

***PLEASE NOTE: Members, in the Microsoft Teams environment, should indicate their wish to speak by expressing their desire to speak “for” or “against” a motion, or to request clarification, in the chat feature. Guests should contact the Faculty Council Office by email prior to the meeting to discuss any contributions they have.***

***PLEASE NOTE: Members planning to introduce amendments are requested to provide copies to the Faculty Council Office, 315 Administration or by email, at least 24 hours before this meeting.***

**AGENDA  
Faculty Council Meeting  
February 7, 2023 – 4:00pm – Microsoft Teams**

**FACULTY COUNCIL AGENDA ITEMS:**

**I. FACULTY COUNCIL AGENDA – February 7, 2023**

**A. ANNOUNCEMENTS**

- a. Next Faculty Council Meeting – March 7, 2023 – Microsoft Teams – 4:00pm
- b. Harry Rosenberg Award – Nominations due on March 27, 2023 – [Harry Rosenberg Award | Faculty Council | Colorado State University \(colostate.edu\)](https://colostate.edu/faculty-council/harry-rosenberg-award)
- c. Faculty Council Archives – [CSU - Faculty Council Records - Mountain Scholar](https://colostate.edu/faculty-council/archives)
- d. Save the Date -- Administrative Professional Celebration – Thursday, April 27, 2023 at 11:30am to 1:00pm in Ballrooms A-B in the Lory Student Center
- e. Faculty Council Officers Election to be held on March 7, 2022
  1. Elections will be conducted by the Committee on Faculty Governance. Eligibility for candidacy is specific in Section C.2.1.3.3 of the Manual.  
Call for Nominations:
    - Faculty Council Chair
    - Faculty Council Vice Chair
    - Board of Governors Faculty Representative
 Please email nominations, including a 1-2 page statement of intent, to [Steven.Reising@colostate.edu](mailto:Steven.Reising@colostate.edu)  
**Nominations are due by Tuesday, February 21, 2023.**

**B. MINUTES TO BE APPROVED**

- a. Faculty Council Meeting – December 6, 2022 [approved on behalf of Faculty Council by Executive Committee via electronic vote on December 14, 2022] (pp. 3-21)

### **C. UNFINISHED BUSINESS**

### **D. CONSENT AGENDA**

1. UCC Minutes – December 2 & 9, 2022, January 20, 2023 (pp. 22-33)

### **E. ACTION ITEMS**

1. Proposed Revisions to Section C.2.1.3.1 of the Academic Faculty and Administrative Professional Manual – Committee on Faculty Governance – Steve Reising, Chair (pp. 34-35)
2. New Undergraduate Degree Program: Major in Livestock Business Management – University Curriculum Committee – Brad Goetz, Chair (pp. 36-44)

### **F. REPORTS TO BE RECEIVED**

1. Fall 2022 Task Force Reports (pp. 45-62)
  - a. Budget 101 to Capstone Task Force – Anders Fremstad & Fabiola Ehlers-Zavala (pp. 45-46)
  - b. Contracts Task Force – Christine Pawliuk (pp. 47-49)
  - c. Innovations and Visioning Task Force – Rob Mitchell (pp. 50-61)
  - d. Shared Governance Task Force – Mary Van Buren (p. 62)
2. University Grievance Officer Annual Report 2022 – Richard Eykholt, University Grievance Officer (pp. 63-66)
3. Faculty Council Chair Report – Sue Doe
4. Board of Governors Report – Andrew Norton (pp. 67-68)

### **G. DISCUSSION**

1. YOU@CSU Presentation – John McGuire, CSU Leadership Fellow (pp. 69-73)
  - a. [Faculty and staff version of YOU@CSU brings confidential well-being resources to employees \(colostate.edu\)](https://colostate.edu)

### **H. PRESIDENT’S REPORT – President Amy Parsons**

### **I. PROVOST/EXECUTIVE VICE PRESIDENT REPORT – Interim Provost Janice Nerger**

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**  
**December 6, 2022 – 4:00pm – Lory Student Center 322/Microsoft Teams**

**CALL TO ORDER**

Chair Sue Doe called the meeting to order at 4:05 p.m.

Chair Doe reminded members of the courtesies to assist us in the hybrid environment. Requested those in the virtual space to use the “raise hand” feature to see the order in which hands are raised. Discussed procedure for discussion. Reminded members that the meeting is fully public.

**FACULTY COUNCIL AGENDA ITEMS:**

**I. FACULTY COUNCIL AGENDA – December 6, 2022**

**A. ANNOUNCEMENTS**

- a. Next Faculty Council Meeting – February 7, 2023 – Microsoft Teams – 4:00pm

Chair Doe: Our next Faculty Council meeting will be on February 7, 2023, and we will resume conducting these in the Teams environment. Stated that a vote was taken at the end of last year, with an overwhelming majority requesting to remain virtual. We are trying to respect that vote.

- b. Harry Rosenberg Award

Chair Doe: Nominations for the Harry Rosenberg Award, which is an annual award for service, are now open. Encouraged members to think about who they may want to nominate. We will be providing reminders for this nomination over the next few Faculty Council meetings.

- c. Faculty Volunteers for MURALS 2023 -- [MURALS – Colorado State University \(colostate.edu\)](https://colostate.edu/murals)

Chair Doe: Volunteers are needed for MURALS, which is the Multicultural Undergraduate Research, Artistry, and Leadership Symposium. Encouraged members to sign up if they are able and have not done so already.

- d. Faculty Council Special Session for a Brand Presentation – Nancy Deller, Associate Vice President for Marketing – [Special Session date will be announced once confirmed]
  - 1. [Recording of Previous Brand Presentation](#)

Chair Doe: We have been asked to hold a session on the branding of the University that is being proposed. It is an extensive presentation, and after the Executive Committee heard this presentation last week, we felt it was too long and important to do within the confines of a regular Faculty Council meeting. We are suggesting or asking about the possibility of a special session. Will turn it over to Nancy Deller, Associate Vice President for Marketing, to explain a little bit about this branding and the reason for talking about this now.

Associate Vice President Nancy Deller: Our intention is to provide a brand refresh that will elevate our reputation in the market and for higher education altogether. We have been working diligently to get these big idea concepts and want to take a pause and walk through the journey with everyone across campus. We are getting feedback as we continue building on this campaign and we are at a point where we have two (2) directions.

Associate Vice President Deller: There are two (2) directions that we think will elevate our reputation and positioning in the market. We are looking to collect as much feedback to get as many people engaged as possible in helping make the decision of the best direction that we would like to move forward with. This is how we would position ourselves in the market, what we say about ourselves, our voice, our actions, and how we present ourselves across the nation. This is what we are hoping to accomplish through the special session.

Chair Doe: Thanked Associate Vice President Deller. Asked that members stay tuned. It is possible we can run a special session on December 13<sup>th</sup>. Requested that members that feel strongly in either direction speak up at this time.

Melinda Smith: Would like to speak in favor of the special session, given that this branding is something we will need to live with until the next time the branding is revisited. We might want to have a voice in this.

Chair Doe: Thanked Smith. Asked if there were any other thoughts. Do not believe this is something that we need to vote on. It is a matter of trying to find a day. We will keep everyone posted.

## **B. MINUTES TO BE APPROVED**

### **a. Faculty Council Meeting – November 1, 2022**

Chair Doe: We have minutes from the November 1<sup>st</sup> Faculty Council meeting. We have received one (1) late correction that was regarding what someone had stated. We will make that correction. Asked if there were additional corrections to be made to these minutes.

Marilee Long: Stated that the name of her department is listed incorrectly. It should be “Journalism and Media Communications” rather than “Technical Communications.”

Chair Doe: Thanked Long. We will make this correction. Asked if there were any other corrections to be made.

Hearing no further corrections, November 1<sup>st</sup> Faculty Council minutes approved by unanimous consent.

### **C. UNFINISHED BUSINESS**

### **D. CONSENT AGENDA**

1. UCC Minutes – October 21 & 28, November 4 & 11, 2022

Chair Doe: We have University Curriculum Committee minutes as part of our consent agenda. Asked if there were any items to be pulled for further review or discussion?

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

### **E. ACTION ITEMS**

1. Motion regarding Adjustments to Academic Probation Terminology – Committee on Scholastic Standards – Alan Kennan, Chair

Alan Kennan: The motion here is that the terminology for academic probation at CSU be changed and that “academic probation” will be revised to “academic standing” and the associated terms for the first semester in the process will be “academic watch” and the second semester in the process will be “academic dismissal warning.”

Kennan: The Committee on Scholastic Standards got a letter from the exploratory studies group expressing concerns that the terminology of academic probation has some issues associated it from the perspective of a deficit lens as opposed to a potential lens and that a number of our undergraduates have some contact with the criminal justice system, no matter how incidental. For a lot of people, that term was particularly charged and not one that we necessarily wanted to continue using. Stated the California State – Fullerton implemented a similar change to their language. We reached out to some peer institutions as well.

Kennan: After discussion with the committee and checking with the Registrar’s Office to ensure this would not cause any issues in terms of implementation, we suggested replacing the terms as described in the motion. Emphasized that this in no way changes any of the underlying policy. This is just a change in terminology.

Chair Doe: Thanked Kennan for the explanation. We do have a motion on the floor. Asked if there was any discussion. Hearing none, requested a vote by hands in the room and a poll using Microsoft Forms for those virtual.

Motion approved.

2. Proposed Revisions to Student Bereavement Policy – Committee on Teaching and Learning – Shawn Archibeque, Co-Chair & Cayla Bellamy, Co-Chair

Shawn Archibeque: The motion we are presenting is that CSU include the following policy on student bereavement in the academic policies of the General Catalog.

Archibeque: We currently do not have a policy at CSU for student bereavement and because of that lack of guidance, there was potential for students and faculty to become disgruntled and confused about what they should do when there is a need for bereavement leave. This policy was structured to be identical to what the current bereavement policy is for faculty and staff.

Chair Doe: Thanked Archibeque. Asked if there were any questions.

Silvia Canetto: This proposal does not have documentation mentioned specifically. Suggested that we include some statement around documentation. Thought that Student Case Management would coordinate the collection of formal documentation around death. Suggested that at a minimum, there should be the full name of the deceased and date of passing, such as a death certificate. Would be interested to hear discussion around this matter and if this is something that was already considered.

Archibeque: We did discuss this when we were putting the motion together. It was noted that there are cultures and instances where adequate documentation may not exist. That is why we chose to work with Student Case Management to manage this process. Students going through this process will be working through Student Case Management. Invited Jennifer Van Norman from Student Case Management to speak to how the process will work.

Jennifer Van Norman: The issue with collecting documentation really came to a head during COVID. Gave examples of instances where students may not be comfortable or able to request death certificates. We used to use obituaries as notification, but now people post on Facebook. Not sure if that is a verified method of documentation. Some countries do not have formal documentation through government entities.

Van Norman: We have found in the last two (2) years with students is that very few abuse the instructor notification process. To document bereavement, we use a bereavement data form that gathers information so that a case manager can see the student's file and whether there is a pattern of requesting bereavement leave or instructor notification that looks abusive. We can track that without forcing someone to get documentation.

Chair Doe: Thanked Van Norman. Asked if there were additional comments or questions.

Antonio Pedros-Gascon: Asked why the five (5) days are indicated as non-consecutive.

Van Norman: It was brought up by faculty that, as an example, a student could find out about a death and require an immediate day for grief. It is possible that student may not be able to get a

flight back right away, or a service is scheduled for a later date. This would allow the student to have their immediate days for grief, and then more later for a service.

Chair Doe: Commented that this question also came up in Executive Committee when discussing this motion. The question was around why the days needed to be consecutive. Believe that is where the alterations came from.

Pedros-Gascon: Expressed concern that this might facilitate a situation where these days are spread out throughout a semester in a way that does not indicate any clear closure. Expressed concern that the language is rather lax around that. Wondering if these kinds of situations would be addressed by case management. Worried that we may be convoluting the waters.

Van Norman: When we are getting the information from the student and doing the data form, it is specifically to be used for the example just described. Gave an example. If a significant person in the student's life passes, they have a day of immediate grief, and then traveling to Denver for a memorial service. Let's say that person's birthday is the next month and it brings it all back up again. This could be an example of when those days may be spread out.

Van Norman: From experience doing this for fifteen (15) years and dealing with student crises, this does not usually happen. The student is almost always looking for days for immediate grief and then the services. If a service is happening much later than a death, those kinds of instances are things we know ahead of time and can put in the data form.

Doug Cloud: Have found that students are not particularly inclined to abuse this. Expressed concern because we are headed toward a real problem in terms of attendance and expectations of instructors in that students are very confused about what is and is not a sanctioned or unsanctioned absence. Want to give students the opportunity to grieve but concerned that we are going to be inundated with requests who not only need an absence but expect us to reach out to help them make up the work, recreate the class, and make sure they do not miss anything. It is not feasible for instructors. Wondering what we are doing to communicate to students that they may need to miss classes for something important like bereavement, but they will miss things and there is no way around that. Having difficulty around this with students.

Van Norman: These discussions happen with our case managers and students whenever they have requests. We do tell students that we are not able to give them an excused absence. We can verify extenuating circumstances and help them use instructor notification to request considerations from instructors, because the policy is that instructors get to set their attendance requirements and policies in the classroom. Missing class and the consequences are part of the conversations we have with students.

Archibeque: To follow up on Van Norman's comments, this policy does specifically point out that missing coursework may have a negative effect on the student's overall grade and that absence from the class for any reason may be detrimental to their learning.

Van Norman: In our conversations with students, we will discuss those absences and what their options are, whether it be a withdrawal or drop, or a registration appeal or repeat/repair.

Chair Doe: Thanked everyone for the conversation. Asked if there were any additional comments. Hearing none, requested a vote by hands in the room and by chat for those in the virtual room.

Motion approved.

#### **F. PRESIDENT'S REPORT – Interim President Rick Miranda**

Interim President Rick Miranda: Went over a second version of the budget. Stated this is just the Education and General Budget (E&G) budget. This budget does not include the research dollars or auxiliary budget, including University Housing & Dining, parking, etc.

President Miranda: This budget is the incremental budget, so just the difference between this year and what we are expecting next year. We have two (2) sections, revenue and expenses, and then the four (4) scenarios. The scenarios include two (2) variables. Explained the variables and the percentages listed. Stated that a 4% tuition increase is the max based on the governor's budget, which came out a month ago and is just a proposal. The governor's budget is the first official moment in the budget cycle, and the governor put a certain amount of money towards higher education, which we did not know at the October meeting when we last presented the budget. The governor recommended we cap resident undergraduate tuition increases at 4%, which is included in one (1) of the scenarios.

President Miranda: The other variable is compensation figure. The state classified population at the University, through COWINS, has been negotiating a 5% salary increase, and we like to keep the raise increases roughly constant across all three (3) of the employee groups. Our scenarios have either 5% average for everyone across the board, or 3% for faculty and administrative professionals, and 5% for the state classified as they have negotiated.

President Miranda: The revenue side will be affected by the tuition variable, not the salary. We are either expecting \$19.7 million or \$24 million based on the two (2) tuition scenarios. The higher tuition would bring in about \$5 million more dollars. Explained the various lines on the budget sheet. We also have funding from state appropriation funding, incentive funding, special education programs. We also have extra money for the Veterinary school and the Extension service. Explained the Facilities and Administration overhead. Stated that this budget reflects a more conservative approach. When the smoke clears between the tuition and the state appropriations that the governor has proposed, there are either \$31 million or \$36 million new dollars available. Asked if there were questions about the revenue side.

Smith: With the state funding impact, wondering if this is an increase in state investment.

President Miranda: Yes, when you add those two (2) numbers together, it is about a 6.5% increase in the appropriations.

President Miranda: The next section of the budget is us taking the new revenue and subtracting what we think we are going to need to spend in additional financial aid. We have had a policy that if we increase tuition, we increase financial aid to maintain our capacity to serve and give



students scholarships that we want. There is about \$3.9 million in financial aid increases in this budget. Based on the variables, we either have \$27.8 million or \$31.6 million to work with for revenue.

President Miranda: Explained the expenses. With the compensation, it changes depending on the scenario. With the 3% scenario, it will cost the University \$22 million, and the 5% scenario will cost the University \$30.8 million. The other expense lines are the same and do not depend on the various scenarios. We have items like multi-year central investments in strategic initiatives, which are things that the President decides we should do. We also have quality enhancements. The other categories include incentive funding and mandatory costs. Stated that this is a conservative approach, and they are not budgeting for an enrollment increase. One of the exceptions to the tuition-sharing in the incentive line are the increases for tuition in the Veterinary school, as a lot of the tuition they receive goes back to the Veterinary school. Mandatory costs are coming in at about \$3 million, which includes items like the inflation of journals for the Library. Asked if there were any questions about the expense side of things.

Smith: Asked: With the compensation, does that just include the raises?

President Miranda: It also includes the promotion increases, and there is quite a bit of money included to address equity issues around the University. It does not just include the 3% and 5% average raise pool.

Pedros-Gascon: Thanked the administration for acknowledging the reality of inflation, even if only for scholarships. Would like to know if for the quality enhancements if the administration is considering, as part of that, the reality of College of Liberal Arts departments having to be 3/2 as part of those quality enhancements.

President Miranda: Do not believe there is a special allocation for that. It might occur as part of the compensation piece as an equity initiative, but not sure. We have discussed this, though.

Smith: Curious about how the compensation piece might be more fluid with the new President. They may want to hire new staff.

President Miranda: It is possible and there is a likelihood that this may change. Another reason this may change is that, for those paying attention, we entered the year with a \$5.8 million deficit. In addition to balancing our revenues with our expenses, which ends up being either \$35 million or \$42 million depending on the scenarios, we do some subtraction, and we are either \$3 million, \$6 million, \$11 million, or \$15 million in the hole. If we pay off that \$5.8 million deficit, we will find ourselves either \$9 million, \$12 million, \$17 million, or \$21 million in the hole. This budget will change, because ultimately, the Board wants the bottom line to be zero. Even in the most optimistic scenario, we will have to find \$9 million to balance the budget. This may mean new revenue, which is not out of the question. On the expense side, we may need to find places to cut expenses. Stated that this budget does not impose any budget cuts and the budget reduction line is blank. This budget will certainly change, and the next President will make final decisions in presenting the final budget to the Board of Governors in May.

Mary Van Buren: Would like to know what the Board of Governors reserve is at the current time and what expenditures have been made from some of that money over the last year or so. Asked if this was part of the quality enhancement line or if that money is coming from somewhere else.

President Miranda: The Board of Governors reserve is not part of our base funding. The reserve gets infusions from various resources, namely the CSU Global Campus profits. On an annual basis, typically at the December Board meeting, they make expenditures from the reserves on a one-time basis. We have enjoyed some of that funding for things like the SPUR campus and the medical school cohort. The Board also gave us money for our student success initiative and our rural initiative. The Board makes allocations on an annual basis and spends the reserve while paying attention to what the projections are for new revenues coming in from the CSU Global campus.

Vice President Brendan Hanlon: Last week at the Board meeting, they presented slides, and one (1) of them was an overview of the work reserves reconciliation. For fiscal year 2023, which started on July 1<sup>st</sup>, there was a balance of \$55.9 million, and their estimate for close of this year is \$31.3 million available.

Van Buren: Asked: Why can't the Board reserves be treated in the same way as research dollars and contribute to the general budget or the base budget for compensation and salary for staff and faculty? There is not absolute knowledge of how much it is going to be, but there is a constant influx.

President Miranda: Would argue strongly that the influx from the profits of CSU Global are far more volatile looking into the future than our research expenditures. Think it might be rather dangerous to base budget based on future profits of the Global campus.

Anders Fremstad: Asked: Is there a record of where these one-time central funds go?

President Miranda: Yes, this is done every December as part of the public Board meetings. There is a public record of that.

Smith: Asked: What is your take on the Board as far as how conservative they are about this budget shortfall? There is carryover, so wondering if this is a possible thing that happens. Curious whether they will ask us to pay the full \$9.2 million shortfall.

President Miranda: If we look at it between February and May and look at last year's deficit of \$5.8 million, and we pay most of it off, could get a little relief. An argument could be made that it is not a deficit, per se, but investment in things like compensation and investment in a resources that you know will pay off in the future. There is a long game and a short game. The short game is paying off the debt, the long game is thinking about what is better for the health of the University. Stated that going back to the reserves and continuing to drain that for base budgets may not tend to the positive. Commented that during the last budget presentation, the deficits ranged between \$21 million and \$40 million rather than the \$9 million and \$21 million now, so we have made a lot of progress in the last two (2) months.

Chair Doe: Thanked President Miranda. Asked if he had any comments about the big announcement this last Friday.

President Miranda: Expressed excitement about Amy Parsons joining us as the next President. Have worked with her for many years while serving as Provost. Parsons was the Vice President for University Operations and CFO. Think one (1) big advantage of her taking the role is that we will not lose momentum. The strategic plan is in place and it is a matter of figuring out where our priorities are and what we should do first and how quickly.

Chair Doe: Commented on some concerns that were voiced to her about her academic background and credentials. Wondering if you can speak to that.

President Miranda: We see this across the country as an emerging trend in higher education Presidents not necessarily being from academics. Provided some examples. This is not unheard of, but is something we have not done before here at CSU. The question is less about academic credentials and more about support of academics, and whether a new President will build an academically-oriented team to run the academic parts of the University. Parsons admitted that this is not part of her background, but acknowledged that her job is to make sure that the academic side in the curriculum and research programs are strong. Stated she is committed to helping us all do that.

Pedros-Gascon: On the one side, there is a common understanding that one (1) of the benefits of going for an internal candidate is that the person already knows the culture and place. One of the negative sides to this is that this individual may be entrenched in the toxic and problematic issues of the institution and may not be able or willing to address those problems.

Van Buren: Think there are many people across the University that are concerned about Parsons' lack of academic background. She has experience as a lawyer and administrator and entrepreneur. Many of us are not thrilled about further private and public partnerships that may go awry or not foster the most important aspects of academics. Wondering about her commitment to shared governance, as an example. Stated that Parsons' cover letter barely mentioned faculty. Expressed concern about this.

KuoRay Mao: Have heard from colleagues and while they appreciated Parsons' connection to CSU, they expressed concerns that they would prefer to have a President that comes from the academic side of the governance structure. They also mentioned that other institutions that have hired CEOs as their Presidents have seen faculty turnover. In addition to this, some faculty questioned whether this new precedent can maintain a sense of independence from the Chancellor, specifically in the sense of shared governance and given the institutional location of CSU-Fort Collins, within the full CSU System. Lastly, despite the search committee's role in the process, the consensus from colleagues was around transparency and avenues to provide feedback. The avenue to provide feedback at this point is really just a link on the website, and anyone who wants to give feedback is putting their name out there and will have their email address shown. There are faculty that hope that the feedback process can also be improved.

Alexandra Bernasek: Wanted to mention that Parsons was appointed as the Vice President for University Operations without a search, as well as the Vice Chancellor without a search. Wondering if this is the best candidate from higher education leaders that applied for this position.

President Miranda: Will reiterate that the search process was a robust one. Expressed agreement that it was a closed search, not an open process, but there were thirty-one (31) community members on the search committee. We held nine (9) open forums on campus to gain input. That input was distilled and created the questions that were asked of all the candidates throughout the process. The search committee selected twelve (12) candidates to interview, and then selected three (3) of those to go forward. The Board of Governors selected Parsons. Do not believe it was an unusual process. The Board of Governors worked hard to get as much input as possible and had a big search committee to make sure that we had a lot of input in the process as it proceeded. In the end, the Board of Governors makes the decision.

Smith: The perception of this national search resulting in the hiring of a person with no academic experience makes us take a step back and ask how we did a national search and it did not result in someone who actually has major academic jobs.

Smith: Second comment is about the process with respect to the hiring authority of the Board of Governors. Curious as to why there were Board of Governors members on the search committee. Usually, within the academic setting, we always have a separation between the hiring authority and the search committee. Wondering if President Miranda could speak to this.

President Miranda: Believe the way they set it up, there were three (3) or four (4) Board of Governors members on the search committee.

Smith: This would be like having the Dean on the search committee. The chair is not on the search committee. This looks like a different process.

Rob Mitchell: Thanked President Miranda for attending and for the transparency around some of your decision-making around budgets. Cannot speak for everyone but feel Parsons' selection is positive as a potential President for CSU, particularly on the strategy side and dealing with a dynamic and changing landscape in higher education. Asked President Miranda: To what extent do you see Parsons as being able to innovate, try new things, and be strategic with all the work we have done with the Courageous Strategic Transformation to move us forward and put us in a position in the higher education space that enables us to be successful in the future? Right now, we are talking about deficits. We want to get into a position where we have surplus.

President Miranda: Understand that Parsons is an extremely intelligent and creative person. Believe she is willing to roll up her sleeves and look to solve problems in unique ways and to be entrepreneurial. Provided examples of past innovations, including Todos Santos, the Commitment to Campus activities, and launching the SPUR campus. Think she has great experience in some of the dimensions just mentioned by Mitchell.

Sybil Sharvelle: Echoed concerns about lack of academic experience. Have heard this concern a lot from colleagues across the University. Would like to be more specific about why this creates concern for faculty. Someone that has not had this experience doesn't necessarily know what it is like to balance teaching, research, and engagement activities, doesn't understand what it takes to publish a peer-reviewed paper and work with and mentor students. They do not know what it takes to write a research grant and execute that grant with faculty and collaborators. Wondering how Parsons will get up to speed on understanding all these things so that she can better accommodate the needs of faculty.

President Miranda: Think that will be part of all our roles in onboarding the new President. Will be helping her understand these things, but you all will too. The expectation is that she would come to Faculty Council on a regular basis to hear concerns and interface intimately with the Provost's Office, who is charged with the leadership of the academic part of the institution. We will need to ensure that the academic side is kept front and center in thinking about how to move the institution forward.

Fremstad: The academic mission is obviously important to everyone here. When thinking about the investment in the academic mission of this University, when we are looking at things in terms of innovation, like the SPUR campus or Todos Santos, wondering if these are things that help us balance our budget and where our priorities are. In the letter from the incoming President, there was no mention about that sort of budget work. The biggest source of revenue we have is tuition from students. Feel this is something our candidates should be speaking to.

President Miranda: Interviewed the three (3) final candidates and Parsons did a great job expressing her ability to appreciate exactly what was just mentioned. Believe she gets this on a deep level. She wants to keep student access at the forefront of the University life, which includes all of us in our activities. Her work as the Vice President for University Operations had her involved in the building of new facilities, including the Computer Science building, the Biology building. Parsons does have her hands in many things on the academic side, but admittedly not everything. Provided personal example of moving to various positions in the University and learning along the way.

Ajean Ryan: Apologized for some of the heat that President Miranda is taking, but there is obviously a lot of concern. Expressed that there is a certain persistence of CSU culture that is prioritized in leadership. If we are talking about moving forward and creating a new branding, wondering how this is embracing the idea of diversity and equity. Wondering how is this embracing the idea of the new and the different and bringing people to campus who might be challenging but working within a framework that allows us to grow and change and not maintain the status quo. We hear that we want faculty from different backgrounds but do not understand how we can maintain that while continuing in a nepotistic vein.

President Miranda: It is true that Parsons has higher education experience at CSU. We are looking at whether she can be an innovative leader that can take us in new directions. Believe that can happen, especially if our community works together and gives her the space to figure things out and work with her about what direction we think the University will go. Believe Parsons will listen.

Stephan Kroll: Have two (2) things that are related. The first is that there are frequently two (2) ways of becoming a President. The first method is to follow the path President Miranda has, by working up from a chair, to Provost, and then to President. The second way is through hiring a big name individual, such as a senator or business leader. Do not know Parsons but believe she does not fit into the second category either.

Kroll: Second question is regarding her role as a CEO of a beauty company. Asked: What does it mean to have a CEO who has a very different mindset than we have in academia? Not sure it is that easy to switch the mindset. That kind of CEO is interested in making profits, and that is not the same as in academic areas.

President Miranda: Stated that the same budget presented today was the presided over by Parsons while serving as the Vice President for University Operations. Parsons has recent experience in being an entrepreneur but has sixteen (16) years with us at CSU in a variety of leadership positions. Feel confident that Parsons will be able to look at this budget and understand each figure.

Kroll: Expressed agreement, does not feel that is the concern. Parsons will understand the budget better than most. The concern is that the budget is a side issue to what the University's mission actually is, whereas with a CEO, the budget is everything.

President Miranda: The budget is a tool for sending resources to where your priorities are. With this particular budget, the biggest priority is compensation. That is how we are making a statement when we display a budget like this. Understanding the numbers is not the issue, it is understanding why we are investing in certain areas instead of others. Parsons was a part of those conversations for the better part of a decade on this campus.

Bernasek: Have three (3) comments. The first is how we give feedback in a closed search. We are giving feedback right now, but wondering how we are able to give feedback prior to a decision being made. The second is that we are given assurances that Parsons will be successful, but we are being told that we will need to support her. Do not believe we had this conversation with former President Joyce McConnell, so stating that Parsons will need our support seems to undermine your position. Thirdly, in terms of diversity, a question was asked about commitment to diversity and inclusion. Do not believe that was answered.

Chair Doe: There is a link available on the Presidential Search website. Know many have indicated they are not comfortable giving their responses in that environment. Believe Faculty Council has the opportunity to provide feedback such as what we are hearing right now. We could do our own survey and batch that information together to present to the Board of Governors so they understand what people are saying. Would be an anonymous survey. Have heard from the System office that any feedback provided through their link would be presented unadulterated and there is no intention to edit it.

Vice Provost Susan James: Indicated that people are asking in the chat if other employee groups will be included as part of this anonymous survey.

Chair Doe: Asked President Miranda how he felt about the concept of a survey.

President Miranda: Indicated support for survey. The more communication, the better.

Van Buren: Given that we have had little input and what is being solicited is not anonymous, move that the Faculty Council conduct a survey soliciting anonymous input from faculty and staff about the Presidential finalist.

Fremstad: Seconded Van Buren's motion.

Chair Doe: Requested a vote of hands in the room and through a poll in the chat using Microsoft Forms in the virtual room.

Motion approved.

Randall Boone: Wanted to confirm that this would be just a survey to share our thoughts. Think if we start her time with us with a vote of no confidence, that would be a bad thing.

Chair Doe: Confirmed. The other thing that this might do is provide our sole finalist with some understanding of concerns, in fairness to her.

Kroll: Asked about the timeline for the survey.

Andrew Norton: Indicated that the meeting for final consideration by the Board of Governors is on Friday, December 16<sup>th</sup>. Think it would be good to get the comments to the Board by next Wednesday, December 14<sup>th</sup>. Would mean we should close the survey by 5:00 p.m. on Monday to allow for analysis next Tuesday.

Chair Doe: Encouraged members to get feedback from their constituencies, as we may not be able to survey all faculty. [This statement was revised following the meeting to reflect the motion – all faculty and staff were determined to be sent the survey for their input]. Gave examples of some questions that may appear as part of the survey.

Vice Provost James: Requested clarification. Asked: The comment just made for Faculty Council would apply to the Administrative Professional Council and the Classified Personnel Council, correct?

Van Buren: Motion included staff as well as faculty.

Amy Barkley: Would likely need to send this to the chairs of the councils for distribution, since we do not own those email lists.

Canetto: Asked: How will the survey results make a difference? Wondering also what questions will be asked so we have some clarity in terms of what this survey would look like.

Chair Doe: Think it would be a simple survey, such as whether we find a candidate acceptable or unacceptable, open-ended questions, and responses for why. Cannot promise this will make a difference. Asked if Norton could speak to this.

Norton: Think it is important. We have had discussions for some time now in Faculty Council that the Board should get a better sense of what faculty think, and that probably goes the other way as well. As to whether this will make any change, cannot predict that.

Chair Doe: Directed members' attention to a comment in the chat about including faculty that find themselves in non-academic homes.

### **G. PROVOST/EXECUTIVE VICE PRESIDENT REPORT – Susan James, Vice Provost for Faculty Affairs**

Ceded time for discussion with President Miranda.

Interim Provost Janice Nerger: Expressed appreciation for the conversation. Think it is important to hear what people have to say. Indicated that people are also welcome to send comments to her and she will relay those. Know it will not be anonymous to herself, but am genuine in saying that comments will be passed on anonymously as sent.

Provost Nerger: Gave a report to the Board of Governors. Will send this to Chair Doe so that people can see that report.

### **H. REPORTS TO BE RECEIVED**

1. Fall 2022 Task Force Reports
  - a. Administrative Leave Task Force
  - b. Budget 101 to Capstone Task Force
  - c. Contracts Task Force
  - d. Innovative Directions Task Force
  - e. Shared Governance Task Force

Postponed to February Faculty Council meeting.

Chair Doe: Noted that the task forces are completing their work. We will discuss this more at our February meeting when we have the full set.

2. Faculty Council Chair Report – Sue Doe

Submitted written [Chair's report](#).

3. Board of Governors Report – Andrew Norton



- a. YOU@CSU Presentation – John McGuire, CSU Leadership Fellow
  1. [Faculty and staff version of YOU@CSU brings confidential well-being resources to employees \(colostate.edu\)](#)

Meeting was adjourned at 5:59 p.m.

ATTENDANCE  
**BOLD INDICATES PRESENT AT MEETING**  
UNDERLINE INDICATES ABSENT AT MEETING  
**2022-2023**

**Chair: Sue Doe**  
**Executive Assistant: Amy Barkley**  
**Professional Registered Parliamentarian: Lola Fehr**

**Vice-Chair: Melinda Smith**  
**BOG Representative: Andrew Norton**

| ELECTED MEMBERS              | REPRESENTING                          | TERM |
|------------------------------|---------------------------------------|------|
| <b>Agricultural Sciences</b> |                                       |      |
| <b>Stephen Kroll</b>         | Agricultural and Resource Economics   | 2025 |
| <b>Jennifer Martin</b>       | Animal Sciences                       | 2024 |
| <b>Jane Stewart</b>          | Agricultural Biology                  | 2024 |
| <b>Kelly Curl</b>            | Horticulture & Landscape Architecture | 2025 |
| <b>Jim Ippolito</b>          | Soil and Crop Sciences                | 2023 |
| <u>Marco Costanigro</u>      | College-at-Large                      | 2023 |
| <b>Bradley Goetz</b>         | College-at-Large                      | 2023 |
| <b>Andrew Norton</b>         | College-at-Large                      | 2023 |

**Health and Human Sciences**

|                             |                                      |      |
|-----------------------------|--------------------------------------|------|
| <b>Ruoh-Nan (Terry) Yan</b> | Design and Merchandising             | 2024 |
| <b>Jennifer Richards</b>    | Health and Exercise Science          | 2025 |
| <b>David Sampson</b>        | Food Science and Human Nutrition     | 2025 |
| <b>Lisa Daunhauer</b>       | Human Development and Family Studies | 2023 |
| <u>Erin Arneson</u>         | Construction Management              | 2024 |
| <b>Aaron Eakman</b>         | Occupational Therapy                 | 2023 |
| <b>Sharon Anderson</b>      | School of Education                  | 2024 |
| <b>Elizabeth Kiehne</b>     | School of Social Work                | 2025 |
| <b>Brian Butki</b>          | College-at-Large                     | 2024 |

**Business**

|                         |                              |      |
|-------------------------|------------------------------|------|
| <u>Bill Rankin</u>      | Accounting                   | 2023 |
| <u>John Hoxmeier</u>    | Computer Information Systems | 2024 |
| <u>Bharadwaj Kannan</u> | Finance and Real Estate      | 2025 |
| <b>Rob Mitchell</b>     | Management                   | 2024 |
| <u>Elizabeth Webb</u>   | Marketing                    | 2023 |

**Engineering**

|                              |                                     |      |
|------------------------------|-------------------------------------|------|
| <b>Peter Jan van Leeuwen</b> | Atmospheric Science                 | 2024 |
| <b>Ashok Prasad</b>          | Chemical and Biological Engineering | 2025 |
| <u>Hussam Mahmoud</u>        | Civil and Environmental Engineering | 2024 |
| <b>Steven Reising</b>        | Electrical and Computer Engineering | 2025 |
| <u>Kirk McGilvray</u>        | Mechanical Engineering              | 2023 |
| <b>Thomas Bradley</b>        | Systems Engineering                 | 2023 |
| <b>Sybil Sharvelle</b>       | College-at-Large                    | 2023 |

**Liberal Arts**

|                         |                          |      |
|-------------------------|--------------------------|------|
| <b>Mary Van Buren</b>   | Anthropology & Geography | 2023 |
| <b>Mary-Ann Kokoska</b> | Art & Art History        | 2025 |
| <b>Mark Saunders</b>    | Communication Studies    | 2025 |
| <b>Anders Fremstad</b>  | Economics                | 2024 |
| <b>Doug Cloud</b>       | English                  | 2023 |

(substituting for Tony Becker, on sabbatical Fall 2022)

|                          |                                      |      |
|--------------------------|--------------------------------------|------|
| <b>Maricela DeMirjyn</b> | Ethnic Studies                       | 2025 |
| <b>John Slater</b>       | Languages, Literatures, and Cultures | 2025 |
| <b>Jared Orsi</b>        | History                              | 2023 |
| <b>Marilee Long</b>      | Journalism and Media Communication   | 2025 |
| <b>Madeline Harvey</b>   | Music, Theatre, and Dance            | 2025 |
| <b>Andre Archie</b>      | Philosophy                           | 2025 |
| <u>Marni Berg</u>        | Political Science                    | 2024 |
| <b>KuoRay Mao</b>        | Sociology                            | 2025 |

(substituting for Laura Raynolds, on sabbatical 2022-2023)

|                              |                  |      |
|------------------------------|------------------|------|
| <b>Ajean Ryan</b>            | College-at-Large | 2023 |
| <b>Antonio Pedros-Gascon</b> | College-at-Large | 2025 |

|  |  |      |
|--|--|------|
| <b>Emily Morgan</b>                                      | College-at-Large                             | 2023 |
| <u>Lisa Langstraat</u>                                   | College-at-Large                             | 2024 |
| <u>Erica LaFehr</u>                                      | College-at-Large                             | 2024 |
| (substituting for Allison Goar, on sabbatical Fall 2022) |  |      |
| <b>Abigail Shupe</b>                                     | College-at-Large                             | 2024 |
| <u>John Carlo Pierce</u>                                 | College-at-Large                             | 2024 |
| <b>Natural Resources</b>                                 |  |      |
| <b>Randall Boone</b>                                     | Ecosystem Science and Sustainability         | 2023 |
| <b>Chad Hoffman</b>                                      | Forest and Rangeland Stewardship             | 2024 |
| <b>Yoichiro Kanno</b>                                    | Fish, Wildlife, & Conservation Biology       | 2024 |
| <b>William Sanford</b>                                   | Geosciences                                  | 2023 |
| <b>Alan Bright</b>                                       | Human Dimensions of Natural Resources        | 2023 |
| <b>Natural Sciences</b>                                  |  |      |
| <b>Olve Peersen</b>                                      | Biochemistry & Molecular Biology             | 2025 |
| <b>Mike Antolin</b>                                      | Biology                                      | 2024 |
| <b>Rob Paton</b>   | Chemistry                                    | 2023 |
| TBD  | Computer Science                             | 2022 |
| <b>Emily Hardegree-Ullman</b>                            | Physics                                      | 2024 |
| <b>Silvia Canetto</b>                                    | Psychology                                   | 2025 |
| <b>Ander Wilson</b>                                      | Statistics                                   | 2025 |
| <u>Yongcheng Zhou</u>                                    | Mathematics                                  | 2023 |
| <b>Alan Van Orden</b>                                    | College-at-Large                             | 2023 |
| <b>Joseph DiVerdi</b>                                    | College-at-Large                             | 2025 |
| <b>James Liu</b>   | College-at-Large                             | 2023 |
| <b>Veterinary Medicine &amp; Biomedical Sciences</b>     |  |      |
| <b>Rao Veermachaneni</b>                                 | Biomedical Sciences                          | 2025 |
| <b>Shari Lanning</b>                                     | Clinical Sciences                            | 2025 |
| <u>Elizabeth Ryan</u>                                    | Environmental & Radiological Health Sciences | 2023 |
| <b>Tony Schountz</b>                                     | Microbiology, Immunology and Pathology       | 2024 |
| <b>Katriana Popichak</b>                                 | College-at-Large                             | 2025 |
| <b>Fiona Hollinshead</b>                                 | College-at-Large                             | 2025 |
| <b>Doreene Hyatt</b>                                     | College-at-Large                             | 2024 |
| <b>Tara Nordgren</b>                                     | College-at-Large                             | 2025 |
| <b>Jennifer Peel</b>                                     | College-at-Large                             | 2023 |
| <b>John Rosecrance</b>                                   | College-at-Large                             | 2023 |
| <b>Zaid Abdo</b>   | College-at-Large                             | 2025 |
| <b>Brian Geiss</b>                                       | College-at-Large                             | 2025 |
| <b>University Libraries</b>                              |  |      |
| <b>Christine Pawliuk</b>                                 | Libraries                                    | 2025 |
| <b><i>Ex Officio</i> Voting Members</b>                  |  |      |
| <b>Sue Doe</b>   | Chair, Faculty Council/Executive Committee   | 2023 |

|  |   |      |
|--|---|------|
| <b>Melinda Smith</b>                   | Vice Chair, Faculty Council                                       | 2023 |
| <b>Andrew Norton</b>                   | BOG Faculty Representative  | 2023 |
| <b>Steve Reising</b> , Chair           | Committee on Faculty Governance                                   | 2023 |
| <b>Gregg Griffenhagen</b> , Chair      | Committee on Information Technology                               | 2023 |
| Shane Kanatous, Chair                  | Committee on Intercollegiate Athletics                            | 2023 |
| Jerry Magloughlin, Chair               | Committee on Libraries  | 2023 |
| <b>Jenny Morse</b> , Co-Chair          | Committee on Non-Tenure Track Faculty                             | 2023 |
| Olivia Arnold, Co-Chair                | Committee on Non-Tenure Track Faculty                             | 2023 |
| <b>Jennifer Martin</b> , Chair         | Committee on Responsibilities and Standing<br>of Academic Faculty | 2023 |
| <b>William Sanford</b> , Chair         | Committee on Scholarship, Research, and<br>Graduate Education     | 2023 |
| <b>Alan Kennan</b> , Chair             | Committee on Scholastic Standards                                 | 2023 |
| <b>James Graham</b> , Chair            | Committee on Strategic and Financial Planning                     | 2023 |
| <b>Shawn Archibeque</b> , Co-Chair     | Committee on Teaching and Learning                                | 2023 |
| <b>Cayla Bellamy</b> , Co-Chair        | Committee on Teaching and Learning                                | 2023 |
| <b>Jose Luis Suarez-Garcia</b> , Chair | Committee on University Programs                                  | 2023 |
| <b>Brad Goetz</b> , Chair              | University Curriculum Committee                                   | 2023 |
| <b>Ryan Brooks</b>                     | Committee on Non-Tenure Track Faculty                             | 2025 |
| <b>Pinar Omur-Ozbek</b>                | Committee on Non-Tenure Track Faculty                             | 2023 |
| <b>Thomas Conway</b>                   | Committee on Non-Tenure Track Faculty                             | 2024 |
| <b>Sean Bryan</b>                      | Committee on Non-Tenure Track Faculty                             | 2025 |
| <b>Ann Hess</b>                        | Committee on Non-Tenure Track Faculty                             | 2025 |
| Jennifer Reinke                        | Committee on Non-Tenure Track Faculty                             | 2025 |
| <b>Scott Weibensohn</b>                | Committee on Non-Tenure Track Faculty                             | 2025 |

#### ***Ex Officio Non-Voting Members***

|                          |   |  |
|--------------------------|---|--|
| <b>Rick Miranda</b>      | Interim President                                       |  |
| <b>Albert Bimper</b>     | Interim Chief of Staff                                  |  |
| <b>Jan Nerger</b>        | Interim Provost   |  |
| Karen Dunbar             | Co-Interim Vice President for Advancement               |  |
| Rudy Garcia              | Co-Interim Vice President for Advancement               |  |
| Kathay Rennels           | Interim Vice President for Engagement & Extension       |  |
| TBD                      | Vice President for Enrollment and Access                |  |
| TBD                      | Vice President for Equity, Equal Opportunity & Title IX |  |
| <b>Susan James</b>       | Vice Provost for Faculty Affairs                        |  |
| <b>Brett Anderson</b>    | Interim Vice President for Human Resources              |  |
| Kauline Cipriani         | Vice President for Inclusive Excellence                 |  |
| <b>Brandon Bernier</b>   | Vice President for Information Technology               |  |
| <b>Kathleen Fairfax</b>  | Vice Provost for International Affairs                  |  |
| <b>Laura Jensen</b>      | Vice Provost for Planning and Effectiveness             |  |
| Alan Rudolph             | Vice President for Research                             |  |
| Jenelle Beavers          | Vice President for Strategy                             |  |
| <b>Blanche M. Hughes</b> | Vice President for Student Affairs                      |  |
| TBD                      | Vice Provost for Undergraduate Affairs                  |  |

**Greg Luft**

Interim Vice President for University Marketing &  
Communications

Brendan Hanlon

Vice President for University Operations

James Pritchett

Dean, College of Agricultural Sciences

Beth Walker

Dean, College of Business

David McLean

Dean, College of Engineering

**Lise Youngblade**

Dean, College of Health and Human Sciences

Sonia Kreidenweis

Interim Dean, Graduate School

**Ben Withers**

Dean, College of Liberal Arts

Karen Estlund

Dean, Libraries

Simon Tavener

Interim Dean, College of Natural Sciences

**Susan VandeWoude**

Dean, College of Vet. Medicine & Biomedical Sciences

A. Alonso Aguirre

Dean, Warner College of Natural Resources

**Justin Schwendeman-Curtis**

Administrative Professional Council

(substituting for Matt Klein, Chair of APC)

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **December 2, 2022** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 11:47 a.m.

### Minutes

The minutes of November 11, 2022 were electronically approved on November 14, 2022.

### Consent Agenda

The Consent Agenda was approved.

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

| Major Changes to Existing Courses |  |   |                |
|-----------------------------------|--|---|----------------|
| Course #                          | Course Title   | Notes   | Effective Term |
| <a href="#">ART 265</a>           | <a href="#">Introduction</a> <del>Printmaking I-Introduction</del> to Printmaking              | <ul style="list-style-type: none"> <li>Edits to course title and abbreviated title.</li> <li>Edit to course description.</li> </ul>   | Fall 2023      |
| <a href="#">ART 365</a>           | <a href="#">Lithography and Post-Digital Printmaking</a> <del>Printmaking II-Lithography</del> | <ul style="list-style-type: none"> <li>Edits to course title and abbreviated title.</li> <li>Edits to course description.</li> <li>Edit to prerequisite: ART <del>265</del> <a href="#">436</a></li> <li>Edits to assessment components and weekly schedule</li> </ul>  | Fall 2023      |
| <a href="#">BZ 535</a>            | Behavioral <a href="#">and Cognitive</a> Ecology   | <ul style="list-style-type: none"> <li>Edits to course title and course description.</li> <li>Edit to offering year: <del>Even</del> <a href="#">Odd</a></li> <li>Edit to offering term: <a href="#">Spring</a> <del>Fall</del></li> <li>Edit to prerequisites: <a href="#">BZ 300 with minimum grade of B</a> <del>BZ 220</del></li> <li>Addition of Universal Restriction: <a href="#">Graduate ONLY</a></li> </ul> | Fall 2023      |
| <a href="#">CHEM 241</a>          | Foundations of Organic Chemistry   | <ul style="list-style-type: none"> <li>Edit to Add'l Reg Info: <del>Chemistry majors only</del>. Credit allowed for only one of the following: CHEM 241, CHEM 245, CHEM 341, or CHEM 345.</li> <li>Edits to Course Learning Objectives</li> </ul>   | Fall 2023      |
| <a href="#">HDFS 217</a>          | Creative Experiences for Children  | <ul style="list-style-type: none"> <li>Edits to course description.</li> <li>Edits to CLO's, weekly schedule, and course materials.</li> </ul>  | Fall 2023      |
| <a href="#">HORT 464A</a>         | Arboriculture  | <ul style="list-style-type: none"> <li>Removal of Distance/Online instructional format.</li> <li>Edit to prerequisites: HORT 100 <del>and SOCR 240</del></li> <li>Edit to Reg. Info: <del>Required field trips</del>.</li> <li>Edit to Grade Mode: <a href="#">Traditional</a> <del>Student Option</del></li> <li>Updating AUCC 4C justification.</li> </ul> <p><a href="#">Existing AUCC 4C in ENHR-NALZ-BS.</a></p> | Fall 2023      |
| <a href="#">SOWK 371A</a>         | Fields of Practice: Child Protection   | <ul style="list-style-type: none"> <li>Edit to offering term: <a href="#">Every Fall, Spring</a></li> <li>Edit to Add'l Reg Info: <a href="#">Sections may be offered: Online.</a></li> </ul>   | Summer 2023    |

|                           |                                      |  |             |
|---------------------------|--------------------------------------|--|-------------|
|                           |                                      | <ul style="list-style-type: none"> <li>Edits to assessment components and weekly schedule</li> </ul>   |             |
| <a href="#">SOWK 371B</a> | Fields of Practice: Juvenile Justice | <ul style="list-style-type: none"> <li>Edit to offering term: <del>Fall, Summer</del> <b>Fall</b></li> <li>Edit to Add'l Reg Info: <u>Sections may be offered: Online.</u></li> <li>Edits to assessment components</li> </ul>  | Summer 2023 |
| <a href="#">SOWK 371C</a> | Fields of Practice: Criminal Justice | <ul style="list-style-type: none"> <li>Edit to offering term: <u>Spring, Summer</u> <del>Spring</del></li> <li>Edit to Add'l Reg Info: <u>Sections may be offered: Online.</u></li> <li>Edits to assessment components</li> </ul>  | Summer 2023 |
| <a href="#">STAT 500</a>  | Statistical Computer Packages        | <ul style="list-style-type: none"> <li>Edit to offering term: <del>Spring,</del> Summer</li> <li>Change to Partial Semester</li> <li>Edit to prerequisites: <del>None</del> <b>STAT 340 and STAT 350</b></li> <li>Addition of Universal Restriction: <u>Graduate ONLY</u></li> <li>Edits to Add'l Reg Info: Admission to the Master of Applied Statistics program <u>or Theory and Applications of Regression Models certificate program.</u> <del>can substitute for STAT 350.</del></li> </ul> | Summer 2023 |

### New Courses

| Course #  | Course Title                                | Notes  | Effective Term |
|---|---|--|----------------|
| <a href="#">NR 518</a>                              | Climate Impacts and Risk Assessments        | Distance/Online only; Graduate only.<br>1 of 4 core courses for the new <u>Graduate Certificate in Climate Adaptation and Risk Management (CARMA).</u>       | Fall 2023      |
| <a href="#">NRRT 517/</a><br><a href="#">NR 517</a> | Climate Change Communication and Engagement | 2 cr; distance/online only; Graduate only.<br>1 of 4 core courses for the new <u>Graduate Certificate in Climate Adaptation and Risk Management (CARMA).</u> | Fall 2023      |

### Major Changes to Existing Programs

| Program Title   | Notes   | Effective Term |
|---|---|----------------|
| <a href="#">BCHM-DTSZ-BS: Major in Biochemistry, Data Science Concentration</a>                   | <ul style="list-style-type: none"> <li>Sophomore year: addition of CS 162 as a required course; removal of 'CS 163 or CS 164' selection.</li> </ul> | Fall 2023      |
| <a href="#">LLAC-LFRZ-BA: Major in Languages, Literatures, and Cultures, French Concentration</a> | <ul style="list-style-type: none"> <li>Senior year: addition of upper-division LFRE elective; adjustment of elective credits.</li> </ul>            | Fall 2023      |
| <a href="#">MATH-AMTZ-BS: Major in Mathematics, Applied Mathematics Concentration</a>             | <ul style="list-style-type: none"> <li>Sophomore year: updates to 'Select 4 credits from the following' list.</li> </ul>                            | Fall 2023      |
| <a href="#">TRMG-MTM: Master of Tourism Management, Plan C (M.T.M.)</a>                           | <ul style="list-style-type: none"> <li>See CIM for all changes (<i>includes revised Program Description</i>).</li> </ul>                            | Fall 2023      |

### CONSENT AGENDA

### Experimental Courses – 1st Offering

(approved by UCC Chair in CIM on behalf of UCC during Fall Break)

| Course #                   | Course Title                 | Notes/Changes                                       | Effective Term |
|----------------------------|------------------------------|---|----------------|
| <a href="#">CHEM 581A3</a> | Chemistry Manuscript Writing | Requires written consent of instructor and advisor. | Spring 2023    |

### Minor Changes to Courses

| Course #                 | Course Title                            | Notes  | Effective Term |
|--------------------------|---|--|----------------|
| <a href="#">AM 321</a>   | Advanced Textiles                       | • Edit to offering term: <del>Fall</del> , Spring  | Fall 2023      |
| <a href="#">AM 421</a>   | Textiles Product Quality Assessment     | • Edit to offering term: <del>Fall</del> , Spring <del>Fall</del>  | Fall 2023      |
| <a href="#">ECE 452</a>  | Computer Organization and Architecture  | • Edit to prerequisites: CS <del>250 270</del> with a minimum grade of C or <del>CS 270 ECE 251</del> with a minimum grade of C <del>or ECE 251 with a minimum grade of C.</del> | Fall 2023      |
| <a href="#">ECE 566</a>  | Grid Integration of Wind Energy Systems | • Edit to prerequisites: <del>(ECE 461 and ECE 461 462)</del> or ECE 565   | Fall 2023      |
| <a href="#">HDFS 286</a> | Practicum                               | • Edit to offering term: <del>Fall, Spring Every</del>   | Summer 2023    |
| <a href="#">JTC 345</a>  | Video Production                        | • Edit to Add'l Reg Info: <del>Sophomore Junior</del> standing. <i>Submitted in CIM as a Major Change.</i>   | Fall 2023      |
| <a href="#">JTC 357</a>  | Persuasion in Strategic Communication   | • Edit to prerequisite: JTC 350 <del>or JTC 355</del>  | Fall 2023      |
| <a href="#">JTC 460</a>  | Senior Capstone                         | • Edit to prerequisites: (JTC 326) and (JTC 420 or JTC 422 or <del>JTC 425</del> or JTC 430 or JTC 433 or JTC 435 or JTC 440 or JTC 451 or JTC 470 or <del>JTC 472</del> )       | Fall 2023      |
| <a href="#">TH 243</a>   | World Theatre History II                | • Edit to prerequisite: <del>TH 140 242</del>  | Summer 2023    |

### Course Deactivations

| Course #  | Course Title                       | Notes/Changes | Effective Term |
|---|------------------------------------|---------------|----------------|
| <a href="#">MGT 450</a>                             | Biomedical Entrepreneurship I      |               | Fall 2022      |
| <a href="#">SOCR 416/</a><br><a href="#">BZ 416</a> | Pollination Biology and Management |               | Fall 2022      |

### Minor Changes to Existing Programs

| Program Title  | Notes  | Effective Term |
|--|--|----------------|
| <a href="#">PHIL-GNPZ-BA: Major in Philosophy, General Philosophy Concentration</a>                | • Junior year: addition of PHIL 333 to 'Select one course' list. | Fall 2023      |
| <a href="#">PHIL-GPRZ-BA: Major in Philosophy, Global Philosophies and Religions Concentration</a> | • Junior year: addition of PHIL 333 to 'Select one course' list. | Fall 2023      |
| <a href="#">WPHF: Certificate in World Philosophies and Religions</a>                              | • Addition of PHIL 333 to a 'Select from' list.                  | Fall 2023      |

### Provisional Study Abroad Courses – Rescheduled Offerings

*UCC has approved the below Study Abroad courses for 1<sup>st</sup> provisional offerings, but these offerings were rescheduled due to the COVID-19 pandemic. Curriculum will be taught as originally approved. Updated OIP approval letters and budgets are attached to each course in CIM.*

| Course #                 | Course Title  | Cancelled Offering | Rescheduled Offering |
|--------------------------|---|--------------------|----------------------|
| <a href="#">CBE 182A</a> | Study Abroad--Denmark: Intro to Chemical and Biological Engineering | Fall 2021          | Fall 2023            |



|                          |   |             |             |
|--------------------------|---|-------------|-------------|
| <a href="#">GR 482A</a>  | Study Abroad--Vietnam: Land Change Science and Remote Sensing | Summer 2022 | Summer 2023 |
| <a href="#">MGT 482D</a> | Study Abroad--Portugal: Leading High Performance Teams        | Summer 2022 | Summer 2023 |
| <a href="#">TH 382A</a>  | Study Abroad--South Africa: Performing Arts and Culture       | Summer 2022 | Summer 2023 |

| Update to 10/28/22 Minutes |                                 |   |                |
|----------------------------|---------------------------------|---|----------------|
| Course #                   | Course Title                    | Notes   | Effective Term |
| <a href="#">ENGR 535</a>   | Modeling Human Systems Behavior | <a href="#">Start term administratively changed from Fall 2023 to Summer 2023, due to department request.</a> | Summer 2023    |

Minutes approved by the University Curriculum Committee on 12/9/22.

Brad Goetz, Chair  
Shelly Ellerby and Erin Niswender,  
Curriculum & Catalog

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **December 9, 2022** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 11:44 a.m.

### Minutes

The minutes of December 2, 2022 were approved.

### Consent Agenda

The Consent Agenda was approved.

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

| Miscellaneous Memo Request – SAU Name change   |  |
|--|--|
| Request  | Justification  |
| <a href="#">School of Advanced Materials Discovery (SAMD) - Name Change Request to – School of Materials Science and Engineering (SMSE)</a><br><br><a href="#">Still pending review by CoSFP, CoFG, etc.</a> | SMSE aligns more closely with the name of the degree programs that we offer, is easier to understand, and will facilitate attracting students, staff and faculty to our program. The new name will better match with our current program codes and degree names. |

| Major Changes to Existing Course |   |   |                |
|----------------------------------|---|---|----------------|
| Course #                         | Course Title  | Notes   | Effective Term |
| <a href="#">ART 366</a>          | <a href="#">Community and Sustainability in Printmaking</a> <del>Printmaking III Studio</del> <del>Workshop</del> | <ul style="list-style-type: none"> <li>Edits to course title and abbreviated title.</li> <li>Edits to course description.</li> <li>Edit to prerequisite: ART <del>265</del> <del>365</del></li> <li>Add'l Reg Info added: <a href="#">Sophomore standing</a></li> <li>Updates to CLO's and weekly schedule/assignments</li> </ul> | Fall 2023      |

| New Courses              |   |  |                |
|--------------------------|---|--|----------------|
| Course #                 | Course Title                                | Notes  | Effective Term |
| <a href="#">ART 220</a>  | Book Arts -- History, Meaning, and Form     | Previously offered as experimental course <a href="#">ART 280A3</a> .  | Fall 2023      |
| <a href="#">BIOM 304</a> | Global Challenges and Collaborations in BME | Previously offered as experimental course <a href="#">BIOM 380A2</a> . | Summer 2023    |
| <a href="#">D 344</a>    | Methods of Teaching Dance                   |  | Spring 2023    |

|                          |  |   |           |
|--------------------------|--|---|-----------|
| <a href="#">PH 193</a>   | Introductory Seminar in Physics            | 1 cr.; Previously offered as experimental course <a href="#">PH 180A2</a> . | Fall 2023 |
| <a href="#">PHIL 538</a> | Seminar in Philosophy of Mind              | Graduate Only   | Fall 2023 |
| <a href="#">PHIL 567</a> | Seminar in Social and Political Philosophy | Graduate Only   | Fall 2023 |

### New Undergraduate Certificate

| Program Title  | Notes                             | Effective Term |
|--|-----------------------------------|----------------|
| <a href="#">Certificate in Global Biomedical Engineering</a> | Offered Main Campus Face-to-Face. | Fall 2023      |

### New Graduate Certificates

| Program Title  | Notes   | Effective Term |
|--|---|----------------|
| <a href="#">Graduate Certificate in Climate Adaptation and Risk Management (CARMA)</a> | Offered Online/DCE only.  | Fall 2023      |
| <a href="#">Graduate Certificate in Political Economy</a>                              | Offered Main Campus Face-to-Face. Replaces CIM-PE-GISP: Political Economy Graduate Interdisciplinary Studies Program ( <i>see Program Deactivation below</i> ). | Fall 2023      |

### Program Deactivation

| Program Title   | Notes   | Last admit term | Last grad term |
|---|---|-----------------|----------------|
| <a href="#">CIM-PE-GISP: Political Economy Graduate Interdisciplinary Studies Program</a> | Replaced by the Graduate Certificate in Political Economy ( <i>see above</i> ). | Fall 2023       | Spring 2025    |

### New Specializations (Previously were Options)

| Program Title  | Notes  | Effective Term |
|--|--|----------------|
| <a href="#">Master of Education in Education and Human Resource Studies, Educational Leadership with K-12 Principal Licensure Specialization</a> | Formerly Option 2 under EHRS-ESZ-MED: Master of Education in Education and Human Resource Studies, Education Sciences Specialization<br><br>A minimum of 33 credits are required to complete this program. | Spring 2023    |
| <a href="#">Master of Education in Education and Human Resource Studies, Teacher Licensure Specialization</a>                                    | Formerly Option 3 under EHRS-ESZ-MED: Master of Education in Education and Human Resource Studies, Education Sciences Specialization   | Spring 2023    |

|  | A minimum of 41 credits are required to complete this program.   |                |
|--|--|----------------|
| Major Changes to Existing Program  |  |                |
| Program Title  | Notes  | Effective Term |
| <a href="#">EHRS-ESZ-MED: Master of Education in Education and Human Resource Studies, Education Sciences Specialization</a> | Options 2 and 3 are being replaced by the standalone specializations above. Option 1 (Instructional Science Option) will remain under this program code as a standalone specialization, not an Option.<br><br>A minimum of 30 credits are required to complete this program. | Spring 2023    |

| Major Changes to Existing Programs  |   |                |
|---|---|----------------|
| Program Title   | Notes   | Effective Term |
| <a href="#">ACSW-MASW: Master of Addiction Counseling in Psychology and Social Work</a>   | <ul style="list-style-type: none"> <li>• Second Year Fall: replacing PSY 726 with PSY 620.</li> <li>• Third Year Spring: replacing PSY 710 with PSY 726.</li> <li>• Increase of Program Total Credits: <del>83</del> 82</li> </ul>  | Fall 2023      |
| <a href="#">ACSW-MASW: Master of Addiction Counseling in Psychology and Social Work, Advanced Standing Program</a>                          | <ul style="list-style-type: none"> <li>• First Year Fall: addition of PSY 620.</li> <li>• First Year Spring: addition of PSY 726 (<i>moved from Second Year Fall</i>).</li> <li>• Second Year Spring: removing PSY 710.</li> <li>• Increase of Program Total Credits: <del>64</del> 63</li> </ul> | Fall 2023      |
| <a href="#">COMM-DD-MCMM: Master of Communications and Media Management (M.C.M.M., Plan C)</a>  | <ul style="list-style-type: none"> <li>• See CIM for all changes.</li> </ul>  | Fall 2023      |
| <a href="#">HDFS-MAFZ-MS: Master of Science in Human Development and Family Studies, Marriage and Family Therapy Specialization, Plan A</a> | <ul style="list-style-type: none"> <li>• Addition of required course HDFS 693.</li> </ul>   | Fall 2023      |
| <a href="#">HDFS-PVSZ-MS: Master of Science in Human Development and Family Studies, Plan A, Prevention Science Specialization</a>          | <ul style="list-style-type: none"> <li>• Addition of required course HDFS 693.</li> </ul>   | Fall 2023      |
| <a href="#">HIST-DPUZ-BA: Major in History, Digital and Public History Concentration</a>  | <ul style="list-style-type: none"> <li>• Sophomore year: addition of required course HIST 392 and adjustment of elective credits.</li> </ul>  | Fall 2023      |
| <a href="#">HIST-GENZ-BA: Major in History, General History Concentration</a>   | <ul style="list-style-type: none"> <li>• Sophomore year: addition of required course HIST 392 and adjustment of elective credits.</li> </ul>  | Fall 2023      |
| <a href="#">HIST-LNGZ-BA: Major in History, Language Concentration</a>  | <ul style="list-style-type: none"> <li>• Junior year: addition of required course HIST 392 and adjustment of elective credits.</li> </ul>   | Fall 2023      |
| <a href="#">HIST-SBSZ-BA: Major in History, Social and Behavioral Sciences Concentration</a>  | <ul style="list-style-type: none"> <li>• Sophomore year: addition of required course HIST 392 and adjustment of elective credits.</li> </ul>  | Fall 2023      |

|   |   |           |
|---|---|-----------|
| <a href="#">MECH-MS: Master of Science in Mechanical Engineering, Plan B</a>              | <ul style="list-style-type: none"> <li>• Revisions to Program Description.</li> <li>• Addition of ‘Scholarly Paper’ course options.</li> <li>• Updates to ‘Select 2’ list.</li> </ul> | Fall 2023 |
| <a href="#">SAHE-MS: Master of Science in Student Affairs in Higher Education, Plan A</a> | <ul style="list-style-type: none"> <li>• See CIM for all changes.</li> </ul>  | Fall 2023 |
| <a href="#">SAHE-MS: Master of Science in Student Affairs in Higher Education, Plan B</a> | <ul style="list-style-type: none"> <li>• See CIM for all changes (<i>includes revised Program Description</i>).</li> </ul>  | Fall 2023 |

|                       |
|-----------------------|
| <b>CONSENT AGENDA</b> |
|-----------------------|

### Experimental Courses – 1st Offering

| Course #                   | Course Title                                  | Notes/Changes    | Effective Term     |
|----------------------------|---|------------------|--------------------|
| <a href="#">ART 380A5</a>  | Art in Forest Ecosystems                      | Partial semester | Summer 2023        |
| <a href="#">CIVE 580B8</a> | Hydraulics of Closed Conduits                 |                  | <b>Spring 2023</b> |
| <a href="#">GEOL 481A1</a> | Global Biogeochemical Cycles in Earth History |                  | <b>Spring 2023</b> |

### Minor Changes to Existing Courses

| Course #                        | Course Title                                 | Notes  | Effective Term |
|---------------------------------|--|--|----------------|
| <a href="#">ECE 528/ CS 528</a> | Embedded Systems and Machine Learning        | <ul style="list-style-type: none"> <li>• Edit to prerequisites: CS <del>250 270</del> with a <u>minimum grade of C</u> or <del>CS 270 better or ECE 251</del> with a <u>minimum grade of C</u> or <del>ECE 251</del> with a <u>minimum grade of C better</u>.</li> </ul> | Fall 2023      |
| <a href="#">ECE 561/ CS 561</a> | Hardware/Software Design of Embedded Systems | <ul style="list-style-type: none"> <li>• Edit to prerequisites: CS <u>250 with a minimum grade of C 270</u> or CS <u>270 with a minimum grade of C 470</u> or <u>CS 470 or ECE 251 with a minimum grade of C</u> or <u>ECE 452</u>.</li> </ul>                           | Fall 2023      |
| <a href="#">MECH 105</a>        | Mechanical Engineering Problem Solving       | <ul style="list-style-type: none"> <li>• Edit to prerequisites: (MATH 159, <u>may be taken concurrently</u> or MATH 160, <u>may be taken concurrently</u>) and MECH 103 and PH 141, may be taken concurrently<br/><i>Submitted in CIM as a Major Change.</i></li> </ul>  | Summer 2023    |

### Minor Changes to Existing Programs

| Program Title  | Notes  | Effective Term |
|--|--|----------------|
| <a href="#">AEGF-CT: Graduate Certificate in Aerospace Engineering</a>           | <ul style="list-style-type: none"> <li>• Updates to ‘Select from’ list.</li> </ul>                 | Fall 2023      |
| <a href="#">EINF-CT: Graduate Certificate in Entrepreneurship and Innovation</a> | <ul style="list-style-type: none"> <li>• Addition of BUS 664 to ‘Choose 4 credit’ list.</li> </ul> | Fall 2023      |

|   |  |             |
|---|--|-------------|
| <a href="#"><u>ENGR-AMFZ-ME: Master of Engineering, Plan C, Advanced Manufacturing Specialization</u></a> | <ul style="list-style-type: none"> <li>• Update to 'Select from' list.</li> </ul>  | Summer 2023 |
| <a href="#"><u>ENGR-ASEZ-ME: Master of Engineering, Plan C, Aerospace Engineering Specialization</u></a>  | <ul style="list-style-type: none"> <li>• Updates to 'Select from' list.</li> </ul>   | Fall 2023   |
| <a href="#"><u>ENGR-MECZ-ME: Master of Engineering, Plan C, Mechanical Engineering Specialization</u></a> | <ul style="list-style-type: none"> <li>• Addition of new category: 'Suggestions for Students Interested in Energy Engineering Coursework'</li> </ul> | Summer 2023 |
| <a href="#"><u>MECH-MS: Master of Science in Mechanical Engineering, Plan A</u></a>                       | <ul style="list-style-type: none"> <li>• Revisions to Program Description.</li> <li>• Updates to 'Select 2' list.</li> </ul>                         | Fall 2023   |
| <a href="#"><u>MECH-PHD: Ph.D. in Mechanical Engineering</u></a>  | <ul style="list-style-type: none"> <li>• Updates to 'Select one course' list.</li> </ul>   | Fall 2023   |

Minutes electronically approved by the University Curriculum Committee on 12/13/22.

Brad Goetz, Chair  
Shelly Ellerby and Erin Niswender,  
Curriculum & Catalog

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **January 20, 2023** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 12:07 p.m.

### Minutes

The minutes of December 9, 2022 were electronically approved on December 13, 2022.

### Consent Agenda

The Consent Agenda was not voted on and is on the January 27, 2023 UCC Agenda.

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

### Study Abroad Course – Permanent Offering

| Course #                  | Course Title  | Notes   | Effective Term |
|---------------------------|---|---|----------------|
| <a href="#">MECH 104A</a> | Study Abroad--Germany: Introduction to Mechanical Engineering | 3 cr.; previously offered in FA22 as experimental course <a href="#">MECH 182A</a> .  | Fall 2023      |
| <a href="#">RRM 371A</a>  | Study Abroad -- Thailand: Hospitality and Tourism in Thailand | <b>3 cr.</b> (includes 3 weeks of online pre and post-travel work); previously offered in SU22 as experimental course <a href="#">RRM 382A</a><br><b>Travel dates: 5/22/23-6/6/23</b> | Summer 2023    |

### Study Abroad Course – 1<sup>st</sup> Provisional Offering

| Course #                | Course Title  | Notes   | Effective Term |
|-------------------------|---|---|----------------|
| <a href="#">TH 482A</a> | Study Abroad -- Prague: Theatre Design, Performance, and Management | <b>6 cr.</b> (includes 3 weeks of online pre and post-travel work)<br><b>Travel dates: 6/7/23-6/23/23</b> | Summer 2023    |

### Major Changes to Existing Courses

| Course #                 | Course Title                      | Notes   | Effective Term |
|--------------------------|-----------------------------------|---|----------------|
| <a href="#">D 286</a>    | Performance Practicum             | • Edit to Add'l Reg info: This course may be repeated for a maximum number of <u>10 4</u> credits.  | Fall 2023      |
| <a href="#">HDFS 403</a> | Families in the Legal Environment | • Edit to offering term: <u>Fall, Spring</u> <del>Every</del><br>• Edit to instructional format: <del>Face-to-face</del><br>• Edit to Reg Info: <u>Offered as an online course only</u> | Summer 2023    |

|                          |   |   |           |
|--------------------------|---|---|-----------|
| <a href="#">NRRT 601</a> | <a href="#">Tourism Research Methods and Application</a> <del>Tourism Quantitative Analysis I</del> | <ul style="list-style-type: none"> <li>• Edits to course title and description.</li> <li>• Change of schedule type and credit distribution (<i>from lecture/lab to lecture only</i>)</li> <li>• Edit to prerequisites: <a href="#">STAT 201 or STAT 301</a> <del>STAT 312</del></li> <li>•</li> </ul>   | Fall 2023 |
| <a href="#">NRRT 602</a> | Tourism <a href="#">Research Methods and Application</a> <del>Quantitative Analysis II</del>        | <ul style="list-style-type: none"> <li>• Edits to course title and abbreviated title.</li> </ul>  | Fall 2023 |
| <a href="#">PHIL 300</a> | Ancient Greek Philosophy  | <ul style="list-style-type: none"> <li>• Edit to offering term: <del>Fall</del> <a href="#">Every</a></li> <li>• Edit to prerequisites: (<a href="#">PHIL 110 or PHIL 210</a>) and <a href="#">PHIL 200-499 – at least 3 credits</a> <del>PHIL 205 or PHIL 206 or PHIL 210</del></li> <li>• Addition of CLO's</li> </ul>                        | Fall 2023 |
| <a href="#">PHIL 302</a> | 19 <sup>th</sup> Century Philosophy   | <ul style="list-style-type: none"> <li>• Edit to offering year: <del>Every</del> <a href="#">Odd</a></li> <li>• Edit to offering term: <del>As Needed</del> <a href="#">Fall</a></li> <li>• Edit to prerequisites: <a href="#">PHIL 100-499 – at least 6 credits</a> <del>PHIL 301</del></li> <li>• Addition of CLO's</li> </ul>                | Fall 2023 |
| <a href="#">PHIL 315</a> | Philosophy of Language  | <ul style="list-style-type: none"> <li>• Edit to offering year: <del>Every</del> <a href="#">Odd</a></li> <li>• Edit to offering term: <del>As Needed</del> <a href="#">Spring</a></li> <li>• Edit to prerequisites: <del>PHIL 205 or PHIL 206 or PHIL 210 or PHIL 300 to 481 – at least 1 course</del></li> <li>• Addition of CLO's</li> </ul> | Fall 2023 |

### New Courses

| Course #                 | Course Title                              | Notes  | Effective Term     |
|--------------------------|---|--|--------------------|
| <a href="#">EDUC 467</a> | Methods in Dance Education                | Required field trips.  | Fall 2023          |
| <a href="#">HIST 373</a> | Environmental History of Colorado         |  | <b>Summer 2023</b> |
| <a href="#">HIST 516</a> | Reading Seminar -- Public History         | Graduate Only.   | Fall 2023          |
| <a href="#">HIST 579</a> | Professional Development Seminar          | 1 cr.; Graduate Only.  | Fall 2023          |
| <a href="#">SOWK 706</a> | Advanced Research Methods for Social Work | Graduate or Professional only  | Fall 2023          |
| <a href="#">STAT 351</a> | Sports Statistics and Analytics I         | Previously offered as experimental course <a href="#">STAT 381A2</a> .<br><br><i>Required for the new Undergraduate <a href="#">Certificate in Sports Statistics and Analytics</a></i> | Fall 2023          |
| <a href="#">STAT 451</a> | Sports Statistics and Analytics II        | Previously offered as experimental course <a href="#">STAT 380A2</a> .<br><br><i>Required for the new Undergraduate <a href="#">Certificate in Sports Statistics and Analytics</a></i> | Spring 2024        |



|                          |  |  |                    |
|--------------------------|--|--|--------------------|
| <a href="#">VMBS 101</a> | Alliance Institute Veterinary Perspectives | 1 cr.; previously offered as experimental course <a href="#">VMBS 180A1</a> ; partial semester ( <i>1 week course for high school students</i> ) | <b>Summer 2023</b> |
|--------------------------|--|--|--------------------|

| <b>Miscellaneous Update</b> |                               |  |                       |
|-----------------------------|-------------------------------|--|-----------------------|
| <b>Course #</b>             | <b>Course Title</b>           | <b>Notes</b>   | <b>Effective Term</b> |
| <a href="#">ENGR 300</a>    | 3D Printing Lab for Engineers | Prerequisites updated per department email to include BIOM 100 and CBE 101A. | Summer 2023           |

Minutes approved by the University Curriculum Committee on 1/27/23.

Brad Goetz, Chair  
Shelly Ellerby and Erin Niswender,  
Curriculum & Catalog

## MEMORANDUM

DATE: November 14, 2022

TO: Sue Doe, Chair  
Executive Committee and Faculty Council

FROM: Steven Reising, Chair, Committee on Faculty Governance

SUBJECT: Proposed revision to Section C.2.1.3.1 of the *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL*

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

MOVED, THAT SECTION C.2.1.3.1 of the ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE AMENDED AS FOLLOWS:

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

**C.2.1.3.1 Elected Members** (~~last revised February 5, 2021~~ last revised xxx)

Each academic department and the Libraries shall elect one (1) representative. An additional number of representatives, equal approximately to 45% of the number of academic departments and the Libraries, shall be elected at large by and from the colleges and the Libraries as required to achieve, as nearly as practical, membership proportional to the number of full-time, part-time, and transitional tenure track, tenured, contract, and continuing faculty members in the colleges and Libraries. In addition, contract and continuing faculty members who do not belong to an academic department or to the Libraries shall elect non-academic unit representative(s) as required to achieve, as nearly as practical, the same proportional representation as that in the academic departments and the Libraries.

All faculty representatives to the Faculty Council shall hold full-time, part-time, or transitional tenure track, tenured, contract or continuing appointments and shall not hold

an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. A faculty representative to the Faculty Council who becomes ineligible shall cease to hold this position.

Rationale:

Contract and continuing faculty who do not belong to an academic department nor to the Libraries currently have no representation on Faculty Council. Examples of non-represented CCAF are those with appointments in the Honors Program, PLACE, Special Academic Units (SAUs) and the Graduate School. The proposed addition of new CCAF non-academic unit representative(s) would give these contract and continuing faculty, as nearly as practical, the same proportional representation on Faculty Council as exists in the academic departments and the Libraries.

January 31, 2023

TO: Sue Doe, Chair  
Executive Committee and Faculty Council

FROM: Brad Goetz, Chair  
University Curriculum Committee

SUBJECT: New Undergraduate Degree Program: Major in Livestock Business Management

The University Curriculum Committee moves Faculty Council adopt the following:

**A new Undergraduate Degree Program: Major in Livestock Business Management, to be established effective Fall 2023 under the College of Agricultural Sciences.**

According to the request submitted:

Description:

The Livestock Business Management degree program develops active decision-making, communication, and practical management skills to prepare graduates to be effective leaders and agents within the livestock industry. Coursework within the program is selected to provide solid foundational understanding of biological processes and management opportunities within livestock systems as well as analytical and managerial principles in agricultural businesses across a range of scales and resource bases. On top of this fundamental foundation, students will be provided training in economic decision making and analysis that will explicitly integrate the biophysical dimensions with the financial dimensions to drive overall business decisions. Another important element of the program is the development of leadership skills to prepare graduates to not only work internally within the industry, but to also be effective in representing the industry and bringing broader social issues to the forefront within the industry. The integration of efficient livestock systems and business practices prepares students to be successful in a wide range of higher-level positions needed within contemporary animal agriculture.

Program Catalog Copy:

The Livestock Business Management degree program develops active decision-making, communication, and practical management skills to prepare graduates to be effective leaders and agents within the livestock industry. Coursework within the program is selected to provide solid foundational understanding of biological processes and management opportunities within livestock systems as well as analytical and managerial principles in agricultural businesses across a range of scales and resource bases. On top of this fundamental foundation, students will be provided training in economic decision making and analysis that will explicitly integrate the biophysical dimensions with the financial dimensions to drive overall business decisions. Another important element of the program is the development of leadership skills to prepare graduates to not only work internally within the industry, but to also be effective in representing the industry and bringing broader social issues to the forefront within the industry. The

integration of efficient livestock systems and business practices prepares students to be successful in a wide range of higher-level positions needed within contemporary animal agriculture.

Rationale:

Students and industry stakeholders (industry leaders and employers) have long desired an educational experience that would prepare students to be successful in careers in the livestock industry and allied businesses. The most direct evidence is the long-term success that we have had here at CSU with an informal double major program that has been active for the past twenty-five years. Across the years we've had many students in this program (as many as one-half of Agricultural Business majors in the mid-2000s), but the number of credit hours required have become nearly prohibitive as the individual majors have become more specialized in their respective sciences. Many of our peer institutions also offer options within programs of study that allow students some degree of specialization in the business of livestock management though all fall short of the level of training that employers tell us that they need in graduates. This proposed program of study is unique among all of these programs in that it explicitly extends and integrates the core disciplinary tools and sciences through an experiential frame to develop graduates who can effectively function in a contemporary livestock industry. Our industry partners make it clear that demand for this caliber of graduate is not currently being met.

The request was reviewed and approved by the University Curriculum Committee on 3/4/22.

Attachment



## NEW PROGRAM PROPOSAL

DATE SUBMITTED: 11/17/21 8:22 AM

## MAJOR IN LIVESTOCK BUSINESS MANAGEMENT

### Proposal Contact(s)

| Name             | Title                | Phone  | E-mail                         |
|------------------|----------------------|--------|--------------------------------|
| Marshall Frasier | Tenure Track Faculty | 1-6071 | marshall.frasier@colostate.edu |
| Jesse Burkhardt  | Tenure Track Faculty | 1-6951 | jesse.burkhardt@colostate.edu  |

Program available to students: Fall 2023

College: Agricultural Sciences

Department/Unit: 1172 - Agricultural and Resource Econ

Academic Level: Undergraduate

Program Type: Major

Degree Type: BS - Bachelor of Science

Program Title: Major in Livestock Business Management

### Program Description:

The Livestock Business Management degree program develops active decision-making, communication, and practical management skills to prepare graduates to be effective leaders and agents within the livestock industry. Coursework within the program is selected to provide solid foundational understanding of biological processes and management opportunities within livestock systems as well as analytical and managerial principles in agricultural businesses across a range of scales and resource bases. On top of this fundamental foundation, students will be provided training in economic decision making and analysis that will explicitly integrate the biophysical dimensions with the financial dimensions to drive overall business decisions. Another important element of the program is the development of leadership skills to prepare graduates to not only work internally within the industry, but to also be effective in representing the industry and bringing broader social issues to the forefront within the industry. The integration of efficient livestock systems and business practices prepares students to be successful in a wide range of higher-level positions needed within contemporary animal agriculture.

**Program Catalog Copy:**

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**Offered as:**

Main Campus Face-to-Face

**Justification for Request:**

Students and industry stakeholders (industry leaders and employers) have long desired an educational experience that would prepare students to be successful in careers in the livestock industry and allied businesses. The most direct evidence is the long-term success that we have had here at CSU with an informal double major program that has been active for the past twenty-five years. Across the years we've had many students in this program (as many as one-half of Agricultural Business majors in the mid-2000s), but the number of credit hours required have become nearly prohibitive as the individual majors have become more specialized in their respective sciences. Many of our peer institutions also offer options within programs of study that allow students some degree of specialization in the business of livestock management though all fall short of the level of training that employers tell us that they need in graduates. This proposed program of study is unique among all of these programs in that it explicitly extends and integrates the core disciplinary tools and sciences through an experiential frame to develop graduates who can effectively function in a contemporary livestock industry. Our industry partners make it clear that demand for this caliber of graduate is not currently being met.

**Program Level Learning Objectives:**

Successful students in this program of study will exhibit:

**Professional Development:** Graduates will embody a general awareness of issues relevant to the livestock industry and their implications in a larger societal context. Students will begin to develop a network of personal and professional connections which will foster an understanding of the culture surrounding professional expectations and conduct.

**Technical Competence:** Graduates will demonstrate technical competency including the ability to appropriately use biophysical sciences, business management techniques, and economic theory in formulating analytical problems, identifying and gathering appropriate data, and employing appropriate methods to analyze those problems, utilizing appropriate resources and technologies available.

**Problem-solving Skills:** Graduates will demonstrate the ability to solve real-world livestock business management problems beyond the context of the classroom. Students will be able to identify a problem and its scope, evaluate resources available to address the problem, formulate alternative solutions, and select the solution(s) most consistent with a stated objective.

**Communication Skills:** Graduates will demonstrate proficiency in oral and written communication in terms of substance, organization, mechanics, documentation, and synthesis. Proficient students will have the ability to clearly communicate findings, critically and analytically, at a professional level within their chosen profession.

**Leadership:** Graduates will have developed leadership qualities that they will use in their professional, personal and community interactions leveraging the other competencies acquired in the program. These leadership qualities include vision, initiative, personal responsibility, team building, and motivating collective action.

#### **Additional Information:**

This program will be administered JOINTLY by the Departments of Agricultural & Resource Economics and the Department of Animal Sciences. The CIM form does not allow for clear representation of this administrative structure.

#### **Program Requirements:**

#### **EFFECTIVE FALL 2023**

| <b>FRESHMAN</b>                 |   |             |                |
|---------------------------------|---|-------------|----------------|
|                                 |   | <b>AUCC</b> | <b>CREDITS</b> |
| <a href="#"><u>ANEQ 101</u></a> | Food Animal Science                           |             | 4              |
| <a href="#"><u>ANEQ 105</u></a> | Introduction to Large Animal Anatomy          |             | 1              |
| <a href="#"><u>AREC 192</u></a> | Orientation to Agricultural and Resource Econ |             | 1              |
| <a href="#"><u>AREC 202</u></a> | Agricultural and Resource Economics (GT-SS1)  | 3C          | 3              |
| <a href="#"><u>CO 150</u></a>   | College Composition (GT-CO2)                  | 1A          | 3              |
| <a href="#"><u>LBM 133</u></a>  | Introduction to Livestock Business Management |             | 1              |
| <a href="#"><u>LIFE 102</u></a> | Attributes of Living Systems (GT-SC1)         | 3A          | 4              |
| <a href="#"><u>MATH 117</u></a> | College Algebra in Context I (GT-MA1)         | 1B          | 1              |



|   |  |    |              |
|---|--|----|--------------|
| <a href="#"><u>MATH 118</u></a>                         | College Algebra in Context II (GT-MA1)         | 1B | 1            |
| <a href="#"><u>MATH 124</u></a>                         | Logarithmic and Exponential Functions (GT-MA1) | 1B | 1            |
| Select one course from the following:                   |  |    | 3-4          |
| <a href="#"><u>BUS 150</u></a>                          | Business Computing Concepts and Applications   |    |              |
| <a href="#"><u>CS 110</u></a>                           | Personal Computing                             |    |              |
| Select one course from the following:                   |  |    | 4            |
| <a href="#"><u>CHEM 107</u></a>                         | Fundamentals of Chemistry (GT-SC2)             | 3A |              |
| <a href="#"><u>CHEM 111</u></a>                         | General Chemistry I (GT-SC2)                   | 3A |              |
| <a href="#"><u>Diversity, Equity, and Inclusion</u></a> |  | 1C | 3            |
| <b>Total Credits</b>                                    |  |    | <b>30-31</b> |
| <b>SOPHOMORE</b>  |  |    |              |
| <a href="#"><u>ACT 205</u></a>                          | Fundamentals of Accounting                     |    | 3            |
| <a href="#"><u>ANEQ 305</u></a>                         | Functional Large Animal Physiology             |    | 3            |
| <a href="#"><u>ANEQ 328</u></a>                         | Foundations in Animal Genetics                 |    | 3            |
| <a href="#"><u>AREC 310</u></a>                         | Agricultural Marketing                         |    | 3            |
| <a href="#"><u>LBM 233</u></a>                          | Leadership in the Livestock Industry           |    | 2            |
| <a href="#"><u>SPCM 200</u></a>                         | Public Speaking                                |    | 3            |
| Select one course from the following:                   |  |    | 3            |
| <a href="#"><u>STAT 201</u></a>                         | General Statistics (GT-MA1)                    | 1B |              |
| <a href="#"><u>STAT 301</u></a>                         | Introduction to Applied Statistical Methods    |    |              |
| <a href="#"><u>Arts and Humanities</u></a>              |  | 3B | 6            |
| <a href="#"><u>Historical Perspectives</u></a>          |  | 3D | 3            |
| <b>Total Credits</b>                                    |  |    | <b>29</b>    |

| <b>JUNIOR</b>   |   |    |   |
|---|---|----|---|
| <a href="#"><u>ANEQ 320</u></a>   | Principles of Animal Nutrition  | 4B | 4 |
| <a href="#"><u>AREC 305</u></a>   | Agricultural and Resource Enterprise Analysis                           |    | 3 |
| <a href="#"><u>LBM 333A</u></a>   | Livestock Business Engaged Research: Proposal Development               |    | 1 |
| <a href="#"><u>LBM 333B</u></a>   | Livestock Business Engaged Research: Field Experience                   |    | 1 |
| Animal Science Choice Block - select a minimum of 9 credits total from the following:     |   |    | 9 |
| <a href="#"><u>ANEQ 250</u></a>   | Live Animal and Carcass Evaluation                                      |    |   |
| <a href="#"><u>ANEQ 310</u></a>   | Animal Reproduction   | 4B |   |
| <a href="#"><u>ANEQ 313</u></a>   | Prevention and Control of Livestock Diseases                            |    |   |
| <a href="#"><u>ANEQ 330</u></a>   | Principles of Animal Breeding   | 4B |   |
| <a href="#"><u>ANEQ 360</u></a>   | Principles of Meat Science  | 4B |   |
| <a href="#"><u>ANEQ 410</u></a>   | Applied Food Animal Behavior  |    |   |
| <a href="#"><u>ANEQ 448</u></a>   | Livestock Manure Management and Environment                             |    |   |
| <a href="#"><u>ANEQ 460</u></a>   | Meat Safety   |    |   |
| <a href="#"><u>SOCR 320</u></a> or <a href="#"><u>RS 300</u></a>                          | Forage and Pasture Management<br>Rangeland Conservation and Stewardship |    |   |
| Up to two Production Systems courses not chosen in Senior year may be used in this block. |   |    |   |
| Ag Business Choice Block - Select a minimum of 6 credits from the following:              |   |    | 6 |
| <a href="#"><u>AREC 311</u></a>   | Agricultural and Resource Product Marketing                             |    |   |
| <a href="#"><u>AREC 325</u></a>   | Personnel Management in Agriculture                                     |    |   |
| <a href="#"><u>AREC 340/ECON 340</u></a>  | Introduction-Economics of Natural Resources                             |    |   |

|  |   |       |           |
|--|---|-------|-----------|
| <a href="#"><u>AREC 341</u></a>  | Environmental Economics   |       |           |
| <a href="#"><u>AREC 342</u></a>  | Water Law, Policy, and Institutions                               |       |           |
| <a href="#"><u>AREC 346/ECON 346</u></a>   | Economics of Outdoor Recreation                                   |       |           |
| <a href="#"><u>AREC 375</u></a>  | Agricultural Law  |       |           |
| <a href="#"><u>AREC 415</u></a>  | International Agricultural Trade                                  |       |           |
| <a href="#"><u>AREC 419</u></a>  | Commodity Market Trading Experience                               |       |           |
| <a href="#"><u>AREC 454/REL 454</u></a>  | Real Estate Appraisal   |       |           |
| <a href="#"><u>AREC 460</u></a>  | Ag- and Resource-Based Economic Development                       |       |           |
| <a href="#"><u>AREC 461A</u></a>   | Study Abroad--Italy: Economics of the Renaissance in Modern Italy |       |           |
| <a href="#"><u>AREC 461B</u></a>   | Study Abroad--Italy: Food and Resource Economics                  |       |           |
| <a href="#"><u>AREC 478</u></a>  | Agricultural Policy   |       |           |
| Any Ag Business Analytic courses not chosen in Senior year may also be used in this block. |   |       |           |
| <a href="#"><u>Advanced Writing</u></a>  |   | 2     | 3         |
| Electives  |   |       | 3         |
| <b>Total Credits</b>   |   |       | <b>30</b> |
| <b>SENIOR</b>  |   |       |           |
| <a href="#"><u>AREC 428</u></a>  | Agricultural Business Management                                  | 4A,4C | 3         |
| <a href="#"><u>LBM 333C</u></a>  | Livestock Business Engaged Research: Communications               |       | 1         |
| <a href="#"><u>LBM 433</u></a>   | Integrated Livestock Business Mgt Workshop                        | 4A,4C | 1         |
| Ag Business Analytic Courses - Select two courses from the following:                      |   |       | 6         |
| <a href="#"><u>AREC 405</u></a>  | Agricultural Production Management                                |       |           |
| <a href="#"><u>AREC 408</u></a>  | Agricultural Finance  |       |           |
| <a href="#"><u>AREC 412</u></a>  | Agricultural Commodities Marketing                                |       |           |

|  |                         |
|--|-------------------------|
| Production System Courses - Select two courses from the following: | 6-7                     |
| <a href="#"><u>ANEQ 470</u></a>                                    | Meat Processing Systems |
| <a href="#"><u>ANEQ 472</u></a>                                    | Sheep Systems           |
| <a href="#"><u>ANEQ 473</u></a>                                    | Dairy Systems           |
| <a href="#"><u>ANEQ 474</u></a>                                    | Swine Systems           |
| <a href="#"><u>ANEQ 476</u></a>                                    | Feedlot Systems         |
| <a href="#"><u>ANEQ 478</u></a>                                    | Beef Systems            |
| Remaining Animal Science Electives (see Junior year list):         | 3                       |
| Remaining Ag Business Electives (see Junior year list):            | 3                       |
| Other Business-focused Elective <sup>1</sup>                       | 3                       |
| Other Livestock-focused Elective <sup>2</sup>                      | 3                       |
| Electives <sup>3</sup>   | 0-2                     |
| <b>Total Credits</b>   | <b>30-31</b>            |
| <b>Program Total Credits:</b>                                      | <b>120</b>              |

<sup>1</sup> Select from upper division courses in AREC, ECON, BUS, MKT, FIN, ACT, MGT, or REL.

<sup>2</sup> Select from upper division courses in ANEQ, SOCR, AB, RS, BMS, MIP, LIFE.

<sup>3</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).

#### Affected Departments:

| Department Name(s)     |
|------------------------|
| 1171 - Animal Sciences |

#### Supporting Documents:

[PreProposal for LBM.pdf](#)

[Preliminary-Program-Proposal-LBM \(PowerPoint\).pdf](#)

[LivestockBusinessManagement-Comprehensive-Program-Proposal.pdf](#)

[New-Degree-Program-Budget-Form-LivestockBusinessManagement.xlsx](#)

[New Program Proposal Livestock Business Management FINAL.pdf](#)

# Budget Task Force Report

Draft: Comments and suggestions welcome

**Members:** Fabiola Ehlers-Zavala, Anders Fremstad, Blake Naughton, Robert Schwebach, Anthony Maciejewski, and Kendall Stephenson

**Date:** November 29th, 2022

Our task force studied CSU's budget and budgetary process in the Fall 2022 semester. We see a need for enhancing transparency and accountability of budgets at all levels of CSU's administration. This task force recommends greater involvement in important budgetary decisions for the Committee on Strategic and Financial Planning (CoSFP), which has a purview on the same issues facing the Board of Governors and is the formal liaison between Faculty Council and Central Administration. Given the pending change in University leadership, it is particularly important for faculty to be educated, informed, and involved in our budget processes and decisions. Our recommendations can be grouped into three categories.

## Public Budget Data

1. Data on actual expenditures: Include the "actual" revenues and expenditures for the previous years in the Operating Budget Summaries (Total University) and the College/Division Operating Budget Summaries on the Office of Budgets' [Resources webpage](#). Major variances should be highlighted and explained.
2. Central one-time funds: Currently, central one-time funds are not reported to the public. Central one-time funds should be reported annually like all other expenditures.
3. Enhance budget transparency: The Task force has identified best practices at peer institutions that may serve as a model for CSU:
  - Oregon State University's budget reports: [management-reports](#), annual budget: [fy22 budget book.pdf](#), and compilation of other universities' budget principles: <https://fa.oregonstate.edu/sites/fa.oregonstate.edu/files/budget/sbac/combinedmeeting-materials.pdf>
  - Iowa State University: <https://budgetplanning.operationsfinance.iastate.edu/financial-reports>
  - Michigan State University: <https://opb.msu.edu/functions/budget/budgetanalysis-and-reporting.html>
  - Washington State University fiscal health initiative: [fiscal-health](#)
  - AAUP recommendations on faculty involvement in budgeting: <https://www.aaup.org/report/role-faculty-budgetary-and-salarymatters>

## Budget Presentations to Enhance Transparency and Accountability

1. Budget discussions at three levels - University, College/Division, and Department/Unit - should be standard practice at CSU. These should be at least twice yearly: during budget preparation to get feedback and insights from the community, and upon budget completion to explain the reasoning and results of decisions made.
2. Faculty committees at all three levels should be given information on budget principles, parameters, and priorities of leadership in order to independently gather feedback and present to administrative leadership in time to affect budget decisions.
3. Budget reports of decisions, changes, and results should be made available at all three levels. These reports should include reasonably detailed Education & General budget allocations, other generated budget revenues, additional strategic allocations (e.g., Central Funding Agreements) not included in the posted budget, and actual expenditures. Annual analyses by common metrics such as faculty counts, student credit hours, etc. should be included to contextualize budget decisions and drive informed conversations on choices. The CoSFP should provide guidance on the expected details to be included in budget reports.
4. All budget presentations should be recorded to ensure information access for individuals who are not able to attend the presentations due to professional conflicts (teaching, advising, other meetings, etc.).

## Role for Committee of Strategic and Financial Planning (CoSFP)

1. The Committee chair should have guest privileges to attend Faculty Council and Executive Committee of Faculty Council meetings, and we encourage them to maintain a regular presence and open lines of communication.
2. The Committee should be informed of strategic investments using central one-time funds throughout the year.
3. The Committee should provide semi-annual written and oral reports to Faculty Council on the Committee's work in relation to duties described in the Faculty manual.
4. The Committee should recommend priorities for resource allocations to achieve University academic planning goals, as described in the Faculty manual.
5. The Committee should recommend policies for the distribution of faculty compensation increases, as described in the Faculty manual.
6. The Committee chair should meet with the Board of Governors budget committee during budget planning.
7. The Committee should be involved in any process of "rebalancing" the University's base budgets.
8. The Committee should be involved in any budget reform process (including any reform of or away from the current incremental budget process).

## Contracts Task Force Report

Submitted December 12, 2022

Task Force Members: Christine Pawliuk (Chair), Tracy Brady, Thomas Conway, and Jared Orsi

Colorado State University (CSU) has made great strides in improving the culture for CCA faculty over the past decade. Recent changes providing contract and continuing faculty access to positions on Faculty Council, Faculty Council standing committees, and departmental shared governance have promoted a more inclusive culture for CCAF. However, policies meant to reduce contingency among CCAF have stalled in recent years, to the detriment of faculty and the university. In addition to faculty retention and well-being, CCAF job security enhances the quality of teaching at CSU by strengthening academic freedom. Academic freedom is essential for faculty to share cutting edge, sometimes provocative, innovative ideas in the classroom. Without their positions secured by contracts and other measures, CCA faculty have told us that they hesitate to introduce certain potentially controversial topics into the classroom, fearful that a few complaints from disgruntled students could easily jeopardize their jobs. The students, the university, and the American polity are poorly served by a system that encourages faculty to self-censor in the name of job security. Therefore, everything we can do to enhance the security of the positions of CCA faculty also improves the quality of classroom instruction.

The system of adjunct-continuing-contract approved by Faculty Council in 2018 was meant to create a ladder towards more employment stability as an individual faculty member gained experience over many years working at CSU. This includes provisions in the Faculty Manual limiting the number of semesters a faculty member can be continually appointed to an adjunct position ([E.2.1.5.iii](#)) and providing a mechanism for long-term continuing appointment faculty to request consideration for a contract appointment ([E.2.1.5.g](#)). Anecdotal evidence suggests that adjunct and continuing faculty are not migrating to contract appointments in large numbers. The task force is working with IR (Institutional Research) to extract exact data to confirm or refute this. We should be able to supply that data in January.

To investigate this problem, the task force conducted an online, anonymous survey of CCAF. This survey was distributed to all CCAF faculty via email and received 275 responses. In fiscal year 2022, there were 779 CCA faculty at CSU, so this is a response rate of approximately 35%. The data collected was not shared beyond the task force; review and analysis of the data was conducted by task force members. The main takeaway from the results of this survey is there is a lack of clarity about the current system, especially the difference between contract and continuing appointments. Approximately 16.8% of participants believe that there is no difference between contract and continuing appointments, and the most common written comment when asked about the advantages of each type was a variation of “I don’t know.” Furthermore, there is a lack of transparency in who has contracts, how appointment types are chosen, and how to ask for a contract if a faculty member would like to request one. When asked if they knew the criteria for receiving a contract in their department, 76% of faculty said they did not. In addition, 83% said they did not know the criteria they needed to meet to request a contract.

### Recommendations to Achieve Transparency and Clarity:

- According to the Faculty Manual “A continuing faculty member who has been employed with this appointment type for at least ten (10) semesters shall be given serious consideration for conversion to a contract faculty appointment” ([E.2.1.4.h](#)) and “These appointments may be offered at any time at the discretion of the department.” ([E.2.1.4](#)) With this in mind, we recommend:

- Departments should be required to develop and follow criteria for faculty to be eligible for contracts.
- Departments codes should reflect the spirit of the Manual and remove any exclusive language that narrows eligibility for contracts (such as only offering contracts to terminal degree holders, professor track or special work projects). This will help clarify who is eligible and when.
- Faculty Manual language should include “see departmental code” for details.
- Faculty Council should provide units with strong guidance, so that units keep with spirit of the Manual policy in terms contract eligibility.
- Faculty Manual language should shift responsibility to department heads or their designees to inform faculty when they are eligible for contracts.
- Units should improve transparency around appointment types. We recommend more education for unit heads and others responsible for communicating with faculty on employment, particularly on the differences between contract/continuing appointments. Units should clarify the advantages of contracts over continuing (at-will) appointments for their faculty. Advantages can be clarified through established communication channels, department codes, and contract language. CoRSAF and CoNTTF (information on website) can help units educate their faculty.

#### **Recommendations to Differentiate Contracts from Continuing Appointments**

- Assuming satisfactory performance, contracted faculty appointments should mirror tenured faculty with the expectation that they will remain as contracted faculty
- To achieve that stability, assuming satisfactory performance, contracts should be expected to be renewed after their end dates
- In addition to the Faculty Manual stipulation that department heads respond to faculty contract requests with a written denial or approval (E.2.1.4.h), we recommend revising the Manual to require that faculty be provided written reasons if a contract is allowed to expire and not renewed
- The Provost’s office should remove language from the contract template about financial support—language not seen in Tenure/Tenure Track appointments—because there is also language below about financial exigency in the event of the university lacking cash reserves. In addition, the contract template alters the word “contract” in the language required by the state, replacing it with “appointment.” This should be changed to reflect the original language in the legislation.
  - “If it is not renewed, your appointment reverts to an at-will continuing appointment at the end of the contract period. Your contract will continue for the term identified herein, assuming your satisfactory performance, ~~adequate financial support for the position~~, and your compliance with University policies and procedures”
  - This is included in the same paragraph: “pursuant to Colorado law, the terms of your appointment may be unenforceable if, during the term of your appointment, the Colorado State University System or Colorado State University (i) ceases to be an enterprise, as defined in section 20(2)(d) of article X of the state constitution; and (ii) lacks present cash reserves sufficient to pledge irrevocably to satisfy the terms of your ~~appointment~~-**contract**.”

With the creation of pathways to promotion as well as contracts, the university has reached what academic labor researcher Adrianna Kezar refers to as level three or the “Inclusive level” of the four institutional “cultures” for non-tenure track faculty (“Gaaging Climate for Non-Tenure Track



Faculty” Colleen Flaherty, *Inside Higher Education*, August 2015). It is time to explore how this institution can reach the highest level in which CCA faculty have full equity with their tenure track peers.

The American Association of University Professors’ (AAUP) contends that before 1970 most tenure-track appointments were teaching intensive. However, since 1970, although teaching intensive appointments have grown, most of these appointments have been off the tenure track. The report lays out the negative impacts for students, for academic freedom, and for faculty themselves, resulting from this shift toward hiring off the tenure track. AAUP states “The best practice for institutions of all types is to convert the status of contingent appointments to appointments eligible for tenure with only minor changes in job description.” (AAUP Report, “Tenure and Teaching Intensive Appointments,” 2010 with revisions in 2014) Although there are not many institutions that have achieved such a transition yet, we have found some successful models such as the one adapted by Worcester Polytechnic Institute.

In 2012, Worcester Polytechnic Institute (WPI) wanted to improve conditions for the numbers of non-tenure track faculty. WPI created new titles as well as pathways to promotion for its contingent faculty. At the time, the idea of tenure for teaching faculty was considered out of the question. By 2018, WPI realized that without the protection of tenure, contingent faculty remain in a vulnerable position without academic freedom or job security. As such, WPI convened a new task force which took the bold step of creating a teaching track for tenure. The goals of the university included conversion of 40% of contingent faculty to tenured teaching lines by August 2023, and longer-term contracts for the remaining 60%. A WPI case study conducted by the Delphi Project on Changing Faculty and Student Success indicated that “at WPI, the design and implementation of a tenure track for teaching faculty and the other changes for remaining CCAF began to resolve some intractable problems in higher education, such as the erosion of tenure and academic freedom, the precarious status of contingent faculty, and the weakening of faculty governance. These systemic improvements grant teaching faculty at WPI the professional identity and esteem currently missing in many institutions across the country.” (“Systemic Improvement for Teaching Faculty and Expansion of Tenure for Teaching at Worcester Polytechnic Institute, Jordan Harper and Adrianna Kezar, The Delphi Project on Changing Faculty and Student Success, <https://www.wpi.edu/offices/faculty-governance>)

It is time for CSU to explore such ideas to create genuine equity for all faculty and secure the academic freedom that enables the best possible teaching. The task force did not have time this semester to investigate these kinds of models deeply and is interested in continuing to concentrate on investigating these models in spring 2023.

## MEMORANDUM

DATE: Thursday January 19, 2023  
 TO: Faculty Council  
 FROM: Innovations & Visioning Task Force (Dr. Rob Mitchell, Chair; Dr. Joseph DiVerdi; Dr. Jennifer Martin; Dr. James Graham; Dr. Timothy Amidon)  
 SUBJECT: Report from the Innovations & Visioning Task Force, Fall 2022

In the fall of 2022, Chair Doe charged the Innovations & Visioning Task Force with envisioning possible futures of CSU and identifying opportunities for centrally involving faculty within all levels of University work. Our task force met seven times over the course of the semester and developed a structure for determining current challenges, conducted a brief survey to capture initial opportunities and challenges that exist, and sketched next steps for the Faculty Council to consider toward the aim of enabling continued faculty engagement.

Following our initial meetings, we established a question that provided a boundary/scope for our work: *How can CSU respond more quickly to opportunities to co-create value with and for stakeholders?* In asking this question, we outlined variables influencing value creation, including internal/external-constraints, temporal-constraints, rank/role/positional constraints, and mission-constraints connected to research, teaching, administration, and service (especially in terms of community-engaged research and/or extension). Globally, our goal in exploring this framework was to work toward identifying more granular detail regarding an array of barriers that may impact faculty abilities to meaningfully pursue and engage with stakeholders. Appendix A contains a heuristic for uncovering these barriers. To further illuminate these issues, we next envisioned pathways for addressing constraints in these areas, including opportunities for follow on effort that could be taken up by the Committee for Strategic and Financial Planning.

A number of these potential next steps require time and resources for data collection and analysis that would go beyond the scope of this task force. For this reason, we settled on a scoping exercise that was more targeted in nature. Specifically, we conducted a survey that sought to capture more detailed insight from a range of administrative and faculty respondents regarding their perceptions of the following areas:

- CSU's ability to quickly and effectively respond to external stakeholders' requests for collaboration;
- CSU's ability to find and engage appropriate stakeholders for new opportunities;
- How important it is for you to collaborate with external partners in your current job duties;
- Things that CSU does well related to co-creating value with stakeholders;
- Notable barriers related to co-creating value with stakeholders; and
- Any potential opportunities you see for co-creating value with stakeholders.

We reached out to 91 individuals in various roles across the university and within the community. We asked members of the faculty council executive committee, chairs of standing committees, CSU administration (president, provost, VPs, AVPs, and directors in relevant areas), deans, faculty members, staff at CSU Strata, and stakeholders in the community (Innosphere, Larimer County, City of Fort Collins), among others. We received responses from more than 50% of those invited to respond.

While the survey results are not representative, we found it telling that the respondents rate CSU's ability to quickly and effectively respond to external stakeholders' requests for collaboration as 2.8 out of 5; CSU's ability to find and engage appropriate stakeholders for new opportunities as 2.7 out of 5; and how important it is for you to collaborate with external partners in your current job duties as 4.5 out of 5. These initial responses suggest that there is an opportunity to improve at CSU. Appendix B has the responses to the survey.

In terms of recommendations, we see an opportunity to build on the scoping exercise we engaged in to produce more reliable results and capture more depth in responses by employing a more extensive survey and/or interview methods to systematically identify barriers, opportunities, and potential solutions. A second possibility we recommend is to involve the faculty governance structure of the Committee on Strategic and Financial Planning in discussions with the administration related to strategy and budgeting—especially with a mind to continue to enable CSU to remain relevant to the external stakeholders we rely on for support. We also see this committee as having a role in enabling the work of other standing committees to more be strategic in nature.

**Appendix A**

|                                       | Internal and external barriers to innovation (e.g., processes; structures; policies; habits) | Temporal dimensions that serve as barriers to innovation (e.g., processes that slow participation in projects) | Cultural / Social dimensions that serve as barriers to innovation | Barriers associated with research | Barriers associated with teaching | Barriers associated with administration and service | Barriers associated with community engagement and extension | Barriers specific to interrelationships between research, teaching, service and administration |
|---------------------------------------|--|--|---|-----------------------------------|-----------------------------------|---|---|--|
| Individual Level                      |  |  |   |                                   |                                   |   |   |  |
| Unit Level                            |  |  |   |                                   |                                   |   |   |  |
| College / Institutional Level         |  |  |   |                                   |                                   |   |   |  |
| Disciplinary / State / National Level |  |  |   |                                   |                                   |   |   |  |

## Appendix B

### Ability to quickly and effectively respond to external stakeholders

CSU serves as a repository of deep and broad knowledge in areas relevant to state-wide stakeholders.

CSU provides fundamental (basic) research at bargain-basement prices.

CSU compliments stakeholder competencies with high-quality personnel available for collaboration.

Outreach and engagement; partnering with companies on workforce development and research needs; serving on volunteer organizations

1. A formal presence in all 64 counties in Colorado with formal partnerships with county government that requires stakeholder engagement on advisory boards/councils
2. Ram Tour--a university-sponsored experience for new faculty, newly tenured faculty, and new administrators that tours a region of the state exploring engaged teaching, research, and Extension programs and opportunities and supports the co-creation process
3. The current efforts at CSU Spur include the land-grant mission areas and engaging communities and stakeholders from across the state.

Colorado Energy Research Collaboratory

NSF ERCs

Some elements of Strata

1. Increasing utilizing and elevating county Extension as community-based partners
2. Finding appropriate collaboration touch points with government partners (city, county state agencies)
3. Competing well for grants that value community engagement as scope of work

Many areas to engage/lots of variety

Good faculty with levels of experience

Excellent resources/labs/expertise

\*I've been part of CSU for <1 year and I'm focused on the Spur campus

- 1) Earnestly engaging with stakeholders at an individual level (reflected at all levels including CSU staff, faculty, leadership)
- 2) CSU Spur campus! This space is designed for stakeholder engagement and the programming there includes centers and employees specifically positioned for stakeholder engagement. Notable examples include the Food Innovation Center, Ag Innovation Center, Water Solutions ecosystem, and (potentially) the Biotech/Bioengineering ecosystem (a work in progress).
- 3) Statewide investment: Ag Experiment Station, Extension, Collaboration Campuses, etc.

CSU can bring knowledge and resources backed by research

CSU has a statewide presence in most counties in Colorado through CSU Extension. This team co-creates value in their communities for stakeholders.

CSU can bring a trusted, recognized brand which is helpful in co-creating with community college partners/stakeholders.

Career management collaboration

Few long-standing initiatives

General openness to help

Innosphere has had a good experience with the CSU VPR and Strata offices on co-creating programs and pursuing larger projects.

Athletics/Alumni/COB seem to really engage stakeholders and try to create opportunities

New voices/ideas are coming up so I believe/hope the tide is changing

We do have amazing employees and students that create welcoming atmospheres and cultures

1. Conveying aspects of the land grant mission in that much of the research done at CSU translates to solutions that directly impact regional and global challenges. 2. External stakeholders that partner with CSU has access to both world class researchers and a talent pipeline through engagement with students. 3. Higher education can act as a convener like no other sector in that a university can bring together industry, researchers, government, and the non-profit sector; and this convening also brings with it the future talent for all of the stakeholder groups through our students.

I can only speak to corporate and industry stakeholders...

- 1) aligning research interests
- 2) distinguishing between passive sponsorship and active collaboration
- 3) recognizing value of individual contribution to innovation

CSU connects to communities across the state through Extension and Engagement.

CSU's new health clinic and long-standing veterinary hospital are key touch points with community stakeholders.

In the College of Liberal Arts, the CSU Communications Dept hosts the international poster competition and the international film series while the University Center for the Arts hosts DAILY (365 days a year) programs in art, music, theater and dance--open to the public.

- 1) Certain areas of the university, such as entrepreneurship, have sometimes found ways to streamline getting things implemented
- 2) Involving the business community within some of the course content and/or with students
- 3) Some of the areas of strength of the university related to research receives national attention and it affects a lot of the stakeholders

Solid historical relationships with certain partners

Dedicated employees

Collaboration within colleges/units

CSU genuinely communicates a desire to meet stakeholders needs. There is a culture of community/industry collaboration that runs deep. I believe this culture helps to recruit new faculty who have the interest to conduct research and engagement activities that are stakeholder driven. The culture of collaboration is highly important to the success of stakeholder collaborations.

1. Affordability
2. Integrating education standards into our programming
3. Accessibility

Enthusiasm and eagerness

More recently, we have enterprising faculty

General interest and support from OVPR

[The Institute for Entrepreneurship] is highly effective at outreach to stakeholders who may have an interest or alignment with an innovation or e-shop program or offering.

CSU STRATA (Lab to Life) is actively engaging with the local, regional and broader community for investor and partner collaboration.

Pushes for interdisciplinary collaborations

Intellectual property and technology transfer.

Responsive to donors.

The University is not structured for this in any meaningful way and has policies and practices in place to actually discourage such opportunities for co-creating value with stakeholders.

- 1) Research and data informed approach
- 2) Access to faculty and other academic resources
- 3) General willingness to explore ideas

we leverage our person capital well--not necessarily a good thing, but something we do well provide training experiences and exposure for our undergraduate and graduate students

Immediate/short term need (but not too immediate, because turn-around time can be slower than anticipated), willingness to roll-up sleeves and work extra hours (potentially a side effect of time management issues/over-extending oneself), when need become emergency - good at pulling in people who can get the work done immediately (example - finishing, reworking grant applications/budget needs to meet requested changes).

Recently CSU has created positions that are responsible for responding to community request. These individuals are very helpful at making connection within CSU, however, they're positions are not well promoted and they can be hard to find.

1. Supporting faculty through freedom and encouragement to collaborate with stakeholders from leadership
2. World class facilities for research and convening
3. Talent pipelines

Engages with the community, invites SMEs in support of certain topics, encourages internships  
VPR funding

Encourages relationships with outside stakeholders

1. Support technology transfer and licensing of technology to industry and startup companies.
2. Relatively open access by industry to core laboratory facilities at CSU.
3. Support of regional and community innovation hubs like Innosphere.

CSU maintains long-term relationships; rewards loyalty and repeat business.

CSU builds effective coalitions of partners (other universities, federal, state, and local government agencies, non-profits, etc) that join in the co-creating of value with stakeholders.

CSU has an pragmatic problem-solving culture well suited to co-creating value with stakeholders.

CSU appears to seek out collaboration with stakeholders 1. that ethically align 2. that are interesting in investing in CSU and Fort Collins as a whole 3. that have similar goals

Once you find the right connection, highly dedicated to thoughtful partnership and service to the customer.

multiple offerings for various audiences, trying to connect stakeholder to the right resource or person

Good partnerships on the SPUR campus.

Individual units (colleges/centers) do well (e.g. Nutrien partnership w/ Ag)

-Extension program brings CSU into every CO county

-It seems like we have a good relationship with the business community

-Services at CSU that are available to the community: public events, library, sports

The knowledge and expertise that we have is tremendous. We have capabilities in a wide variety of spaces that can enable us to offer value to a wide variety of stakeholders.

### **CSU's ability to find and engage appropriate stakeholders for new opportunities**

CSU's internal reward systems, while strong in traditional areas, are somewhat and variously weaker in the target situations.

CSU's administrative functions are less knowledgeable than individual faculty in seeking and executing target situations.

CSU's administrative functions are less motivated than individual faculty in seeking and executing target situations.

Negotiating legal and IP with external partners; rewarding faculty and staff for engaging external stakeholders

|  |
|--|
| 1. Time  |
| 2. Funding   |
| 3. So many opportunities and challenges that stakeholders need and not enough capacity to respond--the focus themes of CSU Spur have helped provide focus and intention to begin to resolve this barrier   |
| Difficulty knowing who to talk to  |
| Faculty time constraints   |
| Disengaged leadership  |
| 1. Still lacking greatly in the diversity of audiences we engage (more comfort in traditional/legacy programs)   |
| 2. very hard to bring in and manage financial resources with current staffing/processes for business and financial services  |
| 3. Too few faculty on campus with formal Extension/Engagement roles in their positions   |
| Lack of external expertise - faculty assume there's a problem to fix when they don't seek outside guidance   |
| Literature is primary mode of understanding technical merit, but lack of understanding around market needs   |
| Little notable partnerships that make a difference/named buildings/KOLs on campus  |
| 1) Like any big institution, CSU is a difficult place to navigate. Streamlining the "entry" for companies and stakeholders can improve the stakeholder experience. (Not sure what this looks like though.)   |
| 2) Geography is a challenge in CO and the "front range v. the rest of the state" mentality is a limitation in some cases. Leaning in on (and supporting) existing statewide investments (Ag Experiment Station, Extension, Collaboration Campuses) is important. Investing in educational access statewide can help too. More than anything, we need to communicate and promote the work we are already doing across the state.  |
| 3) Educational access is a perceived (real?) problem that requires us to rethink education and provide more educational entry points that align with the needs of students and industry. This might include education offered in different geographic locations or via different modalities. Degree alternatives (e.g., certificate programs) and professional upskilling are also areas to consider.  |
| Often, we cannot afford to create value with stakeholders because of the cost of bringing education or a program to a community. My community wants to co-create a talent pipeline that serves workforce needs. CSU was asked to deliver a hybrid degree completion program in Accounting as part of this work. The program failed because of the cost to deliver the program, the impatience for growing the program, providing the resources to be successful, etc... Furthermore, for various reasons, there is not incentive for the faculty to co-create value with stakeholders who have interests outside of Fort Collins. Lastly, CSU is slow to deliver on the needs of industry which doesn't have the time to wait on results and lives in an ever-changing environment. They cannot wait on approvals, our systems, or our ways of doing to achieve results. |
| Lack of systems, e.g., CRM (e.g., contact database, interested ways of connecting)   |
| Lack of repeatable templates/routines for successful external stakeholder engagement (everything feels ad hoc)   |
| Seem to lack central resources and people/infrastructure to make this easy.  |
| Our collaboration level in CO, in my view, is higher than in other locations, but multi-institutional collaboration is not straightforward. More of a reflection that there are not great legal/policy frameworks in place for multi-institutional collaboration.  |
| State/University policies (bureaucracy is strong and there are info silos)   |
| Lack of infrastructure (mainly people)   |
| Funding  |



I have met significant barriers with collaborating with colleagues ... some of the work is supposed to occur in my lab with support from [a colleague's grant], but CSU will not allow the transfer of funds necessary for this collaboration to continue.

1. Confusion over intellectual property distribution. 2. perception that higher education is slow 3. Lack of coordinated efforts due to the siloed nature of higher education.

1) timely communication

2) creating a realistic understanding of the cadence of our research enterprise and a realistic expectation on the part of the stakeholder

3) trust

Resources, including the resourcing of human capital, are needed to meaningfully sustain relationships with stakeholders whose loyalty needs to be nurtured over time.

CSU seems to maintain a somewhat conservative approach to creating affiliation with stakeholders. We need to foster our agricultural roots but not limit ourselves to it nor its most marketable applications.

We need clear vision so that investment in areas such as renewable energy are seen as part of our mission and vision. We have had connections to energy for years but we are not VISIBLE in the renewable business and we could be.

1) We are sometimes bound by processes which tend to be slow and rigid

2) Tied to 1) this rigidness can cause potential missed opportunities and frustrated stakeholders that don't understand these constraints

3) Mindset of individuals not being open to finding quick and innovative solutions to solve a problem or implement things can be time consuming and frustrating

Silos

Lack of central leadership in this space to have comprehensive strategy

Incentives not aligned with goals

1. Issues with creating contracts for funded projects

2. Ability to deliver products quickly (students cannot work full time and deliver products quickly)

1. Financial

2. Multi-step processes/multiple forms required by external partners

3. Resources

No real performance incentives

Turf battles

No leadership/administrative champions

General university bureaucracy, but nothing truly of note.

Administrative structures that limit or gatekeep

Territorial issues

Please see below...

Lack of internal coordination among departments and administrative functions. They work at cross or conflicting purposes.

Lack of faculty interest or engagement in such relationships.

Animosity toward for profit efforts. The University is not structured in a way to favor or foster entrepreneurial activities and actually discourages and puts up barriers for it.

Poor fundraising

1) No coherent public facing strategy for engaging with entities outside of the university.

2) Siloed organization lacking clear points of contact for economic and workforce development

3) Lack of presence in community (Fort Collins/Larimer County) outside of university footprint and programs

lack of creativity as it relates to cost-sharing

we don't reach into the institution to identify experts or expertise areas for collaborative opportunities (siloed disciplines)

recognize the varying strengths of our community--some faculty may be well-suited for co-creation with stakeholders, but their other commitments keep them from doing so.

Lack of long-term vision - challenging to take the time and effort to stay engaged with stakeholders who might become important in 3, 5, or 10 years. I feel like we work really hard to create and maximize "convenient" relationships - one in which we have an immediate/short term need/opportunity, but then we drop/forget to nurture the relationship building component once the project is done. I am not certain that we are good at asking what the collaborator's need is, and then constructively figuring out how we can best support each other - we are often the pull focus in the relationship (what do we get out of it, how does it help us achieve what we need), and then our collaborator's need is seen/treated as a requirement/duty instead of mutually supported relationship. In my experience, we have a lack of true customer service skills/orientation/balance of seeing the benefit for our partners.

Finding/identifying best point person within CSU system to connect with

Understanding the areas of expertise that are available within the CSU system

Depending on the ask, CSU can be slow to respond.

Much of this value is contingent on faculty relationships, typically long-standing. Therefore, supporting faculty and enabling their nimble engagement with faculty is critical. CSU has had a long-lasting challenge around infrastructure (OSP) for both contracting and alliance management that is not driven by rigorous philanthropic goals. We really need to break down the barriers that prolong and belabor collaboration with industry and other external stakeholders.

Openness to consider alternative perspectives, willingness to adapt class curriculum, invite guest lecturers to relate application of subject matters

clunky process to arrange collaboration, especially with co-funding

1. Focus outside engagement with industry on seeking donations.

2. CSU has few hubs of innovation (e.g., Parts of IDRC, Engines Lab) that have track record of industry collaboration, patent applications, and startup company formation.

3. General lack of what "innovation" is, e.g. all faculty should read "Superabundance" to understand the role of innovation in allowing our planet to accommodate 8 billion people, with ample capacity to accommodate many more through continuous market (free) driven innovations that are impossible to have predicted (or have been mandated through government initiative or other top-down directives).

CSU leadership can be slow to take on risks or new initiatives.

CSU staffing and program support is lean in many areas, often hampering execution or increasing cost in getting things done internally to the university.

CSU emphasizes investment in facilities and real estate development above creative programming and research initiatives.

1. ownership of stakeholder by other CSU entity 2. competitiveness among CSU colleges/departments for untapped stakeholders 3. resources/time that goes into relationship building

No single entry point.

No list of options.

Hard to make connections - email, phone, in person

this is true for all universities... it is hard to know all the resources out there that are available to stakeholders so often we co-create something that already exists or we can't help because we aren't sure where to send them.

### Misaligned incentives

Jumbled leadership groups (VPR/Strata/UA/OEE/unit collabs) not always on same page.

- Bureaucracies around funding: receiving and spending money. These processes are completely opaque, and when I try to learn about it, I usually just end up more confused
- Uneven support from leadership in possible partnerships
- There is some community mistrust in Fort Collins, with the perception that CSU "throws its weight around (see the resistance to Hughes stadiums land being developed).

Slow response time

Aversion to risk

Unwillingness to offer a value proposition, only interested in what is in it for CSU

confusion

too many offices trying to do the same thing

confusion

Too slow; too many curriculum processes; we don't collaborate with others across campus

Non-market thinking at the operating level, from individual faculty all the way up to faculty council. Bureaucracy, structures and systems that are in place that purport to be deliberative, but really end up impeding ability to respond quickly to external opportunities.

Incentives in the university are not for departments to work together, where the nature of knowledge and opportunities in the external environment will often require cross-disciplinary collaboration.

### **Describe How important it is for you to collaborate with external partners in your current job duties?**

Broadly speaking, any of Colorado's dominant statewide industries.

Create incentives for faculty and staff to engage external stakeholders; improve process for managing legal and IP for external partnerships

1. Our presence in all 64 counties opens the door for intentionally co-creating lifelong learning opportunities for individuals, families, communities, and business and industry
2. Partnerships from across campus, including with Alumni, Athletics, Engagement and Extension, and Colleges, and accelerate our responsiveness through the creation of a unified and agreed-upon plan
3. I can identify many other ideas and am more than happy to support the next steps!

Transdisciplinary Institute for Collaborative Innovation in Provost or VPR Office

Again, more grant opportunities and govt cooperative agreement opportunities than ever to fund community-based research and education programs

Far greater interest and expertise among young faculty to do such work

Colleges/department leadership could benefit by having external advisory boards, training for faculty on how to engage with industry/external partners.

Spur offers a lot of opportunity here. Strong engagement between Fort Collins and Spur can be leveraged by CSU faculty and staff. This requires conversations and creativity and isn't a "one size fits all" approach. But Spur is a huge asset in this arena. The Extension network and the Ag Experiment Stations are other assets. The CSU System with our regional (Pueblo) institution and our online (Global) institution are strong compliments to the land grant approach (Fort Collins). Thinking of the CSU System collective (including Spur and our statewide networks) as part of an evolution of how higher ed works, who gets access to education, how research problems are tackled, how industry partners with CSU will resonate with people cross our state, industry leaders, and government leaders. Honestly, I think we have the pieces, we just need to package, promote, communicate what we are already doing as a first next step.

There is a ton of opportunity to co-create value through our Collaboration Campus efforts. Feel free to reach out to me if you are interested in unpacking the discussion.

Broader/deeper advisory panels/boards and sharing.

Longer-time horizons for planning (e.g., instead of this semester, we want to accomplish \_\_\_\_ in next few years).

Cross-pollination between career management and course/project engagement, community needs, research

I think we are just in the starting stages of co-creation of content to rapidly advance lifesciences and climate tech startups. Real opportunity to innovate.

Community events on Campus...we have to get people onto this wonderful campus to attract future students and opportunities

Showcase student talent/projects to partner with community businesses and organizations

Unveil more research projects to the entire campus and community as I think there are great projects going on that we don't know about...hidden synergies

I have long advocated for a more centralized office/mechanism for engaging with and stewarding relationships with external stakeholder groups (particularly industry). Colorado State University has at least seven vice-president offices/divisions that have personnel dedicated to engaging with industry without an infrastructure for coordination.

1) conceding short term returns in asset ownership (IP) for long term reputational value with a collaborator, i.e. becoming the research partner of choice

2) our interests can align well and our respective contributions can be truly complementary

3) high risk early stage discovery stage research with amazing value for money is our strong suit

1) Firm up our mission and vision. 2) Then provide seed money for people to launch initiatives that are forward-looking, 3) Get out of the way of faculty and let them do what they do best, which is to use their heads and innovate. It sometimes feels like the faculty are in velvet handcuffs rather than liberated to do what they could and should do to help CSU innovate. 4) Think more broadly about innovation and develop understanding that it pertains to the arts and social sciences as much to STEM and Business.

Recently, there has been some nice collaboration with CSU Strata that involves trying to get the most for stakeholders by allowing individuals to focus on strengths

Create central position(s) to manage this area

Nothing is popping into my head on this.

1. Creating visibility

2. Inclusion of new areas across CSU (SMTD)

Change incentive structures to break down silos and turf disagreements and battles

Leverage CSU STRATA capabilities within academic departments

Give permission to fail and take risks

continue to publish stories (in Source or on social media, newsletters) as examples that can help stakeholders see themselves involved and make paths clear for how to connect

Better engagement with business community, economic development officials, site selectors and emerging industries and professions. These are all areas we are working on and interested in further engaging in.

A complete overhaul of the culture at CSU would be required for this to happen. It is not practical or feasible.

- Locally focused economic development program that leverages and connects CSU and Strata

- Engaging in local issues that impact the economic competitiveness of the region

|   |
|---|
| - Showing up; CSU seems to be conspicuously absent from a lot of what is happening in the community   |
| Creative faculty appointments or exploration of innovative opportunities for faculty to develop relationships with external stakeholders  |
| Training/instilling a sense of "we are all in this together/all boats rise when the tide rises", and recognition of those that do that well (the relationship cultivators). Engaging with stakeholders in a long-term needs discussion "what do you need/what would you like to see/what would you like to build together in the next 3-, 5-, 10-years in this relationship", and then figuring out if our needs are in alignment and examining the balance of what it will take for us to deliver. We may do the first 2 items, and I am just unaware/not involved in those discussions. Telling better stories of engagement - successful outcomes for both us and the stakeholder (how did we work together to achieve X for us AND Y for them - the short and long term impacts). |
| In my work we participate in many business-led organizations that are tackling some of the biggest challenges faced by our community, and there is an opportunity for CSU to play a bigger part in these efforts. Happy to share more as needed.  |
| Intellectual property, post-doc/graduate student support, equipment showcasing, upskilling.   |
| Providing real life examples of how a specific topic is incorporated into the operation of an enterprise. sometimes it takes seed funds to develop relationships with stakeholders  |
| Formulate a statement of collaboration that faculty could sign on that tells potential industry collaborators why they would be desirable innovation partner - willingness to abide by timelines, to respect industry IP (not give up their right to create new IP, whether co-owned or solely-owned), provide a guarantee that study results from industry sponsored research are repeatable/verifiable, that they are committed to patenting discoveries for purposes of commercialization (w/ rare exceptions), etc. This would take some thought (and input from industry) but I believe CSU could stand out as a partner of choice if it could 'advertise' that its faculty are onboard with industry expectations for collaboration.  |
| We are aiming to leverage the Spur campus in Denver as a platform for convening stakeholders in ag and food technology, identifying needs, and then assembling project teams of grad students, faculty, and external advisors to co-create value with those stakeholders.   |
| Opportunity to collaborate on ethical goals, like "Business for a Better World", focusing on student success, creating resources for CSU that benefit students and community  |
| We have tremendous opportunity to bring new business to Fort Collins/Northern Colorado - especially Research and Design that want to collaborate with education. We HAVE to make that easier to do.   |
| Elevation of Corporate & external relations office to be situated in presidents or chancellors office to have someone with a full time purview overseeing this. See Grave O'Sullivan's role at ASU <a href="https://research.asu.edu/about-us/research-leadership/grace-s-osullivan">https://research.asu.edu/about-us/research-leadership/grace-s-osullivan</a> or business centers at CMU/Umichigan   |
| CSU has incredible depth of research talent but it is very challenging to connect that talent with private sector partners. Industry comes directly to us to perform work and as a research institute we are able to respond quickly and deliver data but this is not typical of CSU as a whole.  |
| partnerships for employees to come to CSU for training; continuing education  |
| Offer much more breadth in the nature of solutions to world problems. Working with our learners to enable lifelong learning and problem solving.  |

## **CSU Faculty Council Task Force on Shared Governance**

### **Report for Fall, 2022**

**Members:** Carole Makela, Jennifer Martin, Andrew Norton, Mary Van Buren

**Charge:** Manual changes that were passed by Faculty Council in spring 2021 failed to pass the review of the Office of General Counsel that summer and hence did not become Manual language and policy. This task force will work to understand the concerns that led to the rejection of the language and will seek strategies for obtaining an improved outcome. If the task force sees fit, it may recommend new language that can be passed along to one or more standing committees such as the Committee on Faculty Governance and the Committee on the Responsibilities and Standing of Academic Faculty. If the task force gets that far, it should share the recommended changes with the Chair so that she can route the recommendations to the appropriate standing committees.

**Activities:** The Task Force on Shared Governance met three times during the fall of 2022 and decided to make minor modifications to the Manual language that was proposed in spring of 2021. Specifically, one clause in the proposed new language in the Preface regarding faculty involvement in the selection of administrators was struck, and new language requiring inclusion of shared governance in departmental and college codes (Sections C 2.4.1.1 and C 2.4.2.1) was added. This proposed language will be submitted to Chair Sue Doe by December 2 for dissemination to the appropriate standing committee of the Faculty Council. The Task Force will continue its activities into the spring of 2023.

Annual Report of the University Grievance Officer for 2022

One duty of the UGO is to oversee the disciplinary process for tenured faculty, as described in Section E.15 of the Manual. During calendar year 2022, the UGO was involved with three potential Section E.15 cases. In one of these cases, it was decided not to formally initiate the Section E.15 process. In the other two cases, the Section E.15 processes was formally initiated.

One case involves allegations of inappropriate behavior. In this case, the faculty member is negotiating an agreement to resign from CSU without a formal disciplinary hearing.

The other case involves allegations of substantial neglect of assigned duties. In this case, the faculty member is negotiating an agreement to retire from CSU without a formal disciplinary hearing.

Another duty of the UGO is to oversee the appeals processes in Sections E.11, E.16, and E.17 of the Manual. During the calendar year 2022, these processes were never initiated.

The main duty of the UGO is to manage the grievance process, as described in Section K of the Manual. It is important to note that, in many cases, the person contacting the UGO is seeking advice and a discussion of their options, but they don't wish to pursue a formal grievance. During calendar year 2022, the UGO dealt with 32 cases from 30 faculty members and 11 cases from 9 administrative professionals.

The distribution of the 32 cases from faculty members is as follows:

|                           |   |
|---------------------------|---|
| Agricultural Sciences     | 3 |
| Business                  | 6 |
| Engineering               | 2 |
| Health and Human Sciences | 6 |
| Honors Program            | 1 |
| Liberal Arts              | 6 |
| Natural Resources         | 3 |
| Natural Sciences          | 4 |
| Vet. Med. & Biom. Sci.    | 1 |

The distribution of the 11 cases from administrative professionals is as follows:

|                       |   |
|-----------------------|---|
| Agricultural Sciences | 1 |
| CEMML                 | 4 |
| Extension             | 2 |
| Natural Resources     | 2 |
| VP Research           | 2 |

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

### Faculty Members

For the 32 cases involving faculty members, three involved possible denials of promotion to full professor. In one case, the departmental faculty voted against promotion, and the administrators agreed with this negative recommendation, so this case is not grievable. In the other two cases, the faculty voted for promotion, but an administrator then recommended against promotion. These cases are grievable, but we are waiting for the final recommendation from the Provost. If that recommendation is negative, then a formal grievance will probably occur. However, if that recommendation is positive, then a grievance is not necessary.

Two cases involved disputes between the chair of a tenure/promotion committee and the department head over rules for the process. Both cases were resolved through discussions between the UGO and the persons involved.

Four cases involved annual evaluations. One case was resolved through discussions between the UGO and the persons involved. In one case, the faculty member decided not to pursue the matter through Section K. A third case involved a comment in the annual evaluation that the faculty member wanted to have removed. Since the Faculty Manual required the inclusion of the comment, this case was not grievable.

The fourth case went to a hearing. In this case, the faculty member received a ranking of unsatisfactory in teaching, but felt that they deserved a ranking of at least meets expectations and probably exceeds expectations. The hearing committee decided that an appropriate ranking was below expectations. The faculty member then initiated an additional case to argue that their merit raise should be increased based on the finding of the hearing committee. This second case was resolved through discussions between the UGO and the persons involved.

Two cases involved claims of salary inequity. In each case, the faculty member decided not to pursue the matter through Section K at the present time.

In two cases, the faculty member claimed that they were not paid money that was owed them through formal agreements. Both cases were resolved through discussions between the UGO and the persons involved.

One case involved an attempt to change the conditions of employment of a tenured faculty member without their approval. This case was resolved through discussions between the UGO and the persons involved.



One case involved a claim that a tenured faculty member was being pressured to retire. The faculty member decided not to pursue the matter through Section K.

Two cases involved nonrenewal of positions as department head. Since department head is an at-will position, this is not grievable.

One case involved a CCA faculty member not having their contract renewed after being told that it would be renewed. This case was resolved through discussions between the UGO and the persons involved.

One case involved a concern by the faculty member that they might be terminated. The faculty member decided not to pursue the matter through Section K since they accepted a position elsewhere.

One case involved an increase in the workload of two CCA faculty members due to budget cuts. These two faculty member decided not to pursue the matter through Section K.

One case involved a faculty member who felt that their retention offer was not as good as what another person had received. This is not grievable.

Two cases involved faculty members who had requested spousal accommodations and had those requests denied. This is not grievable.

One case involved a faculty member not being selected for an endowed chair. This is not grievable.

One case involved the denial of a request for sabbatical leave. In this case, the department had received too many requests for sabbatical leave, and it was following the stated procedures for who should have their requests approved. Thus, this case was not grievable.

One request involved the denial of a request for leave without pay. The faculty member accepted employment elsewhere, but wanted leave without pay from CSU in case they decided to return to CSU. This is not grievable. The faculty member decided to resign from CSU instead.

One case involved the issuance of a Letter of Expectations which the faculty member felt was actually a Letter of Reprimand. Since no punitive action was involved, it was decided that this was a Letter of Expectations, so its issuance was not grievable.

One case involved criticism from a department chair that the faculty member felt was unfair. The faculty member decided not to pursue the matter through Section K.

Two cases involved a conflict between two faculty members who wanted to file grievances against each other. This is not grievable, since grievances can be filed only against supervisors.

One case involved actions that the faculty member felt were discriminatory. This is not grievable, since cases of discrimination are handled by the Office of Equal Opportunity. The faculty member was referred to that office.

None of these 32 cases led to formal mediation, but one case did led to a formal hearing.

### Administrative Professionals

For the 11 cases involving administrative professionals, three cases involved the termination of at-will employees, so these three cases were not grievable.

One case involved the denial of a promotion. The employee decided not to pursue the matter through Section K.

One case involved an employee who has their salary capped due to salary inequity. The employee decided not to pursue the matter through Section K.

One case involved an employee who had their workload adjusted and felt that their salary was not adjusted fairly. The employee decided not to pursue the matter through Section K.

One case involved an employee who disagreed with the policy in the Faculty/AP manual regarding payment for unused annual leave. Since the policy in the Manual was being followed, this is not grievable.

One case involved an employee had switched to a new position with a higher salary. However, they felt that they should also receive a merit raise based on their previous position. This is not grievable.

One case involved a complaint by an employee that they had not received an annual evaluation. An annual evaluation was then performed.

One case involved the issuance of a Letter of Expectations. This is not grievable.

One case involved allegations of bullying by the supervisor. This is not grievable, but the employee was referred to the bullying policy.

None of these 11 cases led to formal mediation or a formal hearing.

Submitted by: Richard Eykholt,  
University Grievance Officer

January 30, 2023

Faculty Council Report on Board Activities

Andrew Norton, Faculty Council Representative to the Board

Board Meeting December 1, 2022

- Working groups on the strategic plan dimension of Agriculture, Access, and Affordability. This is element two of the four that the board is working on in creating the next strategic plan. These four elements are: Student Success, Agriculture, Access, and Affordability, Innovation, and Campus Collaboration.
- Current Governor's budget request is for a \$12.7 million (6.3%) increase to CSU-System.
- CSU-FC Budget. We are working with scenarios modelling either a 3% or 4% undergraduate tuition increase or a 3% or 5% salary increase. Under these scenarios CSU-FC would have a \$9.2 million – \$21 million shortfall based on late November 2022 estimates.
- Approved deployment of Board Reserve funds as follows:
  - \$11.69 million CSU-Pueblo Sustainability
  - \$7.1 Million System Infrastructure
  - \$8.25 million CSU Medical School
  - \$1.7 million System IT upgrades
  - \$17.47 million Spur Campus Operations
  - \$0.52 million Todos Santo Support
  - \$0.45 million State Engagement Hubs support

Board Reserves are one-time funds and are generated whenever Campus revenues exceed expenses. CSU-Global is the only campus that has generated excess revenues since the inception of the Reserve Fund.

- Employee Compensation discussion presented by Henry Sobanet, CFO, Senior Vice Chancellor for Administration and Governmental Affairs.

Key points from the presentation:

- Inflation is highest it has been for 40+ years
- Locally, housing costs are increasing faster than salary increases
- CSU-S has had trouble keeping people and filling positions at the compensation levels we currently provide
- Employee feedback centers on living wages, equity and competitive pay
- Based on the Governor's Budget Requests and forecasted student enrollment increases, without larger tuition increases or internal re-allocations, CSU-S will not be able to offer Faculty and Administrative Professional employees the same raises that State Classified Personnel are projected to receive
- Benefit rates for employees have increased faster than wages have. This has further stressed the ability of CSU to provide salary increases
- CSU compensation for faculty is on average ~90% of peer (Carnegie R1) institutions
- Options the System sees for increasing employee compensation are to:

- Argue for increased State funding
- Argue for an implement additional tuition increases (but we need to make sure we remain price competitive and implement financial aid policies so that we continue to provide an accessible education),
- Perform internal re-allocations such as hiring freezes, program cuts, and vertical cuts to/of programs

In regards to arguing for additional state funding – you can listen to Chancellor Frank’s testimony before the Joint Budget Committee using the [link](#) on our Faculty Council website.

- The Board approved two new two-year degrees for CSU-P, an Associates of Arts and an Associates of General Studies. Development and approval of these degree programs is in response to legislative action that empowered (and encouraged) Colorado four-year institutions to provide a degree to students that had completed two years of college work but have since left without a degree.
- The Board announced that the sole finalist for CSU-FC president is Amy Parsons.

### **Activities since the December 1 Board meeting**

At its December 5 meeting Faculty Council voted to conduct a survey of all CSU employees on soliciting strengths and weaknesses of the sole finalist, and to send these results to the Board for their consideration. The survey was deployed on December 8 and received many responses. The first set of these responses (received by Saturday noon) were screened for any identifying information and delivered to the Board on Sunday, December 11. A second batch received between Saturday noon and close of survey Monday evening was screened for identifying information and delivered on Board on Tuesday, December 13. The Fort Collins Coloradoan had requested a copy of the survey results, and they were provided them on Tuesday at the same time the Board received all survey responses. In all, 724 individuals provided responses to the survey questions.

On December 16, the Board convened at CSU-FC to discuss the feedback received and to elect Amy Parsons as the next president of CSU-FC. The start date is February 1.

In early January, FC officers met with Chancellor Frank to discuss Board – Faculty relations and with Interim President Miranda and President Elect Parsons to discuss Faculty Council priorities.

# CSU WELL-BEING PROGRAMS

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**John McGuire**, Health and Well-being Fellow  
**Teri Suhr**, Chief Total Rewards Officer



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**Launched in September 2022:**

- ✓ YOU is a confidential, interactive tool for faculty and staff
- ✓ Brings all university and community resources into one, easy to navigate portal
- ✓ Offers resources and tips for managing stress, balancing work and life, addressing health concerns, helping those in crisis and much more
- ✓ Well-being is of critical importance for our faculty and staff
- ✓ For CSU, taking care of faculty and staff means they can thrive in their personal and work lives

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## User registrations

- Faculty and Staff: 636
- Total logins: 1,817

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## Self checks

- Succeed: 239
- Thrive: 192
- Matter: 145



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## Highest average scores by topic:

- **Succeed:**
  - Academics and grades
  - Finances
- **Thrive:**
  - Suicidal ideation
  - Alcohol and substance abuse
  - Managing anger
  - Sexuality
- **Matter:**
  - Purpose and meaning, family
  - Relationships and friend-making
  - Mindfulness and balance

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## Most frequented cards

- Employee assistance program
- Well-being courses
- Financial courses
- Clubs and organizations
- Childcare support
- Manage your time
- Bust burnout
- Build a budget
- Curb anxiety and stress

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# EAP PROGRAMS



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# NEW COMPSYCH EAP SERVICES

*Available now (soft launch) but communicated broadly in 2023*

## **Well-being Coaching**

- Holistic, one-one-support via phone
- Addresses mental health and well-being issues before they evolve in long-term, more costly challenges
- Individualized approach to motivate and modify behaviors

## **WealthSource**

- Interactive, online financial wellness tool
- Helps create a sustainable lifestyle of healthy financial habits
- Guides the user through an assessment to build a personalized curriculum