

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

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

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

I. FACULTY COUNCIL AGENDA – FEBRUARY 5, 2019

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting – March 5, 2019 – Plant Sciences building – Room C101 – 4:00 p.m.
2. Elections for Faculty Council Officers – March 5, 2019
Faculty Council Chair, Vice Chair, and Board of Governors Faculty Representative – Committee on Faculty Governance
 Send nominations to Don Estep, Chair, CoFG
Donald.Estep@Colostate.edu
Nominations close Friday, February 22, 2019
3. Executive Committee Meeting Minutes located on the FC website – December 11, 2019
<http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/>

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting Minutes – December 4, 2018 (pp. 3-25)

C. UNFINISHED BUSINESS

D. CONSENT AGENDA

1. UCC meeting minutes – November 30, 2018 and December 7, 2018 (pp. 26-33)
2. Approval of Degree Candidates – Spring and Summer Semesters (p. 34)

E. ACTION ITEMS

1. Proposed revisions to Appendix 7- Bullying in the Workplace of the *Academic Faculty and Administrative Professional Manual* – CoRSAF (pp. 35-48)

F. REPORTS TO BE RECEIVED

1. Provost/Executive Vice President – Rick Miranda
2. Faculty Council Chair – Tim Gallagher
3. Board of Governors Faculty Representative – Margarita Lenk
4. PUMAS: Pathways to Understanding and MAstery of Statistics: A new program in statistics (pp. 49-53)

STAT 100 Course Description and Goals (p. 54)
-Mary Meyer, Professor, Department of Statistics
5. Report on progress of approved *Manual* changes for NTTF
-Jenny Morse, Chair, CoNTTF

G. DISCUSSION

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

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

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

MINUTES
Faculty Council Meeting
December 4, 2018 – 4:00 p.m. – Plant Sciences – Room C101

CALL TO ORDER

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

ANNOUNCEMENTS

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

Gallagher announced that the Faculty Council meeting would be held on February 5, 2018 at 4:00 p.m. – Plant Sciences Building, Room C101

2. Executive Committee Meeting Minutes located on FC website – October 30, 2018

[\(http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/\)](http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/)

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

MINUTES TO BE APPROVED

1. Faculty Council Meeting Minutes – November 6, 2018

Gallagher asked for any corrections or additions.

Antonio Pedros-Gascon (CLA At-Large): Page 5 has a misspelled word. Pedros-Gascon will email the correction.

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

UNFINISHED BUSINESS

1. University Grievance Panel Elections – Committee on Faculty Governance

Ruth Hufbauer for Steve Reising, moved, on behalf of the Committee on Faculty Governance that the following faculty be elected:

<u>SUSAN TSUNODA</u>	CVMBS	2021
(Nominated – Committee on Faculty Governance)		

The University Grievance Panel nominee was unanimously approved.

CONSENT AGENDA

1. UCC meeting minutes – November 2, 9 and 16, 2018

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

The Consent Agenda was unanimously approved.

ACTION ITEMS

1. Proposed revisions to Section E.11 Appeal of Early Termination of Contract Faculty Appointments of the *Academic Faculty and Administrative Professional Manual* – CoRSAF

Marie Legare, Chair, CoRSAF spoke to the motion and stated that the rationale is pretty straightforward. Making this a uniform process.

Karen Barrett (HDFS): Will the faculty member, at the time they are told of the decision, be told they only have 10 days to get their appeal in?

Richard Eykholt (UGO and CoRSAF member): Yes. When someone is notified and there is an intent to terminate, there is a meeting. The department chair is supposed to inform them what the appeals process is. If they were not notified, it would be grounds for an extension.

Karen Barrett (HDFS): I was wondering if that language should be in the proposal.

Jenny Morse (Chair, CoNTTF): Along that line, we have asked if that language could be implemented in their initial appointment letters.

Miranda: It is certainly possible but I am reluctant to put this in an offer letter when we are trying to recruit people. We could still consider it.

Antonio Pedros-Gascon (CLA At-Large): On page 26, questions regarding why notification of all persons involved in the appeal is not required. Concerned it may affect the person making the appeal may not be well defended.

Richard Eykholt (UGO and CoRSAF member): There is no current process so this creates a process. It's a parallel process to Grievance and E.15. The people doing the investigation are given latitude for what is relevant and not relevant. You don't want to give the person the opportunity to tie up the process with a ton of material, including irrelevant materials, in their defense to drag things out.

Dawn Duval (CVMBS): So this only applies to termination prior to the end of the contract? Regarding the appointment types from the spring, why is there an automatic movement from contract into a continuing appointment when a termination ends? Why doesn't a contract just end at the end of it?

Richard Eykholt (UGO and CoRSAF member): This is not relevant to the current motion on the floor, but to terminate a continuing appointment requires approval of the president. This is intended to strengthen what is proposed.

Subject: Faculty Manual E.11 Appeal of Early Termination of Contract Faculty Appointments

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

MOVED, THAT THE CURRENT SECTION E.11 (Granting of Senior Teaching Appointments) OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL* BE REPLACED WITH THE FOLLOWING:

E.11 Appeal of Early Termination of Contract Faculty Appointments

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

E.11.1. Initiating the Process

When a Recommendation to the President to terminate a Contract Faculty Appointment prior to the ending date of the contract is sent to the Provost, a copy of this

Recommendation shall be provided in writing to the faculty member by the person making the Recommendation (hereinafter referred to as the Recommender). The faculty member then has ten (10) working days to submit to the UGO an Appeal in writing of this

Recommendation, along with the Recommendation itself. If an Appeal is submitted within this time frame, then the UGO shall notify the Provost within three (3) working days, and the Recommendation shall not be sent to the President until the conclusion of the Section E.11 process.

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

The Appeal should provide all of the information that the Appeal Committee (see Section E.11.2) will need in order to make its decision whether to support or oppose the Recommendation for termination. This may include relevant documentation and persons that the Appeal Committee may contact for additional supporting information. The relevance of each person should be stated in the Appeal. The Appeal Committee is not required to contact all of the persons listed in the Appeal. The UGO will review the Appeal to make sure that the information included is relevant to the issue of termination. In some cases, it may be necessary for the UGO to return the Appeal to the Appellant for editing before it is acceptable.

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

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

E.11.2 Appeal Committee

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

E.11.3 Report of the Appeal Committee

After the completion of the process described in Section E.11.2, the three members of the Appeal Committee shall meet to discuss the case and to reach a final decision by majority vote whether to support or oppose the Recommendation for the termination of the Appellant.

After the conclusion of this meeting, the Chair of the Appeal Committee shall prepare a final Report. This Report shall include the overall vote of the Appeal Committee and the reasons supporting its decision. If the vote was not unanimous, then the Report shall also summarize the reasons given by the dissenting member. The Report shall be submitted to the UGO within twenty (20) working days of the receipt from the UGO of both the Appeal and the Response by the members of the Appeal Committee.

E.11.4 Final Decision by the President

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

Rationale:

1. The Senior Teaching Appointment no longer exists, thus the current Section E.11 (Granting of Senior Teaching Appointments) has no purpose and needs to be deleted.
2. We are proposing to insert this new section into the now vacated Section E.11. The proposed E.11 above deals with NTTF on contract appointments. A contract appointment is not an at-will employee. Thus, the early termination of such a contract should require more due process than the termination of an at-will employee. This new section creates such due process and strengthens the meaning of a contract appointment. Also, it makes sure that NTTF have representation on the appeal committee.
3. Previously there have been very few faculty employment contracts across the campus. With recent changes to faculty appointment types (E.2), we now have a significantly larger portion of the faculty on contract appointments. Thus, it is logical that there will be appeals to early termination and an appeals process is needed. A standard process will ensure equity in treatment across the colleges that make up our campus.
4. Both TTF and NTTF have access to the Grievance process. However, termination cannot be grieved (stated in section K and E.15) thus this Appeals Process was written to help ensure a level of due process if early termination of a contract appointment were to occur.

The motion was unanimously approved.

2. Proposed revisions to the *Graduate and Professional Bulletin* – Application: U.S. Citizens or Permanent Residents – CoSRGE

William Sanford spoke to the proposal.

Adding one sentence to clarify that admission decisions are final and not subject to appeal.

RE: Revisions to the *Graduate and Professional Bulletin* – Application: U.S. Citizens or Permanent Residents

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORE~~

Application: U.S. Citizens or Permanent Residents

Students apply [online](#). In addition to the online application, a non-refundable application fee must be electronically submitted.

The on-line application will be electronically submitted to the Office of Admissions and then forwarded to the appropriate academic departments. With this system, most documents are uploaded directly by the applicant. Regarding letters of recommendation, recommenders will be notified and prompted to provide a recommendation letter through the online system. The letter of recommendation will be automatically processed and submitted to the student's online file.

The following must be sent directly to the Office of Admissions at Colorado State University, 1062 Campus Delivery, Fort Collins, CO 80523-1062.

1. One official transcript of all collegiate work completed post-high school. Additionally separate transcripts are not required for study abroad credits if the GPA and credits are recorded on the transcript of the university that sponsored the study abroad experience. CSU transcripts are not required. Training course transcripts from branches of the U.S. military that show credit received with neither grades nor degrees awarded are exempt from the transcript requirement.
2. Test scores such as GRE or GMAT, if required by department, should be submitted with institution code 4075.
3. Any other materials that individual departments or programs may require of applicants.
4. Regardless of citizenship, applicants may be required to demonstrate proof of English language proficiency, if they do not have a degree from an institution where the primary language of instruction is English.

General deadlines for the receipt of complete applications are as follows: Fall Semester, April 1; Spring Semester, September 1; Summer Term, January 1. Please submit the on-line application and all supporting documents by the appropriate date. Note that individual departments may have earlier deadlines for certain programs. Please consult appropriate sections of this Bulletin or a department contact person. Applications completed later than these published deadlines may be considered depending on space and resources available. Late applications that cannot be considered will be updated by the Office of Admissions to a later semester or term. Except for Integrated Degree Program (IDP) Admissions, applications cannot be accepted more than fifteen months in advance of the term in which study is to begin.

Students who wish to be considered for fellowships, assistantships, or other forms of merit- or competency-based financial support may be subject to earlier deadlines. See [Application for Financial Support](#).

The application fee is not refundable even if the application is withdrawn or admission denied, nor is it applied to tuition and fees if the applicant subsequently enrolls. The non-refundable application fee must be received by the Office of Admissions. Your application cannot be submitted until the fee is received. Only persons with bachelor's degrees from colleges or universities accredited by one of the major regional accrediting agencies are eligible to apply. Degrees from schools which do not possess overall, institutional accreditation or which have only specialized accreditation cannot be accepted. This policy does not apply to

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admission for combined degree programs (CDPs, see [Sequential Degree Programs](#)), however, CDP students must earn their bachelor's degrees prior to, or concurrent with, the award of their graduate degrees.

An undergraduate grade point average of 3.000 (A = 4.000) is required by CSU regulation for admission. The various departments may have requirements in addition to or more stringent than those of CSU. Higher undergraduate grade point averages may be required, specific GRE minimum scores may be specified, or GRE advanced tests may be required, for example. Once again, applicants are strongly urged to contact the department in which they intend to study.

CSU may waive its 3.000 minimum undergraduate grade point average requirement under unusual circumstances or if the applicant is applying through Track II Admissions (see below). Applicants must present strong countervailing evidence that successful completion of a degree program is likely. Examples of the kinds of evidence that might be considered are high scores on the GRE aptitude test, high scores on the GRE advanced test, excellent letters of recommendation, relevant professional experience, and other indicators of exceptional motivation and performance. A positive recommendation by the department is required in such cases. Some departments may waive their specific requirements under similarly unusual and compelling circumstances. However, they are not required to do so and many cannot, due to space and resource considerations.

If the minimum GPA requirement is waived and the applicant is accepted by the Graduate School, the applicant will be provisionally admitted and placed immediately on academic probation. The student must achieve a term GPA of 3.000, averaged across all coursework that is traditionally graded (A through F), in the first semester, or the student will be dismissed from the Graduate School. This policy applies to all provisionally admitted graduate students.

Meeting the minimum CSU or department standards does not entitle an applicant to admission. Meeting such standards only insures consideration of the application. Since CSU cannot accommodate all who meet the minimum standards, it reserves the right to select individuals for admission on the basis of merit in such a way as to promote the best interests of CSU and the society as a whole and to maximize the potential for individual accomplishment.

Decisions made by the Graduate School to deny admission are final and not subject to appeal by the applicant.

Rationale:

This added language clarifies that admission decisions are final and not subject to appeal.

The motion was unanimously approved.

3. **Proposed revisions to the *Graduate and Professional Bulletin* – Advisory System – CoSRGE**

Bill Sanford spoke to the motion.

Sanford said the first part is changing the wording of definition of faculty; second part is on the Graduate School website for how non-CSU employees can become part of a committee.

RE: *Revisions to the Graduate and Professional Bulletin – Advisory System*

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORE~~

The Advisory System

Since thoughtful planning is vital to a graduate student career, a comprehensive arrangement for advising has been established. Each student is initially assigned a faculty member as advisor by the head of the department in which the major is pursued.

A permanent advisor will be selected from among departmental faculty once initial entry to the program has been completed. (The temporary advisor may assume this role if appropriate.)

The advisor is the chief source of advice in the planning process. This individual works closely with the student throughout the graduate career on all matters related to the degree program.

A close, cordial, and professional relationship is therefore of the utmost importance. Both student and advisor should work at achieving mutual understanding and respect.

Except for those pursuing Plan C master's degrees, each student has an individual graduate advisory committee. Members of the committee should be chosen on the basis of the student's interests, the student's experience with faculty members, and the advisor's knowledge and expertise. The makeup of a graduate committee must be approved by the department head and, of course, agreed to by the potential members themselves. It is well for the student to assume the responsibility of securing these approvals and agreements.

The purpose of the committee is to make available to the student a broad range of knowledge and expertise. It aids in general advising of the student and assists in planning the major elements of the program. The committee also evaluates student progress throughout the graduate career. It may provide assessments at various stages and it administers the examination. The committee is not responsible for reminding students of published deadlines nor for monitoring procedural details. The student should manage such matters independently.

The committee must consist of at least three faculty members for a master's degree program and at least four for a doctoral degree program. The members are as follows:

1. The advisor who serves as chairperson of the committee and who must hold academic faculty rank as a professor, associate professor, or assistant professor of any appointment type within the department or program granting the degree;
2. One or more additional members from the department;
3. Any non-departmental faculty member who may be appropriate; and

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4. One member from an outside department who, appointed by the Dean of the Graduate School, represents the Graduate School. The outside committee member appointed by the Dean of the Graduate School must hold a ~~regular, special,~~ tenured, tenure-track, contract, continuing, transitional, joint, or emeritus/emerita faculty appointment at CSU. The outside member should serve as an impartial external evaluator on the committee, ensuring quality of scholarship and fairness in process.

5. Non-CSU employees may obtain faculty affiliate appointments in an academic department in order to be eligible to serve on graduate committees. They may also be appointed to such committees through a nomination process that is reviewed and approved by CoSRGE (Faculty Council Committee on Scholarship, Research, and Graduate Education).

Please contact the Human Resource staff member of the appropriate department to determine the appointment designation of a potential committee member.

Due to the interdisciplinary nature of some scholarship at CSU, conflicts of interest in advisory committees between members or between the student and one or more members may not be avoidable. When a conflict of interest exists, a written report must be submitted by the chair of the advisory committee to the Dean of the Graduate School that includes: 1) the names of those involved in the conflict of interest, 2) the nature of the conflict of interest, 3) a plan to manage the conflict of interest. Failure to disclose a conflict of interest is a violation of CSU Policy (Faculty and Staff Manual: D.7.7., Appendix 2, Appendix 6). Individuals who are not academic faculty but who have special expertise may serve on committees in addition to the prescribed members, but may not vote regarding examination results.

Plan C master's students are required to have an advisor but not a committee. The advisor is identified and the committee is appointed through filing a GS Form 6 with the Graduate School. It is the student's responsibility to identify an advisor and a committee, all of whom are willing and qualified to serve. The student's department chair or designee will use his/her best efforts to facilitate selection of the committee and subsequent changes therein. With notification, temporary replacement of a member may be arranged. A member, including the advisor, may resign from the committee in accordance with any applicable provisions in the student's departmental code. In such cases, the affected student and his or her department chair will be notified promptly by the departing member. It is then the student's responsibility to obtain a replacement. Any permanent changes are recorded through the filing of GS Form 9A with the Graduate School.

Persons who are not academic faculty (as defined in the Academic Faculty and Administrative Professional Manual) of CSU may be appointed full voting members of graduate student advisory committees in the following manner. A person may be nominated for membership on a specific student's committee. This is accomplished by submission of the following materials to the department head: 1) a resume, 2) relevant supporting material, 3) a statement from the nominated individual that indicates whether or not there is a conflict of interest with any of the committee members or student. If there is a conflict of interest, the chair of the advisory committee must submit a written plan to manage the conflict of interest. If, using procedures and criteria outlined in the departmental code, the department head judges the appointment appropriate, they shall forward a recommendation and all materials to the Dean of the Graduate School. The Dean of the Graduate School shall bring the nomination to the appropriate

Faculty Council Committee, which shall act on the nomination.

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A person so approved shall be eligible to serve on the committee for the duration of the student's work toward the degree. The Graduate School shall maintain a roster of such appointments. Although approval is granted with respect to a particular student's committee, such members may serve on other student committees in the same department with additional departmental approval provided that such service shall not extend beyond five years of the original appointment.

Such non-faculty appointments are subject to the following restrictions.

Such an appointee may not serve as an outside member of graduate committees. Service may not be as the sole advisor of the student.

The appointee must have a degree equivalent to that sought by the student and must not be a student at CSU. No more than one such person may serve on any graduate student's committee. The person appointed should be an addition to the minimum number now required on graduate committees and not a replacement for required faculty. The advisor may invite others to participate in the examination in a nonvoting advisory capacity,

Rationale

1. The first set of revisions updates the language according to the newly approved U. policy, that removes the old language, "regular, special" and replaces it with "tenured, tenure- track, contract, continuing,"
2. The second revision includes the language listed on the Graduate School webpage, which indicate the instructions for non-CSU employees, to obtain faculty affiliate

The motion was unanimously approved.

4. New CIOSU: The Colorado Center for Cyber Security – CUP

Mo Salman, Chair, CUP, spoke to the motion.

Discussion:

Tom Chermack (SOE): In the proposal, the bulk of the center's activity will be in degree programs--Master's degrees and workshops?

Mo Salman (Chair, CUP): It's not related to graduate programs. Mainly for activities related to the State for enhancing cyber security.

Tom Chermack (SOE): It's not positioned as a research center in terms of securing grant research money? It's not clear to me then.

Mo Salman (Chair, CUP): It is as I understand it. I cannot explain as thoroughly. It is a very good initiative to support.

Miranda: We are not intending that the Center would sponsor degrees, departments would do that. The Center would serve as a coordinating function—initially funded by the State and seeking other funding for our IT department for cyber security and hiring interns (undergraduate and graduate) who may be in those departments. Not intended to offer graduate degrees.

Mo Salman (Chair, CUP): Asked Gallagher to show the second paragraph about the Center as proposed and the desire to create synergy.

Gallagher showed the second paragraph on the overhead to faculty.

Gallagher: Any more discussion? All in favor of accepting the recommendation of CUP?

The motion was unanimously approved.

REPORTS TO BE RECEIVED

1. Provost/Executive Vice President – Rick Miranda

Miranda reported on the following:

The Board of Governors meeting starts tomorrow. Will update the budget. Parameters have changed due to additional funding from the Governor, along with a constraint on tuition. The total effect was almost a wash for the plans we had made for the summer and October Board meetings. We go down in tuition and up in state appropriations.

The INTO student satisfaction survey was quite good. Many satisfaction indicators were 90% or above. Will be executing a faculty survey as well.

We have been in conversations with Qingdao University for one year, and whether we should enter into a more intimate program to offer degree programs. We share faculty to faculty and university to university connections on thematic interests. MOUs to establish student exchanges. We already have 2+2 programs and are looking at a 2+1 Master's program. Could more curriculum occur in China? We have international aspirations. If we did this, we would have a base of operations in China and enhance our diversity and offer opportunities there. We could have an alumni network there. The financial benefit would be good.

Our goals for this partnership: 1) quality, 2) a commitment to the partnership, 3) matching CSU in thematic interests, 4) support of ministry of education in China.

We looked at five universities. We have strong relationships at all of these universities and have a number of joint programs. Looked at these five and Qingdao came out on top. After doing due diligence, we began talking to Qingdao and they were receptive. 46K students, large faculty, and physical space. Active in medicine and bio materials, many active international collaborations. We already have 2+2 and 2+3 programs with them. On the faculty side, they have hired our alums. We already have a visiting professor presence there from CSU faculty. Campuses are very attractive, city is attractive, and it's on the coast. A small village of 9 million so it's one of 13 so-called central cities. City of Qingdao was a German colony and Germans established breweries that continue to be important. The Beijing Olympics held sailing events here. Located on a beautiful bay (Miranda displayed a map on the overhead). They are putting in a high-speed train between Qingdao and Beijing.

Miranda will visit in January and can take a direct flight from San Francisco. Shows pictures of the city. They are building a new airport, and a new bridge over the bay. The city is ready to invest. They are enlarging in space and expanding. The province is 120 million people so Qingdao is a small city by Chinese standards. Their medical college is associated with the University of Montreal in a model not unlike the direction we are going.

The partnership is not brand new. Have been talking to them for a number of years. Over two years ago, established a joint research center. MOUs have been signed for collaborative efforts. CNS (Jan Nerger) and Margarita Lenk went on the trip to try to understand the possibilities on the ground there. They signed a letter at that time to explore the possibilities for further collaborations. The Board is supportive. Later, also signed a letter indicating the possibility of a joint college effort.

In order for Qingdao to happen, they need the letters to help convince their government for approval. There are a few strategic committees at CSU looking at academic programs that might be possible there. What makes the most sense? Leverage what they teach. Operationally, Lynn Johnson will lead on administrative things that have to be addressed. We also have a working committee focusing on academics--chaired by Mike Palmquist and Jan Nerger. What programs should we introduce, etc.?

We are thinking of starting with seven majors. Faculty from each major college will be invited to travel there in January to help get curriculum

down. Business and various STEM areas. Core curriculum will need to be provided by CLA and CNS. May bring some facilities folks to see their plans for facilities. Another trip planned later (February) for core curriculum and electives we might want to offer. In March there will be another visit, hopefully with Tony attending.

What does student support look like? What would the tuition be? Are there taxes to be paid? How split? What legal matters must be addressed? What faculty will be needed? How would admissions work—apply to Qingdao and then to CSU programs? How would Banner work for registration? How would IP work as collaborations get going? What about academic freedom?

Marie Legare (Chair, CoRSAF): I think that last point you mentioned is huge. It has always concerned me with regard to human rights violations there, not to mention our relations with China are strained at this point.

Miranda: If we can't get this right, it will be a deal breaker.

Karen Barrett (HDFS): We've all heard about cyber espionage. My question is--what are the plans for detecting problems, abuse of IP, etc?

Miranda: We cannot be in a position of restricting our faculty or students to publish. On the other hand, our question goes more to the ability of the folks in China to get easier access to our curriculum and research projects, etc. We have to develop that carefully. We don't do classified research here. Your concern seems also to be in regard to their access to our IP. The risk level is not zero already because we have 600 Chinese students here on this campus already, and students from places that have tense relations to the U.S. already. What additional exposure we will incur is uncertain. We are not the first university to do this and will consult with NYU, Duke, etc

Peter Harris (CLA): I've been very impressed since being here at CSU in regard to our relations with China. I draw the line with regard to setting up permanent residence there. Harris then goes on to explain the various threats. I'm not sure it's possible to have academic freedom in China. 1 million Muslims in Chinese concentration camps.

Miranda: The Chairman of Board is always an appointee of the Communist Party. Their level of control of the universities is much greater than their control of us. All I can tell you is that is what I am concerned about too. We have to figure this out and have assurances that students and faculty would have access to the library, the Internet, VPN. We are not going into this with rose-colored glasses.

Ruth Hufbauer (Agricultural Sciences): I think that these issues are crucial but also it's an amazing opportunity and there are more Honors students in China than there are students in the United States from the College of Agriculture. I noticed there is nothing about agriculture. Is there any research in agriculture there?

Miranda: They have strong Ag universities in other locations. We might be able to set up some ancillary programs. But you're right, they're not the Ag school.

Mo Salman (Chair, CUP): We do have a research group there. We work with the central government and they have a research entity there. Clinical Sciences signed an IMOU. We have published with the central government technical people. It also has a major center for research from the central government related to animal disease. They have huge pharmaceutical and vaccine initiatives. Everything is confidential, but they allowed us to visit.

Steve Reising (COE): I wanted to mention that the U.S. Congress has passed restrictions. One of the departments hoping to offer degrees. VPR and export control and NASA collaboration. Has had to sign a statement disclosing everything, and signing a statement that says we have no relations with the Chinese government.

Mary Meyer (CNS): Budget question. Your statement that State appropriations are going up but tuition going down is a wash.

Miranda: The State is asking us NOT to increase tuition. What the Governor's budget says is keep the tuition flat and you will get more State appropriations. Tuition will be the same.

Mary Meyer (CNS): Enrollment is going up though?

Miranda: Yes.

Antonio Pedros-Gascon (CLA At-Large): I have several questions. Regarding the salary exercise we did recently on November 28. I believe you may be aware. We get the worst pay. Also addressed CLA numbers in regard to student numbers and salary. Are you doing anything with salary compression between assistant professors and associate professors?

Miranda: In conversations with the Dean on not only internal equity, but also the equity relative to other departments around the country that are peer universities. We are trying to establish a methodology for a peer set

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for each department to help us understand, rather than just institutionally, whether we are failing to be competitive. Will apply in the CLA this spring.

Antonio Pedros-Gascon (CLA At-Large): FLL equivalent to English historically but \$64K in FLL vs. \$74K in English.

Miranda: It's about who do we make the comparison to. FLL to English or FLL at CSU to other institutions that are peers for FLL. The methodology is to compare same or similar departments at peer institutions. The all-university comparisons preferred by the Board is not adequate.

Michael Pante (Anthropology): Dean Withers said at our faculty meeting that it would cost \$1 million dollars to make our salaries equitable. That would be a rounding error at an institutional level. The small raises we get are even smaller when you consider where we start in the CLA. Is this number an underestimate? Hard for faculty to even buy a house. Even at an Associate's level, we are not at the cost of living level. To not be able to make a \$1 million dollar commitment seems rather silly.

Miranda: It's probably a bit high, but we need to do this right. I have committed funds from the Provost's Office, and the Dean has committed funds. I don't want to throw money without having a solid methodology to use--need systematic and transferrable options.

Michael Pante (Anthropology): Data shows that CLA is having issues. All the departments in CLA are affected. Is the goal to get to 100%?

Miranda: Not exclusive of just CLA getting to 100 percent. We are not at 90% yet and I would like to get there first. Looking at the whole university, getting our departments into the 90s would be a good goal to start with, then using the salary exercise would be helpful.

Naomi Lederer (Libraries): It isn't pure salary, it is the cost of living in the community. \$60,000 does not go as far here.

Silvia Canetto (Psychology): What other internal equity ideas are you considering? Time in rank and making sure that distribution reflects length of time in rank?

Miranda: I cannot remember all of the variables for the committee. We are going to stick with the committee's recommendations before considering alternative recommendations.

Mary Meyer (CNS): In the Mountain West coaches are the highest paid.

Michael Pante (Anthropology): Is the goal to get us to 100 percent?

Miranda: I wasn't there when the Dean made that statement so cannot comment.

Antonio Pedros-Gascon (CLA At-Large): Can you let us know what principles you will be using for the salary compression?

Miranda: We do have a system whereby we don't have automatic cost of living increases here but instead all raises are based on performance evaluations and a merit-based system. Some natural variance is not necessarily evident of inequity. It is incumbent upon us to consider each salary individually, and it is not the case that it's inequity that people have different salaries.

Antonio Pedros-Gascon (CLA At-Large): Salary raises from 1.8 to 1.9 based on merit creates a ludicrous situation. And when you have an assistant professor at \$64K and also an associate at \$64K, this is a problem.

Miranda: All valid points.

Doug Cloud (CLA): Timeline for changes?

Miranda: Talked to Laura Jensen in time for the next fiscal year. Have already started working on collecting information from peer institutions. We have plans for changes next year-- April and May.

Miranda's report was received.

2. Faculty Council Chair – Tim Gallagher

Gallagher reported on the following:

Have been hearing about Qingdao for a while and thought this would be a good opportunity to hear the good questions you have asked.

One comment about the salary exercise: It seems to me that they were budgeting a certain tuition increase earlier but then learned that the Legislature wanted universities to freeze tuition and make it up through an appropriation. The VOICE survey indicated that many employees are struggling to make ends meet in Fort Collins. Gallagher recalls that the

recommendation from the VOICE survey was to request something like a 5% raise to make a dent in dealing with the problem. The administration, in very early budget discussions, suggested that a 5% salary increase might be a possibility.

All of these things have their components. Every year we hear the justification for increasing the cost of parking and insurance. The explanations makes sense, but it takes more money out of the pockets of employees. You have all these costs and then get a 2% raise, you are probably worse off. A 5% raise might make a difference but Gallagher hasn't heard this number mentioned in more recent budget discussions. Rick, have I said anything incorrect here?

Miranda: In the summer we were trying to figure out how to get to 5% but that doesn't seem possible--4% may be possible and is in the model that will be presented to the Board tomorrow.

Gallagher: Executive Committee will meet several times before Faculty Council meets again. If there are some big issues you would like EC to dig into, let your EC representative know. Included are some things like the fact that we don't use terms like regular and special any more. There are many other places in the *Manual* that need to be fixed in light of the changes with regard to NTTF.

Finally, as I have said the last few meetings, please give feedback to the Presidential Search Committee. The closed search means we need to provide frank feedback to our representatives on that search committee.

Gallagher's report was received.

3. Board of Governors Faculty Representative – Margarita Lenk

Lenk reported on the following:

Wishing everyone a great end of the semester. The Presidential Search Committee had good forums. Faculty wrote in a lot as well. Lenk also mentioned the links on the CSU website as a one-stop shop on the search, and the presidential website has great information. Thank you all.

Lenk's report was received.

DISCUSSION

1. None

Gallagher adjourned the meeting at 5:20 p.m.

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

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

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

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Liberal Arts

Michael Pante	Anthropology	2020
Marius Lehene	Art	2019
Julia Khrebtan-Horhager	Communication Studies	2019
<u>Ramaa Vasudevan</u>	Economics	2020
Doug Cloud	English	2020
Albert Bimper	Ethnic Studies	2019
<u>Jonathan Carlyon</u>	Languages, Literatures and Cultures	2019
Thaddeus Sunseri	History	2020
Michael Humphrey (substituting for Gayathri (Gaya) Sivakumar)	Journalism and Technical Communication	2020
<u>Wesley Ferreira</u>	Music, Theater, and Dance	2019
Moti Gorin	Philosophy	2019
Peter Harris	Political Science	2021
Ken Berry (substituting for Tara Opsal – Fall '18 sabbatical)	Sociology	2019
Antonio Pedros-Gascon	College-at-Large	2019
<u>Steve Shulman</u>	College-at-Large	2020
Allison Prasch	College-at-Large	2020
<u>Lisa Langstraat</u>	College-at-Large	2020
Marcela Velasco	College-at-Large	2021
<u>Del Harrow</u>	College-at-Large	2021
Maura Velazquez-Castillo	College-at-Large	2021

Natural Resources

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

Natural Sciences

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

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Veterinary Medicine & Biomedical Sciences

DN Rao Veeramachaneni	Biomedical Sciences	2019
<u>Dean Hendrickson</u>	Clinical Sciences	2019
Elizabeth Ryan	Environmental & Radiological Health Sciences	2020
Tony Schountz	Microbiology, Immunology and Pathology	2021
Noreen Reist	College-at-Large	2020
Jennifer Peel	College-at-Large	2020
<u>William Black</u>	College-at-Large	2020
Marie Legare	College-at-Large	2019
Anne Avery	College-at-Large	2019
<u>Tod Clapp</u>	College-at-Large	2019
Dawn Duval	College-at-Large	2019
TBD	College-at-Large	2018
Gerrit (Jerry) Bouma	College-at-Large	2021
TBD	College-at-Large	2018

University Libraries

Naomi Lederer (substituting for Linda Meyer)	Libraries	2019
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Ex Officio Voting Members

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

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Ex-Officio Non-Voting Members

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **November 30, 2018** at 2:00 p.m.

The meeting adjourned at 4:05 p.m.

Minutes

The minutes of November 16, 2018 were electronically approved on November 19, 2018.

Consent Agenda

The Consent Agenda was approved.

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

OTHER BUSINESS

The UCC approved revisions to the 2018-19 Curriculum Deadlines document. A significant change is the new deadline for new courses and changes to existing courses for **Spring 2020**. The new deadline is **May 31, 2019**. See attachment after the Consent Agenda. The UCC discussed revisions to the CIM Course form.

New Courses			
Course #	Course Title	Notes	Effective Term
IE 379	Integrating Global Learning Post Study Abroad	1 credit; offered as Distance/Online and Face-to-Face; permanent partial semester.	Spring 2019

CONSENT AGENDA

Experimental Courses – 1 st Offering			
Course #	Course Title	Notes	Effective Term
ANEQ 280A3	Preparation for Equine Competition – Polo	Permanent course proposal: ANEQ 201P (<i>saved but not submitted in CIM</i>)	Spring 2019
ANEQ 580A5	Introduction to Microbiome of Animal Systems	No permanent course proposal found in CIM.	Spring 2019

Experimental Courses – 2 nd Offering (<i>for informational purposes only</i>)			
Course #	Course Title	Notes	Effective Term
ECE 580B6	Silicon Photonics in Computing Systems	No permanent course proposal found in CIM. 1 st offering: Fall 2018 (17 students).	Fall 2019
ECE 580B9	Manycore System Design Using Machine Learning	No permanent course proposal found in CIM. 1 st offering: Spring 2019 (9 students)	Fall 2019
FACS 380A1	Family and Consumer Sciences Research	Permanent course proposal: FACS 360 (<i>in UCC Prep with effective term of Fall 2019</i>) 1 st offering: Fall 2018 (13 students).	Fall 2019
MECH 580B1	Industrial Gas and Dual-Fuel Engines	No permanent course proposal found in CIM. 1 st offering: Fall 2018 (19 students)	Fall 2019
MECH 581A7	Thermal Energy Systems Design and Analysis	No permanent course proposal found in CIM. 1 st offering: Fall 2017 (18 students)	Fall 2019
MECH 681A4	Biologically Inspired Robotics	No permanent course proposal found in CIM. 1 st offering: Fall 2017 (17 students)	Fall 2019
MIP 580A4	Mosquito Collection & Identification Methods	No permanent course proposal found in CIM. 1 st offering: Fall 2017 (4 students).	Fall 2019

Experimental Courses – 3rd Offering (<i>for informational purposes only</i>)			
Course #	Course Title	Notes	Effective Term
VM 781A2	Clinical Diagnostic Microbiology	UCC approved this course for a 3 rd experimental offering on 4/20/18, but the Fall 2018 offering was cancelled due to low enrollment. 3 rd offering will now occur in Fall 2019.	Fall 2019

Minor Changes to Courses			
Course #	Course Title	Notes	Effective Term
CBE 320	Chemical and Biological Reactor Design	Edit to prerequisites: CBE 205 with a minimum grade of C ; CBE 310 with a minimum grade of C and CBE 330 with a minimum grade of C; CBE 332 or concurrent registration .	Fall 2019
CS 253	Software Development with C++	Edit to prerequisites: (CS 165 with a grade of C or better) and (CS 220 with a grade of C or better) and (CS 270 with a grade of C or ECE 251 with a grade of C or better) .	Fall 2019
CS 270	Computer Organization	Edit to prerequisites: (CS 163 with a C or better OR or CS 164 with a C or better) and (CS 220 or concurrent registration) and (MATH 159 with a C or better or MATH 160 with a C or better) .	Fall 2019
CS 356	Systems Security	Edit to prerequisites: (CS 253 with a minimum grade of C) or (CS 370 with a minimum grade of C) and (CS 270 with a minimum grade of C or ECE 251 with a minimum grade of C) and (STAT 201 or STAT 204 or STAT 301 or STAT 307 or STAT 311 or STAT 315) .	Fall 2019
CS 410	Introduction to Computer Graphics	Edit to prerequisites: (CS 253 with a minimum grade of C) and (DSCI 369 with a minimum grade of C or MATH 229 with a minimum grade of C or MATH 369 with a minimum grade of C).	Fall 2019
CS 425	Introduction to Bioinformatics Algorithms	Edit to prerequisites: CS 320 with a minimum grade of C; ECE/STAT 303 with a minimum grade of C or STAT 301 with a minimum grade of C or STAT 307 with a minimum grade of C or STAT 315 with a minimum grade of C .	Fall 2019
CS 435	Introduction to Big Data	Edit to prerequisites: CS 320 with a minimum grade of C or CS 370 with a minimum grade of C.	Fall 2019
CS 445	Introduction to Machine Learning	Edit to prerequisites: CS 320 with a minimum grade of C; ECE/STAT 303 with a minimum grade of C or STAT 301 with a minimum grade of C or STAT 307 with a minimum grade of C or STAT 315 with a minimum grade of C .	Fall 2019
CS 475	Parallel Programming	Edit to prerequisites: CS 320 with a minimum grade of C or CS 370 with a minimum grade of C.	Fall 2019

Minutes approved by the University Curriculum Committee on 12/7/18.

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

FOR SUBMITTING COURSE AND PROGRAM PROPOSALS 2018-2019

- Login to [ARIESweb](#), and click on the Curriculum Management (CIM)-Courses link or Curriculum Management (CIM)-Programs link to submit the appropriate form. CIM help documents are available on [ARIESweb](#).
- Address questions related to your course and program proposals to your [University Curriculum Committee \(UCC\) college representative](#).
- Please allow **several weeks** for proposals to be reviewed by affected departments and the college **prior** to the deadlines below. Proposals must be approved in CIM by the department and college curriculum committees, all affected departments, the UCC college representative, and the college Dean's office prior to UCC consideration.
- **Incomplete or inadequately prepared submissions will be returned for completion/resubmission and may not meet the submission deadline.**
- The UCC generally meets every Friday during the Spring and Fall terms with the exception of Fall break, Spring break, and finals week. Curriculum proposals may not be reviewed at every UCC meeting; one meeting each month may be reserved to discuss issues or policies relevant to curriculum.
- The Special Course Fee and Differential Tuition request processes are separate from the curricular approval process and the deadlines may be earlier than those listed below. See the [Office of the Provost website](#) for deadlines and policies for Special Course Fees and the [Graduate School website](#) for Differential Tuition requests.

Completed proposals must be out of the College or SAU workflow in CIM by the dates shown.

	Effective Spring 2019	Effective Summer 2019	Effective Fall 2019	Effective Spring 2020	Effective Summer 2020	Effective Fall 2020
Courses (all levels)						
Changing or deactivating existing courses	9/14/18	10/12/18	12/14/18	5/31/19†	10/11/19	12/13/19
New courses (If new course will be listed in a program proposal, refer to program deadlines below)	10/5/18	12/14/18	2/1/19	5/31/19†	12/13/19	1/31/20
Experimental courses	11/16/18	4/12/19	7/19/19	11/15/19	4/10/20	7/17/20
Study Abroad courses (1 st offering)	2/2/18	9/14/18	9/14/18	2/1/19	9/13/19	9/13/19
Subsequent offerings [Both provisional (-82) offerings and permanent course proposals]	(3/2/18)	(10/12/18)	(10/12/18)	(3/1/19)	(10/11/19)	(10/11/19)
Undergraduate Programs						
<i>All changes to a program should be submitted at the same time on ONE CIM proposal form once a year</i>						
New Majors* (CPP must be attached to CIM proposal and approved by CoSFP by dates shown)	1/12/18	N/A	9/14/18	1/11/19	N/A	9/13/19
Changes to Program Requirements	N/A	N/A	2/1/19	N/A	N/A	1/31/20
<ul style="list-style-type: none"> • Adding or deactivating Concentrations, Minors, Interdisciplinary Minors, or UG Certificates • Changes to program title or components thereof – As you begin your proposal, contact your UCC Representative or Curriculum & Catalog with questions. Generally requires a NEW proposal and a DEACTIVATION proposal; both proposals should be submitted to CIM workflow at the same time. 	10/12/18	N/A	1/11/19	10/11/19	N/A	1/10/20

Graduate Programs

- All changes to a program should be submitted at the same time on **ONE** CIM proposal form once a year.
- CoSRGE reviews graduate programs prior to UCC. CoSRGE generally meets the 1st Thursday of the month (September-December and February-May).
- If a program proposal includes new courses, the course proposals must first be approved by UCC in order for CoSRGE to review the program proposal. **Submit new course proposals the term prior to the program deadlines below** (excluding Summer term).

Completed proposals must be out of the College or SAU workflow in CIM by the dates shown.

	Effective Spring 2019	Effective Summer 2019	Effective Fall 2019	Effective Spring 2020	Effective Summer 2020	Effective Fall 2020
<ul style="list-style-type: none"> • Master's degrees and Doctoral degrees* <i>(CPP must be attached to CIM proposal and approved by CoSFP & CoSRGE by dates shown)</i> • New Graduate Certificates 	1/12/18	N/A	9/14/18	1/11/19	N/A	9/13/19
<ul style="list-style-type: none"> • Changes to Program Requirements 	N/A	N/A	1/11/19	N/A	N/A	1/10/20
<ul style="list-style-type: none"> • Adding Specializations or GISPs <i>(Graduate Interdisciplinary Studies Programs)</i> • Deactivating a Degree, Specialization, GISP, or Graduate Certificate • Changes to program title or components thereof – <i>As you begin your proposal, contact your UCC Representative or Curriculum & Catalog with questions. Generally requires a NEW proposal and a DEACTIVATION proposal; both proposals should be submitted to CIM workflow at the same time.</i> 	9/14/18	N/A	1/11/19	9/13/19	N/A	1/10/20

*See [Routing Paths document](#) on the Provost's Office webpage (New Degree Proposal Process) for developing and submitting the Preliminary Program Proposal (PPP) and Comprehensive Program Proposal (CPP) documents for new programs: <http://provost.colostate.edu/faculty-administrative-professionals/>.

New degrees and graduate certificates require approval by the Board of Governors and CCHE. **Colleges and departments are strongly encouraged to submit programs proposals as early in the year as possible, to ensure timely consideration by all entities.**

All actions of the UCC are subject to approval by Faculty Council, either through approval of the UCC minutes on their consent agenda or by special action.

Dates approved by University Curriculum Committee 5/4/2018.

†Revisions to the following **Spring 2020 course deadlines** were approved by UCC 11/30/18:

- **Changing or deactivating existing courses** changed from 9/13/19 to 5/31/19.
- **New courses** changed from 10/4/19 to 5/31/19.

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **December 7, 2018** at 2:00 p.m.

The meeting adjourned at 4:00 p.m.

Minutes

The minutes of November 30, 2018 were approved.

Consent Agenda

The Consent Agenda was approved.

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

Study Abroad Courses – 1st Offering			
Course #	Course Title	Notes/Changes	Effective Term
MGT 482C/IDEA 482C	Study Abroad - Todos Santos: Ventures in Social Entrepreneurship	1st offering; 1 credit. Travel dates: 11/21/19-11/27/19 (7 days) Must have concurrent registration in MGT 424/IDEA 424	Fall 2019

New Courses			
Course #	Course Title	Notes	Effective Term
ACT 605	Accounting for Sustainable Enterprises	Proposed as a required course in the new MBA, Impact Specialization, Plan C (program proposal in CIM workflow)	Fall 2019
ART 510L	Advanced Study in Art History: West and Central Africa	Proposed as an elective in the ARTM-MFA: Master of Fine Arts in Art and Art History (program changes not started in CIM yet)	Fall 2019
HORT 523	Screening Crops for Human Health Traits	Offered as Distance/Online and Face-to-face.	Fall 2019
MGT 424/IDEA 424	Ventures in Social Entrepreneurship	Proposed as an elective in the EIQ: Minor in Entrepreneurship and the ETRF: Certificate in Entrepreneurship	Fall 2019
MGT 663	Strategic Opportunities in Impact Enterprise	Proposed as a required course in the new MBA, Impact Specialization, Plan C (program proposal in CIM workflow)	Fall 2019
MKT 664	Design Thinking for Sustainable Enterprise	Proposed as an elective in the new MBA, Impact Specialization, Plan C (program proposal in CIM workflow)	Fall 2019
SPMT 511	Foundations and Theory of Sport Management	Offered as Distance/Online and Face-to-Face. 2 credits each; permanent partial semester; Graduate only.	Fall 2019
SPMT 523	Communications and Media in Sport	Proposed for a new graduate program in Sport Management (program proposal not started in CIM yet).	

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
ART 120	Foundations – Time and Structure Digital Visual Fundamentals	Edits to course title and description; schedule type change from lecture to lab.	Fall 2019
HORT 441	Turfgrass Science	Addition of Distance/Online offering.	Fall 2019
HDFS 607	Prevention Science Across the Lifespan	Addition of Distance/Online offering; edits to offering year, term, and prerequisites. Proposed as a required course in a new Graduate Certificate in Prevention Program Planning & Evaluation . (program proposal in CIM workflow)	Fall 2019

HDFS 608	Program Planning and Implementation	Addition of Distance/Online offering; edits to offering year, term, and prerequisites. Proposed as a required course in a new Graduate Certificate in Prevention Program Planning & Evaluation . (<i>program proposal in CIM workflow</i>)	Fall 2019
HDFS 609	Prevention Program Evaluation	Addition of Distance/Online offering; edits to offering year, term, and prerequisites. Proposed as a required course in a new Graduate Certificate in Prevention Program Planning & Evaluation . (<i>program proposal in CIM workflow</i>)	Fall 2019
JTC 345	Electronic Field Production	Addition of Distance/Online offering; change in grade mode from Student Option to Traditional; addition of 'Junior standing' registration restriction; removal of 'Required field trips'. Addition of content to the 'Lab/Recitation' column in the Weekly Schedule field, and updates to the Student Experiences and Pedagogical Techniques field to reflect adding the online format for the Lab schedule type.	Fall 2019
JTC 701 604	Colloquium-- Grad/Teaching/Learning/ Research Colloquium in Communication and IT	Addition of Distance/Online offering; edits to offering term <i>Course number updated from 701 to 604, per UCC request.</i>	Fall 2019
LEAP 310	Creative Industries Career Management Creating and Managing a Career in the Arts	Addition of Distance/Online offering; edits to course title, description and prerequisites; addition of 'Sophomore standing' restriction.	Fall 2019

Major Changes to Existing Programs

Program Title	Notes	Effective Term
EINQ: Minor in Entrepreneurship and Innovation	Revisions to 'Select one course from the following not taken elsewhere in the minor' list. Addition of MGT 424 to the first 'select from' list with ENGR 422 and MGT 420.	Fall 2019
ETRF: Certificate in Entrepreneurship	Opening up the certificate to <u>all</u> majors; addition of AM 373 to a 'Select one course from the following' list. Addition of MGT 424 to the first 'select from' list with ENGR 422 and MGT 420.	Fall 2019

CONSENT AGENDA

Experimental Courses – 1st Offering

Course #	Course Title	Notes	Effective Term
BSPM 280A1	Insect Biotechnology	No permanent course proposal found in CIM.	Spring 2019
E 181A1	English Studies Symposium	No permanent course proposal found in CIM.	Fall 2019
HORT 480A3	Light and Controlled Environment Agriculture	1 credit. No permanent course proposal found in CIM. Previously offered as 3-credit HORT 580A4 (Fall 2017).	Spring 2019
NSCI 181A2	Sustainable Energy in the Natural Sciences	No permanent course proposal found in CIM.	Fall 2019
SOCR 380A2	Seed Quality—Seed Production and Genetics	No permanent course proposal found in CIM.	Spring 2019
SPCM 280A1	Communication Skills--Listening	No permanent course proposal found in CIM.	Fall 2019
VM 780A4	Veterinary Practice Management	No permanent course proposal found in CIM.	Spring 2019

VM 781A4	Spanish for Rural Veterinary Practice	No permanent course proposal found in CIM.	Spring 2019
VM 781A5	Veterinary Professional Development	There is an existing permanent course with the same title: VM 712 . The differences between the two courses are addressed in the Justification for Request field.	Spring 2019

Minor Changes to Courses			
Course #	Course Title	Notes	Effective Term
ART 392	Undergraduate Professional Practices Seminar	Edit to offering term: As Needed Fall Edits to Registration Restrictions: Junior standing. In addition to ART 212, the following are required: 6 credits from ART 135, ART 136, ART 160, ART 170; 60 credits. Submitted as a 'major' change in CIM.	Fall 2019
CS 320	Algorithms—Theory and Practice	Edit to prerequisites: (CS 165 with a minimum grade of C) and (CS 220 with a minimum grade of C) and (MATH 161 with a minimum grade of C) and (DSCI 369 with a minimum grade of C or MATH 229 with a minimum grade of C or MATH 369 with a minimum grade of C).	Fall 2019
CS 440	Introduction to Artificial Intelligence	Edit to prerequisites: CS 253 with a minimum grade of C and CS 320 with a minimum grade of C; ECE 303 with a minimum grade of C or STAT 303 with a minimum grade of C or STAT 307 with a minimum grade of C or STAT 315 with a minimum grade of C.	Fall 2019
DSCI 235	Data Wrangling	Removal of concurrent registration requirement with CS 220; edit to prerequisites: (CS 152 with a C or better; CS 165 with a C or better) or (CS 220, may be taken concurrently) None. <i>Submitted as a 'major' change in CIM.</i>	Fall 2019

Course Deactivations			
Course #	Course Title	Notes	Effective Term
BSPM 350	Science Illustration	Listed in elective lists in: <ul style="list-style-type: none"> • CHEM-ACSZ-BS: Major in Chemistry, ACS Certified Concentration (<i>proposed for deactivation in CIM</i>) • CHEM-NACZ-BS: Major in Chemistry, Non-ACS Certified Concentration (<i>proposed for deactivation in CIM</i>) 	Spring 2019
MECH 410	Engineering Economy Principles/Calculations	Listed in a Technical Elective list and will require a program change in: <ul style="list-style-type: none"> • MECH-BS : Major in Mechanical Engineering 	Spring 2019
MECH 503	Engineering Maintenance Process	Listed in a Technical Elective list and will require a program change in: <ul style="list-style-type: none"> • MECH-BS : Major in Mechanical Engineering 	Fall 2019
MECH 504	Specification and Procurement of Engr Systems	Listed in a Technical Elective list and will require a program change in: <ul style="list-style-type: none"> • MECH-BS : Major in Mechanical Engineering 	Fall 2019
MECH 511	Engineering Decision Making Under Uncertainty	Listed in Technical Elective lists and will require program changes in: <ul style="list-style-type: none"> • MECH-BS : Major in Mechanical Engineering • CBEG-BS : Major in Chemical And Biological Engineering 	Fall 2019

MECH 512	Reliability Engineering	Listed in Technical Elective lists and will require program changes in: <ul style="list-style-type: none"> • MECH-BS : Major in Mechanical Engineering • CBEG-BS : Major in Chemical And Biological Engineering 	Fall 2019
MECH 523	Vehicle Energy Storage System Design	Listed in Technical Elective lists and will require program changes in: <ul style="list-style-type: none"> • MECH-BS : Major in Mechanical Engineering • CBEG-BS : Major in Chemical And Biological Engineering 	Fall 2019
SOCR 411	Large Seeded Legume Seed Production	Listed in elective lists and will require program changes in: <ul style="list-style-type: none"> • SOCR-APMZ-BS: Major in Soil and Crop Sciences, Agronomic Production Management Concentration • SOCR-PBGZ-BS: Major in Soil and Crop Sciences, Plant Biotechnology, Genetics, and Breeding Concentration 	Spring 2019

Minutes electronically approved by the University Curriculum Committee on 12/12/18.

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

MEMORANDUM

DATE: January 23, 2019
TO: Tim Gallagher, Chair Faculty Council
FROM: Rick Miranda, Provost and Executive Vice President
SUBJECT: Approval of Spring and Summer Degree Candidates – May 2019 Commencement

Rick Miranda, Provost and Executive Vice President, MOVES THAT FACULTY COUNCIL APPROVE THE CANDIDATES WHO MEET THE DEGREE REQUIREMENTS FOR GRADUATION AT THE CLOSE OF THE 2019 SPRING AND SUMMER SEMESTERS.

Date: January 17, 2019

To: Tim Gallagher
Chair, Faculty Council

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

Subject: Faculty Manual Appendix 7: Bullying in the Workplace

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

MOVED, THAT THE CURRENT APPENDIX 7: BULLYING IN THE WORKPLACE OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL* BE AMENDED AS FOLLOWS:

Deletions ~~Overseored~~ Additions Underlined

APPENDIX 7: BULLYING IN THE WORKPLACE

PURPOSE OF THIS POLICY

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

APPLICATION OF THIS POLICY

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

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

DEFINITIONS USED IN THIS POLICY

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

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

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

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

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

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

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

POLICY STATEMENT

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

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

POLICY PROVISIONS

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

(See the required Bullying Complaint Form attached to this policy). A formal complaint must be filed within 180 days of the incident of workplace bullying or, where the behavior is of an ongoing nature, within 180 days from the most recent incident. Either the impacted party or the supervisor of either party may file a formal complaint.

44. Freedom of Speech

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

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

35. Violence

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

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

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

57. Retaliation

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

POLICY PROCEDURES [moved to guidelines and procedures section, except for 3#, which is moved to #3 above]

~~1. Any person who is a target of workplace bullying (an "impacted party"), or who witnesses or learns of an incident of workplace bullying at CSU, is strongly encouraged to report it to~~

their supervisor, or, if the supervisor is involved, then to the next level supervisor in the reporting line. Reports may also be made by calling or emailing the Human Resources (HR) Solutions Partner (970-491-6947 or myhr@colostate.edu), who may bring the matter to the attention of other university officials, as appropriate. Individuals wishing to report a concern are encouraged to do so as soon as possible following the incident(s).

2. If the person reporting, the impacted party, and/or the alleged bully (the “responding party”) have different supervisors, then the HR Solutions Partner will contact the other supervisor(s) or a common higher level administrator and facilitate communications between those involved. At the discretion of the Chief Human Resources Officer (CHRO) or delegate, the matter may be elevated to other university officials, as appropriate.
3. Those involved are encouraged to consider informal methods of resolution (see the Bullying Complaint Guidelines and Procedures attached to this policy). Resources to assist with an informal resolution include the HR Solutions Partner and the Office of the Ombuds. However, if informal resolution is not feasible or any party wishes to follow the formal process, a written complaint should be made to the impacted party’s immediate supervisor. (See the required Bullying Complaint Form attached to this policy). A formal complaint must be filed within 180 days of the incident of workplace bullying or, where the behavior is of an ongoing nature, within 180 days from the most recent incident. Either the impacted party or the supervisor of either party may file a formal complaint.
4. The formal process requires that the supervisor(s) (or higher level university official) and the HR Solutions Partner make a jointly coordinated, reasonable inquiry into the facts, document what is discovered, and, if warranted, take appropriate action, which may include counseling those involved, initiating corrective action, or pursuing other employment action. If a supervisor of either party filed the complaint, that person cannot act as an investigator, and the matter will be referred to the next higher level supervisor.
5. The steps to be taken in the reasonable inquiry and resolution process are described in the Bullying Complaint Guidelines and Procedures. The procedures include an administrative review process that any of the parties involved may initiate if the resolution of the matter is unacceptable to them.
6. At the discretion of the CHRO, related complaints or incidents may be combined for purposes of inquiry, resolution, and/or review through the HR Solutions Partner.
7. At the conclusion of the formal process, if the bullying was substantiated, it should be documented, and action should be taken promptly to address the situation, including disciplinary action or other employment action, if warranted, subject to applicable university policies and procedures.
8. Substantiated bullying incidents should be taken into consideration in an employee’s annual performance review, subject to established evaluation procedures (see, e.g., Academic Faculty and Administrative Professional Manual, section C.2.5 for faculty and D.5.5 for Administrative Professionals, and Human Resources Manual section 3 for State Classified).

~~In particular, department heads need to be familiar with the restrictions in section C.2.5 of the Manual.~~

- ~~9. In addition, the reasonable inquiry process may identify improper or problematic conduct that does not constitute bullying as defined and prohibited by this policy. In that situation, the supervisor should address the improper conduct, and such conduct may form the basis for action by the supervisor in accordance with university policies and procedures.~~
- ~~10. Supervisors should inform participants in the bullying process that the Employee Assistance Program exists to provide help and resources to employees who are dealing with the impacts of workplace bullying and conflict. EAP is a resource available to all employees that can provide support and resources for employees impacted by concerns about workplace bullying—including resources for the person who feels they have been a target as well as for the responding party in a bullying complaint.~~

COMPLIANCE WITH THIS POLICY

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

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

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

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

REFERENCES

- CSU Policy on Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation
- Student Conduct Code
- Colorado Governor’s Executive Order D 023 09, Establishing a Policy to Address Workplace Violence, including Domestic Violence Affecting the Workplace

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

BULLYING COMPLAINT GUIDELINES AND PROCEDURES

Responsibility to Report

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

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

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

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

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

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

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

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

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

Informal Resolution by the Targeted Employee

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

1. **Keep Records:** Keep notes detailing the nature of the behavior (e.g., dates, times, places, what was said or done and who was present) and copies of paper trails that may indicate bullying. Hold onto copies of documents that provide evidence of events (e.g., time sheets, letters or emails). This documentation will be useful when seeking advice from another party, discussing the matter with the responding party, or if the matter is formally investigated.
2. **Seek Immediate Support and Advice:** Explain the behavior you experienced to someone you trust. Good sources of support and advice are HR Solutions Partners, the Employee Assistance Program (EAP), and the Ombuds. It is vital to discuss the situation with somebody who is empathic

and trained in these issues. These individuals can provide information regarding one's rights and responsibilities and suggest options on how best to deal with the situation. Bringing the situation to the attention of another party is often an effective way of dealing with the problem and ensuring that the bullying stops. Oftentimes bullying goes on in private and, by informing someone, it may become apparent that others are feeling the same way. This will help employees get the support and advice they need.

3. **Consider Addressing the Behaviors of the Responding Party Directly:** Employees may want to consider approaching the responding party directly and raising the matter, either face-to-face or in writing, but should only do so if they feel it is a safe option. Avoid being contentious or escalating the situation. Tell the responding party politely and calmly exactly which behaviors are offensive and why, and expressly state that the behavior is unwelcome and unacceptable. The person should be asked to stop immediately, and told that if the behavior doesn't stop further action will be taken. Remaining silent allows the responding party to continue their behavior, which may result in the bullying getting worse. Sometimes the responding party will stop immediately once becoming aware that ~~his or her~~ their behavior is offensive and harmful.

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

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

Informal Resolution by the Responding Party

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

1. **Keep Records:** If you are told that your actions have offended someone and that they feel bullied by you as a result, you should document this discussion including what you were told and how you responded. This will be important if you need to discuss the matter with your supervisor or Human Resources or if the matter is formally reviewed.
2. **Seek Advice:** You are advised to seek counsel immediately from your supervisor, Human Resources, or the Ombuds, especially if you do not understand the complaint against you or if you believe that the allegations are unjust or malicious. [The Employee Assistance Program is available to all employees as a resource.](#)
3. **Stop the Offending Behavior:** If you have been told that your behavior makes someone feel uncomfortable, then you should stop it immediately. Even though your behavior may seem innocent to you, it is important to consider its effects on others. Remember it is the other person's reaction to your behavior that is important, not the reaction you think they should have.

4. **Reflect on Your Work Behavior:** Review the way you behave at work and consider whether any of your behaviors may be perceived as bullying. For instance, ask yourself the following question: If other people were to witness my behavior would they find it offensive, humiliating, intimidating, or threatening? If you have concerns about the appropriateness of your behavior consider asking your supervisor for training on communication, conflict management, etc. or seek advice from the Employee Assistance Program.

Informal Resolution by a Bystander

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

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

Informal Resolution by the Supervisor

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

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

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

1. **Offer Support:** The person who believes ~~he or she is~~ they are being bullied needs to be able to discuss the situation with somebody who is empathetic and trained in these issues. If bullying is

occurring, the employee will gain strength to address the offensive course of action; if bullying is not occurring, those involved can be advised accordingly.

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

Formal Resolution Process

1. If an informal resolution was not reached and the impacted party wishes to pursue the matter, ~~he or she~~ they must submit a written complaint to ~~his or her~~ their immediate supervisor (or, if the supervisor is involved, then to the next level supervisor) using the Bullying Complaint Form. The complaint must be limited to events having occurred within the last five years, with the most recent incident having occurred within the last 180 days. The supervisor should be prompt to acknowledge receipt of the complaint, in writing. Only the targeted, impacted party or the supervisor of either party, may file a formal complaint.
2. Within 10 working days of receiving the complaint, the supervisor must contact the designated HR Solutions Partner (970-491-6947 or myhr@colostate.edu). If the impacted party, and/or the responding party have different supervisors, then the HR Solutions Partner will contact the other supervisor(s) and facilitate communications between those involved. In the discretion of the Chief Human Resources Officer (CHRO) or delegate, the matter may be elevated to other University officials, as appropriate. The CHRO or delegate also has the authority to extend all timelines as deemed necessary.
3. The formal process requires that the supervisor(s) (or higher-level university official) and the HR Solutions Partner make a jointly coordinated, reasonable inquiry into the facts, document what is discovered, and, if warranted, take appropriate action, which may include counseling those involved, initiating corrective action, or pursuing other employment action. If a supervisor of either party filed the complaint, that person cannot act as an investigator, and the matter will be referred to next higher-level supervisor.
4. At the discretion of the CHRO, related complaints or incidents may be combined for purposes of inquiry, resolution, and/or review through the HR Solutions Partner.

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

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

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

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

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

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

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

- a. Identities of the supervisor, HR Solutions Partner and any others involved in conducting the reasonable inquiry;
- b. Nature and substance of the allegations;
- c. Reasonable inquiry process, including the number of witnesses interviewed, but excluding the identity of the witnesses;
- d. Summary of the facts;
- e. Final determination of whether the Bullying Policy was violated;
- f. Decision as to action to be taken.

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

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

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

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

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

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

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

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

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

Administrative Review

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

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

Resources for Employees

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

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

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

Rationale:

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

PUMAS

Pathways to Understanding and MAstery of Statistics

Department of Statistics
Colorado State University
January, 2019

Introduction

The importance of making decisions and policies informed by data is now recognized across all dimensions of human activity. Gaining meaningful insight from data involves analysis of the properties of data and the relationships and structures it reflects, and proper interpretation of the results. This is essential for scientific and engineering inference, the formulation of predictions, and quantifying the impact of uncertainty and error on conclusions. The most mature of the data sciences, statistics provides the path to reach the goal of turning data into knowledge because of its sophisticated methods for statistical inference, prediction, uncertainty quantification, experimental design, and communication. At the same time, the rapid increases in the complexity and volume of available data requires the development of new statistical approaches and for practitioners to keep abreast with modern developments.

University students are recognizing and responding to the increasing importance of statistics by increasing demands for training in statistics. This includes not only the traditional introductory statistics courses in the classic models and methods, but sophisticated advanced courses specialized to particular kinds of data, problems, and applications. This demand is leading to new educational challenges for Statistics Departments.

Overview of PUMAS

The Department of Statistics is meeting new educational challenges with a systematic program called Pathways to Understanding and MAstery of Statistics (PUMAS). The overarching goals of PUMAS include:

- Extending accessibility to training in statistics to all students at Colorado State University by providing pathways to enter into the statistics curriculum suitable for students of all backgrounds and preparation and then providing training, motivation and information to continue studies as long as desired;
- Increasing understanding of statistical methodology and applicability, conditions under which statistical models and methods work and do not work, advanced approaches for complex applications, and training in appropriate statistical computing;
- Instilling mastery of statistical methodologies in applications.

These goals will be pursued with

A Department wide commitment to providing conditions for strong student success in every statistics course in an efficient and sustainable fashion.

Implementation of PUMAS involves introduction of a new, widely accessible course, close coordination between courses at various levels, modernization of curriculum, and introduction of materials and approaches designed to improve student success.

Details

Understanding the diverse student population

The Statistics Department has the goal of providing every student at CSU regardless of major, preparation, and mathematical mastery a pathway into and through the statistics curriculum. Similarly, it is important to provide each student with courses that fit their preparation and motivation. At the same time, it is infeasible to provide an individual pathway for each student.

To approach the problem of educating a diverse population, we employ a program that provides pathways for four groups of students:

- Group 1. Students whose background preparation in mathematics is minimal, have practical and confidence issues affecting the ability to perform mathematical computations, and who are in majors that may not require a quantitative statistics course;
- Group 2. Students whose background preparation in pre-Calculus mathematics has some weakness, whose practice at mathematical computations needs refreshing, and who are in majors that require a quantitative statistics course;
- Group 3. Students that have a strong background preparation in pre-Calculus mathematics, have reasonable competency in mathematical computations, and who are in majors that require a quantitative statistics course;
- Group 4. Statistics majors and students in other majors that require Calculus and have the deepest level of mathematical preparation and motivation.

The Department views each of these groups as equally important and is dedicated to both providing an entry point course in the curriculum that meets each group's needs, and also providing a pathway through the curriculum for each group so that students starting at all these entry points end up in the same cohort provided they complete the courses in their pathway.

For placement, satisfying the university requirements for admissions will be sufficient to qualify for the entry point course designed for group 1 and no further assessment will be used. We plan to partner with the PACE center in Mathematics to create a special, restricted version of the standard calculus placement exams to direct students into the entry point courses for groups 2 and 3. Students can elect to enroll for the entry point course for group 4 after they satisfy the calculus prerequisite.

The Curriculum

The new introductory statistics curriculum consists of

<u>Course</u>	<u>Student population</u>
STAT100	Group 1
STAT201, STAT204	Group 2
STAT301(a-z)	Group 3
STAT315	Group 4

The current courses will map into the new courses as follows

New course	→	STAT100
STAT201	→	STAT201
STAT204	→	STAT204
STAT301	→	STAT301a

STAT307	→	STAT301b
STAT315	→	STAT315

STAT 301

STAT 301 is the touchstone course for the introductory curriculum. It will have a 2+1 credit module format. The first 2 credit module, or the first 2/3 of the course, will comprise the core foundation of introductory statistics that is required for any following course in statistics. The 1 credit module, or the last 1/3 of the course, will be offered in different options. Initially, there will be a standard option that covers additional statistical material covered in the old 301 that is not covered in the first 2/3 of the new 301 and a biology option that incorporates the material from STAT307 not covered in the first 2/3 of the year. Depending on demand, we anticipate developing psychology, epidemiology, sports statistics, ecology, social science, and other versions. Completion of a 3 credit 2+1 STAT301 sequence provides the pathway to enrollment in further advanced statistics courses that do not require calculus.

STAT301 is taught in sections of size 55 by individual instructors coordinated across all sections. Goal is to lower the cap size to 45.

STAT 201

The syllabus of the three credit STAT201 will cover the core foundation of introductory statistics in STAT301 integrated with a material on the mathematical skills and concepts needed to study statistics. STAT201 will stand on its own as a strong course in statistics.

STAT201 is taught in large lecture format with cap size of 175 with recitations of size 25.

STAT204

STAT204 is a version of STAT201 with examples and material specialized to business. STAT204 students will have the same option to continue studies in statistics as STAT201 students.

STAT204 is taught in large lecture format with cap size of 175 with recitations of size 25.

STAT201, STAT204 → STAT301

Students that complete STAT201 will be provided with the opportunity to complete a 1 credit module of the 2+1 STAT301. Students that complete STAT201 + a 1 credit STAT301 module will have the same training in statistics as students that complete STAT301, and therefore may continue on the pathway to further studies in statistics.

STAT100

STAT100 is an open accessible course in statistical literacy. While the course stands on its own in providing important ideas about thinking about and evaluating data, one of the goals of the course will be to describe the possibilities for advanced statistics. Note that while the syllabus de-emphasizes computation, the course material is sophisticated.

STAT100 is taught classes of size 40 with recitations of size 20. The goal is to lower the class size to 30 and the recitation size to 15.

STAT100 → STAT201

The plan: Students in STAT100 that wish to study additional statistics will enroll in a special section of STAT201 with small class and recitation size that uses an extra credit to cover supplemental instruction. Enrollment in the special section of 201 will be limited to students that complete STAT100.

STAT315

STAT315 covers the material in STAT301 but uses calculus to provide deeper insight into the basis for the statistical models and methods, and their reliance on probability. Completion of STAT315 provides a pathway to enrollment in the entire statistics curriculum.

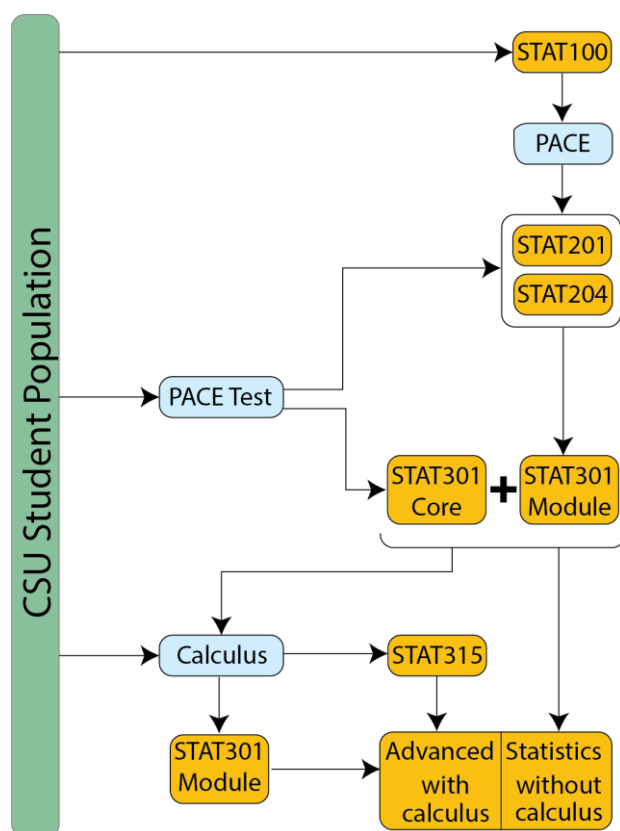
STAT315 is taught in sections of size 45 by individual instructors coordinated across all sections.

STAT301 → STAT315 equivalency

Students that complete STAT301 have two options to take statistics courses that require calculus. After first completing the Calculus sequence, they may take STAT315 or they may take a (planned) 1 credit module of 301 that covers the material in STAT315 that is not in STAT301.

STAT302

STAT302 covers advanced topics in statistics that do not require Calculus. It is open to students who complete STAT301 and STAT201/204 with the additional one credit module. It is recommended for students that are interested in taking STAT341/342.



Creating Conditions for Student Success

A key feature of the structure of the new introductory curriculum is that it provides the opportunity to create conditions to favor a high degree of student success in an efficient and sustainable way. The Department will create conditions for student success following a multi-prong approach.

- 1) We employ small lecture + smaller recitation format for students in Group 1 in order to support a high degree of student success.
- 2) We employ large lecture + small recitation format for students in Group 2 because they will benefit significantly from close interaction with instructional staff in a recitation.
- 3) We use a medium size class format/no recitation for Groups 3 and 4 with courses capped at a size that experience shows is the largest possible for good student success without offering a recitation.
- 4) We have established the Statistics Success Center (SSC) as an alternative to traditional office hours. The SSC provides students with the opportunity for small group instruction and personalized tutoring by the instructional staff for the introductory statistics courses and the opportunity to work with different instructors. The SSC is open for 56 hours per week, and all staff are able to assist students with any introductory course. This allows students to come get extra help at any convenient time, rather than limiting them to a narrow selection of traditional office hours.
- 5) We are creating a set of online materials to support STAT201 and STAT301, which is possible because of the shared core of material. This includes recorded lectures arranged by calendar and by topic, examples and applications, and worked problems.
- 6) We are introducing the use of JMP and R software for performing statistical computations throughout the curriculum.

Implementation

The Department will implement the new curriculum in stages.

Fall 2017	<ul style="list-style-type: none"> • Creation of initial online supporting materials for STAT 301 • Establishment of SSC
Spring 2018	<ul style="list-style-type: none"> • SSC moves into new location
Fall 2018	<ul style="list-style-type: none"> • Coordination of core material in STAT301 and STAT307 • Coordination of core material in STAT201 and STAT301 • Offering STAT100 for the first time
Spring 2019	<ul style="list-style-type: none"> • Presentation of new curriculum to campus • Update of curriculum of STAT204 to match new core • Requests for renumbering of courses sent to UCC
Fall 2019	<ul style="list-style-type: none"> • First offerings of STAT301a and STAT301b

STAT 100 Course Description and Goals

In the modern world we are bombarded with data and arguments based on them. Such data are used to inform, position arguments, and influence decisions. The use of data and statistical terminology provides an appearance of authority that strives to make arguments and information compelling and convincing. Media reports of statistical studies can be confusing and contradictory, and indeed often make claims beyond the scope of the actual study. The ability to decipher and analyze uses of data is an essential skill in the contemporary world. The goal of this class is to develop *statistical literacy*, which means developing a critical eye for processing communications that rely on data and data analysis. We explore common biases and misconceptions, and develop tools to critically assess the validity and use of data to establish claims. The course format is two 50-minute lectures and one 50-minute recitation per week. The recitations include exercises designed to develop and reinforce the lecture material.

Topics covered in the course include:

- Developing an intuitive understanding of probability concepts and interpreting probabilities presented to the public;
- Interpreting common ways in which quantitative information, e.g., graphs and charts, is communicated in the press;
- Reading an article that references a statistical study and identifying the important quantities in the study, their characteristics, and relations between them;
- Determining whether a statistical study is observational or experimental in nature and the degree to which the environment of the observation or study could be controlled;
- Identifying how a survey was conducted, and determining its validity and biases;
- Interpreting statistical quantities, errors, and uncertainties quoted in public and private communication;
- Understanding the degree to which alternative explanations for data-based results are possible.