. Salary shall continue during the period of a suspension.

E.15.3 Discussions to Achieve a Resolution

No later than three (3) working days after confirming the adequacy of the Statement and notifying the appropriate parties, the UGO shall direct the Academic Supervisor, the college dean, and/or the Provost to enter into discussions with the Tenured Faculty Member in an effort to come to a resolution as to possible disciplinary action to be taken against the Tenured Faculty Member by mutual agreement.³ The agreement by the Tenured Faculty Member to accept such action does not imply admission of responsibility for the charge (s).

If an agreement is reached, it requires the approval of the Provost. If the Provost determines that the agreement is appropriate, and the agreement does not involve a demotion, reduction in pay, resignation, or other separation from the University, the Provost is authorized to approve the agreement. If the Provost determines that the agreement is appropriate, and the agreement involves a demotion, reduction in pay, resignation, or other separation from the University, the agreement must be approved by the President. If the Provost determines, after consultation with the UGO, that the agreement is not appropriate, the Provost shall direct that the matter proceed to a formal Hearing. This agreement that states the disciplinary action, if rejected, may not be used in the resulting Hearing. If no agreement can be reached within five (5) working days of the UGO's directive to enter into discussions, the matter shall proceed to a formal Hearing.

If the decision is made to proceed to a Hearing, the Tenured Faculty Member shall be notified of the decision and given ten (10) working days to submit a written response (hereinafter termed the "Response") to the allegations in the Statement.

E.15.4 Hearing Process

If the allegations in the Statement are limited to performance of professional duties (Section E.15.a), then the procedures specified in Section E.15.4.1 are to be followed. If the allegations in the Statement are limited to behavior (Section E.15.b), then the procedures specified in Section E.15.4.2 are to be followed. If the Statement contains allegations involving both performance of professional duties and behavior, then a single Hearing shall be conducted with the

participation of both of the Hearing Committees specified in Sections E.15.4.1 and E.15.4.2.

As appropriate, individuals appointed to serve on Hearing Committees assembled under the provisions of Section E.15 may have their effort distributions adjusted, as negotiated with their immediate supervisor, to reflect their involvement in the disciplinary process, or they may receive release time from some of their academic obligations, ~~or they may receive compensation if participation is required beyond their appointment periods, as determined by the Provost.~~

E.15.4.1 Performance of Professional Duties

For allegations involving performance of professional duties as described in Section E.15.a, the charges shall be considered in a Phase II Review (see Section E.14.3.2) before they are considered in a formal disciplinary Hearing. The Phase II Review Committee shall determine whether or not a formal Hearing is warranted. The Provost may, for convincing reasons stated in writing, reverse the decision of the Phase II Review Committee, but this must be done within five (5) working days of being notified of the decision.

If the decision is made to conduct a formal disciplinary Hearing regarding allegations involving performance of professional duties, the Tenured Faculty Member's performance must be judged against the normal expectations within their department, taking into account the tenured faculty member's effort distribution (see Section E.9.1) and workload (see Section E.9.2). In this case, a Hearing Committee of at least six (6) members shall be formed, ~~that consists of~~ The persons eligible to serve on this Hearing Committee are the tenured faculty members of the Tenured Faculty Member's department who have the same or higher rank as the Tenured Faculty Member and who have no administrative duties (see Section K.11.2), but excluding the Tenured Faculty Member and their academic supervisor. ~~or a committee thereof, as specified by the Department Code.~~ The Department Code may specify the process for selecting the eligible faculty members to serve on the Hearing Committee. If the Department Code does

not specify the makeup of the Hearing Committee this process, then it the Hearing Committee shall consist of six (6) ~~tenured~~ eligible faculty members ~~having no administrative duties (see Section K.12.a)~~ drawn by lot by the college dean. ~~In no case may this committee consist of fewer than six (6) members.~~ If there are fewer than six (6) faculty members of the department eligible for the committee, then additional members shall be drawn by lot by the college dean from a pool consisting of all tenured faculty members of the college ~~having~~ who have the same or higher rank as the Tenured Faculty Member and who have no administrative duties (see Section K.12.a). ~~Neither the Tenured Faculty Member nor the Tenured Faculty member's Academic Supervisor may be a member of this committee.~~ The members of this Hearing Committee shall then select from their membership a chairperson who shall be a voting chair of the committee.

~~Members of a Hearing Committee who believe themselves sufficiently biased or interested that they cannot render an impartial judgment shall remove themselves from the case on their own initiative. Challenges for cause may be lodged with the UGO by the Tenured Faculty Member, the person(s) who submitted the Statement, or any member of the Hearing Committee. The UGO shall decide all challenges with such advice from legal counsel for the University or from the Colorado Department of Law (Office of the Attorney General) as the UGO deems necessary or advisable. The UGO may excuse a member of the Hearing Committee even though actual cause cannot be proven. The Tenured Faculty Member shall have a maximum of two (2) challenges without stated cause.~~

E.15.4.2 Behavior

If the Statement contains allegations involving behavior as described in Section E.15.b, then the UGO and the Chair of the Faculty Council shall jointly appoint a six (6) person Hearing Committee from the tenured faculty members of the Faculty Grievance Panel (see Section K.15). Neither the Tenured Faculty Member nor their Academic Supervisor may be part of this committee. The members of this

Hearing Committee shall then select from their membership a chairperson who shall be a voting chair of the committee.

If the Statement involves allegations of sexual harassment, discrimination, bullying, retaliation, or research misconduct, the procedures appropriate to those allegations shall be followed (see Appendices 1, 2, 3, 6, and 7) before a Hearing Committee is formed.

This Hearing Committee shall conduct a Preliminary Review in which they discuss the allegations in the Statement, evaluate the Tenured Faculty Member's Response, and determine whether or not a Hearing is warranted. During this process, the Hearing Committee may request additional statements from the Tenured Faculty Member, the person(s) filing the Statement, and/or other persons deemed to have relevant information. The Hearing Committee shall then retire for private discussion, which shall be confidential. These deliberations shall be followed by a vote to determine if sufficient information exists to warrant a Hearing. The decision to conduct a Hearing requires a majority vote. ~~The Hearing Committee shall complete this Preliminary Review within five (5) working days after receiving the Statement and the Response.~~ The Provost may, for convincing reasons stated in writing, reverse this decision by the Hearing Committee, but this must be done within five (5) working days of being notified of the decision.

~~If the Statement involves allegations of sexual harassment, discrimination, retaliation, or research misconduct, the procedures appropriate to those allegations shall be followed before conducting a Hearing as described in Section E.15.4.3 (see Appendices 1, 4, and 5).~~

E.15.4.3 Removal of Hearing Committee Members

Members of a Hearing Committee who believe themselves sufficiently biased or interested that they cannot render an impartial judgment shall remove themselves from the ~~case~~ committee on their own initiative. Challenges for cause may be lodged with the UGO by the Tenured Faculty Member, the person(s) who

submitted the Statement, or any member of the Hearing Committee. The UGO shall decide all challenges with such advice from legal counsel for the University or from the Colorado Department of Law (Office of the Attorney General) as the UGO deems necessary or advisable. The UGO may ~~excuse~~ remove a member of the Hearing Committee even though actual cause cannot be proven. The Tenured Faculty Member shall have a maximum of two (2) challenges without stated cause, but such challenges must be made within five (5) working days of receiving notification of the membership of the Hearing Committee. If a member is removed from the Hearing Committee, then a replacement member shall be chosen by following the same procedures as for the initial selection of the committee members in order to produce a Hearing Committee with six (6) members.

E.15.4.3 Hearing

a. The Hearing Committee(s) may hold organizational meetings which may include meetings with the Tenured Faculty Member, the Academic Supervisor, the person(s) filing the Statement, or other persons, as needed, to (1) clarify the issues, (2) effect stipulations of facts, (3) provide for the exchange of documentary or other information, (4) formulate a list of potential witnesses, and (5) achieve other pre-Hearing objectives as will make the Hearing fair, effective, and expeditious. The UGO shall be present at all meetings of the Hearing Committee(s).

b. The Tenured Faculty Member shall be notified in writing of the Hearing and the specific allegations within five (5) working days following the formal decision to proceed with the Hearing. The Hearing shall commence no ~~less~~ sooner than twenty (20) working days following receipt of the notice by the Tenured Faculty Member, unless the Tenured Faculty Member requests an earlier Hearing and the Hearing Committee concurs. A notice is deemed to have been received when it is delivered personally to a the Tenured Faculty Member, or recipient of five (5) working days after it is deposited in campus mail for transmission to the recipient when it has been sent to the Tenured Faculty Member via email to their official

CSU email address, or when receipt has been confirmed to the UGO by the Tenured Faculty Member.

c. The Hearing and recommendations for action shall be limited to the allegations specified in the Statement. Any additional allegations emerging during the Hearing may be considered only after a new Statement regarding such allegations has been filed with the Hearing Committee(s) and the Tenured Faculty Member has been given an opportunity to submit a new written Response.

d. The Hearing shall be closed, and the proceedings shall remain confidential to the extent permitted by law. During the Hearing, the Tenured Faculty member and the UGO shall be present at all times. In addition, the Tenured Faculty Member and the Hearing Committee(s) shall each be permitted to have a maximum of two (2) advisors present, consisting of academic advisors and/or legal counsel. These advisors may provide advice and assistance, but they may not actively participate in the proceedings, such as making objections or attempting to argue the case (however, if an advisor is called as a witness, the advisor is allowed to participate in this capacity). Advisors for any participant shall be free to advise the participant fully throughout the proceeding, including assisting the participant in formulating any required written documentation and helping the participant prepare for any oral presentations.

e. ~~A verbatim record of the Hearing shall be taken, and a printed~~ The Hearing shall be recorded, and a copy of the recording shall be made available, without cost, to the Tenured Faculty Member at the Tenured Faculty Member's request. ~~The University shall bear the cost.~~

f. The Tenured Faculty Member and Hearing Committee(s) shall be ~~afforded an opportunity to obtain~~ provided at least five (5) working days prior to the Hearing with all written documents scheduled to be presented and the names of all witnesses scheduled to be heard in the proceedings, along with the nature of their proposed testimony ~~and documentary or other information~~. The administration shall cooperate with the Tenured Faculty Member and the Hearing Committee(s)

to the extent possible in securing witnesses and making documentary and other information available.

If the need arises, the Hearing Committee(s) may decide to request additional written documents or call additional witnesses during the Hearing. If so, the Tenured Faculty Member must be given the opportunity to prepare a response to such changes, and this may include presenting new written documents and/or calling additional witnesses. This may require grant adjournments of the Hearing as they for periods that the Hearing Committee(s) they deem appropriate (e.g., to enable either the Tenured Faculty Member or the Hearing Committee(s) to investigate new information.

g. The Tenured Faculty Member and the Hearing Committee(s) shall have the right to see all written evidence presented, hear all testimony, and question all witnesses. Furthermore, the Tenured Faculty Member must be afforded the opportunity to question the person(s) filing the Statement. If any person filing the Statement refuses to appear as a witness, then the Hearing shall conclude immediately, and no disciplinary action shall be taken as a result of this Hearing (although the same allegations may be considered again in a newly initiated Hearing). However, harassment of witnesses by the Tenured Faculty Member, as determined by a concurrence of at least two-thirds (2/3) of the members of the Hearing Committee(s), is prohibited. Also, if it is deemed appropriate by at least two-thirds (2/3) of the members of the Hearing Committee(s), the questioning of one (1) or more witnesses may occur with the parties being in different physical locations, but the questioning must occur in a real-time, spontaneous format (e.g., a video conference or a teleconference), unless at least two-thirds (2/3) of the members of the Hearing Committee concur that this is not feasible.

h. The person(s) filing the Statement shall not be present during the testimony of others, unless specifically invited by the Hearing Committee(s). Such an invitation must be agreed to by at least two-thirds (2/3) of the members of the Hearing Committee(s). Such an invitation does not include the right to question either the

Tenured Faculty Member or any other witnesses, unless this right is included explicitly in the invitation. If such an invitation is made, the invited person shall be permitted to have a maximum of two (2) advisors present, consisting of academic advisors and/or legal counsel. These advisors may provide advice and assistance, but they may not actively participate in the proceedings (however, if an advisor is called as a witness, ~~he or she~~ the advisor is allowed to participate in this capacity).

i. The Hearing Committee is not bound by strict rules of legal evidence. Every possible effort shall be made to obtain the most reliable information available.

j. If one or more members of the Hearing Committee cannot complete the Hearing and reporting process, then this process shall continue without them. However, if fewer than five (5) members of the Hearing Committee are able to complete this process, then the process shall be terminated, a new Hearing Committee shall be formed, and a new Hearing shall be conducted.

E.15.5 Procedures Following Completion of the Hearing

After the completion of the Hearing, the Hearing Committee(s) shall retire for private discussion and review with the UGO being present. These deliberations shall remain confidential to the extent permitted by law. If there are two (2) Hearing Committees, they shall have separate deliberations and make separate recommendations.

Each Hearing Committee shall evaluate the information presented to determine if the condition required for disciplinary action exists related to its particular charge (behavior or performance of professional duties). If the Hearing Committee determines that the condition does not exist, then it shall issue a report stating that finding. If the Hearing Committee determines that the condition does exist, then it shall issue a report that states that finding and makes a recommendation for appropriate disciplinary action. In deciding upon appropriate disciplinary action, the Hearing Committee shall consider the totality of the circumstances, including

the egregiousness of the Tenured Faculty Member's actions, the prior actions and history of the Tenured Faculty Member, and whether a pattern exists.

The written report of the Hearing Committee shall include a comprehensive and detailed summary of the relevant facts and the conclusions reached in assessing those facts. If any members of the Hearing Committee disagree with the Committee's recommendation, they shall jointly prepare a minority statement explaining their reasons for disagreement with the majority, and this shall be part of the Hearing Committee's report. The Hearing Committee shall issue its final report no later than ten (10) working days after the conclusion of the Hearing.

E.15.6 Recommendations for Disciplinary Action

If at least two-thirds (2/3) of the members of the Hearing Committee concur that disciplinary action is appropriate, a written report shall be prepared that states this conclusion, recommends specific sanctions, and specifies the reasons for this recommendation. The report must include a review of the information and an explanation of the grounds for the recommendation. The sanction(s) recommended must be reasonably related to the seriousness of the offense and may take into account the totality of the circumstances.

A recommendation for revocation of tenure and/or termination of appointment requires the concurrence on at least two-thirds (2/3) of the members of the Hearing Committee.

If less than two-thirds (2/3) of the members of the Hearing Committee concur that disciplinary action is appropriate, a written report shall be prepared that recommends that no disciplinary action be taken.

E.15.7 Disposition of the Hearing Committee's Report

The Hearing Committee's written report, which may include a minority statement, shall be transmitted to the Tenured Faculty Member and their Academic

Supervisor, the person(s) filing the Statement, and, at successive steps, to the dean and the Provost.

The Tenured Faculty Member and the person(s) filing the Statement, shall have the right to object in writing to the recommendation of the Hearing Committee. Such an objection shall be limited to five (5) typed pages with normal font size, and it must be submitted to the Faculty Member's Academic Supervisor, no later than five (5) working days after receipt of the Hearing Committee's report. Any objections shall be attached to the recommendation of the Hearing Committee and considered together with this recommendation at each successive level in the administrative chain.

E.15.8 Administrative Action on the Hearing Committee Recommendations

After a recommendation is received from the Hearing Committee, the Academic Supervisor ~~and the dean~~ shall ~~each~~ review the Hearing Committee's report and recommendation and any written objections and make their own recommendation to the ~~next administrative level~~ dean, with copies sent to the Tenured Faculty Member and the person(s) filing the Statement. The dean shall then review the Hearing Committee's report and recommendation, any written objections, and the recommendation from the Academic Supervisor and make their own recommendation to the Provost, with copies sent to the Tenured Faculty Member, the person(s) filing the Statement, and the Academic Supervisor. If two (2) separate Hearing Committees have made two separate recommendations, each recommendation is considered separately until the two recommendations reach the Provost. The Provost shall then combine the two separate recommendations and make a single recommendation to the President. If someone in the administrative chain fails to issue a recommendation within five (5) working days, the matter shall be forwarded to the next administrative level for review.

If the Provost must combine two separate recommendations into a single recommendation to the President, then the decision of the President is final. Otherwise, the decision of the Provost is final, unless the decision involves a

demotion, reduction in pay, resignation, or other separation from the University. If the decision of the Provost involves a demotion, reduction in pay, resignation, or other separation from the University, then that decision shall be forwarded to the President as a recommendation, and the decision of the President is final.

An alternate recommendation or final decision that is either more or less severe than the recommendation ~~received~~ made by the Hearing Committee(s) shall be issued at a higher administrative level only for compelling reasons that shall be stated in writing to the Tenured Faculty Member, the person(s) filing the Statement, the Hearing Committee(s), and all previous administrators in the administrative chain. In the case of an alternate recommendation, the Tenured Faculty Member, the person(s) filing the Statement, the Hearing Committee(s), and the previous administrators in the administrative chain shall be given five (5) working days from the date of notification of the alternate recommendation to object in writing to the administrator's reasons for making the alternate recommendation, and the alternate recommendation could be reversed at an even higher administrative level. If the Provost must ~~combine two separate recommendations~~ make a recommendation to the President, the Provost's ~~combined~~ recommendation shall be communicated in writing to the Tenured Faculty Member, the person(s) filing the Statement, the Hearing Committee(s), and all previous administrators in the administrative chain, and it may be objected to the President in the same manner. Objections shall each be limited to five (5) typed pages with normal font size and shall be forwarded to each successive administrator along with the alternate recommendation and the rationale for it.

E.15.9 Written Records

The recording of the Hearing and aAll written records of E.15 documents and proceedings, including the Statement and Response; ~~the verbatim record of the Hearing~~; supporting documents; committee reports and recommendations, including any minority statement(s); administrative reviews of committee recommendations; alternate recommendations; objections to any

recommendations; and final decisions, shall be kept on file in the archives of the UGO for the duration of the employment of the Tenured Faculty Member, and these shall be considered to be part of the Tenured Faculty Member's official Personnel File (see footnote #2 ~~regarding official~~ regarding the official Personnel File).

E.15.10 Term of Continuation of Faculty Salary and Benefits Following Termination of Appointment

Employment, together with salary and benefits, shall terminate upon a final decision to terminate an appointment. However, employment may continue for a period not to exceed one (1) year if the President independently determines or concurs with a recommendation that employment be continued for that specified period to enable the Tenured Faculty Member to complete essential responsibilities.

E.15.11 Time Limit for Action by the Provost

The Provost must act on the final decision regarding disciplinary action within ten (10) working days of the reporting of that decision.

Rationale:

1. Changes have been made to clarify the process and to make sure that all appropriate persons are notified of decisions and have a chance to respond to them.
2. Changes have been made due to the addition of Section D.4 to the Manual.
3. Changes have been made to acknowledge that email is now a standard means of communication.

4. It is now stated that hearings shall be recorded, rather than having a written transcript typed.
5. Since the University Grievance Officer (UGO) manages the Section E.15 process, it has been made clear that the UGO is present at all steps in the process.