PLEASE NOTE: Members, in the Microsoft Teams environment, should indicate their wish to speak by using the "raise hand" 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
May 3, 2022 – 4:00pm – Microsoft Teams

FACULTY COUNCIL AGENDA ITEMS:

I.   **FACULTY COUNCIL AGENDA – May 3, 2022**

    A. ANNOUNCEMENTS

        1. Next Faculty Council Meeting – September 6, 2022 – Location TBD – 4:00pm
        2. Faculty Council SOURCE stories
        3. Harry Rosenberg Award – Announcement of Winner
        4. Poll – Virtual or In-Person meetings for 2022-2023

    B. MINUTES TO BE APPROVED

        1. Faculty Council Meeting – April 5, 2022 (pp. 3-30)

    C. UNFINISHED BUSINESS

    D. CONSENT AGENDA

        1. UCC Minutes – March 25, April 1 8, & 15, 2022 (pp. 31-42)

    E. ACTION ITEMS

        1. Election – Faculty Representatives to Standing Committees – Committee on Faculty Governance – Steve Reising, Chair (pp. 43-47)
        2. Motion on Transfer Credit Limits – Committee on Teaching and Learning – Shawn Archibeque, Chair (pp. 48-49)
        3. Motion Regarding S/U Grading Policy – Committee on Scholastic Standards – Jill Putman, Associated Director for Outreach and Support Programs, CoSS Representative (p. 50)
        4. Motion Regarding AUCC 1C – AUCC 1C Task Force (pp. 51-73)

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

    a. Academic Master Plan Presentation – Linda Dalton, Linda Nagle, and Andrea Duffy

G. REPORTS TO BE RECEIVED

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

H. DISCUSSION

    1. Office of Inclusive Excellence Updates – Kauline Cipriani, Vice President for Inclusive Excellence

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..

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MINUTES
Faculty Council Meeting
April 5, 2022 – 4:00pm – Microsoft Teams

CALL TO ORDER

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Chair Sue Doe called the meeting to order at 4:03 p.m.

Chair Doe reminded members of standard Teams etiquette. Requested members use the "raise hand" feature when they wish to speak. We will attempt to abide by the rules of discussion, which is one question at a time with one follow-up.

FACULTY COUNCIL AGENDA ITEMS:

   I.   **FACULTY COUNCIL AGENDA – April 5, 2022**

   A. **ANNOUNCEMENTS**

   1. Next Faculty Council Meeting – May 3, 2022 – Microsoft Teams – 4:00pm

Chair Doe: Vice President Kauline Cipriani will be our guest at our next Faculty Council meeting to provide an update on the Office of Inclusive Excellence and their work. Expressed hope that we will also hear from our task forces around AUCC to get an update on their work.

Chair Doe: Thanked members that were able to attend the session last week for the Housing Task Force. We had a combined session with the Administrative Professional Council, and it was a newsworthy and helpful session. Asked members to reach out if they would like to see the recording or get more information.

   B. **MINUTES TO BE APPROVED**

   1. Faculty Council Meeting – March 1, 2022

Chair Doe: Asked if there were any corrections to be made to these minutes.

Hearing none, minutes approved by unanimous consent.

   C. **UNFINISHED BUSINESS**

   D. **CONSENT AGENDA**

1. UCC Minutes – February 18 & 25, March 4 & 11, 2022

Chair Doe: We have University Curriculum Committee minutes as seen in the agenda packet. Asked if there were any items from these minutes to be pulled for further discussion.

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

E. ACTION ITEMS

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

Steve Reising: On behalf of the Committee on Faculty Governance, would like to move the nomination of faculty representatives to Faculty Council standing committees as listed in the agenda packet.

Chair Doe: Thanked Reising. Asked if there was any discussion of these nominees.

Chair Doe: Hearing no discussion, requested a vote in the chat using Microsoft Forms.

Motion approved.

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

Reising: On behalf of the Committee on Faculty Governance, would like to move the nomination of faculty representative Amanda Wright to the University Benefits Committee. She will be replacing Bolivar Senior, who retired and did great service to the committee. There will be some other openings coming up. According to Section D, the term is four years, and we have four total faculty representatives on the University Benefits Committee. For those interested, we will be looking for some more names soon.

Chair Doe: Thanked Reising. This is an important committee to help us all understand our benefits. Since this is a University committee, it crosses all employee councils and we do have faculty representatives. Asked if there was any discussion about the nominee.

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

Motion approved.

3. Proposed Revisions to Section E.2.2 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Marie Legare, Chair

Marie Legare: On behalf of the Committee on Responsibilities and Standing of Academic Faculty, would like to present this motion to accept these additions to the brand-new Section E.2.2 in for other faculty types on Extension faculty appointments. Rationale is clear. Commented that Vice President Blake Naughton is here, as well as Jennifer Martin, who holds both types of positions to help answer any questions that may arise.

Chair Doe: Reminded members that Vice President Naughton came to our meeting last month to present a discussion item around this proposal prior to this motion. This is something that has been in the works for a while. Asked if there were any questions regarding this proposal.

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

Motion approved.

Chair Doe: Thanked everyone for submitting their vote. Congratulated Vice President Naughton and the new Extension faculty. Thanked Vice President Naughton and the Committee on Responsibilities and Standing of Academic Faculty for all their work on this.

4. Proposed Revisions to Section E.2.1.3 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Marie Legare, Chair

Legare: On behalf of the Committee on Responsibilities and Standing of Academic Faculty, move that Section E.2.1.3 be approved with the revisions noted. There were just a few revisions, but this is clarification to address the fact that contract faculty appointments could be offered at any time at the discretion of the department, which was not clearly worded before.

Chair Doe: We have a motion on the floor. Asked if there was any discussion of this motion.

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

Motion approved.

5. Proposed Revisions to Section E.2.1.4 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Marie Legare, Chair

Legare: This is similar to the previous motion, but this one deals with continuing faculty. On behalf of the Committee on Responsibilities and Standing of Academic Faculty, move that the revisions to Section E.2.1.4 be approved for the Faculty Manual. This is clarifying and adding verbiage to address when continuing faculty appointments can be offered a contract.

Chair Doe: Thanked Legare. Asked if there was any discussion of this motion.

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

Motion approved.

6. Resolution on Academic Freedom – Anders Fremstad, College of Liberal Arts

Chair Doe: This resolution has been brought to us by a member. We will hear from them and entertain a motion to accept this resolution, which will require a second. Asked Anders Fremstad to present this motion. Thanked Fremstad for being here.

Anders Fremstad: This resolution came out of the fact that academic freedom is under threat at universities and school districts across the country. The AAUP has been tracking educational gag orders that would limit the conversations, discussions, and analysis we can have in the classroom. This resolution, together with colleagues from Faculty Council, affirms our commitment to academic freedom.

Fremstad: This was brought to our attention when CU-Boulder had a draconian measure discussed by their Board of Regents. Noted that it seems unlikely our academic freedoms will be restricted in the immediate feature, and this measure at CU-Boulder ultimately failed. We think it is important to communicate ahead of time to folks who represent us on the Board of Governors that we are united in our defense of academic freedom against any encroachment from the Board of Governors, administrators, or politicians. We edited this with Faculty Council members.

Chair Doe: Might be interesting to know what was happening at CU-Boulder and what the Board of Regents was discussing.

Fremstad: They were supporting a measure that would prevent professors from broaching subjects that would make anyone feel uncomfortable based on their gender or race. That was the item that got the most pushback, and faculty at CU-Boulder came up with a similar resolution to express that they were united for academic freedom.

Brian Butki: Asked if Fremstad could provide more specifics about the things that are happening.

Fremstad: Following bills that are mostly not passing across legislatures that are similar to what the Board of Regents at CU-Boulder were considering. While this didn't pass in Colorado, they are passing in other places. Everyone has heard about schools banning books and preventing people from teaching certain things in classes. This resolution is to help express support of academic freedom across many organizations, as well as in support of our K-12 colleagues.

Chair Doe: Know there was a measure in New Hampshire where there was a $500 payment for citizens who would report public school teachers who chose to speak about race or gender in their classroom. These things are not as far-fetched as you may think.

Sharon Anderson: Asked in the chat: Is there any possible backlash that we should prepare for?

Fremstad: We are essentially asking our University leaders to affirm their commitment to academic freedom. Feel many are in support of this and speaking clearly about where we stand makes it easier for them to speak clearly about where they stand. Think in some ways this gives them the power to do that. Do not think we will get in trouble with legislators or Board of Governors for passing this. Expressed hope that the Board of Governors and our University leadership will take note of this and know we stand united on this. The hope is that by passing this, we are preemptively dealing with anyone trying to score political points by suggesting something similar to what was considered by the Board of Regents.

Chair Doe: Thanked Fremstad. Asked if there were any questions or comments.

Chair Doe: Hearing none, requested a motion on this item.

Fremstad: Move that we resolve and reaffirm our commitment to academic freedom at CSU-Fort Collins.

Andrew Norton: Second this motion.

Chair Doe: Thanked Fremstad and Norton. Requested a vote in the chat.

Motion approved.

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

Chair Doe: Indicated that Provost Mary Pedersen is traveling today, so Vice Provost Susan James is here with us to provide a report.

Vice Provost Susan James: First update is where we are on the Academic Master Plan and process. Commented that there is a website on the Courageous Strategic Transformation website that has been updated on this. Encouraged members to go there if they have not recently.

Vice Provost James: We have essentially completed phase one and phase two, and reports on those phases are up on the website. Dr. Linda Nagel, who is the chair of the Academic Master Plan Advisory Committee, and Dr. Linda Dalton, our planning consultant, have led all the forums and meetings up to this point. We have also consulted with many internal and external experts, including our state demographer, Elizabeth Garner, who spoke to us about how the population demographics are changing in Colorado and about how college students and people coming to us for education is going to be changing.

Vice Provost James: We are now entering phase three, where we are drafting aspirations and strategies to go with the Academic Master Plan. We are still continuing to gather feedback, which will lead us into the summer where we will be trying to complete phase four, which is drafting our enrollment targets in our action plans and prioritizing action plans.

Vice Provost James: We will continue to have broad engagement with the CSU community. There are two more opportunities coming up this month. The first is on April 19th at noon which will focus on core themes and our student demographics. The second is on Wednesday, April 20th at 4:00pm that will focus on aspirations and upscaling.

Vice Provost James: As Chair Doe mentioned, you will be getting an update from the AUCC 1C Task Force about what is going on. The transition does begin this coming fall and to facilitate that shift, all the AUCC 3E courses have been moved into the 1C category by the Registrar's Office. This includes education abroad as well as existing veteran service waivers. Communication about this went out yesterday to Deans, department chairs, and our advising networks. The task force is working to finalize criteria and learning outcomes for 1C. Completion of course approvals will occur through the academic year 2024-2025.

Vice Provost James: The Advance at CSU team has a website with more information on it that can be accessed through the Provost's website. We held a promotion and tenure forum with the Advance team on March 24th that was well-attended. The recording from this forum, as well as the slides, are posted on the website. We are also working on FAQs from the forum. The Advance at CSU is also kicking off its faculty equity advocates program, and a call for advocates can also be seen on the website. Encouraged members to apply for that.

Vice Provost James: Something we have been talking a lot about is investing in our workforce. The state is providing a 3% increase for state classified employees and the President has incorporated a 3% salary adjustment for graduate students in the proposed budget. For faculty and administrative professionals, we are beginning a comprehensive evaluation of our market competitiveness. This is being done under a broadly scoped workforce investment initiative that will launch in the new fiscal year. This is a top priority for Courageous Strategic Transformation.

Vice Provost James: We have completed a comprehensive evaluation of the market competitive salaries for our faculty, both on the tenure-track and off. We used the College and University Professional Association for HR (CUPA) data, which is a good data set because it is large and includes R1 public peers. There are nuances we will look for with specific departments and units. We are also working on a comprehensive analysis of administrative professional salaries and to start setting governance rules for how to set salaries. Believe this will be discussed more at the Faculty Council Executive Committee meeting next week.

Vice Provost James: With this approach, at this point it does not appear we will have a salary exercise for administrative professionals or faculty, but that any money that had been available there will be pooled with a newly dedicated base budget to begin our first phase of competitive salary increases. This will begin early this next fiscal year. This approach would allow for a pool of funds to launch the initiative and start pulling up faculty and administrative professional salaries that are below market competitiveness. We will continue to promote salary equity for all employees. Communication will be coming out in the coming weeks. The President's Office, in coordination with the Provost's Office and Office of the Vice President for Human Resources, is developing principles for what salaries to adjust the next fiscal year and then the funding that will be needed to address those. We are trying to do this in a deliberate and comprehensive fashion and develop principles that will guide all units as they work on raising our salaries to be

more competitive. Reminded members that the budget has not yet been approved, so we will not have specific information for a bit. We are also waiting to see what happens with the state in their budget allocation for us.

Vice Provost James: The next update is on the Dean searches. The Warner College of Natural Resources is conducting virtual interviews with semi-finalists from April 7th to 13th, with three to five finalists being brought to campus shortly after this. The search of the Dean for the College of Veterinary Medicine and Biomedical Sciences is right behind that timeline by about a week.

Vice Provost James: Wanted to give an update on the CCAF Task Force recommendations. Chaired the 2021 CCAF Task Force along with Alex Bernasek, and we had picked up with the non-tenure track faculty task force from the year prior had left off with the recommendations. There was a report that came out, as well as a SOURCE article. We are continuing to try to implement some of the things that Dr. Adrianna Kezar helps us understand and work on and the changing national landscape for non-tenure track faculty. We are working on a new equity workload task force, which is based in part on national resources through the American Council on Education. We are in the process of inviting people to participate. We are also continuing to work with colleges to understand what a joint faculty and administrative professional appointment looks like. We also have a new project manager in the Provost's Office, Jessica Watkinson. One of her main tasks is working to enhance our communication plan.

Vice Provost James: Had previously mentioned the tenure and promotion forum of the Advance team. Happy to come to departments to answer questions about tenure and promotion. The Advance team will continue to work on things like tenure and promotion, as well as faculty hiring, so you will be hearing more on this. One of the recommendations from the CCAF task force was to do a better job onboarding continuing, contract, and adjunct faculty, and we are trying to onboard all faculty together. We started the process last year and will continue to refine.

Vice Provost James: Noted that professional development funds are available to continuing, contract and adjunct faculty that are available every year. We did not od a great job of communicating these, so we just sent another communication about this and have extended the deadline for faculty to apply.

Vice Provost James: For enrollments for this coming fall, applications for incoming students are at nearly 102% of our goal at this time and we are on track to have the largest first-year incoming class in CSU history. Provided brief updates on application data from the Office of Admissions.

Vice Provost James: Last Saturday, the Office of Admissions had its biggest event of the year, with more than 1,800 admitted students and their guests attending to explore campus and to choose CSU. Choose CSU offers a way for admitted students to explore campus and help with their decisions on colleges and majors. There have been several of these Saturday Choose CSU events, but this past Saturday was the largest group to attend.

Vice Provost James: The Celebrate! CSU award ceremony has grown over the years, which is great, but it has grown beyond the capacity to acknowledge all the award winners in a single event. The Provost's Office will hold a separate, private luncheon to recognize recipients for

distinguished teaching and scholarship, faculty excellence, service, advising, and leadership-related awards on behalf of the academic enterprise. There will be a full list of award recipients in SOURCE on Friday, April 15th, and all the other Celebrate! CSU award recipients will be announced in SOURCE on Monday, April 11th.

Vice Provost James: Directed members' attention to the Provost's addendum posted in the chat for additional information on other units.

Chair Doe: Thanked Vice Provost James. Asked if there were any questions.

Moti Gorin: Have a question about the AUCC 1C transition. When this was initially approved, was under the impression that this committee or group would be looking at existing courses and then deciding which of those would qualify for this new category. Have heard that they are creating new courses, but this report indicates that they are also going to be assessing existing courses to see what qualifies. Asked for clarification.

Vice Provost James: Understanding is that it will be all the above. Think they will look at existing courses, but also opening the door for new courses.

Dean Benjamin Withers: Commented in the chat that College of Liberal Arts chairs are meeting with members of the task force on Friday, so chairs will have up-to-date info after that.

Chair Doe: There will be new courses proposed that will fit into the 1C, but also existing courses that can be worked into 1C or moved to another part of the core. There are a variety of solutions available. The task force is creating the content criteria expectations that will match the objectives of the 1C proposal. Their work is reflective of a significant amount of research they did around the programs around the country that have similar courses and similar requirements in their curriculum. The criteria is under discussion right now. Task force members are taking that out to the leadership in the colleges and having discussions.

Gorin: Asked: Will the criteria that this group develops be subject to Faculty Council approval?

Chair Doe: The criteria that is being developed by the task force is being reviewed by the Provost's Office and is being proposed in front of a variety of different entities, including the University Curriculum Committee. This is not to say that it won't be shared, and Faculty Council will have an opportunity to look at it next month.

Antonio Pedros-Gascon: Wanted to transmit a possible concern from department regarding sense that there may an extremely Anglo-centered approach, in which English is the main language of courses and that courses not taught in English won't be well-received. Want to be aware of some sensitivity issues.

Pedros-Gascon: Thanked Vice Provost James for willingness to start work around workloads and salaries. In addition to discussion around salaries, would like a discussion around issues like equity of teaching loads. Expressed hope that discussions can happen for units where this needs to be addressed.

Vice Provost James: We will be having conversations about two different things here. One will be about workforce investment and competitiveness of our salaries, keeping a focus on equity of salaries. The other thing will be the workload. We are trying to do this for the whole University. Workloads vary within colleges, even within departments, so they can begin the work. We plan to start by talking to areas where they are already starting to tackle this.

Pedros-Gascon: To address this issue, we need money transferred to the Deans office. Am sure the discussion can happen within college, but without money for support, hard to make it happen.

Vice Provost James: That is true in a lot of units. The workloads are very much related to budget and all the budgets are different. The new budget model will work on this in the long-term, but it doesn't mean we can't start working on the equity and the transparency earlier.

Norton: Wondering, as the salary competitive study is finished, if a dashboard or site is being considered where faculty and staff can go to look at where their salary sits within the national competitive model that is being used.

Vice Provost James: We have not had that conversation, but this is a good idea. Will bring this to the team. It is all based on public data.

Mary Van Buren: First question is about the Academic Master Plan and phase four with enrollments. Asked: Is there an intention to increase enrollments overall or to target specific demographic groups?

Vice Provost James: It is about establishing enrollment targets, so it's not just to generally increase enrollments, but to be deliberately strategic about enrollments and the way we think about enrollments. We want to look at the students who are enrolling and capacity for enrollment and where we need to manage enrollment more.

Van Buren: Second question is about the standards for salaries of non-tenure track faculty. Asked: How would they go about doing that?

Vice Provost James: Right now, we are using CUPA data from public R1 universities. In some units it is a better comparison than others, because there are more nuances to continuing, contract and adjunct faculty than tenure-track in terms of different types of appointments and other things. Essentially, we are starting with a broad look and then we will work with the Deans on the nuanced comparisons, but we will do this for all faculty.

Chair Doe: Asked for clarification on raises. Understand there is a 3% raise plan for state classified and graduate students. Asked: There is no salary exercise for faculty and administrative professionals, correct?

Vice Provost James: That is understanding at the current time, yes.

Chair Doe: Asked: Is there any way the final budget from the state would influence that?

Vice Provost James: Yes. The budget is not finalized yet. It does not look like we will be increasing residential tuition, but there is still a possibility of an increase in non-resident tuition, which would have a big effect. The problem is that we try to make these decisions early enough to run them through finance and payroll. Part of the thinking is that we need to focus on a pool capital for base budget that we will be able to use for faculty and administrative professional competitiveness beginning early next fiscal year. Details are still being worked out. We are already setting funds aside for this, we just don't know how big that fund will get. Those will be based budget funds, which means you can use them for salary increases. Human Resources and leadership can work together to understand priorities and principles on which we would use that pool of money to start making faculty and administrative professional salaries more competitive.

Marni Berg: Asked: For those set to be promoted, will this affect them?

Vice Provost James: The promotion raises are always there. For all faculty at all stages of those bumps, those 10% bumps are secure.

Chair Doe: Asked if there were any other questions. Hearing none, thanked Vice Provost James.

G. REPORTS TO BE RECEIVED

1. Faculty Council Chair Report – Sue Doe

Chair Doe: Have served on the Teaching Continuity and Recovery Team for the past two years, and this group has worked to address the teaching and learning needs of the pandemic period. This group is finalizing its work and preparing a final report.

Chair Doe: Wanted to thank the members of the AUCC 1C Task Force. These are all faculty that have put a considerable amount of time into attempting to be good stewards of this significant curriculum change. They have proceeded with great care and deliberation. We will be hearing more from this group in May. There has also been a core curriculum group headed by Norton, and this group has been imagining on what role the faculty might be playing in the thinking about the core curriculum in the years to come and imagining what undergraduate education might look like. May hear from them in May as well.

Chair Doe: Expressed appreciation for members' feedback and participation in two different surveys. One was for the University Grievance Officer, and the report on that feedback is being finalized by the Executive Committee. We will share some insights as we are able. One of the things that came out of this professionalized survey is the considerable amount of education about what the grievance process is and what services are offered by the University Grievance Officer. Thanked Richard Eykholt for his work as the University Grievance Officer and Institutional Research and the Institute for Research in the Social Sciences for their willingness to do the analysis. The Presidential survey closed last week and hopefully we will be able to share some broad findings from that survey as well. We want to be mindful of any Human Resources rules about what can be shared.

Chair Doe: Have been meeting about every other week with Provost Pedersen and Vice Provost James. Would be happy to field any questions directed for the Provost's Office. Encouraged members to reach out with any questions and will bring these to those meetings.

Chair Doe: The leadership of the three employee councils have been meeting regularly in an attempt to coordinate our efforts and share ideas. The leadership has sent forward a request to the President's Office and our Courageous Strategic Transformation leadership team for faculty and administrative professionals and state classified involvement in the Courageous Strategic Transformation process moving forward. We want to continue to coordinate around these efforts and around other efforts such as affordable housing and concerns we all share about compensation. We have also met with the Multicultural Staff and Faculty Network leadership, and they are eager to collaborate with us.

Chair Doe: Reminded members that Vice President Cipriani will be joining us at our next meeting as our guest for our discussion. Asked if there were any questions.

Rest of Chair's report can be found here.

2. Board of Governors Report – Melinda Smith

Unable to attend – no report at this time.

H. DISCUSSION

1. Athletics Report and Updates – Athletic Director Joe Parker & Shane Kanatous, Chair Committee on Intercollegiate Athletics

Athletic Director Joe Parker: For seven years, we have operated under a five-word mission: to educate, engage and excel. Thanked faculty and everyone who is part of the entire enterprise for what you do to help us fulfill the first part of our mission. We feel it is a huge obligation on our part to help our students plug into every opportunity to have a comprehensive experience here at CSU. The second part of our mission is to engage, which we do by giving people an opportunity to experience CSU through our athletic programs. The final piece is to excel, and our attitude is that this is a competitive space, and we want to approach everything with excellence.

Athletic Director Parker: Want to start with success stories of our athletes. In fall of 2021, fifteen of our sixteen teams posted a 3.0 GPA or better. In spring 2021, we had four teams with a GPA of 3.5 or better, and it was the same in the fall. The entire athletic department term GPA has been over a 3.0 for the past five semesters, and the entire department cumulative GPA has been over a 3.0 for over sixteen semesters. Expressed appreciation for the work of Albert Bimper and the Student Athletes Support Services unit for what they are doing.

Athletic Director: There have been recent questions about the transition of the football staff from Addazio to Jay Norvell, who was hired on December 7th. These decisions are never taken lightly. A lot of decisions are driven by the employment agreement that the head coach has signed, and we do our best to make sound financial decisions for the institution. The buyout of Addazio's

contract went from $5.5 million to $3 million in a 24-hour period. Noted that the $3 million buyout is mitigated. Addazio is employed right now as a coach at Texas A&M. Norvell had an employment agreement with Nevada, and we had an obligation to manage that buyout. He really wanted this opportunity, so he agreed to take on some of that obligation himself. We have paid the entire buyout to Nevada which was just under $2 million. Norvell signed a promissory note that obligates him to pay just under $1.4 million over the next five years to reimburse the institution for a portion of the buyout. We also had severance for the coaching staff who were employed under the umbrella of football and Addazio, so we made a commitment to pay them three months' severance, which was about $870,000 and that was also mitigated as people found employment. There were reports that this transition cost $6 million, but right now it is at $3.2 million and that is an obligation of the Athletics department.

Athletic Director Parker: Reminded members that we operate two separate and distinct financial organizations in athletics. We have operations of the department and then the stadium operations. This decision was made to indicate to the campus community that there was no direct institutional support and no student fees used to finance the stadium project. Explained the budget of the Athletics department.

Athletic Director Parker: In FY21, we held athletic events without the benefit of fans and the financial support of people buying tickets. At CSU, we are fortunate that we made a strategic decision to prioritize our workforce and talent and we didn't move towards furloughs, layoffs, or salary reductions. When FY20 finished, we took less than what was budgeted or planned for athletics, which allowed the University to take $3.4 million to use on other campus expenditures. We did have a significant impact on our self-generated revenues that we were able to mitigate. We were anticipating a loss of $18 million but kept it to $16 million and we were able to raise $2 million as part of a relief effort associated with the pandemic.

Athletic Director Parker: When you look at the scope of athletic spending here at CSU against the entire institutional budget, it is not a very big spend. In FY 20, we had $22.1 million for direct institutional support, but that is against $1.1 billion for the entire institution. There are tuition and fees that are an expense to athletics, but the revenue recorded transfers to the greater University. Directed members' attention to pie charts on slides to clarify expenses.

Athletic Director Parker: A lot of focus is on football. We could get football to cash-flow positive if it was the only sport we were trying to house in athletics. We want to create a broad-based experience and there are fifteen other programs that do not produce a positive cash-flow. If you look at football versus all other programs, football was just under $11 million in the negative. Explained expenses and revenues for the programs as listed in the slide.

Athletic Director Parker: In the past year, we were able to draw fans back up and invite people back into our facilities to create the sense of community around athletics. At the first home game this year, we hosted a Faculty and Staff Appreciation Day and had over 3,000 people take part in that. We have also partnered with UC Health and our basketball team through our Camp Cancer Warriors games that bring a lot of awareness to cancer and the work being done by UC Health to help people navigate those health challenges.

Athletic Director Parker: Another huge celebration was having our men's basketball program sell out five straight crowds at Moby Arena in the final games of season. We have never sold out five games in the history of the program, so that was another great point of pride. Our athletic department hosted over 1,100 students and families from Poudre School District and Thompson School District as part of our annual football, volleyball, and basketball education day promotion. Finally, the department hosts over 1,200 youth athletics students at events for city of Fort Collins to our Junior Rams partnerships, where we work to connect community to campus.

Chair Doe: Thanked Athletic Director Parker. We have about 20 minutes for questions.

Gorin: Thanked Athletic Director Parker for the presentation. One of the justifications you hear for sports programs that lose money is that in the broader scheme of things, they actually make money because people around the country and the world come here for school via the sports and you get higher enrollment. Wondering if there has been a study or analysis that has been or could be done to see what kind of broader economic implications the sports program has for CSU. This could help so you can show that even if you are losing money, there will be data showing we get a certain number of students because having a sports program attracts a certain number of students. Wondering if there is a way to get those numbers.

Athletic Director Parker: Don't believe we have an immediate way to do that. We could look at campus resources to try to conduct that kind of research and analysis. Know there are a lot of companies in the sports marketing space that would do that kind of assessment at a cost. Indicated the type of exposure getting to post-season play does for a school. Will leave it up to others to find the resources and interest to do something specific to CSU.

Pedros-Gascon: It came to the attention of the Executive Committee that the Athletics department had not been doing evaluations for some administrative professionals for several years. Have two related questions. Asked: Were you doing evaluations for some administrative professionals and not for others and if so, what was the reason? Asked: How were the annual performance raise exercises that all of us are doing being decided if there was no annual evaluation to substantiate any such decision?

Athletic Director Parker: Many of our coaching cohort, especially head coaches, operate under employment agreements, so all of their salary increases are prescribed based on the employment agreement. For annual evaluations, it is true we do not do a written evaluation for our coaches. We evaluate our coaches in a meeting formatting and do several evaluations over the course of the year based on team performance and activities. We made changes in two programs last year and those were the two most underperforming programs in the department. Believe that is where some of the concerns were raised by one of the people who was dismissed. The space we operate is highly competitive and we are always going to challenge our coaches to do the best they can, and if they fall short of those expectations, each of them realistically know that there is a risk of dismissal. We have changed our practices and we do an oral feedback and document that with a single memo in each head coach's file.

Sybil Sharvelle: Have a question for Shane Kanatous. Have a question about the reporting platform for student athletes and if Kanatous can comment on whether there have been reports

through that platform, and if so, how they were responded to and feelings of effectiveness through that program.

Shane Kanatous: We have had zero reports come in from students through the platform but had three reports come to the athletic department to make sure that cases were being evaluated. The President's Commission is to make sure that any complaint that does come in is routed to the appropriate officers so they can be dealt with. There were questions in the past about whether things were being dealt with in an expedient manner. Believe the reports put in to the department have been directed and rectified.

Sharvelle: Asked: What is your sense of how effective that online platform has been, particularly in light of the lack of any reports having been submitted?

Kanatous: Think it is premature since it was just rolled out. When we compare it to other online platforms, it is performing at about the same level as what we see with other platforms across campus. Since it just went live in August, it is premature to evaluate whether or not it is successful at this point.

Norton: Have a question for Athletic Director Parker. Over the last few years, nationally and on campus, there has been an elevated discussion and a bunch of issues around diversity, equity and inclusion. Wondering what strategies that the department is using or changes that have been made with recruitment and retention and hiring processes.

Athletic Director Parker: Think we get better with every hire. We are screening for competitive success, someone who is going to integrate well into the community and understand values of the institution. We always conduct every search with an eye for inclusive excellence. Think we have strong representation in minoritized groups and a good distribution across gender.

Silvia Canetto: The Athletic department spending and salaries is in stark contrast to what the University spends on faculty, particularly in the light of what was just shared that faculty will not get a raise. Asked: Will there be a raise in the athletic department and what are you doing to reduce spending so resources can be allocated to faculty raises? The other question is for our University leadership. Asked: What is CSU leadership willing to do to financially support these faculty in the short-term this year and in a sustained way in the future? [Canetto indicated that she also wrote these questions in the chat for the record].

Athletic Director Parker: Athletics has always followed the salary exercise direction of the institution. When there has been a percentage to allocate, we have been at that same percentage. For this year, if there are no salary raises for faculty or administrative professionals, we won't plan to make any increases. There is an exception when we have a coach under an employment agreement. We have to fulfill that agreement. We always work hard to manage our budget appropriately.

Van Buren: Asked in the chat: How much is the facility debt, and does the general fund pay for that?

Athletic Director Parker: The general fund does not finance the stadium debt. The stadium debt this year and last year was $12.1 million. That is an Athletics obligation. The general fund for the institution is not used for that.

John Elder: Asked in the chat: When can we look forward to the return of the CSU men's swim team? Commented that we already have a pool, so marginal cost should be low.

Athletic Director Parker: Responded to Elder's question in the chat. Received an education through an athletic scholarship for swimming at the University of Michigan. Would love to have this sport. We have a women's swim and dive team, but don't see a time where we would reinstitute the men's swimming team. It is simply a budget reason.

Chair Doe: Read Pedros-Gascon's question from the chat. Asked if this had been answered.

Pedros-Gascon: That was question from earlier, was just included in the chat for the record. Expressed concern that one of the people that ended up being expelled was one of the people that came in support of women who had been complaining of abuses in Athletics.

Athletic Director Parker: We were aware of that claim. Retaliation was fully reviewed by others on campus and there was no justification for the claim that was made.

Pedros-Gascon: In that situation, the person was told that they had no right to anti-retaliation, even though it is a federally preserved right. There is something seriously wrong if this institution is not following Title VI, which protects people against retaliation. That person was not granted the right of a clear investigation. Feels the institution should be ashamed of this.

Olve Peersen: Asked in the chat: Is that $12 million facility debt factored into the "true net" calculation you did for the football program?

Athletic Director Parker: Responded to Peersen's question. No, it was not.

Chair Doe: Hearing no further questions, asked if Kanatous wanted to share anything with the membership today.

Kanatous: Wanted to remind everyone what the charges for the Faculty Council Committee on Intercollegiate Athletics are. They are to protect the student athlete and make sure that the student athlete is getting fair and equitable treatment across campus. Over the past year, we have met with every single sports team with at least two members of the committee. We meet with just the athletes and we make sure they are being treated equitably. We also presented them with the President's Commission on Climate in Athletics and the web-based system where they can submit any issues they have. To date, we have dealt with four different issues from different colleges where students were not receiving appropriate compensation for University-excused absences. All of these situations have been rectified. We have met with the student leadership and all the teams to let them know who we are and what we have done to help expand our interaction with student athletes. We are also a resource for student athletes if they have

questions about careers in terms of academics and can help direct them to some academic opportunities as well.

Chair Doe: Thanked Kanatous. This is very helpful. Expressed appreciation for Kanatous' service on the committee.

Chair Doe: Thanked members for being here and for your participation. Hearing no further business, called the meeting adjourned.

Meeting was adjourned at 6:00 p.m.

Sue Doe, Chair
Andrew Norton, Vice Chair
Melinda Smith, BOG Representative
Amy Barkley, Executive Assistant

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
<u>UNDERLINE INDICATES ABSENT AT MEETING</u>
2021-2022

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

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Dawn Thilmany	Agricultural and Resource Economics	2022
(substituting for Stephan Kroll, on sabbatical Spring 2022)		
Jennifer Martin	Animal Sciences	2024
Jane Stewart	Agricultural Biology	2024
<u>Kelly Curl</u>	Horticulture & Landscape Architecture	2022
Jim Ippolito	Soil and Crop Sciences	2023
Steve Fonte	College-at-Large	2023
(substituting for Marco Costanigro, on sabbatical 2021-2022)		
Bradley Goetz	College-at-Large	2022
Andrew Norton	College-at-Large	2023
Health and Human Sciences		
Ruoh-Nan (Terry) Yan	Design and Merchandising	2024
Raoul Reiser	Health and Exercise Science	2022
David Sampson	Food Science and Human Nutrition	2022
Lisa Daunhauer	Human Development and Family Studies	2023
<u>Erin Arneson</u>	Construction Management	2023

Aaron Eakman	Occupational Therapy	2023
Sharon Anderson	School of Education	2024
<u>Shannon Hughes</u>	School of Social Work	2022
Brian Butki	College-at-Large	2024

Business

<u>Bill Rankin</u>	Accounting	2023
<u>John Hoxmeier</u>	Computer Information Systems	2024
John Elder	Finance and Real Estate	2022
Rob Mitchell	Management	2024
Jonathan Zhang	Marketing	2023

Engineering

Peter Jan van Leeuwen	Atmospheric Science	2024
Margarita Herrera-Alonso	Chemical and Biological Engineering	2022
<u>Hussam Mahmoud</u>	Civil and Environmental Engineering	2024
<u>Ali Pezeshki</u>	Electrical and Computer Engineering	2022
<u>Kirk McGilvray</u>	Mechanical Engineering	2023
<u>Thomas Bradley</u>	Systems Engineering	2023
Sybil Sharvelle	College-at-Large	2023
Steven Reising	College-at-Large	2022
<u>J. Rockey Luo</u>	College-at-Large	2022

Liberal Arts

Mary Van Buren	Anthropology & Geography	2023
Jason Bernagozzi	Art	2022
Morgan Johnson	Communication Studies	2022
Anders Fremstad	Economics	2024
Tony Becker	English	2023
Albert Bimper	Ethnic Studies	2022
Maria Del Mar Lopez-Cabrales	Languages, Literatures, and Cultures	2022
Jared Orsi	History	2023
Michael Humphrey	Journalism and Technical Communication	2023
Wes Kenney	Music, Theatre, and Dance	2023
Moti Gorin	Philosophy	2022
Marni Berg	Political Science	2024
Tara Opsal	Sociology	2022
<u>Ajean Ryan</u> (excused) (on sabbatical Spring 2022)	College-at-Large	2023
Antonio Pedros-Gascon	College-at-Large	2023
<u>Emily Morgan</u> (excused)	College-at-Large	2023
<u>Lisa Langstraat</u> (excused)	College-at-Large	2024
Allison Goar	College-at-Large	2024
Abigail Shupe	College-at-Large	2024
John Carlo Pierce	College-at-Large	2024

Natural Resources

Randall Boone	Ecosystem Science and Sustainability	2023
Chad Hoffman	Forest and Rangeland Stewardship	2024
Yoichiro Kanno	Fish, Wildlife, & Conservation Biology	2024
William Sanford	Geosciences	2023
Alan Bright	Human Dimensions of Natural Resources	2023

Natural Sciences

Olve Peersen	Biochemistry & Molecular Biology	2022
Mike Antolin	Biology	2024
Rob Paton	Chemistry	2023
Ross McConnell	Computer Science	2022
Emily Hardegree-Ullman	Physics	2024
Silvia Canetto	Psychology	2022
Ann Hess	Statistics	2022

(substituting for Mary Meyer, on sabbatical 2021-2022)

Yongcheng Zhou	Mathematics	2023
Alan Van Orden	College-at-Large	2023
Anton Betten	College-at-Large	2022
Brad Conner	College-at-Large	2022
James Liu	College-at-Large	2023

Veterinary Medicine & Biomedical Sciences

DN Rao Veeramachaneni	Biomedical Sciences	2022
Kevin Haussler	Clinical Sciences	2022
Elizabeth Ryan	Environmental & Radiological Health Sciences	2023
Tony Schountz	Microbiology, Immunology and Pathology	2024
Candace Mathiason	College-at-Large	2022
Marie Legare	College-at-Large	2023
Doreene Hyatt	College-at-Large	2022
Christianne Magee	College-at-Large	2022
Jennifer Peel (excused)	College-at-Large	2023
John Rosecrance	College-at-Large	2023
Sheryl Magzaman	College-at-Large	2023

University Libraries

Linda Meyer	Libraries	2022

***Ex Officio* Voting Members**

Sue Doe	Chair, Faculty Council/Executive Committee	2022
Andrew Norton	Vice Chair, Faculty Council	2022
Melinda Smith (excused)	BOG Faculty Representative	2022
Steven Reising, Chair	Committee on Faculty Governance	2022
Shane Kanatous, Chair	Committee on Intercollegiate Athletics	2022
Jerry Magloughlin, Chair	Committee on Libraries	2022
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2022

Marie Legare, Chair	Committee on Responsibilities and Standing of Academic Faculty	2022
<u>Melinda Smith</u>, Chair (excused)	Committee on Scholarship, Research, and Graduate Education	2022
<u>Alan Kennan</u>, Chair	Committee on Scholastic Standards	2022
<u>James Graham</u>, Chair	Committee on Strategic and Financial Planning	2022
Shawn Archibeque, Chair	Committee on Teaching and Learning	2022
Jose Luis Suarez-Garcia, Chair	Committee on University Programs	2022
Brad Goetz, Chair	University Curriculum Committee	2022
<u>Susan (Suellen) Melzer</u>	Committee on Non-Tenure Track Faculty	2024
Christine Pawliuk	Committee on Non-Tenure Track Faculty	2022
Leann Kaiser	Committee on Non-Tenure Track Faculty	2022
<u>Jamie Neilson</u>	Committee on Non-Tenure Track Faculty	2022
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2022
Mary Van Buren	Committee on Non-Tenure Track Faculty	2023
Steve Benoit	Committee on Non-Tenure Track Faculty	2022
Sean Bryan	Committee on Non-Tenure Track Faculty	2022
Pinar Omur-Ozbek	Committee on Non-Tenure Track Faculty	2023

Ex Officio **Non-Voting Members**

Joyce McConnell	President
Ann Claycomb	Chief of Staff
Mary Pedersen	Provost/Executive Vice President
Blake Naughton	Vice President for Engagement & Extension
Yolanda Bevill	Interim Vice President for Enrollment and Access
Diana Prieto	Vice President for Equity, Equal Opportunity & Title IX
Susan James	Vice Provost for Faculty Affairs
Kauline Cipriani	Vice President for Inclusive Excellence
Brandon Bernier	Vice President for Information Technology
Kathleen Fairfax	Vice Provost for International Affairs
Alan Rudolph	Vice President for Research
Jenelle Beavers	Vice President for Strategy
Blanche M. Hughes	Vice President for Student Affairs
Kelly Long	Vice Provost for Undergraduate Affairs
Kim Tobin	Vice President for University Advancement
Yolanda Bevill	Vice President for University Communications
Lynn Johnson	Vice President for University Operations
James Pritchett	Dean, College of Agricultural Sciences
Beth Walker	Dean, College of Business
David McLean	Dean, College of Engineering
Lise Youngblade	Dean, College of Health and Human Sciences
Mary Stromberger	Dean, Graduate School
Ben Withers	Dean, College of Liberal Arts
Karen Estlund	Dean, Libraries
Jan Nerger	Dean, College of Natural Sciences

Colin Clay	Interim Dean, College of Vet. Medicine & Biomedical Sciences
John Hayes	Dean, Warner College of Natural Resources
Sarah Olson	Chair, Administrative Professional Council

Colorado State Athletics Budget Presentation to CSU Faculty Council

Director of Athletics Joe Parker

Colorado State Athletics

STUDENT-ATHLETE SUCCESS

Spring and Fall 2021 Semesters:

- 15 of 16 teams posted a 3.0 term team GPA or better in fall 2021

- In spring 2021, **four** teams had better than a 3.5 term team GPA

- In fall 2021, **four** teams had better than a 3.5 term team GPA

- Entire department term GPA has been above a 3.00 for the past 5 semesters (since FA 2019).

- Entire department cumulative GPA has been above a 3.00 for the past 16 semesters (since SP 2014)

  - In spring 2021, football earned a team fourth best term team GPA of 2.725 during spring 2021

  - In fall 2021, football earned it's fifth best term team GPA of 2.630.

Colorado State Athletics

STUDENT-ATHLETE SUCCESS

GPA Data for Student-Athletes	Spring 2021	Fall 2021	Department Average (Spring 2007 - Fall 2021)
Term 4.0's	46	40	27
Term 3.5-3.99	104	106	70
Term 3.0-3.49	101	85	91
Academic probation after term	7	6	19

Colorado State Athletics

Football Transition

Item	Estimates	Notes
Steve Addazio Buyout	$1,500,000	Max: $3,000,000; Mitigation to date: $1,500,000
Jay Norvell Buyout	$1,969,086	
Jay Norvell Promissory Note	($1,369,086)	
Staff Severance	$870,904	
New Staff Relocation	$253,700	Max: $253,700 Expecting at least 25% savings
Search Firm	$55,000	
Total	$3,279,604	

FINANCIAL ORGANIZATIONS

*Colorado State Athletics operates **two separate financial organizations** with Canvas Stadium serving as the second financial entity.*

ATHLETICS (0120)

REVENUE ITEMS
- Direct Institutional Support
- NCAA Conference Distribution
- Student Fees
- Ticket Revenue (from three arena sports)
- Sponsorships
- Contributions
- Transfer from 0125

EXPENSE ITEMS
- Staff Compensation
- Student-Athlete Financial Aid
- Operations (team & recruiting travel)
- Football Transition (FY20 one-time)

STADIUM (0125)

REVENUE ITEMS
- Sponsorships
  - Multi-media Rights Partnership
  - Naming Rights Partnerships
- Football Tickets
- Contributions
- Other self-generated items
  - Concessions
  - Special Events

EXPENSE ITEMS
- Facility Debt
- Transfer to 0120
- Facility Maintenance
- Facility Operations
- Staff Compensation

Colorado State Athletics

FY21 (Pandemic Year) Summary

- All athletic events held without the benefit of fans or financial impact of ticket sales. Private support and sponsorship opportunities were also greatly impacted.

- CSU, unlike many universities nationwide, made the strategic decision to prioritize their workforce. As such, the Department of Athletics was not forced to create furloughs or lay off employees.

- The athletic department accepted less than what the university budgeted in one-time funds, allowing the university to keep $3,423,013 for other campus expenditures.

- An estimated loss of $18 million in revenue was limited to $16 million.

- Raised $2,000,000 as a part of the Stalwart Rams Relief campaign.

- Worked with the Mountain West to install COVID testing policies which extended beyond NCAA guidelines. In coordination with UCHealth and Quest Diagnostics, conducted more than 11 thousand surveillance/pre-competition tests.

- Relief funding was provided to larger CSU Auxiliary units, including Athletics, due to self-generated revenue losses arising from the COVID-19 pandemic. This accounted for $10,500,000 of stadium bond payments.

Colorado State Athletics

FY20 vs. FY21 COMPARISON


Colorado State Athletics

FY20 Financial Results

The following slides reflect FY 20 financial results. Those results are more representative of a typical year than the FY 21 pandemic year results.
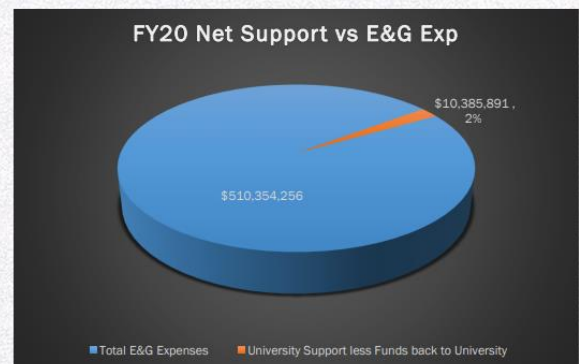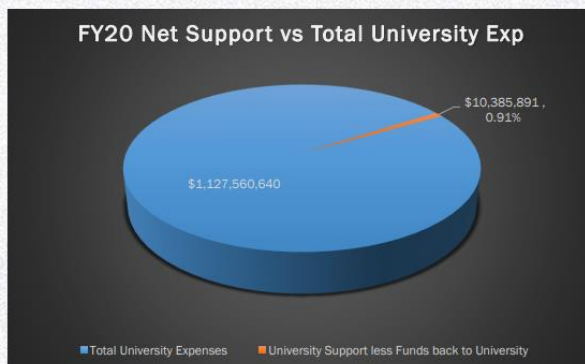
Colorado State Athletics

UNIVERSITY DIRECT SUPPORT

After tuition, fees, room, board, and internal transactions are paid and returned back to the university,
53% of the direct support is returned to the university.

FY20 Direct Support for Athletics

FY20 Net Direct Support
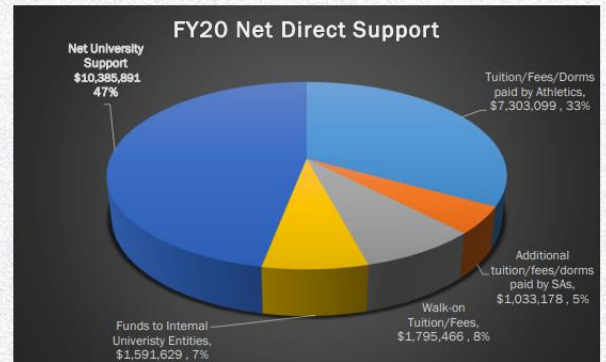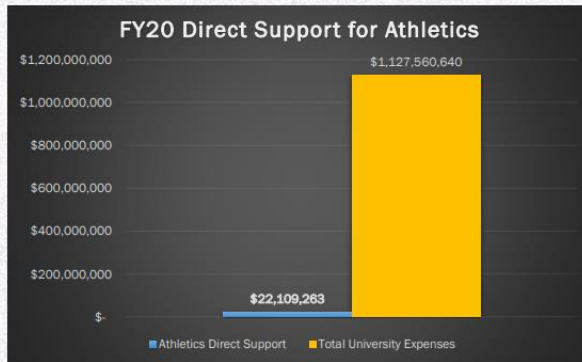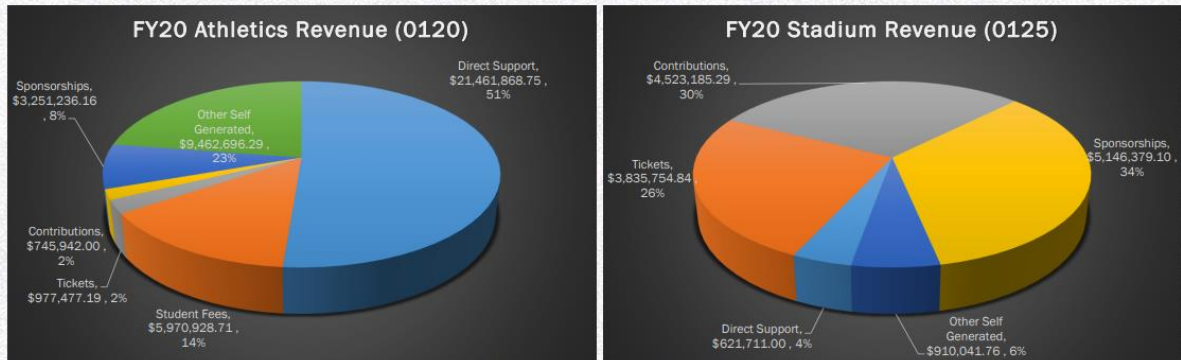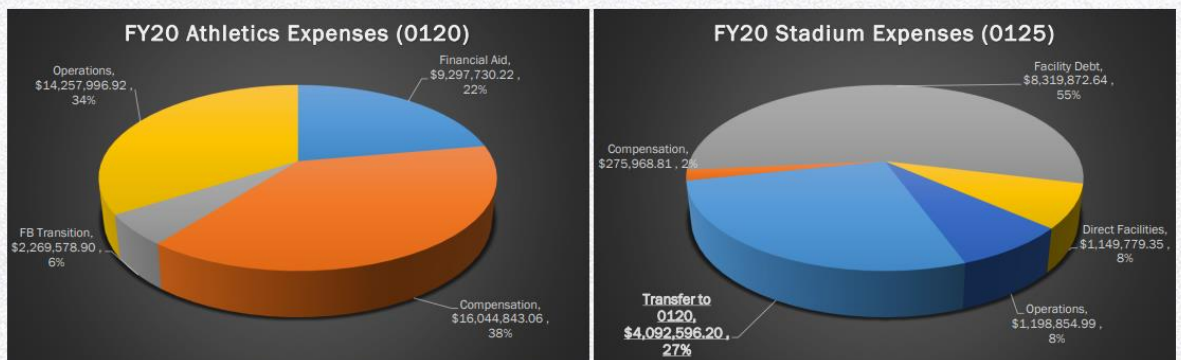
UNIVERSITY DIRECT SUPPORT

Charts below represent actual figures of direct university support after funds flow back to the University for items such as tuition, fees, room, and board. When funds are settled, **direct support to Athletics is less than 1% of university's expenses.**

FY20 Net Support vs Total University Exp

FY20 Net Support vs E&G Exp

Colorado State Athletics

FY20 REVENUES FOR ATHLETICS

FY20 Athletics Revenue (0120)

- Sponsorships, $3,251,236.16 , 8%
- Other Self Generated, $9,462,696.29 , 23%
- Direct Support, $21,461,868.75 , 51%
- Contributions, $745,942.00 , 2%
- Tickets, $977,477.19 , 2%
- Student Fees, $5,970,928.71 , 14%

FY20 Stadium Revenue (0125)

- Contributions, $4,523,185.29 , 30%
- Sponsorships, $5,146,379.10 , 34%
- Tickets, $3,835,754.84 , 26%
- Direct Support, $621,711.00 , 4%
- Other Self Generated, $910,041.76 , 6%

FY20 EXPENSES FOR ATHLETICS

FY20 Athletics Expenses (0120)

- Operations, $14,257,996.92 , 34%
- Financial Aid, $9,297,730.22 , 22%
- FB Transition, $2,269,578.90 , 6%
- Compensation, $16,044,843.06 , 38%

FY20 Stadium Expenses (0125)

- Facility Debt, $8,319,872.64 , 55%
- Compensation, $275,968.81 , 2%
- Direct Facilities, $1,149,779.35 , 8%
- Transfer to 0120, $4,092,596.20 , 27%
- Operations, $1,198,854.99 , 8%

TEAM REVENUE COMPARISON (FY20)

	Football	All Others
Net (Revenues minus Expenses)	($10,959,571)	($13,098,696)
	Off-Setting Factors	
Contributions, Royalties, NCAA/MW Revenue	$4,862,776	$2,431,388
Student Ticket Value	$1,575,000	$171,270
Staff Transition	$2,269,579	-
Tuition, Fees, Room, and Board	$2,459,640	$4,550,339
Tuition and Fees (Non-Scholarship)	$499,022	$1,296,384
True Net	**$706,446**	**($4,649,316)**

Colorado State Athletics

CONTRIBUTING TO THE CSU COMMUNITY

- On Friday, Sept. 3, 2021, Athletics hosted "Faculty and Staff Appreciation Day" at the home football game vs. South Dakota State and provided over 3,000 free and discounted tickets to faculty and staff members who participated.

- Women's and Men's Basketball Teams participated in their annual Cancer Warriors games in partnership with UCHealth; honoring Cancer Warriors on their jerseys.

- Men's Basketball completed the season with five (5) straight sell-out crowds in Moby Arena; the most games sold-out during a season in program history.

- Colorado State Athletics has hosted over 1,100 students and their families from Poudre School District and Thompson School District as part of the annual football, volleyball and basketball "Education Days" promotions.

- Colorado State Athletics has hosted over 1,200 youth athletics students at football, volleyball and basketball home events as part of the City of Fort Collins Jr. Rams partnership.

Colorado State Athletics

SUPPORTING OUR COMMUNITY

Athletics adds to the CSU experience and Fort Collins in many ways.

- Student-athletes represent 1.3% of the total University population but over 2% of the total minoritized population of the University.
- Athletics annually employs approximately 140 student workers and puts $310,000 into the pockets of CSU students.
- For game day operations, vendor and security partners Spectra and Landmark add over $825,000 in employee earnings.
- Canvas Stadium operations include over 700 jobs. In a 2014 economic impact study, the direct and indirect benefit to Larimer County was $70 million over the first 10 years.

Colorado State Athletics

IN CONCLUSION

- Our student-athletes are achieving academically and athletically at very high levels. They've earned their place on our campus.
- Athletics contributes to the overall diversity of the campus population in a significant way. Our student-athletes and staff are valuable members of the campus community.
- The majority (53%) of our direct university support is paid back in the form of revenue for other departments on campus.
- Athletics provides an important component of the student experience at Colorado State University, both for our student-athletes and for the thousands of students who join together to support their fellow Rams. Athletic events are also important moments for alumni, friends and university community members near and far to celebrate Colorado State University; in-person and on television.
- The economic impact for our community is meaningful.

Colorado State Athletics

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A 'virtual' meeting of the University Curriculum Committee was held on **March 25, 2022** at 11:00 a.m. via Microsoft Teams.

The meeting adjourned at 12:10 p.m.

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

Consent Agenda
None.

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

	New Courses		
Course #	**Course Title**	**Notes**	**Effective Term**
ANEQ 400	Exploring Meat Export Opportunities	2 cr.; partial semester. Previously offered as experimental course ANEQ 480A2.	Spring 2023
CS 501	Introduction to Research in Computer Science	1 cr.; Graduate only; S/U only. May be taken twice for credit.	Fall 2022
GEOL 571	Tectonic Geomorphology	Required field trips. Previously offered as experimental course GEOL 581B1.	Spring 2023

	Major Changes to Courses		
Course #	**Course Title**	**Notes**	**Effective Term**
ANTH 469	Archaeology of the Ancient Near East ~~Archaeology Seminar in Mesopotamian Prehistory~~	• Edits to course title and description. • Edit to offering term: Fall, Spring ~~Every~~ • Edit to prerequisites: ANTH 140 ~~ANTH 100 to 99999 — at least 6 credits~~	Spring 2023
BZ 214	Animal Biology—Vertebrates	• Edit to course description. • Removal of 'Required field trips'	Spring 2023
BZ 325	Plant Systematics	• Edit to course description.	Spring 2023
SOC 342	Work and Leisure in Society ~~Leisure and Society~~	• Edits to course title and description. • Edit to offering term: As Needed ~~Every~~	Spring 2023
SOC 354	Policing ~~Law Enforcement~~ and Society	• Edits to course title and description. • Addition of Distance/Online offering.	Spring 2023

	New Graduate Certificate	
Program Title	**Notes**	**Effective Term**
Graduate Certificate in Aerospace: Satellites, Radars and Remote Sensing	Offered Main Campus Face-to-Face and Online/DCE.	Spring 2023

Major Changes to Existing Programs		
Program Title	**Notes**	**Effective Term**
ARTI-ARTZ-BA: Major in Art (BA), Art History Concentration	• Clarifying foreign language requirements; adding footnote #1.	Fall 2022
ARTM-DRAZ-BF: Major in Art (BFA), Drawing Concentration	• Removing AUCC 4C designation for ART 435.	Fall 2022
BADF: Certificate in Business Development	• Edit to Inclusions: College of Business Majors ~~in the CIS Concentration~~	Fall 2022
BCYF: Certificate in Business Cybersecurity	• Edit to Inclusions: College of Business Majors ~~in the CIS Concentration~~	Fall 2022
BUSA-MKTZ-BS: Major in Business Administration, Marketing Concentration	• Junior year: addition of BUS 361 and MKT 420 as elective options. • Update to footnotes.	Fall 2022
BUSQ: Minor in Business Administration	• Replacing BUS 360 with new course BUS 363 in a 'Select from' list.	Fall 2022
ESSS-MPSM: Professional Science Master's in Ecosystem Science and Sustainability	• See CIM for all changes.	Fall 2022
INBZ: Major in Business Administration, Marketing Concentration with International Business Concentration	• Addition of BUS 361 and MKT 420 as Junior year elective options.	Fall 2022
PSYC-ADCZ-BS: Major in Psychology, Addictions Counseling Concentration	• See CIM for all changes.	Fall 2022
PSYC-CCPZ-BS: Major in Psychology, Clinical/Counseling Psychology Concentration	• See CIM for all changes.	Fall 2022
PSYC-GPSZ-BS: Major in Psychology, General Psychology Concentration	• See CIM for all changes.	Fall 2022
PSYC-IOPZ-BS: Major in Psychology, Industrial/Organizational Concentration	• See CIM for all changes.	Fall 2022
PSYC-MBBZ-BS: Major in Psychology, Mind, Brain, and Behavior Concentration	• See CIM for all changes.	Fall 2022

CONSENT AGENDA

Experimental Courses – 1st Offering			
Course #	**Course Title**	**Notes/Changes**	**Effective Term**
AB 581A1	Colorado Agricultural Systems	2 cr.; partial semester.	Summer 2022
CS 280A1	Computer Systems Foundations	4 cr.	Fall 2022

Minor Changes to Courses			
Course #	**Course Title**	**Notes/Changes**	**Effective Term**
ANEQ 366	Animal Welfare Evaluation	• Edit to offering year: Even ~~Every~~	Spring 2023

ANEQ 410	Applied Food Animal Behavior	• Edit to offering year: Odd ~~Every~~	Spring 2023
ANEQ 525	Advanced Meat Science	• Edit to prerequisites: ANEQ 360 with a minimum grade of C ~~or ANEQ 470~~	Spring 2023
MIP 250	Eukaryotic Microbiology	• Edit to offering term: Fall, Summer ~~Fall~~	Summer 2022

Course Deactivations			
Course #	**Course Title**	**Notes/Changes**	**Effective Term**
SOCR 420	Crop and Soil Management Systems I	Not listed in any programs or courses.	Fall 2022

Minutes approved by the University Curriculum Committee on 4/1/22.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A 'virtual' meeting of the University Curriculum Committee was held on **April 1, 2022** at 11:00 a.m. via Microsoft Teams.
The meeting adjourned at 11:50 a.m.

Minutes
The minutes of March 25, 2022 were approved.

Consent Agenda
The Consent Agenda was approved.

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

Exception Request for Third Experimental Course Offering			
Course #	**Course Title**	**Notes/Changes**	**Effective Term**
SPCM 381A4	Parasite and Korean Genre Films	No permanent course proposal found in CIM.	Summer 2022

Study Abroad Course – Permanent Offering			
Course #	**Course Title**	**Notes/Changes**	**Effective Term**
ART 324A	Study Abroad—Mexico: Art Meets Environment	**3 cr.** (*1 cr. taught online 8/22/22-10/14/22; 2 credits taught in-country*) **Travel dates: 12/5/22-12/18/22** (*14 days*) *Provisional course: ART 382C (not offered).*	Fall 2022

New Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
E 200	Inquiry-Based Teaching and Communicating		Spring 2023
E 301	Framing Texts and Critical Theory in Equity		Spring 2023
HIST 453	Modern East Asia Through Film		Spring 2023
MATH 674	Mathematics Education Theoretical Perspective	Previously offered as experimental course MATH 680A2.	Spring 2023
NSCI 200	Scientific Inquiry in Educational Settings	1 cr.; S/U only; required field trips; may be repeated for credit. Previously offered as experimental course NSCI 280A2.	Spring 2023

PPA 559	Nonprofit Management	Graduate only.	Spring 2023
SPMT 339	Sport and the Law		Spring 2023

Major Changes to Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
SPMT 314 ~~ETST 314~~	Inclusive Sport Organizations	- Subject code change. - Change of Department/Unit: 1701 – College of Liberal Arts ~~1790 – Ethnic Studies~~ - Edit to prerequisites: SPMT 201 ~~ETST 100-299 – at least 3 credits~~ - Edit to Add'l Reg Info: Credit allowed for only one of the following: ETST 314, ETST 380A3, or SPMT 314. ~~Sophomore standing.~~ *C&C Unit will administratively update the course # in:* *VWPF: Certificate in Virtual Wellness Programming (UCC approved 2/4/22)* *: Major in Ethnic Studies, Community Organizing and Institutional Change Concentration (UCC approved 2/25/22)* *ETSQ: Minor in Ethnic Studies (UCC approved 2/25/22)*	Spring 2023

Major Changes to Existing Programs		
Program Title	**Notes**	**Effective Term**
HAES-HPRZ-BS: Major in Health and Exercise Science, Health Promotion Concentration	Sophomore year: adding HES 300 as an alternative to BMS 300.	Fall 2022

CONSENT AGENDA

Experimental Courses – 1st Offering			
Course #	**Course Title**	**Notes/Changes**	**Effective Term**
MU 280A4	Clinical Musicianship Studio	S/U only; audition required.	Fall 2022
STAT 381A2	Sports Statistics and Analytics Methods		Fall 2022

Administrative Updates *(FYI Only)* - Minor Changes to Courses

Effective Fall 2021, MECH 331 (4 cr.) was separated into two courses: MECH 331A (3 cr. lecture) and MECH 331B (1 cr. lab). The following courses required administrative updates to the prerequisites:

Course #	Course Title	Notes/Changes	Effective Term
MECH 411	Manufacturing Engineering	Edit to prerequisites: CIVE 360 and (MECH 331 or MECH 331A; MECH 331B)	Summer 2022
MECH 426	Advanced Machine Design	Edit to prerequisites: MECH 325 and (MECH 331 or MECH 331A; MECH 331B)	Summer 2022
MECH 431	Metals and Alloys	Edit to prerequisites: MECH 331 or MECH 331A; MECH 331B	Summer 2022
MECH 432	Engineering of Nanomaterials	Edit to prerequisites: MECH 331 or MECH 331A; MECH 331B	Summer 2022
MECH 434	Materials Selection for Mechanical Design	Edit to prerequisites: MECH 325 and (MECH 331 or MECH 331A; MECH 331B)	Summer 2022
MECH 464	Injection Molding	Edit to prerequisites: MECH 200 or MECH 200A and MECH 301A and (MECH 331 or MECH 331A; MECH 331B)	Summer 2022
MECH 502	Advanced/Additive Manufacturing Engineering	Edit to prerequisites: MECH 202 and (MECH 331 or MECH 331A; MECH 331B)	Summer 2022
MECH 516	Life Cycle and Techno-Economic Assessment	Edit to prerequisites: (MECH 331 or MECH 331A; MECH 331B) and MECH 344	Summer 2022
MECH 530	Advanced Composite Materials	Edit to prerequisites: CIVE 360 and (MECH 331 or MECH 331A; MECH 331B)	Summer 2022
MECH 531/ BIOM 531	Materials Engineering	Edit to prerequisites: (MECH 331 or MECH 331A; MECH 331B) or MECH 431	Summer 2022
MECH 532/ BIOM 532	Materials Issues in Mechanical Design	Edit to prerequisites: MECH 331 or MECH 331A; MECH 331B	Summer 2022
MECH 533	Composites Product Development	Edit to prerequisites: CIVE 360 and (MECH 331 or MECH 331A; MECH 331B)	Summer 2022
MECH 535	Mechanics of Composite Materials	Edit to prerequisites: MATH 340; MECH 325; (MECH 331 or MECH 331A; MECH 331B)	Summer 2022
MECH 537	Processing of Polymer Composites	Edit to prerequisites: CIVE 360 and (MECH 331 or MECH 331A; MECH 331B)	Summer 2022
MECH 573/ BIOM 573	Structure and Function of Biomaterials	Edit to prerequisites: MECH 331 or MECH 331A; MECH 331B	Summer 2022

Minutes approved by the University Curriculum Committee on 4/8/22.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A 'virtual' meeting of the University Curriculum Committee was held on **April 8, 2022** at 11:00 a.m. via Microsoft Teams.

The meeting adjourned at 11:57 a.m.

Minutes
The minutes of April 1, 2022 were approved.

Consent Agenda
The Consent Agenda was approved.

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

Study Abroad Courses – 1ˢᵗ Provisional Offerings			
Course #	**Course Title**	**Notes**	**Effective Term**
ANTH 382A	Study Abroad—Pompeii Italy: Life and Death of a Roman City	**3 cr.** **Travel dates: 1/2/23-1/14/23** _(13 days)_	Spring 2023
ART 382D	Study Abroad—Italy: Painting	**3-5 var. cr.** **Travel dates: 1/10/23-4/29/23** _(109 days)_ _Part of a semester-long program. Students will also take ART 321A and 2 courses from partner institution in Italy._	Spring 2023

New Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
ANTH 506	Anthropology of Happiness and the Good Life	Graduate only seminar.	Spring 2023
TH 465	Dress and Décor	Previously offered under TH 301: Theatre Design and Production Special Topics.	Fall 2022

Major Changes to Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
MU 649	Advanced Practice in Music Therapy	• Change of offering format: removal of Face-to-Face format; addition of Mixed Face-to-face format.	Summer 2023
SOC 353	Criminal Investigations	• Edit to course description.	Spring 2023
SOC 460	Environmental and Natural Resource Sociology ~~Society and Environment~~	• Edits to course title and description. • Addition of Distance/Online offering.	Spring 2023
SOC 461	Water and Social Justice ~~Water, Society, and Environment~~	• Edits to course title and description. • Edit to offering term: As Needed ~~Every~~ • Addition of Distance/Online offering.	Spring 2023

Major Changes to Existing Programs

Program Title	Notes	Effective Term
ECHE-BS: Major in Early Childhood Education	• Freshman year: removing STAT 201 as a required course. • Sophomore year: adding HDFS 250 as a required course. • Junior year: re-naming the elective list.	Fall 2022
HDFS-ECPZ-BS: Major in Human Development and Family Studies, Early Childhood Professions Concentration	• See CIM for all changes.	Fall 2022
HDFS-HDEZ-BS: Major in Human Development and Family Studies, Human Development and Family Studies Concentration	• See CIM for all changes.	Fall 2022
HDFS-PHPZ-BS: Major in Human Development and Family Studies, Pre-Health Professions Concentration	• See CIM for all changes.	Fall 2022
HDFS-PISZ-BS: Major in Human Development and Family Studies, Prevention and Intervention Sciences Concentration	• See CIM for all changes.	Fall 2022
POLS-BA: Major in Political Science	• **Addition of Online/DCE program code.**	Fall 2022

New Undergraduate Concentrations

Program Title	Notes	Effective Term
Major in Chemistry, Environmental Chemistry Concentration	Offered Main Campus Face-to-Face. **AUCC 4A**: CHEM 372 **AUCC 4B**: CHEM 431 **AUCC 4C**: CHEM 493; CHEM 499	Fall 2022
Major in Chemistry, Sustainable Chemistry Concentration	Offered Main Campus Face-to-Face. **AUCC 4A**: CHEM 372 **AUCC 4B**: CHEM 338 **AUCC 4C**: CHEM 493; CHEM 499	Fall 2022

CONSENT AGENDA

Experimental Courses – 1st Offering

Course #	Course Title	Notes/Changes	Effective Term
F 381A1	Forest Products, Uses, and Markets	1 cr.; partial semester; required field trips.	Summer 2022
F 580A4	Advanced Silviculture Field Course	1 cr.; S/U only; partial semester; required field trips.	Summer 2022
NRRT 380A2	Wilderness First Aid and Risk Management		Fall 2022
PHIL 581A3	Logic and Paradoxes	Graduate only.	Fall 2022

Minor Changes to Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
BZ 415	Marine Biology	• Edit to offering year: Every ~~Odd~~	Spring 2023

Course Deactivations			
Course #	**Course Title**	**Notes/Changes**	**Effective Term**
HORT 461/ SOCR 461	Plant Breeding Laboratory	Not listed in any programs or courses.	Fall 2022

Minutes approved by the University Curriculum Committee on 4/15/22.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A 'virtual' meeting of the University Curriculum Committee was held on **April 15, 2022** at 11:00 a.m. via Microsoft Teams.

The meeting adjourned at 11:43 a.m.

Minutes
The minutes of April 8, 2022 were approved.

Consent Agenda
The Consent Agenda was approved.

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

New Course – Fall 2022			
Course #	**Course Title**	**Notes**	**Effective Term**
RRM 355	Culinary Tourism and Hospitality Management	To be offered on FA22 Semester at Sea.	Fall 2022

Study Abroad Course – 1st Provisional Offering			
Course #	**Course Title**	**Notes**	**Effective Term**
BIOM 382B	Study Abroad—Portugal: Biomedical Industry and Healthcare	**1 cr.** **Travel dates: 1/5/23-1/14/23** *(10 days)*	Spring 2023

Major Changes to Existing Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
BUS 479	Strategic Management	• AUCC 4A/4C re-submission.	Spring 2023
FIN 300	Principles of Finance	• AUCC 4A/4B re-submission.	Spring 2023
HDFS 350	Applied Research Methods	• Edit to course description. • Edit to prerequisites: HDFS 250 ~~(HDFS 101 or PSY 100) and (STAT 201 or STAT 301)~~ • AUCC 4A re-submission.	Spring 2023
MKT 300	Marketing	• AUCC 4B re-submission.	Spring 2023

Major Changes to Existing Programs		
Program Title	**Notes**	**Effective Term**

ISWQ: Interdisciplinary Minor in Sustainable Water	• See CIM for all changes.	Fall 2022
OCRS-PHD: Ph.D. in Occupation and Rehabilitation Science	• See CIM for all changes.	Fall 2022

Program Title Changes – New Concentration Titles		
Program Title	**Notes**	**Effective Term**
Major in Business Administration, Management and Innovation Concentration Major in Business Administration, Management and Innovation Concentration with International Business Concentration	New concentration titles better reflect program learning objectives. **AUCC 4A/4C**: BUS 479 **AUCC 4A/4B**: FIN 300 **AUCC 4B**: MKT 300	Fall 2022

Deactivated Concentration Titles			
Program Title	**Notes**	**Last admit term**	**Last grad term**
BUSA-OIMZ-BS: Major in Business Administration, Organization and Innovation Management Concentration	Replaced by the Management and Innovation Concentration *(see above)*.	Summer 2022	Summer 2025
INBZ: Major in Business Administration, Organization and Innovation Management Concentration with International Business Concentration	Replaced by the Management and Innovation Concentration with International Business Concentration *(see above)*.	Summer 2022	Summer 2025

CONSENT AGENDA

Minor Changes to Courses			
Course #	**Course Title**	**Notes**	**Effective Term**
BZ 310	Cell Biology	• No changes to registration info – updating the CIM form to current standards. *Submitted in CIM as a Major Change.*	Spring 2023
EDUC 275	Schooling in the United States	• Removal of 'NO Freshman' restriction. • Removal of 'Completion of 30 credits' restriction.	Spring 2023
TH 262	Stage Management I	• Edit to offering term: Fall ~~Spring~~ *Submitted in CIM as a Major Change.*	Fall 2023
TH 362	Stage Management II	• Edit to offering term: Spring ~~Fall~~ *Submitted in CIM as a Major Change.*	Spring 2023

Course Deactivations			
Course #	**Course Title**	**Notes/Changes**	**Effective Term**
BZ 537	Topics in Mycology	Not listed in any courses or programs.	Fall 2022

| MGT 471 | Micro Issues in Supply Chain Management | Not listed in any courses or programs. | Summer 2022 |
| MGT 472 | Macro Issues in Supply Chain Management | Not listed in any courses or programs. | Summer 2022 |

Correction/Update to 4/17/2020 Minutes			
Course #	**Course Title**	**Notes**	**Effective Term**
NR 477	Restoration Case Studies Field Tour	• Edit to prerequisites: F 209 or LAND 220 or LIFE 220 or LIFE 320 ~~LAND 320~~ or NR 220 ~~F 220~~; F 311 or NR 326 or RS 300.	Fall 2022

Minutes approved by the University Curriculum Committee on 4/22/22.

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

BALLOT
Academic Faculty Nominations to Faculty Council Standing Committees
May 3, 2022

COMMITTEE ON FACULTY GOVERNANCE

Term Expires

GINA SLEJKO   COB   2025
(Nominated by Committee on Faculty Governance)

STEVEN REISING   COE   2025
(Nominated by Committee on Faculty Governance)

TROY OCHELTREE   WCNR   2025
(Nominated by Committee on Faculty Governance)

COMMITTEE ON INFORMATION TECHNOLOGY

Term Expires

TOPIN LOPES   CHHS   2025
(Nominated by Committee on Faculty Governance)

JAMES STEKELBERG   COB   2025
(Nominated by Committee on Faculty Governance)

LEISL CARR CHILDERS   CLA   2025
(Nominated by Committee on Faculty Governance)

GREGG GRIFFENHAGEN   CVMBS   2025
(Nominated by Committee on Faculty Governance)

LORI OLING   Libraries   2025
(Nominated by Committee on Faculty Governance)

COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Term Expires

MICHAEL WILKINS (Nominated by Committee on Faculty Governance)	CAS	2025
RAOUL REISER (Nominated by Committee on Faculty Governance)	CHHS	2025
JOHN SLATER (Nominated by Committee on Faculty Governance)	CLA	2025
KEVIN CROOKS (Nominated by Committee on Faculty Governance)	WCNR	2025

COMMITTEE ON LIBRARIES

Term Expires

MICHAEL THOMAS (Nominated by Committee on Faculty Governance)	CNS	2025
MARIE VANS (Nominated by Committee on Faculty Governance)	COE	2025
RANDYN HEISSERER-MILLER (Nominated by Committee on Faculty Governance)	Libraries	2025
JERRY MAGLOUGHLIN (Nominated by Committee on Faculty Governance)	WCNR	2025

COMMITTEE ON NON-TENURE TRACK FACULTY

Term Expires

JENNIFER REINKE   CHHS   2025
(Nominated by Committee on Faculty Governance)

ANN HESS   CNS   2025
(Nominated by Committee on Faculty Governance)

OLIVIA ARNOLD   CVMBS   2025
(Nominated by Committee on Faculty Governance)

SCOTT WIEBENSOHN   Libraries   2025
(Nominated by Committee on Faculty Governance)

SEAN BRYAN   WCNR   2025
(Nominated by Committee on Faculty Governance)

COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC FACULTY

Term Expires

CHRIS WEINBERGER   COE   2025
(Nominated by Committee on Faculty Governance)

BLYTHE LAGASSE   CLA   2025
(Nominated by Committee on Faculty Governance)

COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION

Term Expires

PABLO PINEDO	CAS	2025
(Nominated by Committee on Faculty Governance)		
KIMBERLY COX-YORK	CHHS	2025
(Nominated by Committee on Faculty Governance)		
TODD BANDHAUER	COE	2025
(Nominated by Committee on Faculty Governance)		
RACHELLE RAMER	Libraries	2025
(Nominated by Committee on Faculty Governance)		

COMMITTEE ON SCHOLASTIC STANDARDS

Term Expires

JASON AHOLA	CAS	2025
(Nominated by Committee on Faculty Governance)		
MICHAEL GROSS	COB	2025
(Nominated by Committee on Faculty Governance)		
SCOTT WIEBENSOHN	Libraries	2025
(Nominated by Committee on Faculty Governance)		
SEAN GALLEN	WCNR	2025
(Nominated by Committee on Faculty Governance)		

COMMITTEE ON STRATEGIC AND FINANCIAL PLANNING

Term Expires

JAMES GRAHAM   CHHS   2025
(Nominated by Committee on Faculty Governance)

BENJAMIN CLEGG   CNS   2025
(Nominated by Committee on Faculty Governance)

FELIX DUERR   CVMBS   2025
(Nominated by Committee on Faculty Governance)

COMMITTEE ON TEACHING AND LEARNING

Term Expires

SHAWN ARCHIBEQUE   CAS   2025
(Nominated by Committee on Faculty Governance)

JESS ELLIS HAGMAN   CNS   2025
(Nominated by Committee on Faculty Governance)

DAN BAKER   COE   2025
(Nominated by Committee on Faculty Governance)

KRISTY LUESHEN   Libraries   2025
(Nominated by Committee on Faculty Governance)

COMMITTEE ON UNIVERSITY PROGRAMS

Term Expires

KHALEEDAH THOMAS   Libraries   2025
(Nominated by Committee on Faculty Governance)

UNIVERSITY CURRICULUM COMMITTEE

Term Expires

MARTIN GELFAND   CNS   2025
(Nominated by Committee on Faculty Governance)
Date: April 19, 2022

To: Sue Doe
         Chair, Faculty Council

From: Shawn Archibeque
         Chair, Committee on Teaching and Learning

Subject: **Transfer credit limits**

The Committee on Teaching and Learning submits the following:

MOVED, THAT CSU WILL NO LONGER LIMIT THE NUMBER OF TRANSFER CREDITS
FROM TWO-YEAR (COMMUNITY COLLEGE) INSTITUTIONS TO 64, BUT RATHER,
WILL ENFORCE THE 42 UPPER DIVISION CREDITS AND 30 UPPER DIVISION
CREDITS IN RESIDENCE REQUIREMENTS TO ASSURE THAT STUDENTS HAVE A
MAJOR PROPORTION OF THEIR COURSE WORK COMPLETED AT CSU.

Proposed Catalog Language:

The Office of the Registrar, under direction from academic teaching departments, is responsible for
determining course equivalencies for all courses that are presented for transfer to CSU. Students should
be aware that credits may transfer to CSU, but not count toward department graduation requirements.
Evaluation of credits is made only from official transcripts or test scores (AB, IB, CLEP) after a student
has been granted admission. All transferrable coursework is posted to the student's record and, once
posted, cannot be removed.

~~If a student attends one or more regionally accredited 2-year institutions a total of 64 transfer credits~~
~~may be accepted. There is no limit for the amount of credit that can be transferred from regionally~~
~~accredited 4-year institutions.~~

There is no limit for the amount of credit that can be transferred from Regionally Accredited institutions.

Regular academic courses from institutions accredited by one of the seven regional associations of
schools and colleges completed with a grade of C- or better are generally accepted in transfer. Course
work from institutions that are not regionally accredited will not be transferred. Coursework that is
remedial or vocational/technical in nature will not be transferred. Transfer grades and credits are not
computed within the cumulative GPA earned at CSU.

If coursework presented for transfer is over 10 years old, the academic department will need to review
it for applicability towards degree requirements.

Rationale:

We have a current limit of 64 credits in transfer which reflects a long past standard of 128 credit
requirement for obtaining a BA/BS at CSU. This requirement changed to 120 credits in 1998, our transfer

limit did not adjust at that time. Many peer and other Colorado four year institutions do not impose such a limit of transfer credits from two-year institutions and our doing so is putting us increasingly out of sync with the state and peers.

It is also presenting a challenge to departments that want to propose or participate in Statewide Articulations Agreements with other institutions in the state.

The challenge we are facing also pertains to public expectations and perceptions. If a student takes courses in expectation of transfer but then changes their degree program once here, they often miss out on being able to apply credit for courses they have taken and paid for elsewhere. We seek to be more aligned with transfer equity projects and processes emerging across the nation and in Colorado.

As 2-year institutions are permitted to transfer in course work at the 100 and 200 level, this adjustment would bring community colleges in alignment with our practice in accepting all transferable 100 and 200 level course work from a 4-year institution.

Date: April 21, 2022

To: Sue Doe
        Chair, Faculty Council

From: Alan Kennan
        Chair, Committee on Scholastic Standards

Subject: **Change to U grade request process for S/U approved terms**
The Committee on Scholastic Standards submits the following:

MOVED, THAT FOR CURRENTLY ENROLLED UNDERGRADUATE STUDENTS "F"
GRADES FROM SPRING 2020, FALL 2020, SPRING 2021 AND SUMMER 2021 TERMS
WILL BE AUTOMATICALLY CHANGED TO "U" WITH THE CONTINUED OPTION FOR
STUDENTS TO CHANGE "U" GRADES BACK TO "F" UPON REQUEST. (This procedural
change will not apply to students who utilized GI Bill or other Veteran Education benefits for
those terms or to students who earned grades of F due to academic misconduct.)

Background:

This motion addresses a procedural change in the "U" grade request process for terms that were
previously approved for the use of S/U grade options during the pandemic. The current process for
students to utilize the "U" grade option requires students to initiate an email request to the Office of the
Registrar. Removing the barrier of requiring students to initiate the grade change request will benefit
students in making positive progress toward graduation from CSU. The committee has consulted with the
Office of the Registrar, General Counsel, the Teaching Continuing Leadership Group, and the Advising
Network regarding this proposal. Communication to students about this procedural change will include
explicit instructions on how to opt-out of the grade change process and possible reasons to do so,
including implications for graduate school admission and CPA certification.

Rationale:

Implementing an opt-out process of changing "F" grades to "U" grades will positively impact the
academic progress for affected students, improving GPAs and moving some students from
probation to good standing. This motion does not adjust the grading policy that was approved for
these terms, but merely the method of processing "U" grades for students. An analysis of students
eligible for this process change indicated the following:

- 2510 students received "F" grades from S/U semesters; 700 of those students are enrolled
  this spring.
- For the 700 students enrolled this spring, about 20% have a cumulative GPA below 2.0.
- The highest GPA percentages of these students are between a 2.0 and a 2.5 GPA.
- First-generation students and Pell eligible students are overrepresented in the population
  of students that still have "F" grades on their records.
- 95 students have "F" grades on their records because they initially received an incomplete
  grade that was changed after one year to an "F." These students likely have not yet
  received outreach regarding their option to request a "U" grade instead.

April 22, 2022

TO: Sue Doe, Chair Executive Committee and Faculty Council

FROM: Faculty Council Task Force on AUCC Category 1C

SUBJECT: Changes to All-University Core Curriculum (AUCC) category 1C

PROPOSAL: The Faculty Council Task Force on AUCC Category 1C (Diversity, Equity, and Inclusion) moves that Faculty Council adopt the proposed revisions to the AUCC category 1C Description, Content Criteria, and SLOs as indicated in the attached (track-changes) document.

RATIONALE:
Faculty concerns evolved around the "dialogue" elements and specific percentages of interaction/evaluation in the previously approved AUCC Category 1C (Diversity, Equity, and Inclusion) policy.

A faculty task force was developed to address issues that arose during the implementation of the approved AUCC 1C category. The task force has revised the 1C language after considerable input and discussion across campus, as proposed in the attached document.

COLORADO STATE UNIVERSITY
ALL-UNIVERSITY CORE CURRICULUM

PREFACE

The All-University Core Curriculum (AUCC) at Colorado State University helps students refine their academic skills and introduces them to areas of knowledge, methodologies, and ways of knowing in various fields of study. The AUCC is integral to the entire undergraduate educational experience.

The AUCC promotes the acquisition and effective practice of essential competencies within areas of learning stipulated by the state of Colorado. These include math, writing, arts and humanities, social sciences, and history. Courses approved for inclusion in the AUCC at Colorado State University collectively satisfy all of the requirements of the state with regard to subject area and general transfer agreement (GT Pathways)[1] content, competencies, and student learning outcomes. Essential competencies include the ability to write clearly, speak effectively, recognize diverse perspectives, understand and apply quantitative reasoning, make sense of abstract ideas, reason analytically, and read critically.

FUNDAMENTAL COMPETENCIES
        1A: Intermediate Writing
        1B: Quantitative Reasoning
        1C: Diversity, Equity, and Inclusion
        2: Advanced Writing
FOUNDATIONS AND PERSPECTIVES
        3A: Biological and Physical Sciences
        3B: Arts and Humanities
        3C: Social and Behavioral Sciences
        3D: Historical Perspectives
DEPTH, APPLICATION, AND INTEGRATION
        4A: Applying Fundamental Competencies
        4B: Integrating Foundations and Perspectives
        4C: Capstone Experience

Fundamental Competencies in the AUCC (1A, 1B, 1C, and 2) are central to success in all courses. These include written and oral communication and quantitative reasoning. Therefore, the learning outcomes and instructional aims of these courses seek to develop and reinforce such competencies.

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[1] Courses that the CCHE has approved for inclusion in the Guaranteed Transfer (GT) Pathways program are guaranteed to transfer among all public higher education institutions in Colorado. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to
http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html.

Foundations and Perspectives in the AUCC (3A, 3B, 3C, and 3D) emphasize subject area methodologies, diverse perspectives and ways of knowing, modes of expression and creativity, concepts, and knowledge. Courses in this category help students apply effective use of fundamental competencies to bring diverse viewpoints, knowledge, applications and skills to life. Such courses emphasize distinctive characteristics as well as critical linkages among fields of study, promoting synthesis of learning. **Students must select at least one course from ~~any category in~~ AUCC Category 3 (A-D) ~~that~~ with a designated focus on global ~~issues~~ awareness.**

Depth, Application, and Integration in the AUCC (4A, 4B, and 4C) engage students in depth and integration of content knowledge (factual, procedural, and metacognitive). These courses help students incorporate and apply learning set forth in Fundamental Competencies and Foundations and Perspectives courses. These courses will provide a capstone experience that helps students integrate, apply, and reflect on the cumulative learning from all courses in their academic experience and major.

THE AUCC EXPERIENCE

Each course approved to satisfy requirements of the AUCC calls upon the instructor to introduce and reinforce academic success skills, provide students with ample and prompt feedback to encourage their academic progress and development, encourage reflection and development of metacognition, and foster an academic mindset.

AUCC courses should provide high impact practices such as writing, collaborative learning, community/civic engagement, or research as relevant to the field. Students learn and retain knowledge when they write, reflect upon what they are learning, and engage in revision processes that utilize feedback. Courses in categories 1C, 3B, 3C, and 3D must base at least 25% of the final grade on writing, a portion of which must be written outside of class. Writing activities may range from brief in-class reflective writing to multi-draft revised papers.

Teaching that encourages this mindset involves setting high and realistic goals for students; making clear the course objectives and academic competencies they help to develop; and demonstrating connections among content, competencies, and life applications. It encourages ongoing effort and offers frequent constructive feedback. Such teaching makes explicit that productive studying, active engagement in learning experiences, practicing, questioning, participating, reflecting, and learning from mistakes contribute to student success.

Students in AUCC Courses may anticipate:
1) Graded feedback early in a course.
2) Early and consistent access to information about their progress in a course.

3) Prompt evaluation of their work, as well as frequent and ongoing feedback that assesses strengths and weaknesses and encourages continuing effort.
4) When relevant, referral to campus resources to support their success.
5) When appropriate, collaboration, peer interaction, and peer feedback.
6) Consultation outside of class.

Research at CSU has shown that there is a relationship between student engagement and academic success.

Engagement includes, but is not limited to, the following:

1) Regularly attending class and coming prepared to learn.
2) Practicing effective study habits.
3) Completing required assignments.
4) Asking questions and seeking help when needed.
5) Learning about campus resources that support students.
6) Embracing intellectual challenges, opportunities for growth, and breadth of perspectives and opinions.

CONTENT CRITERIA
Content Competencies pertain to the knowledge, methods, concepts, and content-related learning that students should garner from participation in a course. Students should be able to demonstrate acquisition of such content-focused learning resulting from engagement in courses in this category.

CORE STUDENT LEARNING OUTCOMES
Core Student Learning Outcomes are transferable skills that students garner in a variety of educational settings and that have wide applicability across fields and in life.

FUNDAMENTAL COMPETENCIES – ~~9~~ **12** CREDITS

Fundamental Competencies courses emphasize the acquisition of capabilities involving writing, communicating, and quantitative reasoning as primary objectives (1A, 1B, 1C, and 2). Therefore, the learning outcomes and instructional aims for this category are to develop and practice these competencies, as they are integral to Foundations and Perspectives courses (3A, 3B, 3C, and 3D), as well as to students' major fields of study.

1A. Intermediate Writing – 3 credits

The ability to communicate in written form is an essential component of success in any academic program and enhances the possibility of one's success in personal and professional life. Courses in this category provide instruction in the skills essential to effective written communication, extensive practice in the use of those skills, and evaluation of students' writing to guide them in improving their skills.

CONTENT CRITERIA

Students should be able to:
1) **Deepen Rhetorical Knowledge**
   a) Focus on rhetorical situation, audience, and purpose.
   b) Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
   c) Write and read texts written in several genres, for specified discourse communities. These communities may be professional or disciplinary.
   d) Practice reflective strategies.
2) **Deepen Experience in Writing**
   a) Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
   b) Critique one's own and other's work.
3) **Deepen Critical and Creative Thinking**
   a) Evaluate the relevance of context.
   b) Synthesize other points of view within one's own position.
   c) Reflect on the implications and consequences of the stated conclusion.
4) **Use Sources and Evidence**
   a) Select and evaluate appropriate sources and evidence.
   b) Evaluate the relevance of sources to the research question.
5) **Deepen Application of Composing Conventions**
   a) Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
   b) Use specialized vocabulary, format, and documentation appropriately.

CORE STUDENT LEARNING OUTCOMES

Written Communication – Students should be able to:
1) **Employ Rhetorical Knowledge**
    a) Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
2) **Develop Content**
    a) Create and develop ideas within the context of the situation and the assigned task(s).
3) **Apply Genre and Disciplinary Conventions**
    a) Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
4) **Use Sources and Evidence**
    a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
    b) Follow an appropriate documentation system.
5) **Control Syntax and Mechanics**
    a) Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

1B. Quantitative Reasoning – 3 credits

Quantitative reasoning and problem solving are essential skills for success in academics and in life. Quantitative reasoning, which includes Mathematics and Statistics, develops ways of knowing that involve abstraction, generalization, and analysis. Such thinking involves problem solving, interpretation, representation, application, and communication.

CONTENT CRITERIA

Students should be able to:
a) Demonstrate good problem-solving habits, including:
    - Estimating solutions and recognizing unreasonable results.
    - Considering a variety of approaches to a given problem, and selecting one that is appropriate.
    - Interpreting solutions correctly.
b) Generate and interpret symbolic, graphical, numerical, and verbal (written or oral) representations of mathematical ideas.
c) Communicate mathematical ideas in written and/or oral form using appropriate mathematical language, notation, and style.
d) Apply mathematical concepts, procedures, and techniques appropriate to the course.
e) Recognize and apply patterns or mathematical structure.
f) Utilize and integrate appropriate technology.

CORE STUDENT LEARNING OUTCOMES

Quantitative Literacy – Students should be able to:
1) **Interpret Information**
    a) Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2) **Represent Information**
    a) Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
3) **Perform Calculations**
    a) Solve problems or equations at the appropriate course level.
    b) Use appropriate mathematical notation.
    c) Solve a variety of different problem types that involve a multi-step solution and address the validity of the results.
4) **Apply and Analyze Information**
    a) Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to a typical problem at the appropriate level.
    b) Formulate, organize, and articulate solutions to theoretical and application problems at the appropriate course level.
    c) Make judgments based on mathematical analysis appropriate to the course level.
5) **Communicate Using Mathematical Forms**
    a) Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication).
6) **Address Assumptions**
    a) Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course.

Problem Solving – Students should be able to:
7) **Define a problem**
    a) Construct a detailed and comprehensive problem statement or goal.
    b) Identify relevant contextual factors.
8) **Propose Exact and Approximate Strategies for Solution of a Problem**
    a) Identify reasonable approaches to solving the problem within the given context.
9) **Evaluate Potential Strategies**
    a) Provide an evaluation of the potential strategy(ies) which may include:
        i. the history of the problem,
        ii. the logic behind the potential strategy(ies),
        iii. the limitations of potential strategy(ies),
        iv. the feasibility of the proposed strategy(ies),
        v. the potential impacts of the proposed strategy(ies).
    b) Choose a feasible strategy.
10) **Apply a Strategy**
    a) Implement chosen approach(es).
    b) Quantify uncertainty and error in results.
    c) Gauge success of the chosen strategy(ies) and revise as needed.

11) **Evaluate Results**
     a) Discuss and review results relative to the context of the problem.
     b) Make recommendations for further work (where applicable).

1C. Diversity, Equity, and Inclusion – 3 credits

Courses that address **Diversity, Equity, and Inclusion** engage students in the study of cultural identities, explore the interactions among these identities, and reflect upon patterns of interaction related to the larger contexts in which they take place, focusing predominantly on US ~~domestic~~ cultures as they are situated within a global context. These courses provide opportunities to expand self-awareness, examine perspectives, and engage in dialogue in order to analyze personal and social responsibility, social systems, and contemporary contexts.

~~**Courses muct base at least 50% of the final grade on student engagement in dialogue.**~~

Courses in the 1C category will ask students to undertake meaningful interaction with one another in order to encourage proactive engagement across difference. A variety of approaches are possible for accomplishing this objective, including but not limited to, spoken dialogue, dialogic or collaborative writing, artistry approaches, and group work. Choices of approach should reflect the content/disciplinary area and faculty expertise/preference.

A Guidance Committee will partner with faculty to help shepherd course development, content, and delivery and assist with the curriculum review process.

AUCC Category 1C is aligned with the following GT Pathways Categories:
- Arts & Expression (GT-AH1)
- Literature & Humanities (GT-AH2)
- Ways of Thinking (GT-AH3)
- Economic or Political Systems (GT-SS1)
- Geography (GT-SS2)
- Human Behavior, Culture, or Social Frameworks (GT-SS3)

Each AUCC 1C course must address the Content Criteria and Core Student Learning Outcomes for one of the GT Pathways categories above, **in addition to those listed below**.

Courses in category 1C must base at least **25% of the final grade on writing**, a portion of which must be written outside of class. Writing activities may range from brief in-class reflective writing to multi-draft revised papers.

CONTENT CRITERIA
Diversity ~~and Global Awareness~~:
~~**Through dialogue:**~~
- Explore diverse perspectives.

- Recognize and explore various cultural identities, heritages, and important similarities and differences as depicted in the arts, or reflected in geography, or in economic or political systems.
- Explore interactions among groups and identities as relevant to the discipline.

CORE STUDENT LEARNING OUTCOMES

Dialogue – Students should be able to:
1) **Develop skills of intergroup dialogue.**
    a) Develop skills of active listening.
    b) Identify the difference between dialogue and its processes and debate or discussion.
    c) Demonstrate the ability to engage in deliberative dialogue.
2) **Employ dialogue skills to explore multiple perspectives.**

Diversity & Global Learning – Students should be able to:
    3) **Address Diversity:**
   a) Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

2. Advanced Writing – 3 credits

Building on and adapting skills and strategies developed in courses in Intermediate Writing, the objective of Advanced Writing is the further development of competence in written communication.

CONTENT CRITERIA

Students should be able to:
1) **Extend Rhetorical Knowledge**
   a) Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.
   b) Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.
   c) Learn more sophisticated ways to communicate knowledge to appropriate audiences.
   d) Apply reflective strategies to the synthesis, communication, and creation of knowledge.
2) **Extend Experience in Writing**
   a) Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.
   b) Critique one's own and other's work, including the work of professional writers and/or scholars.
3) **Extend Critical and Creative Thinking**

a) Reflect on the implications and consequences of context.
b) Incorporate alternate, divergent or contradictory perspectives or ideas within one's own position.
c) Extend and complicate the consequences of the stated conclusion.

4) **Use Sources and Evidence**
a) Select, evaluate, and synthesize appropriate sources and evidence.
b) Use discipline-appropriate criteria to evaluate sources and evidence.

5) **Extend Application of Composing Conventions**
a) Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.
b) Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing project.

CORE STUDENT LEARNING OUTCOMES

Written Communication – Students should be able to:
1) **Employ Rhetorical Knowledge**
a) Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

2) **Develop Content**
a) Create and develop ideas within the context of the situation and the assigned task(s).

3) **Apply Genre and Disciplinary Conventions**
a) Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

4) **Use Sources and Evidence**
a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
b) Follow an appropriate documentation system.

5) **Control Syntax and Mechanics**
a) Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

FOUNDATIONS AND PERSPECTIVES – 19 ~~22~~ CREDITS

Foundations and Perspectives courses emphasize subject area methodologies, perspectives, modes of expression and creativity, concepts, and knowledge. Courses in this category help students effectively use fundamental competencies to bring diverse viewpoints, knowledge, application, creativity, and skills to life. Courses explore distinctive characteristics as well as critical linkages among fields of study, promoting synthesis of learning.

Students must select at least one course from ~~any category in~~ AUCC Category 3 (A-D) ~~that~~ with a designated focus on global ~~issues~~ awareness.

3A. Biological and Physical Sciences – 7 credits

Biological and Physical Science courses examine scientific perspectives, build familiarity with scientific knowledge and the scientific method, develop competencies in reasoning, inquiry, and analysis and evaluate the impacts of science and technology on society to facilitate communication in an increasingly complex and technological world. At least one course used to satisfy this requirement must have a laboratory component.

CONTENT CRITERIA

The **lecture** content of a GT Pathways science course:

Students should be able to:
a. Develop foundational knowledge in specific field(s) of science.
b. Develop an understanding of the nature and process of science.
c. Demonstrate the ability to use scientific methodologies.
d. Examine quantitative approaches to study natural phenomena.
e. Develop concepts of accuracy, precision, and the role of repeatability in the acquisition of scientific knowledge.
f. Demonstrate the ability to recognize connections between the specific subject matter being taught and other areas of scientific endeavor or human activity.

The **laboratory** (either a combined lecture and laboratory, or a separate laboratory course tied to a science lecture course) content of a GT Pathways science course:

Students should be able to:
a. Perform hands-on activities with demonstration and simulation components playing a secondary role.
b. Engage in inquiry-based activities.
c. Demonstrate the ability to use the scientific method.
d. Obtain and interpret data, and communicate the results of inquiry.
e. Demonstrate proper technique and safe practices.

CORE STUDENT LEARNING OUTCOMES

Inquiry & Analysis – Students should be able to:
1) **Select or Develop a Design Process**
    a) Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.
2) **Analyze and Interpret Evidence**
    a) Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.
    b) Utilize multiple representations to interpret the data.
3) **Draw Conclusions**
    a) State a conclusion based on findings.

Quantitative Literacy – Students should be able to:
4) **Interpret Information**
    a) Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
5) **Represent Information**
    a) Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

NOTE: Courses in categories 3B, 3C, and 3D must base at least **25% of the final grade on writing**, a portion of which must be written outside of class. Writing activities may range from brief in-class reflective writing to multi-draft revised papers.

3B. Arts and Humanities – 6 credits

The Arts and Humanities explore uniquely human expressions. The Arts and Humanities investigate the cultural character and literatures of human experiences, fundamental questions of values and meaning, and, both in word and beyond words, the symbols and creative expressions of human life.

Courses in Arts and Humanities may be in Arts and Expression; Literature and Humanities; Ways of Thinking; or World Languages. No more than three credits of intermediate world language (L*** 200, L*** 201) may be used toward this category.

CONTENT CRITERIA

Arts and Expression (GT-AH1):

Students should be able to:
Respond analytically and critically to works of artistic expression, by addressing all of the following:
    a. Describe the basic elements and their effects on meaning in a work of art.
    b. Relate the effects of geography, economics, politics, religion, philosophy, and science on the values of a culture and the stylistic features of its arts.
    c. Determine how a work reflects or rejects the major values or concerns of a historical era or culture.
    d. Interpret themes or major concepts.
    e. Effectively use appropriate foundational competencies in the study of the arts and humanities, including competencies related to the creative process.
    f. Expressive ability through a medium appropriate to the course content.

Literature and Humanities (GT-AH2):

Students should be able to:
Respond analytically and critically to literary or media works, by addressing all of the following:
    a. Specific era(s)
    b. Specific culture(s)
    c. Themes or major concepts
    d. Attitudes and values

Ways of Thinking (GT-AH3):

Students should be able to:
Respond analytically and critically to ways of thinking, by addressing one or more of the following:
    a. Logic
    b. Ethics
    c. The different questions dealt with by leading philosophers and/or theologians and their positions on those questions.

World Languages (GT-AH4):

Students should be able to:
Develop an ability to communicate in, and understand, a language other than spoken and written English. Students should be able to:
    a. Acquire intermediate skills in speaking, aural comprehension, reading, and writing in a language other than English, or
    b. Acquire intermediate skills in American Sign Language.

CORE STUDENT LEARNING OUTCOMES

Arts & Expression (GT-AH1):

Creative Thinking – Students should be able to:

1) **Embrace Contradictions:**
   a) Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.

Critical Thinking – Students should be able to:

2) **Utilize Context:**
   a) Evaluate the relevance of context when presenting a position.
   b) Identify assumptions.
   c) Analyze one's own and others' assumptions.
3) **Understand Implications and Make Conclusions:**
   a) Establish a conclusion that is tied to the range of information presented.
   b) Reflect on implications and consequences of stated conclusion

Diversity & Global Learning – Students should be able to:

4) **Build Self-Awareness:**
   a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
5) **Examine Perspectives:**
   a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:

6) **Develop Content and Message:**
   a) Create and develop ideas within the context of the situation and the assigned task(s).
7) **Use Sources and Evidence:**
   a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
8) **Use language appropriate to the audience.**

Literature & Humanities (GT-AH2):

Critical Thinking – Students should be able to:

1) **Utilize Context:**
   a) Evaluate the relevance of context when presenting a position.
   b) Identify assumptions.
   c) Analyze one's own and others' assumptions.
2) **Understand Implications and Make Conclusions:**
   a) Establish a conclusion that is tied to the range of information presented.
   b) Reflect on implications and consequences of stated conclusion

Diversity & Global Learning – Students should be able to:
3) **Build Self-Awareness:**
   a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
4) **Examine Perspectives:**
   a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:
5) **Develop Content and Message:**
   a) Create and develop ideas within the context of the situation and the assigned task(s).
6) **Use Sources and Evidence:**
   a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
7) **Use language appropriate to the audience.**

Ways of Thinking (GT-AH3):
Critical Thinking – Students should be able to:
1) **Explain an Issue**:
   a) Use information to describe a problem or issue and/or articulate a question related to the topic.
2) **Utilize Context:**
   a) Evaluate the relevance of context when presenting a position.
   b) Identify assumptions.
   c) Analyze one's own and others' assumptions.
3) **Understand Implications and Make Conclusions:**
   a) Establish a conclusion that is tied to the range of information presented.
   b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:
4) **Build Self-Awareness:**
   a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
5) **Examine Perspectives:**
   a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:
6) **Develop Content and Message:**
   a) Create and develop ideas within the context of the situation and the assigned task(s).
7) **Use Sources and Evidence:**
   a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
8) **Use language appropriate to the audience.**

World Languages (GT-AH4):

Diversity & Global Learning – Students should be able to:
1) **Build Self-Awareness:**
    a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
2) **Examine Perspectives:**
    a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:
3) **Develop Content and Message:**
    a) Create and develop ideas within the context of the situation and the assigned task(s).
4) **Use Sources and Evidence:**
    a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
5) **Use language appropriate to the audience.**
6) **Execute Delivery:**
    a) Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.

3C. Social and Behavioral Sciences – 3 credits

The Social and Behavioral Sciences are designed to help students acquire broad foundations of social science knowledge and the ability to apply this understanding to contemporary problems and issues. The Social and Behavioral Sciences use methods of the field to study the complex behaviors of individuals and their relationships with others in families, public institutions, and cultures. The Social and Behavioral Sciences requirements help students explore the forms and implications of individual and collective behaviors, and their ties to formal institutions.

Social and Behavioral Sciences courses may be in Economic or Political Systems; Geography; or Human Behavior, Culture, or Social Frameworks.

CONTENT CRITERIA

Economic or Political Systems (GT-SS1):

Students should be able to:
- Demonstrate knowledge of economic or political systems.
- Use the social sciences to analyze and interpret issues.
- Explain diverse perspectives and groups.

Geography (GT-SS2):

Students should be able to:

- Demonstrate knowledge of how multiple factors and processes contribute to the nature of landscapes, identities, and regions.
- Apply social science tools and perspectives to analyze and interpret issues.

Human Behavior, Culture or Social Frameworks (GT-SS3):

Students should be able to:

- Develop knowledge of human behavior, including learning, cognition, and human development **or** cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.
- Understand diverse perspectives and groups.
- Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.

CORE STUDENT LEARNING OUTCOMES

Economic or Political Systems (GT-SS1):

Civic Engagement – Students should be able to:

1) **Civic Knowledge**:
   a) Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.

Critical Thinking – Students should be able to:

2) **Explain an Issue:**
   a) Use information to describe a problem or issue and/or articulate a question related to the topic.
3) **Utilize Context:**
   a) Evaluate the relevance of context when presenting a position.
   b) Identify assumptions.
   c) Analyze one's own and others' assumptions.
4) **Understand Implications and Make Conclusions**:
   a) Establish a conclusion that is tied to the range of information presented.
   b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

5) **Build Self-Awareness:**
   a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
6) **Examine Perspectives:**
   a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:
7) **Develop Content and Message:**
   a) Create and develop ideas within the context of the situation and the assigned task(s).
8) **Use Sources and Evidence:**
   a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
9) **Use language appropriate to the audience.**

Geography (GT-SS2):
Critical Thinking – Students should be able to:
1) **Explain an Issue:**
   a) Use information to describe a problem or issue and/or articulate a question related to the topic.
2) **Utilize Context**:
   a) Evaluate the relevance of context when presenting a position.
   b) Identify assumptions.
   c) Analyze one's own and others' assumptions.
3) **Understand Implications and Make Conclusions:**
   a) Establish a conclusion that is tied to the range of information presented.
   b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:
4) **Build Self-Awareness:**
   a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
5) **Examine Perspectives**:
   a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
6) **Address Diversity:**
   a) Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Written/Oral Communication – Students should be able to:
7) **Develop Content and Message:**
   a) Create and develop ideas within the context of the situation and the assigned task(s).
8) **Use Sources and Evidence:**
   a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
9) **Use language appropriate to the audience.**

Human Behavior, Culture or Social Frameworks (GT-SS3):

Critical Thinking – Students should be able to:
1) **Explain an Issue:**
   a) Use information to describe a problem or issue and/or articulate a question related to the topic.
2) **Utilize Context:**
   a) Evaluate the relevance of context when presenting a positon.
   b) Identify assumptions.
   c) Analyze one's own and others' assumptions.
3) **Understand Implications and Make Conclusions**:
   a) Establish a conclusion that is tied to the range of information presented.
   b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:
4) **Build Self-Awareness**:
   a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
5) **Examine Perspectives:**
   a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
6) **Address Diversity:**
   a) Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Written/Oral Communication – Students should be able to:
7) **Develop Content and Message:**
   a) Create and develop ideas within the context of the situation and the assigned task(s).
8) **Use Sources and Evidence:**
   a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
9) **Use language appropriate to the audience.**

3D. Historical Perspectives – 3 credits

The goal of the Historical Perspectives requirement is to engage students in an analytical, chronological or thematic study of significant events, to investigate different perspectives and interpretations of them, and to understand historical methods, sources, and concepts as they relate to multi-dimensional human experiences. It should provide students with a foundation for relating perspectives of the past to aspirations for the future.

CONTENT CRITERIA

- Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions.
- Employs historical thinking and concepts, which include context, change over time, continuity, multiple causation, and human agency.
- Investigates multiple historical primary sources and secondary accounts.
- Analyzes multiple perspectives to create written narratives, interpretations, or syntheses.

CORE STUDENT LEARNING OUTCOMES

Critical Thinking – Students should be able to:
1) **Formulate an Argument:**
   a) Ask a question relevant to the discipline.
   b) Synthesize perspectives that answer it.
   c) Take a specific position.
2) **Incorporate Evidence:**
   a) Interpret/evaluate sources to develop an analysis or synthesis.
3) **Understand Implications and Make Conclusions:**
   a) Establish a conclusion that is tied to the range of information presented.
   b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:
4) **Build Self-Awareness:**
   a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
5) **Examine Perspectives:**
   a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Information Literacy – Students should be able to:
6) **Evaluate Information Critically**:
   a) Utilize a variety of information sources appropriate to the scope and discipline of the research question.
   b) Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source.
7) **Use Information Effectively to Accomplish a Specific Purpose**:
   a) Synthesize information from sources to fully achieve a specific purpose.
8) **Use Information Ethically and Legally**:
   a) Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.

Written/Oral Communication – Students should be able to:

9) **Develop Content and Message:**
    a) Create and develop ideas within the context of the situation and the assigned task(s).
10) **Use Sources and Evidence:**
    a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
11) **Use language appropriate to the audience.**

DEPTH, APPLICATION, AND INTEGRATION – 5 CREDITS MINIMUM

The objective of the Depth, Application, and Integration requirement is to ensure that all students continue to develop their academic competencies and build upon the Fundamental Competencies and Foundations and Perspectives courses in manners consistent with learning objectives of their major's program of study. These courses provide integrative and/or applied learning through which students demonstrate the ability to integrate multiple threads from prior learning, to complex, novel, or re-contextualized problems.

Additionally, courses in this category strive to prepare students to demonstrate University learning outcomes, which include creativity, communication, reasoning, stewardship, and collaboration. These foster dispositions toward lifelong learning and the ethical and responsible use of knowledge and information.

To achieve these ends, each undergraduate program of study (major) is required to specify how the following criteria as indicated in 4A, 4B, and 4C below are satisfied **in at least two upper-division courses that total a minimum of five credits**. Departments housing the program of study must offer the courses that satisfy these requirements solely or in collaboration with other units. Courses used to meet requirements under AUCC Categories 2 and 3 may not be used to meet this requirement.

4A. Applying Fundamental Competencies

Designated courses must apply and integrate knowledge from courses in the Fundamental Competencies of AUCC Categories 1A, 1B, 1C, and 2. **At least 50% of the course grade must be based on activities that involve writing, speaking, and/or problem solving.** Early guidance and feedback will support students' growth as writers, speakers, and problem solvers.

4B. Integrating Foundations and Perspectives

Designated courses must build upon the Foundations and Perspectives of AUCC Categories 3A, 3B, 3C, and 3D in an integrative and complementary way. Each course designated to fulfill this requirement shall emphasize the connections between its course content and the concepts and intellectual approaches that exemplify Foundations and Perspectives categories to:

1. deepen students' understanding by extending concepts and intellectual approaches of appropriate Foundations and Perspectives categories in the content of the designated course;
2. broaden students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspectives categories are placed in a different context in the designated course;
3. enrich students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspectives categories are further developed and transformed in the content of the designated course.

4C. Capstone Experience

Every major must require a capstone experience that offers the opportunity for integration and reflection on students' nearly completed undergraduate education. Capstone experiences should enable students to:

1. synthesize the academic and/or artistic experience of the major;
2. analyze disciplinary knowledge with relation to broader areas of intellectual endeavor;
3. evaluate the interaction between their discipline and society;
4. apply appropriate Foundations and Perspectives competencies and knowledge gained from courses in the major;
5. participate in collaborative and in interdisciplinary activities relevant to the program of study;
6. make the transition into career or further academic degree programs;
7. identify their roles and potential in the larger professional and/or scholarly community and in society.

Adopted by Faculty Council 12/1/98; revisions approved by Faculty Council 10/5/04, 10/2/07, 11/06/18, 5/5/20, 10/6/20, and 4/6/21.