

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
May 4, 2021 – 4:00pm – Microsoft Teams

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – May 4, 2021

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting – September 7, 2021 – Location TBD – 4:00pm
2. Duo Authentication Update – Vice President Brandon Bernier

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting – April 6, 2021 (pp. 3-25)

C. PRESIDENT’S REPORT – President Joyce McConnell

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

E. UNFINISHED BUSINESS

F. CONSENT AGENDA

1. UCC Minutes – March 26, 2021 (pp. 26-29)
2. Intellectual Property Task Force Spring 2021 Final Report – Paul Doherty (pp. 30-39)

G. ACTION ITEMS

1. Proposed Revisions to Preface and Sections C.2.1.2, C.2.6 and C.2.7 – Committee on Faculty Governance – Steve Reising, Chair (pp. 40-46)
2. Proposed Revision to Section C.2.1.9.3 – Committee on Faculty Governance – Steve Reising, Chair (pp. 47-49)

3. Election – Nominations for Standing Committee Representatives – Committee on Faculty Governance – Steve Reising, Chair (pp. 50-52)
4. New CIOSU: Center for Ethics and Human Rights – Committee on University Programs – Jose Luis Suarez Garcia, Interim Chair (p. 53)
5. Revisions to the Graduate and Professional Bulletin: Final Examinations – Committee on Scholarship, Research and Graduate Education – Melinda Smith, Chair (pp. 54-55)
6. Revisions to the Graduate and Professional Bulletin: Admissions Requirements and Procedures, Integrated Degree Program and Integrated Degree Program Plus Admissions – Committee on Scholarship, Research and Graduate Education – Melinda Smith, Chair (pp. 56-61)
7. Revisions to the Graduate and Professional Bulletin: Admissions Requirements and Procedures, Application: U.S. Citizens or Permanent Residents – Committee on Scholarship, Research and Graduate Education – Melinda Smith, Chair (pp. 62-66)
8. Revisions to the Graduate and Professional Bulletin: Admissions Requirements and Procedures, Application: International Students – Committee on Scholarship, Research and Graduate Education – Melinda Smith, Chair (pp. 67-69)

H. REPORTS TO BE RECEIVED

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

I. DISCUSSION

1. Graduate Workers Organizing Cooperative Discussion – Marcela Velasco & Stefanie Berganini, PhD Student/Instructor, Anthropology & Geology (pp. 70-71)
2. Title IX Explanation and Discussion – Vice President Diana Prieto
3. TILT Teaching Effectiveness Institute – Gwen Gorzelsky and Tonya Buchan (pp. 72-77)

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

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

MINUTES
Faculty Council Meeting
April 6, 2021 – 4:00pm – Microsoft Teams

CALL TO ORDER

Chair Sue Doe called the meeting to order at 4:01 p.m.

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – April 6, 2021

A. ANNOUNCEMENTS

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

Chair Doe: Welcomed members to the meeting. Reminded members that there is one remaining Faculty Council meeting on May 4th over Microsoft Teams.

Chair Doe: We are unsure how next year's meetings will be handled, whether they will be held virtually or in-person. The challenge is finding the space where we can still do some social distancing with a group of our size. Know a fair number of people would prefer a remote setting for various reasons. Commented that participation in Faculty Council has been up this year. We will be taking input on this over the next couple weeks so that we know how we want to proceed for next year. Stated that the 4:00 to 6:00pm hour is legitimate classroom time, so it is a bit tougher to find spaces. Will keep everyone posted. Asked members to reach out with any thoughts on this.

Chair Doe: Wanted to thank Ruth Hufbauer for serving as Vice-Chair. Reminded members that Hufbauer will be stepping down at the end of this year, and Andrew Norton was elected at our March meeting and will be serving as Vice-Chair next year.

Chair Doe: Stated that we hold Parliamentary meetings on the Mondays prior to Faculty Council meetings at 1:00 p.m. We meet with our Parliamentarian, Lola Fehr. Stated that members are welcome to join if they are interested and want to learn more.

Ruth Hufbauer: Have a brief announcement. This year we are putting in revised procedures for the Harry Rosenberg Distinguished Service Award. From here on out, this will be something that the Vice-Chair will be handling. Stated that a webpage on the Faculty Council website had been created with more information and past recipients. This award was established in 2016 by former Chair Sue Pendell in honor of Harry Rosenberg to honor a faculty member who has made

significant contributions to Faculty Council. Thrilled to announce a month early to maximize the element of surprise that Chair Sue Doe is this year's award recipient.

Hufbauer: We feel that Chair Doe has been heroic in her extraordinary efforts during the pandemic. Chair Doe has maintained all the fundamental, important functions of Faculty Council while strengthening shared governance and our relationship with President Joyce McConnell and Provost Mary Pedersen. We have made substantive changes to the Faculty Manual under her leadership, including continuing, contract and adjunct faculty representation, tenure and promotion, and more robust language around diversity, equity, and inclusion. Chair Doe has done all this while also hosting extra meetings to have open and transparent discussions with University leadership about challenging issues and still maintaining a good collaborative working relationship.

Chair Doe: Thanked Hufbauer, this is very kind. Many people are deserving of this award. Feel very honored. Expressed appreciation.

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting – March 2, 2021

Chair Doe: We have Faculty Council meeting minutes from March 2nd. Asked: Are there any corrections to be made to these minutes?

Hearing none, minutes approved by unanimous consent.

C. PRESIDENT'S REPORT – President Joyce McConnell

Chair Doe: Welcomed President Joyce McConnell back to Faculty Council.

President Joyce McConnell: Thanked Chair Doe. Had opportunity to go over to Moby Arena to see the vaccination site. Students were there and they were very excited, stated they were thankful we were doing this on campus to make it easy for them. Wanted to also thank faculty who made it possible to offer an in-person academic experience for our students. Have received a lot of positive feedback.

President McConnell: We do an accountability report every year, which was started by Tony Frank when he was here. This year's report documents our extraordinary COVID response. Stated that this is posted on the President's site and we have hard copies available. Amy Barkley posted the link to the document in the chat: <https://president.colostate.edu/wp-content/uploads/sites/84/2021/04/2020-year-in-review.pdf>.

President McConnell: In terms of what we have done this year, there is also a video the Office of the Vice President for Research put together: <https://www.youtube.com/watch?v=SBFU-niC0Z8&t=6s>. Video is focused on our research and researchers, including many Faculty

Council members and students leading the COVID response. Recommended viewing the film if you have not already.

President McConnell: Will start the budget update with the federal update. We are working closely with our lobbyists in Washington to make sure we are putting forth everything we possible can, either for the recovery money or for money that is going to come through the state for higher education and construction funds. There is a resurrection of earmarking and we are working through that process, have not done earmarks in a long time. There was some communication sent out to some people from the Office of the Vice President for Research soliciting some proposals that would be appropriate for earmarks.

President McConnell: The state is moving forward with the long bill, probably to be done in the next week. There is a 3% mandated raise for classified staff and those are not specifically funded. There was some additional money given but not enough to overcome the expenses that we have, especially given what we had to spend this year to keep campus safe. Stated that Vice President Lynn Johnson is on the agenda for this meeting and will provide more details.

President McConnell: There is some good news at the state level in terms of some potential new funding. There is a mental health program that we have been pushing forward and it looks like it is going to be funded. In COVID updates, we are taking a look at those rescue plan funds and we are waiting to get all of the guidance. Will keep everyone updated on that, more to come at the next meeting.

President McConnell: Thanked members for engaging in the feedback process for Courageous Strategic Transformation. Feels this was incredibly valuable, excited about the draft framework. We are gathering all the input, have engaged around 3,000 people. The place where we are missing people participating in sessions are students. We have identified some student groups, hoping to get more participation from students. Might be too early in the process for students to feel engaged, but we will continue this process of inclusion. Barkley posted a link to the information session video: <https://www.youtube.com/watch?v=N1WRvLAKNII>.

President McConnell: Wanted to remind members of the DEI inventory: <https://diversity.colostate.edu/data/dei-inventory/>. Mary Ontiveros started this inventory and Roe Bubar in her interim role has been doing a wonderful job. The Vice President for Diversity Office has been doing a great job to do a University-wide inventory of our DEI training. Encouraged members to get their responses in by the deadline of April 23rd. This will help us strategically going forward.

President McConnell: Vice President Blake Naughton has launched the search for the Assistant Vice President for Engagement and Extension and the Deputy Director of CSU Extension. Clarified that this was all one position. The search committee is being led by Dean Lise Youngblade and includes representation from the Office of Engagement and Extension and faculty and partners. The full consideration deadline is April 19th and the job posting is available on the CSU site.

President McConnell: Update on the Vice President for Diversity search. This search is being chaired by Dean Karen Estlund, who is doing an amazing job. Reminded members that the search process is being documented transparently on the Vice President for Diversity website: <https://diversity.colostate.edu/about/vice-president-for-diversity-search/>. For full consideration, applications need to be received by Friday, April 9th.

President McConnell: Campus Community and Personal Safety update. This is an update on the task force that was chaired by Rico Munn. That task force did phenomenal work. They did not prepare a report but instead identified two key issues that are guiding principles moving forward. One was the commitment to community safety and personal safety, but also the consideration of civil rights and the principles civil rights, equity and principles of community. This was a 17-person group with representatives from the community and CSU. We released them with the idea of forming another committee that would be smaller and tackle the reporting issue. Had briefed the Executive Leadership Team on the work of the task force to date and there is a consensus that we have to continue the work and address concerns we are hearing. We are working on gathering more information and talking to leadership and key units. Will have more at the next meeting.

President McConnell: Wanted to discuss the Student Athletics Action Plan. The committee that we convened in response to the Husch Blackwell report has been building a reporting resource to support both the student athletes and athletic staff. President's Office is working with the committee to develop the website. They anticipate launching the new reporting platform by the end of the semester. Emphasized that the committee is trying to improve access to services, not duplicate them. They have already received a couple of concerns and are working with the appropriate individuals and Athletics to address them. Student athletes have taken the EverFi module on sexual harassment, which was vetted carefully by Student Affairs, the Vice President for Diversity Office, and the Women and Gender Advocacy Center. Additionally, the Office of Title IX Programs and Gender Equity has met with each athletic team to do a virtual session on Title IX and only student athletes attend, no staff are present. They also provided a virtual training session for the staff in Athletics.

Chair Doe: Asked: Are there any questions for President McConnell?

Antonio Pedros-Gascon: Have a follow up question regarding the Athletics committee. Asked: How many faculty members are integrated onto that committee? Asked: Would you be willing to integrate Faculty Council Executive Committee members onto that committee?

President McConnell: Happy to think about that and consider it. Believe there are three faculty members on the committee, Kyle Saunders, Shane Kanatous, and Albert Bimper.

Pedros-Gascon: Asked: Could we consider the possibility of having someone that is not already a member of the Faculty Council Committee on Intercollegiate Athletics? Feels it would make sense to have other faculty members integrated on the committee.

President McConnell: Will consider this and think through the membership of the committee. Reason those individuals are on the committee is that they are faculty and members of the

Faculty Council Committee on Intercollegiate Athletics, so that was a way of pulling in the Faculty Council membership.

Karen Barrett: Expressed appreciation in the chat for President McConnell's efforts to better address the needs of student athletes.

Chair Doe: Believe the desire for additional involvement is to help provide balance from individuals who are more external to Athletics. Asked if there were other questions for President McConnell.

Silvia Canetto: Wondered if it might be advisable to have someone on the committee who has expertise on issues that have been encountered by athletes, including issues of gender and sexual harassment, as well as racism.

President McConnell: Requested clarification. Asked: Would this be someone who has been an athlete so they can speak from the athlete's perspective or would it be someone who has more experience on the policy and process side?

Canetto: Some individual who has experience in issues of sexism and racism. There are faculty members with that particular set of experiences. Some are within the Women's Studies program.

President McConnell: Stated that Vice President Diana Prieto is on the committee, which is why clarification for question was requested. Thanked Canetto for raising this.

Chair Doe: Asked: Any other questions? Hearing none, Doe stated: Imagine there will be people wondering if the reporting portal that is being worked on is that main emphasis of the new effort that is being put forward, or whether there is any mechanism in place for going back to reconsider any of the problems that have been reported to us.

President McConnell: That is why we are doing the training. The EverFi training has been carefully vetted by Student Affairs and the Vice President for Diversity Office and the Women and Gender Advocacy Center, really trying to get to the root of an understanding. For the athletes to have that training without staff present is an opportunity to begin the educational process and to build that relationship so that we can begin to do more of that work.

Andrew Norton: Have a follow up question. Mentioned that there's training opportunities for the student athletes separate from the staff. Asked: Are there also training efforts going on with the Athletics Department staff?

President McConnell: Yes, they did the EverFi training as well. They also had separate virtual training and there are ongoing meetings. The good thing right now in the way it is being structured is that making sure no staff are present when the students are getting trained allows for a free dialogue.

Pedros-Gascon: Asked in the chat: Do they also include the trainers and coaches?

President McConnell: Unsure who is included in staff but will check with Vice President Prieto.

Vice President Diana Prieto: Confirmed in the chat that coaches and trainers were included in the staff training.

Brad Conner: Thanked President McConnell for the [earlier] update on the Campus Community and Personal Safety task force. Stated that many of CSU Police Department's policies are public policy, but the use of force policy is not public. Wondering if the smaller committee may produce a report and if they could look into whether the CSU Police Department would be willing to make their use of force policy public.

President McConnell: Was not aware the policy was not public, will look into this. Thanked Conner for bringing this up.

Conner: Stated that he had to go all the way to the Board of Governors to get a copy of the policy. No one was able to provide information as to why it was not public. Was able to finally get it after a few weeks, had to make an internal Freedom of Information Act request.

Chair Doe: Hearing no further questions, thanked President McConnell.

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

Provost Mary Pedersen: Have a brief report. Expressed gratitude for the work of Faculty Council and congratulated Chair Doe on the award, feels it is very deserved. Shared an email from a father whose daughter is in isolation with COVID right now, his gratitude is tremendous. Wanted to thank faculty members who have supported students in those unique circumstances.

Provost Pedersen: We are continuing saliva screenings, have done over 135,000. Screenings will continue during and after Spring Break. We will have more vaccination clinics happening on campus. Colorado expanded eligibility to the general public, age 16 and over. County-managed public vaccination clinics started yesterday and are at Moby Arena and the Ranch. Moby has been vaccinating over 1,000 a day and the Ranch over 5,000 a day. On April 6th and April 7th, we are having student-only clinics. More information is on our COVID website. The Pandemic Team will continue to work with Larimer County to identify strategies to continue to vaccinate our students, faculty and staff. Stated that individuals who have tested positive for COVID, it is recommended that three months following having COVID that you get vaccinated. Has been demonstrated that immune response will be as much as 50 times higher following vaccination.

Tony Schountz: Asked in the chat: Which vaccine(s) are given at Moby?

President McConnell: Responded to Schountz in the chat. Stated that they have Johnson & Johnson today and tomorrow so that students don't have to worry about a second shot.

Provost Pedersen: Update on fall enrollment. Still looking about the same as where we have been trending. We have a little higher 8% increase in submitted applications, have admitted over 15%.

Students are still waiting to make deposits. Sent out communication last week and we did get a spike in students committing. Hoping to reach our goal of 98% by May 1st. Transfer students are also trending a little higher. Deposits there are still down. Will have better numbers after May 1st.

Provost Pedersen: Update on fall planning. Fall registration began yesterday, April 5th. We have a very robust in-person experience planned for students as public health guidelines evolve. We expect to be adding more in-person seats as they reduce physical distancing. We are evaluating all of our classrooms right now. The Registrar's Office is working on that and the Teaching Continuity Recovery Team is looking at what the priorities are, where waitlists are and where we have needs. Will keep everyone updated as we develop these plans.

Provost Pedersen: Wanted to provide some student accolades. This really speaks to faculty mentorship of students.

- Paula Mendoza Moreno is a 2021 Gates Cambridge Scholar. Moreno will be attending the University of Cambridge to pursue a PhD in chemical engineering. This scholarship is highly competitive.
- Kaydee Barker and Hunter Ogg are 2021 Barry Goldwater Scholars. Barker is in the Warner College of Natural Resources and will conduct research work in ecosystem science and soil ecology. Ogg is from the College of Natural Sciences and has been working on fluorescent microscopy and translational dynamics.
- Janaye Matthews is the overall winner for the 2021 Multicultural Undergraduate Research Art and Leadership Symposium (MURALS). We had over 80 students presenting.
- Sarah McCarthy won the top honors for Undergraduate Research and Creativity in the 2021 College of Health and Human Sciences Research Day.
- We had seven graduate students, one undergraduate, and two recent graduates receive awards in the National Science Foundation Research Fellowship Program. We additionally had nine graduate students as honorable mentions. A SOURCE story will be published with all the names of the recipients. The five-year fellowship for awardees includes three years of financial support, including an annual stipend of \$34,000 to cover cost of education and \$12,000 to the institution.

Wes Kenny: Asked: Do we have any idea what our protocols and makeup will be post-Fall Break? Asked: If following the same routine, would this tell us that we are going back online after the [fall] break? Wondering when that decision will be made.

Provost Pedersen: Thanked Kenney for the question, it is a valuable one. Will have a lot more information in June. Will depend on a few things. It will depend on the rate of vaccinations and discussions about whether or not they will be mandated. It will depend on rates of variant spread. Commented that Moderna and Pfizer are effective against the UK variant, but not sure about the South African variant and Brazil variant. There is also data coming out about individuals post-vaccination, but not enough data yet. In the next two months we will have a much better idea about the variance, vaccinations, and these will be the factors that are going to help us determine guidelines.

Chair Doe: Asked if there were any additional questions. Hearing none, thanked Provost Pedersen for being here and providing updates.

E. UNFINISHED BUSINESS

F. CONSENT AGENDA

1. UCC Minutes – February 19 and 26, March 5, 12 and 19, 2021

Brad Goetz: Would like to move for approval of the University Curriculum Committee minutes for February 19th and 26th, March 5th, 12th, and 19th as seen in the agenda packet.

Chair Doe: Thanked Goetz. Asked if there was anything to be pulled for further discussion. Hearing none, University Curriculum Committee minutes approved by unanimous consent. Thanked Goetz for the extensive work of the University Curriculum Committee.

G. ACTION ITEMS

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

Chair Doe: Clarified that these nominations were for the Committee on Responsibilities and Standing of Academic Faculty.

Steve Reising: On behalf of the Committee on Faculty Governance, move the nominations for the two representatives, Jennifer Martin and Mark Shelstad, for the Committee on Responsibilities and Standing of Academic Faculty. Wanted to add that we are in the middle of election season. Wanted to thank the Committee on Faculty Governance for their hard work. Encouraged members to have prompt attention when announcements come out if interested in positions as a department representative or college at-large representative. There are also about ten positions open on standing committees.

Cynthia Brown: Second.

Chair Doe: Thanked Reising. Requested a vote in the chat.

Motion passed, nominations accepted for the Committee on Responsibilities and Standing of Academic Faculty.

2. Election – President’s Sustainability Commission – Committee on Faculty Governance – Steve Reising, Chair

Reising: On behalf of the Committee on Faculty Governance, we nominate Sybil Sharvelle as the Faculty Council representative to the President’s Sustainability Commission.

Chair Doe: Reminded members that Stephanie Clemons served in this role prior to retirement. We think having representation on this commission is important. Thank Sharvelle for being willing to step into this role. Requested a vote in the chat.

Motion passed, nomination accepted for President's Sustainability Commission.

3. Amended CIOSU Biennial Reviews 2020 – Committee on University Programs – Jose Luis Suarez-Garcia, Interim Chair

Chair Doe: Reminded members that we decided to wait on the earlier review we received. Jose Luis Suarez-Garcia stepped forward and took the helm as interim chair of the Committee on University Programs, which resumed their efforts and brought forward this report.

Jose Luis Suarez-Garcia: Explained that the Committee on University Programs evaluates about 80 centers, 40 each year. This year, we were charged with the review of 35 centers. Described the three sections seen on the report. First section are us recommending continuation, second section are also continuations but with reservations that are outlined in the document. Third section are the centers not recommended for continuations.

Suarez-Garcia: Would like to move on behalf of the Committee on University Programs that we put the 2020 Biennial Reviews into the record.

Kenney: Second.

Chair Doe: Thanked Suarez-Garcia and for the work of the Committee on University Programs. Pointed members' attention to the list of centers that are being continued but with reservations. Many of these may be easily resolved. Will need to have continued conversations around why these center reports may be incomplete or are not meeting the qualifications, so this will need to be revisited. Encouraged members to reach out if they are interested in being involved with these efforts. Stated that there is a motion on the table, asked if there were any questions.

Barrett: Have association with one of the centers listed in the questionable category. Stated that their board is made up of people from many departments and that there are a lot of research activities that take place. Stated that the Executive Director is in a single department, criticism still remains that there is only one faculty from one department, and that is true if you only count the Executive Director. Unclear on what makes something representative of more than one department in terms of faculty.

Suarez-Garcia: The answer is whether we are extremely strict with the guidelines we have or offer a more liberal interpretation of the guidelines. Also depends on the communication that we need to have with the directors of the centers. If there is enough communication with the directors and there is a justification, thinks the committee will be flexible. Even if there is a deficiency, we are still evaluating the rest of the renewal document. Just a question of flexibility [and communication of variations from normal expectation when those exist, which is the responsibility of the Chair of each committee to communicate].

Barrett: Puzzled because was under the impression a response had been provided by the Executive Director. Says in the notes that there are representatives of multiple departments who do research there.

Suarez-Garcia: Think the system we will have in the future will be a little bit different and better. There will be communication between our committee and centers immediately when we are missing something, or something is not clear. In the digital platform we are using, that documentation will be there for clarity and transparency and we will be able to check that before it goes to the committee for final evaluation.

Chair Doe: Commented in the chat that email communication with a clear narrative explaining differences that were described generally resolve the issue. The Committee on University Programs states that it is willing to be flexible.

Vice President Blake Naughton: Stated in the chat that the digital platform does not ask for a mission statement, so it would be helpful to do so in the future.

Hufbauer: Responded to Vice President Naughton in the chat. Stated that the request for the mission statement was one of the first questions after logging on and was clear on the form.

Vice President Naughton: Stated in the chat that the PDF he has does not request a mission statement. Would be happy to chat with someone about it.

Chair Doe: Thanked Vice President Naughton in the chat. We will look into that.

Chair Doe: Hearing no further questions, requested a vote in the chat.

Motion passed. The 2020 CIOSU Biennial Reviews will be placed into the record.

4. Section E.15 Proposed Changes – Committee on Responsibilities and Standing of Academic Faculty – Marie Legare, Chair

Marie Legare: Stated that Richard Eykholt, the University Grievance Officer, is also here in case there are questions. The Committee on Responsibilities and Standing of Academic Faculty would like to move that the proposed changes for Section E.15 be revised as written. The rationale is that the old wording of how to notify faculty was outdated given the communication options we have now.

David Koons: Second.

Chair Doe: Asked: Are there any other questions or discussion on this? Hearing none, requested a vote in the chat.

Motion passed.

5. Revisions to the Graduate and Professional Bulletin: Requirements for All Graduate Degrees – Committee on Scholarship, Research and Graduate Education – Melinda Smith, Chair

William Sanford: On behalf of the Committee on Scholarship, Research and Graduate Education, we move that the Faculty Council adopt the following revisions to the section summary of procedures for the Masters and doctoral philosophy degrees.

Chair Doe: Asked if there were any questions. Hearing none, requested a vote in the chat.

Motion passed.

6. Revisions to Graduate and Professional Bulletin: Graduate Certificates – Committee on Scholarship, Research and Graduate Education – Melinda Smith, Chair

Sanford: The Committee on Scholarship, Research and Graduate Education move that Faculty Council adopt the following revisions for the Graduate Certificate program in the Graduate and Professional Bulletin.

Chair Doe: Asked if there were any questions. Hearing none, requested a vote in the chat.

Motion passed.

H. REPORTS TO BE RECEIVED

1. Faculty Council Chair Report – Sue Doe

Chair Doe: Brief report. Thanked members for their participation in the Presidential Survey. There were over 500 faculty responses, President McConnell received 33% extremely satisfied responses as well as 30% somewhat satisfied overall. Most pronounced positive response was in the area of handling of the COVID crisis, with over 78% satisfaction. There will be many details to follow. Thanked Institutional Research for doing the analysis.

Chair Doe: Thanked members for participating in the Courageous Strategic Transformation meeting on March 23rd.

Chair Doe: We have a bioethics advisory committee that is being renewed. Matt Hickey, Moti Gorin, Karen Dobos, and Jennifer Peel are all serving on that bioethics advisory group. They will be working with the new Vice President for Research, Sam Halabi. Met earlier this week and that group is off and running. Delighted to report on this faculty involvement and renewed interest and opportunity in the area of bioethics, which many faculty are abundantly qualified to address and whose talents might have been put to good use from the start of the pandemic.

Chair Doe: Creating another task force called the Advisory Task Force of the Mature and Informed. Former Faculty Council chairs, led by CW Miller, will be serving in an advisory capacity. Delighted in their interest and willingness to serve in this manner.

Chair Doe: There is a committee called the University Policy Review Committee. There is a policy they are currently looking at and would like feedback on: <https://opc.prep.colostate.edu/wp-content/uploads/sites/2/2020/11/Retaliation-and-Whistleblower-draft-11-18-20-1.pdf>. Requested feedback from members one week from today, April 13th at 5:00 p.m. and we will compile feedback to send along. We are also eager to get a member of the faculty on the committee that looks at University policies.

Chair Doe: Stated to members that we may go 10 minutes over our time for discussions. Asked if there was any objection to switching the order and having the INTO discussion go first. Hearing none, turned it over to Vice Provost Kathleen Fairfax.

2. Board of Governors Report – Melinda Smith

Nothing to report.

I. DISCUSSION

1. University Budget Report – Vice President Lynn Johnson

Vice President Lynn Johnson: Thanked Chair Doe for the invitation. Introduced herself as Vice President for University Operations and Chief Financial Officer.

Vice President Johnson: The Joint Budget Committee, part of the state legislature, is working on finalizing what we are calling the long bill, which is the budget bill for the State of Colorado. They have provided additional funding to higher education as they have worked through their budget. We have a budget deficit that we need to close. That deficit could be added to by additional salary increases for faculty and administrative professionals. The deficit is sitting at \$20 million. Stated that if we add in a 3% tuition increase, that budget deficit goes under \$9 million. If we take that deficit and add the salary increases would lead to a deficit of \$21 million.

Vice President Johnson: We need to come to the Board with a balanced budget. One of the critical questions we need to ask ourselves is where we land with the trade-off. If we have increases for faculty and administrative professionals, the impact may result in additional losses of positions. Wanted to make sure we had an opportunity to discuss this with our partners and Faculty Council to ensure that as we move forward in those discussions with the Board of Governors that we are representing the community's input into that decision-making process.

Vice President Johnson: Shared some slides. The main question is how to solve the \$20 million shortfall. This is where community feedback comes into play. We also have an opportunity to push forward with salary increases for administrative professionals, faculty, and graduate students and how we roll these out. May need to do position elimination or have another Voluntary Retirement Incentive Program. If we do not hit target for budget reductions, we will

face going through another round of budget reductions at the end of next year if we have not increased revenue streams.

Vice President Johnson: The Joint Budget Committee has authorized us to increase tuition by up to 3%. Showed table with considerations for resident and non-resident undergraduates as well as resident graduates and non-resident graduates for tuition increases of 1%, 2% and 3%. The word we are getting from Access and Enrollment is that they are not overly concerned with our non-resident students. More concerned with increase for resident students.

Vice President Johnson: Described the budget scenario. Last year there was a cut, but it was backfilled by CARES Act money. They brought us back up this year. They have also provided additional state funding of about \$11 million. Presented the other budget scenarios with tuition increases and salary increases. First decision is if we do a 3% tuition increase and second decision is if we do a salary increase. Have been having discussions with Human Resources and the Office of Equal Opportunity about providing increases to employees making \$67,000 or less. This could create some challenges for the University based on a recent statute that came into law that relates equal pay for equal work. Will have to explore that a bit further. Commented that Dean Mary Stromberger had made a case to say we should consider doing something for our grad students if we do nothing else for any of our employees because we are already behind on the stipends that we are offering, and it will hinder or competitive position. We have checked with Human Resources and the Office of Equal Opportunity and they feel we could do something with grad students separate and distinct.

Vice President Johnson: Once we decide where we are going to land on salary and tuition increases, we will plug that number in to determine our shortfall. Then the decision will have to be made of what do we cover with base budget reductions or do we try to find one-time resources. Discussed the various increase scenarios further in the slides.

Morse: Asked in the chat: Are the models based on increasing salaries more or less equally for all employees? Asked: Have any models been run increasing salaries only for employees making less than the cost of living in Fort Collins or some arbitrary number like \$75,000?

Hufbauer: Commented in the chat that she would like to hear more about what Morse asked as well as considerations to move beyond a percentage raise model, which tends to increase our too-large disparities rather than decrease them.

President McConnell: Responded to Morse in the chat. The new Colorado equity act presents some challenges in creating categories for raises. For example, if we want to give raises to those who earn \$67,000 or less, we would have to explore whether this is permissible under the act.

Norton: Asked President McConnell in the chat: Do you think it would be possible to give raises in a fixed amount, such as \$1,000 across the board, instead of a percentage-based raise and not run afoul of the statute?

President McConnell: Commented in the chat that across the board percentage raises always result in higher amounts for those who earn more. Stated that this is why she does not support

raises during lean times for those who have higher salaries. Thanked Norton for the question. We will run this scenario and ask the question of whether it squares with the statute.

Vice President Johnson: Discussed the CARES Act money that came to the institution. There were requirements attached to it, as many are aware. One of the main requirements was that we could use it to reimburse ourselves for refunds that we had provided to our students. Had provided significant reimbursements to our housing and dining operations. Another \$8 million went to financial aid which they were required to give directly to students. The COVID-related expenses this year were extensive.

Vice President Johnson: We also had 154 employees take advantage of the Voluntary Retirement Incentive Program. The total of the salaries came to a little over \$12 million. Of that, \$7.7 million is staying within the units to get replacements for those who retired.

Cynthia Brown: Commented in the chat that the cost of living in Fort Collins is a challenge regarding graduate student pay and that fees are substantial. The GRA stipends don't go very far.

Pedros-Gascon: Expressed in the chat that graduate fees should be covered for GTAs and GRAs.

President McConnell: Responded in the chat that GTAs and GRAs must be a priority as we engage in budget planning.

Jim Ippolito: Commented in the chat that he is baffled with the increase in graduate student salaries and the calculation. If we fund graduate students via GRAs, the comes directly out of funded proposals and not out of the general fund. Asked: How does this work (or not) into those calculations?

Brown: Commented in the chat that we need to maintain our capacity to deliver and grow high quality programs to maintain and grow student demand/enrollment.

President McConnell: Thanked everyone in the chat for their comments. Will definitely be something we have to include in our analysis.

Hufbauer: Responded to Ippolito in the chat. Stated that it is hard on the budgets, would need to be rolled out over time so we could budget for that. Other universities pay more and have the same budget caps from agencies as we do, so it must be possible.

Melinda Smith: Commented in the chat that in addition to remaining competitive with recruiting students by raising salary, we also need to remain competitive with retaining and recruiting excellent staff and faculty. If we fall behind peers, we have the problem of not being able to do this effectively. Over time, the loss of salary increases puts existing faculty behind those at peer institutions, while new faculty may or may not be hired at levels equal to peers.

Brown: Responded to Ippolito in the chat. A lot of graduate students are supported as GTAs and paid by the University. Stated that it is less the cases for those of us who hire GRAS on grants.

President McConnell: Responded to Brown in the chat. Our programs and their quality matter for enrollment and demand, reputation, and research funding.

Ippolito: Stated in the chat that breaking graduate students out into GRAs and GTAs would be a good approach for looking at numbers.

Dean Mary Stromberger: Clarified in the chat that most grant budgets include a 3% annual cost-of-living increase in salaries, including GRA stipends. So GRA stipends should allow for an increase next year.

Brown: Commented in the chat that we might consider GTAs and GRAs separately, but we cannot create a salary differential between GRAs and GTAs lest we create poor incentive structures for them.

Candace Mathiason: Responded to Dean Stromberger in the chat that they are no longer able to add annual increases per year into our grant proposals.

Hufbauer: Stated in the chat that this has been an issue for her as well. Not for all funders, but for some.

Ippolito: Commented in the chat that all grant budgets we put together in our college include a 3% increase for graduate students every year. That is built into the CSU budget spreadsheet that we use when developing budgets. We should be able to utilize that to support our hard-working graduate students.

Vice President Johnson: Would like to get a sense of where people are landing on the trade-off for salary increases versus loss of positions. Would also like some insight on the tuition increase that we are allowed to implement based on the Joint Budget Committee's recommendations.

Pedros-Gascon: Answered Vice President Johnson's question in the chat. In the past we have had multiple years of no salary increases while bonuses are paid to administrators. Feels this has created a sense of inequity.

President McConnell: Responded to Pedros-Gascon in the chat that there have been no bonuses to leadership since she arrived.

Mary Van Buren: Asked in the chat: Roughly how many people would be laid off with salary increases and how would that be determined, unit by unit? That would mean the most vulnerable, continuing, contract and adjunct faculty, would be cut first.

Krk McGilvray: Asked in the chat: Would it be possible to get a copy of these slides?

President McConnell: Stated that Vice President Johnson will work with Chair Doe to put together slides that can be understood without the context of the conversation that we have been having. Nothing is settled yet but wanted to provide an overview of what we are faced with.

Chair Doe: Stated in the chat that she will seek the correct wording from Vice President Johnson and we will seek feedback from Faculty Council on the difficult choices and decisions facing the institution. Asked members to watch for an email and respond to it promptly.

Provost Pedersen: Thanked Vice President Johnson, did an outstanding job explaining something so complicated. Wanted to emphasize the importance of enrollment numbers. We are working really hard with the Admissions Office with communications to put the message out there of a robust in-person fall. Thanked faculty for their engagement in helping support that. Will help our budget significantly.

Vice President Johnson: Clarified that we do not usually change our budget reduction or scenarios based on student enrollment until we get to census. Wanted to also address the comment about no salary increases or administrator bonuses. Wanted to be clear that if any bonuses were ever given, they were contractual and decided by the Board of Governors. There are very few of them. No other individuals have been subject to bonuses.

Chair Doe: Restated that we will get wording from Vice President Johnson and will put in front of Faculty Council to get feedback. Asked if there were any additional questions.

Vice President Johnson: Thanked everyone for the invitation, provided a ton of information. Thanked faculty for what they are doing on behalf of CSU. Expressed that if it weren't for faculty, we wouldn't be the quality institution that we are.

2. Future of INTO – Vice Provost Kathleen Fairfax, Vice Provost Susan James & Louann Reid, Chair Department of English

Vice Provost Kathleen Fairfax: Provost Pedersen wanted to say a few words before we start.

Provost Pedersen: Wanted to take a moment to recognize and thank the leadership for the INTO program over the past years. Fabiola Ehlers-Zavala has been the center director for this program for over six years. Wanted to recognize the leadership that she has provided for the whole program. Ehlers-Zavala was recently selected for an outstanding award. Wanted to make sure that everyone understands that the changes that have occurred with INTO are independent of the leadership and the faculty.

Vice Provost Fairfax: Brief introduction of where we are headed. The successor organization that will be housed within the Office of International Programs will be called PLACE, which stands for Programs for Learning Academic and Community English. It will have three main components, the Intensive English Program, the Bridge and Conditional Admits Program, and the Community and Group Programs, which includes meeting community needs.

Vice Provost Fairfax: Discussed transition priorities. There are regular meetings with Office of International Programs leadership, along with the Department of English leadership, the Provost's Office and INTO staff, along with Human Resources. One of our top priorities was trying to preserve as many jobs as possible, maintaining critical expertise, while being as lean as possible. Some functions will be in place within the umbrella organization of International

Programs. Some of the functions INTO had provided on their own, such as HR liaison and tech support, we can handle within International Programs.

Vice Provost Fairfax: Discussed where we currently stand with INTO faculty and what we are planning for PLACE faculty. With INTO faculty, there were 12 continuing, contract and adjunct faculty, some with management responsibilities. There were five 12-month faculty and seven 9-month. The FTE ranged from 0.5 to 0.7, had been reduced over the past several years due to declining enrollment. A full-time teaching load was considered to be 18 credits per semester.

Vice Provost Fairfax: As we transition into PLACE, we are retaining all 12 faculty. In order to do that, we have had to make some changes in the structure of our teaching assignments. All 12 are teaching-only appointments, none with academic management responsibilities. All appointments are 9-month, all 0.5 FTE. Full-time is considered to be 12 credits a semester. We anticipate having additional opportunities over the summer for additional salary.

Vice Provost Fairfax: There are currently six CSU employees and non-faculty staff positions at INTO. One is tenure-track and will be returning to department. One has been retained to coordinate the Global Village program and one has been retained as a program coordinator. Three positions will be eliminated after May 14th.

Vice Provost Fairfax: We are only going to have two non-faculty positions to start. We will have a director, which will be an admin pro position but with significant management experience as well as instructor credentials and past experience teaching English as a second or foreign language. This is a national search that is currently underway and closes on April 14th. Have a strong pool so far. Most of the academic management that has happening in the past with faculty and INTO will be handled by the director and in consultation with the English department. As PLACE grows, may be a possibility to flesh that out. There will also be just one program coordinator as the other non-faculty staff position.

Louann Reid: The MOU is still being drafted, but will likely include the following:

- There will be oversight and effort associated with faculty governance and support that will be with English in collaboration with the Office of International Programs.
- The Office of International Programs will run the searches in terms of hiring. Faculty searches will need to have the approval of English and the College of Liberal Arts before final hiring is completed.
- 20% tenured faculty FTE is assigned to PLACE. This is what we have been doing with INTO and we will continue to commit to that.
- For faculty evaluations, faculty in PLACE will evaluate faculty along with the Director of PLACE and the English Chair will review evaluations.
- For faculty promotions, English continuing and contract faculty and tenure-track faculty will assist as needed.

Reid: Commented that this MOU is only for one year and is renewable. We are putting in the most important parts for this transition period.

Pedros-Gascon: Asked which of the three units, Office of International Programs, English, or College of Liberal Arts, would be the faculty members be assigned to.

Reid: Stated that the Department of English and the College of Liberal Arts are going to be working together. The academic home for PLACE faculty will be English and the Office of International Programs is the administrative home.

Pedros-Gascon: Asked: For governance issues, which of those two units will be in charge?

Reid: English is going to work with PLACE faculty to determine the best location of governance. We are starting discussions next week to see what people want and what makes the most sense.

Pedros-Gascon: Suggested that they would need to be in English to be able to have clear promotion and tenure paths rather than creating a Special Academic Unit.

Vice Provost Fairfax: That is one reason why we have not made any final determination about whether a Special Academic Unit or something similar is the right way to go forward. This is why English and the Office of International Programs are only doing this for one year, not locking ourselves into anything. Will take time this year to talk to everyone involved and try to figure out what is the best answer going forward. Stated that there are some potential negative consequences of just putting all the faculty in the English Department in terms of governance, so we are trying to see what would make the most sense.

Vice Provost Susan James: The other thing is that there is so much uncertainty in the market right now for these programs. Will have to see what happens over the next year in terms of being able to enroll students, how big the program can be and how many faculty are needed. Wanted to give ourselves a year before making final decisions.

Van Buren: Asked in the chat if these faculty will be represented by Faculty Council.

Vice Provost James: For this first year, as continuing, contract and adjunct faculty in English, they would be represented as the other continuing, contract and adjunct faculty, or non-tenure track faculty, are represented from the English Department.

Van Buren: Wondering what will happen at the end of the MOU year. Shared Pedros-Gascon's concerns that these people will not be represented. Wanted to know if this will be automatically reported to Faculty Council at the end of the MOU so that we can be updated on what is happening with these faculty members.

Vice Provost Fairfax: Confirmed that this will be reported.

Jenny Morse: Asked in the chat: Can you talk at all about the decision-making process? The plan has changed over time. Asked: Were all the INTO faculty consulted as decisions were being made and at what points in the process?

Vice Provost Fairfax: We have been talking to the INTO faculty and staff at several points when we felt we had enough information. Some of the discussions and decisions were simply within Human Resources and the College of Liberal Arts. As we reach points where we could make some preliminary decisions, we were able to share that information with INTO faculty and staff.

Pedros-Gascon: Asked in the chat: Why are we considering Academic English moving out of the College of Liberal Arts and into a Special Academic Unit? Doesn't think that many other units would allow for their courses to move out of their area. This faculty could be easily integrated into the English Department.

Reid: We are going to consider all the factors that we possibly can. Stated that there isn't a decision that there will be a Special Academic Unit. We want the very best program possible to continue and we want to support faculty in that transition.

Vice Provost Fairfax: It is important to keep in mind that when we are talking about Academic and Community English, we are talking about two different kinds of English preparation and English instruction.

Van Buren: Asked in the chat: What is the disadvantage of having INTO faculty move into English?

Vice Provost James: Responded to Van Buren's question from the chat. There are not really any disadvantages, but discussions about it were not perfect. Want to try to make it so it works for all parties involved, especially faculty. Stated that they felt disconnected in a lot of ways from the English faculty.

Reid: There may be advantages to combining them, but there are other considerations such as integrating faculty and looking at rank and how the two faculties would merge. We need to figure out the best structure to support faculty and programs.

Pedros-Gascon: Commented that if they teach in English, English gets the credit, and the grad students are from English, then the faculty should be in English. Expressed concern about the future of faculty being moved into a Special Academic Unit and having no one with tenure line.

Vice Provost James: We will engage Faculty Council and discuss this. If we are going to create a Special Academic Unit, it would have to go through Faculty Council.

Fabiola Ehlers-Zavala: Expressed appreciation for opportunity to address Faculty Council and thanked the leadership for the words of recognition and appreciation. Thanked colleagues, faculty, staff and students. Stated that the work accomplished at INTO CSU has been a strong collaboration with many units and people's support throughout the years. Would appreciate if representatives could convey this note of appreciation to the respective faculty and staff in their academic units. We appreciate the partnership with so many across campus and the world.

Meeting was adjourned at 6:25 p.m.

Sue Doe, Chair
Ruth Hufbauer, Vice Chair
Melinda Smith, BOG Representative
Amy Barkley, Executive Assistant

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING
2020-2021

Chair: Sue Doe **Vice-Chair: Ruth Hufbauer**
Executive Assistant: Amy Barkley **BOG Representative: Melinda Smith**
Professional Registered Parliamentarian: Lola Fehr

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Stephan Kroll	Agricultural and Resource Economics	2022
Brett Kirch	Animal Sciences	2021
Cynthia (Cini) Brown	Agricultural Biology	2021
Kelly Curl	Horticulture & Landscape Architecture	2022
Jim Ippolito	Soil and Crop Sciences	2023
Marco Costanigro	College-at-Large	2023
Bradley Goetz	College-at-Large	2022
Andrew Norton	College-at-Large	2023
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
Lisa Daunhauer	Human Development and Family Studies	2023
Bolivar Senior	Construction Management	2023
Aaron Eakman	Occupational Therapy	2023
Carole Makela	School of Education	2021
Shannon Hughes	School of Social Work	2022
Business		
Bill Rankin	Accounting	2022
Stephen Hayne	Computer Information Systems	2021
John Elder	Finance and Real Estate	2022
Yolanda Sarason	Management	2021
(substituting for Dawn DeTienne, on sabbatical for 2020-21)		
Jonathan Zhang	Marketing	2023

Engineering

Kristen Rasmussen	Atmospheric Science	2021
Margarita Herrera-Alonso	Chemical and Biological Engineering	2022
Peter Nelson	Civil and Environmental Engineering	2021
Ali Pezeshki	Electrical and Computer Engineering	2022
Kirk McGilvray	Mechanical Engineering	2023
Thomas Bradley	Systems Engineering	2023
Sybil Sharvelle	College-at-Large	2023
Steven Reising	College-at-Large	2022
J. Rocket Luo	College-at-Large	2022

Liberal Arts

Mary Van Buren	Anthropology & Geography	2023
Jason Bernagozzi	Art	2022
Ziyu Long	Communication Studies	2022
Ramaa Vasudevan	Economics	2023
Tony Becker	English	2023
Albert Bimper	Ethnic Studies	2022
Maria Del Mar Lopez-Cabrales	Languages, Literatures, and Cultures	2022
Jared Orsi	History	2023
Michael Humphrey	Journalism and Technical Communication	2023
Wes Kenney	Music, Theatre, and Dance	2023
Moti Gorin	Philosophy	2022
Peter Harris	Political Science	2021
Tara Opsal	Sociology	2022

Ajean Ryan	College-at-Large	2023
Antonio Pedros-Gascon	College-at-Large	2023
Emily Morgan	College-at-Large	2023
Marcela Velasco	College-at-Large	2021
Del Harrow	College-at-Large	2021
Maura Velazquez-Castillo	College-at-Large	2021

Natural Resources

Randall Boone	Ecosystem Science and Sustainability	2023
Chad Hoffman	Forest and Rangeland Stewardship	2023
David Koons	Fish, Wildlife, & Conservation Biology	2021
William Sanford	Geosciences	2023
Alan Bright	Human Dimensions of Natural Resources	2023

Natural Sciences

Olve Peersen	Biochemistry & Molecular Biology	2022
Melinda Smith	Biology	2021
Robert Paton	Chemistry	2023
Ross McConnell	Computer Science	2022

Dylan Yost	Physics	2021
Silvia Sara Canetto	Psychology	2022
Mary Meyer	Statistics	2022
TBD	Mathematics	2023
Alan Van Orden	College-at-Large	2023
Anton Betten	College-at-Large	2022
Brad Conner	College-at-Large	2022
James Liu	College-at-Large	2023
TBD	College-at-Large	2022

Veterinary Medicine & Biomedical Sciences

DN Rao Veeramachaneni	Biomedical Sciences	2022
Kevin Haussler	Clinical Sciences	2022
Elizabeth Ryan	Environmental & Radiological Health Sciences	2023
Tony Schountz	Microbiology, Immunology and Pathology	2021
Candace Mathiason	College-at-Large	2022
Marie Legare	College-at-Large	2023
Adam Chicco	College-at-Large	2022
Seonil Kim	College-at-Large	2022
Gerrit (Jerry) Bouma	College-at-Large	2021
Jennifer Peel	College-at-Large	2023
John Rosecrance	College-at-Large	2023
Sheryl Magzamen	College-at-Large	2023

University Libraries

Linda Meyer	Libraries	2022
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Ex Officio Voting Members

Sue Doe	Chair, Faculty Council/Executive Committee	2021
Ruth Hufbauer	Vice Chair, Faculty Council	2021
Melinda Smith	BOG Faculty Representative	2021
Steve Reising, Chair	Committee on Faculty Governance	2021
Shane Kanatous, Chair	Committee on Intercollegiate Athletics	2021
Jerry Magloughlin, Chair	Committee on Libraries	2021
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2021
Marie Legare, Chair	Committee on Responsibilities and Standing of Academic Faculty	2021
Melinda Smith, Chair	Committee on Scholarship, Research, and Graduate Education	2021
Karen Barrett, Chair	Committee on Scholastic Standards	2021
Joseph DiVerdi, Chair	Committee on Strategic and Financial Planning	2021
Shawn Archibeque, Chair	Committee on Teaching and Learning	2021
Jose Luis Suarez Garcia, Interim Chair	Committee on University Programs	2021
Bradley Goetz, Chair	University Curriculum Committee	2021
Susan (Suellen) Melzer	Committee on Non-Tenure Track Faculty	2021

Denise Apodaca	Committee on Non-Tenure Track Faculty	2021
Christine Pawliuk	Committee on Non-Tenure Track Faculty	2022
Ashley Harvey	Committee on Non-Tenure Track Faculty	2022
Jamie Nielson	Committee on Non-Tenure Track Faculty	2022
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2022
Mary Van Buren	Committee on Non-Tenure Track Faculty	2023
Steve Benoit	Committee on Non-Tenure Track Faculty	2022
Natalie Ooi	Committee on Non-Tenure Track Faculty	2022
Pinar Omur-Ozbek	Committee on Non-Tenure Track Faculty	2023

Ex Officio Non-Voting Members

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **March 26, 2021** at 2:00 p.m. via Microsoft Teams.

The meeting adjourned at 2:35 p.m.

Minutes

The minutes of March 19, 2021 were electronically approved on March 22, 2021.

Consent Agenda

The Consent Agenda was approved.

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

New Course			
Course #	Course Title	Notes	Effective Term
FACS 360	Family and Consumer Sciences Research	AUCC 4B for FACS-FACZ-BS and FACS-FCSZ-BS (<i>program changes below</i>). Previously offered as experimental course FACS 380A1.	Fall 2021

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
APAM-ADAZ-BS: Major in Apparel and Merchandising, Apparel Design and Production Concentration	<ul style="list-style-type: none"> Sophomore year: replacing required course DM 120 with AM 220. 	Fall 2021
APAM-MDSZ-BS: Major in Apparel and Merchandising, Merchandising Concentration	<ul style="list-style-type: none"> Freshman/Sophomore years: replacing required course DM 120 with AM 220; moving CHEM 103 and CHEM 104 from Sophomore to Freshman year. 	Fall 2021
CPSQ: Minor in Computer Science	<ul style="list-style-type: none"> Addition of Online/DCE offering. 	Spring 2022
ENGR-BMEZ-ME: Master of Engineering, Plan C, Biomedical Engineering Specialization	<ul style="list-style-type: none"> Change of Department/Unit (<i>from 1301 - College of Engineering to 1376 - School of Biomedical Engineering SAU</i>). See CIM for all other program changes. 	Fall 2021
FACS-FACZ-BS: Major in Family and Consumer Sciences, Family and Consumer Sciences Concentration	<ul style="list-style-type: none"> See CIM for all program changes. 	Fall 2021
FACS-FCSZ-BS: Major in Family and Consumer Sciences, Family and Consumer Sciences Education Concentration	<ul style="list-style-type: none"> See CIM for all program changes. 	Fall 2021
GEOG-BS: Major in Geography	<ul style="list-style-type: none"> Addition of GR 110/111 as required in Freshman year. Updates to various ‘Select from’ lists. 	Fall 2021

HDFS-ECPZ-BS: Major in Human Development and Family Studies, Early Childhood Professions Concentration	<ul style="list-style-type: none"> Freshman year: replacing the AUCC 1B Quantitative Reasoning requirement with STAT 201. Sophomore year: removal of 'STAT 201 or STAT 301' requirement; adjustment of elective credits (<i>from 6 to 9</i>). 	Fall 2021
HDFS-HDEZ-BS: Major in Human Development and Family Studies, Human Development and Family Studies Concentration	<ul style="list-style-type: none"> Freshman year: replacing the AUCC 1B Quantitative Reasoning requirement with STAT 201. Sophomore year: replacing 'STAT 201 or STAT 301' requirement with HDFS 312. Junior year: removal of HDFS 312; adjustment of elective credits (<i>from 5 to 8</i>). 	Fall 2021
MECH-BMEM-BS: Dual Degree Program: Biomedical Engineering, B.S. Combined with Mechanical Engineering, B.S.	<ul style="list-style-type: none"> Junior year: addition of required course STAT 315. Senior year: addition of MECH 331A/B to a 'Select one group' listing; updates to elective lists. 	Fall 2021
MUSC-MUEZ-MM: Master of Music, Music Education Specialization, Kodaly Option	<ul style="list-style-type: none"> Replacing required course MU 630 with EDRM 600. 	Fall 2022
REAO: Minor in Real Estate	<ul style="list-style-type: none"> Reduction of Program Total credits from 24 to 21. Removal of ECON 204 as a standalone requirement, instead making it one of three options with AREC 202 and ECON 202. 	Fall 2021

Graduate Program Title Change – New proposal

Program Title	Notes	Effective Term
Ph.D. in Media Communication	The title change better reflects the training Ph.D. students receive and connects with the department name.	Spring 2022

Graduate Program Title Change – Deactivation proposal

Program Title	Notes	Last admit term	Last grad term
PCAT-PHD: Ph.D. in Public Communication and Technology		Fall 2021	Fall 2024

Graduate Program Title Change – New proposal

Program Title	Notes	Effective Term
Master of Arts in History, Public History Specialization, Cultural Resource Management & Historic Preservation Option, Plan B	The current Historic Preservation and Cultural Resource Management (CRM) options are different by only one course. The distinction between the two options has long been a source of confusion for students. Historic Preservation is technically a sub-field of CRM, and students are more marketable for a boarder array of positions if they can claim training in both fields. The department believes this specialized work is better taught under a combined and renamed option as CRM & Historic Preservation.	Spring 2022

Graduate Program Title Change – Deactivation proposals

Program Title	Notes	Last admit term	Last grad term
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HIST-CREZ-MA: Master of Arts in History, Public History Specialization, Cultural Resource Management Option, Plan B		Fall 2021	Summer 2024
HIST-PHMZ-MA: Master of Arts n History, Public History Specialization, Historic Preservation Option, Plan B		Fall 2021	Summer 2024

Program Requirements Previously Unpublished in Catalog

Program Title	Notes	Effective Term
RDHL-MS: Master of Science in Radiological Health Sciences, Plan A		Fall 2021
RDHL-MS: Master of Science in Radiological Health Sciences, Plan B		Fall 2021
RDHL-PHD: Ph.D. in Radiological Health Sciences		Fall 2021

Program Deactivation

Program Title	Notes	Last admit term	Last grad term
ENGR-EMGZ-ME: Master of Engineering, Plan C, Engineering Management Specialization	Due to faculty retirements and restructuring, the department has decided to discontinue both the on-campus and online versions. We have coordinated a deactivation plan with the Graduate School to best support current students and applicants.	Spring 2021	Spring 2025

CONSENT AGENDA

Experimental Courses – 1st Offering

Course #	Course Title	Notes/Changes	Effective Term
ART 280A3	Book Arts—History, Meaning, and Form		Summer 2021
ART 280A4	Art and Action		Summer 2021
CS 580A7	Foundations of Computation	4 cr.	Fall 2021
SOCR 481A5	Soil Microbiome Research Experience	Distance/Online only; partial semester.	Summer 2021
SOCR 581A4	Plant Genetic Resources—Genomes, Genebanks	1 cr.; Distance/Online only; partial semester.	Fall 2021

Minor Changes to Existing Courses

Course #	Course Title	Notes/Changes	Effective Term
<i>College of Health and Human Sciences</i>			
HES 319	Neuromuscular Aspects of Human Movement	• Edit to prerequisites: BMS 300 and FSHN 150 and HES 145 and HES 207.	Fall 2021

- | | | | |
|--|--|--|--|
| | | <ul style="list-style-type: none">• Edit to Add'l Reg Info: <u>Must have earned a cumulative 2.500 GPA in BMS 300, FSHN 150, HES 145, and HES 207.</u> | |
|--|--|--|--|

Minutes electronically approved by the University Curriculum Committee on 3/29/21.

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

SP 2021 Intellectual Property Task Force Recommendations

Faculty Council Intellectual Property (IP) Task Force

Submitted: April 12, 2021

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

Jason Bernagozzi (Dept. of Art and Art History),
 Lisa Daunhauer (Dept. of Human Development and Family Studies, Dept. of Occupational Therapy),
 Paul Doherty (Dept. of Fish, Wildlife and Conservation Biology),
 Aaron Eakman (Dept. of Occupational Therapy),
 Stephanie Malin (Dept. of Sociology),
 William Sanford (Dept. of Geosciences),
 Khaleedah Thomas (Libraries)

The SP 2021 Intellectual Property (IP) Task Force was formed early in the spring semester to continue work from the FA 2020 IP Task Force. The FA 2020 IP Task Force identified IP concerns around faculty teaching materials. The final report and recommendations from the FA 2020 Task Force are appended at the end of this report ([Appendix 1](#)).

Based on the FA 2020 report and the charge to the SP 2021 IP Task Force, we identified four topics to focus on for SP 2021. These four topics were: Changes to AFAPM Section J, Online Teaching Contracts, Copyright and Intellectual Property Educational Needs, and Tracking of the FA 2020 IP Task Force recommendations. Our report is structured with those four topics, below. We particularly want to highlight our recommendation to change the Section J definition of “University Resources” and our recommendation for co-development of default language and policy for teaching contracts by a faculty and administrative committee. Redefining University Resources in Section J is important as this definition has historically been used to share intellectual property rights implicitly (e.g., through CANVAS), which led to questions and the forming of the IP Task Forces. Beyond this implicit ambiguity of ownership of intellectual property rights, teaching contracts have been used to explicitly transfer ownership of intellectual property rights causing problems and thus the need for contract language and policy to be co-developed by both faculty and the administration in the spirit of shared governance.

A) Recommended changes to Section J.

1. In AFAPM [Section J.2](#), we strongly recommend changing the category of “University Resources” to “Extraordinary University Resources” with an appropriate change in definition. The CSU definition does not recognize the current work practices of faculty (e.g., often from home, often online), nor is the definition flexible to accommodate future changes. The current definition has been used to implicitly share intellectual property rights (e.g., through CANVAS) and has led to problems. Further, the CSU definition of University Resources in J.2 is antiquated by referring to an office and microprocessor (also see J.4.c).

After examining examples of Intellectual Property policies from other universities (e.g., Cal Poly, Boston University, Fordham University, Penn State), we note that some universities use ‘Extraordinary University Resources’ to indicate the special cases where the University would

retain ownership or rights over the intellectual property of faculty and others. We recommend that CSU make this change as well. We suggest consulting the IP policies of [Cal Poly](#) (we note that Provost Pedersen has previous experience with this university) and [Fordham University](#). The Cal Poly statement focuses on a broad definition of Extraordinary Resources and pragmatically defines what are not Extraordinary Resources. Both Fordham University's and Cal Poly's definitions specify that resources commonly available to faculty on or off campus are not extraordinary.

- a. Suggested definition that combines elements of the CSU, Cal Poly, and Fordham definitions: **Extraordinary University Resources** refer to resources such as financial, technical, personnel, or additional forms of support provided by the University which exceed the type or level of resources typically provided to similarly situated Members. Considering the benefit that accrues to the University from individual scholarly activity, the University has concluded that Extraordinary University Resources shall not include the Member's time, office space, computer, use of the library, courseware, or any commonly available resources available on or off campus.
 - b. Like the use of CANVAS, use of Echo 360, Kaltura, TILT, etc. should not imply a sharing of intellectual property rights. The definition of "Extraordinary University Resources" should address this concern.
 - c. **Implementation suggestion:** Possibly have CoRSAF examine and formally propose a change to this definition in Section J.2.
2. Add to Section J that any claim of Members' use of Extraordinary University Resources needs to be made in advance with a written agreement. We believe that ambiguity exists and has led to many of the recommendations from the FA 2020 Task Force as well as the Provost to clarify that CANVAS is not a University Resource. [Fordham University](#) includes such a statement in their IP Policy that could be used as a model. Suggestions in the Contract and Education sections of our report (below) can also reduce ambiguity and misunderstandings.
 - a. **Implementation suggestion:** Possibly have CoRSAF examine and formally propose this addition. Such a statement might be included in the definition of Extraordinary University Resources in Section J.2.
3. In terms of Intellectual Property, we recommend that the 'expression of a course' be explicitly separated from a course number or syllabus approved by a Curriculum Committee. For clarity, a statement such as 'Faculty and other instructors retain all Intellectual Property rights related to the 'expression of a course' such as recorded and live lecture materials, recorded class content, course design, and other Member-created course materials whether the course is credit-bearing or not (e.g., continuing education or professional development). We believe that some IP confusion and ambiguity exists among administrators that conflates a university course number/syllabus with actual content/expression of a course.
 - a. **Implementation suggestion:** Possibly have CoRSAF examine and formally propose clarification which could include changes to J.1, J.3.1, and J.12.
4. Section J should explicitly state IP policies as they relate to different Members, including graduate students and undergraduate students. For example, implicitly, CSU has no claim to IP produced by non-employed students in J.1 (but see J.12.1 for an explicit statement). Fordham and Cal Poly policies can be consulted for examples that provide clarity.
 - a. **Implementation suggestion:** Possibly have CoRSAF examine this issue with respect to Section J. However, this issue might be larger than it first appears. For example, an

examination of this issue could open a discussion around the use of plagiarism detection services such as TurnItIn and student IP. Section J.12.1 may not allow CSU to submit student work to private companies such as TurnItIn that incorporate such student work into their databases.

5. Policies for dealing with IP disagreements (Section J.11 – Member’s Right to Appeal) need to be updated.
 - a. We recommend that a process similar to Cal Poly’s (i.e., “The Intellectual Property Review Committee will be responsible for assessing the University’s contribution to a specific intellectual property in cases of disagreement between the inventor/creator and the University concerning this contribution.”) be implemented and Section K be updated appropriately. This change to J.11 and Section J.2 (Definitions) would clarify that faculty and other instructors retain all Intellectual Property rights related to the ‘expression of a course’ and that disagreements are handled within a shared-governance committee. Also of note:
 - i. Neither “Intellectual Property” nor “Copyright” occur in Section K.
 - ii. Section J defines Members as Faculty, Administrative Professionals, State Classified, Student employees and other professionals; but Section K is only for Faculty and Administrative Professionals. State Classified and student grievance procedures should also be referenced. Also note our concern in A.4, above, that students and student rights should be better covered in Section J.
 - b. **Implementation suggestion:** Possibly have CoRSAF examine this set of issues and formally propose a change in Section J.11 and/or Section K.
6. Overall, we find Section J to be complicated and recommend that Section J needs revision to become direct and transparent. For example, ambiguity in Section J led to the creation of the IP Task Forces and the need for the Provost to clarify issues around IP and the use of CANVAS to the CSU community. Some antiquated language in Section J also needs to be updated (e.g., revise “handicapped students” to “students with disabilities” or “Members with disabilities”). As our Task Force has read CSU’s Section J, as well as Cal Poly and Fordham’s policies, we see that such policies can be direct, transparent, and contemporary.
 - a. **Implementation suggestion:** Possibly have CoRSAF examine Section J as a whole for directness and clarity and compare to Cal Poly’s and Fordham’s policies as examples for improvements. We also note that such comprehensive changes to Manual Sections can get bogged down and not happen (e.g., Section J has not been revised since 2000), so we make this suggestion last as we think the above suggestions are important enough to be changed in the interim as a larger Section J rewrite is considered. Also see issue B.1.n, below.

B) Online Teaching Contracts

1. In the spirit of shared governance, a committee representing faculty and administrative viewpoints should develop default contract language and policies regarding teaching (especially online) and associated intellectual property rights. Teaching contracts, especially for CSU Online, continue to cause concern and uncertainty. Similarly, online course development contracts for CSU Online have also raised questions and ambiguities. The Provost’s statement to Faculty Council on March 2, 2021 indicated that loading teaching material in CANVAS does not automatically share intellectual

property rights unless signed contractual agreements specify otherwise. This statement, as well as recommended changes to Section J above, suggest an evaluation of teaching course development contracts is needed. Below are issues and questions identified by our Task Force for this committee to consider:

- a. Incorporating best practices from the [AAUP Distance Education Policy and Contract Language](#).
- b. Relinquishing, or sharing, intellectual property should not be the default, especially with respect to CCAF or CSU-Online teaching assignments.
 - i. CCAF may be particularly vulnerable to being forced into a default sharing/taking of IP rights.
- c. CSU-Online includes an appendix in some contracts concerning intellectual property rights of which some signatories may not be aware (also see Education Needs below).
- d. CSU-Online also includes language concerning IP for non-credit, or Continuing Education courses, that may be inappropriate and should not be the default.
- e. Clarify contract language referring to Members who develop online courses as subject matter experts (SMEs) given that, in practice, Members often serve as SMEs while also creating the majority of the “expression of the online course” which appears to differ from broader industry use of “SME” and “instructional designer.”
- f. Are default contracts time-limited (e.g., could course materials be used for lengthy periods without relevant updates)?
- g. Do Members get to choose in their contract whether contracted course materials, including their likeness (voice and images, e.g., pre-recorded video lectures), can continue to be used only within a specified time period?
- h. Are there adequate training/educational materials for Members to engage with to be well-informed about their IP rights and relinquishments related to course development contracts? Also see Section C, below.
- i. Members, not Department Heads, should sign online course development contracts.
- j. IP contracts should also not be signed by Department Heads in lieu of the Member.
- k. Joint work and work for hire also need be explicit in default contracts.
- l. Default contracts should not be in perpetuity and have sunset dates or options, especially for revising course materials and to address evolving teaching practices.
- m. Revenue sharing with Members (e.g., J.8.1) should be explicit in contracts.
- n. Section J.12 probably speaks to many of the above issues, but clarity is needed. For instance, the Division of Continuing Education (DCE) is referenced in Section J, however, many Members may not understand that CSU-Online is part of DCE. CSU-Online is also not specifically mentioned in Section J, even though many issues around teaching IP concern CSU-Online. Also see recommendation A.6 above.
- o. **Implementation suggestion:** Possibly have the Provost’s Office and Faculty Council form a joint committee to address these issues. Note that Lisa Daunhauer from this Task Force could be asked to serve on such a joint committee to provide continuity.

C) Copyright and Intellectual Property Educational Needs

1. Much training and education around intellectual property is critically needed, especially considering recent statements by the Provost, the number of online courses taught in the past year, and reliance on CCA faculty for teaching. Training is needed for faculty, staff, and administrators. Some educational material and strategies are conditional on changes to Section J. Below, we note strategies and concerns that can be built upon.
 - a. CSU has [copyright educational material](#) available to faculty. Such resources can be expanded.
 - i. Creative Commons licenses should be highlighted in educational material.
 - ii. Implications concerning taxes related to contracts, works-for-hire, etc. should be a part of educational materials.
 - iii. Educational materials elucidating author rights and the interplay between signing agreements or contracts which transfer some or all of an author's rights over to a third party. As a start see [Tools for Retaining Copyright](#) on the CSU Library web page
 - iv. Section J and Contract education are needed.
 - b. The need exists for a centralized IP place with:
 - i. User-friendly, lay-person, language
 - ii. One-page summaries
 - iii. FAQs
 - c. Training and educational opportunities
 - i. Every Faculty Member should be pointed to IP material
 - ii. Professional Development Institute sessions on copyright have occurred. Such sessions could be expanded, offered at other times, or offered asynchronously.
 - iii. CSU IP policies should be part of new employee and onboarding training/education
 - iv. Teaching-related administrators and staff should also be aware of intellectual property issues and changes to policy.
 - v. Graduate students should receive education materials about their IP.
2. Administrators and IT personnel need to be careful about violating intellectual property rights. For instance, automatically inserting a "CSU-Online" branding at the beginning of a lecture video is a violation of copyright, unless the author has granted permission (e.g., through a specific Creative Commons license).
3. **Implementation suggestion:** Khaleedah Thomas (on this Task Force) is CSU's Copyright Librarian and could be asked to lead an effort to develop an educational strategy and materials.

D) Status of the FA 2020 Task Force recommendations

1. **Removal of IP legacy statements regarding teaching materials.** New statements should point to Section J in the Academic Faculty & Administrative Professional Manual.
 - a. **Status:** *Such statements have been removed from CSU web sites. If additional statements are found, contact Brandon Bernier.*
2. **Take "stop gap measures" until Section J is revised.** The IP Task Force recommends that Provost Mary Pedersen send a statement prior to beginning of spring 2021 semester that indicates teaching/learning materials uploaded to CANVAS prior to and during pandemic will continue to be the sole ownership of faculty unless differing contractual agreements have been agreed to and/or signed by both parties.

- a. **Status:** *Provost Pederson made such a statement at the March 2, 2021 Faculty Council meeting.*
- 3. Be transparent with faculty about IP issues under discussion. Educate them about rights of their IP teaching materials.
 - a. **Status:** *The continuation of a Faculty Council IP Task Force helps with transparency. Education is still a topic of concern and the need is highlighted in Section B of this (SP2021 IP Task Force) report.*
- 4. Give new charge to Faculty Council Standing Committees and IP Task Force re: Section J revisions and study of IP models at other institutions regarding teaching materials.
 - a. **Status:** *See Section A of this report for recommended revisions to Section J based on other institutions' IP policies. We suggest the IP policies from Cal Poly and Fordham University are especially relevant.*
- 5. Request follow-up meeting with Provost Pedersen, Sue James, Sue Doe, and IP Task Force to discuss next steps for 2021.
 - a. **Status:** *Faculty Council Chair Sue Doe met with Provost Pederson and Sue James and the Spring 2021 IP Task Force continued work from the Fall 2020 Task Force.*
- 6. Work with Sue James, Vice Provost for Faculty Affairs, regarding IP training for department heads.
 - a. **Status:** *Section C of this report makes a similar recommendation concerning education of the CSU community. Some education materials are conditional on Section J changes (Section A) and contract clarifications (Section B).*
- 7. Work with Brandon Bernier, VP of Information Technology to educate college reps on Section J and IP teaching materials.
 - a. **Status:** *Section C of this report makes a similar recommendation concerning education of the CSU community. Some education materials are conditional on Section J changes (Section A) and contract clarifications (Section B).*
- 8. Offer campus-wide learning about IP issues. Educate students, GTAs, faculty, and staff about intellectual property re: teaching materials.
 - a. **Status:** *Section C of this report makes a similar recommendation concerning education of the CSU community. Some education materials are conditional on Section J changes (Section A) and contract clarifications (Section B).*
- 9. Work with CSU System IP experts to determine if common language should be used across the system.
 - a. **Status:** *No progress has been made.*
- 10. Invite and involve faculty in the evaluation of contractual language used at CSU regarding IP of teaching materials.
 - a. **Status:** *Section B of this report starts to address contractual language. More work is needed.*
- 11. Work with CSU Online regarding contractual language re: IP of teaching materials.
 - a. **Status:** *Section B of this report starts to address contractual language. More work is needed.*

Fall 2020 IP Task Force Additional Issues and Comments to be Considered

- 12. Putting material in CANVAS should not result in giving up, or sharing, copyright or intellectual property rights.
 - a. **Status:** *The statement from Provost Pedersen at the March 2, 2021 Faculty Council meeting agreed with this point. Suggested revisions to Section J (in Section A of this report) should codify this stance.*

13. IP rights belong to the faculty member who developed the materials unless express permission is given regarding use.
- a. **Status:** *The statement from Provost Pedersen at the March 2, 2021 Faculty Council meeting agreed with this point. Suggested revisions to Section J (in Section A of this report) should codify this stance.*
14. If a faculty member is paid for developing course materials, do they retain their IP rights for said materials? It depends on the agreement and/or contract.
- a. **Status:** *Contracts, language in contracts, and resolving conflicts with contracts needs more attention and education (Sections B and C of this report).*
15. Which CSU IP statement regarding teaching materials should be consistently cited? Section J in the *Academic Faculty & Administrative Professional Manual*.
- a. **Status:** *The Faculty Manual applies to the entire CSU campus and education around this fact is needed (Section C of this report).*
16. Do IP rights relate to CSU staff teaching courses as well as graduate and undergraduate student work? Yes. Such statements need to be added to Section J.
- a. **Status:** *Additional language is still needed in Section J around student IP.*
17. Are administrators, faculty, staff and students educated on IP rights regarding teaching materials? Not consistently.
- a. **Status:** *Education around IP issues is needed for the entire CSU community. Section C of this report helps make progress on this issue.*
18. If faculty members use TILT course developers, are they sharing their IP rights? Typically not.
- a. **Status:** *The revisions in Section J (Section A of this report) define "Extraordinary University Resources" and such a definition would make clear that TILT resources are not extraordinary.*
19. If faculty use etextbooks, do they know that uploading their teaching materials to the publisher may compromise their IP rights? Not consistently.
- a. **Status:** *Education around Intellectual Property is an ongoing concern and is highlighted again in Section C of this report.*
20. Does CSU own the course taught by a faculty member? It is perceived that CSU "owns" the course that is approved by the University Curriculum Committee, but not the "expression of the course". Individual faculty members' interpretations of a course remain their own material. If a faculty member puts intellectual effort into the course, those materials belong to the faculty member. They are not co-owned.
- a. **Status:** *"Expression of the course" might be a key phrase to work into Section J as well as educational material for faculty, supervisors, etc.*
21. In Section J, the faculty member's office is referenced. Where is the faculty "office"? With remote teaching, the faculty office could be anywhere.
- a. **Status:** *The recommended change to Section J (in Section A of this report) would address this issue and get rid of antiquated references to offices and microprocessors.*

Appendix 1. Final Report from the Fall 2020 Intellectual Property Task Force.

Intellectual Property Task Force Recommendations

Faculty Council Intellectual Property (IP) Task Force

Submitted: December 31, 2020

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

Tim Gallagher, Past Chair, Faculty Council

Paul Doherty, Previous FC BOG Representative

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

Meetings

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

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

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

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

another storage device. CSU will get ahead of the “IP teaching materials” issue by taking this stop gap measure.

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

Issues and Comments to be Considered

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

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

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

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

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

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

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

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

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

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

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

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

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

MEMORANDUM

DATE: March 15, 2021

TO: Sue Doe, Chair
Executive Committee and Faculty Council

FROM: Steven Reising, Chair
Committee on Faculty Governance

SUBJECT: Proposed revision to the Preface and Sections C.2.1.2, C.2.6 and C.2.7 of the
*ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL
MANUAL*

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

MOVED, THAT THE PREFACE AND SECTIONS C.2.1.2, C.2.6 AND C.2.7 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE AMENDED AS FOLLOWS:

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

PREFACE (*last revised December 6, 2018~~xxx~~*)

[Please NOTE: Only the first paragraph of the PREFACE appears below.]

The *Academic Faculty and Administrative Professional Manual* (hereinafter referred to as “*Manual*”) contains policies and procedures that apply to faculty members and administrative professionals employed at Colorado State University. It is the document that formally captures the shared understanding of the cooperative compact among the Board of Governors of the Colorado State University System The *Academic Faculty and Administrative Professional Manual* (hereinafter referred to as “*Manual*”) (hereinafter referred to as “the Board”)*, the University administration, the faculty, and the administrative professionals that is used to effectively manage our institution in the context of shared governance. “Shared governance” is defined as the commitment to and process of engaging meaningful faculty participation in decision-making about

important university policies and procedures, such as personnel decisions, selecting administrators, budget priorities, and helping set university-wide policy. Effective shared governance fosters a culture of collective ownership and accountability and enlists the expertise of faculty and administrators to ensure that diverse perspectives are considered in all institutional challenges and improvements, from the department/unit- to the University level.

C.2.1.2 Powers and Responsibilities *(last revised June 23, 2010)*

Subject to the statutes of the State and regulations and policies of the Board, and consistent with the principles of shared governance, the Faculty Council shall have jurisdiction over the general educational policy of the University, shall pass all rules and regulations necessary to University government and discipline, and shall have statutory charge of the laboratories and libraries.

Consistent with powers delegated to it by the faculty and the Board, the Faculty Council shall make recommendations to promote the educational interests of the University as a whole with respect to:

- a. Minimum standards for admission to the undergraduate colleges and the Graduate School. (Standards for admission and graduation for a particular college, school or division may not be lower or less specific than those adopted by the Faculty Council.)
- b. General policies concerning academic curricula, college and departmental organization, extension, and research activities, including long-range planning and resource allocation.
- c. The academic calendar, the *Colorado State University General Catalog*, and the *Graduate and Professional Bulletin*.
- d. Student attendance, counseling, scholastic standards, honors, requirements for degrees and other academic programs, student activities, and general student conduct.

- e. The libraries, museums, assemblies and convocations, and other matters that will increase the professional and cultural standing of the University.
- f. The granting of degrees.
- g. Other matters referred to it by the Board, the President, the faculty of a college, the several committees of the Faculty Council, and the faculty or a member thereof.

C.2.6 Duties of Officers

C.2.6.1 Deans of the Colleges *(last revised March 1, 2021, i.e. Faculty Council passed DEI motion, pending Board approval)*

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

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

- a. Review and approval of budgets for all departments of the college.
- b. General, but not detailed, supervision of and maintenance of adherence to determined departmental budgets and coordination and attention to equity in salaries and other fiscal matters within the framework of academic instruction in the college.
- c. Development and strengthening of the faculty members, facilities, undergraduate and graduate teaching, research and extension programs, and prestige of the college in the interest of the entire University.

- d. Consideration and approval of recommendations for appointments, advancement, and tenure of college staff members.
- e. Development and coordination of curricula to meet changing educational and vocational needs of students together with maintenance of acceptable standards for admission and retention of students majoring in the college.
- f. Analysis of teaching loads and related staff responsibilities to promote the best interests of students and maximum effectiveness of the faculty member as well as their individual professional development and accomplishment.
- g. Coordination of all academic and instructional matters within the college and with other colleges and departments.
- h. Counseling of both faculty members and students in need of direction or advice.
- i. Objective evaluation of programs within the dean's college.
- j. Work toward achieving the University's diversity, equity and inclusion goals.
- k. Adhere to principles of shared governance in the implementation of the above responsibilities.

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

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

C.2.6.2 Department Heads *(last revised ~~August 12, 2009~~ March 1, 2021, i.e. includes DEI changes passed by Faculty Council, pending Board approval)*

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

Specific responsibilities of the department head are:

- a. Preparation of the departmental budget.
- b. Administration of and adherence to the departmental budget.
- c. Evaluation of each departmental faculty member in accordance with the University Code.
- d. Initiation of recommendations for appointments, advancement, tenure, and dismissal of staff members, including incorporation of input from students and faculty members' relating to the teaching and advising effectiveness of faculty members being recommended for reappointment, promotion, tenure, dismissal, and salary increase.
- e. Management of academic and financial matters within the department to promote student achievement, equity in travel and professional opportunities for staff members, and adjustment of faculty members' loads and salaries consistent with experience, competence, capacity, productivity, and aptitude of individual staff members.
- f. Preparation of reports called for by higher authorities or by agencies of the institution charged with coordinating the general program of the University.
- g. Adhere to principles of shared governance in the implementation of the above responsibilities.

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

C.2.7 Evaluation of Performance of Officers *(last revised March 1, 2021, i.e. includes DEI changes passed by Faculty Council, pending Board approval)*

- a. The performance of each department head shall be evaluated annually by the dean of the appropriate college. In making the evaluation, the dean shall solicit and utilize information obtained from all faculty members in the respective department.
- b. The performance of each dean shall be evaluated annually by the Provost. When evaluating a college dean, the Provost shall solicit and utilize information from the faculty members of the dean's college obtained in accordance with that college's procedures.
- c. The performance of each vice president shall be evaluated annually by the President. In making the evaluation, the President shall solicit and utilize information obtained from all deans and directors reporting to the respective vice president.
- d. The performance of the President is evaluated by the Board. In its evaluation, the Board solicits opinions from faculty members which are provided by the Faculty Council and its Executive Committee through the Faculty Council Representative to the Board.

e. Effectiveness of substantial, demonstrable leadership in meeting diversity, equity and inclusion goals, and facilitating shared governance shall be included in evaluations of all administrative officers.

Rationale: Integrating “Shared Governance” into CSU Code

While university practices of shared governance have gained national attention during the COVID pandemic, various organizations, such as the American Association of University Professors and the Association of Governing Boards, have been emphasizing the import of robust shared governance policies and procedures for decades. As the Association of Governing Board’s 2017 white paper, "Shared Governance: Changing with the Times," explains,

Shared governance is the process by which various constituents (traditionally governing boards, senior administration, and faculty; possibly also staff, students, or others) contribute to decision making related to college or university policy and procedure. When done well, shared governance strengthens the quality of leadership and decision making at an institution, enhances its ability to achieve its vision and to meet strategic goals, and increases the odds that the very best thinking by all parties to shared governance is brought to bear on institutional challenges. When done well, shared governance engenders an institutional culture of collective ownership and accountability for the institution’s present and future. Further, when faculty, administrators, and boards are actively and collaboratively involved in decision-making processes, decisions are implemented more quickly and more effectively.

Shared governance thus encourages transparency in decision-making, fosters a culture of trust in which expertise is valued, and ensures opportunities to voice and consider diverse perspectives and experiences. While many forms of shared governance are informally enacted at CSU, we ask Faculty Council to consider the following proposal in an effort to strengthen and formalize Colorado State University’s commitment to shared governance.

MEMORANDUM

DATE: March 15, 2021

TO: Sue Doe, Chair
Executive Committee and Faculty Council

FROM: Steven Reising, Chair
Committee on Faculty Governance

SUBJECT: Proposed revision to Section C.2.1.9.3 of the *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL*

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

MOVED, THAT SECTION C.2.1.9.3 of the ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE AMENDED AS FOLLOWS:

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

C.2.1.9.3 Membership and Organization (*last revised ~~December 6, 2018~~xxx*)

The membership of each standing committee is specified to fit the functions of that committee. Faculty membership on specialized standing committees shall be limited to full-time, part-time, and transitional tenure track and tenured faculty members, as well as contract and continuing faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. Faculty membership on regular standing committees shall be limited to full-time, part-time, and transitional tenure track and tenured faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. An exception among regular standing committees is Executive Committee, on which all elected Faculty Council representatives are eligible to represent their College or the Libraries. The Chair of the Committee on Non-Tenure-Track Faculty (or

designee on the CoNTTF), administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of Colorado State University (ASCSU), and graduate student members representing the University Graduate Student Council shall be authorized for membership on specified standing committees. A member of a standing committee who becomes ineligible shall cease to hold this position.

Each standing committee shall have a chairperson whose term of office is twelve (12) months beginning July 1. Each standing committee chairperson shall be elected by and from the membership of that committee. After members of standing committees are elected, as specified in Section C.2.1.9.4, the continuing and newly elected members of each standing committee, other than the Executive Committee, shall meet and elect a committee chairperson for the coming term before May 15. The committee members who are being replaced may attend this meeting, and they may speak, but they shall not cast votes for the new chairperson. However, if a newly elected committee member is unable to attend the meeting, then this committee member may allow the committee member that they are replacing to cast a vote for the chairperson in the new committee member's place.

Standing committees are expected to consult regularly with those administrators, members of the faculty, or others who can provide information necessary for effective deliberation. Each standing committee may name ex officio or associate members in addition to the ex officio and associate members specified in C.2.1.9.4. The appointments shall be reviewed by the standing committee annually. Each standing committee shall identify in its annual report to the Faculty Council its ex officio and associate members and others with whom it has regularly conferred. Ex officio members are expected to attend committee meetings regularly. All ex officio and associate members shall be non-voting, unless specified otherwise.

Standing committees shall convene subcommittees as needed to consider specific issues or perform specific tasks. These subcommittees shall exist to serve the standing committees. A subcommittee of a standing committee or advisory committee shall be chaired by a member of that committee, but may draw other members from throughout the University as appropriate.

Unless otherwise specified in the committee's operating procedures, for transacting business at standing committee meetings, a quorum is defined as a simple majority of the voting members.

The elected chairperson of the standing committee shall serve as an ex officio voting member of the Faculty Council for the duration of the elected chairperson's term as chairperson. The chairperson may designate a committee member to substitute as ex officio voting member provided prior notice is given to the Chairperson of Faculty Council.

Rationale:

To accommodate the changes in Section C.2.1.3.1 approved by Faculty Council on December 1, 2020 and ratified by the Board of Governors on February 5, 2021, we propose to change the eligibility for membership on Executive Committee to include contract and continuing faculty members who are serving as elected members of Faculty Council to represent their College or the Libraries on Executive Committee.

BALLOT
Academic Faculty Nominations to Faculty Council Standing Committees
May 4, 2021

COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Term Expires

<u>QUINT WINGER</u> (Nominated by Committee on Faculty Governance)	CVMBS	2024
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COMMITTEE ON FACULTY GOVERNANCE

Term Expires

<u>MICHELLE WILDE</u> (Nominated by Committee on Faculty Governance)	Libraries	2024
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COMMITTEE ON LIBRARIES

Term Expires

<u>NOREEN REIST</u> (Nominated by Committee on Faculty Governance)	CVMBS	2024
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COMMITTEE ON NON-TENURE TRACK FACULTY

Term Expires

<u>ANNE KRIEG</u> (Nominated by Committee on Faculty Governance)	CLA	2024
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<u>SUSAN MELTZER</u> (Nominated by Committee on Faculty Governance)	CAS	2024
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COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION*Term Expires*

<u>DAWN GRAPES</u> (Nominated by Committee on Faculty Governance)	CLA	2024
<u>SEONIL KIM</u> (Nominated by Committee on Faculty Governance)	CVMBBS	2024
<u>MELINDA SMITH</u> (Nominated by Committee on Faculty Governance)	CNS	2024

COMMITTEE ON SCHOLASTIC STANDARDS*Term Expires*

<u>ALAN KENNAN</u> (Nominated by Committee on Faculty Governance)	CNS	2024
<u>STEVE SIMSKE</u> (Nominated by Committee on Faculty Governance)	COE	2024

COMMITTEE ON STRATEGIC AND FINANCIAL PLANNING*Term Expires*

<u>GAMZE CAVDAR</u> (Nominated by Committee on Faculty Governance)	CLA	2024
<u>GEOFF MORRIS</u> (Nominated by Committee on Faculty Governance)	CAS	2024
<u>ROB SCHWEBACH</u> (Nominated by Committee on Faculty Governance)	COB	2024
<u>LISA STRIGHT</u> (Nominated by Committee on Faculty Governance)	WCNR	2024

COMMITTEE ON TEACHING AND LEARNING*Term Expires*

<u>LUMINA ALBERT</u> (Nominated by Committee on Faculty Governance)	COB	2024
<u>CAYLA BELLAMY</u> (Nominated by Committee on Faculty Governance)	CLA	2024

COMMITTEE ON UNIVERSITY PROGRAMS*Term Expires*

<u>THOMAS BORCH</u> (Nominated by Committee on Faculty Governance)	CAS	2024
<u>LAURIE CARLSON</u> (Nominated by Committee on Faculty Governance)	CHHS	2024
<u>DAVID KOONS</u> (Nominated by Committee on Faculty Governance)	WCNR	2024
<u>PETER JAN VAN LEEUWEN</u> (Nominated by Committee on Faculty Governance)	COE	2024
<u>TIAN WANG</u> (Nominated by Committee on Faculty Governance)	COB	2024

UNIVERSITY CURRICULUM COMMITTEE*Term Expires*

<u>KRISTY NOVAK</u> (Nominated by Committee on Faculty Governance)	Libraries	2024
<u>BRAD REISFELD</u> (Nominated by Committee on Faculty Governance)	COE	2024
<u>RALPH SWITZER</u> (Nominated by Committee on Faculty Governance)	COB	2024

MEMORANDUM

Date: April 9, 2021

To: Sue Doe, Chair of Faculty Council

From: José Luis Suárez-García, Interim Chair, Laurie Carlson, Interim Vice-Chair, Committee on University Programs (CUP).

Re: CUP Recommendation. New proposal for a CIOSU:
Center for Ethics and Human Rights (CEHuR)

On behalf of the CUP members, we would like to share with the Faculty Council the recommendation of the following application: **Center for Ethics and Human Rights (CEHuR)**. Detailed scoring and the renewal criteria are available upon request. The application is recommended for approval.

MEMO

TO: Sue Doe, Chair, Faculty Council

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

DATE: March 4, 2021

RE: Revisions to the *Graduate and Professional Bulletin*: REQUIRMENTS FOR ALL GRADUATE DEGREES

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

Additions – underlined Deletions ~~overscore~~

Final Examinations

Each candidate for a degree, except for Plan C master’s students, must pass a final examination which must be held by the published deadlines of the student’s graduating term. The examining committee is normally the student’s graduate committee with the advisor serving as chairperson. If a department chooses to administer a common examination to its Plan B master’s candidates, a departmental faculty examining committee may serve this function. The common exam must be cumulative in nature and rigorous to assess mastery of program learning objectives. Plans and arrangements for a common final examination for Plan B candidates must be approved and on file with the Graduate School in advance of the examining date.

Voting at all final oral examinations shall be limited to the members of the student’s committee, and a majority vote is necessary to pass the examination. A tie vote is interpreted as failure to pass the examination. Committee members who are not academic faculty do not have a vote on the final examination.

Providing the committee approves, a candidate who fails the final examination may be reexamined once and, for the reexamination, may be required to complete further work. The reexamination must be held no later than 12 months after the first examination. The examination must not be held earlier than two months after the first examination unless the student agrees to a shorter time period. Failure to pass the second exam results in dismissal from the Graduate School.

The student is responsible for ~~taking~~ submitting the Report of Final Examination (GS Form 24) to the examination and returning it, completed and signed, to the Graduate School Office within

two-working days after results are known; this must be by the published deadline of the student's graduating term.

Participation in ~~oral~~ final examinations by the student and/or one or more members of the examining committee may be virtual via electronic link so long as all are participating simultaneously and all committee members and the student have agreed to this in advance.

Rationale:

Language was added to clarify the nature and intent of the common exam – i.e., a presentation at the Graduate Showcase would not qualify. Common exam plans and arrangements are approved by the Graduate School.

Change to final exam will make permanent some of the flexibilities that Graduate School temporarily made during the COVID-19 pandemic, based on positive feedback received from CSU faculty, staff and students.

MEMO

TO: Sue Doe, Chair, Faculty Council

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

DATE: April 1, 2021

RE: Revisions to the *Graduate and Professional Bulletin*: ADMISSIONS REQUIREMENTS AND PROCEDURES, Integrated Degree Program and Integrated Degree Programs Plus Admissions

The Committee on Scholarship, Research, and Graduate Education move that Faculty Council adopt the following revisions to the section “Integrated Degree Program and Integrated Degree Programs Plus Admissions” of the *Graduate and Professional Bulletin*, to be effective upon Faculty Council adoption:

Additions – underlined Deletions ~~overscore~~

ADMISSIONS REQUIREMENTS AND PROCEDURES

~~Integrated Degree Program and Integrated Degree Programs Plus Admissions~~

~~Exceptional undergraduate students may be recruited to integrated bachelor’s/master’s or bachelor’s/doctoral degree programs (IDPs). An IDP partners an undergraduate and graduate program within or between departments, programs, or SAUs in the same or differing colleges. The graduate degree will be awarded *after or concurrently* with the award of the Baccalaureate degree. There are two types of IDPs:~~

- ~~1. The IDP is for undergraduate programs that have a 120 degree credit requirement;~~
- ~~2. The IDP+ is for undergraduate programs that have a 121, or more, degree credit requirement.~~

~~Undergraduates enrolled in a bachelor’s degree program at CSU may apply for admission to the appropriate IDP program if they meet the following criteria students must:~~

- ~~1. Complete at least 90 credits of course work toward their first bachelor’s degree.~~

- a. Students enrolled in IDP+ programs may double count one through nine 500-level credits toward both their bachelor's/ master's or their bachelor's/ PhD degrees when the credit requirements for the undergraduate degree programs range respectively between 121 through 129 credits, or more. For example, a maximum of 5 credits could be double counted for a 125-credit degree and a maximum of 9 credits could be double counted for a degree program with 129 or more credits. (This process is managed by the Registrar's Office; the maximum number of credits that may be double counted is 9.)
 - b. Students enrolled in an IDP may not double count credits. However, prior to earning 120 credits, these students may enroll for a maximum of nine credits of graduate-level course work that may be applied toward the graduate degree, provided such course work is not used to meet bachelor's degree requirements. As undergraduates, students pay the undergraduate tuition rate for these credits.
(This process is managed by the Registrar's Office.)
2. Complete or enroll in 9 credits of upper division level courses required or listed within their majors by their senior year.
 3. Maintain a cumulative GPA of 3.000 or above.

In addition to the on-line application and the application processing fee, students applying for admission to either IDP program must send the following materials directly to the department in which they plan to study:

1. Three letters of recommendation written by individuals in each of the following categories:
 - a. Applicant's undergraduate advisor.
 - b. Applicant's instructor in at least one course within the applicant's major who is not the applicant's advisor.
 - c. Applicant's instructor in a course outside of the applicant's major field of study.
2. A written "statement of purpose" that contains:
 - a. A summary of long-term professional or personal goals.
 - b. A statement regarding the applicant's educational goals.
 - c. A statement indicating how participating in the Track III degree program will contribute to the applicant's long-term goals.
3. A completed resume that contains the following:
 - a. Record of all professional employment including dates of service (including military).
 - b. List of any special skills or competencies (including certifications or licensures).
 - c. List of publications, exhibitions, prizes, awards, or other recognitions.
 - d. List of service activities (including community and charitable).

To be eligible to offer an IDP or IDP+, a specific program must submit, and have approved by the Graduate School, a one-time Memorandum of Understanding (MOU) providing the following information and agreements. Contact the Graduate School for the MOU format.

1. List participating undergraduate and graduate program codes.
2. All students recommended will have a GPA of 3.0 or higher.
3. 24 credits must be earned after admission to the Graduate School for a master's degree and 62 credits for a PhD.
4. Students will be advised of the following:

- a. ~~The semester after the students have earned 120 or more credits at the undergraduate level the student will be switched to graduate standing and will begin paying graduate tuition and fees. They will lose all undergraduate institutional and scholarship aid such as Pell, COF and Boettcher awards.⁺~~
- b. ~~Their Undergraduate Degree Plans (DARS) will no longer track degree completion in a comprehensive manner, so the student and advisor will need to work with their designated Degree Analysts in the Registrar's Office to ensure timely and accurate graduation from the bachelor's degrees.~~

~~5. Students must file their programs of study (GS form 6) by the end of the second week of the first semester after Graduate School admission.~~

~~6. Students who are dismissed or drop out from the Graduate School, and who are still in good standing within their undergraduate programs, will be permitted to complete their undergraduate degrees. Students will be required to make contact with the Graduate School for the next steps to reactivate their undergraduate status. To support undergraduate degree conferral for students who do not complete the IDP/IDP+, departments must submit an explicit plan for undergraduates showing how they will allow students to graduate if they have completed: 1) All non-elective courses required for that undergraduate degree, and 2) The minimum number of undergraduate credits required by the undergraduate degree program. These credits may consist of both graduate and undergraduate coursework. The graduation process may require additional paperwork with the Registrar's Office.~~

~~7. Students must complete applications for graduation (GS25) from the Graduate School either concurrently with, or subsequent to, completing the bachelor's degrees.~~

- ⁺ ~~Departments offering IDP programs with unique requirements, incentives or other elements in addition to, or instead of, those stated above must request approval from the Graduate School for the specific terms they wish to address. The final terms of the agreement will be stipulated in an MOU between the Graduate School and the Department.~~

Sequential Degree Programs

~~Sequential degree programs (SDPs) partner an undergraduate and a graduate program within or between departments, programs, or SAUs in the same or differing colleges. The graduate degree will be awarded only *after* the award of the Baccalaureate degree. Undergraduate students complete a SDP application created by the partnering undergraduate and graduate programs. The timing of the application and its requirements are defined by the partnering programs and include minimum requirements related to criteria such as GRE, recommendations, and research experience. The minimum GPA acceptable for entrance into a SDP is 3.00. Students may be contingently admitted into the SDP at any point the partnering programs of the SDP so choose. Students must complete the Graduate School application and the application fee. Final admission to the SDP is conferred when the students meet the minimum SDP and Graduate School admissions criteria upon completion of their bachelors' degrees. To be eligible to offer a SDP, a specific program must submit, and have approved by the Graduate School, a one-time Memorandum of Understanding (MOU)₁. The minimum requirements for contingent graduate admission into the SDP must be included in the MOU. Undergraduate students in SDPs may enroll for a maximum of nine credits of graduate-level course work that may be applied toward the graduate degree, provided such course work is not used to meet bachelor's degree requirements. As undergraduates, students pay the undergraduate tuition rate for these credits. (This process is managed by the Registrar's Office.)~~

- ⁺ ~~Departments offering SDP programs with unique requirements, incentives or other elements in addition to, or instead of, those stated above must request approval from the Graduate School for the specific terms they wish to address. The final terms of the agreement will be stipulated in an MOU between the Graduate School and the Department.~~

Accelerated Master's Degree Programs

Accelerated master's programs (AMP) partner an undergraduate and a master's degree graduate program within or between departments, programs, or SAUs in the same or differing colleges, in a streamlined path that reduces the time to earn a master's degree. Undergraduate students are admitted internally by the participating programs and are guaranteed conditional admission to the partnering graduate program during their undergraduate career. Final admission to the graduate program and Graduate School is granted when students meet the minimum graduate program and Graduate School admissions criteria upon completion of the bachelor's degrees.

Undergraduate students in AMPs may enroll for a maximum of nine credits of 500-level regular coursework while paying the undergraduate tuition rate. These credits will be counted toward the undergraduate degree. Regular, 500-level courses with grades of B or better will be transferred and double-counted toward the graduate degree, as courses taken prior to final admission to the graduate program.

If the nine credits taken fulfill the requirements of a graduate certificate, the graduate certificate may be awarded once the student is enrolled in the partnering graduate degree. Graduate students must apply for the graduate certificate program and pay the application fee for the certificate to be conferred.

To participate in an AMP, undergraduate students complete an internal AMP application created by the partnering undergraduate and graduate programs. The timing of the application and its requirements are defined by the partnering programs. The minimum undergraduate GPA acceptable for entrance into an AMP is 3.000. Students may be admitted into the AMP at any point the partnering programs of the AMP so choose.

Students must complete the Graduate School application and pay the Graduate School application fee during their final undergraduate year.

To be eligible to offer an AMP, partnering programs must submit, and have approved by the department head(s), college dean(s), and Graduate School, a one-time Memorandum of Understanding (MOU), available from the Graduate School. The minimum requirements for the MOU are:

1. Description of the purpose of the AMP.
2. List participating undergraduate and graduate program codes.
3. List the internal admissions requirements for students participating in the AMP. All undergraduate students must have a GPA of 3.000 or higher to be admitted by the programs.

4. Students will be advised of the following:
 - a. Admitted undergraduate students are guaranteed conditional admission to the partnering graduate program.
 - b. Students may enroll in up to nine credits of 500-level regular course work of the graduate program as undergraduates, while paying the undergraduate tuition rate. These credits will be counted toward the undergraduate degree. Regular, 500-level courses with grades of B or better will be transferred and doublecounted toward the graduate degree, as courses taken prior to final admission to the graduate program.
 - c. Students must complete the Graduate School application and pay the application fee during their final year as undergraduates. Graduate applications will not be accepted earlier than one year prior to starting the graduate program.
 - d. Students must complete and submit the Double Count Form to the Registrar's Office during their final undergraduate semester and prior to completing the undergraduate degree.
 - e. Final admission to the partnering graduate program and the Graduate School is granted when students meet the minimum graduate program and Graduate School admissions criteria upon completion of their bachelors' degrees.
 - f. Students must earn 21 credits after admission to the Graduate School for a master's degree.
 - g. If applicable, students will be advised that if the nine credits taken fulfill the requirements of a graduate certificate, the graduate certificate can be awarded once the student is enrolled in the partnering graduate degree. Graduate students must apply for the graduate certificate program and pay the application fee for the certificate to be conferred.
5. Provide contacts of department staff members that will be managing the AMP.
6. Approval signatures of the department head(s), college dean(s), and the Dean of the Graduate School.

Departments offering AMP programs with unique requirements, incentives or other elements in addition to those stated above must request approval from the Graduate School for the specific terms they wish to address. The final terms of the agreement will be stipulated in an MOU between the Graduate School and the partnering programs.

Rationale:

CSU's current versions of 4+1 programs (IDP and SDP) do not allow double counting of graduate-level credits towards the undergraduate and graduate degrees. Double-counting is only allowed in engineering programs because they require more than 120 credits for the undergraduate degree. Not being able to double count restricts access and opportunities for most undergraduates to participate in an accelerated master's program at CSU. Research on our peer institutions found that all of our peers with accelerated master's programs allow double counting of anywhere from 6-12 credits.

The proposed accelerated master's program will replace the existing IDP, IDP+, and SDP with a simplified, streamlined program that will allow double counting of up to 9 credits. This will expand opportunities for more undergraduates to enroll in a graduate degree program and obtain a master's degree in less time and at a significant cost savings.

MEMO

TO: Sue Doe, Chair, Faculty Council

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

DATE: April 1, 2021

RE: Revisions to the *Graduate and Professional Bulletin*: ADMISSIONS REQUIREMENTS AND PROCEDURES, Application: U.S. Citizens or Permanent Residents

The Committee on Scholarship, Research, and Graduate Education move that Faculty Council adopt the following revisions to the section “Application: U.S. Citizens or Permanent Residents” of the *Graduate and Professional Bulletin*, to be effective upon Faculty Council adoption:

Additions – underlined Deletions ~~oversecore~~

ADMISSIONS REQUIREMENTS AND PROCEDURES

Application: U.S. Citizens or Permanent Residents

Students apply online. In addition to the online application, a non-refundable application fee must be electronically submitted.

The on-line application will be electronically submitted to the Office of Graduate Admissions and then forwarded to the appropriate academic departments. With this system, most documents are uploaded directly by the applicant. Regarding letters of recommendation, recommenders will be notified and prompted to provide a recommendation letter through the online system. The letter of recommendation will be automatically processed and submitted to the student's online file. Regardless of citizenship, applicants may be required to demonstrate proof of English language proficiency, if they do not have a degree from an institution where the primary language of instruction is English.

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

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

4. Regardless of citizenship, applicants may be required to demonstrate proof of English language proficiency, if they do not have a degree from an institution where the primary language of instruction is English.

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

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

The application fee is not refundable even if the application is withdrawn or admission denied, nor is it applied to tuition and fees if the applicant subsequently enrolls. The non-refundable application fee must be [paid, waived, or deferred before the application can be reviewed](#) received by the Office of Admissions. Your application cannot be submitted until the fee is received.

Only persons with bachelor's degrees from colleges or universities accredited by one of the major regional accrediting agencies are eligible to apply. Degrees from schools which do not possess overall, institutional accreditation or which have only specialized accreditation cannot be accepted. This policy does not apply to admission for combined [accelerated master's](#) degree programs (GDPs [AMPs](#), see [Sequential Degree Programs Accelerated Master's Programs](#)), however, GDP [AMP](#) students must earn their bachelor's degrees prior to, or concurrent with, the award of their graduate degrees.

An undergraduate grade point average of 3.000 (A = 4.000) is required by CSU regulation for [unconditional](#) admission. The various departments may have requirements in addition to or more stringent than those of CSU. Higher undergraduate grade point averages may be required, specific GRE minimum scores may be specified, or GRE advanced tests may be required, for example. Once again, applicants are strongly urged to contact the department in which they intend to study. CSU [Departments may petition the Graduate School](#) may [to](#) waive [the](#) its 3.000 minimum undergraduate grade point average requirement under unusual circumstances or if the applicant is applying through Track II Admissions (see below). Applicants must present strong countervailing evidence that successful completion of a degree program is likely. Examples of the kinds of evidence that might be considered are [explanation of extenuating circumstances that affected the undergraduate GPA and how circumstances have changed to favor success as a graduate student, a grade of B or better in graduate-level courses taken elsewhere or at CSU as a guest, high scores on standardized tests required by the program](#) the GRE aptitude test, high scores on the GRE advanced test, excellent letters of recommendation, relevant

professional experience, and other indicators of exceptional motivation and performance. A positive recommendation by the department is required in such cases. Some departments may waive their specific requirements under similarly unusual exceptional and compelling circumstances. However, they are not required to do so and many cannot, due to space and resource considerations.

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

Departments may have requirements in addition to or more stringent than those of the Graduate School. Applicants are strongly urged to contact the department in which they intend to study.

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

Admissions decisions are made by the Graduate School after consideration of recommendations made by academic departments. Decisions made by the Graduate School to deny admission are final and not subject to appeal by the applicant. Among departments where the number of admitted students is capped each year, the selection of admitted students not only considers the qualifications discussed above, but the competitiveness of the applicant pool and available resources of the department.

Persons not seeking advanced degrees may be recommended for admission as non-degree students if space permits and if they meet the academic admission requirements. Advanced course work, research experience, teacher recertification, and specialized training are among the objectives of students requesting admission in this category.

Students who have not been admitted to graduate study but who take courses on some other basis have no assurance that such courses will be acceptable in a degree program. Credits taken prior to admission to Graduate School may be allowed, but acceptance of any courses in a graduate degree program is at the discretion of the student's graduate committee and the Graduate School and will not be calculated in the student's GPA.

Courses taken by CSU *undergraduates* may, under certain circumstances, be subsequently credited toward graduate degrees at CSU. *Undergraduates* who enroll in 500-level courses that ~~which~~ are not applied toward the bachelor's degree may request that an exclusion statement be placed on their academic records for no more than 9 credits. Students cannot exclude any courses below the 500 level under this policy. *Courses at the 600 level are automatically excluded from use for an undergraduate degree.*

A written request for exclusion must be filed with the Degree and Transfer Evaluation Unit of the Office of the Registrar, Centennial Hall, Room 100, no later than the end of the schedule change period of the term in which the excluded course is taken, or for Integrated Degree Program (IDP) students, excluded courses must appear on the formal program of study (GS form 6) filed during the first semester after Graduate School admission.

Permission to exclude courses from the bachelor's degree does not assure acceptance of [this](#) [these](#) credits toward a graduate degree program. Both departmental and Graduate School approval is required at the time of filing the formal program of study.

Those with bachelor's or advanced degrees who desire to complete requirements for certification as teacher, administrator, counselor, reading specialist, or vocational certification must contact the School of Education. Individuals seeking professional certification in other areas must contact the departments concerned.

The submission of any false information or fraudulent documents in connection with the application process is grounds for rejection of the application or dismissal from the Graduate School regardless of the nature of other credentials.

Application Deadline Dates for Graduate School and Financial Support

Individual degree programs establish their own application deadline dates for Graduate School and financial aid support. General deadlines for the receipt of complete applications are as follows: Fall Semester, April 1; Spring Semester, September 1; Summer Term, January 1. Please consult the degree program or department website for exact deadline dates. Applications completed later than published deadlines may be considered depending on space and resources available. Late applications that cannot be considered may be updated by the applicant or the department to a later semester or term; otherwise the application will be withdrawn. Except for Accelerated Master's Program (AMP) admissions, applications cannot be accepted more than fifteen months in advance of the term in which study is to begin.

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

Term	Applying to Graduate School Only	Applying to Graduate School and Financial Support
Fall	April 1 st	February 15 th
Spring	September 1 st	July 15 th
Summer	January 1 st	November 15 th
Graduate Application Deadlines		

Rationale:

Proposed revisions rearrange some sections in a more logical order, including moving deadline dates to the section on Application Deadline Dates.

Deletions of certain listed applications materials are to clarify that these materials are not sent separately to the Graduate School – they are uploaded as part of the online Slate admissions application.

Reference to Sequential Degree Programs is being replaced with Accelerated Master's Degree Programs.

Language in reference to undergraduate GPA requirement of 3.000 is problematic. Aside from the Bulletin itself, there is no separate CSU regulation that mandates the minimum undergraduate GPA requirement. The proposed language includes factors considered by the Graduate School in petitions to waive the undergraduate minimum GPA requirement.

Language related to admissions decisions clarifies how admissions recommendations and decisions are made by programs and the Graduate School.

MEMO

TO: Sue Doe, Chair, Faculty Council

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

DATE: April 1, 2021

RE: Revisions to the *Graduate and Professional Bulletin*: ADMISSIONS REQUIREMENTS AND PROCEDURES, Application: International Students

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

Additions – underlined Deletions ~~overscore~~

ADMISSIONS REQUIREMENTS AND PROCEDURES

Application: International Students

Application procedures are similar to those for U.S. citizens or permanent resident students. Refer to [U.S. Citizens or Permanent Residents information](#) for instructions.

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

1. An official transcript of all collegiate work completed along with a certified translation into English.
2. Scores on the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English (PTE) Academic. Test scores should be submitted with institution code 4075. Integrated Degree Program (IDP) Admissions are not required to take the TOEFL, IELTS exam or the PTE Academic exam.
 - a. When the CSU graduate degree program is taught in the student’s native language, the TOEFL, IELTS, or the PTE Academic requirement will be waived.
 - b. Students are exempted from the TOEFL, IELTS, or PTE Academic requirement if the official language of their country is English or if they have recently earned a degree at an American university.
3. Test scores such as GRE or GMAT, if required by department, should be submitted with institution code 4075.

Required items for Immigration Document Insurance

These items are not required for the application review process, but will be required if officially admitted. The following materials must be sent directly to the department in which the applicant plans to study (see [Programs and Degrees webpage](#) for the mailing address).

1. Certified proof of financial support – ~~Graduate Student Certification for Issuance of Immigration Document (GS3F form) and supporting financial documents.~~ 2. Passport copy
Departmental requirements for additional materials such as standardized tests (e.g. GRE or GMAT) are the same as for U.S. students. Regulations regarding deadlines and application fees are likewise the same as for U.S. students.

Information on application deadlines and application fees is contained in the U.S. Citizens or Permanent Residents section.

The U.S. Bureau of Citizenship and Immigration Services requires CSU to have proof of financial support before immigration documentation can be issued. Immigration documentation is needed to obtain a visa. All international students and their accompanying dependents are required to maintain adequate health insurance during their stay at CSU.

Only persons with degrees equivalent to U.S. bachelor's degrees are qualified to apply for admission except for Integrated Degree Program (IDP) applicants described above. Further, it is a CSU regulation that international applicants should be among the top students in their classes.

CSU requires that proficiency in English language be demonstrated either by the TOEFL, IELTS, or PTE Academic tests prior to admissions. The minimum TOEFL score for admission without condition is 80 for the (internet-based exam). Contact the Graduate School for guidance on interpreting paper-based exam scores. The minimum IELTS score for admission without condition is 6.5. The minimum PTE Academic Score for admission without condition is 58. Official scores, taken within two years prior to admission, must be submitted directly from the testing agency.

To be considered for conditional admission, a student must have a minimum TOEFL score of 50 on the internet-based test, a minimum IELTS score of 5.5 or PTE scores from 40-57. After receiving conditional admission, the student must satisfactorily complete the ~~INTO CSU Academic~~ [Intensive English Program offered through the Office of International Programs](#). Enrollment in regular CSU academic courses is at the discretion of the ~~INTO CSU Academic~~ [admitting department and the Intensive English Program](#). Approval of both the department and the ~~Dean of the Graduate School~~ is necessary for ~~such~~ conditional admission.

Generally, however, applicants should achieve satisfactory TOEFL, IELTS or PTE Academic scores before arriving on the CSU campus.

The individual departments may have requirements or standards in addition to or more stringent than those of CSU. Students must contact the department in which they intend to study for additional information. Consult the Department Head or Program Contact Persons for the proper addresses.

The paragraphs in the preceding section on U.S. Citizens or Permanent Residents on academic requirements, how students are selected for admission, non-degree study, previous

undergraduate work at Colorado State, certification, and the consequences of presenting any materials that are not genuine, also apply to international students.

Rationale:

New language clarifies that standardized test scores are submitted to the Office of Graduate Admissions, as is done for domestic applicants.

Applicants provide certified proof of financial support directly in Slate, and the GS3F form no longer exists.

Reference to INTO CSU is being updated to reflect the new Intensive English Program provided through OIP.



GWOC: Graduate Workers Organizing Cooperative



Stefanie Berganini, PhD Student/Instructor
Anthropology and Geography



The Problem

	Fees	Minimum Stipend
CSU	\$880/semester (plus about \$350 more for misc. fees)	\$1690/month
Peers	\$421	\$1967
Aspirational Peers	\$334	\$2217

The Real Cost

- "This destroyed my financial plan"
- "These fees are debilitating and really feel crippling"
- "I'm now on food stamps and have had to borrow money from my mom, who was laid off during the pandemic"
- "I've managed to survive by depleting my savings account and utilizing '0% interest for 12mos' offers on new credit cards."
- "I ignored a medical problem for months because it felt expensive and student fees had drained my savings"



Our Petition

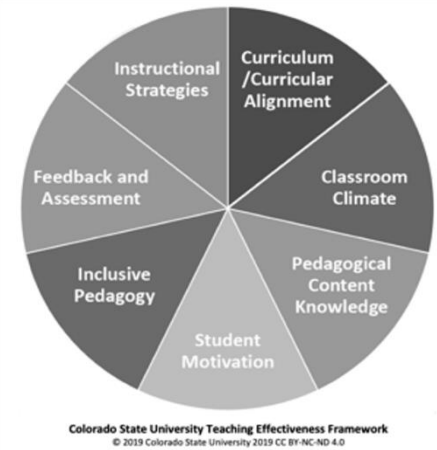
- Our goal: Pressure the Board of Governors to take decisive action at their May meeting
- Implement the stopgap measures suggested by the GA Compensation report
 - Effective FA21
 - Include coverage of fees for international students
- Then, implement the "aspirational" scenario suggested by the GA Compensation report, as quickly as possible

Our Support

- Over 700 signatures
- Endorsements from:
 - Graduate Student Council
 - GDPE Diversity, Equity, and Inclusion Committee
 - Hort. and Landscape Architecture Diversity Catalyst Team
 - Association of Graduate Economists

TEACHING EFFECTIVENESS INITIATIVE: FACULTY DEVELOPMENT CURRICULUM

**Cultivating a Culture of
Evidence-based Teaching
Practices at CSU**



1

Vision

Rollout in August 2021

The Teaching Effectiveness Initiative (TEI) provides a **structure** and set of **incentives**, both intrinsic and extrinsic, to engage faculty in **developing their teaching effectiveness** through **self-reflection** and **growth** grounded in **evidence-based teaching practices**

The goal of the Initiative is to increase student success at Colorado State University by cultivating highly skilled teaching practitioners and teaching scholars.

2

Cultivating a Culture of Evidence-based Teaching Practices at CSU

Providing instructors with a progression of professional development opportunities, the TEI incentivizes instructors to engage in a holistic faculty development program aligned with the CSU Teaching Effectiveness Framework (TEF), with an emphasis on Inclusive Pedagogy teaching practices.

Program Goals

1. **Foster a faculty community using common language and evidence-based teaching practices as defined by the CSU TEF, which includes seven domains.**
2. **Foster a culture of personal and professional growth through goal setting and reflection.**
3. **Provide recognition opportunities for faculty interested in growing their teaching practice.**
4. **Increase the number of faculty strategically incorporating Inclusive Pedagogy into their teaching practice.**
5. Create a Teaching Effectiveness Initiative Committee.
6. Utilize a tracking system.



3

The Teaching Effectiveness Initiative

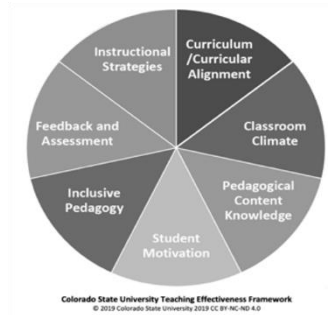
- Designed to foster a **faculty community** using common language and evidence-based teaching practices
- Open to all faculty, instructors and graduate students who are teaching at CSU
 - Graduate students who do not have teaching assignments are encouraged to participate in the Graduate Teaching Certificate offered through TILT
- Instructors may start with any of the TEF domains but there will be a particular emphasis on the Inclusive Pedagogy domain

Participation is Optional

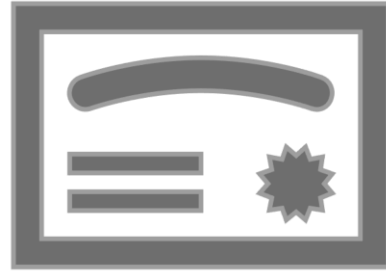
4

Teaching Effectiveness ...

Framework



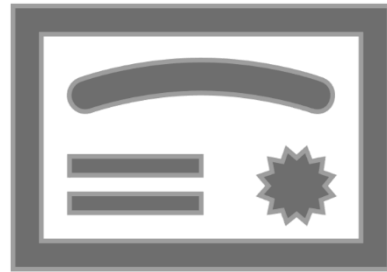
Initiative



5

Earning a Domain Certificate of Achievement

- 10 PD experience units plus reflection
- Acceptable PD experiences include but are not limited to:
 - Teaching and learning workshops, conferences, courses and MTI events
 - Participating in TILT-facilitated peer observation program (e.g., CSU Teaching Squares)
 - Professional reading related to research-based teaching practices (e.g., Small Teachings by James Lang)
 - Designing and teaching a new TILT workshop based on a TEF domain
 - Participating in CSU Programs aligned with domains (e.g., Best Practices in Teaching, Faculty Institute for Inclusive Excellence, etc.)
 - Participating in a departmental, CSU, or disciplinary teaching-related effort



6

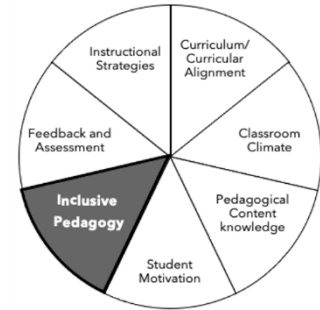
What Drives You to Develop your Teaching Practice?

Intrinsic Rewards

Community of Practice

Annual Review Documentation

Extrinsic Rewards



7

Domain Certificates of Achievement

Teaching Effectiveness Framework Achievement Certificates						
Instructional Strategies	Curriculum/ Curricular Alignment	Classroom Climate	Feedback & Assessment	Student Motivation	Pedagogical Content Knowledge	Inclusive Pedagogy
<p align="center">Individual TILT Certificates of Achievement</p> <p>Participants receive a colored "pie slice" sticker for each completed domain. Participants earning the <i>Inclusive Pedagogy Domain</i> will also receive a <i>Letter of Commendation jointly signed by the Vice President for Diversity and the Vice Provost for Undergraduate Affairs</i></p>						
<p align="center">Level 1</p> <p>Participants earning <i>three</i> Teaching Effectiveness Framework Domains (must include Inclusive Pedagogy): <i>Letter of Commendation from Vice Provost for Faculty Affairs</i></p>						
<p align="center">Level 2</p> <p>Participants earning <i>five</i> Teaching Effectiveness Framework Domains: <i>Letter of Commendation from the Provost</i></p>						
<p align="center">Level 3</p> <p>Participants earning all seven Teaching Effectiveness Framework Domains: <i>Letter of Commendation from the Provost plus small stipend and/or award</i></p>						

8

Domain Reflection Form – Completed Samples

Faculty Name: Cam The-Ram	Experience 2
Name of experience *	76 Faculty Institute for Inclusive Excellence
Domain *	Inclusive Pedagogy
Basic description of experience *	6-week course
Date of experience *	June - July 2019
Sponsor/Provider *	OVPD & TILT
Non-CSU Experience: Approx. Time	NA
Briefly describe the changes you plan to implement in your teaching related to participating in this PD...	NA
Describe the specific changes implemented in your teaching related to participating in this professional development. These changes might be new additions, or they may be extending or revising an approach you've been using. *	<p>In all Fall 2019 courses, we discussed the Principles of Community (POC) on the first day of class. As a group, we used the POCs as a foundation to co-create the course norms. The norms were compiled into a list and passed around... I taught 2 sections of LIFE 1xx and made the following changes:</p> <ol style="list-style-type: none"> 1) Incorporated 7 icebreaker activities over the course of the semester so students could learn more about each other. 2) Added readings & videos that deliberately reflect the diversity of contributors to the field. 3) On the first day of class, I conducted an iClicker activity to assess prior knowledge. I created 7 micro-lectures in Canvas; all videos included captions. 4) I have reworked my PPT presentations to ensure that the visuals do not reinforce stereotypes and include diverse people or perspective 5) To ensure that I clearly communicate assignment expectations, I developed rubrics and reviewed them with students when first introducing the assignment. All assignment rubrics are posted in Canvas.
Describe how these changes have impacted your classroom, students, student success, etc. How do you know? *	Students seem more comfortable participating in the class. About 3 weeks into the semester, I saw more hands raised from all parts of the classroom and didn't have to do as much cold calling. It seems like more students are comfortable coming up before and after class to ask questions. Also, the group assignment in week 7 seemed to go more smoothly (less complaints about participation) than in the past. ...
How will these changes/results impact future teaching? *	I will review the POCs on day 1 and use these as a foundation to create class norms. Over the next year as my teaching load changes, I plan to add the practices from LIFE 1xx into the other courses I am teaching.
Based on your experience with this domain, what recommendations would you make to colleagues? *	highly recommend that colleagues develop class norms. I was faced with a situation where I needed to redirect disruptive classroom behavior - I reminded students of the class norms and it helped diffuse the situation.

How might you share your

-Join Teaching Squares 9

Domain Reflection Form – Completed Samples

Faculty Name: Cam The-Ram	Experience 3
Name of experience *	The Impact of Interleaving Homework on Student Outcomes
Domain *	Instructional Strategies
Basic description of experience *	2-hour conference workshop at the Conferences on Teaching and Research in Economics Education
Date of experience *	Jan. 13, 2019
Sponsor/Provider *	Sylvia Kuo, Brown University Conferences on Teaching and Research in Economics Education
Non-CSU Experience: Approx. Time	2
Briefly describe the changes you plan to implement in your teaching related to participating in this PD...	The presenter indicated a 2.5% increase in the course average (across 3 sections) after interleaving key course concepts in homework problems. I plan to identify key & foundational concepts in ECON 1xx and then interleave these concepts in both homework problems and quiz questions across the semester.
Describe the specific changes implemented in your teaching related to participating in this PD. These changes might be new additions, or they may be extending or revising an approach you've been using. *	In ECON 1xx, I identified 7 key course concepts and have interleaved these concepts in the homework problems to better prepare students for the quizzes. I converted the mid-term & final exams into 10 low-stakes quizzes. The same questions from the exams were used on the quizzes but were divided into small groups aligned with the book chapters.
Describe how these changes have impacted your classroom, students, student success, etc. How do you know? *	Students noted that there are 10 quizzes but seem to be relieved that there isn't a mid-term or final exam. I identified 3 key questions in each quiz and compared student scores from the previous year on the same question. Out of the 30 questions, there was a higher student average on 19 of the 30 questions and the student average remained the same on 6 questions.
How will these changes/results impact future teaching? *	I plan to review the 19 questions further to determine if the change was due to interleaving the homework. I will also review the other 11 questions to assess question construction, alignment between course outcomes, course materials and the question, etc.
Based on your experience with this domain, what recommendations would you make to colleagues? *	suggest that colleagues consider incorporating low-stake quizzes or mini-writings to interleave key concepts throughout the course.
How might you share your knowledge and experiences with colleagues? (Drop Down Menu)	- Present a TILT workshop. -Share at department meeting.
What domain do you plan to address in the future? (Drop Down) (optional)	Inclusive Pedagogy
What recommendations do you have for TILT?	...

(optional)

10

Domain Experience Units Equivalentents		
DEU	Approx. Commitment	Sample PD Experiences
Any PD experience must demonstrate integration of teaching practices that align with a TEF domain.		
10	Year-long experience or Credit Bearing Course	<ul style="list-style-type: none"> • OVPD/TILT Faculty Institute for Inclusive Excellence • First Four Weeks Facilitator Program Credit-bearing Courses
7	Semester-long experience	<ul style="list-style-type: none"> • TILT Teaching Squares • OVPD Creating Inclusive Excellence Program
5	3 – 5-week experience	<ul style="list-style-type: none"> • TILT Best Practices in Teaching courses • TILT Teaching Online: Engagement & Facilitation • OVPD Social Justice Leadership Institute
3	Full day workshop	•
2	Half day workshop	• CSU TOD Inclusive Excellence workshops (Diversity & Inclusion, Uncovering Bias, etc.)
1	Individual sessions (1-2 hours)	<ul style="list-style-type: none"> • Attending or facilitating CSU Teaching and learning workshops, courses or MTI events OVPD Creating an Anti-Racist Classroom (Classroom Climate or Inclusive Pedagogy)
Variable These experiences require preapproval from TEI committee.	Variable	<ul style="list-style-type: none"> • Designing and teaching a new TILT workshop based on a TEF domain • Collaborating on a departmental, CSU or disciplinary teaching-related initiative • Working in the MTI Coordinator role • Attending discipline-based education conference session • Professional reading related to research-based teaching practices • CSU TOD Crucial Conversations (Classroom Climate or Inclusive Pedagogy)

11

Questions?

For more information contact
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