

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

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

AGENDA
Faculty Council Meeting
Tuesday, March 3, 2020 – 4:00 p.m. – Clark Building – A103

MARCH 3, 2020 FACULTY COUNCIL AGENDA ITEMS:

I. Faculty Council Agenda – March 3, 2020 – Clark Building – Room A103 - 4:00 p.m.

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting – April 7, 2020 – Clark Building - **Room A201** – 4:00 p.m. – **Note room location**
2. Executive Committee Meeting Minutes located on the FC website – January 21 and 28, 2020 (<https://facultycouncil.colostate.edu/>)
3. Election of faculty to Faculty Council Standing Committees and University Disciplinary Panel – Committee on Faculty Governance – April 7, 2020
4. Upcoming Faculty Council Harry Rosenberg Distinguished Service Award (*presented at May 5, 2020 Faculty Council meeting*). Nomination materials will be emailed early March.

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting Minutes – February 4, 2020 (pp. 4-16)

C. UNFINISHED BUSINESS

1. Elections – Student Representatives (Graduate) – Faculty Council Standing Committees – Committee on Faculty Governance (p. 17)
2. 2019 University Grievance Officer Report (pp. 18-21)

D. CONSENT AGENDA

1. UCC meeting minutes – January 24 and 31, 2020; February 7, 2020 (pp. 22-33)

DI. ACTION ITEMS

1. Election: Faculty Council Chair - Committee on Faculty Governance – Sue Doe Nominated (p. 34)
2. Election: Faculty Council Vice Chair – Committee on Faculty Governance – Susan James Nominated (pp. 35-36)
3. Election: Board of Governors Faculty Representative – Committee on Faculty Governance – Stephanie Clemons Nominated (pp. 37-38)
4. New CIOU: Center for Environmental Justice – CUP (pp. 39-49)
5. New SAU: Cell and Molecular Biology – CoFG (p. 50)
6. New SAU: School of Advanced Materials Discovery –CoFG (pp. 51-52)
7. Proposed revisions to the *Graduate and Professional Bulletin: The Advisory System – Non-Academic Members -CoSRGE* (pp. 53-54)
8. Proposed revisions to Section I.4 Student Appeals of Interdisciplinary Decisions Made by University Hearing Officers of the *Academic Faculty and Administrative Professional Manual – CoRSAF* (pp. 55-60)
9. Proposed revisions to Section I.5 Academic Integrity Policy and Academic Misconduct Procedures of the *Academic Faculty and Administrative Professional Manual – CoRSAF* (pp. 61-67)

DII. REPORTS TO BE RECEIVED

1. Provost/Executive Vice President – Rick Miranda
2. Faculty Council Chair – Tim Gallagher

3. Board of Governors Faculty Representative – Stephanie Clemons (pp. 68-69)
4. Report on CSU-FC Research
-Alan Rudolph, Vice President of Research

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 ~~overscored~~.

MINUTES
Faculty Council Meeting
February 4, 2020 – 4:00 p.m. – Clark Building – Room A103

CALL TO ORDER

The Faculty Council meeting was called to order at 4:01 p.m. by Tim Gallagher, Chair.

ANNOUNCEMENTS

1. Next Faculty Council Meeting – March 3, 2020 - Clark Building – Room A103 – 4:00 p.m.

Gallagher announced that the next Faculty Council meeting will be held on March 3, 2020 at 4:00 p.m. – Clark Building, Room A103.

2. Executive Committee Meeting Minutes located on the FC website – November 19, 2019; December 10 and 17, 2019
(<http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/>)

Gallagher announced that the November 19, 2019 and December 10 and 17, 2019 Executive Committee meeting minutes are posted on the Faculty Council website.

3. The October 18, 2019 UCC meeting minutes were approved on behalf of Faculty Council by the Executive Committee on December 10, 2019.

Gallagher: Executive Committee is very judicious acting on behalf of Faculty Council. It was time-sensitive for the UCC.

4. Faculty Council Officer Elections – March 3, 2020
-Committee on Faculty Governance

Call for nominations:

- Faculty Council Chair
- Faculty Council Vice Chair
- Board of Governors Faculty Representative

E-mail nominations to: Steven.Reising@colostate.edu

Nominations due by *Friday, February 21, 2020*

Gallagher: You will have a new Chair as of July 1. Steve Reising is the Chair of Committee on Faculty Governance. If you wish to nominate yourself, or anyone else, please contact Steve Reising. Once you nominate someone, Steve Reising will contact you and ask you to create a candidate statement, which will be included in the March 3, 2020 FC meeting agenda packet. You want people to know who you are and what you've done, etc.

Gallagher explained and showed the qualifications (on the overhead) for election to Faculty Council Chair or Vice Chair. The Board of Governors Faculty Representative is a little bit different. The person who is elected Faculty Representative to the Board of Governors must hold the rank of Associate Professor or Professor. This position is defined by State Law.

These nominations are due by Friday, February 21 so Steve can coordinate with the rest of the CoFG.

MINUTES TO BE APPROVED

1. Faculty Council Meeting Minutes
 - December 3, 2019

Gallagher: Are there any corrections to these minutes?
 Hearing none, these minutes are declared approved.

UNFINISHED BUSINESS

1. Elections – Student Representatives (Graduate) – Faculty Council Standing Committees – Committee on Faculty Governance

Gallagher: This is a Graduate student to serve on the CoL.

Sue Doe spoke to the nomination in Steve Reising's absence.

Faculty Council unanimously approved.

CONSENT AGENDA

1. UCC meeting minutes – October 18, 2019; November 15 and 22, 2019; December 6 and 13, 2019
2. Approval of Degree Candidates – Spring and Summer semesters

Brad Goetz spoke for the approval of the UCC meeting minutes.

Gallagher: Are there any items to be pulled for separate consideration?

There were none.

Faculty Council unanimously approved the Consent Agenda.

ACTION ITEMS

1. Proposed revisions to the *Graduate and Professional Bulletin* – Graduate Study, Master’s Degrees – CoSRGE

Melinda Smith, Chair, CoSRGE spoke to the motion.

Gallagher: CoSRGE has asked that Mary Stromberger, Dean of the Graduate School, add to this.

Stromberger: We have been working on for the past two years. It began with a study of what our peer institutions offer. All of our peer institutions counts dual and joint degrees in the manner proposed, so these proposed revisions put CSU into alignment with our peers. We also worked with faculty, UCC and CoSRGE.

Gallagher: The floor is now open for discussion. Anyone in favor or opposition?

Tara Opsal (WCNR): Wondered whether any of the department representatives from the interested departments would like to speak to the interest in these dual and joint degrees. In the rationale it says Languages, Literatures and Cultures invested in this. Do they want to talk about their perspective?

Brad Conner (CNS At-Large): I worked on this with Mary Stromberger and was one of the original faculty who requested this. Conner spoke to the Counseling and Social Work programs’ interest in doing this. He spoke in favor of the motion, which he pointed out maximizes the benefit derived from the degrees.

Antonio Pedros-Gascon (CLA At-Large): Points out that English and Languages, Literatures and Cultures have had a partnership for approximately 10 years and are interested in creating a new

arrangement as would occur through the program change; therefore, Pedros-Gascon is in favor of this.

Gallagher: All in favor as this motion as it appears in your agenda materials, say aye.

The motion was unanimously approved by Faculty Council.

2. Proposed revisions to the *Graduate and Professional Bulletin* – Admissions Requirements and Procedures – CoSRGE

Melinda Smith, Chair, CoSRGE spoke to the motion.

Gallagher: Mary Stromberger can speak to this if you have any particular questions.

Gallagher: The floor is open for discussion. All in favor?

The motion was unanimously approved by Faculty Council.

3. 2019 Biennial Reviews for Discontinuance and Continuance of Centers, Institutes, and Other Special Units (CIOSUs) – CUP

Gallagher: Mo Salman, Chair of CUP, is not present today. There was no other representative present from CUP, so Sue Doe, Vice Chair, presented the motion.

Dawn DeTienne (CoB): Is this the whole list of Centers and Institutes?

Gallagher: No. The centers are approved biennially, so half are reviewed this year and the other half will be reviewed next year.

4. 2019 Annual Report of the University Grievance Officer

Gallagher: We made a mistake by putting this as an Action Item instead of the placing it under the Reports. If there is no objection, I would like to move this to item under number 4 under the Reports.

There was no objection by Faculty Council.

F. REPORTS TO BE RECEIVED

1. Provost/Executive Vice President – Rick Miranda

Miranda reported on the following:

The Board of Governors meeting will be this Thursday through Friday in Pueblo.

Budget: Not really a lot of budget news, except we are still running a deficit of about \$9 million, likely relative to soft enrollment growth, modest appropriations.

The legislature is talking about a cap on our student tuition increase and state appropriations--a modest increase. Lynn Johnson isn't working hard on the expense side yet. There are normal increases in financial aid and increases in salaries, etc. We haven't tried to tie the screws down on that yet. There is still a lot of time before the May meeting.

The Race, Bias and Equity Initiative is off and running. We have launched 10 or so work groups to review all of the proposals and it's ongoing at this moment. In another 10 days, the reviews will be done and organized.

The Provost and Executive Vice President job description will be uploaded any day now. We also have the Dean of Agriculture search as well, which is being chaired by Mary Stromberger.

Retention figures: We have had aspirations of heading towards 90%. We are not quite there. We are at the middle to high 80s. A good indicator is the fall retention figures. The spring retention us up by 0.5 %.

Extension Service: Miranda urges the faculty to be mindful of our colleagues around the state and their engagement efforts.

Antonio Pedros-Gascon (CLA At-Large): What kinds of cuts might be feasible if there is a need to make cuts, given the shortfalls that were noted by President McConnell?

Miranda: Everything is eligible, through a possible reallocation exercise, and we have had to do this a couple times in the past 10 years. A 1% reallocation might generate a \$3 million dollar savings. The financial aid budget is quite large. In the draft incremental budget, it had about a \$6 million dollar increase. I have heard that reducing the salary line would be a last resort: this is our highest priority after mandatory cost increases. We haven't really engaged in a conversation this cycle yet about what strategies would be most effective.

Miranda's report was received.

2. Faculty Council Chair – Tim Gallagher

Gallagher reported on the following:

Gallagher is going to ask for indulgence in a farewell tour--speaking to the importance of Faculty Council. I think that what you all do in this room is very important. Gallagher has interacted with many on standing committees, and some faculty has asked me about whether things going on in your department are consistent with the *Manual*.

But here is why what we do is important. We are the major policy-making body at the university. You, faculty members, are an integral part of the policy-making, but we have a prominent place at the table. Every once in a while, we have to fight for this. This and everything else in the *Manual* has been approved by the Board of Governors.

Section C.2.1.2 Powers and Responsibilities. Jurisdiction over the curriculum. Faculty Council has jurisdiction of the general education policy and passes all rules and regulations necessary to University government and discipline. This is given to us in our *Manual*. If something didn't go through this process, you need to speak up.

Section E.6. This is only one example of why the *Manual* is important. If you read E.6.a, it states that every faculty appointment shall be confirmed in writing. Faculty are given certain protections. If you think this isn't important, let me tell you about a situation from 15 years ago. The Myron Hulen case. A hearing panel cited this part of the *Manual* about mutually determining the conditions (faculty and administrator). At this time, 100% of the grievances at this time were overturned at the level of the President. Tony Frank upheld one grievance that went in favor of the faculty member. Gallagher was subpoenaed in this case, *Hulen v. Yates and Costello*. Hulen's attorneys' fees were covered and damages were also awarded. The *Manual* is why he prevailed. Does our *Manual* have contractual force? The answer is yes. The AAUP website documents and explains the case. The CSU *Manual* has contractual force but not all do at other universities. Just because you have certain rights, doesn't mean that you'll get them. You have to assert your rights, as Myron Hulen did. You consider *Manual* changes every month. Think about all the other stuff that's there in the *Manual*. That protects me. If your department chair is doing something that contradicts the *Manual*, you can contest that.

Gallagher also talked about a particular case when a department chair didn't think the *Manual* applied to him, but Gallagher pointed out that the *Manual* is the President's boss because it represents the Board of

Governors, and the Board is the President's boss. I am confident that the important work we do here will continue for years to come. Do you have any questions for me?

Matt Malcolm (HHS) thanked Gallagher for his leadership.

Gallagher's report was received.

3. Board of Governors Faculty Representative – Stephanie Clemons

Clemons reported on the following:

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

Respectfully submitted by Stephanie Clemons, Ph.D. Faculty Council Meeting February 4, 2020

Board of Governors Meeting – December 5 - 6, 2019 Location: CSU Denver Center

Executive Summary

CSU-Fort Collins highlights.

President McConnell reported on the excellence of our faculty and outlined awards/recognitions received (see list on BOG website). She highlighted research and engagement activities around the state and identified buildings aging out along the “spine” of CSU campus. Three buildings have critical need for upgrades and remodeling: Clark Building which houses CLA who teaches core curriculum attended by all students. Biomedical Research Center; turning away students. A remodel will increase capacity. Glover – corner of physics building. Discussion took place. Campus units highlighted for BOG: The CSU Libraries, College of Liberal Arts, and College of Business. Consent Agenda Items - all approved.

CSU-Global highlights

Increased enrollment in Hispanic population (8%). Global has 76% six-year graduation rate; high for online university. Increase in full-time students. Global has 7,700 undergraduate students; 4600 grad students with 373 non-degree seekers. FY19 total = 19,829 students. Financials are healthy.

CSU-Pueblo highlights

Special report received concerning exciting, new interdisciplinary faculty initiative: School of Creativity + Practice. It is a collaboration between three units: Media Communication, Art/Creative Media and Music. In United States, creative industries contribute more than \$800 billion a year to economy and are growing fast. Overall, CSU-Pueblo student numbers are a bit down (2%). There is more volatility in retention at smaller university.

System Highlights

Budget requests were discussed as well as possible reallocation of base funding from state; 3% increase proposed for resident, undergraduate tuition. If 3% is passed by governor, projected deficit approximates \$9.5 million. On horizon, CSUS investments include medical school start-up and continuation of build-out of National Western Center. At National Western Center, the Animal Health Complex will be coming out of the ground in March; first of three buildings. Each building was designed by different architect; nice designs. Core values for Center: inclusion, authenticity, innovation and engagement. System office moving to 555 17th Denver. Values held by CSUS include access, excellence and affordability.

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Special Reports

- Pat Burns offered report on joint Banner project upgrade for CSU-Fort Collins and CSU-Pueblo.
- Alan Rudolph offered report on CSU-FC Research. Historic year for CSU scholarship. Campus continues to grow in research dollars even with fewer Federal dollars. Competitive hit rate is good. DOD contributed \$90 million. Also, an historic year with corporate partnerships (e.g. Zoetis – the “MIT of animal health” moved to Fort Collins).

Standing Committee Reports received from Academic and Student Affairs Committee, Audit and Finance, Real Estate/Facilities Committee and Evaluation Committee.

Next BOG Meeting: February 5-7, 2020 CSU-Pueblo. CSU-FC units to be highlighted: College of Natural Sciences and Warner College of Natural Resources.

Clemons’ report was received.

4. 2019 Annual Report of the University Grievance Officer (*moved from Action Items to Report section*).

Gallagher: Richard Eykholt had to participate on a doctoral committee today so could not be in attendance for today’s meeting. However, Richard urges faculty to contact him if you have any questions or comments. Please send an email to him regarding your inquiry.

Karen Barrett (HHS; Chair, CoSS): I have a question about it—a referral to the Bullying Policy. What happened to such a complaint?

Gallagher: The UGO is not in the loop anymore once it is referred and goes to the HR office. This is what the law and the policy says. After that, he doesn’t know.

Karen Barrett (HHS; Chair, CoSS): Is there any way for us to find out what happens to people as a result of the Bullying Policy?

Gallagher: That’s a good question. It seems that a very similar question could be asked of with the people in HR, or OEO. Gallagher will dig into this.

Silvia Canetto (CNS): It would be helpful to have a discussion with Richard present. So, I would like for us to have a full discussion of this report.

Gallagher: We can have Richard come to our next Faculty Council meeting to answer any questions faculty may have.

G. DISCUSSION

1. None.

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Gallagher adjourned the meeting at 4:45 p.m.

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

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ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Stephan Kroll	Agricultural and Resource Economics	2022
Jason Bruemmer	Animal Sciences	2021
<u>Cynthia (Cini) Brown</u>	Bioagricultural Sciences & Pest Management	2021
Kelly Curl	Horticulture & Landscape Architecture	2022
Thomas Borch	Soil and Crop Sciences	2020
Bradley Goetz	College-at-Large	2022
<u>Ruth Hufbauer</u>	College-at-Large	2020
TBD	College-at-Large	2022
Health and Human Sciences		
Nancy Miller	Design and Merchandising	2021
Raoul Reiser	Health and Exercise Science	2022
David Sampson	Food Science and Human Nutrition	2022
Karen Barrett	Human Development and Family Studies	2020
Bolivar Senior	Construction Management	2020
Matt Malcolm	Occupational Therapy	2020
Carole Makela (Substituting for Thomas Chermack)	School of Education	2021
Shannon Hughes	School of Social Work	2022
Business		
Larry Johnson	Accounting	2022
Stephen Hayne	Computer Information Systems	2021
John Elder	Finance and Real Estate	2022
Dawn DeTienne	Management	2021
<u>Kathleen Kelly (excused)</u>	Marketing	2021
Engineering		
<u>Kristen Rasmussen</u>	Atmospheric Science	2021
Margarita Herrera-Alonso	Chemical and Biological Engineering	2022
Peter Nelson	Civil and Environmental Engineering	2021
Siddharth Suryanarayanan	Electrical and Computer Engineering	2022
Kirk McGilvray	Mechanical Engineering	2020
Susan James	College-at-Large	2022
Steven Reising	College-at-Large	2022
Jason Quinn	College-at-Large	2021
<u>J. Rockey Luo</u>	College-at-Large	2022
Liberal Arts		
Merrill Johnson (Substituting for Michael Pante)	Anthropology	2020

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<u>Jason Bernagozzi</u>	Art	2022
Ziyu Long	Communication Studies	2022
Ramaa Vasudevan	Economics	2020
<u>Doug Cloud</u>	English	2020
Albert Bimper	Ethnic Studies	2022
Maria Del Mar Lopez-Cabrales	Languages, Literatures and Cultures	2022
Thaddeus Sunseri	History	2020
Michael Humphrey	Journalism and Technical Communication	2020
<u>Wes Kenney</u>	Music, Theater, and Dance	2022
Moti Gorin	Philosophy	2022
Michele Betsill	Political Science	2021
(Substituting for Peter Harris)		
Tara Opsal	Sociology	2022
Steve Shulman	College-at-Large	2020
Antonio Pedros-Gascon	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
<u>Maura Velazquez-Castillo</u>	College-at-Large	2021
Natural Resources		
Monique Rocca	Ecosystem Science and Sustainability	2020
<u>David Koons</u> (excused)	Fish, Wildlife, & Conservation Biology	2021
Seth Davis	Forest and Rangeland Stewardship	2020
Bill Sanford	Geosciences	2020
Tara Teel	HDNR in Warner College	2020
Natural Sciences		
Jennifer Nyborg	Biochemistry and Molecular Biology	2022
Melinda Smith	Biology	2021
George Barisas	Chemistry	2020
<u>Ross McConnell</u>	Computer Science	2022
<u>Yongcheng Zhou</u>	Mathematics	2020
<u>Dylan Yost</u>	Physics	2021
Silvia Canetto	Psychology	2022
<u>Mary Meyer</u>	Statistics	2022
<u>Chuck Anderson</u>	College-at-Large	2020
Anton Betten	College-at-Large	2022
TBD	College-at-Large	2022
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	2022
Kevin Haussler	Clinical Sciences	2022
<u>Elizabeth Ryan</u> (on sabbatical through Spring 2020)	Environmental & Radiological Health Sciences	2020
<u>Tony Schountz</u>	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
<u>Marie Legare</u> (excused)	College-at-Large	2022
<u>Adam Chicco</u>	College-at-Large	2022
<u>Christianne Magee</u>	College-at-Large	2022
<u>Candace Mathiason</u>	College-at-Large	2022
Gerrit (Jerry) Bouma	College-at-Large	2021

University Libraries

Linda Meyer	Libraries	2022
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Ex Officio Voting Members

Timothy Gallagher	Chair, Faculty Council/Executive Committee	2020
Sue Doe	Vice Chair, Faculty Council	2020
Stephanie Clemons	BOG Faculty Representative	2020
Steve Reising, Chair	Committee on Faculty Governance	2020
Todd Donovan, Chair	Committee on Intercollegiate Athletics	2020
Jerry Magloughlin	Committee on Libraries	2020
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2020
Hong Miao, Chair	Committee on Responsibilities & Standing of Academic Faculty	2020
Melinda Smith, Chair	Committee on Scholarship Research and Graduate Education	2020
Karen Barrett, Chair	Committee on Scholastic Standards	2020
Joseph DiVerdi, Chair	Committee on Strategic and Financial Planning	2020
Matt Hickey, Chair	Committee on Teaching and Learning	2020
Mo Salman, Chair	Committee on University Programs	2020
Bradley Goetz, Chair	University Curriculum Committee	2020
<u>Susan (Suellen) Melzer</u>	Committee on Non-Tenure Track Faculty	2021
<u>Denise Apodaca</u>	Committee on Non-Tenure Track Faculty	2021
<u>Christine Pawliuk</u>	Committee on Non-Tenure Track Faculty	2022
<u>Ashley Harvey</u>	Committee on Non-Tenure Track Faculty	2022
Daniel Baker	Committee on Non-Tenure Track Faculty	2020
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2022
<u>Mary Van Buren</u>	Committee on Non-Tenure Track Faculty	2020
<u>Steve Benoit</u>	Committee on Non-Tenure Track Faculty	2022
Natalie Ooi	Committee on Non-Tenure Track Faculty	2022

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Ex-Officio Non-Voting Members

Joyce McConnell	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
Blake Naughton	Vice Provost for Engagement/Director of Extension
Leslie Taylor	Vice President for Enrollment and Access
Dan Bush	Vice Provost for Faculty Affairs
Karen Estlund	Vice President for Information Technology/Dean Libraries
Kathleen Fairfax	Vice Provost for International Affairs
Pam Jackson	Interim Vice President for External Relations
Alan Rudolph	Vice President for Research
Blanche M. Hughes	Vice President for Student Affairs
Kelly Long	Vice Provost for Undergraduate Affairs
Lynn Johnson	Vice President for University Operations
James Pritchett	Interim Dean, College of Agricultural Sciences
Lise Youngblade	Dean, College of Health and Human Sciences
Beth Walker	Dean, College of Business
David McLean	Dean, College of Engineering
Mary Stromberger	Dean, Graduate School
Ben Withers	Dean, College of Liberal Arts
Jan Nerger	Dean, College of Natural Sciences
Mark Stetter	Dean, College of Vet. Medicine & Biomedical Sciences
John Hayes	Dean, Warner College of Natural Resources
Catherine Douras	Chair, Administrative Professional Council

BALLOT
March 3, 2020
Graduate Student Representatives on Faculty Council Standing Committees
(One-Year Term)
Nominations from the Committee on Faculty Governance

Faculty Council Committee on Intercollegiate Athletics

Kaylee Clark

Graduate Student Representative

2020

Annual Report of the University Grievance Officer for 2019

One duty of the UGO is to oversee the disciplinary process for tenured faculty, as described in Section E.15 of the Manual. During calendar year 2109, this process was never initiated.

Another duty of the UGO is to oversee the appeals processes in Sections E.11, E.16, and E.17 of the Manual. During the calendar year 2019, these processes were never initiated.

The main duty of the UGO is to manage the grievance process, as described in Section K of the Manual. During calendar year 2019, the UGO dealt with 27 cases from 25 faculty members and 25 cases from 23 administrative professionals.

The distribution of the 27 cases from faculty members is as follows:

Agricultural Sciences	3
Business	7
Engineering	3
INTO	2
Liberal Arts	7
Natural Sciences	1
Vet. Med. & Biom. Sci.	4
Vice Pres. for Research	1

The distribution of the 25 cases from administrative professionals is as follows:

Advancement	1
Career Center	1
CEMML	4
CIRA	2
Continuing Education	1
Environ. Health Services	1
Extension	1
Forest Service	1
Health & Human Sci.	1
Housing & Dining	1
Natural Resources	1
Natural Sciences	4
Purchasing	1
TILT	2
Title IX Programs	2
Vet. Teaching Hospital	1

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

Faculty Members

For the 27 cases involving faculty members, six involved annual evaluations. In four of the cases, the faculty member decided not to pursue the matter through Section K. One case was not grievable, since the faculty member was no longer employed by CSU. For the remaining case, there was a formal grievance hearing, and the hearing committee found for the faculty member. The Provost and the President both upheld the findings of the hearing committee.

One case involved a claim by a faculty member that their teaching assignment was unfair. Since the department head had followed a recommendation by a faculty committee, this case was not grievable.

Two cases involved claims of unreasonable workloads. In both cases, the conflicts were resolved through discussions between the UGO and the persons involved.

Four cases involved reductions in the percent employment of non-tenure-track faculty. In one case, after an initial discussion, the faculty member decided not to pursue the matter through Section K. In the other three cases, the conflicts were resolved through discussions between the UGO and the persons involved.

Two cases involved disputes about the amount of additional pay for additional teaching. One case was not grievable. In the other case, the conflict was resolved through discussions between the UGO and the persons involved.

One case involved a claim that the salary was not appropriate. After several discussions, it was decided not to pursue this matter through Section K.

One case involved a denial for participation in Semester at Sea. After an initial discussion, the faculty member decided not to pursue this matter through Section K.

One case involved the termination of an administrative appointment. Since the appointment was at-will, this case was not grievable.

One case involved a change in job duties for the faculty member. In this case, the conflict was resolved through discussions between the UGO and the persons involved.

One case involved a removal of some of the faculty member's authority. After an initial discussion, the faculty member decided not to pursue the matter through Section K.

One case involved a claim by the faculty member that their T&P assessment was unfair. After several discussions, the faculty member decided to withdraw their application and not pursue the matter through Section K.

One case involved a letter of reprimand. After an initial discussion, the faculty member decided not to pursue the matter through Section K.

One case involved Medicare issues. This case was not pursued through Section K.

One case involved a claim that the faculty member was being mistreated by a high-level administrator. The UGO informed the faculty member about the bullying policy as a possible avenue to pursue. After several discussions, the faculty member decided not to pursue the matter through Section K.

In the remaining three cases, the faculty members felt that they were being mistreated by their supervisors. The UGO informed these employees about the bullying policy as a possible avenue to pursue. In all three cases, the employees decided not to pursue the matters through Section K.

Of the 27 cases involving faculty members, none led to formal mediation, but one led to a formal hearing. In that hearing, the hearing committee found for the faculty member, and both the Provost and the President upheld that finding.

Administrative Professionals

For the 25 cases involving administrative professionals, two cases involved termination. Since administrative professionals are at-will employees, these cases were not grievable.

One additional case involved termination where disability issues were involved. This case was referred to the Office of Equal Opportunity.

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

One case involved a letter of reprimand, which is grievable. For this case, the conflict is being resolved through discussions between the UGO and the persons involved, although it is not yet completely resolved.

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

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

One case involved a change in the job description for the employee. After an initial discussion, the employee decided not to pursue the matter through Section K.

Three cases involved a change in job duties for the employee. In one case, it was decided that the change was not grievable. In one case, the conflict was resolved through discussions between the UGO and the persons involved. In one case, after several discussions, the employee decided not to pursue the matter through Section K.

One case involved a claim that the job description for the employee was not being followed. For this case, the conflict was resolved through discussions between the UGO and the persons involved.

One case involved a claim that a retention agreement was not being honored. After several discussions, the employee decided not to pursue the matter through Section K.

One case involved a claim by the employee that their salary and title were not appropriate. After an initial discussion, the employee decided not to pursue the matter through Section K.

One case involved a claim by the employee that they were not being allowed to present their work at a conference. After several discussions, the employee was allowed to do so, which resolved the conflict.

One case involved a dispute over an insurance payment. This case was not grievable.

One case involved a claim that unreasonable expectations were being imposed on an employee. This case was not grievable.

One case involved a claim by an employee that untrue accusations were being made about them. After an initial discussion, the employee decided not to pursue the matter through Section K.

One case involved a claim by the employee that their work environment was hostile. After an initial discussion, the employee decided not to pursue the matter through Section K.

In the remaining five cases, the employees felt that they were being mistreated by their supervisors. The UGO informed these employees about the bullying policy as a possible avenue to pursue. In all five cases, the employees decided not to pursue the matters through Section K.

None of these 25 cases led to formal mediation or a formal hearing.

Submitted by: Richard Eykholt,
University Grievance Officer

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **January 24, 2020** at 2:00 p.m.
The meeting adjourned at 4:07 p.m.

Minutes

The minutes of December 13, 2019 were electronically approved on 12/16/2019.

Consent Agenda

The Consent Agenda was approved.

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

Miscellaneous Request		
Moving Administrative Unit for Women's Studies Programs and WS Subject Code Courses		
Request	Notes	Effective Term
Moving administrative unit for Women's Studies Programs and WS Subject Code Courses	The B.A. in Women's and Gender Studies is currently institutionally housed in the Department of Ethnic Studies. Based on a recommendation from the Women and Gender Studies Task Force, and in consultation with administrators in Women's and Gender Studies and Ethnic Studies, we desire to move the curriculum and institutional reporting <i>from</i> Ethnic Studies <i>to</i> the College of Liberal Arts. Women's and Gender Studies, an interdisciplinary B.A., would then be parallel to the college's two other Interdisciplinary degree programs, International Studies and Interdisciplinary Liberal Arts. <i>The Curriculum and Catalog Unit will administratively move all of the WS courses and the programs from 1790 to 1701.</i>	Fall 2020

Miscellaneous Request		
MATH 141 Transfer Requirement		
Request	Notes	Effective Term
MATH 141 Transfer Requirement	Rationale/Justification: The College of Business requests a change in the minimum transfer grade requirement of 'B-' in MATH 141 to a "Minimum grade of 'C-' in MATH 141 or a higher level calculus course." Students admitted directly into the COB have no minimum requirement. Internal analysis indicates that students admitted directly into the COB that earn a 'C-' in MATH 141 still succeed in their Business programs of study. This change is widely supported by 2-year Colorado institutions, as well as lead personnel involved with Undeclared major students at CSU. <i>The Curriculum and Catalog Unit will administratively add this information to all Business undergraduate programs of study.</i>	Summer 2020

Study Abroad Course – 2nd Provisional Offering			
Course #	Course Title	Notes	Effective Term
BZ 482C	Baja California Sur: Practices in Marine Ecology	3 cr.; Travel dates: 11/22/20 – 11/29/20 (8 days) 1 st offering: Summer 2018 (6 students)	Fall 2020

New Courses			
Course #	Course Title	Notes	Effective Term
CIS 600B	Project Management: Impact Enterprise	2 cr.; partial semester; offered Distance/Online and Face-to-face. Credit not allowed for both CIS 600A and CIS 600B.	Fall 2020
D 224	Music for Dance	2 cr.; Dance majors only.	Fall 2020
ECE 544	Silicon Photonics for Computing Systems	Offered Distance/Online and Face-to-face. Previously offered as ECE 580B6 (Fall 2018: 17 students; Fall 2019: 11 students).	Fall 2020
MKT 686	Marketing Practicum	1-18 variable credits; offered as Distance/Online only. Proposed as required in BUSA-MDZ-MBA (<i>CoSRGE Prep</i>)	Fall 2020
OT 720	Occupation and Occupational Therapy Process	3 cr.; partial semester; offered as Mixed Face-to-Face; requires admission to the OTD program and concurrent registration in OT 721. Prereqs: None.	Fall 2021
OT 721	Impacts on Occupation I	3 cr.; partial semester; offered as Mixed Face-to-Face; requires admission to the OTD program and concurrent registration in OT 720. Prereqs: None.	Fall 2021
OT 722	Foundations for Professional Development	1 cr.; partial semester; offered as Mixed Face-to-Face; requires admission to the OTD program. Prereqs: None.	Fall 2021
PHIL 363	Social Metaphysics	Previously offered as PHIL 381A1 (Fall 2018: 10 students; Fall 2019: 16 students).	Fall 2020
VM 775	Veterinary Practice Management	1 cr.; partial semester; requires admission to professional curriculum in veterinary medicine. Previously offered as VM 780A4 (Spring 2019: 75 students; Spring 2020: 36 students currently enrolled).	Spring 2021

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
AM 244	Fashion Illustration for Apparel Design	Edits to course title, description, offering term, and prerequisites; addition of 'Sophomore standing' restriction.	Fall 2020
AM 475	Product Development III	Change in credit distribution from lecture 3(3-0-0) to lecture/lab 3(2-2-0); edit to prerequisites; addition of 'Senior standing' restriction. Existing AUCC 4A & 4C in APAM-PDVZ-BS.	Fall 2020
CIS 600A CIS 600	Project Management: Information Technology and Project Management	3 cr.; course number change to add subtopics; edit to course title; addition of Distance/Online offering. Credit not allowed for both CIS 600A and CIS 600B. <i>The prerequisites for ENGR 786 and SYSE 786 will be administratively updated.</i>	Fall 2020
D 226	Dance Choreography I	Edits to prerequisites. These changes are necessary to avoid 'hidden prerequisites' on the Dance BFA proposal.	Spring 2021
D 427	Dance I History of Non-Western Dance Forms	Edits to course title, description, and prerequisites. Existing AUCC 4A for DNCE-BA; approved for AUCC 4A for the Major in Dance (BFA).	Fall 2020
D 428	Dance II History of Western Dance Forms	Edits to course title, description, and prerequisites. Existing AUCC 4A for DNCE-BA; approved for AUCC 4A for the Major in Dance (BFA).	Fall 2020

D 471	Dance Capstone Concert	Edits to course title and description; edit to prerequisites; addition of registration restrictions: 'Dance majors only'; 'No Freshman'; 'Written consent of instructor'. Existing AUCC 4B and 4C for DNCE-BA; approved for AUCC 4B/4C for the Major in Dance (BFA).	Fall 2020
EDCO 650	Theories of Counseling and Development	Change from partial semester to 16 weeks; removal of prerequisite; addition of 'Must have concurrent registration in EDCO 625.' (<i>see Minor Change to EDCO 625 under Consent Agenda</i>)	Fall 2020
HDFS 317	Disabilities Special Needs in Early Childhood Education	Edits to course title, description, and prerequisites.	Fall 2020
HES 455	Health Promotion Programming	Update to CLOs; removal of senior standing, 'credit not allowed' statement, and advising statement in Additional Registration Information field. Existing AUCC 4A/4C in HAES-HPRZ-BS.	Fall 2020
PHIL 410	Gödel's Incompleteness Theorems Formal Logic	Edits to course title, description, offering term, and prerequisites.	Fall 2020
PHIL 411	Logic Formal Tools in Philosophy and Beyond	Edits to course title, description, offering year, offering term, and prerequisites.	Fall 2020
PPA 551 POLS 552A	Public Personnel Administration Topics In Public Administration, Personnel	Change in course number and subject code; edits to course title and offering term; removal of prerequisite; addition of Distance/Online offering and course description.	Fall 2020
PPA 552 POLS 552B	Public Budgeting and Finance Topics In Public Administration, Budgeting and Finance	Change in course number and subject code; edits to course title and offering term; removal of prerequisite; addition of Distance/Online offering and course description.	Fall 2020

Guaranteed Transfer (GT) Pathways Course New Submission (*GT-SCI*)

Course #	Course Title	GTP Category/Notes	Effective Term
LIFE 103	Biology of Organisms-Animals and Plants	New submission for GT-SCI: Natural & Physical Sciences: Lecture course with required Laboratory.	Fall 2020

Program Deactivations

Program Title	Notes	Last admit term	Last term students can complete
EGIS-BS: Dual Degree in Engineering Science, B.S. and International Studies, B.A.	Due to low enrollment numbers, challenges with course capacity within interdisciplinary courses, and the impact of interdisciplinary curriculum changes, these programs have stopped enrollment as of Fall 2019.	Fall 2019	Spring 2024
EGSC-EGPZ-BS: Major in Engineering Science, Engineering Physics Concentration		Fall 2019	Spring 2024
EGSC-SPEZ-BS: Major in Engineering Science, Space Engineering Concentration		Fall 2019	Spring 2023
ILES-BA: Dual Degree in Interdisciplinary Liberal Arts, B.A. and Engineering Science, B.S.		Fall 2019	Spring 2024

CONSENT AGENDA

Experimental Courses – 1st Offering

Course #	Course Title	Notes/Changes	Effective Term
MECH 480A6	Compressible Flow	Offered Distance/Online and Face-to-face.	Fall 2020

Minor Changes to Courses

Course #	Course Title	Notes/Changes	Effective Term
AM 110	Apparel and Merchandising Digital Technology	Updates to CLOs, Assessment Components, and Specific Course Topics. <i>Submitted in CIM as a 'Major Change'.</i>	Fall 2020
AM 270	Merchandising Processes	Edit to prerequisites: (AM 101 with a minimum grade of C and AM 130 with a minimum grade of C and DM 120 with a minimum grade of C) and (MATH 117; MATH 118) or <u>MATH 141 MATH 124</u> . <i>Submitted in CIM as a 'Major Change'.</i>	Fall 2020
AM 446	Apparel Design and Production	Edit to prerequisites: AM 346 341 and AM 342 Existing AUCC 4C course for APAM-ADAZ-BS.	Fall 2020
AM 479	Merchandising Policies and Strategies	Edit to prerequisites: <u>AM 371; AM 330 or DM 360 or MKT 360</u> (AM 270 and AM 330 and AM 366 and AM 371) and (DM 360 or MKT 360). Existing AUCC 4A & 4C course for APAM-MDSZ-BS.	Fall 2020
BUS 601	Quantitative Business Analysis	Edit to prerequisites: <u>ACT 605 or concurrent registration or BUS 500 or concurrent registration.</u> may be taken concurrently.	Fall 2020
CIS 670	Advanced IT Project Management	Edits to offering term: <u>Spring</u> Every Edit to prerequisite: <u>CIS 600A</u> 600	Fall 2020
CIS 675	Agile Management and Product Development	Edit to prerequisite: <u>CIS 600A</u> 600	Fall 2020
EDCO 625	Foundations of Counseling	Addition of registration restriction: 'Concurrent registration in EDCO 650 is required.'	Fall 2020
WR 474	Snow Hydrology	Addition of prerequisite: <u>WR 416</u>	Fall 2020

Course Deactivations

Course #	Course Title	Notes/Changes	Effective Term
ECE 442	Numerical Algorithms for VLSI Modeling	Not referenced in any active programs or courses.	Fall 2020

Minor Changes to Existing Programs

Program Title	Notes	Effective Term
PHLQ: Minor in Philosophy	Addition of PHIL 410 and PHIL 411 to a 'Select one' list.	Fall 2020

Minutes approved by the University Curriculum Committee on 1/31/20.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **January 31, 2020** at 2:00 p.m.

The meeting adjourned at 4:00 p.m.

Minutes

The minutes of January 24, 2020 were approved.

Consent Agenda

The Consent Agenda was approved.

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

Study Abroad Course – Permanent Offering			
Course #	Course Title	Notes	Effective Term
HIST 415	Study Abroad--Mexico: History, Community, and Environment in Mexico	3 cr.; Travel dates: 11/9/20-11/20/20 Offered Mixed Face-to-face. 1 cr. taught online from 8/24/20-10/16/20; 2 cr. taught in Todos Santos. Previously offered provisionally as HIST 382D (Fall 2019: 9 students).	Fall 2020

New Courses			
Course #	Course Title	Notes	Effective Term
ANTH 552	Geoarchaeology	Graduate only.	Fall 2020
EAP 100	International Undergraduate Success	6 cr.; requires admission to undergraduate Pathways program (non-degree seeking).	Fall 2020
ERHS 501	Biological Basis of Public Health	2 cr.; Graduate only.	Fall 2020
FIN 531	Advances in Financial Technology	Offered Distance/Online and Face-to-face.	Spring 2021
FIN 611	Financial Institutions Management	Offered Distance/Online and Face-to-face. Intended to replace FIN 610 (<i>deactivation not submitted yet</i>).	Spring 2021
FIN 613	Alternative Investments	2 cr.; offered Distance/Online and Face-to-face. Intended to replace FIN 612 (<i>deactivation not submitted yet</i>).	Spring 2021
HORT 417	Indoor Crop Production and Physiology	Offered Distance/Online and Face-to-face.	Fall 2020
JTC 359	Audience Insights	Offered Distance/Online and Face-to-face.	Fall 2020
JTC 427	Motion Graphics Design		Fall 2020
JTC 451	Integrated Communication Campaigns		Fall 2020
LSPA 531	Scientific and Legal Translation	Offered Mixed Face-to-face and Distance/Online; Graduate only. Proposed as required in a new Graduate Certificate in Translation (Spanish) .	Spring 2021
LSPA 532	Audiovisual and Literary Translation	Offered Mixed Face-to-face and Distance/Online; Graduate only. Proposed as required in a new Graduate Certificate in Translation (Spanish) .	Fall 2021
OT 730	Professional Reasoning and Relationships	2 cr.; offered as Face-to-face; requires concurrent registration in OT 786B.	Fall 2021
OT 731	Impacts on Occupation II	3 cr.; offered as Mixed Face-to-Face; requires concurrent registration in OT 786B.	Fall 2021

OT 732	Adult and Older Adult I	2 cr.; offered as Face-to-face; requires concurrent registration in OT 733 and OT 786B.	Fall 2021
OT 733	Adult and Older Adult I Lab	2 cr.; offered as Face-to-face; requires concurrent registration in OT 732.	Fall 2021
OT 735	Occupational Therapy Research Process I	3 cr.; offered as Mixed Face-to-Face; requires concurrent registration in OT 786B.	Fall 2021
OT 740	Occupation, Learning, and Change	3 cr.; offered as Mixed Face-to-Face; requires concurrent registration in OT 742 and OT 786C.	Fall 2021
OT 742	Adult and Older Adult II	2 cr.; offered as Face-to-face; requires concurrent registration in OT 740, OT 743, and OT 786C.	Fall 2021
OT 743	Adult and Older Adult II Lab	2 cr.; offered as Face-to-face; requires concurrent registration in OT 742.	Fall 2021
OT 745	Occupational Therapy Research Process II	3 cr.; offered as Mixed Face-to-Face; requires concurrent registration in OT 749 and OT 786C.	Fall 2021
OT 749	Capstone Overview	1 cr.; offered as Face-to-Face; requires concurrent registration in OT 745 and OT 786C.	Fall 2021
OT 786B	Practicum: Integrative Experiential Learning I	1 cr. Internship/Practica; S/U only; requires concurrent registration in OT 730, OT 731, OT 732, and OT 735.	Fall 2021
OT 786C	Practicum: Integrative Experiential Learning II	2 cr. Internship/Practica; S/U only; requires concurrent registration in OT 740, OT 742, OT 745, and OT 749.	Fall 2021
OT 787	Level IIA Fieldwork - Adults and Older Adults	12 cr. Internship/Practica; S/U only.	Fall 2021
VM 739	Clinical Diagnostic Microbiology	2 cr. Previously offered as experimental course VM 781A2 (Fall 2016: 17 students; Fall 2017: 17 students; Fall 2019: 11 students).	Fall 2020

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
AREC 346/ ECON 346	Economics of Outdoor Recreation	Edit to course description; change of Grade Mode from Student Option to Traditional; addition of Distance/Online offering.	Fall 2020
AREC 444/ ECON 444	Economics of Energy Resources	Addition of Distance/Online offering.	Fall 2020
AREC 605	Agricultural Production and Cost Analysis	Credit increase from 2 to 3.	Fall 2020
AREC 610	Agricultural Marketing and Demand Analysis	Credit increase from 2 to 3; edit to prerequisites.	Fall 2020
CBE 504/ BIOM 504	Fundamentals of Biochemical Engineering	Addition of Distance/Online offering; edits to prerequisites; change in grade mode from Student Option to Traditional; addition of 'Senior Standing' restriction.	Fall 2020
D 330	Dance Repertory Ensemble	Edits to offering term and prerequisites; addition of Add'l Registration Info: 'May be taken up to 3 times for credit. Students are expected to register for D 340 following each semester D 330 is completed.'	Fall 2020
D 340	Dance Repertory Outreach	Edit to offering term; addition of 'May be taken up to 3 times for credit.'	Spring 2021
EAP 102 EAP 151	Advanced International Undergraduate Success English for International Students-II	Course number change; edits to course title, description and prerequisites; addition of 'Undergraduate only' and 'Admission to Pathways program (non-degree seeking)' restrictions.	Fall 2020

EAP 150	International Graduate Student Success English for International Students I	Addition of Distance/Online offering; edits to prerequisites; change in grade mode from Student Option to Traditional; addition of 'Graduate only' and 'Admission to Pathways program (non-degree seeking)' restrictions..	Fall 2020
EAP 152	International Graduate Student Success Adv English for International Graduate Students	Addition of Distance/Online offering; edits to prerequisites; change in grade mode from Student Option to Traditional; addition of 'Graduate only' and 'Admission to Pathways program (non-degree seeking)' restrictions.	Fall 2020
ERHS 505	Publishing in Epidemiology and Public Health	Edits to course title, description, and prerequisites; addition of 'Graduate only'.	Fall 2020
FIN 600	Financial Management Theory and Case Studies	Addition of Distance/Online offering; edits to course title, description, and prerequisites.	Fall 2020
FIN 605	Enterprise Valuation	Credit decrease from 3 to 2; change from partial semester to 16 weeks; edits to offering term and prerequisites; removal of registration restriction.	Fall 2020
FIN 625	Quantitative Methods in Finance	Change from partial semester to 16 weeks; edits to course description and prerequisites.	Fall 2020
FIN 655	Investments	Change from 8 weeks to 16 weeks; edit to prerequisite; removal of registration restriction.	Fall 2020
FIN 665	Derivative Securities and Analysis Financial Engineering	Change from partial semester to 16 weeks; edits to course title and prerequisites.	Spring 2021
FW 468	Bird Ecology and Conservation Wild-Bird Management	Edits to course title, description, offering year, offering term, and prerequisites; addition of 'Required Field Trips'.	Fall 2020
HORT 792	Seminar	Addition of Distance/Online offering.	Spring 2021
LB 192	Blake Leadership Scholars—First-Year Seminar College of Liberal Arts First-Year Seminar	Credit decrease from 3 to 1; edits to course title and description; change in Grade Mode from Traditional to S/U Only; addition of 'Written consent of instructor' restriction.	Fall 2020

New Undergraduate Degree

Program Title	Notes	Effective Term
<i>College of Liberal Arts</i>		
Major in Dance (BFA) Included in UCC minutes for information only. A Special Action memo would be sent from UCC to Faculty Council after notification from the Council of Deans and Provost that they have approved the Comprehensive Program Proposal (CPP).	AUCC 4A courses: D 427 and D 428 AUCC 4B and 4C course: D 471 <i>Need proposals to make the following courses repeatable for credit: D 220A, D 220B, D 221A, D 221B.</i>	Fall 2020

Program Deactivations

Program Title	Notes	Last admit term	Last term students can complete
EGSC-BS: Major in Engineering Science	Due to low enrollment numbers, challenges with scheduling and course capacity within interdisciplinary courses, and the impact of interdisciplinary curriculum changes on the EGSC degree curriculum, these programs have stopped enrollment as of Fall 2019 and are pursuing deactivation.	Fall 2019	Spring 2024
EGSC-TCEZ-BS: Major in Engineering Science, Teacher Education Concentration			

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
AREC-MS: Master of Science in Agricultural and Resource Economics, Plan A	Updating the programs to account for the credit increase to AREC 605 and AREC 610; removing AREC/ECON 541 as a required course; addition of ECON 501 as a required course.	Fall 2020
AREC-MS: Master of Science in Agricultural and Resource Economics, Plan B		
AREC-PHD: Ph.D. in Agricultural and Resource Economics	Addition of AREC 605 and AREC 610 in 'Group A'; updating the program to account for the credit increase to AREC 705 and AREC 710; addition of AREC/ECON 606 as a required course; making explicit MS-level capstone requirements that were only implicitly required via footnote regarding transferability of up to 30 credits of MS degree.	Fall 2020

CONSENT AGENDA

Minor Changes to Courses			
Course #	Course Title	Notes/Changes	Effective Term
AM 275	Product Development I	Edit to prerequisites: AM 101 with a minimum grade of C; AM 110; AM 130 with a minimum grade of C; (MATH 117 and MATH 118) or MATH 141 and MATH 124 .	Fall 2020
BC 351	Principles of Biochemistry	Edit to prerequisites: (BZ 110 or BZ 120 or LIFE 102) and (CHEM 241 or CHEM 245 or CHEM 341 or CHEM 345) .	Fall 2020
CIS 413	Advanced Networking and Security	Edit to prerequisites: CIS 240 and CIS 350.	Fall 2020
HORT 401	Medicinal Value-Added Uses of Plants	Edit to offering term: Spring Fall	Spring 2021
MIP 342	Immunology	Edit to prerequisites: (BZ 310 or BZ 350 or LIFE 210 or MIP 250) and (CHEM 245, may be taken concurrently or CHEM 341, may be taken concurrently or CHEM 345, may be taken concurrently) and (MIP 300).	Summer 2020

Course Deactivations			
Course #	Course Title	Notes/Changes	Effective Term
HORT 277	Introduction to Enology	Listed as an elective in IFSQ: Interdisciplinary Minor in Food Science and Safety <i>(will be administratively removed)</i>	Summer 2020
HORT 328	Interior Landscaping	Not referenced in any programs or courses.	Summer 2020
HORT 382	Origins of Agriculture in the Andes of Peru	Not referenced in any programs or courses.	Summer 2020
HORT 477	Enology-History and Winemaking	Listed as an elective in IFSQ: Interdisciplinary Minor in Food Science and Safety <i>(will be administratively removed)</i>	Summer 2020
HORT 575	Plant Germplasm Conservation	Not referenced in any programs or courses.	Summer 2020
HORT 601	Topics in Root and Rhizosphere Biology	Not referenced in any programs or courses.	Summer 2020

HORT 675	Plant Stress Physiology	Listed as an elective in CIM-FSS-GISP; FSAN-FDSZ-MS (Plan A and Plan B); FSAN-FDZ-PHD (<i>will be administratively removed from all programs</i>)	Summer 2020
POL5 552C	Topics in Public Administration, Regulation	Not referenced in any programs or courses.	Fall 2020

Minutes approved by the University Curriculum Committee on 2/7/20.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **February 7, 2020** at 2:00 p.m.
The meeting adjourned at 3:56 p.m.

Minutes

The minutes of January 31, 2020 were approved.

Consent Agenda

The Consent Agenda was approved.

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

New Courses			
Course #	Course Title	Notes	Effective Term
AB 120	Agricultural Biology--Freshman Orientation	1 cr.; partial semester.	Fall 2020
AB 130	Working With Agricultural Biology Data	1 cr.; partial semester.	Fall 2020
AB 230	Becoming an Agricultural Biology Professional	1 cr.; partial semester; Majors only.	Fall 2020
AB 270	Agricultural Biology Orientation for Transfers	2 cr.; Majors only.	Fall 2020
AB 330	Applications in Agricultural Biology I	2 cr.; Majors only. Approved for AUCC 4A/4B/4C in all four Agricultural Biology programs.	Fall 2020
AB 430	Applications in Agricultural Biology II	3 cr.; Majors only. 2 cr.; Majors only. Approved for AUCC 4A/4B/4C in all four Agricultural Biology programs.	Fall 2020
ERHS 560	Health Impact Assessment	1 cr.; Graduate only.	Fall 2020
FIN 530	Financial Modeling	Offered Distance/Online and Face-to-face.	Fall 2020
OT 750	Programmatic Interventions	3 cr.; offered as Face-to-Face; requires concurrent registration in OT 759 and OT 786D.	Fall 2021
OT 752	Infancy Through Early Childhood	2 cr.; offered as Face-to-face; requires concurrent registration in OT 753 and OT 786D.	Fall 2021
OT 753	Infancy Through Early Childhood Lab	1 cr.; offered as Face-to-Face; requires concurrent registration in OT 752 and OT 786D.	Fall 2021
OT 755	Occupational Therapy Research Process III	3 cr.; offered as Face-to-Face; requires admission to the OTD program and concurrent registration in OT 759 and OT 786D.	Fall 2021
OT 759	Capstone Planning	1 cr.; offered as Face-to-Face; requires concurrent registration in OT 750 and OT 755.	Fall 2021
OT 761	Inclusive Technology	2 cr.; offered as Face-to-face.	Fall 2021
OT 786D	Practicum: Integrative Experiential Learning III	1 cr. Internship/Practica; S/U only; requires concurrent registration in OT 750, OT 752, OT 753, and OT 755.	Fall 2021

STAR 501	Data Wrangling/Visualization for Researchers	2 cr.; offered Distance/Online and face-to-face. Previously offered as experimental course STAT 580A3	Fall 2020
STAR 502	Multivariate Analysis for Researchers	2 cr.; offered Distance/Online and face-to-face. Previously offered as experimental course STAT 581A4	Fall 2020
STAR 513	Regression Models for Researchers	2 cr.; offered Distance/Online and face-to-face. Previously offered as experimental course STAT 581A3	Fall 2020
STAR 514	Experimental Design/Analysis for Researchers	2 cr.; offered Distance/Online and face-to-face. Previously offered as experimental course STAT 580A4	Fall 2020
STAR 531	Generalized Regression Models for Researchers	2 cr.; offered Distance/Online and face-to-face. Previously offered as experimental course STAT 581A5	Fall 2020
STAR 532	Mixed Models for Researchers	2 cr.; offered Distance/Online and face-to-face.	Fall 2020
STAR 534	Machine Learning for Researchers	2 cr.; offered Distance/Online and face-to-face.	Fall 2020
VM 620	Introduction to Spanish for Veterinarians	2 cr.; requires admission to professional curriculum in veterinary medicine. Previously offered as experimental course VM 680A4	Fall 2020

Major Changes to Courses

Course #	Course Title	Notes	Effective Term
AB 310 BSPM 310	Understanding Pesticides	Subject code change; addition of Distance/Online offering; edit to offering term; addition of 'No Freshman' and 'No Sophomore' restrictions.	Spring 2021
CBE 393 CBE 493	Professional Development Seminar	Change in course level/number; edit to course description; change in grade mode from Instructor Option to Traditional. Programs listing this course: <ul style="list-style-type: none"> • CBEG-BS • CBEG-BMEC-BS 	Fall 2020
CBE 543/ BIOM 543	Membranes for Biotechnology and Biomedicine	Removal of dual-listing with BIOM; edit to offering term. Programs listing this course: <ul style="list-style-type: none"> • ENGR-BMEZ-ME • CBEG-BMEC-BS • ELEG-BMEE-BS • MECH-BMEM-BS • :Dual Degree Program: Biomedical Engineering, B.S. combined with Computer Engineering, B.S. (<i>saved not submitted</i>) 	Fall 2020
CIVE 439/ CBE 439	Applications of Environmental Engr Concepts	Removal of dual-listing with CBE; edits to course title, description and prerequisites. Programs and courses listing this course: <ul style="list-style-type: none"> • CIVE-BS • EVHQ • IEAQ • CBEG-BS • CBEG-BMEC-BS • ENVE-BS 	Fall 2020

	<ul style="list-style-type: none"> • ELEG-BMEE-BS • ELEG-BMEL-BS • MECH-BMEM-BS: Dual Degree Program: Biomedical Engineering, B.S. combined with Mechanical Engineering • CIVE 541 course prereq (<i>saved not submitted</i>) 	
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New Undergraduate Degree		
Program Title	Notes	Effective Term
Major in Agricultural Biology	AUCC 4A, 4B, and 4C courses: AB 330 and AB 430 <i>Included in minutes for informational purposes only. A Special Action memo will be sent from UCC to Faculty Council.</i>	Fall 2020
Major in Agricultural Biology, Entomology Concentration		
Major in Agricultural Biology, Plant Pathology Concentration		
Major in Agricultural Biology, Weed Science Concentration		

CONSENT AGENDA

Minor Changes to Courses			
Course #	Course Title	Notes/Changes	Effective Term
ESS 543/ATS 543	Current Topics in Climate Change	Edit to offering term: Spring Fall Change in Grade Mode: Traditional S/U-Sat/Unsat-Only	Fall 2020
FTEC 351	Fermentation Microbiology Laboratory	Edit to prerequisite: FTEC 350 or concurrent registration. FTEC 210; LIFE 205, may be taken concurrently or MIP 300.	Fall 2020
RRM 200	Hotel Operations	Addition of Universal Restriction: NO Senior	Fall 2020
RRM 450	Leadership in the Hospitality Industry	Edit to offering term: Fall Fall, Spring	Fall 2020

Course Deactivations			
Course #	Course Title	Notes/Changes	Effective Term
FIN 430	Introduction to Financial Modeling	<i>Will be administratively removed as an elective in STAQ: Minor in Statistics.</i>	Spring 2021
FIN 630	Financial Modeling	Not referenced in any programs or courses.	Spring 2021
GEOL 562	Statistical Data Analysis in Earth Resources	<i>Will be administratively removed as an elective in the following programs:</i> <ul style="list-style-type: none"> • ECSU-MS: Master of Science in Ecosystem Sustainability, Plan A • ECSU-PHD: Ph.D. in Ecosystem Sustainability 	Summer 2020
NR 676	Ecological Models	Not referenced in any programs or courses.	Summer 2020

Minutes approved by the University Curriculum Committee on 2/14/20.

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

Candidate Statement

Sue Doe, Ph.D., Professor of English, (Current) Vice Chair of Faculty Council

Nominee for Chair of Faculty Council

I accept nomination for Chair of Faculty Council and seek your support as members of Faculty Council so that we may work together to represent the faculty voice in shared governance at Colorado State University. The Chair of Faculty Council is a nearly full-time position that allows its holder to insist upon the representation of faculty perspectives in matters relating to university policy and mission. Within a context of shared governance, the Chair of Faculty Council seeks to deepen, uphold, and articulate university values. Among these are CSU's own Principles of Community and commitments to equity and social justice. The Chair works alongside other members of university leadership and offers critical interrogation of the strategies, assumptions, and implications of policies and practices from the faculty perspective.

If elected Chair of Faculty Council, I would seek also to mobilize you, as members of Faculty Council, so that CSU shared governance derives benefit from a progressive, innovative, and engaged faculty. As faculty, we have so many competing demands that it is understandable that our attention is often not focused on governance. But we must understand that the entire context that allows for our scholarship, teaching, and engagement relies on our ability to be part of shared governance; rather than wait for and react to top-down decision-making, an active Faculty Council can offer new ideas from the ground up. I would like to energize this Faculty Council so that, as a representative body, the council represents its constituencies with passionate conviction and sees itself ever more fully as an agentive voice in university governance. The Chair works to provide such enabling circumstances but it will take all of us to become a more knowledgeable and engaged council. This is vitally important because, as a recent article in the *Chronicle* states, in contexts where there is low engagement in shared governance, assumptions about faculty disinterest can lead to disastrous results: "Even if a senate with a weak reputation does become more active, administrators may see it as lacking clout. If they don't respect its resolutions or demands that only adds to the sentiment that the senate isn't capable of pushing for change." We must be clear about priorities and be prepared to address concerns about such things as compensation in a context of rising costs in this popular location. We must continue to assert authority over curriculum and defend the value of a four-year degree. As various entities chip away at the value of higher education, we must be prepared to stand up for why it still matters and expand access to its advantages.

This effort will involve us in the messy business of policy debate and deliberation, but such work should always be undertaken not as a display of ego, nor simply to be a thorn in the side of administration, but with an eye toward using the considerable intellectual, ethical, and rhetorical authority of this assembly of scholars to make meaningful recommendations that are taken seriously.

There can be little doubt that there are difficult days ahead for this university, as there always are, but the Faculty Council, guided by a Manual that has the authority of law behind it, can work diligently to assert, protect, and defend faculty rights as a set of uniquely positioned opportunities and responsibilities. Academic freedom combined with grievance procedures assure the free pursuit of research and ideas, a cornerstone of the faculty role. These rights establish universities as a singular location in the culture where unpopular ideas are protected. But such broad authority confers upon the faculty the responsibility to continually affirm a commitment to students, who are our most solemn responsibility and whose ability to think critically is our most important charge.

I have worked on behalf of faculty of all ranks, having been both non tenure-track (20 years) and tenure track (13 years). I served as a voting department representative to Faculty Council, served on CORSAF for five years, was tenure-track representative to CoNTTF, and have been Vice Chair for the past three years. I served on the original Provost's Task Force, convened by Tony Frank in 2006, where we were the first group to systematically address non tenure-track faculty issues across campus. I also co-direct the Center for the Study of Academic Labor where I am lead editor for the journal *Academic Labor: Research and Artistry*. As an engaged scholar, my research on the rhetorics of academic labor has involved advocacy on behalf of what the AAUP calls One Faculty, or faculty across all ranks who are united for the common good. If elected, I pledge to work on behalf of you.

Candidate Statement
Susan P. James, Professor of Mechanical Engineering
Nominee for Vice Chair of Faculty Council
Spring 2020

I am pleased to accept the nomination for Vice Chair of Faculty Council and ask all members of Faculty Council to support my nomination. I am an enthusiastic advocate for strong faculty governance. I strongly support Sue Doe for Faculty Council Chair and with this nomination aim to be her Vice Chair.

I concur with Sue Doe's Candidate Statement. I believe we can make Faculty Council even better and stronger than it currently is. In the role of Vice Chair, I would work with the Chair and all the members to improve communication between Faculty Council and the campus community. We can do an even better job of making campus, and the faculty in particular, more aware of Faculty Council's interests, intentions, power and actions. I will encourage and facilitate all members of faculty council to communicate with their constituents and gather their input on areas for Faculty Council action and changes to the Manual. I will also work to enhance communication between faculty council and ASCSU and the various student support organizations on campus so that our actions are well-informed of the students' perspective. For example, I believe a stronger, action-oriented response from Faculty Council to the incidents of race and bias on campus in recent years is warranted.

I am currently the College of Engineering at large representative as well as the Engineering representative to the Executive Committee of Faculty Council. I became acutely aware of the importance and power of faculty council when I founded, with lots of help from people across campus, the School of Biomedical Engineering (SBME) and its new degree programs. At that time the role of interdisciplinary schools and similar units were not officially recognized in the Manual. Our work in building SBME and developing formal relationships with the home departments of the SBME faculty helped pave the way for section C.8 of the manual on Special Academic Units (SAUs). I am currently the Associate Director of the School of Advanced Materials Discovery (SAMD), which was modeled, in part, on SBME. The power of faculty council and the Manual is evident to me in the relative ease of standing up SAMD, compared to SBME. With the SAU process clearly delineated in the Manual, beginning a new interdisciplinary school is now a matter of following established process.

From 2010-2018 I held one of the most difficult and most important jobs on campus: department chair/head. During my tenure as Head of Mechanical Engineering I oversaw expansive enrollment growth, but still managed to decrease the student/faculty ratio and the teaching load on faculty, while substantially increasing our base budget. I relied on the Manual constantly as department head, especially in the early days as I navigated complex faculty issues and tried to bring our department code into compliance. I worked hard to put Mechanical Engineering ahead of campus and faculty council with respect to non-tenure track faculty, including them in the faculty governance of the department and establishing career tracks and promotion processes before CoNTTF's recommended Manual changes were adopted

in spring 2018. When I chose to step down from Head of Mechanical Engineering, I decided to run for faculty council because I knew my administrative experiences would give me important insights into the workings of faculty council and the Manual.

Finally, I have long worked to improve the culture and climate for everyone at CSU, and particularly faculty. I was a member of the President's Commission on Women and Gender Equity twenty years ago as an assistant professor and chaired that commission from 2015-2018. During that time, we stood up the Standing Committee on the Status of Women Faculty under the Commission, which was instrumental in launching the salary equity study for tenure track faculty, and studying the culture for all women faculty at CSU. I co-chaired the President's Council on Culture (PCC) with Tony Frank and Blanche Hughes in the first half of 2019 and am currently chairing PCC for President McConnell. PCC and Faculty Council both aim to bring more accountability, consistency and transparency to CSU's culture. As Vice Chair I will help Faculty Council exercise its power to achieve these goals.

Stephanie Clemons, Ph.D. FASID, FIDEC
Candidate, 2020-2021 Faculty Council Representative, CSU Board of Governors

I have had the honor of serving as your Faculty Council Representative to the Board of Governors (BOG) for the past year and am respectfully requesting your vote again so that I may fulfill my second-year term in this position. I bring experience, energy, and established BOG relationships to this position.

As a systems thinker, I have been an effective advocate and relationship-builder with each Governor on the CSU System Board -- both voting and non-voting. I have enjoyed working with faculty, students, administrators and staff from our sister institutions and system office. I understand the business and values of the Board of Governors as they relate to our partnerships, campus challenges, state legislative issues, competing budget demands, educational perspectives, collaborative work, investments to ensure a sustainable future, and the focus of higher education institutions to maintain a competitive edge in the workplace. I believe your voice through formal reports and informal, off-line, one-on-one conversations with Board members has been accurately represented and clearly heard. As a non-voting member, I bring a professionalism to dialogues with the Board of Governors to ensure that points are appreciated and considered in their decision-making process.

Faculty Council members serve as leaders on campus. You – we -- not only set policies and serve as a deliberative advisory body for matters related to university policy, but provide a strong, primary forum for our campus faculty voice at-large. As a Faculty Council member, I am a strong advocate for the Race, Bias, Equity Initiative, our Principles of Community, the need to move our non-tenure track faculty forward, improving the culture on campus, ensuring our Living Wage does not erode as housing prices increase, working with faculty/administration on student success initiatives, and salary equity. I am also concerned that as faculty move toward retirement their benefits are protected and sustained. Collectively, we bring a network of connections to these issues both on and off campus as well as energy and an innovative perspective to this work.

For over 30 years I have articulated and demonstrated my values for shared governance and collaboration between and with administration, faculty, staff and students. I am committed to open, transparent governance processes and believe active involvement of all stakeholders is critical to sustaining and growing our thriving campus within the CSU System; especially with the challenges ahead. I am keenly aware of faculty issues, concerns and accomplishments and believe I represent our Faculty well to internal and external constituents. I am perceived as having a positive, professional demeanor with strengths in listening, transparency, collaboration and effective leadership that often result in strong support and appropriate solutions.

The opportunity to serve as your voice to the Board of Governors and convey the Board's perspectives back to you is truly exciting. Please see my brief bio below to understand my Faculty Council leadership experiences and the additional professional qualifications I offer this position. I believe this bio clearly indicates my long-standing dedication to Faculty Council, our faculty-at-large, and their associated issues on our campus. It also indicates my strong commitment to our students and their success over many years.

Brief bio. Dr. Stephanie Clemons has been a strong, collaborative advocate and leader of Faculty for over 32 years at Colorado State University. She is a full professor in the Interior Architecture + Design Program, Department of Design and Merchandising, College of Health and Human Sciences. She has offered extensive service in a variety of roles at the department, college, university levels. She is a University

Distinguished Teaching Scholar and was recognized with the *Board of Governor's Excellence in Undergraduate Teaching Award* in 2015. She received the *Colorado State University Alumni Association Best Teacher Award*, *CHHS Outstanding Teaching Award*, and *Jack E. Cermak Outstanding Advisor Award*. She has served as a *Faculty Mentor for the Faculty Institute for Inclusive Excellence*. Within her discipline, she has been privileged to receive two Fellow awards and has served as a Fulbright Senior Program Specialist, Urban Design for the United States from 2010-2015. She has authored over 100 refereed papers, journal articles, book chapters and two textbooks. Her research area relates to K-12 education and its connection to higher education.

Dr. Clemons began her service with Faculty Council members in 2003 when she worked with the *Committee on Teaching and Learning (CoTL)*. For several years, she served as her department Faculty Council representative. From 2005 to 2009, Dr. Clemons worked on the *Committee on Scholastic Standards* and again, on *CoTL* from 2010-2015. From 2012 to 2015, she was elected as Chair of *COTL*. From 2015 to 2017 Dr. Clemons served as *Faculty Council Vice-Chair* and thereby also a member of the *Faculty Council Executive Committee*. From 2017 forward, she has been collaboratively spearheading a campus-wide Student Success Initiative (SSI 2) called *First Four Weeks (FFW)* that impacts student persistence, retention and success at CSU. She led the development of a new Design Key Community from 2018 to 2019 which successfully rolled out fall 2019.

Dr. Clemons currently serves as a member of the Provost Search Committee, member on the President's Sustainability Commission, and member of the Faculty Council Executive Committee. In the past, she has represented faculty on committees such as Re-Envision CSU (2016-2017), Strategic Business Alliance, Provost Adhoc Committee for Student Success (PASS) (2012-2017), University Advisory Committee on Undergraduate Affairs (ACUA) (2015-2016), Living Wage Sub-Committee (2016), AP Council Outstanding Achievement Awards (2016), Inclusive Excellence and Diversity (2015), Assessing Teaching Effectiveness Task Force (2015), Classroom Review Board (2012-2015), GAPS Subcommittee for Student Success (2014-15), Value Leader, Education Advisory Board (2013-2014), Provost Course ReDesign Selection Committee (2013), University Admissions Advisory (2013), International Programs Operations (2013), and University Graduate School Education Advisory (GEAC) (2013).

Dr. Clemons also has discipline-specific leadership experiences that bring valuable perspectives to the BOG Faculty Representative position. As previous Coordinator for the Interior Architecture and Design Program, she has spoken to the Colorado State Senate and House of Representatives concerning bills and legislation related to designers. She has navigated competing interests as National Chair, Board of Directors, American Society of Interior Designers (26,000 members; \$10 million annual budget). As President, Interior Design Educators Council (IDEC) she has served as spokesperson for critical issues such as diversification of revenue streams and new membership qualifications. This diversity of experiences provides Dr. Clemons a broad perspective and deep knowledge of the CSU campus, faculty needs, initiatives, and resources that enable her to bring history and context to the Board of Governors when representing core faculty issues.

Committee on University Programs

MEMORANDUM

Date: January 18, 2020

To: Tim Gallagher, Chair of Faculty Council

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

Re: A review of a new application of CIOSU – Center for Environmental Justice

As per the majority of the responses from CUP Committee members, there is an agreement among those responded that **this application is sufficient to move it forward for the approval as a new CIOSU**. The application was well organized and addressed the critical points in the approval assessment. I should indicate that the applicants contacted me during the process of putting the package together. The contact and discussion have facilitated the process of the approval. Nevertheless, the committee has the following constructive suggestions to the applicants to enhance the future performance of this CIOSU; the comments below are extracted from the response of the CUP members in their response to the scoring system:

“What shape some of the activities of the center might take is vague in spots. For example, what might an example program of study for an undergraduate certificate in environmental justice look like? What is an example of experiential learning that will be done? What are some example of stakeholders you have been working with? Many of the concepts presented here are too abstract, especially for addressing such a large problem. Just a pet peeve of this reviewer: What is precisely meant by “environmental justice” is not clearly defined in layman’s terms in this proposal, which I think needs to be better defined to foster its penetration beyond this proposed center and academia. Defining it as the intersection of other vague terms such as social justice and sustainability is not helpful. Too many people throw around terms like this in the Twitterverse and other places with ambiguous intent. The Environmental Justice Working Group website does a much better job of articulation of this concept, and some of this material should have been included in the proposal for those outside of this community not familiar with the jargon”

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

CC/
Ellen Fisher

Existing CIOSU New CIOSU

Application/Registration

Colorado State University Centers, Institutes and Other Special Units

Name of individuals completing this application: Dimitris Stevis & Josh Sbicca


Telephone Number: 970-491-6082 and 970-491-2834 Date: August 21, 2019

Requested Start Date for this Center/Institute/Laboratory: September 2019

1. Name of proposed Center or Institute or Other Special Unite (CIOSU):

Center for Environmental Justice


2. Name, Title, telephone number, and signature of administrative director(s) [Steering Committee] of proposed CIOSU (See Academic Faculty/Administrative Professional Manual, Section B.2.6.5, last paragraph).

Melinda Laituri	Professor Ecosystem Science and Sustainability	(970) 491-0292	
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Name	Title	Tel #	Signature
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NESB A112	Melinda.laituri@colostate.edu
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Address	E-mail Address
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Stephanie Malin	Associate Professor of Sociology	(970) 491-5414	
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Name	Title	Tel #	Signature
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B234 Clark Building	stephanie.malin@colostate.edu
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Address	E-mail Address
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Joshua Sbicca	Assistant Professor of Sociology	(970) 491-2824	
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Name	Title	Tel #	Signature
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B235 Clark Building	j.sbicca@colostate.edu
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Address	Fax #	E-mail Address	
Dimitris Stevis	Professor of (970) 491-5414 Political Science	<i>Dim. Stevis</i>	
Name	Title	Tel #	Signature
B349 Clark Building			dimitris.stevis@colostate.edu
Address	Fax #	E-mail Address	

Overseeing Administrator: (responsible for making initial recommendation to continue, consolidate, or terminate a CIOSU during the biennial reporting process)

Michael Carolan	Associate Dean for Research	1-5797	
Name	Title	Tel #	Signature
C-134 Clark Building			Michael.Carolan@Colostate.edu
College/Address	Fax #	E-mail Address	

How administrative directors were selected:

Melinda Laituri, Stephanie Malin, Joshua Sbicca, and Dimitris Stevis have been in leadership positions within the Environmental Justice Global Challenges Research Team (GCRT) or the Environmental Justice Working Group, which was the second formal iteration of our group (please visit <http://environmentaljustice.colostate.edu/>). We chose to collectively serve as co-administrative directors given our collaborative involvement in the development of the Center for Environmental Justice. We will make up the Steering Committee and there will be a rotating Steering Committee Chair.

The center will be housed in the College of Liberal Arts, hence Dean Ben Withers will be the overseeing administrator.

3. Mission of proposed unit and how this mission relates to the mission and strategic goals of Colorado State University. (Concise summary of 100 words or less)

Our mission is to promote environmental justice as lens to explore intersections between the environment and equity at CSU, in local and regional communities, and around the world. It is consistent with CSU's strategic plan and complements the strengths and land-grant mission of CSU to:

- Embrace and promote diversity and inclusion in solving social and environmental problems.
- Develop interdisciplinary programs of study, including through experiential learning.
- Further promote research collaboration across disciplines and backgrounds including students.
- Deepen our existing relations with Colorado communities.
- Expand regional, national and global academic and policy networks of value to CSU and Colorado.

4. Statement of goals and/or objectives of the proposed unit.

Environmental justice is central to the pursuit of sustainability around the world and combines social justice with justice to nature. Environmental disruptions affecting our social and ecological systems in turn harm the most vulnerable people and communities. The Lancet Commission on Pollution and Health found that pollution kills nine million people worldwide annually and “threatens human societies.” Environmental benefits, the product of technological and social innovations, are also unevenly distributed, hampering progress towards full social and ecological sustainability. In the words of philosopher John Rawls, “Justice is the first virtue of social institutions, as truth is of systems of thought.” Our Center will bridge these virtues with a focus on environmental justice.

The Center for Environmental Justice will build on ten years of work – first as a project supported by the Environmental Governance Working Group (2009-2012) then as a GCRT of the School of Global Environmental Sustainability (SoGES) (2014-2017) and finally as

the Environmental Justice Working Group of SoGES (2017-present). (please see <http://environmentaljustice.colostate.edu>).

To advance our work on environmental justice we have the following long-term goals and strategies to establish and grow our center:

In the long term, the Center for Environmental Justice has several major goals:

- Provide a catalyst to make environmental justice a lens through which faculty, students, CSU and our communities can investigate and act with respect to the environment, society, public health and sustainability;
- Create a diverse and inclusive environmental justice community that will facilitate collaborative research, teaching and engagement across disciplines;
- Make CSU a national and global node with respect to socio-environmental justice and, thus, a destination for diverse students and faculty;
- Link diverse knowledge systems to address the critical issues of the 21st Century in our community and beyond.

Strategies to accomplish these long-term goals include:

- Design programs of study, starting with undergraduate and graduate level Certificates;
- Promote experiential learning for students, including through internships with our Center;
- Develop teaching modules, drawing upon the expertise of our affiliated faculty, to be included into classes across disciplines. This will attract students as well as create networks amongst faculty with synergistic interests;
- Promote research by facilitating the formation and preparation of interdisciplinary teams, including through grant-writing workshops, to enhance their funding competitiveness;
- Establish an environmental justice Training Workshop for professionals and the public;
- Systematize our relations with the stakeholders we have been working with (e.g. in the areas of water, public health, energy, food, work, and just transitions as well as with academics locally and globally, community groups, indigenous groups, non-profits, and local government entities and people);
- Formalize our regional and national networks with Centers and Programs in the United States that focus on environmental justice (e.g. University of Colorado Boulder and University of Wyoming);
- Formalize our global networks with similar Centers and Programs, including the University of Sydney, the University of East Anglia, the University of Barcelona, the Universities of Johannesburg and Witwatersrand in South Africa and the global Earth System Governance Project;
- Organize a rotating global environmental justice conference as part of that network.
- Continue our public engagement activities, including guest speakers, roundtables and other events with the increasing involvement of students and the broader community.

5. The purpose/mission of this CIOSU does not overlap/duplicate that of other existing CIOSUs.

True False

6. Name(s) of Colorado State University unit(s) [Department(s)/College(s)] with which this CIOSU will be affiliated.

Based on the makeup of the leadership of this Center as well as stated institutional support we have the following affiliations: College of Liberal Arts, Warner College of Natural Resources, and the departments of Economics, Ecosystem Science and Sustainability, Philosophy, Political Science, and Sociology.

7. On a separate single sheet, using both front and back if needed, please provide a description of (a) the organizational and administrative structure and responsibilities, (b) the personnel involved, (c) how the CIOSU will be internally governed, and (d) a summary budget showing funding sources and amounts, and expenses such as space, personnel salaries, equipment and other resources required. The budget should include sufficient detail to indicate program viability for a period of at least five years. If funding sources have not been secured, the applicant should indicate potential sources, amounts and an approximate time-frame for securing such funds.

Please see separate sheet.

8. CSU Business and Financial Services is available to provide CIOSUs guidance in implementing proper controls over the sales of goods and services. Does the proposed CIOSU plan to charge a fee for the sale of goods and/or services: Yes No

The CEJ will charge registration fees for its symposia and conferences as well as for the training of professionals who enroll in our EJ Training Workshops. We will also create certificates.

Signatures (See Section B.2.6.3 of the Manual)

Michael Carolan _____ Liberal Arts _____ December 19, 2019
 Michael Carolan, Associate Dean (College) (Date)

John P. Hayes _____ Warner College of Natural Resources _____ December 10, 2019
 John P. Hayes, Dean (College) (Date)

[Signature] _____ Sociology _____ December 19, 2019
 (Dept. Chair) (Department) (Date)

Michelle M. Betts _____ Political Science _____ December 11, 2019
 (Dept. Chair) (Department) (Date)

Ebssa Blaustein _____ Economics _____ December 12, 2019
 (Dept. Chair) (Department) (Date)

Matt MacKenzie _____ Philosophy _____ December 16, 2019
 (Dept. Chair) (Department) (Date)

Date Received: [Click here to enter text.](#) Month/Year for start of CIOUSU: [Click here to enter text.](#)

Anticipated month/year for formal evaluation: [Click here to enter text.](#)

Signatures: _____
 (Chair, Faculty Council) (Date of FC/Committee Action)

 (Provost or Vice President for Research) (Date of Approval)

Responsible Administrator: Provost VP for Research Other: _____

 Applicant: Forward this application to the Office of Faculty Council, which will forward a copy to the Provost. The Provost shall act as or assign the Responsible Administrator for the proposed CIOUSU based on its primary mission (See Section B.2.6.3 of the Manual).

If approved, the CIOSU will be subject to periodic evaluations.

(See Section B.2.6.6 of the Manual).

(Revised 1/14)

7a. Organizational and administrative structure and responsibilities

The co-directors will form the Steering Committee of the Center for Environmental Justice. They will allocate responsibilities amongst themselves as they have done over the last five years of operation, including governance, outreach, and development, and targeted environmental justice research, teaching, and engagement. While the co-directors will maintain a collaborative governance structure, a Steering Committee Chair will be selected to oversee the daily operations of the Center in coordination with the Program Manager. The Chair will manage overseeing Center activities and programs, ideas for action, motions made to assure consensus, and coordination on any actions to be taken. The chair will be a rotating position across Steering Committee members.

We will also have an administrative structure that is adaptive to the dynamic nature of the environmental justice landscape and which can be fluid as we develop.

Years 1-3: The Center will hire a professional Program Manager, on a half-time basis, who will be responsible for coordinating the Center's activities, work, and finances under management by the Steering Committee Chair. In addition to the Program Manager, the Center will hire two interns who will be responsible for assisting with event planning, community engagement, maintaining the website, and other logistical needs. The Center will receive technical and communications support from the CLA. We have raised the funds for the personnel described above.

Years 4 and beyond: In the long term the Center envisions hiring a full-time Program Manager as well as a doctoral student who will assist the Manager.

7b. Personnel involved:

The Steering Committee includes:

Melinda Laituri, Department of Ecosystem Science and Sustainability, Warner College of Natural Resources

Stephanie Malin, Department of Sociology, College of Liberal Arts

Joshua Sbicca, Department of Sociology, College of Liberal Arts

Dimitris Stevis, Department of Political Science, College of Liberal Arts

There will also be a yet-to-be-hired Program Manager and interns.

7c. How the CIOSU will be internally governed:

The Center will be governed and coordinated by the Steering Committee consisting of the co-directors, which will be advised by a Council. The Council's role will be to help guide the Center and connect it to environmental justice stakeholders as well as create a space for cross-stakeholder engagement.

Members of the Council will consist of faculty, students, and staff from CSU and will balance commitment to and support of the Center's priorities. Additional members will consist of a broad swath of community representatives that are committed to environmental justice and support the Center's priorities to deepen our service to and engagement with the public. The key criteria in creating the Board will be interdisciplinarity and broad representation. The Council will be divided into multiple sub-committees focused on various programmatic goals of the Center for Environmental Justice across teaching, research, and engagement commitments.

7d. Budget Summary

We have raised funds and in-kind support for the first year of our operation as a Center, and we have raised substantial support for two subsequent years of operation, giving us a 3-year plan. Three years provides us with a realistic time frame, given our previous work, to organize the Center that we envision and to pursue long-term funding from internal and external sources.

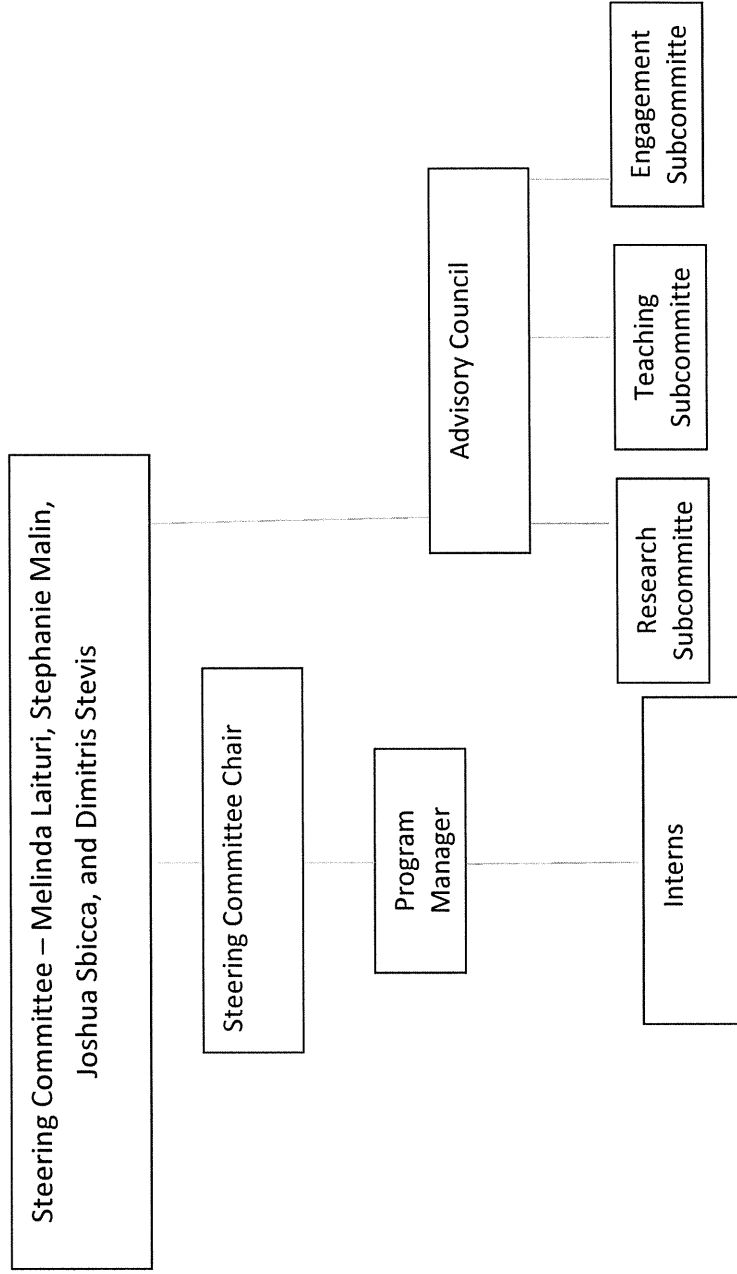
These funds have been contributed by three departments, two colleges, the Provost, and the OVPR. We need a minimum of about \$58,000 per year to manage a relatively modest Center and we anticipate this budget will grow as our activities do. [See table below]

Budget Item & Description	Cost	Funds and Resources Available
a. Half time Program Administrator	\$40,000	All
b. Interns	2x\$5,000= \$10,000	All
c. Organizational support (e.g., focus groups, capacity building workshops)	\$7,500	All
d. Space		Provided by CLA
e. Publicity and Communications		Provided by CLA
f. Course Releases		Two per year (years 2 and 3) provided by Political Science and Sociology
TOTAL REQUIRED	\$57,500	

For **year 4 and beyond** we will depend on the following sources:

- i. OVPR's Catalyst for Innovative Partnerships
- ii. OVPR's Programs of Research and Scholarly Excellence
- iii. Grants from government entities and philanthropic foundations
- iv. Revenue streams through the Center's graduate level Certificates, professional training workshops, and donations or event fees.
- v. Base funding. Finally, we have good reason to believe that the Administration recognizes that a Center like ours requires predictable base-funding because of its multiple goals and its long-term impacts on CSU.

Center for Environmental Justice – Organizational Chart



DATE: February 13, 2020

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Steven Reising, Chair
Committee on Faculty Governance

SUBJECT: New Special Academic Unit (SAU)

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

The Cell and Molecular Biology be established as a Special Academic Unit effective July 1, 2020.

The request was reviewed and approved by the Committee on Scholarship, Research, & Graduate Education on May 2, 2019, the University Curriculum Committee on May 10, 2019, the Committee on Strategic and Financial Planning on October 7, 2019, and the Committee on Faculty Governance on February 11, 2020.

Rationale:

According to the request submitted:

The Cell & Molecular Biology (CMB) Program at Colorado State University is an interdisciplinary graduate program comprising over 100 faculty in 16 departments and 5 colleges. The program offers PhD, PhD with Cancer Biology Specialization and MS plan A and plan B degrees and there are generally 40-50 students enrolled.

The CMB program has been degree granting since 1995 and is transitioning to a Special Academic Unit at the request of the Provost and in accordance with University Guidelines.

DATE: February 13, 2020

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Steven Reising, Chair
Committee on Faculty Governance

SUBJECT: New Special Academic Unit (SAU)

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

The School of Advanced Materials Discovery be established as a Special Academic Unit effective July 1, 2020.

The request was reviewed and approved by the Committee on Scholarship, Research, & Graduate Education on September 9, 2019, the University Curriculum Committee on September 20, 2019, the Committee on Strategic and Financial Planning on November 13, 2019, and the Committee on Faculty Governance on February 11, 2020.

Rationale:

According to the request submitted:

The School of Advanced Materials Discovery (**SAMD**) was founded approximately five years ago in growing recognition of the collective excellence yet disconnectedness of the materials science and engineering research efforts of many of our CSU faculty (widely scattered among the departments of SCOE, CNS, and CHHS). The emergence of SAMD as an umbrella structure and uniting force has, in only a few years, had a tremendous impact on the trajectory of materials science and engineering education and research at CSU, now home to 25 core faculty from 8 departments, three approved (2017) materials science and engineering (MSE) graduate degree programs, and a growing graduate student population. Since 2016, SAMD has worked with departments within SCOE and CNS to hire 6 new faculty with research programs in materials science and engineering, spread across the departments of mechanical engineering (3), chemistry (1), chemical and biological engineering (1), and physics (1). SAMD provides 50% of the salary for 5 of these 6 hires, and has committed resources to contribute 50% salary to 3 future materials-focused faculty hires to be identified through collaborative searches with interested SAMD-participating departments over the next couple years. In 2019, SAMD was awarded funding from the OVPR to start the Advanced Materials Testing Facility, a CSU Emerging Innovations Core Facility. These types of efforts continue to significantly expand national and international recognition of the materials research footprint at CSU.

This proposal concerns SAMD's desire to be formally recognized as a Special Academic Unit (SAU). Formal SAU status will place SAMD under the auspices of the Graduate

School, which will provide improved efficiencies around the administrative, training, hiring, accounting, communications, and operations aspects of running the School and administering its 3 graduate degree programs.

The request was reviewed and approved thus far by:

1. Engineering Curriculum Committee (03/13/19)
2. Dean of Engineering (03/13/19)
3. Natural Sciences Curriculum Committee (03/26/19)
4. Dean of Natural Sciences (04/25/19)
5. Committee on Scholarship, Research and Graduate Education (09/09/19)
6. University Curriculum Committee (09/20/19)
7. Committee on Strategic and Financial Planning (11/13/19)
8. Faculty Governance (02/11/20)

This proposal has also been presented previously (04/03/2019) to the Council of Deans.

MEMO

TO: Tim Gallagher, Chair, Faculty Council

FROM: Melinda Smith, Chair, Committee on Scholarship, Research and Graduate Education

DATE: February 6, 2020

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

The Committee on Scholarship, Research, and Graduate Education move that Faculty Council adopt the following revisions to the section “The Advisory System” of the *Graduate and Professional Bulletin*, to be effective upon Faculty Council adoption:

Additions – underlined Deletions ~~overscore~~

The Advisory System

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.

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.

1. Such an appointee may not serve as an outside member of graduate committees.
2. Service may not be as the sole advisor of the student.
3. The appointee must have a degree equivalent to that sought by the student ~~and must not be a student at CSU.~~ **In the case of professional doctorate graduate committees, an appointee without an equivalent degree may be nominated if the appointee has a substantial and relevant employment record in an applied setting.**
4. **The appointee must not be a student at CSU.**

4.5. No more than one such person may serve on any graduate student's committee.

5.6. 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:

Graduate students enrolled in professional doctorate programs at CSU are required to include at least one graduate committee member who has or has had substantial and relevant employment record in an applied setting. Persons in industry and who are not academic faculty may be added to graduate student committees to satisfy this requirement through the above nomination process.

However, in some disciplines, the professional doctorate is a relatively new degree, with few industry leaders holding a professional doctorate degree. The above revision allows for such persons to be nominated based on their employment record when it is not possible to identify committee members from an applied background and with the equivalent degree.

Date: January 31, 2020

To: Tim Gallagher
Chair, Faculty Council

From: Hong Miao
Chair, Committee on Responsibilities and Standing of Academic Faculty

Subject: Faculty Manual Section I.4 **Student Appeals of Disciplinary Decisions Made by University Hearing Officers**

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

MOVED, THAT SECTION I.4 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE RENUMBERED AS SECTION I.10 WITHOUT ANY CHANGES AND THAT SECTION I.10 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE RENUMBERED AS SECTION I.4 AND AMENDED AS FOLLOWS:

Deletions ~~Overseored~~ Additions Underlined

I.104 Student Appeals of Disciplinary Decisions Made by University Hearing Officers *(new section added June 22, 2006)* **Disciplinary Action for Students**

I.10.1 Appeals Process *(new section added June 22, 2006)*

~~Students are required to adhere to the policies in the Student Conduct Code. If a student is accused of violating this Code, a University Hearing Officer may either conduct a Hearing and render a disciplinary decision or refer the matter to another appropriate body. If a Hearing is conducted, then either the Accused Student(s) or the Complainant(s) may submit a written request for an appeal of the disciplinary decision if one (1) or more of the following six (6) grounds exist:~~

~~a. The Hearing was not conducted fairly in light of the charges and information presented, and/or it was not conducted in conformity with the prescribed procedures. In particular, both the accused and the accusing parties must have been given the opportunity to prepare and present relevant information to be considered in the determination of the outcome. Minor deviations from designated~~

~~procedures will not be a basis for granting an appeal, unless it is believed that significant prejudice resulted.~~

~~b. The disciplinary decision was not based on substantial information. In order for disciplinary action to be taken, information must have been presented in the case that, if believed by the University Hearing Officer, was sufficient to establish that a violation of the Student Conduct Code had occurred.~~

~~c. The sanction(s) imposed were not appropriate for the violation(s) of the Student Conduct Code that the student(s) were found to have committed.~~

~~d. The sanction(s) imposed included separation from the University (e.g., disciplinary suspension or expulsion).~~

~~e. New information that is sufficient to alter the disciplinary decision has become available that was not considered in the original Hearing because it was not known to the appellant(s) at the time of the Hearing.~~

~~f. An Accused Student believes that the terms of a disciplinary suspension have been completed satisfactorily, but the University Hearing Officer does not agree, and the Accused Student requests eligibility for readmission to the University and/or removal of the notation of disciplinary suspension from his or her transcript.~~

~~The written request for an appeal must be delivered to the Office of Conflict Resolution and Student Conduct Services within seven (7) business days of the date the appellant is notified of the decision rendered by the University Hearing Officer. If no request for an appeal is submitted within this time frame, the decision of the University Hearing Officer will become final and conclusive.~~

~~The written request for an appeal must be specific and clearly state the grounds for the appeal. The Chair of the University Discipline Panel shall review the written request for an appeal to determine if sufficient grounds exist for the appeal. This review may include, but is not limited to, a review of the record of the Hearing,~~

~~meeting with the parties involved, and/or meeting with the University Hearing Officer. After conducting the review, the Chair of the University Discipline Panel shall take one (1) of the following four (4) actions:~~

- ~~a. Deny the appeal.~~
- ~~b. Return the case to the University Hearing Officer for further consideration.~~
- ~~c. Convene an Appeal Committee to review the record of the original case.~~
- ~~d. Grant a hearing with an Appeal Committee to consider new information.~~

~~If an appeal is granted, it will be limited to a review of the record of the original Hearing and supporting documents, except as necessary to hear and consider new information. The Appeal Committee shall take one (1) of the following four (4) actions:~~

- ~~a. Affirm the disciplinary decision of the University Hearing Officer.~~
- ~~b. Reverse a decision that a preponderance of evidence exists in support of the charges and exonerate the Accused Student(s).~~
- ~~c. Reverse a decision that a preponderance of evidence in support of the charges does not exist and return the case to the University Hearing Officer or the Director of Conflict Resolution and Student Conduct Services for the imposition of appropriate sanctions.~~
- ~~d. Return the case to the University Hearing Officer or the Director of Conflict Resolution and Student Conduct Services for further consideration with a recommendation that the penalty be either increased or decreased or that additional issues should be taken into consideration.~~

~~While the decision of the Appeal Committee is pending, or while the case is being reconsidered by either the University Hearing Officer or the Director of Conflict~~

~~Resolution and Student Conduct Services, the Accused Student(s) must comply with all conditions of the disciplinary decision related to University owned or operated housing, no-contact orders, restrictions regarding the use of particular facilities, interim suspensions, and any other conditions deemed necessary for the safety and/or orderly functioning of the campus as determined by the Director of Conflict Resolution and Student Conduct Services.~~

~~The Appeal Committee shall communicate its decision in writing in a timely manner to all parties involved, and its decision shall be final and binding upon all involved.~~

I.10.2 University Discipline Panel *(New section added June 22, 2006)*

Disciplinary action for students shall follow the procedures found in the Student Conduct Code. The procedures for assigning academic penalties for students in cases of academic misconduct are given in Section I.5.

In the case of an appeal of a disciplinary decision by a Hearing Officer, the members of the Appeal Committee shall be selected from a pool of faculty, staff, and students as described in the Student Conduct Code. The faculty members of this pool shall ~~The members of the University Discipline Panel shall constitute a pool from which Appeal Committees shall be selected. The University Discipline Panel shall consist of the Chair, ten (10) regular full-time tenured, tenure-track, contract, and continuing faculty members having no administrative duties as described in Section K.11.2, and ten (10) full-time students. The Chair shall be a regular full-time faculty member who is selected jointly by the Provost and the Vice President for Student Affairs and approved by Faculty Council. The Chair shall serve a three (3) year term beginning July 1 following his or her approval by Faculty Council. There is no limit on the number of terms that the Chair may serve. When questions of law arise, the Chair may consult with the Office of the General Counsel. The ten (10) faculty members They shall be nominated by the Faculty~~

Council Committee on Faculty Governance, which shall solicit names in February of each year. ~~The members~~ They shall be elected by Faculty Council, with elections conducted in April. ~~Faculty members~~ They shall be elected to three (3) year terms staggered so that approximately one-third (1/3) of the faculty members shall be elected each year. The term of office for faculty members shall begin July 1 following their election. There is no limit on the number of terms that a faculty member may serve. ~~All full-time regular faculty members above the rank of instructor are eligible for membership on the University Discipline Panel, unless they have administrative appointments of more than half-time (0.5). A faculty member who has served two (2) consecutive terms shall be ineligible for reelection for a period of two (2) years.~~ Vacancies shall be filled in the same manner as the initial selection of the resigning member.

~~The ten (10) student members shall be nominated by the President of the Associated Students of Colorado State University (hereinafter referred to as "ASCSU") and approved by ASCSU in May of each year for the following academic year. Student members serve a one (1) year academic term. Any vacancies shall be filled as quickly as possible using the same process of nomination by the President of ASCSU and approval by ASCSU. The ASCSU officers or their designees may serve temporarily on the University Discipline Panel as needed during breaks if the elected student members are not available. All full-time, fee-paying students in good standing with the University are eligible for membership on the University Discipline Panel.~~

~~When an appeal is granted, the Accused Student(s) and the Complainant(s) shall be provided with a list of the members of the University Discipline Panel. Any of these parties or the University Hearing Officer may request that the Chair of the University Discipline Panel exclude one (1) or more members of the Panel from service on the Appeal Committee for cause. Members of the Panel with conflicts of interest shall recuse themselves from service on the Appeal Committee.~~

~~The Chair of the University Discipline Panel shall either chair the Appeal Committee or select a chair from among the remaining faculty members of the University Discipline Panel. The Chair of the University Discipline Panel shall also select two (2) additional faculty members and two (2) student members from among the remaining members, following a rotation schedule.~~

Rationale: The Student Conduct Code specifies in detail the process and procedures for disciplinary action involving students, including hearings and appeals. Only appeals are addressed in the Manual, and the main purpose is to specify the makeup of the University Discipline Panel (which no longer exists). Instead, there is now a pool from which members of Appeals Committees are drawn. The new language specifies how the faculty members in this pool are chosen, and it refers to the Student Conduct Code for the details of the disciplinary and appeals processes.

Date: January 31, 2020

To: Tim Gallagher
Chair, Faculty Council

From: Hong Miao
Chair, Committee on Responsibilities and Standing of Academic Faculty

Subject: Faculty Manual Section I.5 **Academic Integrity Policy and Academic Misconduct Procedures**

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

MOVED, THAT SECTION I.5 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, BE AMENDED AS FOLLOWS:

Deletions ~~Overscored~~ Additions Underlined

I.5 Academic Integrity Policy and Academic Misconduct ~~Procedures~~ (*new section added June 21, 2011*)

I.5.1 Instructor Responsibilities Regarding the Academic Integrity Policy

Course instructors ¹ and departments shall work to enhance a culture of academic integrity at the University (see the *Colorado State University General Catalog* for the Academic Integrity Policy).

- a. Each course instructor shall state clearly in ~~his or her~~ their course syllabus that the course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. The TILT Academic Integrity website provides examples of possible wordings for the course syllabus.
- b. By the end of the second week of the course and/or in the course syllabus, the course instructor shall address academic integrity as it applies to ~~his or her~~ their course components, such as homework, written assignments, lab work, group projects, quizzes, and exams. Examples of items to address include, but are not limited to, the use of class notes, study sheets, and solution manuals; appropriate uses of sources, Internet or otherwise; receiving assistance from others; and the

use of prior work. More examples are available in the General Catalog section on Academic Integrity and on the TILT Academic Integrity website.

c. The course instructor shall decide which course components will use an honor pledge. For those course components, the course instructor shall provide the opportunity for students to sign an affirmative honor pledge. The honor pledge shall include one of the following statements and may be expanded according to instructor, department, or college practices and policies:

HONOR PLEDGE: I have not given, received, or used any unauthorized assistance.

HONOR PLEDGE: I will not give, receive, or use any unauthorized assistance.

Examples of other wordings, including the Honor Pledge endorsed by the Associated Students of Colorado State University, may be found on the TILT Academic Integrity website.

A course instructor may offer the student the opportunity to write out the pledge if deemed practicable. Students may be given the opportunity to include an honor pledge along with electronic submissions of their work.

A student's decision to forego signing the honor pledge shall not be used as evidence of academic misconduct and shall not negatively impact a student's grade.

d. Instructors shall ~~follow~~ adhere to the following procedures when they ~~feel~~ allege that academic misconduct has occurred:

If a course instructor has ~~evidence~~ information that suggests a student has engaged in ~~an act of~~ academic misconduct in ~~his or her~~ their course, prior to assigning any academic penalty, the course instructor shall notify the student of the concern and make an appointment with the student to discuss the concern. The student shall be given the opportunity to give ~~his or her~~ their position on the

matter. After being given this opportunity, if the student admits to engaging in academic misconduct, or if the course instructor judges that the ~~preponderance of evidence~~ information supports the allegation of academic misconduct, the course instructor may then assign an academic penalty. The course instructor may choose to refer the case to ~~the Office of Conflict Resolution and Student Conduct Services~~ in the Student Resolution Center for a ~~H~~earing before deciding on a penalty. The course instructor shall notify the student in writing of the infraction and the academic penalty to be imposed. A copy of this notification shall be sent to ~~the Office of Conflict Resolution and Student Conduct Services~~. Examples of academic penalties include assigning a reduced grade for the work, assigning a failing grade in the course, removing the Repeat/Delete option for that course, or other lesser penalty as the course instructor deems appropriate.

If, after making reasonable efforts, the course instructor is unable to contact the student or is unable to collect all relevant ~~evidence~~ information before final course grades are assigned, ~~he or she~~ they shall assign an interim grade of Incomplete and notify the student in writing of the reason for this action.

If evidence of academic misconduct is discovered after the final course grades have been submitted, the course instructor shall follow the above procedure in properly notifying the student and providing an opportunity for the student to give ~~his or her~~ their position on the matter before making a decision about any academic penalty. The course instructor must notify the student in writing of the infraction and any academic penalty subsequently imposed. A copy of this notification shall be sent to ~~the Office of Conflict Resolution and Student Conduct Services~~.

If the course instructor so ~~desires, he or she may~~ requests that ~~the Office of Conflict Resolution and Student Conduct Services~~ will conduct a ~~H~~earing to determine ~~whether additional disciplinary action should be taken by the University, or if the offense warrants the addition of the "AM" (Academic Misconduct) notation to the student's transcript if a violation~~ if the Student Conduct Code has been

violated. If the Hearing Officer determines that a violation has occurred, they may impose sanctions in addition to the grading penalty.

I.5.2 Student Appeals Response

If a student disputes a decision of a course instructor regarding alleged academic misconduct, ~~he or she~~ they may request a hearing with ~~the Office of Conflict Resolution and Student Conduct Services~~. The request must be submitted (~~or postmarked, if mailed~~) no later than thirty (30) calendar days after the first day of classes of the next regular semester following the date that the grade for the course was initially recorded or subsequently revised. If no appeal is filed within this time period, the decision of the course instructor shall be final.

I.5.3 Hearings

If a hearing is conducted by ~~the Office of Conflict Resolution and Student Conduct Services~~, ~~it shall determine whether or not a preponderance of evidence exists in support of the allegations of academic misconduct and whether additional disciplinary action should be taken by the University~~ in order for there to be a finding that a student has engaged in prohibited conduct, the information must demonstrate that it is more likely than not that a violation occurred (also known as preponderance of information).

The hearing shall be conducted by a Hearing Officer assigned by the Director of the Student Resolution Center (or the Director's designee). The Hearing Officer shall give the student the opportunity to respond to the allegation made by the course instructor, and they shall give the course instructor the opportunity to respond to claims made by the student. The Hearing Officer shall make one of the following two (2) decisions:

1. The allegation of academic misconduct is supported by a preponderance of the information.

In this case, the Hearing Officer may impose sanctions for violations of the Student Conduct Code. The Hearing Officer and the course instructor shall confer regarding appropriate sanctions. The course instructor shall make the final decision regarding academic penalties, which may include, among other options, a reduced grade for the course and/or removal of the Repeat/Delete option, and they shall inform the student of that academic penalty. The Hearing Officer shall make the final determination regarding disciplinary sanctions, which will take into account the severity of the incident, its impact on others, and the student's previous conduct record, and they shall inform the student of those sanctions.

2. The Hearing Officer chooses to forward the case to an Academic Misconduct Review Committee for additional review prior to a resolution being determined.

Prior to forwarding the case to an Academic Misconduct Review Committee, the Hearing Officer shall inform the course instructor and the student of their concerns related to the allegations, and the course instructor and the student shall each be given a chance to respond to the Hearing Officer regarding these concerns.

In this case, an Academic Misconduct Review Committee consisting of three members shall be selected from the members of the pool described in Section I.4. These members shall be selected by the Chair of the pool, and they shall consist of two faculty members and one student. The Chair may or may not be one of the two faculty members. Student Conduct Services shall provide the Academic Misconduct Review Committee with the case file (including all information received by the Hearing Officer) and a summary of any concerns.

After consideration of the case, the members of the Academic Misconduct Review Committee shall make a recommendation to the Director of the Student Resolution Center (or the Director's designee), who will then make a determination regarding whether or not a preponderance of the information supports the allegation of academic misconduct.

If the Hearing results in a finding of insufficient evidence to support the allegation of academic misconduct or clears the student of the charge, determination is that the allegation of academic misconduct is not supported by a preponderance of the information, then the course instructor shall determine a grade based on the student's academic performance and without any consideration of the charge of academic misconduct and change any previously assigned grade accordingly.

If the Hearing results in a finding determination is that the allegation of academic misconduct is supported by a preponderance of the information, then the Hearing Officer Director of the Student Resolution Center (or the Director's designee) and the course instructor shall confer regarding appropriate sanctions. The course instructor shall make the final decision regarding academic penalties, which may include, among other options, a reduced grade for the course and/or removal of the Repeat/Delete option. The Hearing Officer Director of the Student Resolution Center (or the Director's designee) shall make the final determination regarding disciplinary sanctions.

I.5.4 Student Appeal

If the student disagrees with the findings of the hearing, they may file an appeal. This is done by following the procedures in the Student Conduct Code for an appeal of a disciplinary decision. If an Appeal Committee is formed, it will consist of two faculty members and one student from the pool described in Section I.4, excluding any members of this pool who have already served on an Academic Misconduct Review Committee for this case.

I.5.35 Transcript Notation for Academic Misconduct

In the case of a serious infraction or repeat offense of academic misconduct that is upheld through a hearing, the Hearing Officer and the course instructor shall decide whether the student's transcript shall be marked with a notation of "AM," which shall be explained on the student's transcript as a "finding of Academic Misconduct." A notation of "AM" shall be made on the student's transcript only if both the Hearing Officer and the course instructor agree that this penalty should be imposed. Grades marked on the student's transcript with the designation "AM" shall not be eligible for the Repeat/Delete option.

I.5.46 Records and Further Action

Information regarding incidents of academic misconduct is kept on file ~~with in the Office of Conflict Resolution and Student Conduct Services. No further action is initiated unless the incident constitutes a serious infraction, the student has a prior record of University infractions, or there are subsequent reports of misconduct.~~

Rationale: Currently, the Hearing Officer alone can decide that an allegation of academic misconduct is not supported by a preponderance of the information, so that an academic penalty cannot be imposed. Academic penalties generally fall under the purview of course instructors, and such a decision should not be made without a review of the case by a committee consisting of faculty and students.

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

Respectfully submitted by Stephanie Clemons, Ph.D. at Faculty Council Meeting March 3, 2020

Board of Governors (BOG) Meeting – February 5-7, 2020

Location: CSU Pueblo

Executive Summary

BOG meeting began with status report across institutions in the CSU System regarding student enrollments, graduation rates, student debt and return on investment. See following. Issues discussed: tuition compression, increased borrowing, decreasing demographics, community colleges offering bachelor's degrees, and level of student preparedness transferring from high school to college. Biggest perceived issue is retention. National avg: 37% of students transfer to different institution during education.

Report on Overall CSU System (CSUS) Enrollments

Enrollment	F' 2010	F' 2019		F' 2010	F' 2019		F'2010	F'2019
Fort Collins			Pueblo			Global		
<i>Overall</i>	28,547	34,166	<i>Overall</i>	5,152	3,847*	<i>Overall</i>	2,741	19,083
% diverse	14%	24%	% Diverse	38%	47%	% Diverse	13%	29%
% women	51%	52%	% Women	53%	55%	% Women	52%	60%
% 1 st gen	21%	21%	% 1 st gen	10%	43%	% 1 st gen	0%	37.5%
% Non-Resident	20%	32%	% Non-Resident	11%	15%	% Non-Resident	27%	61%

*typical of regional comprehensive universities across the country

Total Overall CSUS Enrollment: 57,096

Report on CSU System Graduation Rates

Graduation	F' 2010	Today		F' 2010	Today		F'2010	Today
Fort Collins			Pueblo			Global		
4-year	36%	45%		18.1%	21%		N/A	49%**
6-year	64.8%	69%*		30.7%	36%		N/A	52%
1 st year retention rate	N/A	82%		N/A	63%		N/A	83%
12% who leave CSU will graduate elsewhere; 79% of those who graduate do so in 4.5 years or less. Graduation rates count if students start and finish at same institution			As an HSI, focus is opportunity and success of students from underrepresented groups. Narrowing gap in student success rates remains a key focus.					

*national average is 66%

**national average is 39%

2018 NCES data for not-first-time students

Ft. Collins 4-year grad rates for 1st gen, Pell Grant recipients, racially minoritized students are at record high rates.

Report on CSU System Student Debt

CSU Fort Collins		CSU Pueblo		CSU Global	
% of students graduate with zero student loan debt	47%	% of students graduate with zero student loan debt	10.4%	% of students graduate with zero student loan debt	38%
Average debt for resident students	\$24,478*	Average debt for resident students	\$21,131	Average debt for resident students	\$13,288

*state average is \$25,000; national average is \$29,000

2018 NCES data for not-first-time students

Colorado State University System is comprised of CSU (land-grant institution), CSU-Global (world-wide online university), and CSU-Pueblo (regional comprehensive university). **For more Board of Governors and CSU System information, please see: <http://www.csusystem.edu>**

ROI: CSU System

CSU Fort Collins		CSU Pueblo		CSU Global	
% of graduates secured first-destination plans (jobs or continuing education) by Dec. following graduation	84%	% of graduates secured first-destination plans (jobs or continuing education) by Dec. following graduation	83%		N/A
Average starting salary	\$49,262*	Average starting salary	\$39,200	Average starting salary	N/A

*in line with national average of \$50,000. **Note: one in 25 Colorado workers has a CSU degree**

CSU-Fort Collins highlight.

President McConnell highlighted major faculty honors and awards including twelve researchers and scholars from our campus who were recognized for their extraordinary work (see BOG website). Our campus' third STARS platinum rating was announced; only institution in the world to achieve this recognition. Student activities were mentioned including *Student Veterans of America Chapter of the Year Award*, and graduate students who presented research at United Nations climate talks. Innovation and Research topics were discussed including establishment of Sustainable Livestock Systems Collaborative. Clemons highlighted faculty activities as well as College of Natural Sciences. Consent Agenda Items - all approved.

CSU-Pueblo highlights

CSU-Pueblo is retaining more students than previous year; reversing enrollment trend. They increased football game fan attendance by 33% over prior year with 42,663 fans attending. CSU-P Foundation and CSU-P have cultivated \$18.1 million dollars for 2019. Student/Faculty presentation made to BOG: CBASE Panel presentation; Colorado STEM. CSU President/Faculty report: focus on involving more faculty/staff in revitalizing culture. Consultant is also re-packaging Vision 2028; increase understanding.

CSU-Global highlights

Fall 2019 CSU-Global held its first sponsored experiential learning activity for students (think: study abroad). Seven-day trip to London focused on business/management. CSU-G was selected to establish a chapter of the National Society of Leadership and Success (largest leadership honor society) and a Federal Academic Alliance, which provides discounted tuition rates; four million federal gov employees.

System Highlights

State budget status and process were discussed. Salary survey: 2% and 3% models under review. Goal: avoid raising tuition more than 3%. National Western Center is anchor tenant to City of Denver. Buildings serve as "platform" that will be responsive to future needs. SPUR spending \$1 million on public art; 435 artists responded to RFPs. College of Ag, College of Business and Extension all connected to SPUR; 30 CSU-FC faculty research proposals/partnerships underway.

Standing Committee Reports received from Academic and Student Affairs Committee, Audit and Finance, Real Estate/Facilities Committee and Evaluation Committee.

Next BOG Meeting: May 7-8, 2020 at CSU-FC. Units to be highlighted: Warner College of Natural Resources and College of Health & Human Sciences.

Colorado State University System is comprised of CSU (land-grant institution), CSU-Global (world-wide online university), and CSU-Pueblo (regional comprehensive university). **For more Board of Governors and CSU System information, please see: <http://www.csusystem.edu>**