

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 6, 2024 – 4:00pm – Microsoft Teams**

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – February 6, 2024

A. ANNOUNCEMENTS

- a. Next Faculty Council Meeting – March 5, 2024 – Microsoft Teams – 4:00pm
- b. Harry Rosenberg Award – Nominations due on March 29, 2024 – [Harry Rosenberg Award | Faculty Council | Colorado State University \(colostate.edu\)](https://colostate.edu/faculty-council/harry-rosenberg-award)
- c. Faculty representative needed for Employee Appreciation Board
 1. Contact EAB Chair, Erin Mercurio, if interested in serving: erin.mercurio@colostate.edu
- d. Faculty Council Officer Elections to be held on March 5, 2024
 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
Nominations are due by Tuesday, February 20, 2024.
- e. Presidential Evaluation Survey
- f. University Grievance Officer Survey
- g. Faculty Council Meet and Greet – February 14 from 3:30pm-5:00pm in Lory Student Center Rooms 308-310
 1. Please RSVP here: [RSVP for Faculty Council Meet & Greets \(office.com\)](https://office.com)

B. MINUTES TO BE APPROVED

- a. Faculty Council Meeting – December 5, 2023 (pp. 4-24)

C. UNFINISHED BUSINESS

D. CONSENT AGENDA

- 1. UCC Minutes – December 8, 2023 & January 19, 2024 (pp. 25-34)

E. ACTION ITEMS

- 1. Election – Student Representative to the Committee on Intercollegiate Athletics – Committee on Faculty Governance – Steve Reising, Chair (p. 35)
- 2. Proposed Revisions to Section E.3.1 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Jennifer Martin, Chair (p. 36)
- 3. Proposed Revisions to Section E.12.1 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Jennifer Martin, Chair (pp. 37-41)
- 4. Resolution in Support of Libraries Licensing Priorities – Karen Estlund, Dean of Libraries and Amy Hoseth, Associate Dean (pp. 42-43)

F. PROVOST/EXECUTIVE VICE PRESIDENT REPORT – Provost Marion Underwood

- a. Introduction of Vice President for Research Cassandra Moseley

G. REPORTS TO BE RECEIVED

- 1. University Grievance Officer Annual Report – Richard Eykholt, University Grievance Officer (pp. 44-50)
- 2. Salary/Compensation Equity Report – Committee on Strategic and Financial Planning – Gamze Cavdar, Chair (pp. 51-58)
- 3. Faculty Council Chair Report – Melinda Smith
- 4. Board of Governors Report – Andrew Norton

H. DISCUSSION

- 1. University Ombuds Presentation – Melissa Emerson and Matthew Ricke (pp. 59-68)

2. Budget Update – Brendan Hanlon, Vice President for University Operations

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 5, 2023 – 4:00pm – Microsoft Teams

CALL TO ORDER

Chair Melinda Smith called the meeting to order at 4:02 p.m.

Chair Smith reminded members the meetings are public, and the minutes will be posted on the Faculty Council website. Reminded the members of the rules of engagement and etiquette in the Microsoft Teams environment. Asked members to limit questions to speaker to one question, allowing everyone to ask a question before any additional questions can be asked, and to limit questions and comments to two minutes.

Chair Smith provided an update to the agenda. A motion will be added from the floor for a Clark revitalization resolution, called Section I: New Business. There will also be a report added from the Vice President for University Operations, Brendan Hanlon. That will occur after the report from interim Provost Nerger

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – December 5, 2023

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting – February 6, 2024 – Location TBD – 4:00pm
2. Harry Rosenberg Award

Chair Smith: The Harry Rosenberg Award is now accepting nominations. Those should be sent to the Vice Chair of Faculty Council, Joseph DiVerdi. This award was established in 2016 by Dr. Sue Davis Pendell, who was the fourth Faculty Council chair, in honor of Harry Rosenberg. Dr. Harry Rosenberg was the first elected chair of Faculty Council and a faculty member of the Department of History. Dr. Pendell was a part of the Department of Speech Communication and is a strong supporter of shared governance. Annually, one faculty member who has made significant contributions to Faculty Council will be recognized for the award, a monetary award, and a special plaque. This is presented to the award winner in the Spring term.

Chair Smith: Nominations are open now and can be sent to the Vice Chair of Faculty Council. We will remind you of the March deadline in February.

3. Statement of Appreciation for Interim Provost Janice Nerger

Chair Smith: The final announcement is a statement of appreciation for interim Provost Jan Nerger. This is her last meeting as interim Provost and we are going to read a statement of appreciation on behalf of the Faculty Council Executive Committee.

Chair Smith: On behalf of the Faculty Council Executive Committee, we want to recognize that today is her last meeting in the role of interim Provost. We extend our heartfelt appreciation to Dr. Jan Nerger for her exceptional service and dedication since her appointment in July 2022. Interim roles are challenging, and Dr. Nerger started the role of interim Provost in a particularly complex time for our community and our university. Her efforts helped keep us moving forward during a time of transition at CSU, she did this by emphasizing transparency, embracing accountability, and always doing so with a sharp sense of humor, which we really appreciate.

Chair Smith: In her time as interim Provost, Dr. Nerger finalized the first-year priorities of our Academic Master Plan. These efforts have laid an important foundation for our future academic endeavors at CSU. Moreover, the Provost's Faculty Success initiative has flourished under her guidance. She committed funding beyond the initial grant. That is a testament to her dedication to faculty development and success. Her commitment to faculty and our shared governance on campus has been evident in her constant and continuing engagement for Faculty Council at large and the Faculty Council Executive Committee.

Chair Smith: Under her leadership, Dr. Nerger has resumed the Provost Ethics Colloquium series, and in doing so enabled the campus to begin to tackle the important issue of generative AI.

Chair Smith: She has also enabled an increased focus on student success, which she will speak to today, through improving Fall retention rates and closing opportunity gaps. In doing so she has helped to ensure that our students not only receive quality education but also the essential support they need. Such support is also evident in her work and talk about Faculty Council and a broad set of other campus stakeholders to cover the mandatory fees of graduate students. This initiative has alleviated financial burdens for many students, better enabling them to pursue their academic goals.

Chair Smith: In conclusion, we thank interim Provost Nerger. Her tenure has been marked by an unwavering dedication and deep commitment to the betterment of our academic community. We are profoundly grateful for her contributions and leadership. Thank you, Dr. Nerger, for your exemplary service.

Interim Provost Jan Nerger: Thank you so much, I really appreciate it.

Chair Smith: This statement of appreciation will also be posted on the Faculty Council website.

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting – November 7, 2023

Chair Smith: Asked if there were any corrections to be made to the Faculty Council minutes from November 7th as seen in the agenda packet.

Hearing none, minutes approved as submitted.

C. UNFINISHED BUSINESS

D. CONSENT AGENDA

1. UCC Minutes – September 22, October 27, November 3 & 10, 2023

Chair Smith: Asked if there were any questions regarding the University Curriculum Committee minutes.

Hearing none, consent agenda approved by unanimous consent.

E. ACTION ITEMS

1. Revised Fall 2026-Summer 2028 Calendar

Joseph DiVerdi: On behalf of the Faculty Council, move to approve the revisions to the Fall 2026-Summer 2028 calendar as seen in the agenda packet. The changes reflect the later course withdrawal date approved by Faculty Council and the insertion of the paragraph to be transparent about the summer withdrawal period.

Steven Reising: Second the motion.

Chair Smith: Requested a vote in the chat using Microsoft Forms.

Motion approved.

2. Election – Faculty Representative to University Benefits Committee– Committee on Faculty Governance – Steve Reising, Chair

Reising: On behalf of the Committee on Faculty Governance, move the election of Hong Miao to the University Benefits Committee as a faculty representative, as shown in the agenda packet.

Chair Smith: Requested a vote in the chat using Microsoft Forms.

Motion approved.

3. Election – Faculty Representative to Parking Services Committee– Committee on Faculty Governance – Steve Reising, Chair

Reising: On behalf of the Committee on Faculty Governance, move the elections of Adam Thomas and Takamitsu Kato to the Parking Services Committee as faculty representatives, as shown in the agenda packet.

Chair Smith: Requested a vote in the chat using Microsoft Forms.

Motion approved.

F. PROVOST/EXECUTIVE VICE PRESIDENT REPORT – Interim Provost Janice Nerger

Provost Nerger: Provided an update for upcoming searches. The committee has been formed for the Dean of the College of Agricultural Sciences search and will be charged next week. That is being co-chaired by Sue VandeWoude, Dean of the College of Veterinary Medicine and Biomedical Sciences, and Alonso Aguirre, Dean of the Warner College of Natural Resources. James Pritchett was named the Vice President of Engagement and Extension, and he will be serving in both roles until that position is filled.

Provost Nerger: We recently learned that Ben Withers, Dean of the College of Liberal Arts, has accepted a position at Iowa State University. He is going to be leaving in February and we will need to name an interim while the search is ongoing. There has not been a search committee formed yet.

Provost Nerger: Tom Siller, the interim Vice Provost for Undergraduate Affairs, has announced that he is retiring from CSU. That search committee is being formed. I have been working with Marion Underwood on that and the chair of the search committee has been named. Steve Dandaneau will be chairing the committee, but we are still sorting through names as to who is going to be on that committee. With all three of these positions, we are hoping to get everybody in place by Fall. Maybe even sooner for the Vice Provost for Undergraduate Affairs position, because Siller is staying until the end of the semester.

Provost Nerger: The Board of Governors meeting was last Thursday and Friday at the Spur Campus. Armando Valdez, the chair of the Board of Governors, was named the sole finalist for the president of CSU Pueblo position. Now we are in the fourteen-day comment period. During that time, John Fischer was named the chair of the Board of Governors. He was the vice chair, so that came as a bit of a surprise to people in the room, but a pleasant surprise. The Board book will be available for people to see in a couple of weeks.

Provost Nerger: The draft budgets for the three campuses, CSU Global, Pueblo, and ourselves, were presented for discussion. In our case it was the second draft version of the incremental budget and VP Brendan Hanlon presented three versions of that and he is going to be available after my presentation to answer some questions. It will also be online on a campus website for people to look at, and it will also be on the Board of Governors website in a couple of weeks.

Provost Nerger: All the faculty and AP manual changes that were submitted by us were approved. We had sixty-nine sabbatical requests and numerous emeritus appointments, and all of those were approved. Everyone who was approved for sabbatical got the approval email today.

Provost Nerger: It was also announced at the Board of Governors that the next funding tranche from the state was approved. The state funded their portion of the Clark Building, so this is exciting news to reaffirm that the next tranche is arranged. They are going to be working on the Clark B wing first and replacing it with a 120,000 square foot building. Clark A, B, and C will be three buildings. There has also been a plan drafted for relocating all the displaced faculty, and that will occur in three phases. One group will be relocated this year, one group in March, and the final in May of next year. In the drafted plan, all can be housed on the main campus. The priorities were to maintain student access, departmental cohesion, and to manage the cost of the relocation because the cost would be coming out of the budget dedicated to the new building. VP Hanlon is presenting after my report here so that we can answer your questions on what we know about the Clark Building and the incremental budget.

Provost Nerger: The next update is on faculty success. Vice Provost Sue James and the Faculty Success team recommended that we engage Interfolio to use for faculty annual reviews. That is going to launch, and they are going to be working with leadership, faculty, and staff as they transition to the Interfolio system. You will be receiving an email with instructions when your annual review cases are going to be created in the Interfolio system. If you go to the Provost's website, there is an Interfolio link on the home page. It will explain where they are in that process and how it will impact your annual review.

Provost Nerger: The next update is for student success. The Board of Governors provided \$9 million in one-time funding in three tranches, three years of \$3 million, and we spent more than \$9 million. In fiscal year 2024 we allocated \$3.9 million, and we don't know if all of it will be expended because sometimes people don't spend all that they thought they would in a timely fashion. We have pre-approval from the Board of Governors to push that money forward, so we are not going to lose any money if that is the case.

Provost Nerger: We were looking primarily at first to second Fall semester retention and overall, we have 86% of our students returning for the second Fall semester. First generation, racially minoritized, and Pell eligible students return at about 5-6% less than the overall. With six-year graduation, we lose even more students by that time. 69% of our students graduate with a bachelor's degree. The first generation, racially minoritized, and Pell eligible students graduated at a much-reduced rate, 10-15% less. We are trying to close that gap and increase our overall graduation rate. We looked at a comparison group of the 42 other land grant, public four-year R1 institutions with enrollment greater than 20,000. We looked at the mean and median of those schools and it is a little shocking to see that we are so low compared to that group. Our retention is 4-5% below our peers and our six-year graduation rate is about 10% below. We looked at a plot of admission rates to six-year graduation rates and saw that a higher admission rate is correlated with a lower six-year graduation rate, and those that have a much higher six-year graduation rate have an admission rate below 70%. Our goal is to keep steady with our access mission, but graduate over 82% of our students. This is our third year spending the funds from the Board of Governors, so we don't have any data on our six-year graduation rate yet. We have

been working on the first to second Fall semester retention. We want to close the gap and think that the interventions that we have been deploying with these funds might be making a significant difference.

Provost Nerger: With this new data, we need to form some implementation teams. We are going to keep looking at this data that we have collected already and what programs we could scale to a much larger group. We have been able to move some funds over to Student Success. We have applied through the budget process and will be applying for additional funds. AVP for Student Success Ryan Barone will sit between the strategic leadership team and these six new implementation teams. Those implementation teams are chaired by faculty and will include one or two faculty and staff and some students. The chairs of those six committees or task forces get together as a group and meet with Ryan Barone and the strategic leadership team early in the spring semester.

Provost Nerger: Will be meeting with incoming Provost Marion Underwood this week and am going to get her up to speed as to where we are. She has done quite a bit on student success at her previous institution so I'm sure she will have some exciting ideas for what we can do.

Underwood will be starting in January, she moved here yesterday so she is in the area. We have been meeting weekly and her first official address to Faculty Council will be at the February meeting. She is already setting up meetings with VPs and her direct reports to hit the ground running. Cass Mosely is also starting in January as the new Vice President for Research. One change over the prior administration is that the VPR will be reporting to the Provost.

Provost Nerger: Finally, thanked Faculty Council for doing amazing work for our campus this last year. It truly has been a privilege to serve you as interim Provost. I will be returning to the College of Natural Sciences as Dean in February and will still plan to attend Faculty Council and help as I can.

Chair Smith: Thanked interim Provost Nerger for her report and opened up to questions.

Craig Partridge: Thanked interim Provost Nerger for her services. Related to student success, one of the issues that periodically comes up is that there are so many projects funded across the university from outside the student success umbrella that have been having some level of success and impact on student success within departments. You had mentioned that the student success team was tasked to look at what the university had been doing. I haven't seen an effort so far to reach out to those of us who have external funding, asking us what successes we're having that might be scalable. Is that anticipated at some time in the Spring?

Provost Nerger: It certainly is because there is a lot of good work going on that is independent and we want to leverage that as well. There is also work that has been augmented, for example learning assistants, and we want to support learning assistants. We also know that departments have been doing that on their own. We are going to be looking at how we help both groups. The work that Computer Science has been doing is completely funded external to the university. I would also like to expand it. That is a great example of some good work. The way the implementation teams have been set up, that will be a natural outcome from that.

Jared Orsi: Thanked interim Provost Nerger for her leadership of the university for the last couple of years. The news that you provided about Clark was encouraging and I really like those three goals of student access, cost management, and departmental cohesion. Think they are all important as a current resident of Clark and one of the departments that will be displaced. Asked where the money for the swing space will be coming from. Understand that it may be coming out of the renovation funds for the new Clark building and have some concerns about that. The budget for Clark has already effectively been reduced by inflation by quite a bit. If there is any other source of funding besides taking it out of the building renovation funds, I'd be interested in knowing if there's any conversation around that.

Provost Nerger: The goal is to not reduce the funding, but to minimize what the money that goes into that space would be. Agree with everything you said and will pass it to VP Hanlon.

Vice President Brendan Hanlon: The dilemma is that while we do have a working plan for each of the phases of folks who would be displaced, it is one of the things that we are continuing to look for options and alternatives across campus. They would come with their own tradeoffs, not just for folks in CLA, but also other people who are currently in some of those spaces, which is why I'm not going to get into what those conversations look like at this point in time. We are really trying to minimize the use of those construction dollars as much as we possibly can. We are trying to do all the due diligence we can across campus to try to leverage the space that we currently have. I'm going to talk a little bit about the second version of the incremental budget, and you'll understand why we don't have another easily available source for funding the temporary mobile offices.

Orsi: Thanked interim Provost Nerger and VP Hanlon and all the people around the university who are working on this and especially Ben Withers and Ryan Claycomb in the College of Liberal Arts. We understand this is complicated and we appreciate your efforts.

Mary Van Buren: Would like to know about the funding, because it looks like the stadium was almost entirely funded by bonds and the Biology department building and some of the Vet Med complex that's going up is also funded by bonds. Would like to know if that is going to be the case for the Clark building, including the C wing.

VP Hanlon: That's correct, the stadium was built with revenue bonds and the revenues of the stadium were then pledged against the debt service payment for those bonds. Biology was a little bit before my time, but I understand that those were student fees that also had bonds issued against the student fees that were pledged.

Provost Nerger: That's correct, and the college also indebted itself for that, so the college student fees and bonds.

VP Hanlon: The veterinary hospital and education complex is also bonds through a combination of both university funds as well as enrollment based and tuition-based increases in revenue from the college itself were pledged into that deal. Then to lead into the Clark conversation, part of our issuance last month was \$19 million worth of bonds that closes out the \$136 million total investment in the project as it stands right now. We are going to be convening a small working

group that looks at alternatives for the C wing. Before those construction crews put shovels down and leave campus, and then we have to pay to remobilize, we want to spend some time looking at what those other opportunities are that may or may not include bonds. We have a little bit more work to do there when it comes to considering Clark C.

Marni Berg: Asked if central administration is looking at Clark C and is it thinking about entertaining an idea of contributing, since this is an important building for the whole campus, to contribute for temporary movement, moving of and the displacement of people affected by the renovations of A wing and the demolition of B wing.

VP Hanlon: That was an idea that was considered, but I think I do need to revisit our second version of the budget because it climbs squarely into our conversation of budget for next year and financial capacity. That was considered, but we need to leverage the project funds to do this. Again, that's why we're scrubbing all the opportunities on campus for existing space. While we understand that it would be good to co-locate everybody in the short term with rented type mobile offices that but that isn't an easy button. We are trying to investigate those other options on campus where space is readily available. Maybe we would have to do some modest improvements to it or reconfigure it to make accommodations, but we're trying to look at that as much as we possibly can.

Antonio Pedros-Gascon: Until very recently, Clark C was part of the project. We were always told that Clark C was part of the project. This is not really a question, but a transmission of the absolute disappointment that many of us have that Clark C is no longer part of the interest of administration.

Provost Nerger: I don't think it's not of interest. I think it had to do with how the funding was coming in. Asked if the new Clark B space would be able to house a lot of the people currently in Clark C, since the new Clark B space will be a lot bigger than it is now.

VP Hanlon: Pedros-Gascon is correct that Clark A and C were part of the original vision. In that original scope, there was no Clark B that was going to be constructed. So, when the inflation occurred, the team by way of our architects and engineers, looked at how much additional square footage could be added, because it was about getting additional square footage as well as renovating the facilities.

VP Hanlon: Well, there were limitations to Clark A and C in terms of picking up the 120,000 gross square foot increase and then we had the dilemma of the price pressures in the market. We took a step back and said how could we best utilize \$136 million if we want to get this kind of additional new space available for Clark and it was a difficult dilemma to go through.

VP Hanlon: We didn't want to walk away from Clark C, but we also wanted to make sure that we leveraged those \$136 million as effectively as we possibly could. They went back to the drawing board and did a rough square footage calculation and found that if we took down Clark B early and brought that project scope forward and added 120,000 square feet into a brand-new facility, that was more efficient than trying to cobble it into those other two wings. We understood that

that would be a disappointment and that is why we also said let us not put pencils down on Clark C while these construction crews are on campus, let's look at different options and alternatives during this time when Clark A and B are being worked on and try to chase that down and do as much due diligence as on it as humanly possible.

Berg: Noted that VP Hanlon said that some buildings that have space might be retrofitted. I don't know the difference in cost between renting portables versus retrofitting, but I also know that it is important to keep departments together for our collegiality, for access, for students, for lots of reasons. If it is more cost efficient to retrofit something, is there going to be every effort put forward to get all of a department to be in the same place so that they are not scattered and so that they can work together and that they have access to students?

VP Hanlon: Every effort is being made to do that, but I'll just acknowledge we don't have a space that is of equivalent size to where people are right now. We are looking at different options, but you bring up a good point that we have to do a cost benefit analysis of what is the cost of a mobile office and that scale for the size of that of that facility versus the amount that we have that would have to go into an existing office or facility to allow and accommodate for co-location. We are going through those machinations right now, but that is what we're trying to do. If that price point while achieving those objectives comes in lower, we're going to want to go down that path.

VP Hanlon: Provided an update on the second version of the budget. Believe there will be a third and the fourth version of this, but just making sure that that there is open communication as to where the budget stands right now. We have some more tangible numbers that are in front of us now. This budget was shared at the Board of Governors meeting last week, and what I want to do is go through this segment by segment like I would with the board and then I'm happy to pause at the end and take some questions.

VP Hanlon: Before I get into the mechanics of it, I just wanted to acknowledge that Chancellor Frank kicked off before any of the campuses presented their budget and acknowledged that the state funding proposal that came out from the governor was less than what we were forecasting in the first version of the budget. It is something that we have experienced in the past and we have been in situations where state funding has not been as robust, and it has impacted our campus. While this is going to be challenging, it is not unfamiliar to us, and this is something to work through.

VP Hanlon: Shared the first version of the budget. We wanted to baseline and make sure that we have a comparison, and then we have two new scenarios that we presented to the board. The first is the proposal that is based off the governor's proposed budget, so the governor's proposed budget does a few things. It limits our resident undergraduate tuition increase to 2%. We had forecasted or assumed that it would be possible to look at a 3% increase, but the governor limited that number to 2%. The state proposal for state revenue was 5% in the first version, the governor's proposal has 3% and then we had a proposal of 3% and this is the first scenario. In this first scenario, it is at 2%, but State Classified is at 3% and that's an important distinction to make here because we have an agreement that we need to adhere to that that sets that 3%. The 2% is a factor that we put into play to acknowledge that if we have less tuition revenue and less state appropriation, that is our single largest investment category. Even moderating that compensation increase does not solve for our or bottom-line budget challenge at this stage in the

budget.

VP Hanlon: This is the second version of what is likely to be four to five different versions. So just on our second version scenario, this is formulated from an assumption that the legislature comes in and provides us some more flexibility as they have done in the past. Instead of a 2% limitation, let's say it was a 4% limitation and instead of the state allocation from the governor's budget proposal at 3%, let's say it's at 6% and the state line especially has some history that comes into play. That is basically the proportion as to how much the legislature has changed the governor's proposal in the past. With that increase in revenue, we then reversed our 2% back to 3% for all the parties involved.

VP Hanlon: The resident tuition increase is what was limited by the governor. That is why in this first scenario, it is at 2%, 4% in the second scenario. In the second scenario, we match that 4% increase again to create some examples around whatever new proposition would be for graduate rate increase, 3% for both for all the scenarios and for resident and non-resident. This is making sure that we're checking in and that we're still within the market, because if we go too high, then enrollments can decline. While we would be raising more with a rate increase, we would then be dampening our enrollment possibilities. PVM functions in the same fashion. Differential tuition is a 2% and a 4% function, fees are modeled at the 3% and then the 6% forecast.

VP Hanlon: Financial aid resources remain primarily a factor of the tuition increases. Multi-year central investment stayed the same. State classified is still at 3%, but we also have step increases that are being proposed that we have to factor into this line. That is something that does not move with the changes of scenario, even though it is compensation. Based academic incentive funding is a function of tuition because it is differential tuition and tuition sharing on campus. Mandatory costs change 9.7 to 10.7 primarily due to interest rates that we saw in the market when we issued bonds this past month.

VP Hanlon: At the end of October, quality enhancements remain the same. Budget reallocation changed from \$3 million to \$6 million. It means that we have more work to do in the lines above for this third version, but we need to start thinking through what some of those more difficult decisions are going to look like as we begin to develop that third version of the budget.

Partridge: Asked for clarification regarding the 2% reduction, if that is going to be across the board in every department, and how that affects the new budget model.

VP Hanlon: Clarified that the goal today is not to announce the rollout of budget reduction targets. This is one of the those first two early exercises. It is an effort to minimize surprises as much as possible and try to keep campus informed as to what we are seeing and what we are communicating to the Board. I am not announcing that today in the process, but we have to have that conversation.

VP Hanlon: Clarified that these are still two distinct processes. This is the incremental budget process for the next fiscal year. We are running that process separately from our budget model conversations. These two things are moving in parallel and are independent.

Michael Antolin: Asked to explain a line shown in new expenses of \$2 million deficit across all three categories.

VP Hanlon: Clarified that was in the revenue category. We are reviewing the treatment of our investment returns as a revenue category in our base budget and making sure that is sustainable. That is a reduction of that revenue category from our general fund E&G budget. Holding off on other conversations, what I try to do is make sure that if there were any of those kinds of marginal changes that might be happening, I put them in as early as possible.

Andrew Norton: Noted your description of Chancellor Frank's placing the budget in context. In that context, we have had revenues from the state that didn't match up with our needs at the time because of inflation or other things that were happening. That has happened in the past, and we've also had times when faculty salaries don't match inflation, and sometimes they do. In that sense, this is not an unusual situation for the university, but I think it's also useful to think about the historic context of this, that this has been going on for 10 or 15 years now, and the cumulative impacts of that are that we've been raising tuition faster than inflation by quite a bit in 10 or 15 years ago, we might have been in the bottom quintile of tuition and fees for our students compared to our peers.

Norton: We're now in the middle and maybe even a little bit above. Noted that there are some difficult conversations that are going to be coming up over the next year and probably the next few years about how we make these allocation decisions.

G. REPORTS TO BE RECEIVED

1. Faculty Council Chair Report – Melinda Smith

Chair Smith: The main thing I wanted to report on is with respect to a meeting that myself, Andrew Norton, and Joseph Diverdi had with Athletics Director Joe Parker and Matt Klein, who is also the APC chair. It was a follow up to the Faculty Council meeting in November and Joe Parker's presentation. We were happy to meet with them and discuss what went on and the kind of feedback that was received for his presentation. We asked that they provide additional information to Faculty Council with respect to the Athletics budget and in particular the mismatch between the state audit and the budget report that we saw. We have received that report and Executive Committee is in the final process of reviewing that and we will be sending that out to Faculty Council members. The idea with that report is to provide additional information and if there is still more information that is required and based on feedback from Faculty Council, we will continue to ask and get that information from the Athletics Director.

2. Board of Governors Report – Andrew Norton

Norton: Thanked interim Provost Nerger and VP Hanlon for covering most of the information from the Board of Governors meeting. The System Office is undertaking a marketing campaign. This is in response to a survey that both CSU and CU systems undertook a couple of years ago. I saw the report in 2022 and what that survey showed was that public perception of the value of a

four-year degree has gone down. That is a nationwide pattern, but it is strong and particularly strong in some parts of the state. The other thing that we found out from that survey is that public perception here in the state is that a four-year college degree is much more expensive than it is, approximately twice as expensive as what people think. This marketing campaign is not designed to promote any one university, but it is designed to promote the idea of college in the state of Colorado. That will initially go out to historically underserved and minoritized communities within the state and they'll be following that up with the data collection effort to see if that's moving the needle. The overall goal of that is to increase enrollment at four-year degree institutions within the state.

Norton: The other point is also relevant to the discussions that we've been having this evening around finance. The board made a change to its investment policy. There is about \$400 million as of September 30th, it's probably gone up since then that is mostly in index funds, exchange traded funds SP500, pretty generic growth kinds of stuff. The Board's investment policies have been to maintain sufficient liquidity for daily operating, comply with self-liquidity requirements, diversify investments, and control the costs of doing that. They added a new goal, which is to generate income for current operations and so this is designed to give flexibility to look at investment options that are going to generate revenue when that looks like a good thing to do at a high interest rate environment such as now that can then be more readily transferred to the campuses for investment purposes.

Norton: Noted that Armando Valdez is now the sole finalist for the CSU-Pueblo presidency, all the feedback that I've heard from faculty there has been really positive about that, and I think he's an excellent choice and he will hit the ground running.

Pedros-Gascon: Noted that for the second time we have the Board of Governors identifying a sole finalist for the President position. I am concerned about how that kind of procedure discourages public discussion, engagement, and competition and the idea and perception of lack of transparency and equitability on the Board of Governors performance. Asked if there was a national search.

Norton: I was not on the search advisory committee. My understanding is that there were four semifinalists identified and that they were not able to find the right person in that first group before.

Pedros-Gascon: I would also say that if the Board of Governors is sure about that kind of decision, I don't see why it cannot advance more than one sole candidate. Think it speaks poorly or it gives a very terrible perception about the way in which the upper administration functions and this situation certainly discourages equity, transparency, and public engagement.

3. Budget Model Report – Jennifer Martin, Rob Mitchell

Rob Mitchell: There are a number of conversations going on around budget. What VP Hanlon was talking about was the upcoming budget for next year that uses the incremental budget model. What we've been working on in terms of the presidential fellowship and this budget model redesign, which moves beyond this incremental model that just takes the little bit of

money that might change in a year and divides it up, and what that really means is up to this point. Our strategy with respect to budgeting has been inertia and that's not a great strategy from the perspective of all the changes that are happening externally.

Mitchell: Norton was alluding to some of those and what this is intended to do is allow us to be more strategic in the process. There is not going to be a perfect model, so there are always going to be some tradeoffs, but the tradeoff we hope to have with a new model is that it allows us to be more strategic and consistent with the values that we have as a university. As we are managing those tradeoffs, we can't reduce all risks. We can try to manage those risks and uncertainty but can't reduce it completely. There is a lot of complexity around these topics and what is happening externally. What intend to do is create a robust process that can allow us to address these tradeoffs in a way that is strategic and helpful for us as a university and consistent with our values and our mission.

Jennifer Martin: The key piece here is that it is a phase process that is not happening overnight. There is certainly quite a bit of detail and work going into this. We are wrapping up the research and planning and moving into this design phase. The key highlight for those phases is a lot of consultation with other universities who have gone through similar processes, as well as consulting firms who guided the universities in this process. One piece to highlight in this planning stage is the opportunity to collect feedback from campus. Over the past six to eight weeks, we hosted over twenty listening sessions, various meetings with academic college Deans, and visits to various committees across the campus to discuss and collect feedback about the process and to understand what is working well with the current incremental process. We hosted a formal Canvas launch of this process on October 25th, and for those of you who weren't able to see that or would like more information that is available on the budget model redesign website. In all those different formats, we had over 350 participants from across campus representing faculty, staff and students and have seen robust engagement from the institution and a lot of great feedback. We are currently working to summarize that feedback and will provide it to the committees as they begin their work. We do intend to host additional sessions in the spring of 2024, so more information is coming soon on the continued opportunity to provide feedback.

Martin: While we are waiting for those in-person, campus facing sessions we want to point people to the budget model website where there is a feedback link where you can provide feedback as questions and comments come. That feedback comes directly to Mitchell and I, and we are providing that to the committee so that as they begin their work they are informed of what the campus has to say and the concerns or questions popping up from around campus. We recognize everyone has a ton of things on their plate, but we want to offer thanks for all of the folks who participated in the various lunches or coffee chats or committee meetings. It was great to see such robust and engaging conversations and participation from our campus community.

Mitchell: We have three committees and there are more details on the website. If you go to the operations website, you can see who is on these committees. There is also a link there where you can provide additional feedback to us if you have questions, and we make sure that that gets to each of these committees.

Van Buren: Asked when and in what format we will learn about what the possible policies will be that determine funding and particularly what will determine what programs get subvented and

what off the top funding will take place because right now it's all about process. We haven't heard anything about what the actual implications are of any of these decisions.

Mitchell: At the end of this year, we hope to have a prototype model. That would be information that will then run in the background next year in this shadow budget year and there could be some learning there as well. Hopefully there are a number of points in time where we're seeing where we are and can continue to learn to find what really works best for us.

Martin: One of the roles of the steering committee is to be that communication resource to the rest of campus. As the prototype is developed that will be communicated to the campus via the budget model website as well as SOURCE stories, emails, and things of that nature. As things are determined by that committee and by the technical committee, they will then communicate those to campus when appropriate. They are just now truly beginning their work. No decisions have been made relative to what those decisions and processes look like. Once they do, the budget model website would be the best resource to learn.

Mitchell: Clarified that this would be the end of the academic year. Coming into the end of our fiscal year we to have that prototype and communication, we hope to have similar listening sessions in the spring to keep people up to date in terms of what is happening.

Partridge: Noted that in CNS, I've been trying to create a spreadsheet that allows you to see what your department budget might look like under different versions of the RCM model consistent with Executive Vice President Miranda's talk in October. That is proving a very useful discussion tool for people to informally get a sense of what it would look like. If there is a way to create some sort of discussion before the end of the academic year, I think that would be useful.

Martin: What we have seen in other institutions that have done this is those variables come out of the steering committee, so whatever the metrics are for CSU, particularly development of some sort of tool that's a commonly shared tool at the university level. Appreciate the work that you're doing in that space as the steering committee makes progress toward what those variables are, I anticipate something similar existing perhaps through the operations website.

Mitchell: Noted that we don't know yet where these values, priorities, and approaches may land for us. That will be helpful as the steering committee decides on different approaches that fit what we are doing and can enable the kinds of opportunities and possibilities that can exist for us.

Partridge: I'm going to push back and say don't wait for them to tell you because one of the interesting things I'm discovering and playing around with the spreadsheets is that there are so many variables and so many knobs they can turn and an awareness of where the knobs are that matter, and which ones don't is useful. That is why we're playing with the spreadsheet. If you wait for someone to tell you how that knob that you didn't think matters is set, and then realize it's the one that matters, you're in some trouble.

Mitchell: Clarified one point, that the technical committee will also be working on that exact same process, and they'll be really looking at those knobs and using that data. Don't want to have two parallel committees that are working. Think it would be great for us to feed all this information that you are noticing through these feedback forms so that we can learn what you're learning and make sure that we are all on the same page.

4. Opportunities and Risk Analysis of the RCM Budget Model
Report – Committee on Strategic and Financial Planning – Gamze Cavdar

Chair Smith: Reminder that with all standing committee reports, these are received and open to discussion and questions, but not for changes.

Pedros-Gascon: Thanked the committee for their work on this issue.

H. DISCUSSION

1. Future Faculty Council Meetings Format

Chair Smith: Postponing the discussion on future Faculty Council meetings format in the interest of time and moving on to the new business and motion from the floor.

I. NEW BUSINESS

1. Resolution regarding the Clark revitalization

Alex Bernasek: I am one of the CLA-at-large representatives to Faculty Council and it is in that capacity that I bring a resolution forward for your consideration. I will read through the resolution and then make a couple of comments. This resolution is to request that the central administration provides support to minimize disruption to displaced departments and centers during the Clark revitalization, whereas the Clark building is essential to the daily and long-term academic mission of the university. Whereas disruption of working and learning space will result during the much-needed renovation and replacement of Clark building from December 2023 through 2025, whereas the university should prioritize mitigating the displacement of students, faculty, and staff from cohesive and accessible on-campus spaces to remote work or scattered across campus. Whereas the prolonged disruptions will harm the success of students, faculty and staff of the affected departments and centers, be it resolved, that Faculty Council hereby requests that the central administration work with the College of Liberal Arts to ease these disruptions by providing financial and logistical support to displaced departments and centers in on campus spaces that keep each unit co-housed and working together.

Bernasek: Move to consider this resolution.

Berg: Second the motion.

Bernasek: I think what we have heard today has been quite heartening about efforts by central administration to get involved with the Clark renovation. I think there are still many unanswered questions. There was a bit of equivocating that I think is a bit concerning. I'm not one of the people who will be displaced, but we are talking about people who are going to be displaced for at least three and a half years from their offices. Many of them have labs in the basement of Clark A and they won't have access to those labs. It's the thought that I would be facing that really disturbs me. The timeline is interesting, and I think speaks to some urgency to this matter.

Some faculty are being told that they are going to have to pack up their offices by December 20th, which is just around the corner, without knowing where they are going to go. On behalf of the faculty in the departments and centers that are being displaced, I am asking you to please give your support to this resolution. It is not a hostile or aggressive or combative resolution. It is simply formalizing our concern and our requests that these matters be handled in the best way that they can be. Asked if there were any questions.

Pedros-Gascon: Move to amend the document that is being presented by my colleague Alex Bernasek, to include an additional line.

Fabiola Ehlers-Zavala: Second the motion to amend.

Chair Smith: We will only be considering that amendment right now and it is open to discussion.

Pedros-Gascon: The amendment includes an additional commitment to have the Clark C wing integrated in the sequencing of this development though it was an integral part of this project in all previous status be resolved.

John Slater: Thanked Bernasek for introducing this amendment and or this motion and to expressed support for it because we don't really know how things are going to work yet. I think that this is a valuable contribution.

Chair Smith: Noted that the discussion is just on the amendment right now, we can return to your comments. Asked if there was any discussion on the amendment that is currently being considered.

Van Buren: Yes, I just want to speak in favor of this amendment. As I talked to Vice President Hanlon, I think it's clear that the administration is interested in continuing with the Clark C wing, but I have heard no actual commitment or discussion of funding, and I think that this resolution will allow them to see that a lot of faculty are very concerned about this issue.

Marilee Long: Reiterated what Van Buren said that it was heartening to hear from VP Hanlon today however, something in writing would go a long way for those of us who are in the Clark C wing. We are very excited about what is going on in the Clark B wing, but if we could have something in writing from our fellow faculty across campus, that would be a big bolster for us.

Martin: Asked to clarify what commitment means as it is written in the amendment.

Pedros-Gascon: It indicates something more than just words that may not end in the total abandonment of any project with regards to Clark C. Commitment may indicate a clear sequencing of the development. It doesn't mean to have it pinned down for a certain time, but the idea that there will be an integral solution to the whole building.

Ehlers-Zavala: Also in support of the amendment, I think it is important to support our colleagues and believe that much needs to happen and the more commitment that we can obtain is much appreciated.

Tracy Brady: Would also like to speak in support of the Clark C wing. Anyone who has ever taught in the Clark C wing knows it is in desperate need of renovation and I wanted to add my voice to that as well. I don't think the building lives up to the wonderful work that's being done there, so would be great to see some more support for that.

Chair Smith: Requested a vote for the amendment to the motion in the chat using Microsoft Forms.

Chair Smith: Motion to amend is passed. We will return to the discussion of the motion with that amendment.

Slater: I support the idea of communicating how important logistical support may be during this process. Especially since we have seen a map about where the new ADA parking is going to be, and we know where the ADA access on the north side of Clark C is, and it's a lot further than it used to be. During these years of construction, it could be complicated. This is important and there may need to be a variety of forms of support just for moving around and accessing a building when there is a construction site right where the ADA access to Clark C is. Grateful for this proposal and thanked Bernasek and all of the folks who are supporting it.

Ehlers-Zavala: I think it is very much needed, I believe in shared governance, and this can give us an opportunity to continue to work closely with our university leaders.

Ryan Claycomb: As a bit of background here, recognize that after some CLA faculty presented at the last Faculty Council meeting, and even a bit before, the administration has been largely quite involved in the procurement of new space. I'm happy to hear the information that VP Hanlon just presented here and just want it to be noted that that logistical support has been rich and robust since the last meeting.

Chair Smith: Asked if there anyone would like to speak in opposition to the amended motion. Hearing none, requested a vote in the chat using Microsoft Forms to approve the amended resolution for the Clark revitalization.

Chair Smith: Motion has passed. As with all resolutions that Faculty Council approves, we will post this on the Faculty Council website under the resolutions tab.

Chair Smith: Hearing no other business, called the meeting adjourned.

Meeting was adjourned at 5:58 p.m.

Melinda Smith, Chair
Joseph DiVerdi, Vice Chair
Andrew Norton, BOG Representative
Amy Barkley, Executive Assistant

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING
2023-2024

Chair: Melinda Smith

Vice-Chair: Joseph DiVerdi

Executive Assistant: Jessica Watkinson

BOG Representative: Andrew Norton

(substituting for Amy Barkley)

Professional Registered Parliamentarian: Lola Fehr

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Stephen Kroll	Agricultural and Resource Economics	2025
Jennifer Martin	Animal Sciences	2024
Jane Stewart	Agricultural Biology	2024
Kelly Curl	Horticulture & Landscape Architecture	2025
Esten Mason	Soil and Crop Sciences	2026
Bradley Goetz	College-at-Large	2026
Andrew Norton	College-at-Large	2026
Health and Human Sciences		
Ruoh-Nan (Terry) Yan	Design and Merchandising	2024
Jennifer Richards	Health and Exercise Science	2025
Susan Baker	Food Science and Human Nutrition	2026
Blake Naughton	Human Development and Family Studies	2026
Erin Arneson	Construction Management	2024
Jen Weaver	Occupational Therapy	2026
(substituting for Aaron Eakman, Fall 2023)		
Sharon Anderson	School of Education	2024
Elizabeth Kiehne	School of Social Work	2025
Mohammed Mehany	College-at-Large	2024
(substituting for Brian Butki, Fall 2023)		
Business		
Nate Nguyen	Accounting	2026
John Hoxmeier	Computer Information Systems	2024
Bharadwaj Kannan	Finance and Real Estate	2025
Rob Mitchell	Management	2024
Jonathan Zhang	Marketing	2026
Engineering		
Peter Jan van Leeuwen	Atmospheric Science	2024
Ashok Prasad	Chemical and Biological Engineering	2025
Hussam Mahmoud	Civil and Environmental Engineering	2024

Steven Reising	Electrical and Computer Engineering	2025
Soheil Fatehiboroujeni	Mechanical Engineering	2026
Thomas Bradley	Systems Engineering	2026
Sybil Sharvelle	College-at-Large	2026
Pinar Omur-Ozbek	College-at-Large	2026
Liberal Arts		
Mary Van Buren	Anthropology & Geography	2026
Marius Lehene	Art & Art History	2025
(substituting for Mary-Ann Kokoska, Fall 2023)		
Mark Saunders	Communication Studies	2025
Ramaa Vasudevan	Economics	2024
(substituting for Anders Fremstad, on sabbatical 2023-2024)		
Genesea Carter	English	2026
Maricela DeMirjyn	Ethnic Studies	2025
John Slater	Languages, Literatures, and Cultures	2025
Tracy Brady	History	2026
Marilee Long	Journalism and Media Communication	2025
Forest Greenough	Music, Theatre, and Dance	2025
(substituting for Madeline Harvey, Fall 2023)		
Eirik Harris	Philosophy	2026
Marni Berg	Political Science	2024
Laura Reynolds	Sociology	2025
Alexandra Bernasek		
Antonio Pedros-Gascon	College-at-Large	2026
Emily Morgan	College-at-Large	2025
Lisa Langstraat	College-at-Large	2026
Allison Goar	College-at-Large	2024
Abigail Shupe	College-at-Large	2024
Sanam Emami	College-at-Large	2026
Fabiola Ehlers-Zavala	College-at-Large	2026
Mohammed Hirchi	College-at-Large	2026
Natural Resources		
Randall Boone	Ecosystem Science and Sustainability	2026
Camille Stevens-Rumann	Forest and Rangeland Stewardship	2024
(substituting for Chad Hoffman, Fall 2023)		
Joel Berger	Fish, Wildlife, & Conservation Biology	2024
(substituting for Yoichiro Kanno, on sabbatical 2023-2024)		
William Sanford	Geosciences	2026
Christina Cavaliere	Human Dimensions of Natural Resources	2026
Natural Sciences		
Olve Peersen	Biochemistry & Molecular Biology	2025
Mike Antolin	Biology	2024

Brittney Morgan	Chemistry	2026
Craig Partridge	Computer Science	2026
Emily Hardegree-Ullman	Physics	2024
Silvia Canetto	Psychology	2025
Ander Wilson	Statistics	2025
Steve Benoit	Mathematics	2026
Alan Van Orden	College-at-Large	2026
James Liu	College-at-Large	2026
Kim Henry	College-at-Large	2026

Veterinary Medicine & Biomedical Sciences

DN Rao Veermachaneni	Biomedical Sciences	2025
Shari Lanning	Clinical Sciences	2025
TBD	Environmental & Radiological Health Sciences	2026
Tony Schountz	Microbiology, Immunology and Pathology	2024
Roxann Karkhoff-Schweizer	College-at-Large	2025
(substituting for Katriana Popichak, Fall 2023)		
Fiona Hollinshead	College-at-Large	2025
Doreene Hyatt	College-at-Large	2024
Tara Nordgren	College-at-Large	2025
Del Leary	College-at-Large	2026
Dan Regan	College-at-Large	2026
Zaid Abdo	College-at-Large	2025
Brian Geiss	College-at-Large	2025
Jennifer Rawlinson	College-at-Large	2026

University Libraries

Christine Pawliuk	Libraries	2025
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***Ex Officio* Voting Members**

Melinda Smith	Chair, Faculty Council/Executive Committee	2024
Joseph DiVerdi	Vice Chair, Faculty Council	2024
Andrew Norton	BOG Faculty Representative	2024
Steve Reising, Chair	Committee on Faculty Governance	2024
Gregg Griffinhagen, Chair	Committee on Information Technology	2024
Shane Kanatous, Chair	Committee on Intercollegiate Athletics	2024
Jerry Magloughlin, Chair (excused)	Committee on Libraries	2024
Ryan Brooks, Chair	Committee on Non-Tenure Track Faculty	2024
Jennifer Martin, Chair	Committee on Responsibilities and Standing of Academic Faculty	2024
William Sanford, Chair	Committee on Scholarship, Research, and Graduate Education	2024
Alan Kennan, Chair (excused)	Committee on Scholastic Standards	2024
Gamze Cavdar, Chair	Committee on Strategic and Financial Planning	2024
Lumina Albert, Chair	Committee on Teaching and Learning	2024
Peter Jan van Leeuwen, Co-Chair	Committee on University Programs	2024

Tian Wang, Co-Chair	Committee on University Programs	2024
Brad Goetz , Chair	University Curriculum Committee	2024
Karen Thorsett-Hill	Committee on Non-Tenure Track Faculty	2026
Thomas Conway	Committee on Non-Tenure Track Faculty	2024
Sean Bryan	Committee on Non-Tenure Track Faculty	2025
Ann Hess	Committee on Non-Tenure Track Faculty	2025
Jennifer Reinke	Committee on Non-Tenure Track Faculty	2025
Scott Wiebensohn	Committee on Non-Tenure Track Faculty	2025

Ex Officio Non-Voting Members

Amy Parsons	President
Rico Munn	Chief of Staff
Jan Nерger	Interim Provost
Derek Dictson	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
Susan James	Vice Provost for Faculty Affairs
Eric Ray	Vice President for Human Resources
Kauline Cipriani	Vice President for Inclusive Excellence
Brandon Bernier	Vice President for Information Technology
Kathleen Fairfax	Vice Provost for International Affairs
Laura Jensen	Vice Provost for Planning and Effectiveness
Christa Johnson	Interim Vice President for Research
Blanche M. Hughes	Vice President for Student Affairs
Tom Siller	Interim Vice Provost for Undergraduate Affairs
Kyle Henley	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
Allen Robinson	Dean, College of Engineering
Lise Youngblade	Dean, College of Health and Human Sciences
Colleen Webb	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
Matt Klein	Chair, Administrative Professional Council

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **December 8, 2023** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 12:00 p.m.

Minutes

The minutes of December 1, 2023 were approved.

Consent Agenda

The Consent Agenda was approved.

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

Study Abroad Course – 2nd Provisional Offering			
Course #	Course Title	Notes	Effective Term
<i>College of Health and Human Sciences</i>			
DM 482A	Study Abroad --Scotland/England: Design/Merchandising	1 cr.; previously offered SU18 Travel dates: 5/15-5/29/24	Summer 2024

Study Abroad Course – Permanent Offering			
Course #	Course Title	Notes	Effective Term
<i>College of Business</i>			
BUS 663A	Study Abroad -- Europe: International Business Experience	1 cr.; Graduate or Professional only; previously offered SU23 as provisional course BUS 682B	Summer 2024

Major Changes to Existing Courses			
Course #	Course Title	Notes/Changes	Effective Term
BZ 223	Plant Identification	<ul style="list-style-type: none"> • Instructional format updated to Distance/Online only • Prerequisite details and registration info added • Updates to CLOs, assessment components, weekly schedule, and other info in CIM 	Summer 2024
CS 314	Software Engineering	<ul style="list-style-type: none"> • Existing AUCC 4A, 4B course, added to the new Major in Computer Science, Computing for Creatives concentration 	Fall 2024
CS 462	Engaging in Virtual Worlds	<ul style="list-style-type: none"> • Existing AUCC 4C course, added to the new Major in Computer Science, Computing for Creatives concentration 	Fall 2024

CS 464	Principles of Human-Computer Interaction	<ul style="list-style-type: none"> Existing AUCC 4C course, added to the new Major in Computer Science, Computing for Creatives concentration Minor edits to the AUCC description, CLOs, and weekly schedule 	Fall 2024
GR 331	Geography of Farming Systems	<ul style="list-style-type: none"> Proposed for AUCC 4A (<i>added to the Major in Geography below</i>) Edits to course description Updates to PLOs, CLOs, assessment components, weekly schedule, and other info in CIM 	Fall 2024
HDFS 217	Creative Experiences for Children	<ul style="list-style-type: none"> Change of schedule type/credit distribution (<i>from lecture/recitation to lecture only</i>) (2-0-1) to (3-0-0) Registration info removed Edits to weekly schedule 	Fall 2024
HDFS 250	Introduction to Research Methods	<ul style="list-style-type: none"> Edits to course description Edits to CLOs, assessment components, weekly schedule, and other info in CIM 	Fall 2024
POLS 446	Latin American Politics Politics of South America	<ul style="list-style-type: none"> Edits to course title and abbreviated title Minor edit to course description Distance/Online added to instructional format Addition of prerequisite details and additional reg. info Edit to grade mode: Student Option Traditional Updates to CLOs, assessment components, weekly schedule, and other info in CIM 	Fall 2024

New Courses

Course #	Course Title	Notes	Effective Term
BUS 487	Internship	Undergraduate only	Fall 2024
HDFS 286A	Practicum: Human Development and Family Studies		Fall 2024
HDFS 286B	Practicum: Early Childhood Professions		Fall 2024
HDFS 286C	Practicum: Pre-Health Professions		Fall 2024
HDFS 286D	Practicum: Prevention and Intervention Sciences		Fall 2024
HDFS 286E	Practicum: Leadership and Advocacy		Fall 2024
NRRT 250	Wilderness First Aid and Risk Management	Previously offered as experimental course NRRT 380A2	Summer 2024
PHIL 245	Environmental Philosophies	Proposed for AUCC 1C	Summer 2024

Major Changes to Existing Programs

Program Title	Notes	Effective Term
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FWCB-CNVZ-BS: Major in Fish, Wildlife, and Conservation Biology, Conservation Biology Concentration	<ul style="list-style-type: none"> See CIM for all program changes. 	Spring 2024
FWCB-FASZ-BS: Major in Fish, Wildlife, and Conservation Biology, Fisheries and Aquatic Sciences Concentration	<ul style="list-style-type: none"> See CIM for all program changes. 	Spring 2024
FWCB-WDBZ-BS: Major in Fish, Wildlife, and Conservation Biology, Wildlife Biology Concentration	<ul style="list-style-type: none"> See CIM for all program changes. 	Spring 2024
GEOG-BS: Major in Geography	<ul style="list-style-type: none"> Adding the AUCC 4A designation to GR 331 (<i>above</i>) 	Fall 2024
BTNQ: Minor in Botany	<ul style="list-style-type: none"> BZ upper division courses and upper division electives listed out under Program Requirements. 	Fall 2024

New Undergraduate Concentration

Program Title	Notes	Effective Term
Major in Computer Science, Computing for Creatives Concentration	Offered Main Campus Face-to-Face and as Online Degree Completion <ul style="list-style-type: none"> AUCC 4A and 4B: CS 314 (<i>above</i>) AUCC 4C: CS 462 and CS 464 (<i>above</i>) 	Fall 2024

New Undergraduate Certificates

Program Title	Notes	Effective Term
Certificate in Integrated Pest Management	Offered Main Campus Face-to-Face and Online/DCE	Fall 2024
Certificate in Stem Communication	Offered Main Campus Face-to-Face	Fall 2024

CONSENT AGENDA

Minor Changes to Existing Courses

Course #	Course Title	Notes	Effective Term
CBE 101A	Introduction to Chemical and Biological Engr: Lecture	<ul style="list-style-type: none"> Edits to additional reg. info: Credit not allowed for <u>only one of the following: both CBE 101 and CBE 101A, CBE 101, CBE 101A, or CBE 104A.</u> <i>Submitted in CIM as Major change</i> 	Fall 2024
CBE 101B	Introduction to Chemical and Biological Engr: Laboratory	<ul style="list-style-type: none"> Edits to additional reg. info: Credit not allowed for <u>only one of the following: both CBE 101 and CBE 101B, CBE 101, CBE 101B, or CBE 104A.</u> <i>Submitted in CIM as Major change</i> 	Fall 2024
CS 501	Introduction to Research in Computer Science	<ul style="list-style-type: none"> Edit to prerequisite: None <u>CS 314</u> Edit to grade mode: S/U Sat/Unsat Only <u>Instructor Option</u> 	Fall 2024

		<i>Submitted in CIM as Major change</i>	
F 571	Applied Forest Ecology	• Edit to offering year: Odd <u>Every</u>	Fall 2024
F 572	Advanced Silviculture Practices	• Edit to offering year: Even <u>Every</u>	Spring 2025
F 574	Climate Adaptive Forest Management	• Edit to offering year: Even <u>Every</u>	Fall 2024
F 575	Monitoring for Advanced Silviculture	• Edit to offering year: Even <u>Every</u>	Fall 2024
F 576	Advanced Silviculture Capstone	• Edit to offering year: Odd <u>Every</u>	Spring 2025

Course Deactivation			
Course #	Course Title	Notes/Changes	Effective Term
HDFS 286	Practicum	Subtopics created for HDFS 286 (A-E) (<i>see above</i>); programs have been updated	Fall 2024

Minor Changes to Existing Programs		
Program Title	Notes	Effective Term
BIOM-MIDZ-BS: Major in Biomedical Sciences, Microbiology and Infectious Disease Concentration	• BSPM 361 added to elective list.	Fall 2024
IBMQ: Interdisciplinary Minor in Biomedical Engineering	• BIOM 572/MECH 572 added to elective lists.	Fall 2024

Minutes electronically approved by the University Curriculum Committee on 12/11/23.

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 19, 2024** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 12:01 p.m.

Minutes

The minutes of December 8, 2023 were electronically 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).

Major Changes to Existing Courses			
Course #	Course Title	Notes/Changes	Effective Term
ANEQ 334	Principles of Equine Genetics	<ul style="list-style-type: none"> • Change of schedule type/credit distribution (<i>from lecture only to lecture/recitation</i>) (3-0-0) to (2-0-1) • Edits to course description • Edit to prerequisites (adding ANEQ 101 and ANEQ 230 as ‘or’ options) • Edit to prereq details • Registration info added: Must register for lecture and recitation. • Edits to CLOs, assessment components, weekly schedule, and other info in CIM 	Summer 2024
BUS 662	Managing Diversity - Global Business Context International Business	<ul style="list-style-type: none"> • Edits to course title, abbreviated title, and description • Edit to prerequisites: None BUS 635 • Addition of prerequisite details • Edits to CLOs, assessment components, weekly schedule, and other info in CIM 	Summer 2024
CM 700	Critical Analysis of Scientific Literature	<ul style="list-style-type: none"> • Edits to course description • Edit to offering term: Fall Fall, Spring • Edit to prerequisites: None BC 565 and CM 510 • Change of grade mode: Instructor Option S/U Sat/Unsat Only • Updates to CLOs, assessment components, weekly schedule, and other info in CIM 	Fall 2024

F 330	Forest Planning and Wood Harvesting Systems Timber Harvesting and the Environment	<ul style="list-style-type: none"> • Credit increase (from 1 to 2) • Edits to course title and abbreviated title • Edits to course description • Addition of 'Required Field Trips' to Reg Info. • Removal of 'credit not allowed' statement with F 380A1 • Edits to CLOs, assessment components, weekly schedule, and other info in CIM 	Summer 2024
GEOL 120	Geology and Society Exploring Earth—Physical Geology	<ul style="list-style-type: none"> • Edits to course title and abbreviated title • Edits to course description • Updates to CLOs and weekly schedule 	Fall 2024
GEOL 122	Geoscience—Climate and Environmental Change The Blue Planet—Geology of our Environment	<ul style="list-style-type: none"> • Edits to course title and abbreviated title • Edits to course description • Updates to CLOs and weekly schedule 	Fall 2024

New Courses			
Course #	Course Title	Notes	Effective Term
ART 422	History of Craft, Theory, and Methodology	Previously offered as experimental course ART 381A3	Fall 2024
ERHS 311	Basic Nuclear Measurements and Instruments	1 cr. <i>Required in the new Major in Health Physics (see below).</i>	Fall 2024
ERHS 313	Nuclear Instruments and Measurement Lab	1 cr. <i>Required in the new Major in Health Physics (see below).</i>	Fall 2024

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
FRRS-FMGZ-BS: Major in Forest and Rangeland Stewardship, Forest Management Concentration	<ul style="list-style-type: none"> • Sophomore year: removing F 310/RS 310 from the program requirements because the course is being deactivated. • Junior year: NR 312 and NR 321 added as approved courses for the directed elective list; credit increase to required course F 330 (<i>see above</i>) 	Fall 2024
FRRS-FRBZ-BS: Major in Forest and Rangeland Stewardship, Forest Biology Concentration	<ul style="list-style-type: none"> • Sophomore year: removing F 310/RS 310 from the program requirements because the course is being deactivated. • Senior year: NR 312 added as an approved course for the biology elective list 	Fall 2024
FRRS-FRFZ-BS: Major in Forest and Rangeland Stewardship, Forest Fire Science Concentration	<ul style="list-style-type: none"> • Sophomore year: removing F 310/RS 310 from the program requirements because the course is being deactivated. • Junior year: credit increase to required course F 330 (<i>see above</i>) 	Fall 2024
FRRS-RCMZ-BS: Major in Forest and Rangeland Stewardship, Rangeland Conservation and Management Concentration	<ul style="list-style-type: none"> • Junior year: removing F 310/RS 310 and NR 322 from the program requirements because the courses are being deactivated. 	Fall 2024

	<ul style="list-style-type: none"> • Senior year: NR 321 added as an approved course for a 'select from' list 	
FRRS-RFMZ-BS: Major in Forest and Rangeland Stewardship, Rangeland and Forest Management Concentration	<ul style="list-style-type: none"> • Sophomore year: removing F 310/RS 310 from the program requirements because the course is being deactivated. • Junior year: removing NR 322 from the program requirements because the course is being deactivated. • Senior year: NR 312 added as an approved course for a 'select from' list 	Fall 2024
FRSQ: Minor in Forestry	<ul style="list-style-type: none"> • Removing F 310/RS 310 from the program requirements because the course is being deactivated. 	Fall 2024
NRMG-BS: Major in Natural Resources Management	<ul style="list-style-type: none"> • Sophomore year: removing F 310/RS 310 from the program requirements because the course is being deactivated. • Junior year: NR 312 and RS 378 added as approved course options 	Fall 2024
RECO-BS: Major in Restoration Ecology	<ul style="list-style-type: none"> • Junior year: removing F 310/RS 310 and NR 322 from the program requirements because the courses are being deactivated. 	Fall 2024
RECO: Minor in Range Ecology	<ul style="list-style-type: none"> • See CIM for all program changes 	Fall 2024
WRSQ: Minor in Watershed Science	<ul style="list-style-type: none"> • See CIM for all program changes 	Fall 2024
WSSS-WSDZ-BS: Major in Watershed Science and Sustainability, Watershed Data Concentration	<ul style="list-style-type: none"> • Revision to the Watershed Science elective options 	Fall 2024
WSSS-WSSZ-BS: Major in Watershed Science and Sustainability, Watershed Science Concentration	<ul style="list-style-type: none"> • Revision to the Watershed Science elective options 	Fall 2024
WSSS-WSUZ-BS: Major in Watershed Science and Sustainability, Watershed Sustainability Concentration	<ul style="list-style-type: none"> • Revision to the Watershed Science elective options 	Fall 2024

New Degrees *(FYI only)*

New degrees require Special Action and cannot be approved by FC via UCC minutes. Included here as a record of the UCC approval date. A Special Action memo will be sent from UCC to FC once approval is received from Provost Leadership Council.

Program Title	Notes	Effective Term
Major in Applied Statistics	Offered Main Campus Face-to-Face. <ul style="list-style-type: none"> • AUCC 4A, 4B, and 4C: STAT 472 (approved 10/13/23) • AUCC 4B: STAT 403 (approved 10/6/23) 	Fall 2024
Major in Health Physics	Offered Online/DCE. <ul style="list-style-type: none"> • AUCC 4A: ERHS 312 (approved 10/6/23) • AUCC 4B: ERHS 461 (approved 10/13/23) • AUCC 4C: ERHS 488 (approved 10/13/23) 	Fall 2024

Existing Program Previously Unpublished in Catalog

Program Title	Notes	Effective Term
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PATH-PHD: Ph.D. in Pathology	Fall 2024
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CONSENT AGENDA

Exception Request for Third Experimental Course Offering (Approved by UCC Chair in CIM on behalf of UCC during Winter Break)			
Course #	Course Title	Notes/Changes	Effective Term
GRAD 480A1	Graduate School Preparation	1 st offering: SP23; 2 nd offering: FA23 Permanent course proposal GRAD 479 - submitted in CIM	Spring 2024

Experimental Courses – 1st Offering			
Course #	Course Title	Notes	Effective Term
ATS 380A1	The Climate of Colorado	Online only	Fall 2024
ECON 180A2	Analytical Tools for Economics		Fall 2024

Minor Changes to Existing Courses			
Course #	Course Title	Notes	Effective Term
AREC 330	Data-Driven Ag and Res Econ Decision Making	<ul style="list-style-type: none"> Edit to prerequisites: (AREC 230 <u>or</u> BUS 150 <u>or</u> CIS 120 <u>or</u> CS 110) and (STAT 201 or STAT 204 or STAT 301 or STAT 307 or STAT 311 or STAT 315) 	Fall 2024
BC 401	Comprehensive Biochemistry I	<ul style="list-style-type: none"> Edit to prerequisites: (<u>CHEM 241 or</u> CHEM 245 or CHEM 343, may be taken concurrently or CHEM 346, may be taken concurrently) and (MATH 155 or MATH 160) <u>and</u> (<u>LIFE 201B, may be taken concurrently or</u> BZ 350, may be taken concurrently <u>or</u> SOCR 330, may be taken concurrently) 	Fall 2024
BC 403	Comprehensive Biochemistry II	<ul style="list-style-type: none"> Edit to prerequisites: BC 351 or BC 401; CHEM 245 or CHEM 341 or CHEM 345 	Spring 2025
BC 404	Comprehensive Biochemistry Laboratory	<ul style="list-style-type: none"> Edit to prerequisites: (BC 401, may be taken concurrently) and (<u>CHEM 242 or</u> CHEM 246 or CHEM 344 or CHEM 346) and (LIFE 212 and LIFE 203) Addition of universal restriction: <u>No Freshman</u> Updates to CLOs 	Fall 2024
BMS 496C	Honors: Physiology Case Studies	<ul style="list-style-type: none"> Edit to prerequisites: <u>BMS 300, may be taken concurrently or</u> BMS 360, may be taken concurrently Edits to CLOs, assessment components, weekly schedule, and other info in CIM <p><i>Submitted in CIM as Major change</i></p>	Summer 2024
BZ 192	First Year Seminar-Biology/Zoology	<ul style="list-style-type: none"> Edit to Additional Reg Info: Freshman only. Credit not allowed for both BZ <u>182A</u> 180A1 and BZ 192. Edits to CLOs, weekly schedule, and other info in CIM 	Fall 2024

		<i>Submitted in CIM as Major change</i>	
CBE 201	Material and Energy Balances	<ul style="list-style-type: none"> Edit to prerequisites: (CBE 101 or CBE 101A or CBE 104A or CBE 160, may be taken concurrently or MATH 151, may be taken concurrently) and (LIFE 102, may be taken concurrently) and (CHEM 111) and (PH 141, may be taken concurrently) <i>Submitted in CIM as Major change</i>	Fall 2024
CBE 205	Fundamentals of Biological Engineering	<ul style="list-style-type: none"> Edit to prerequisites: CBE 101 or CBE 101A; or CBE 104A; (CBE 160; LIFE 102) <i>Submitted in CIM as Major change</i>	Fall 2024
CIS 355	Business Database Systems	<ul style="list-style-type: none"> Edit to prerequisites: CIS 200 or CIS 310 Edit to prereq details Edits to CLOs, assessment components, weekly schedule, and other info in CIM <i>Listed in the new Major in Applied Statistics (see above); submitted in CIM as Major change</i>	Fall 2024
ESS 501	Principles of Ecosystem Sustainability	<ul style="list-style-type: none"> Edit to prerequisites: BZ 300 to 499--at least 3 credits or CHEM 300 to 499--at least 3 credits ECOL 300 to 499 or LIFE 300 to 499--at least 3 credits Updates to CLOs 	Fall 2024
ESS 524	Foundations for Carbon/ Greenhouse Gas Mgmt	<ul style="list-style-type: none"> Edit to prerequisites: BZ 300 to 499--at least 3 credits or CHEM 300 to 499--at least 3 credits ECOL 300 to 499 or LIFE 300 to 499--at least 3 credits Updates to CLOs 	Fall 2024
ESS 543/ ATS 543	Global Climate Change	<ul style="list-style-type: none"> Edit to offering term: Fall, Spring Edit to prerequisites: BZ 300 to 499--at least 3 credits or CHEM 300 to 499--at least 3 credits ECOL 300 to 499 or LIFE 300 to 499--at least 3 credits Minor edits to CLOs and weekly schedule <i>Submitted in CIM as Major change</i>	Fall 2024
ESS 555/ ANEQ 555	Life Cycle Assessment for Sustainability	<ul style="list-style-type: none"> Edit to prerequisites: ANEQ 300 to 479 -- at least 3 credits or BZ 300 to 379 479 -- at least 3 credits or CHEM 400 300 to 479 -- at least 3 credits or LIFE 300 to 479 -- at least 3 credits or ENGR 300 to 479 -- at least 3 credits or MECH 300 to 379 	Fall 2024

Minor Changes to Existing Program

Program Title	Notes	Effective Term
EINF-CT: Graduate Certificate in Entrepreneurship and Innovation	<ul style="list-style-type: none"> CIS 600B added to elective list and new footnote #3. 	Fall 2024

Update/Correction to 9/22/23 UCC Minutes			
Course #	Course Title	Notes	Effective Term
ETST 410	Advanced Topics in African American Studies	<ul style="list-style-type: none"> Edit to Add'l Reg Info: May be taken up to 3 times for credit. 	Spring 2024

Minutes approved by the University Curriculum Committee on 1/26/24.

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

BALLOT
February 2024
Graduate Student Positions on Faculty Council Standing Committees
(One-Year Term)
Nominations from the Committee on Faculty Governance

Committee on Intercollegiate Athletics

Jessica Laffey

Undergraduate Student Representative

2024

Date: January 22, 2024

To: Melinda Smith
Chair, Faculty Council

From: Jennifer Martin
Chair, Committee on Responsibilities and Standing of Academic Faculty

Subject: **Faculty Manual Section E.3.1 Emeritus/Emerita Status**

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

MOVED, THAT SECTION E.3.1 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE REVISED AS FOLLOWS AND THAT EMERITUS AND/OR EMERITA BE CHANGED TO EMERIT THROUGHOUT THE MANUAL:

E.3.1 Emeritus/Emerita/Emerit Status *(last revised June 21, 2011)*

Faculty members who have completed ten (10) years or more of full-time or part-time service as faculty of Colorado State University shall be eligible at the time of their retirement from Colorado State University for an emeritus/emmerita/emerit title equivalent to their highest faculty rank (e.g., emeritus associate professor).

Faculty members who have held administrative positions (including department heads) for five (5) years or more shall be eligible for the emeritus/emmerita/emerit title for these administrative positions (e.g., emerita associate dean).

An eligible member of the faculty may request emeritus/emmerita/emerit status from the department at the same time of retirement from the University. The department head and the dean of the college shall forward the request to the Provost. As long as the requirements for eligibility are met, such forwarding is pro forma. The final decision on granting emeritus/emmerita/emerit status will be made by the Board.

If possible, office or lab/office space and clerical support shall be provided to each emeritus/emmerita/emerit faculty member who continues to do scholarly work.

Rationale:

This change adds the gender neutral option of emerit.

Date: January 22, 2024

To: Melinda Smith
Chair, Faculty Council

From: Jennifer Martin
Chair, Committee on Responsibilities and Standing of Academic Faculty

Subject: **Faculty Manual Section E.12.1 Teaching, Advising, and Mentoring**

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

MOVED, THAT SECTION E.3.1 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE REVISED AS FOLLOWS:

E.12.1 Teaching, Advising, and Mentoring *(last revised May 4, 2022)*

As part of its mission, the University is dedicated to undergraduate, graduate, professional, and continuing education locally, nationally, and internationally. Toward that end teachers engage learners, transfer knowledge, develop skills, create opportunities for learning, create an inclusive learning environment, advise and facilitate student academic and professional development. This engagement may involve teaching, advising, and/or mentoring.

Teaching includes, but is not limited to, classroom and/or laboratory instruction; on-line instruction; individual tutoring; supervision and instruction of student researchers; clinical teaching; field work supervision and training; preparation and supervision of teaching assistants; supervision of field trips; teaching abroad; service learning; outreach/engagement; organization, coordination, marketing, and promotion of official university educational activities; and other activities that organize and disseminate knowledge, including librarianship. Faculty members' supervision or guidance of students in recognized academic pursuits that do not confer any University credit also is considered teaching and should be included in portfolio materials and be considered as part of the evidence of teaching effectiveness. Associated teaching activities include class preparation; grading; laboratory or equipment maintenance; preparation and funding of proposals to improve instruction; attendance at workshops on teaching improvement; and

planning of curricula and courses of study; and mentoring colleagues in any of these activities. Outreach and engagement activities as specified by the department/unit, are important to CSU as a land-grant institution and should be integrated into teaching efforts, as appropriate (see Section E.12.4). This includes teaching efforts of faculty members with Extension appointments. Examples of engaged teaching include service-learning and conducting workshops, seminars and consultations, and the preparation of educational materials for those purposes. Other examples can be found in the “[Continuum of Engaged Scholarship](#)”. Activities that enhance diversity and inclusion at CSU and align with CSU’s Principles of Community are important to CSU’s land-grant mission and should be integrated into teaching efforts.

Excellent teachers are characterized by their command of subject matter; logical organization and presentation of course material; formation of interrelationships among fields of knowledge; creation of inclusive learning environments, energy and enthusiasm; availability to help students outside of class; encouragement of curiosity, creativity, and critical thought; engagement of students in the learning process; use of clear grading criteria; and respectful responses to student questions and ideas.

Departments shall foster a culture that values and recognizes excellent teaching, and encourages reflective self-assessment. To that end, departmental codes must, within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness. Department codes shall make it clear what is needed for a faculty member to meet teaching expectations and what is needed to exceed expectations. Evaluation of teaching should be designed to highlight strengths, identify deficiencies, and improve overall teaching and learning.

Evaluation criteria of teaching can include, but are not limited to, quality of curriculum design; quality of instructional materials; achievement of student learning outcomes; and effectiveness at presenting information, managing class

sessions, encouraging student engagement and critical thinking, and responding to student work. Evaluation of teaching shall involve multiple sources of information such as course syllabi; signed peer evaluations; examples of course improvements; development of new courses and teaching techniques; integration of service learning; appropriate course surveys of teaching; letters, electronic mail messages, and/or other forms of written comments from current and/or former students; and evidence of the use of active and/or experiential learning, student learning achievement, professional development related to teaching and learning, and assessments from conference/workshop attendees. Importantly, student perceptions of the learning environment are, by definition, *not* evaluations of teaching effectiveness and cannot be taken as such; they are simply the student perspectives on their experience in a learning environment. Departments must not use student survey responses as a direct or comparative measure of teaching effectiveness nor use student responses or attendant metrics derived from student responses independent of multiple sources of evidence of teaching effectiveness. The use of student survey responses is appropriate only in the context of multifactorial reviews of multiple resources oriented toward an instructor's continuous improvement in fulfilling our teaching mission. Given this, reflection on, and use of, student perceptions can be one part of instructors' formative development because these perceptions can offer insights into the learning environment that only the students can provide. As such, results from student course surveys should be shared with department heads and promotion and tenure committees and considered only *in context* of a multifactorial review for the purpose of mentoring and evaluating teaching that includes information on courses taught, patterns in student survey responses, and instructors' reflections on such patterns in teaching portfolios that document their accounts of how they have used this and other feedback. Anonymous letters or comments shall not be used to evaluate teaching, except with the consent of the instructor or as authorized in a department's code. Evaluation of teaching effectiveness should take into account the physical and curricular context in which teaching occurs (e.g., lecture, practicum, lab courses, independent and group study courses; face-

to-face and online settings; lower-division, upper-division, and graduate courses), established content standards and expectations, and the faculty member's teaching assignments, in particular the type and level of courses taught. The University provides resources to support the evaluation of teaching effectiveness, such as systems to create and assess teaching portfolios, access to exemplary teaching portfolios, and professional development and programs focusing on teaching and learning.

Effective advising and mentoring of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process. Advising and mentoring are two distinct activities. Advising is an activity that generally focuses on academic and programmatic guidance for students, ranging from coursework and program navigation steps to pointing out key resources and contacts within a given community. Mentoring is a bi-directional activity between a mentor and a mentee that often includes aspects of advising, but has additional involvement of a mentor-mentee relationship that transcends the advising role. This will generally involve a faculty member or other professional in the discipline working with the mentee to understand the mentee's personal and professional goals and then providing the mentee with a mix of professional knowledge, career advice, counsel on work-life balance issues, guidance on academic expectations, a rigorous academic challenge, and support as the mentee develops the skills necessary to become a full member of a profession. Advising and mentoring are characterized by being available to students, keeping appointments, providing accurate and appropriate advice, and providing knowledgeable guidance. The advising/mentoring commitments are different for undergraduate students, non-thesis masters students, thesis masters students, doctoral students, and postdoctoral fellows.

Advising and mentoring activities include, but are not limited to, meeting with students to explain graduation requirements; giving academic advice; giving career advice or referring the student to the appropriate person for that advice; advising/mentoring students for official university activities and advising student

organizations. Advising and mentoring of graduate students includes, but is not limited to, supervision of and/or assistance with theses, dissertations, publications, presentations and project-related products.

Evaluation of advising and/or mentoring effectiveness can be based upon signed evaluations from current and/or former students, faculty members, and professional peers. Evaluation of advising and/or mentoring should take into account the quality of the advising/mentoring and the time spent on advising and/or mentoring activities. Department codes shall, within the context of their disciplines, include criteria and standards for evaluating advising and/or mentoring effectiveness and shall evaluate advising and/or mentoring as part of annual and periodic comprehensive reviews.

Rationale:

This change reflects the inclusion of librarianship as a form of teaching scholarship.

Colorado State University Faculty Council
February 2024

Resolution in Support of Libraries Licensing Priorities

Whereas a lack of state funding results in a limited campus budget for operating and general funds; and

Whereas ongoing subscription costs and inflationary increases for library resources outpace budget increases and imperil the Libraries' ability to meet current and projected collection, research, and service needs; and

Whereas publishers rely on uncompensated or minimally compensated academic labor in the form of authorship, peer review, and editorship in the creation of journals and content; and

Whereas publishers levy Article Processing Charges (APCs) on authors in addition to the subscription fees paid by the Libraries; and

Whereas publishers restrict authors' abilities to share their articles openly with other researchers and with the public at large, contrary to our goals as a public institution and the advancement of science and dissemination of scholarly research; and

Whereas publishers use non-disclosure agreements (NDAs) or confidentiality clauses to obscure contractual terms with universities and hinder free, transparent negotiations; and

Whereas publishers leverage profits to exert control over key tools for managing the research lifecycle and scholarly communications; and

Whereas publishers use institutional data as business intelligence to create additional subscription content or services; and

Whereas a collaborative relationship between universities, libraries, researchers, and publishers has the potential to create value for all stakeholders in the long run;

Therefore Be it Resolved, that the Faculty Council supports the CSU Libraries in their commitment to connect people with the highest quality information and expertise, and endorses the Colorado State University Libraries Licensing Priorities as follows:

Colorado State University Libraries Licensing Priorities

The CSU Libraries practice responsible stewardship by advocating for equitable information production, discovery, and access. Their goal in establishing these priorities is to increase transparency and to

communicate the University's values and expectations for licensed resources to our stakeholders and vendors. In keeping with these values, the CSU Libraries have identified qualities that our resources should embody:

- **Sustainability:** Negotiating fair and sustainable prices for resources and services based on transparent and cost-based pricing models
- **Scholarly Sharing:** Allowing libraries to lend and borrow materials to each other across formats
- **Knowledge Building:** Supporting author's rights to copyright and prioritizing agreements that commit to open access
- **Accessibility:** Prioritizing resources that meet accessibility and universal design principles for equitable access for all users
- **Collection Analysis and Data Mining:** Supporting researcher needs to perform data analysis across large collections of research articles at no additional cost
- **Privacy:** Protecting users' rights to privacy, ensuring data security, and preventing unauthorized use of user data
- **Colorado Community:** Permitting access onsite to registered users as part of our land-grant mission and access for Coloradoans
- **Transparency:** Eliminating license terms that restrict transparency, such as non-disclosure or confidentiality clauses, or that violate state regulations on open records.

Annual Report of the University Grievance Officer for 2023

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 2023, the UGO was involved with three 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. Both of these cases involved allegations of inappropriate behavior.

One of these two cases was carried over from last year. In this case, a resolution had been negotiated involving the resignation of the faculty member. However, the faculty member did not resign at the expected time. As a result, a hearing committee was formed, and the hearing committee decided to proceed with a formal disciplinary hearing. However, before this hearing took place, the faculty member did resign, and this resolved the Section E.15 process.

The other case was new this year. In this case, attempts to negotiate a resolution without a hearing were unsuccessful. As a result, a hearing committee was formed, and the hearing committee decided to proceed with a formal disciplinary hearing. However, before this hearing took place, the faculty member decided to retire, and this resolved the Section E.15 process.

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 2023, the Section E.11 and Section E.16 processes were never initiated. There was one case where a tenure-track faculty member attempted to initiate the Section E.17 process. This process is for an appeal of a nonrenewal of a tenure-track appointment. Such an appeal requires that the Tenure and Promotion Committee recommends renewal, but the Department Head decides not to renew the appointment. In this case, the Tenure and Promotion Committee recommended that the appointment not be renewed, and the Department Head then chose not to renew the appointment. Thus, the conditions for an appeal were not met.

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 2023, the UGO dealt with 33 cases from 31 faculty members and 14 cases from 15 administrative professionals.

The distribution of the 33 cases from faculty members is as follows:

Agricultural Sciences	6
Business	6
Engineering	4
Extension	1
Health and Human Sciences	3
Liberal Arts	7
Libraries	1
Natural Resources	2
Natural Sciences	3

The distribution of the 14 cases from administrative professionals is as follows:

Admissions	1
Advancement	1
Agricultural Sciences	2
Business & Financial Services	1
CEMML	1
Housing	1
Human Resources	1
Inclusive Excellence	1
Marketing & Communications	1
Natural Resources	2
Vet. Teaching Hospital	1
VP Research	1

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

Faculty Members

For the 33 cases involving faculty members, one case involved a recommendation for the denial of tenure. The tenure and promotion committee recommended denial of tenure, and the administrators in the tenure and promotion chain all supported this recommendation. Since a faculty member cannot grieve their fellow faculty members on the tenure and promotion committee, and they cannot grieve the administrators for supporting the recommendation of the faculty tenure and promotion committee, then this case was not grievable.

Five of the 33 cases involved recommendations for denial of promotion. One of these cases involved a CCA faculty member applying for promotion to associate professor. The promotion committee, which consisted entirely of CCA faculty, recommended denial of promotion, and the administrators in the promotion chain all supported this recommendation. Again, this case was not grievable. The faculty member decided to withdraw their application for promotion and reapply next year after addressing the criticisms and suggestions from the promotion committee.

The other four cases involved tenured faculty members applying for promotion to full professor. In one case, the promotion committee recommended denial of promotion, and the administrators in the promotion chain all supported this recommendation. Again, this case was not grievable.

In the other three cases, the promotion committee recommended that promotion be granted, but an administrator in the promotion chain recommended denial of promotion, and the successive administrators in the promotion chain supported this negative recommendation. These cases were grievable.

In one case, the department head supported the recommendation for promotion, and it was the dean who made the first negative recommendation. In this case, a grievance was filed against the dean, and a grievance hearing was conducted. The hearing committee agreed that the faculty member deserved to be promoted to full professor. However, this opinion was based on information presented during the hearing that was not included in the application for promotion. The hearing committee decided that the dean was not unfair, unreasonable, arbitrary, or capricious in recommending against promotion based on the information in the application for promotion. They encouraged the faculty member to apply for promotion again next year and to include the relevant information in the new application. The President accepted the finding of the hearing committee, and the faculty member was not promoted to full professor.

In the other two cases, it was the department head who made the first negative recommendation. In one case, the main argument against promotion was that the faculty member had a number of items in the pipeline at various stages, but not enough that was completed. The faculty member decided to withdraw their application and reapply next year after more of the items reached completion.

In the other case, a grievance was filed against the department head, and a grievance hearing was conducted. The hearing committee decided that the department head was unfair and unreasonable in recommending denial of promotion. The President accepted the finding of the hearing committee, and the faculty member was promoted to full professor.

One of the 33 cases involved a tenured faculty member who was discouraged from applying for promotion to full professor. Since the faculty member gets to decide whether or not to apply for promotion, such discouragement is not grievable.

Two of the cases involved annual performance reviews. While annual performance reviews are grievable, each of the two faculty members decided not to file a grievance.

Two cases involved the amount of the annual salary increase. While the amount of the annual salary increase is grievable, each of the two faculty members decided not to file a grievance.

Two additional cases involved both the annual evaluation and the amount of the annual salary increase. Again, this is grievable, but each of the two faculty members decided not to file a grievance.

One case involved the denial of an annual salary increase. This faculty member had been hired as an upper-level administrator and given tenure in an academic department. They were then terminated from their administrative position and became a regular faculty member in the department where they have tenure. As a result, their salary was far above the salaries of the other faculty members in the department. In addition, they had spent only one semester as a regular faculty member in the department, and they had been assigned no teaching duties that semester due to the transition in job responsibilities. The dean took responsibility for the decision not to give the faculty member a salary increase this year, so the faculty member filed a grievance against the dean, and a grievance hearing was conducted. The hearing committee decided that the dean was not unfair, unreasonable, arbitrary, or capricious in not giving the faculty member a salary increase this year. However, they suggested that the faculty member should be considered for salary increases in future years, although it could be appropriate for the amount of the increase, rather than the percentage of the salary, to be comparable to other faculty members in the department with comparable performances. The Provost and the President accepted the finding of the hearing committee, and the faculty member did not receive a salary increase for this year.

One case involved a claim of salary inequity. This was resolved through discussions between the UGO and the persons involved, and the faculty member did receive a salary increase.

Another case involved a claim of salary inequity, a claim of an unreasonable workload, and a claim that their appointment letter was not being honored. Discussions are currently underway between the UGO and the persons involved in an attempt to resolve this conflict. Should these discussions fail to resolve the issue, a grievance could be filed.

One case involved the termination of an appointment as an administrator and the return of the faculty member to the department in which they have tenure. This is not the same person who filed a grievance regarding the lack of an annual salary increase. Since administrative appointments are at-will, this was not grievable.

One case involved a concern by a contract faculty member that their contract might be terminated early. This is not grievable, but there is an appeals process in Section E.11 (and the UGO oversees this appeals process). Since there was not an attempt to terminate the contract early, no appeal was made.

Two cases involved the issuance of Letters of Reprimand. In each case, the faculty member filed a grievance against the persons who issued the Letter of Reprimand. In one case, the faculty member had shown through CORA requests that the major allegations in the Letter of Reprimand were not true. However, the persons issuing the Letter of Reprimand were not willing to withdraw the Letter. Thus, the faculty member filed a grievance against the issuers of the Letter, and a grievance hearing was conducted. The hearing committee decided that the Letter of Reprimand was unfair and unreasonable and needed to be withdrawn. The Provost and the President accepted the finding of the hearing committee, and Letter of Reprimand was withdrawn.

In the other case, the faculty member had been issued a Letter of Expectations (LOE) prior to being issued the Letter of Reprimand (LOR). The LOE had been issued in the previous year, and the faculty member had wanted to file a grievance over it, but a LOE is not grievable. However, a grievance was filed over the LOR, and a grievance hearing was conducted. The hearing committee decided that an LOR was justified, but that the LOR that had been issued was unreasonable and should be withdrawn and replaced by a new LOR. The hearing committee also recommended that the LOE be withdrawn, since it was considered to be unreasonable as well. The Provost and the President accepted the finding of the hearing committee, and the LOE and LOR were both withdrawn, and a new appropriate LOR was issued. The new LOR was not grievable, since it had already been considered by the hearing committee.

One of the 33 cases involved the annual review of progress toward tenure of a tenure-track faculty member. Inappropriate information had been provided to the review committee, and this information had been discussed in the report that was prepared by the committee. This case was resolved through discussions between the UGO and the persons involved, and the discussion of the inappropriate information was removed from the report.

One case involved the termination of a program that a faculty member was involved with. This was not grievable.

One case involved the policy a department was using to distribute revenue from CSU Online to the faculty members involved. However, one cannot grieve a general policy.

One case involved a faculty member being barred from certain locations and activities. The faculty member decided not to pursue the matter through Section K.

One case involved a CCA faculty member being given a one-year contract, despite the requirement in the Manual that contracts be for at least two years. This is grievable, but a successful grievance would mean nullifying the contract. Thus, the faculty member decided not to file a grievance.

One case involved a claim that a disability was not being accommodated appropriately. The grievance process does deal with such issues, and the person was referred to the Office of Equal Opportunity.

The department head in the above case also wanted to file a grievance against the Office of Equal Opportunity for the way the case was being handled. However, one cannot file a grievance against the Office of Equal Opportunity.

One case involved a conflict with a colleague. However, grievances can be filed only against supervisors, not colleagues.

One case involved accusations against the faculty member by a student. However, grievances can be filed only against supervisors, not students.

One case involved a dispute between a faculty member and a departmental committee of faculty members. Again, grievances cannot be filed against fellow faculty members.

One case involved a derogatory email attack from a fellow faculty member. Again, grievances cannot be filed against fellow faculty members. The faculty member was referred to the bullying policy.

One case involved a claim of a toxic climate in the department. Grievances must be against actions taken by supervisors. One cannot file a grievance regarding a departmental climate.

One case involved alleged mistreatment by colleagues. Again, one cannot file a grievance against colleagues. The faculty member argued that they wanted to file a grievance against their department head for not stopping the mistreatment by the colleagues. However, grievances can be filed only against actions taken by supervisors with the goal being to undo the action. Thus, a grievance could not be filed against the department head in this case.

One case involved a conflict with a fellow faculty member who did exert a certain level of supervisory control over the faculty member. This was a gray area, and the conflict was resolved through discussions between the UGO and the persons involved.

None of these 33 cases led to formal mediation, but five cases did lead to formal hearings.

Administrative Professionals

For the 14 cases involving administrative professionals (APs), four cases involved annual performance reviews. In three of these cases, the AP decided not to pursue the matter through Section K. In the fourth case, the conflict was resolved through discussions between the UGO and the persons involved.

One case involved changes in policy by the dean at the suggestion of Human Resources. It was claimed that these changes made it harder for the APs to do their jobs and resulted in significant increases in their workloads. One cannot grieve a general policy, but one can grieve an unreasonable workload. The APs involved have not yet decided whether or not to file a grievance against the dean.

In one case, the AP was given no annual salary increase. The AP decided not to pursue the matter through Section K.

In one case, an AP received a Letter of Expectations. However, a Letter of Expectations is not grievable.

In one case, an AP received a Letter of Expectations, but it was decided that this was really a Letter of Reprimand mislabeled as a Letter of Expectations. A Letter of Reprimand is grievable. This was resolved through discussions between the UGO and the persons involved, and the Letter was rewritten to make it a Letter of Expectations.

One case involved the issuance of a reprimand. The AP decided not to pursue this case through Section K.

One case involved a delay in the issuance of supplemental pay. The AP decided not to pursue this case through Section K.

One case involved an AP on a 10-month appointment being changed to a 12-month appointment against their will. The AP decided not to pursue this case through Section K.

One case involved a change in job duties. The AP decided not to pursue this case through Section K.

One case involved the termination of an AP due to the discontinuance of their position. Since the AP was an at-will employee, this was not grievable.

One case involved a conflict with a colleague. However, grievances can be filed only against supervisors, not colleagues.

None of these 14 cases led to formal mediation or a formal hearing.

Submitted by: Richard Eykholt,
University Grievance Officer

SALARY/COMPENSATION EQUITY REPORT

A Report

Submitted to Faculty Council at Colorado State University

by

The Committee of Strategic and Financial Planning (CoSFP)

December 14, 2023

Background:

After being invited by President Amy Parsons in Spring 2023 to provide a list of priorities to address salary/compensation equity, CoSFP first began its work during the summer of 2023. Then, a subcommittee of volunteers was formed in the fall with the intention to examine the university's existing and recent studies in a comprehensive way, consult with experts including CSU faculty and administrators, and provide qualitative recommendation. The subcommittee, consisted of Ryan Brooks, Felix Duerr, Matt Klein, Rob Schwebach (Chair) and Lina Xiong, produced a draft report, which was then reviewed, revised, and voted by the entire committee.

Introduction

This report makes recommendations for addressing salary/compensation equity at CSU, and updates faculty and staff on the status of previously recommended initiatives. Our report is prepared with a backdrop that CSU is currently amid a significant budget model redesign process, with many details still unresolved. Given this uncertainty, we focus on qualitative recommendations that are general enough to apply going forward regardless of the ultimate budget model outcome.

We believe this salary equity proposal and the concurrent budget redesign process should be viewed holistically and jointly as interrelated parts of an overarching strategy to advance the goals and missions of CSU. But regardless of any budget model change that may or may not occur, the salary equity component is critically important to CSU's ability to achieve growth and excellence going forward.

Supporting Information

Our results are informed by discussions with administrators and in consultation with compensation specialists. For background we reviewed several resources, including some documents that we include as Appendices at the end of the report:

- [1] CoSFP statement of recommended goals and values to guide the budget redesign process
- [2] A proposal that originated under the former administration and was forwarded to CoSFP for our consideration by the Faculty Council chair in spring 2023
- [3] CSU Ten-Year Summary of Salary Increases and Fringe Benefit Rates
- [4] Full report from CSU FY19 Faculty Salary Equity Study
- [5] Methodology from CU-Boulder 2021-22 Salary Equity Analysis (from CU website)
- [6] AAUP Annual Report on Economic Status of the Profession, 2022-23

Guiding Principles

Salary/compensation equity decisions should:

- support the core academic missions of CSU as a land-grant institution, i.e., “teaching, research, service and extension for the benefit of the citizens of Colorado, the United States, and the world.”
- be consistent with the new budget model that emerges and support the budget-related goals and values articulated by CoSFP (see Appendix 1).
- adhere to known best practices in the field of compensation management; CoSFP should work with CSU's HR/Compensation department in formulating strategies.
- be strategic and incentive-compatible with the university goals of growth, excellence, and institutional sustainability.
- holistically address multiple types of salary/compensation equity, including:
 - internal (related to compression, inversion, etc.)
 - external (related to market competitiveness)
 - individual (related to identity categories of gender, ethnicity, etc.)
- consider total compensation not just base salary.
- consider relevant control variables such as merit, discipline, and rank (e.g., see Appendices 4-5).

Types of Salary/Compensation Equity

The definitions of salary equity listed above follow accepted terminology from the field of compensation management. These definitions can be found in standard textbooks such as *Human Resource Management: People, Data, and Analytics*, First Edition, by Talya Bauer, Berrin Erdogan, David Caughlin and Donald Truxillo, 2021, SAGE Publications, Inc. (this is the assigned text at CSU for MGT 310 Human Resource Management).

Bauer et al. define *internal equity* as “fairness of pay rates across jobs *within* an organization.” This type of equity relates to things like salary compression/inversion.

They define *external equity* as “the extent to which the pay for a particular job is competitive and fair relative to the pay of the same or similar jobs at other organizations.” This is also referred to as *competitive equity*.

Individual equity refers to “the fairness of how pay is administered and distributed to individual employees working similar jobs within the same organization.” Bauer et al. state (p. 260): “For individual equity to exist, such differences in pay rates should be attributable to differences in performance, seniority, and/or experience, as opposed to other factors that are not job related (e.g., race, sex, national origin).”

Universities use statistical methods such as regression analyses to perform salary studies to measure individual inequities, and to explore the need for individual adjustments. Such exercises can focus on departures of the salary of individual employees from that predicted by job-related factors, such as the CU-Boulder 2021-22 pay equity study (Appendix 5), or they can focus on between-group differences in salary based on group identity characteristics that are not job-related such as gender or minority status as in the CSU FY19 pay equity study (Appendix 4).

Normally between-group studies are performed to measure the overall extent of inequity at the institutional level but not as a direct basis for making individual salary adjustments. The CSU report notes that there is unexplained variance and “between-group differences by gender or minority status do not confirm the existence or absence of salary inequities.” It further clarifies: “The models do not address the salary of any specific individual faculty member. The assessment of individual salary equity is completed through a separate exercise in which in-depth attempts are made to understand individual performance and salary. That exercise is completed annually.” However, we note that between-group models can be useful in revealing systemic or structural inequities that may warrant the need for further investigation at the organization and/or individual levels.

These examples of pay equity studies at CU-Boulder and CSU are provided to illustrate the types of methodologies and choice of independent variables that can go into such analyses, but full discussion of such models to inform specific recommendations is beyond the scope of this report.

Employee Retention and Morale

An obvious reason salary equity matters is to support employee recruitment and retention goals. Retention is important for a variety of reasons. Defections lead to additional recruiting expenses, disruption of workflow, loss of institutional knowledge, and loss of external relationships that the employee takes with them which are not easily replicated. This highlights the importance of reducing external inequities relative to R1 peers.

This is not to diminish other types of salary inequity, such as compression or inversion, which can exacerbate external equity problems if not addressed. Also, many employees who are dissatisfied due to real or perceived inequities of any type do not necessarily switch jobs, but they do suffer a loss of morale that can significantly reduce output if they believe their efforts are undervalued or not rewarded. Therefore, equally addressing all types of salary inequity, and proactively addressing the most severe cases first before they reach critical levels, not only reduces defections but also boosts morale and increases productivity.

An effective strategy for retention means more than just matching outside offers when an employee threatens to leave. By the time an outside offer is secured, in many cases the damage to morale is already done and the employee leaves even if we match the outside offer. In the long run it is more cost-effective to preemptively address salary inequities before they reach a point where even larger salaries are needed to match outside offers or to conduct searches.

The relationship between retention and morale has DEI implications, as mobility options are significantly affected by race, class, and gender. Studies indicate that those who are the least privileged based on those characteristics are generally also the least mobile, which can exacerbate morale problems for those employees if individual salary equity is not adequately addressed. DEI should be continuously monitored and immediately addressed when detected.

Status of CoSFP Recommendations from Spring 2023

In April of 2023, CoSFP made the following recommendations to Central Administration:

- pay graduate assistant fees
- implement a \$50k floor on salaries of full-time faculty and administrative professional staff
- raise faculty pay to 80 percent of market within respective ranks and disciplines

The administration has adopted all three of these recommendations and is implementing them.

External Benchmarks

For faculty and administrative staff, the standard benchmark for measuring external competitiveness is the salary survey data from the College and University Personnel Association ('CUPA data'). The relevant reference group is R1 institutions. For state classified personnel, there is no CUPA data but the salary ranges for each classification are set by the state.

New Recommendations

Employee compensation expenses are a major component of CSU's cost structure but can be used strategically to incentivize institutional goals. To address multiple aspects of equity (internal, external, individual) we make the following qualitative recommendations to guide salary/compensation decisions:

- 1. Multiyear Phased Approach.** To effectively address all aspects of equity within the reality of limited resources requires a multiyear phased approach. This type of approach was suggested in a draft proposal dated August 2022 from the VP of Faculty Affairs that was created at the request of the previous President and Interim Provost and shared with the administration. It was circulated to Faculty Council last spring (see Appendix 2), and we believe the framework in that model provides a good starting point for discussions going forward.

While our recommendation to follow that framework should not be construed as a blanket endorsement of every provision in that proposal, we agree with the overall framework of using a multiyear approach to phase in desired goals. For example, that proposal states: "Raise all faculty

salaries to 90% of CUPA R1 (or appropriate peers)” in Phase 1; “Aim for 95% of CUPA R1 for all faculty (or appropriate peers)” in Phase 2; etc.

We recommend using a similar framework, but with a refinement of prioritizing those at the lower end of the salary scale to get those individuals to the desired target first, for example: move those at the lower end to 90% first and then stop; then move those at the upper end to 90% and stop; then move the lower end to 95% and stop; etc. This recognizes that it may take more than one year to move all employees to the next 5% level, and working from the bottom up prioritizes the needs of lower paid employees while still incrementally advancing external equity goals for all employees across the salary spectrum.

This is just one example, but variations within this framework are possible. It is premature for us to propose specific numeric targets, as the specifics will depend on available funding and the outcome of the budget redesign process that is presently unfolding. But our overarching recommendation is to use this type of multiyear phased approach as a holistic framework to best address multiple equity goals in a resource-constrained environment.

The multiyear plan should also build in a timetable for addressing other types of salary equity concurrent with matching R1 peers. A holistic framework recognizes that different types of equity are interrelated, and adjusting for one type can exacerbate another type. For example, the multi-year plan can include a provision where compression adjustments are phased in strategically by prioritizing extreme cases, with the most pressing cases adjusted first. The plan should include a provision to examine and address the immediate impact on compression whenever a new hire occurs, so that external and internal inequities do not build up over time. Individual equity (e.g., related to gender or ethnicity) should be regularly monitored and adjusted.

2. **Individual Adjustments.** External equity adjustments toward the relevant peer benchmark should be made at the individual level and not at the unit level. In other words, the adjustment decision should not be based on department median salary relative to peer benchmark, but it should be made holistically with consideration to relevant control variables, such as rank, discipline, and merit. For a given unit there will normally be variation with some employees above peer median and some below peer median, and those individuals below peer median should be addressed first.
3. **Importance of COLA.** Cost of living adjustments (COLA) by employers in the U.S. are defined in percentage terms. This practice dates at least back to 1950 when the Social Security Administration (SSA) began indexing retiree payouts to inflation as measured by the Consumer Price Index (CPI). For example, the SSA website states that for 2024, “Social Security and Supplemental Security Income (SSI) benefits for more than 71 million Americans will increase 3.2 percent in 2024.”
<https://www.ssa.gov/history/briefhistory3.html#colas>
<https://www.ssa.gov/news/cola/>

Employees at CSU will perceive it as inequitable if their percentage COLA increase does not match other employees across the University, and this perceived unfairness will negatively impact morale and will harm CSU’s recruitment and retention efforts. Therefore, regardless of any budget model changes that may or may not occur, we recommend that cost of living adjustments at CSU should continue to be administered as an equal percentage increase for all employees regardless of job classification, academic unit, or salary level. This strategy is consistent with best practices in compensation management and will help assure equitable treatment across all employees.

It is important that salary equity gains are not lost to inflation. Cost of living adjustments depend on sufficient funding each year and compete with merit raises in a constrained environment.

Regardless of merit increases, any multiyear plan must strive to keep up with cost of living as a primary aim. We recommend that, especially in lean years, priority should be given to funding COLA increases over merit raises.

This strategy is fundamental to locking in prior equity gains. Assuming external markets generally try to match cost of living increases, once CSU meets a desired target such as getting all salaries to 90 percent of R1 peers, it can roughly maintain that level of competitiveness just by keeping up with COLA. Therefore, a strategy of prioritizing COLA will automatically help to sustain any gains achieved in prior years, which is critical to the long run success of a multiyear strategy.

CSU's ability to fully match inflation each year will depend on several things including student enrollments, state appropriations and other factors. Therefore, it is not necessarily feasible to demand that COLA adjustments fully match the CPI increase every single year. But we recommend that it is something CSU should aspire to as an optimal strategy for helping to keep up with inflation once the desired baseline targets for internal and external equity are met.

Given the importance of salary/compensation equity to the ongoing success of CSU, we encourage Central Administration to articulate its commitment to a multiyear plan and to identify it as a top priority. This will foster employee morale and establish benchmarks that can be monitored to reduce the likelihood of falling behind.

4. **Commitment to Salary Floors.** To help those at the lower end of the salary scale, we recommend that CSU should mirror the state-mandated salary floors that apply to businesses in Colorado, even though CSU as a governmental entity is exempt from this mandate:

"Colorado also mandates a minimum salary for workers holding a position that is classified as exempt under the Fair Labor Standards Act. For 2023, this minimum is \$50,000. This minimum salary will increase to \$55,000 in 2024 and is set to increase every subsequent year based on inflation."

<https://www.obsidianhr.com/colorado-hr-laws/#:~:text=Colorado%20also%20mandates%20a%20minimum,subsequent%20year%20based%20on%20inflation.>

While not subject to these rules, CSU has voluntarily adopted a \$50,000 salary floor for applicable administrative professional staff, which it is currently implementing (the state regulation applies only to AP positions that are classified as exempt under the Fair Labor Standards Act). We note that all faculty salaries are already above the minimum threshold, and state classified positions do not fall under the regulation as those positions are non-exempt.

We also note that while exempt from state-mandated floors, CSU is not exempt from federally mandated floors. However, the currently mandated federal floor is much less stringent than the Colorado minimum (by a difference of nearly \$15,000).

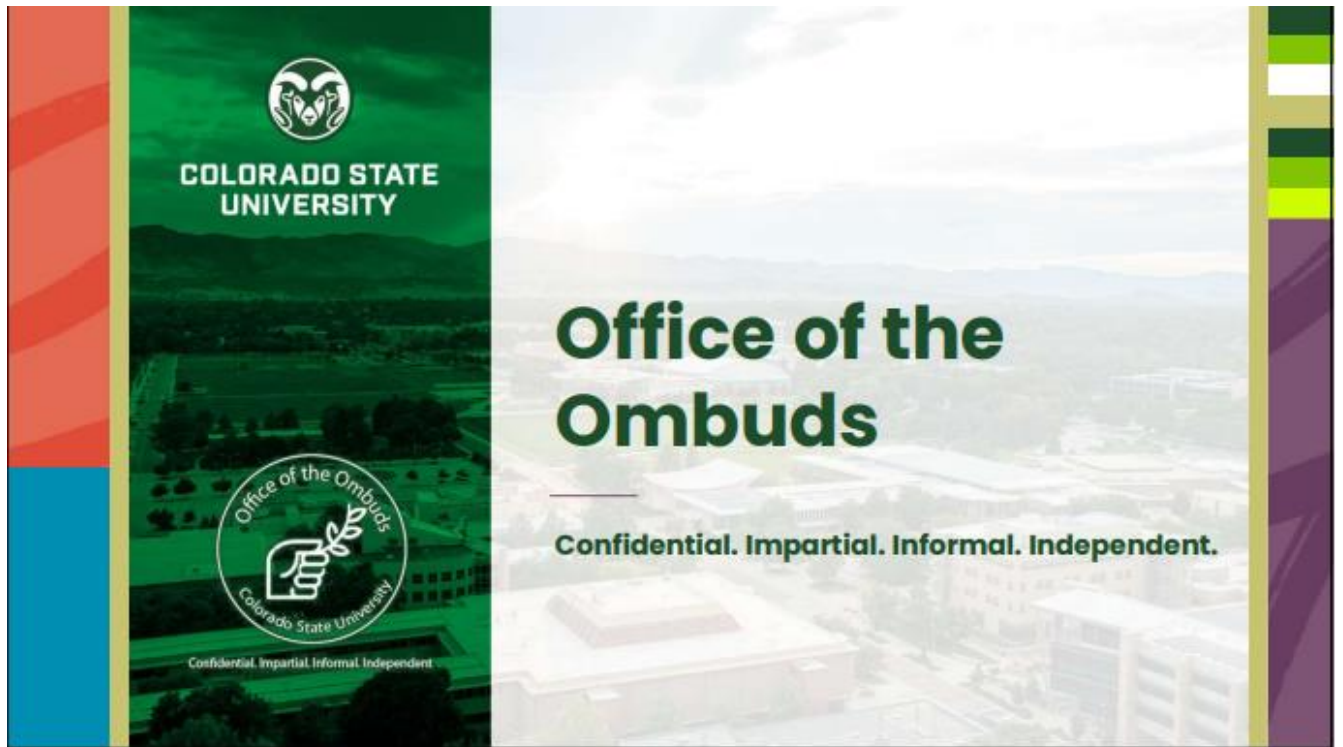
We recommend that CSU continue to follow the more stringent state-level floors which are indexed to increase with inflation, even if technically exempt from that mandate. This will help to maintain wage competitiveness for those at the lower end of the salary scale and will also help to address living wage needs at CSU.

5. **Proactive, Holistic Approach.** Different types of salary equity are interrelated. We recommend that unit managers be vigilant to proactively identify the most extreme cases of inequity (of any type),

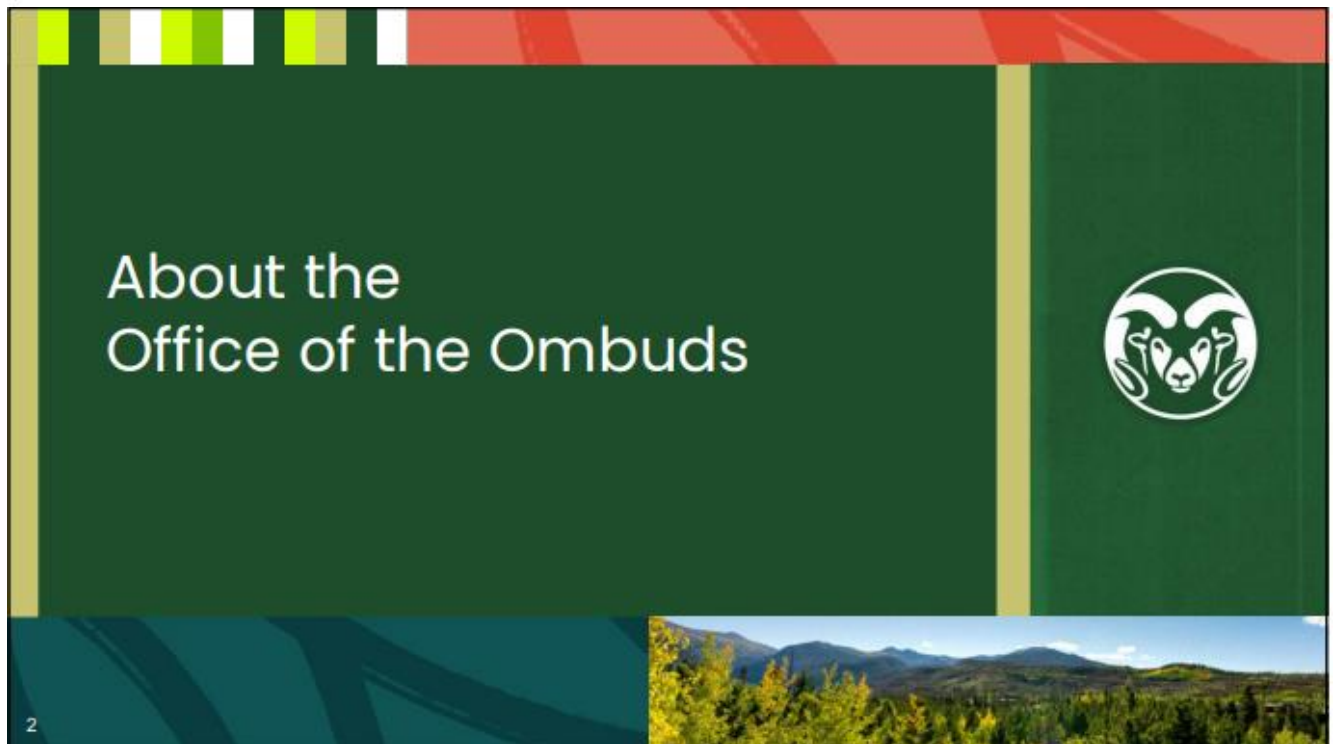
and to address those cases sooner before they percolate to a critical level. This cost-effective strategy will improve morale and lead to better productivity, facilitating our stated goals of quality, growth and institutional sustainability.

6. **Effective Communication of Benefits/Total Compensation.** Salary equity should consider total compensation, not just base salary. Employee benefits can and should be part of the overall strategy. This includes competitiveness with peer institutions regarding retirement plans, insurance coverages, and other benefits like employee assistance programs for housing or mortgages. Whatever strategies are implemented, it is important for CSU to effectively communicate the advantages of those changes to employees if we want to achieve the desired effects on employee retention, morale, and engagement.
7. **Effective Performance Management.** Employee satisfaction depends on having transparent, equitable and well-defined performance management systems, to assure that we are operating efficiently and people are in the right places, and that merit raises are appropriately applied. Performance indicators should be aligned with the new budget model to facilitate growth and other strategic goals.
8. **Flexible/Innovative Human Resource Practices.** Developing innovative salary structures can benefit recruiting efforts by making CSU more competitive with industry positions. For example, in some units that provide services to the public such as clinical treatment, this might be achieved by structuring positions as a combination of base salary plus percent-of-sales like some industry positions, which may also provide flexibility for downswings by making a portion of the salary revenue-dependent. It might involve creating positions that span different classifications, such as 50 percent faculty and 50 percent administrative professional. In pricing for such positions, we could supplement CUPA data with alternative salary surveys to better reflect private sector competition. We encourage CSU to be open to such innovative HR practices for strategic benefit where applicable, including for hiring and salary raises.

Appendices: [CoSFP Salary Comp Equity Report-Appendices\(December 12\).pdf](#)



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Serves all CSU employees who **voluntarily** seek **confidential** assistance in managing and/or resolving **concerns** or **conflicts** related to the workplace.

Confidential. Impartial. Informal. Independent.



3



Melissa Emerson

University Ombuds

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4

Key Principles of Ombuds Practice

- **Confidential**
- **Impartial**
- **Informal**
- **Independent**



5

5

Types of Issues & Concerns

Supervisory/Employee
Relationships

Career Progression

Diversity/Equity Concerns

Peer/Colleague
Relationships

Performance Appraisal

Organizational Climate

Communication

Compensation/Benefits

Health, Wellness, Safety

Bullying/Incivility

Policy/Legal/Compliance

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FY23 Year in Review



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In FY23, we had **273 visitors** across employee types, with **1,216 visitor contacts**.

We received **14 requests for mediation/facilitated conversations** requiring numerous hours of pre-mediation meetings and prep time.

Nearly half of visitors reached out **within the first three months** of experiencing their conflict or concern.

We facilitated **20 workshops**, including our **"Exploring Conflict Behaviors"** session.



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Visitor Contacts Year-to-Year

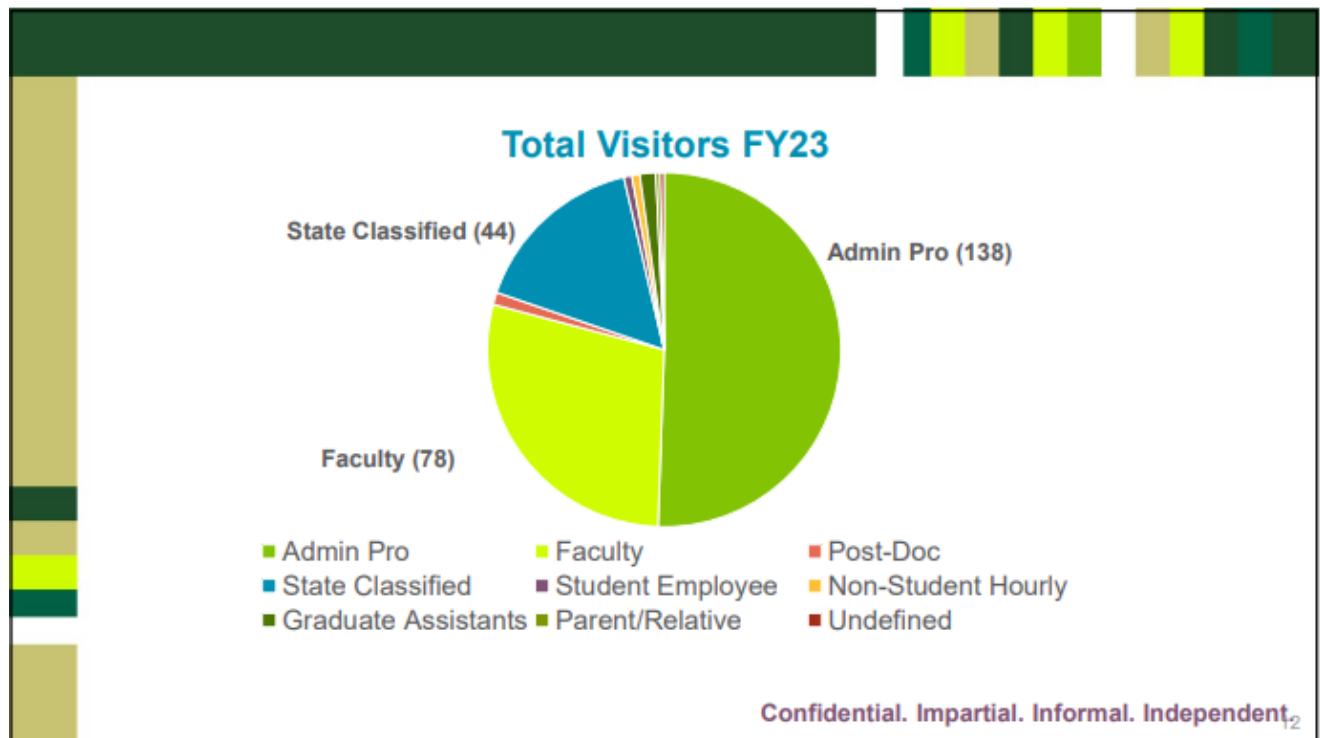
FY23	273 visitors	1216 contacts	603 concerns
FY22	265 visitors	1140 contacts	595 concerns
FY21	210 visitors	1110 contacts	363 concerns

In recent years, the Office of the Ombuds has seen an increase in visitors, specifically within the employee categories of Administrative Professional (81% increase from FYs16/17 to FYs22/23) and Faculty (46% increase from FYs16/17 to FYs22/23).

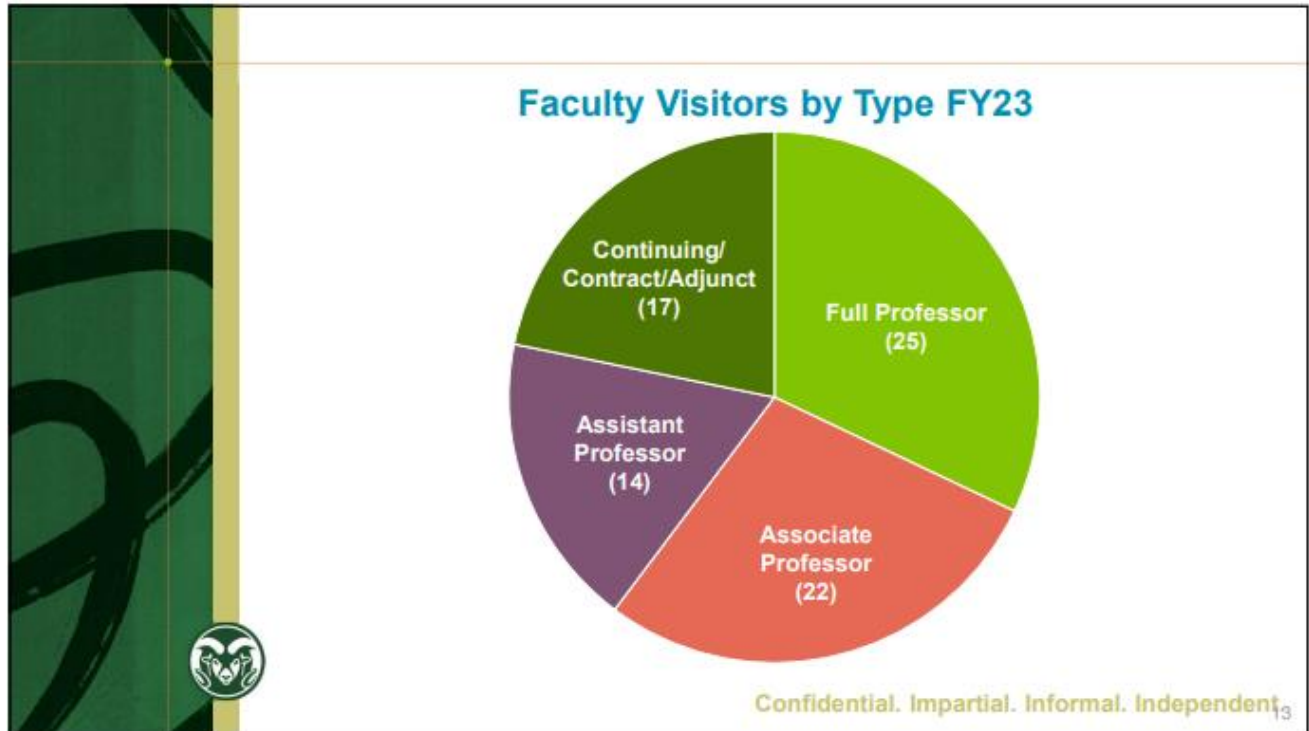
This increase corresponds to the hiring of a full-time University Ombuds in 2020 (increased from .5 FTE) and necessitated the redesignation of the Faculty Ombuds (.25 FTE) to University Ombuds (1.0 FTE) in 2024. There are now two full-time University Ombuds to meet the increasing demand.

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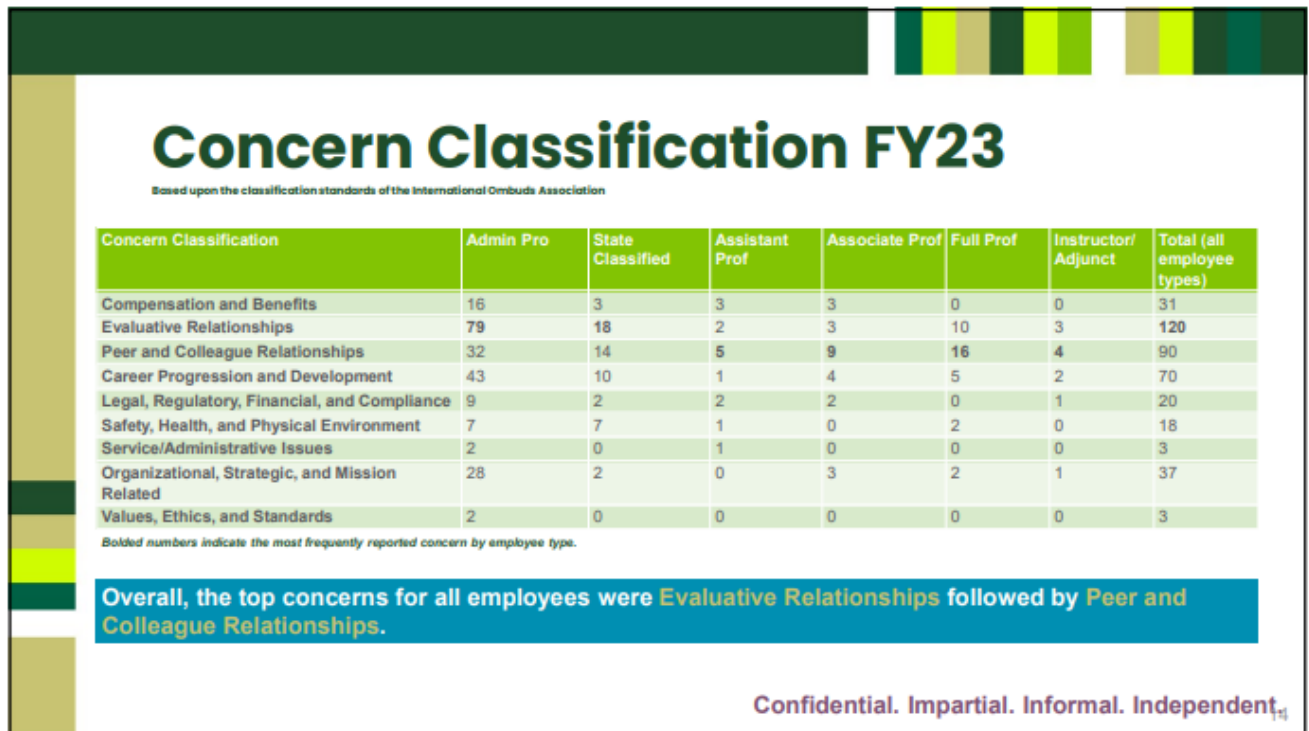
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In Summary

- We're here to help any employee who has a concern or conflict
- We are a confidential and independent office
- Our goal is to facilitate a resolution at the lowest possible level, ensuring equity and fairness across the University



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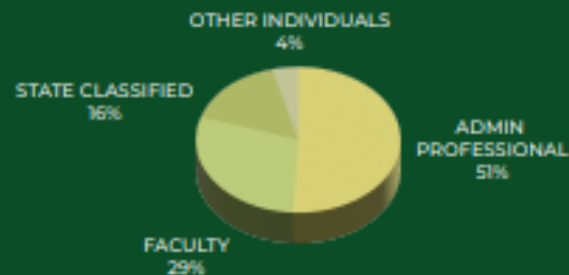
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Colorado State University Office of the Ombuds FY 2023 Highlights

THE PERIOD CAPTURED IN THIS REPORT IS ONE FISCAL YEAR, FROM JULY 1, 2022 TO JUNE 30, 2023

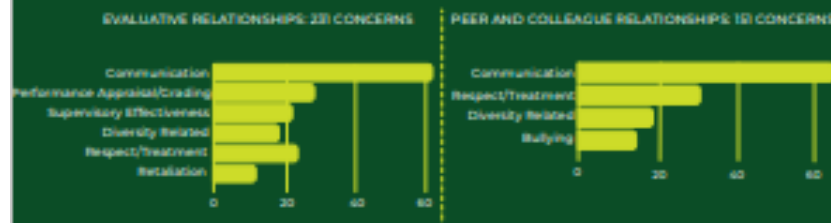
● CONFIDENTIAL, IMPARTIAL, INFORMAL, INDEPENDENT ●

THE OMBUDS SERVED:



CONCERNS CATEGORIZED

Visitors brought forward 603 concerns.
Most frequent concerns were in the following areas:



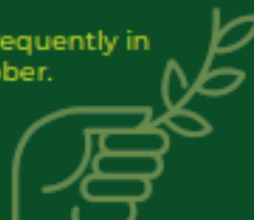
VISITORS STATISTICS

610 employees have signed up complete the Conflict Dynamics Profile assessment in the last two years.

Received fourteen (14) mediation/facilitated conversation requests.

Nearly half of the visitors seeking assistance through Ombuds reached out within 0-3 months of experiencing their concerns.

The Ombuds was visited most frequently in June, February and October.



CONFLICT RESOLUTION TRAININGS

338

EMPLOYEES REQUESTED
CONFLICT DYNAMICS
PROFILE ASSESSMENTS

20

CONFLICT BASICS
WORKSHOPS OFFERED

WORKSHOP ATTENDEES REPORTED THE FOLLOWING:

96%

HAD INCREASED AWARENESS AROUND
HOW THEY RESPOND TO CONFLICT

LEARNED MORE ABOUT BEHAVIORS TO
ASSIST THEM IN MANAGING CONFLICT

99%

94%

WOULD RECOMMEND THE WORKSHOP
TO THEIR COLLEAGUES

OMBUDS SATISFACTION SURVEY

100%

OF PARTICIPANTS STRONGLY AGREED
THE DISCUSSION WITH THE OMBUDS
WAS HELPFUL

VISITOR TESTIMONIALS

"Such a fantastic resource! The Ombuds was great about just listening to my predicament and helping me talk through options that were available to me. I cannot stress enough how helpful this was for me, especially knowing it was a safe space and anything I said was confidential."

"The Ombuds is an incredible asset to the University and its employees. She provided a quick responses, had wide availability to meet with me in person, and presented useful perspective that helped determine the best solution to my issue."



OFFICE OF THE OMBUDS
COLORADO STATE UNIVERSITY

