

Colorado School of Mines – FACULTY SENATE MEETING MINUTES
November 9, 2:00 – 4:00 pm, via Zoom

Attendees:

Voting Members: 15 total (8 needed for quorum). Quorum was present

P	Sebnem Duzgun (Chair)	P	Austin Wesley (MS)	P	Linda Figueroa (CEE/MN)	P	Joseph Horan (HASS)
P	Jeff King (MME)	P	Yvette Kuiper (GE)	P	John McCray (CEE)	P	Cynthia Norrgran (CBE)
P	Bettina Voelker (CH)	P	Lawrence Wiencke (PH)	P	Pat Kohl (PH)	P	Maggie Greenwood (HASS)
P	Sid Saleh (EB)	P	Deb Carney (AMS)	P	Soutir Bandyopadhyay (AMS)		

Other Regular Attendees and Guests

P	Tracy Gardner (Trustee)	P	Rick Holz (AA)	P	Paul Myskiw (RO)	P	Colin Terry (Student Life)
A	Sam Spiegel (Trefny)	P	Ethan Lewellin (USG)*	P	Maxwell Silver (GSG)	P	Mara Green (AA)
P	Vibhuti Dave (UGS)	A	Tim Barbari (OGS)	P	Lori Kester (EM)	P	Amy Hitchner (LB)
P	Jenn Drumm (CASA)	P	*Maren Prokup (USG) proxy for Ethan Lewellin (USG)	P	Kendra Stansbury (RO)		

Special Guest(s): Neal Sullivan (ME), Scott Houser (EB), Allison Caster (CH), Andres Guerra (CEE), Kamini Singha (GE), Andrew Herring (CBE), Elizabeth Holley (MN), Paulo Velasco (ME)

Welcome

Sebnem Duzgun

Academic Affairs

Rick Holz

Holz welcomed faculty and thanked all for maintaining the OreDigger promise. As of 11/9, there was a total of fifteen positive COVID cases across the campus community. Almost 90% of students are vaccinated and 85% of faculty and staff.

Denver Post Article

Holz reported on the Denver Post article regarding the incident that took place on 10/8. This incident was reported to HR, Academic Affairs, and the President; this incident involved a football coach. An investigation was conducted, multiple people were interviewed including Dr. Lu, students, the football coach, and individuals on the football team to identify what was done and by who. The investigation was done within three-five days and disciplinary actions were taken for the behavior.

Comment made on understanding why a course was interrupted and making sure that this does not happen in the future.

Comment made on students, faculty, and staff being frustrated and under the impression that nothing was done and Duzgun suggested that AA informs students, faculty, and staff about measures taken for the prevention of similar incidents. Holz stated that disciplinary action was conducted, but details were not disseminated to the Mines population. Holz noted that this suggestion of campus-wide communication will be brought to Mines' Executive Team and Mines Legal to discuss if a statement can be made; the specifics of the disciplinary action cannot be shared in any statement.

COVID Mask Mandate

Faculty comment was brought forward on being bullied and harassed by students when asked to wear masks; with the federal mandate the universe has seen more students wearing masks. Holz noted that the Operations committee would like to avoid faculty being mask enforcers but faculty are asked to remind

students to be aware of the mask guidelines. Only one instance of student becoming belligerent; situation was reported to the Dean of Students. If a student is noncompliant, Holz asked faculty to take note of that student's name and send this to the Dean of Students.

Handbook and Procedures Manual

Question raised on the status of merging the Faculty Handbook and Procedures Manual. Holz stated not being in favor of the merging of the two books. The Handbook was defined as a set of bylaws for all faculty and the procedures manual should be listed separately from these bylaws. There are some areas of the Handbook that retain Human Resources-type policy that do not need to stay in the Handbook.

Holz stated changes will occur over a couple year process; some changes will be recommended for the 21-22 year and the 22-23 year. The Handbook will most likely be rewritten. Suggestion made for removal of the procedures manual to avoid faculty confusion; the Handbook supersedes the procedures manual.

The committee expects discussion and minor changes with HR.

Registrar's Office

No updates from the Registrar's Office.

Paul Myskiw

Faculty Grievance Procedures Subcommittee

McCray presented a review of Faculty Grievance Procedures across the U.S. and recommendations for any needed revisions to the current procedural policy in section 11 of the Faculty Handbook.

John McCray

Fifteen university policies were reviewed. Some common processes included policies being nonapplicable to Title IX, P&T processes, or academic/research misconduct. These policies apply to grievances filed against faculty by faculty or university administrators with separate policies for administrators and staff, students are not included in the process. Other common processes included the utilization of an ombuds office, membership of the grievance committee, and confidentiality.

Recommended changes to the Mines' Faculty Grievance policy included:

- Clarification of who can file a grievance against faculty and who faculty can file a grievance against.
- A better definition of the respondents' part in the process including options for redress.
- A better definition of the process for calling and questioning witnesses.
- Suggestion for the final grievance hearing panel (GHP) should be larger than three faculty.
- The decision to move forward with a hearing being voted on by the whole GHP, not only the chair.
- Intolerance of retaliation expressly stated.
- Creation of a flowchart to demonstrate the grievance process.
- Creation of a flowchart for the grievant and respondent.
- Reassessment of timelines.

Consideration was also made to assess the status of the chair of the Faculty Grievance committee and if this individual should be a faculty member or remain a VP of HR, if a faculty member should be able to appeal the GHP decision to not hear a case, and if an appeal to the President or Board of Trustees should be allowed.

Question raised on the participation of a lawyer in the process; Mines' Handbook allows for a legal representative to be hired but that representative cannot speak at the grievance hearing.

Suggestion made on the incorporation of the proposed ombuds office in this grievance process.

Approval of Minutes – October 26, 2021

Sebnem Duzgun

MOTION: To approve the Faculty Senate minutes of October 26, 2021 by King, seconded by Greenwood. Motion passed unanimously. APPROVED.

Committee Updates

DI&A Ad Hoc Committee and Charge

Joe Horan

Additional issues and clarification to be discussed.

SSE Proposal Progress Reports

Mirror Mentoring at Mines – Andres Guerra

This initiative was presented as an opportunity for current Mines students to mentor high school students in the college application process. These students are mentoring students from the high schools they have graduated from; some schools are from underprivileged areas in the Denver, another student has assisted in the Dallas/Fort Worth area. Guerra reported the project assisting the Mines@150 goal of supporting community outreach for Mines to match surrounding demographics. The goals of the project included: Mines being a home for underrepresented students and creating a formal connection between Mines and students' familiar communities, financial assistance in which each Mines student receives \$3,000 a semester to support degree completion and eliminate off-campus jobs, and students receive faculty mentorship for academic and professional success and support for mentoring high school students. Four students have been funded for Fall 2021 and Spring 2022. The project will be completed May 2022.

Discovery @ Mines: A Signature FY Honors Experience – Allison Caster

The SSE funding went to an interdisciplinary, year-long course that combines the learning outcomes of Chemistry I and II and Physics I and II for a total of twelve and a half credits. The goal is to pilot the course in the upcoming Fall 2022. Summer 2021 was spent putting the course together including lesson plans and Summer 2022 will be continued implementation. The curriculum is being built to assess and reward authentic student curiosity. The first semester will be conceptual with an emphasis on real-world applications. The second semester will contain the bulk of quantitative problem-solving while revisiting core concepts. Students are to engage in journaling, reflection, and class discussions. Remaining funds are for site visits, purchasing startup supplies and equipment, and conducting focus groups. Some AA funds have been provided to support salaries for lesson plan development for Summer 2022; expectation is a pilot with fifty students for Fall 2022. Potential issues included classroom and lab space, faculty time, and the SSE funding process.

Environmental Leadership Lab – Shannon Mancus and Joseph Horan

This experiential event took place at the Rocky Mountain Land Library in Fairplay, Colorado in September 2021; mainly sophomore students participated with some upperclassmen. Hikes, camping, and environmental-themed workshops occurred led by an interdisciplinary team of faculty. The project was presented as a means to provide students an opportunity to expand leadership skills and begin thinking of impacts they can make as environmental leaders. Leftover funding will go into an event in 2022 with a hope to reach forty students. A goldmine campaign with other donors and the Foundation is underway for an additional long-term sustainability experience. The expectation would be to provide this ELL multiple years.

Business in Design – Scott Houser

The project introduced business concepts in a design class. Over Summer 2021, EB faculty developed modules on market analysis, project evaluation, value chains, and entrepreneurship. Modules will have an outside of class component where students work indecently and an in-class component where students will work with faculty to integrate that business material into their design project. Project was regrouped due to faculty partner from EDS leaving Mines, modules are being reworked and revised to better fit the vision of the class. An assessment plan is being worked out with the Trefny Center. The pilot will be live for Spring 2022 for Design II with one section with a cap of fifty students. Additional sections will be considered for Fall 2022 and Spring 2023.

Graduate Signature Experience – Kamini Singha, Roel Snieder, Jennifer Briggs, Sid Saleh, Tim Barbari
Project was designed to provide graduate students an opportunity to become part of the Mines community; students reported feeling lonely. There are a large number of professional development courses at Mines but students are unaware of them. An onboarding course, CSM501 (currently offered as CSM598 for Fall 2021, has twenty-two students from ten programs. Students reported in mid-term assessment a general value for the material and are building a cohort. Wellness course for graduate students, CSM598-A, will be rolled out in Spring 2022 and has been developed in consultation with Graduate Student Government and individual graduate students. Leadership program delayed due to faculty member leaving Mines; will partly happen over Summer 2022. In future years, the Office of Graduate Studies will feature the leadership program and CSM501 in admission letters to graduate students.

Supporting Student Chapters – Neal Sullivan

In Spring 2021, a request for proposal was sent to faculty advisors of about thirty student chapters. The proposals were reviewed by a committee formed with Mines Student Life, Faculty Senate, and the Foundation. Eight proposals were submitted and reviewed with four selected for funding. Due to funding, only one proposal will be fully funded. The Brain Exercise Initiative, advised by C. Norrgran, will receive full funding. The Outreach for Pre-Med and Chemistry Societies, advised by B. Trewyn, will receive 67% of funding. The last two selected for funding will not be funded.

Preparation for Success and Excellence in Undergraduate Research – Andrew M. Herring and Alexis Navarre-Sitchler

The project developed a one-credit course for undergraduates to teach them how to conduct research. In Fall 2021, the course was offered in-person and for 2022 an online version will be developed to create a modular approach. Primarily CBE students participated in the lab. Lab safety is included, in the future a field version and computer science version would be offered. The instructional class would provide students with modules online to reflect what is completed in the course. An in-lab component is being worked on. The goals of the course are to get students excited about research, train students, and for scalability display student data being suitable for peer-reviewed publication.

Sustainable Energy @ Mines, Distinction Program – Paulo Tabares, Leslie Light, Tim Ohno, Shiling Pei, Susan Reynolds, Salman Mohagheghi

Students had requested sustainable energy-related courses, a central location of sustainable energy activities at Mines, a certificate or stamp in their transcript that could be added to their resume, and holistic learning that fits into student coursework. The objective of SE@M will be to provide students with recognition for sustainable energy-related engagement on campus with graduation distinction. The program can be built for students of different majors; minimum qualifications and 60-point system based on three categories: Learn, Apply, and Build Community. Learn requires student participation in a Mines

course related to sustainable energy or attendance of relevant lectures or webinars. Apply requires students to engage in a minimum of one of the following: sustainable energy-related internship or research internship, a social or community engagement, the Solar Decathlon or energy work on Tiny House, the Industrial Assessment Center Certificate, presentation of research results to an external conference or publication of a journal paper, or presentation of research results at Graduate Research and Discovery Symposium (GRADS) or the Undergraduate Research Symposium. Build Community requires students to accomplish one of the following: become an executive officer of an active energy-related student club, host an energy-related social networking event not sponsored by a student club, attend a related social networking event, or attend the Environmental Leadership Lab. SE@M has successfully developed a \$2.2 million DOE grant with the Rocky Mountain Industrial Assessment Center, developed SE@M ideas, developed and reviewed new and current courses, and engaged with students. A survey has been completed with over 200 students.

Immersive Gaming: Raw Materials for the Energy Transition – Elizabeth Holley, Sara Hastings-Simon
The project would provide Mines students the opportunity to build an immersive game to help position Mines and students as leaders in the energy transition aligned with Mines' Global Energy Futures Initiative. Mines students will co-develop and facilitate an immersive game for professionals in the mining sector similar to Newtonian Shift; allows for development of business strategies while focusing on raw material inputs for renewable energy. The game would be played in Edgar Mine; project partnership with MaRS innovation accelerator. Summer 2021, students gathered data inputs for the game. MaRS has submitted proposal for a corporate partner to expand the technical scope and quality of the game; pilot version delivery in Summer 2022.

Nuggets, a campus badging system – Jeffrey King

Initial proposal was to develop a prototype badging system for campus activities; scope was expanded to include integration with the existing Comprehensive Learner Record (CLR) effort: TRAIL. TRAIL in the internal review stage and has been presented to Mines Leadership for consideration.

Money Matters – Andrew Pederson, Becky Lafrancois

A video presentation was provided ([Click here](#)).

Undergraduate Council

Jeff King

1.1 HUMANITIES, ARTS, AND SOCIAL SCIENCES

[CIM 10/5; UGC 10/27]

1 program change: MIN-ESS: Minor in Environment and Sustainability Studies

The revised text contains an updated description of the minor (not substantively different from the original). The number and distribution of credits has not changed, but we have removed the required "Capstone" course. We have also made the following changes:

introduced the following potential credit option to align the program with signature student experience opportunities: "Student involvement in campus sustainability initiatives, student environmental groups, and other activities that complement the ESS minor's coursework, may count as credit toward the minor (in consultation with the ESS director)."

Suggest (but do not require) students take Global Studies: Environment.

Tabled for 11/23.

Graduate Council

Tabled for 11/23.

Tina Voelker

Adjourn

Faculty Senate adjourned at 3:46 pm. Faculty Senate went into Executive Session at 3:47 pm.

Next Meeting: November 23, 2:00 – 4:00 pm, via Zoom. Please send all items for agenda to mgreen1@mines.edu one week prior.