

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

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

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

**FACULTY COUNCIL AGENDA ITEMS:**

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

**A. ANNOUNCEMENTS**

- a. Next Faculty Council Meeting – February 7, 2023 – Microsoft Teams – 4:00pm
- b. Harry Rosenberg Award
- c. Faculty Volunteers for MURALS 2023 -- [MURALS – Colorado State University \(colostate.edu\)](https://www.colostate.edu/murals)
- d. Faculty Council Special Session for a Brand Presentation – Nancy Deller, Associate Vice President for Marketing – [Special Session date will be announced once confirmed]
  - a. [Recording of Previous Brand Presentation](#)

**B. MINUTES TO BE APPROVED**

- a. Faculty Council Meeting – November 1, 2022 (pp. 3-21)

**C. UNFINISHED BUSINESS**

**D. CONSENT AGENDA**

1. UCC Minutes – October 21 & 28, November 4 & 11, 2022 (pp. 22-33)

**E. ACTION ITEMS**

1. Motion regarding Adjustments to Academic Probation Terminology – Committee on Scholastic Standards – Alan Kennan, Chair (p. 34-35)

2. Proposed Revisions to Student Bereavement Policy – Committee on Teaching and Learning – Shawn Archibeque, Co-Chair & Cayla Bellamy, Co-Chair (pp. 36-37)

**F. PRESIDENT’S REPORT – Interim President Rick Miranda**

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

**H. REPORTS TO BE RECEIVED**

1. Fall 2022 Task Force Reports
  - a. Administrative Leave Task Force
  - b. Budget 101 to Capstone Task Force (pp. 38-39)
  - c. Contracts Task Force
  - d. Innovative Directions Task Force
  - e. Shared Governance Task Force (p. 40)
2. Faculty Council Chair Report – Sue Doe
3. Board of Governors Report – Andrew Norton

**I. DISCUSSION**

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

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

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

**MINUTES**  
**Faculty Council Meeting**  
**November 1, 2022 – 4:00pm – Microsoft Teams**

**CALL TO ORDER**

Chair Sue Doe called the meeting to order at 4:02 p.m.

**FACULTY COUNCIL AGENDA ITEMS:**

**I. FACULTY COUNCIL AGENDA – November 1, 2022**

**A. ANNOUNCEMENTS**

1. Next Faculty Council Meeting – December 6, 2022 – Lory Student Center 322/Microsoft Teams – 4:00pm

Chair Doe: Our next meeting on December 6<sup>th</sup> will be a hybrid meeting, and the in-person portion will be held in the Lory Student Center Room 322. Encouraged those not able to make the in-person part to join by Microsoft Teams.

2. Call for additional Administrative Leave Task Force members – contact Michael Antolin or Sharon Anderson

Chair Doe: Encouraged members interested in questions around policy of administrative leave, or would like to know more about it, to contact Michael Antolin or Sharon Anderson. Both would be happy to answer your questions about this task force. This task force is endeavoring to understand what administrative leave actually means and where it is codified. The task force is charged with understanding how administrative leave is described, how it is implemented, and what its implications are for faculty and staff.

**B. MINUTES TO BE APPROVED**

1. Faculty Council Meeting – October 6, 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 – September 30 & October 7, 2022

Chair Doe: Asked members if there was anything to be pulled from the consent agenda for further review.

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

**E. ACTION ITEMS**

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

Steve Reising: On behalf of the Committee on Faculty Governance, move the election of graduate students to Faculty Council standing committees, as seen in the agenda packet.

Chair Doe: Indicated that there was a question in the chat of whether these graduate students are nominated by the Graduate Student Council.

Reising: Confirmed, graduate student nominees are nominated by the Graduate Student Council.

Chair Doe: Thanked Reising. Asked if there was any further discussion. Hearing none, requested a vote in the chat using Microsoft Forms.

Motion approved.

2. Election – Graduate Student Representative to University Policy Review Committee – Committee on Faculty Governance – Steve Reising, Chair

Reising: On behalf of the Committee on Faculty Governance, move for the nomination of Shelby Davis as the graduate student representative for the University Policy Review Committee. Stated that the University Policy Review Committee is one of the two University committees listed in the Manual.

Chair Doe: Asked if there was any discussion about this nomination. Hearing none, requested a vote in the chat using Microsoft Forms.

Motion approved.

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

Reising: On behalf of the Committee on Faculty Governance, move to nominate John Elder as a faculty representative to the University Benefits Committee.

Chair Doe: Asked if there was any discussion regarding this nomination. Hearing none, requested a vote in the chat using Microsoft Forms.

Motion approved.

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

Reising: On behalf of the Committee on Faculty Governance, move the nominations of the two academic faculty to Faculty Council standing committees as seen in the agenda packet.

Chair Doe: We have Ryan Brooks nominated to the Committee on Non-Tenure Track Faculty and Sarah Raabis nominated for the Committee on University Programs. Asked if there was any discussion. Hearing none, requested a vote in the chat using Microsoft Forms.

Motion approved.

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

Interim President Rick Miranda: Will focus most of the presentation today on going through and explaining the draft incremental budget that was presented to the Board of Governors in early October.

President Miranda: Our SPUR campus is up and running with two (2) buildings open, Vida and Terra. The Hydro building is about to open. We will get the keys to Hydro in about a month and will be getting training on how the building works, and then the grand opening will be during the National Western Stock Show in early January.

President Miranda: We are already into our second round of projects from the campus constituencies. There are around eighty (80) letters of intent to submit projects for a second round of funding that is available.

President Miranda: We have a lot of interim leadership at the moment. We are unpausing the search for the new Vice President for Advancement. Kim Tobin left that position late last spring. We decided to unpause this because the Advancement position may be something that the new President will want to be involved in. The search firm and search committee have determined that we can settle on some semifinalists for that position in the late January timeframe, which will be in time for the next President to have some influence there.

President Miranda: The other search we are launching now is for the Vice President for Human Resources. Robyn Fergus left that position last month, and Brett Anderson was appointed as the interim Vice President for Human Resources. We are holding off on the other interim positions for another month. Most of the reasoning for that is due to timing of the Presidential search.

President Miranda: The position description for the President has been posted for about a month. The search committee has met and started scoring candidates over the past two (2) weeks or so and met just today to select a dozen semifinalists which will be interviewed by the search committee. The goal of that is to select two (2) to four (4) finalists to present to the Board of Governors for their consideration in early December.

President Miranda: Asked if there were any questions regarding these items before moving on to the budget presentation.

Sharon Anderson: Wondering whether there will be campus visits by the candidates and whether faculty will have an opportunity to meet them before a final decision.

President Miranda: Not aware if there will be campus visits.

President Miranda: Will move on to the budget presentation. Will focus on the four (4) scenarios presented to the Board of Governors. These four (4) scenarios presented to the Board were decided upon as an exercise for prediction for next year's budget. The scenarios have two (2) variables in play. The first is an increase in the resident undergraduate tuition and the other is the average salary increase for the employees at the institution. We were given instructions to model a rate increase of resident undergraduate rate increase of either 0% or 3% and in the salary modeling, we were asked to model what would happen if we raised salaries on the average of 3% or by 5%.

President Miranda: Want to concentrate on the scenario that includes a 3% raise increase for employees. Chose this because it illustrative of the other ones. Described the budget numbers shown on the screen. Stated that this budget is only our educational and general (E&G) budget, and it is independent of the auxiliaries like housing, dining, parking. It is also independent of our research funding. The E&G budget funds the education and general operations of the University.

President Miranda: Described the differences between last year and our projections for next year. This budget shows what is possible with the assumptions of a 3% resident undergraduate tuition increase, which would total around a \$23.5 million increase in our revenue. Explained the areas where tuition would increase. We have more non-residents than residents this year, which we hope and predict will persist into next year and increase the non-resident mix and give us a few more dollars as well. We are not budgeting for any increase in enrollment. Despite having a very large incoming freshman class, we have correspondingly smaller sophomore, junior, and senior classes. There would also be an increase to graduate tuition, as well as the Veterinary Medicine program increasing their tuition slightly.

President Miranda: We also have two (2) main elements of our budget, both in tuition and state appropriations. Directed members' attention to the budget lines that indicate predictions for state appropriations, which a little more than \$5 million coming in our fee for service and our specialty education program buckets. We also had a great year with grant funding, so the E&G budget gets the benefit of some indirect costs that come from increased grant activity. When you add the estimates of additional tuition collections, the state appropriations, and the indirect cost recovery, we have about \$23.5 million. Asked if there were questions about these projections.

President Miranda: Hearing none, will move on. The next section of our incremental budget has to do with our financial aid projections. We are projecting an increase in the financial aid budget of about \$4.3 million. Showed that there are four (4) components of that. We are predicting to collect \$4.3 million from resident undergraduates if we raise tuition, so we would take 20% of that and devote it to financial aid. The Financial Aid Office has told us that in order to honor the new and renewal awards that we would give it will cost another \$2.7 million. We have a small number of scholarships that are not denominated in dollars, as they are indicated by full or half tuition. We also have the waivers for GTAs, where we pay tuition on their behalf.

President Miranda: Explained that all of this leads to a new revenue of around \$19 million. Now the question is how we will spend this money. In the presentation we made to the Board of Governors, there was about \$1.6 million dedicated to multi-year central investments and strategic initiatives. These are items decided by the President as top priorities of the institution. At the moment we have \$1.6 million in there, and these cover items like the rural initiative, the student success initiative. There is also some budgeting for diversity initiatives and some money for health and safety initiatives.

President Miranda: We also have items called quality enhancements. These are things that arrive in the budget process more from below than from above. These are things like additional faculty lines or cases for retention packages made by departments. The wish list is at about \$4 million.

President Miranda: The largest number on the board is the faculty and staff compensation number. This is at around \$23 million, with the scenario of 3%. Each percentage costs about \$5 million, which totals \$15 million. Then there are some money in there for promotions and benefits for our graduate students. We have budgeted a number of dollars in there for addressing equity issues among faculty and staff as well. We have attempted to be generous on the expense side, as well as in other categories of compensation. There is some money towards academic incentive funding, which we sometimes call tuition sharing.

President Miranda: The final line on this document is \$3.4 million, which covers things like bond payments, previous mortgages, new facilities and buildings coming online. We are also anticipating almost \$1 million for additional insurance. We are also anticipating an increase in the utility bills, as well as inflation regarding maintaining our journal subscriptions.

President Miranda: What we presented to the Board of Governors in early October added up to about \$33 million, which is significantly more than the \$19 million we had the new revenue for. We are short to the tune of about \$14.8 million. At the last budget presentation at Faculty Council, we indicated that we inherited a \$5.8 million deficit from last year. In the structural E&G budget, we managed to pay with one-time funds last year from a variety of sources.

President Miranda: Stated that we have a shortfall now in early October, but we don't have to submit a balanced budget to the Board until they approve it at their May meeting. We have about six (6) months to tweak the budget. The governor just released the governor's budget today for the state of Colorado. Believe he was more generous in that budget in a variety of ways, so our state appropriations may look better. It was also proposed that tuition be capped at 4% for state institutions in Colorado, so that might give us a little bit of additional flexibility in raising

tutions as well. The other side of the equation is that we might have to tighten our belts on the expense side, which will be part of the discussions over the next six (6) months. Will look at how close we can get with the scenario of a 3% tuition increase and 3% salary raise as the more favorable budget. We will have to see the information provided by the governor's office and how the budget discussions develop with the legislature over the course of the legislative session.

President Miranda: We will not be sending a new version of this to the Board of Governors for their December meeting. We will take into account the new information from the governor and any other new information we have about any of our expenses or additional revenues. We will see if we can get closer to a balanced budget depending on the scenarios we choose. We will likely still show the Board several scenarios so there will be a collection of possibilities for the Board to consider. We are investigating all the avenues to turn the dials we need to turn in order both to accomplish our mission here but also to stay inside our revenues.

President Miranda: Asked if there were any questions about the budget or other items for discussion.

Joseph DiVerdi: In the spirit of shared governance, wondering how faculty can participate in the budget process to weigh in on the values.

President Miranda: Will be making a presentation to the Committee on Strategic and Financial Planning next month. Discussed this with the chair, James Graham, a few days ago and we are working on the exact date for a visit. This will be a chance to sit down with Faculty Council representatives and leaderships on that committee to roll up our sleeves and go into the next level of detail on some of these things.

Anders Fremstad: Most of our revenue looks like it is from increased tuition. Looking at the numbers from Institutional Research, 66% of our resident instruction course credit hours are now taught by non-tenure track faculty, according to data from Spring 2022. Most of these faculty are not paid enough to live in Fort Collins. Wondering what fraction of the raises will be directed toward this section of our faculty.

President Miranda: We have tended to distribute funds for an overall salary exercise across the board. This does not mean that the equity investments will be across the board. We have two (2) priorities there. The first priority is for our lowest-paid employees and the others is for people who work in units that are low-paid relative to peer institutions. When we get around to distributing the funds, we will pay more attention to those two (2) populations. Our protocols for the salary exercise have not been determined yet. Last year, we had a 3% raise across the board. The Board of Governors likely wants us to have a more merit-based and equity-based process than what was exercised last year. We will work toward developing a process for this, which will be part of the job over the next six (6) months.

Fremstad: Believe faculty would like to be involved as those protocols are drafted.

President Miranda: Expressed agreement.



Mary Van Buren: When we are talking about resources and what is flowing in and out, wondering if there are areas that you would consider cutting back on in order to provide more resources for salaries, which are low among many units, not just non-tenure track faculty and certain departments.

President Miranda: We would always be open to trimming in a healthy way. Directed members' attention to the budget shown on the screen. There is a line called budget reductions. If we do budget reductions, either across the board or in selected units, that would appear as a negative number and would reduce our expenses, freeing up money to go into categories above as positive expenses. At the moment, we have not done enough analysis of where we might do budget reductions. It does not necessarily have to be done across the board, but we could do it in selected units if we decide.

Chair Doe: Continuing the theme of in the spirit of shared governance, wondering if the President's Office would be congenial to the idea of faculty involvement in the defining of equity and who might most benefit from equity efforts.

President Miranda: Would be happy to. This will be one of the topics we will ask for consultation on when we meet with the Committee on Strategic and Financial Planning. If other voices want to communicate with our office or have open forums on this issue, that would be fine as well.

Doug Cloud: Wondering if there is a long-term strategy to address the inflationary pressure and the rising cost of living. With the \$23 million for staff compensation, wondering if the conversation might benefit from breaking that out and looking at how much a 3% increase would look like for continuing, contract, and adjunct faculty or those making less than \$100,000 versus what a 3% raise would look like at the top levels. Wondering if you can speak to the long-term strategy because this seems unsustainable. We are looking at a number that is a 3% raise but is essentially a 5% pay cut if inflation remains where it has been.

President Miranda: Our primary sources of revenue have been tuition and state appropriations. With state appropriations, we have very little control, and the state also does constrain the largest parts of our tuition increases. The thing we have been trying to change, which has been under our control, is the change to have more non-resident students here, which has changed the mix and provided more resources without a lot more stress on the institution as far as instructional load goes. The Board of Governors asked this same question in early October. The challenge now is to brainstorm ways in which we could generate new resources and what this looks like. This is something we are working on and will continue to work on.

Chair Doe: Stated that Mary-Ann Kokoska from the Department of Art and Art History commented in the chat that the College of Liberal Arts has notable equity issues and cannot raise funds to rectify this.

Chair Doe: Doreene Hyatt asked in the chat if the cost to the University is higher to offer retirement incentives again versus salary increases.

President Miranda: Do not believe there is a plan this year to offer another round of retirement incentives.

Van Buren: Wanted to also follow up on Cloud's comments. Believe what he was saying was differential increases depending on pay. In other words, the people who are paid least get a higher percentage increase than those that are paid most. Stated this was done at her previous institution. Wondering if this is a possibility.

President Miranda: There is nothing preventing us to considering schemes like that. We could consider that and would be happy to try to model what that looks like. We could distribute funds on a dollar basis rather than a percentage basis.

Chair Doe: The faculty are trying to understand the vocabulary of budget. Our task force on budget is attempting to identify the language that we need to understand budget. One of the terms often used is auxiliary. As we understand it, the auxiliary parts of campus pay their own way or generate their own revenue. Believe some of these are like parking, housing and dining. One of the other auxiliary areas is Athletics. Wondered if you can speak to where this exists in the budget, because it comes up fairly frequently and in our effort to understand more fully, how does Athletics figure into all of this and where it appears.

President Miranda: Yes, several areas of the University are completely auxiliary and get no money from the education in general budget. The prototype example is parking, where we are statutorily mandated to separate the parking and we are not allowed to subsidize parking in either direction. They are not allowed to make a profit and give that to the University. We have other parts of the University that do not have the statutory restrictions, but we tend not to commingle the funds. Then there are units in the University that have a hybrid nature to them, and we have some revenue from the education and general budget and some revenue from self-generated monies that they charge. Athletics is one of the hybrid examples. They get some funds and they generate a lot of money on their own by selling tickets and food in the stadium. Other hybrid units include marketing and communications, where they have E&G funds to do all the marketing for the University, but also have capabilities and an operation to do both internal and external marketing. There is also conference services, student affairs, both which have a modest E&G budget and most of their revenue comes from housing and dining. The student fees support the Lory Student Center. There is quite a bit of variety in our auxiliary units, and we monitor those because that revenue tends to be more volatile.

DiVerdi: Had a question about parking as an auxiliary. Stated that by statute, it is required to cash neutral and pay for itself. Think it makes sense for faculty to participate in the governance of that because it impacts the faculty so greatly on a daily basis.

President Miranda: Expressed agreement. Would hope that the Committee on Strategic and Financial Planning to have regular presentations from units that they are interested in understanding more about.

DiVerdi: In time with the Committee on Strategic and Financial Planning, we did not have a mechanism to have people come through. Would be good if we could arrange that and have a more systematic way of doing that.

President Miranda: Would be happy to help figure out a way to do that.

Silvia Canetto: Would like to follow up on comments about Athletics. Not sure if you are presented with budget of Athletics but would like to be reminded about what goes into Athletics. It was stated that Athletics is a hybrid model with some revenues coming in from the University and some from outside. Wondering how much will come from the general budget. It was also stated that the administration was open to trimming in a healthy way and wonder about trimming Athletics. Stated that Athletics is failing in their goals and what they are supposed to do. Seems that any unit that is unsuccessful would be targeted for trimming. Wondering whether that discussion has been reopened.

President Miranda: Stated that Athletic Director Joe Parker comes annually to present the Athletics budget. Expressed disagreement that Athletics is failing. We do not have a great record in football but stated that participation in homecoming and Ag Day was spectacular. Ag Day is an enormous industry partnership with agricultural producers and stakeholders from around the state. If you look at the overall record of the athletics teams in the Mountain West, we do very well. Our track and field has regularly done well, the students in the programs generally have a better retention and graduation rate than the regular rest of the student body. Reiterated disagreement that the program is failing. The program is doing what we have asked it to do and we are generally pleased with the results. It is expensive. They generate a lot of their own revenue as well to try to make ends meet. Understand that not everyone in the University is as big a fan of a Division One athletics program. Personal opinion is that it is not a failing program. We do look at their budget on an annual basis. They have not had a student fee increase for about ten (10) years, so they are managing their budgets fairly well.

Canetto: Should have been more precise and stated that football is a failure and would consider that a place for healthy trimming.

President Miranda: When we say failure, wondering what the metric for that is. If your metric is wins or losses, then yes, but if your metric is student success and whether the revenue is fairly stable and sufficient, or whether the revenue from football is able to support some of the non-revenue sports and whether they are able to pay a large fraction of the scholarships they award. The answer you get there is much different than if your metric is whether they beat Boise State last Saturday.

Chair Doe: Stated personal thoughts. There are many ways to measure athletic program success that go beyond a win-loss record. If we can show a valuable educational experience that our student athletes are getting, that is an important component.

Chair Doe: There is a question in the chat about whether equity salary budgeting is something that the task force on faculty workload equity is working on.

President Miranda: Not sure of the charge to that particular task force. Am not the authority on that.

Chair Doe: Thanked President Miranda. Hearing no further questions or discussion, thanks President Miranda for being here.

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

Interim Provost Janice Nerger was unable to attend – no formal report at this time.

Vice Provost Susan James: No formal updates today. Encouraged members that are wanting updates on the searches to reach out. Encouraged members to apply for the Director of TILT position and watch for the Vice Provost for Undergraduate Affairs candidates to be on campus before and after Fall Break.

Vice Provost James: Wanted to speak to the equity workload task force that was mentioned. We are not focused on salary equity, although we have groups in Institutional Research, Human Resources, and Office of Equal Opportunity are focused on salary equity. There is some overlap between those, but we are not far enough along to speak to that yet. We will be sure to keep Faculty Council updated on that work.

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

#### **1. Faculty Council Chair Report – Sue Doe**

Chair Doe: We have two (2) different surveys coming up that members should be familiar with. The first is the Presidential survey and the other is the University Grievance Officer survey. Stated that we are going to move forward with a Presidential survey. The idea of the Presidential survey is to give feedback to the Board of Governors about faculty perceptions of how the President is doing. In years past, we had a survey of about seven (7) or eight (8) questions with one (1) question provided by the President's Office. We have engaged Institutional Research to distribute the survey and do the quantitative analysis, and the Institute for Research in the Social Sciences (IRISS) to do the analysis of the open-ended questions. We believe this survey has create a more robust instrument that offers genuine feedback to the President's Office. We have a similar approach for the survey for the University Grievance Officer.

Chair Doe: Our task forces are well underway. We have task forces related to contracts and job security for continuing, contract and adjunct faculty, to administrative leave, budget task force, an innovation task force, and a shared governance task force. Expressed thanks to all the members of those task forces, many of which are led by members of the Executive Committee.

Chair Doe: At the request of some faculty members, a few department chairs and other interested parties, have undertaken a project that involves analyzing compensation information from the publicly available compensation study through Institutional Research. We are trying to understand how many faculty in particular, and employees in general, are making less than

\$35,000 a year, oftentimes working less than 50%. We are organizing the data to show the stratification of salaries to examine whether it is possible to offer some subsidization for parking for our lowest-paid faculty and employees. Our hope is to have something to share at our next Faculty Council meeting.

### Full Chair's Report

2. Board of Governors Report – Andrew Norton
  - a. Listening Session Overview
  - b. Presidential Search Listening Session Feedback Report

Andrew Norton: At our last Board of Governors meeting, we had a presentation from our AAUP organization presenting the survey on faculty working conditions. Expressed thanks to Fremstad, Gretchen O'Dell, and Van Buren for the impactful presentation. This was during the public comment period of the Board, which was at the start of the meeting. That report supported a lot of productive discussions moving forward.

Norton: We spent a little time working on the strategic plan for the System, which we anticipate finishing by the end of the year. We also had routine reports from the audit department and from financial advisors about debt capacity.

Norton: In the revised agenda for this meeting, there are readouts and thematic summaries from the listening sessions for the Presidential search. We did eight (8) listening sessions. Worked with Jimena Sagas from the Libraries and suggested that we have the Institute for Research in the Social Sciences (IRISS) to create a thematic summary. There is a copy in the agenda packet, and this is posted on the Presidential Search website as well. We are posting this because the feedback from those listening sessions did inform in a significant way the position description for the President as well as the rubric that we used to evaluate the candidates.

## **I. DISCUSSION**

1. Vice President for Inclusive Excellence Office Updates and Climate Survey – Kauline Cipriani, Vice President for Inclusive Excellence & Shannon Archibeque-Engle, Associate Vice President for Inclusive Excellence.
  - a. Link to [Climate Survey Results](#)
  - b. [Presentation on Results of 2021 Climate Survey](#)
    - i. Passcode: %Tm\$E#7@

Chair Doe: Thanked Vice President Kauline Cipriani and Associate Vice President Shannon Archibeque-Engle for being here. Eager to hear presentation.

Vice President Kauline Cipriani: Thanked Chair Doe. The Office for Inclusive Excellence was formally known as the Office for Diversity. Our name has changed, but our mission, vision, and priorities have not.

Vice President Cipriani: Inclusive excellence is a term coined by the American Association of Colleges and Universities. It is described as their guiding principle for access, student success, and high-quality learning. Inclusive excellence goes beyond diversity and inclusion work. It requires understanding that getting diversity, equity, inclusion, and justice is critical for our success as an institution. It is an active process, not a passive process. This includes addressing inequities and driving sustained institutional change.

Vice President Cipriani: We have many initiatives hosted by the Office of Inclusive Excellence. All of these initiatives have been worked on at CSU for the past few years. We also have a lot of student diversity programs and services. Showed slides that presented leadership of the Office of Inclusive Excellence.

Vice President Cipriani: We often get the question of what success looks like and what getting inclusive excellence work right looks like. Having done this for a couple decades now, the clear metrics that we should be working towards would be the elimination of achievement gaps and opportunity gaps where they exist on campus based on identity. A third thing to consider is whether or not our reward system matches our values. We talk about how important inclusive excellence is and how important diversity, equity, and inclusion is to us, but when we look at how we reward individuals and units and fund these units and individuals on campus, we need to look at whether it matches the stated values we have about the importance of diversity, equity, inclusion and justice.

Associate Vice President Shannon Archibeque-Engle: Want to begin presentation on the climate survey by thanking everyone involved. We had partnerships with Institutional Research, the Inclusive Excellence staff, the Vice Presidents and Deans, and everyone who responded to the survey.

Associate Vice President Archibeque-Engle: Indicated that the survey is put together by a committee. Thanked the members of that committee, which is comprised of representation from around the campus to make sure we are answering the needs of the University.

Associate Vice President Archibeque-Engle: The purpose of the survey is to assess the current employee climate. This time, the comparison between 2018 and 2021 was the priority. We had never done that kind of longitudinal comparison. Want to also emphasize that we focus on disaggregating the data so that we can roll up into the demographic groups that we have always used in our analysis of the climate survey and that are required to the federal government and other areas. We wanted to make sure that we can disaggregate things to be more respectful and honor how people identify for themselves. We do have crosstabs in the reports by gender, racialized and minoritized status, and employee type. Stated that continuing, contract and adjunct faculty are not rolled into faculty in general based on feedback from Faculty Council and others.

Associate Vice President Archibeque-Engle: College and division-level reports are posted and have been posted on our website since spring. Department and unit-level reports can be requested through Lee Tyson and Heather Novak.

Associate Vice President Archibeque-Engle: The climate survey is a tool and is meant to be a decision-making tool to inform our policies, our practices toward inclusive excellence. It is important that we triangulate this information against other pieces of information we have, including information around students access, equity gaps, even the report coming out from the AAUP. We wanted to provide an overall picture of employment experiences and perceptions. We want to further see issue and commitment to institutional accountability. Believe that is easier this time with the 2018-2021 comparison reports that are available for each division and college. We want to have questions as part of this that we can directly take action on and that we can create discussion with within individual units and colleges. We also want to provide a benchmark for longitudinal data collection and comparison.

Associate Vice President Archibeque-Engle: Explained the organizational themes. These include work culture, respect, favoritism, leadership accountability, climate overall, and communications. We want low percentage agreement rates with regards to favoritism, and we want high leadership accountability. Communications was a new section we added since communications was important through COVID and as we are coming out of COVID. We heard from constituents that how communications happened were important to how they were experiencing the climate in their area. We also had demographic questions, which we expanded to include more questions regarding race and gender identity. These questions help inform the work by the disaggregated race ethnicity committee on intersectionality. That report is forthcoming. We also added a question on identifying a person with a disability and a question about identifying in the LGBTQIA+ community.

Associate Vice President Archibeque-Engle: The survey is administered via Qualtrics and takes about fifteen (15) minutes. It is available in Spanish and English, and we have both a web-based and hard paper copy. We collect these results, and no identifiers are reported. We keep this confidential.

Associate Vice President Archibeque-Engle: Described the response rates as seen in the agenda packet. Stated that we are down in every factor, as seen in the results. Provided some examples and explained the data seen in the packet.

Associate Vice President Archibeque-Engle: Reminded members that this is a tool to help us make value-based, evidence-informed decisions. We now have this data and the question is what we are going to do about it from there. Explained the multicultural organizational development model. It has a commitment to creating an inclusive organization that values the contributions and talents of all members. There is also a commitment to eliminate all forms of exclusion, discrimination, and follows through on broader social and environmental responsibilities. We are still using this model in the Office of Inclusive Excellence.

Associate Vice President Archibeque-Engle: Happy to take questions.

Gregg Griffenhagen: Am wondering about the percentage agreements, not sure what that means. Other question is around workshops that are mentioned from the survey. It states that workshops will be happening four (4) to six (6) months prior to the next survey. Wondering if this data

should be analyzed based on previous patterns and disseminated within a few months versus two (2) years.

Associate Vice President Archibeque-Engle: The next survey will be launched in the fall of 2024, and the survey results for this past survey were disseminated in the spring of 2022. This is similar to how we have rolled it out before. We would love to get the report out quicker, but we need more bodies to get that done. Encouraged Griffenhagen and members to visit the website for more information on methodology. We have a video there about how we did the analysis. The average percent agreement is “strongly agreed” and “agreed”, and that is how we chose to shorten the presentation into a bite-sized way for consumption here.

Cloud: Wondering if you can talk about the difference between the terms eliminating achievement gaps as stated in the mission slide and the other term labeled equal outcomes. Suspect these are different things. Other question is around statements of using this as a tool. Looking at the percentages, wondering how we get the qualitative results in order to make decisions.

Vice President Cipriani: An example of an achievement gap would be majority students graduating in a timely manner and minority students taking longer. Opportunity gaps would be looking at things like promotion and tenure, such as majority faculty getting promotions in a faster timeframe as compared to underrepresented faculty. Not familiar with the use of the term equal outcomes in the context of diversity, equity, and inclusion work.

Associate Vice President Archibeque-Engle: With the qualitative results, we have done focus group work in the past, which are available on our website. We have a resource gap right now and it costs money from our office to do the qualitative work, more so than it takes to do the quantitative work. Would like to get back to this.

Jennifer Martin: Thanked Vice President Cipriani and Associate Vice President Archibeque-Engle for presenting the material. Think this is important for providing opportunities to hold ourselves accountable to making change. Knowing that the departmental and unit conversations are forthcoming, want to offer gratitude and the role this office plays in making sure we do not let this data exist in silence and that we use it as an opportunity to improve our climate on campus.

Sybil Sharvelle: There were some questions around action items. Think it is important that we think about if there might be ways for those that struggle to put these kinds of data into action items and what kind of support there might be for departments and colleges to do that. Wondering if there are best practices or guidance moving forward for some actions moving forward.

Associate Vice President Archibeque-Engle: We do offer workshops for faculty. We have done it with various departments throughout the institution, specifically on multicultural organizational development. A practice that we can utilize, and that we have utilized in the past, are diversity strategic plans informed by equity gaps and informed by the results from the climate survey and the multicultural organizational development model. This model is pragmatic and helps guide





<b>Jim Ippolito</b>	Soil and Crop Sciences	2023
<u>Marco Costanigro</u>	College-at-Large	2023
<b>Bradley Goetz</b>	College-at-Large	2023
<b>Andrew Norton</b>	College-at-Large	2023
<b>Health and Human Sciences</b>		
<b>Ruoh-Nan (Terry) Yan</b>	Design and Merchandising	2024
<b>Jennifer Richards</b>	Health and Exercise Science	2025
<b>David Sampson</b>	Food Science and Human Nutrition	2025
<b>Lisa Daunhauer</b>	Human Development and Family Studies	2023
<b>Erin Arneson</b>	Construction Management	2024
<b>Aaron Eakman</b>	Occupational Therapy	2023
<b>Sharon Anderson</b>	School of Education	2024
<b>Elizabeth Kiehne</b>	School of Social Work	2025
<b>Brian Butki</b>	College-at-Large	2024
<b>Business</b>		
<b>Bill Rankin</b>	Accounting	2023
<u>John Hoxmeier</u>	Computer Information Systems	2024
<b>Bharadwaj Kannan</b>	Finance and Real Estate	2025
<b>Rob Mitchell</b>	Management	2024
<u>Elizabeth Webb</u>	Marketing	2023
<b>Engineering</b>		
<b>Peter Jan van Leeuwen</b>	Atmospheric Science	2024
<b>Ashok Prasad</b>	Chemical and Biological Engineering	2025
<u>Hussam Mahmoud</u>	Civil and Environmental Engineering	2024
<b>Steven Reising</b>	Electrical and Computer Engineering	2025
<u>Kirk McGilvray</u>	Mechanical Engineering	2023
<u>Thomas Bradley</u>	Systems Engineering	2023
<b>Sybil Sharvelle</b>	College-at-Large	2023
<b>Liberal Arts</b>		
<b>Mary Van Buren</b>	Anthropology & Geography	2023
<b>Mary-Ann Kokoska</b>	Art & Art History	2025
<b>Mark Saunders</b>	Communication Studies	2025
<b>Anders Fremstad</b>	Economics	2024
<b>Doug Cloud</b>	English	2023
(substituting for Tony Becker, on sabbatical Fall 2022)		
<b>Maricela DeMirjyn</b>	Ethnic Studies	2025
<b>John Slater</b>	Languages, Literatures, and Cultures	2025
<b>Jared Orsi</b>	History	2023
<b>Marilee Long</b>	Journalism and Technical Communication	2025
<b>Madeline Harvey</b>	Music, Theatre, and Dance	2025
<b>Andre Archie</b>	Philosophy	2025
<b>Marni Berg</b>	Political Science	2024

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

**University Libraries**

<b>Christine Pawliuk</b>	Libraries	2025
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**Ex Officio Voting Members**

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

**Ex Officio Non-Voting Members**

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

**Alan Rudolph**

Jenelle Beavers

**Blanche M. Hughes**

TBD

**Greg Luft****Brendan Hanlon**

James Pritchett

Beth Walker

David McLean

Lise Youngblade

**Sonia Kreidenweis****Ben Withers**

Karen Estlund

Simon Tavener

Susan VandeWoude

A. Alonso Aguirre

**Justin Schwendeman-Curtis**

(substituting for Matt Klein, Chair Administrative Professional Council)

Vice President for Research

Vice President for Strategy

Vice President for Student Affairs

Vice Provost for Undergraduate Affairs

Interim Vice President for University Marketing &  
Communications

Vice President for University Operations

Dean, College of Agricultural Sciences

Dean, College of Business

Dean, College of Engineering

Dean, College of Health and Human Sciences

Interim Dean, Graduate School

Dean, College of Liberal Arts

Dean, Libraries

Interim Dean, College of Natural Sciences

Dean, College of Vet. Medicine &amp; Biomedical Sciences

Dean, Warner College of Natural Resources

Administrative Professional Council

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **October 21, 2022** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 11:32 a.m.

### Minutes

The minutes of October 7, 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
<a href="#">SPCM 280A3</a>	Communication Skills-Mindful Communication	1 <sup>st</sup> offering: SP21; 2 <sup>nd</sup> offering: SP22. Permanent course in workflow: <a href="#">SPCM 278K</a>	Spring 2023

New Courses			
Course #	Course Title	Notes	Effective Term
<a href="#">ESS 516/ NR 516</a>	Climate Justice and Policy	2 cr.; Distance/Online only; Graduate only. Proposed as 1 of 4 core courses for the new <a href="#">Graduate Certificate in Climate Adaptation and Risk Management (CARMA)</a> .	Fall 2023
<a href="#">LJPN 336</a>	Japanese Pop Culture-Edo Period to Present		Fall 2023
<a href="#">MATH 463</a>	Post-Quantum Cryptography	Previously offered as experimental course <a href="#">MATH 480A1</a> . Third experimental offering of MATH 480A1 already approved for SP23.	Spring 2024
<a href="#">NB 506</a>	Neuroscience of Disease	2 cr.; previously offered as experimental course <a href="#">NB 580A1</a> .	Fall 2023

New Graduate Certificates		
Program Title	Notes	Effective Term
<a href="#">Graduate Certificate in Sustainable Business</a>	Offered Online/DCE only.	Fall 2023

### Major Changes to Courses

Course #	Course Title	Notes	Effective Term
<a href="#">DSCI 369</a>	Linear Algebra for Data Science	<ul style="list-style-type: none"> <li>• <b>Change of credit distribution (addition of recitation) (4-0-0 to 3-0-1)</b></li> <li>• Edit to offering term: <b>Fall</b>, Spring</li> <li>• Addition of Distance/Online offering.</li> <li>• Edit to prerequisites: <del>(MATH 124 and MATH 126) or</del> (MATH 157 and MATH 159) or MATH 155 or MATH 156 or MATH 160 or MATH 161.</li> </ul>	Fall 2023
<a href="#">ECE 520</a>	Optimization Methods--Control <u>and Comm. &amp; Communication</u>	<ul style="list-style-type: none"> <li>• Edit to course title.</li> <li>• Edit to offering year: <b>Every Odd</b></li> <li>• Edit to prerequisites: <a href="#">DSCI 369</a> <del>MATH 229</del> or MATH 369; MATH 317.</li> <li>• Addition of Universal Restrictions: <b>NO Freshman; NO Sophomore</b></li> </ul>	Fall 2023
<a href="#">ECE 534</a>	Analog Integrated Circuit Design	<ul style="list-style-type: none"> <li>• <b>Credit increase (from 3 to 4)</b></li> <li>• <b>Change of credit distribution (addition of lab) (3-0-0 to 3-1-0)</b></li> <li>• Edit to offering term: <b>As Needed Fall</b></li> <li>• Removal of Distance/Online offering.</li> <li>• Edit to Add'l Reg Info: <b>Junior standing. Must have concurrent registration in ECE 535. Sections may be offered: Online.</b></li> </ul>	Fall 2023
<a href="#">ECE 571</a>	VLSI System Design	<ul style="list-style-type: none"> <li>• <b>Credit increase (from 3 to 4)</b></li> <li>• <b>Change of credit distribution (addition of lab) (3-0-0 to 3-1-0)</b></li> <li>• Edits to course description.</li> <li>• Edit to prerequisites: <a href="#">ECE 450</a>; ECE 451</li> <li>• Addition of Distance/Online offering.</li> <li>• Edit to Add'l Reg Info: <b>Junior standing. Sections may be offered: Online. Must have concurrent registration in ECE 575.</b></li> </ul>	Fall 2023
<a href="#">SOCR 400</a>	Soils and Global Change- <u>Impacts and Solutions</u> <del>Science and Impacts</del>	<ul style="list-style-type: none"> <li>• Edit to course title. <i>Existing AUCC 4A/4B/4C in SOCR-SESZ-BS.</i></li> </ul>	Fall 2023

### CONSENT AGENDA

### Minor Changes to Courses

Course #	Course Title	Notes	Effective Term
<a href="#">BZ 460</a>	Genome Evolution	<ul style="list-style-type: none"> <li>• Edit to prerequisites: BZ 220 and <b>(BZ 310 or BZ 350).</b></li> </ul>	Spring 2024

<a href="#">ECE 519</a>	Network Centric Systems	<ul style="list-style-type: none"> <li>Edit to prerequisites: CS 165 with a C or higher; <a href="#">DSCI 369 with a C or higher</a> or ECE 303 with a C or higher or ECE 312 with a C or higher or ECE 421 with a C or higher or ECE 456 with a C or higher or MATH 369 with a C or higher or STAT 303 with a C or higher.</li> </ul>	Fall 2023
<a href="#">ECE 555</a>	Advanced Robotics-Redundancy & Optimization	<ul style="list-style-type: none"> <li>Edit to prerequisites: ECE 455; <a href="#">DSCI 369</a> or MATH 369</li> <li>Addition of Add'l Reg. Info: <a href="#">Junior standing</a></li> </ul>	Fall 2023

### Course Deactivations

Course #	Course Title	Notes/Changes	Effective Term
<a href="#">ECE 535</a>	Analog Integrated Circuit Laboratory	ECE 534 and ECE 535 are being combined into one course - ECE 534 ( <i>see Major Changes to Existing Courses above</i> ).	Fall 2023
<a href="#">ECE 575</a>	Experiments in VLSI System Design I	ECE 575 is being combined with ECE 571, so the lecture and lab are one class ( <i>see Major Changes to Existing Courses above</i> ).	Fall 2023

### Minor Changes to Existing Programs

Program Title	Notes	Effective Term
<a href="#">OGLF-CT: Graduate Certificate in Organizational Leadership</a>	<ul style="list-style-type: none"> <li>Addition of BUS 619 to course option list.</li> </ul>	Spring 2023
<a href="#">FWCB-CNVZ-BS: Major in Fish, Wildlife, and Conservation Biology, Conservation Biology Concentration</a>	<ul style="list-style-type: none"> <li>Junior year: addition of FW 310 to a 'Select one' list.</li> <li>Senior year: updates to Aquatic Biology, Wildlife, and Human Dimension elective lists.</li> </ul>	Spring 2023
<a href="#">FWCB-FASZ-BS: Major in Fish, Wildlife, and Conservation Biology, Fisheries and Aquatic Sciences Concentration</a>	<ul style="list-style-type: none"> <li>Senior year: update to Human Dimensions elective list.</li> </ul>	Spring 2023
<a href="#">FWCB-WDBZ-BS: Major in Fish, Wildlife, and Conservation Biology, Wildlife Biology Concentration</a>	<ul style="list-style-type: none"> <li>Junior year: addition of FW 310 to a 'Select one' list.</li> <li>Senior year: updates to Biology, Wildlife, and Human Dimension elective lists.</li> </ul>	Spring 2023

### Correction/Update to 9/2/22 and 9/9/22 Minutes

Course #	Course Title	Notes	Effective Term
<a href="#">HIST 474</a> <del>HIST 459</del> <del>HIST 472</del>	Human Rights in the Americas, 1945-1990	Course number administratively changed due to existing Study Abroad subtopic course: <a href="#">HIST 472A</a> . <a href="#">Course number administratively updated to HIST 474 due to department request.</a>	Fall 2023

Minutes approved by the University Curriculum Committee on 10/28/22.

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



## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **October 28, 2022** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 11:07 a.m.

### Minutes

The minutes of October 21, 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
<a href="#">ENGR 380A4</a>	Engineering Data Analytics	1 <sup>st</sup> offering: SP21; 2 <sup>nd</sup> offering: SP22 Permanent course in workflow: ENGR 478	Spring 2023

### Study Abroad Courses – 1st Provisional Offering

Course #	Course Title	Notes/Changes	Effective Term
<a href="#">HIST 382G</a>	Study Abroad-Taiwan: History, Culture, and Politics	3 cr. Travel dates: 5/21/23-6/4/23	Summer 2023

### New Courses

Course #	Course Title	Notes	Effective Term
<a href="#">BMS 304</a>	Applied Food and Fiber Animal Anatomy	Previously offered as experimental course BMS 380A2.	Fall 2023
<a href="#">E 458</a>	Topics in Language, Law, and Justice	Previously offered as experimental course E 480A3.	Summer 2023
<a href="#">ENGR 535</a>	Modeling Human Systems Behavior	Previously offered as experimental course ENGR 581A6.	Fall 2023
<a href="#">HDFS 693</a>	Capstone Seminar		Fall 2023
<a href="#">MECH 519</a>	Aerospace Vehicles Trajectory and Performance	Graduate only; previously offered as experimental course MECH 580B4.	Summer 2023

### Major Changes to Courses

Course #	Course Title	Notes	Effective Term
<a href="#">ECE 461</a>	Power Systems	<ul style="list-style-type: none"> <li>• <b>Credit increase (from 3 to 4)</b></li> <li>• <b>Change of credit distribution (addition of lab) (3-0-0 to 3-1-0)</b></li> </ul>	Fall 2023

		<ul style="list-style-type: none"> <li>• Addition of Reg Info: <u>Must register for lecture and laboratory.</u></li> <li>• Edit to Add'l Reg Info: <u>Junior standing. Must have concurrent registration in ECE 462.</u></li> </ul>	
<a href="#">MU 302</a>	University Orchestra	<ul style="list-style-type: none"> <li>• <b>Contact hour decrease (from 3 to 2)</b></li> <li>• Edit to Add'l Reg Info: Audition required for <u>ensemble placement. this ensemble.</u></li> <li>• Change of Grade Mode: <u>Traditional Instructor Option</u></li> </ul>	Fall 2023
<a href="#">MU 402</a>	Theater/Chamber Orchestra	<ul style="list-style-type: none"> <li>• <b>Contact hour decrease (from 3 to 2)</b></li> <li>• Add'l Reg Info moved to Reg Info: <u>Audition required</u></li> <li>• Change of Grade Mode: <u>Traditional Instructor Option</u></li> </ul>	Fall 2023

### Major Changes to Existing Programs

Program Title	Notes	Effective Term
<a href="#">FRSQ: Minor in Forestry</a>	• Addition of F 335 as a required course.	Spring 2023
<a href="#">PLHQ: Minor in Plant Health</a>	• See CIM for all changes ( <i>includes a revised Program Description</i> )	Spring 2023

### Existing Programs Previously Unpublished in Catalog

Program Title	Notes	Effective Term
<a href="#">Master of Science in Environmental Health, Plan A</a>		Fall 2023
<a href="#">Ph.D. in Environmental Health</a>		Fall 2023

### CONSENT AGENDA

### Experimental Courses – 1st Offering

Course #	Course Title	Notes/Changes	Effective Term
<a href="#">CBE 180A2</a>	CBE First Year Seminar		Spring 2023
<a href="#">CBE 680A3</a>	Supervised College Teaching	1-3 var. cr.	Spring 2023
<a href="#">GRAD 580A3</a>	Professional Development	1 cr.; Graduate only.	Spring 2023
<a href="#">HORT 481A3</a>	Analytical Analysis of Food		Spring 2023
<a href="#">HORT 581A5</a>	Nutritional Improvement of Food Crops	Distance/Online only; Graduate only.	Spring 2023
<a href="#">LSPA 481A1</a>	Creative Writing in Spanish		Spring 2023

### Minor Changes to Experimental Course – 2<sup>nd</sup> Offering

Course #	Course Title	Notes	Effective Term
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<a href="#">CS 280A1</a>	Computer Systems Foundations	<ul style="list-style-type: none"> <li>Edit to prerequisites: CS <del>162 165</del> with a <del>minimum grade of C or better</del> or CS 163 with a C or better or CS 164 with a C or better.</li> </ul>	Spring 2023
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### Minor Changes to Courses

Course #	Course Title	Notes	Effective Term
<a href="#">JTC 420</a>	Advanced Reporting	<ul style="list-style-type: none"> <li>Edit to prerequisites: (JTC 211) and (JTC 310) <del>or and</del> (JTC 320A or JTC 320B or JTC 320C or JTC 320D or JTC 320H).</li> </ul> <p><i>Submitted in CIM as a Major Change.</i></p>	Fall 2023

### Course Deactivations

Course #	Course Title	Notes/Changes	Effective Term
<a href="#">ECE 462</a>	Power Systems Laboratory	ECE 462 is being combined with ECE 461.	Fall 2023

### Minor Changes to Existing Programs

Program Title	Notes	Effective Term
<a href="#">MUSC-MUEZ-MM: Master of Music, Music Education Specialization, Plan A</a>	<ul style="list-style-type: none"> <li>Edits to footnote #2.</li> </ul>	Fall 2023
<a href="#">MUSC-MUEZ-MM: Master of Music, Music Education Specialization, Plan B</a>	<ul style="list-style-type: none"> <li>Edits to footnote #2.</li> </ul>	Fall 2023

Minutes approved by the University Curriculum Committee on 11/4/22.

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

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **November 4, 2022** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 10:46 a.m.

### Minutes

The minutes of October 28, 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 Offering

Course #	Course Title	Notes/Changes	Effective Term
<a href="#">ART 382E</a>	Study Abroad-Japan: Studio Practice	Variable credits (3-5) Partial semester	Summer 2023
<a href="#">ART 382F</a>	Study Abroad-Japan: Studio Research	Variable credits (3-5) Partial semester	Summer 2023

### Major Changes to Courses

Course #	Course Title	Notes	Effective Term
<a href="#">GES 440/ATS 440</a>	Sea Level Rise and a Sustainable Future	<ul style="list-style-type: none"> <li>• Addition of dual-listing with ATS 440.</li> <li>• Edits to credit not allowed statement: Credit <del>not</del> allowed for <u>only one of the following: both GES 440 and GES 480A3, ATS 440, GES 440, or GES 480A3.</u></li> </ul>	Spring 2024
<a href="#">HIST 621</a>	Research <u>Seminar – International Seminar: Europe</u>	<ul style="list-style-type: none"> <li>• Edits to course title, abbreviated title, and course description.</li> <li>• Edit to offering term: <u>As Needed</u> <del>Every</del></li> <li>• Edit to prerequisites: HIST 501 <u>or concurrent registration.</u></li> <li>• Edit to grade mode: <del>Instructor Option</del> <u>Traditional</u></li> </ul>	Fall 2023
<a href="#">MU 407</a>	Accompanying	<ul style="list-style-type: none"> <li>• <b>Contact hour decrease (from 3 to 2)</b></li> <li>• Addition of CLO’s and other info not previously in CIM.</li> </ul>	Fall 2023

### Major Changes to Existing Programs

Program Title	Notes	Effective Term
<a href="#">ALCM-MLCM: Master in Arts Leadership and Cultural Management, Plan C (M.A.L.C.M.)</a>	<ul style="list-style-type: none"> <li>• See CIM for all changes.</li> </ul>	Fall 2023
<a href="#">ENTQ: Minor in Entomology</a>	<ul style="list-style-type: none"> <li>• See CIM for all changes. <i>(includes updated Program Description)</i></li> </ul>	Fall 2023

<a href="#">IELQ: Interdisciplinary Minor in Environmental Studies in the Liberal Arts</a>	• Addition of AREC course options in elective lists.	Fall 2023
<a href="#">SOCl-GNSZ-BA: Major in Sociology, General Sociology Concentration</a>	• <b>Addition of Online/DCE offering.</b>	Fall 2023

<b>CONSENT AGENDA</b>
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### Experimental Courses – 1st Offering

Course #	Course Title	Notes/Changes	Effective Term
<a href="#">MU 481A2</a>	Advanced Clinical Musicianship	1 credit; audition required	Spring 2023
<a href="#">MU 581A3</a>	Graduate Clinical Musicianship	1 credit; Graduate only; audition required	Spring 2023

### Minor Changes to Courses

Course #	Course Title	Notes	Effective Term
<a href="#">AREC 422</a>	Food Supply Chain Management	• Edit to prerequisites: AREC <a href="#">310</a> or AREC <a href="#">311</a> <i>Submitted in CIM as a Major Change.</i>	Fall 2023
<a href="#">AREC 460</a>	Ag- and Resource-Based Economic Development	• Edit to abbreviated title. • Edit to prerequisite: <a href="#">AREC 202</a> <del>ECON 306</del>	Fall 2023
<a href="#">CHEM 242</a>	Foundations of Organic Chemistry Laboratory	• Edit to prerequisites: CHEM <a href="#">114</a> or CHEM <a href="#">121</a> ; CHEM <a href="#">241</a> , may be taken concurrently.	Fall 2023
<a href="#">CIVE 506</a>	Wind Effects on Structures	• Edit to prerequisite: <a href="#">CIVE 300</a> <del>504</del> <i>Submitted in CIM as a Major Change.</i>	Fall 2023
<a href="#">CIVE 511</a>	Coastal Engineering	• Edit to Reg. Info: <del>Bachelor's degree required.</del>	Fall 2023
<a href="#">CIVE 604</a>	Fluid Turbulence and Modeling	• Edit to prerequisites: <a href="#">CIVE 300</a> <del>502</del> or <del>CIVE 504</del> <i>Submitted in CIM as a Major Change.</i>	Fall 2023
<a href="#">ECE 573</a>	Semiconductor Optoelectronics Laboratory	• Edit to offering year: <del>Every</del> <b>Even</b> • Edit to offering term: <del>As Needed</del> <b>Spring</b> • Edit to prerequisite: <del>415 471B</del> • Addition of Universal Restriction: <b>NO Freshman, NO Sophomore</b>	Fall 2023
<a href="#">ECE 650</a>	Extreme Ultraviolet and Soft X-ray Radiation	• Edit to offering year: <del>Every</del> <b>Odd</b> • Edit to offering term: <del>As Needed</del> <b>Spring</b>	Fall 2023
<a href="#">ECE 777</a>	X-ray Lasers	• Edit to offering year: <del>Every</del> <b>Even</b> • Edit to offering term: <del>As Needed</del> <b>Spring</b>	Fall 2023
<a href="#">FSHN 444</a>	Nutrition and Aging	• Edit to offering term: <del>Every</del> <b>Fall, Spring</b>	Summer 2023

### Minor Changes to Existing Programs

Program Title	Notes	Effective Term
<a href="#">IALQ: Interdisciplinary Minor in American Sign Language</a>	Updates to elective list.	Fall 2023

### Correction/Update to 5/6/22 Minutes

Course #	Course Title	Notes	Effective Term
	<a href="#">Major in Theatre, Costume Design and Technology Concentration</a>	AUCC 4A: TH 363 AUCC 4B/4C: TH 460  <i>Effective term updated from Fall 2022 to Spring 2023.</i>	<del>Fall 2022</del> <a href="#">Spring 2023</a>

Minutes approved by the University Curriculum Committee on 11/11/22.

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

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **November 11, 2022** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 10:50 a.m.

### Minutes

The minutes of November 4, 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 Offering			
Course #	Course Title	Notes/Changes	Effective Term
<a href="#">BZ 482D</a>	Study Abroad-Kenya: Behavior and Biology of African Mammals	Partial semester	Summer 2023

Major Changes to Existing Courses			
Course #	Course Title	Notes	Effective Term
<a href="#">MU 440</a>	Music Therapy Methods- <del>Older</del> <del>Adults I</del>	<ul style="list-style-type: none"> <li>• Edits to course title, abbreviated title, and course description.</li> <li>• Edit to offering term: <del>As Needed</del> <b>Spring</b></li> <li>• Edit to prerequisites: <del>MU 241</del>; MU 250</li> <li>• Update to Add'l Reg. Info: <b>Both face-to-face and online students must attend an intensive week on campus during the 15th week of classes.</b></li> <li>• Edits to CLO's, assessment components, and weekly schedule.</li> </ul>	Fall 2023
<a href="#">MU 441</a>	Music Therapy Methods- <del>Developmental II</del>	<ul style="list-style-type: none"> <li>• Edits to course title, abbreviated title, and course description.</li> <li>• Edit to offering term: <del>As Needed</del> <b>Spring</b></li> <li>• Edit to prerequisites: MU <del>250</del> <b>440</b></li> <li>• Edits to CLO's, assessment components, and weekly schedule.</li> </ul>	Fall 2023
<a href="#">MU 443</a>	Music Therapy Methods- <del>Mental</del> <del>Health III</del>	<ul style="list-style-type: none"> <li>• Edits to course title and abbreviated title.</li> <li>• Edit to offering term: <del>As Needed</del> <b>Spring</b></li> <li>• Edit to prerequisites: MU <del>250</del> <b>441</b></li> </ul>	Fall 2023
<a href="#">MU 444</a>	Music Therapy Methods- <del>Medical</del> <del>IV</del>	<ul style="list-style-type: none"> <li>• Edits to course title and abbreviated title.</li> <li>• Edit to offering term: <del>As Needed</del> <b>Fall</b></li> <li>• Edit to prerequisites: MU <del>250</del> <b>443</b></li> <li>• Edit to assessment components.</li> </ul>	Fall 2023

New Graduate Certificate		
Program Title	Notes	Effective Term
<a href="#">Graduate Certificate in International Security</a>	Offered Online/DCE only.	Fall 2023

Miscellaneous Memo Request – New Subject Code	
Request	Justification
<a href="#">LHEB: Language-Hebrew-LHEB</a>	See CIM for full rationale/justification.

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
<a href="#">CHEQ: Minor in Chemistry</a>	<ul style="list-style-type: none"> <li>• <b>Edits to footnote 1:</b> At least <del>one</del> <del>two</del> of these courses must include a laboratory. No more than three of the 15 upper-division chemistry credits may be fulfilled by CHEM 301, CHEM 384, CHEM 487, CHEM 493, CHEM 495, or CHEM 498. <del>These courses may not fulfill the area nor the laboratory requirement, except for CHEM 498 which may satisfy the lab requirement.</del></li> <li>• <b>Edits to footnote 2:</b> The following courses may count as laboratory: CHEM 232, CHEM 242, <a href="#">CHEM 246</a>, CHEM 264, CHEM 322, CHEM 334, CHEM 344, <del>CHEM 345, CHEM 346</del>, CHEM 372, CHEM 431, CHEM 433, CHEM 440, CHEM 462, <del>CHEM 475</del>, CHEM 477, CHEM 498 (up to three credits only).</li> </ul>	Fall 2023
<a href="#">NRST-EZ-MNRS: Master of Natural Resources Stewardship, Plan C, Ecological Restoration Specialization</a>	<ul style="list-style-type: none"> <li>• Updates to ‘Select from’ and elective lists.</li> </ul>	Fall 2023
<a href="#">NRST-FZ-MNRS: Master of Natural Resources Stewardship, Plan C, Forest Sciences Specialization</a>	<ul style="list-style-type: none"> <li>• Updates to ‘Select from’ and elective lists.</li> </ul>	Fall 2023
<a href="#">NRST-GZ-MNRS: Master of Natural Resources Stewardship, Plan C, Rangeland Ecology and Management Specialization</a>	<ul style="list-style-type: none"> <li>• Updates to ‘Select from’ and elective lists.</li> </ul>	Fall 2023
<a href="#">NRST-NZ-MNRS: Master of Natural Resources Stewardship, Plan C, Western Ranch Management and Ecosystem Stewardship Specialization</a>	<ul style="list-style-type: none"> <li>• Updates to ‘Select from’ and elective lists.</li> </ul>	Fall 2023



<b>CONSENT AGENDA</b>
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<b>Experimental Courses – 1st Offering</b>			
<b>Course #</b>	<b>Course Title</b>	<b>Notes/Changes</b>	<b>Effective Term</b>
<a href="#">CS 581A5</a>	Program Verification and Synthesis	4 credits	Spring 2023
<a href="#">GRAD 480A1</a>	Graduate School Preparation	1 credit; Undergraduate ONLY	Spring 2023
<a href="#">IDEA 380A1</a>	Design Thinking Toolbox: Low-Fidelity Prototyping		Spring 2023
<a href="#">MATH 380A1</a>	Introduction to Research in Mathematics		Spring 2023

<b>Minor Changes to Courses</b>			
<b>Course #</b>	<b>Course Title</b>	<b>Notes</b>	<b>Effective Term</b>
<a href="#">MU 343</a>	Research Methods in Music Therapy	<ul style="list-style-type: none"> <li>Edit to prerequisite: <a href="#">STAT 100-499 – at least 3 credits</a> <del>STAT 100</del>.</li> </ul> <i>Submitted in CIM as a Major Change.</i>	Fall 2023

<b>Minor Changes to Existing Programs</b>		
<b>Program Title</b>	<b>Notes</b>	<b>Effective Term</b>
<a href="#">ECSF: Certificate in Ethics and Society</a>	<ul style="list-style-type: none"> <li>Updates to ‘Select from’ list.</li> </ul>	Fall 2023
<a href="#">ENGR-SYEZ-ME: Master of Engineering, Plan C, Systems Engineering Specialization</a>	<ul style="list-style-type: none"> <li>Updates to elective list.</li> </ul>	Fall 2023
<a href="#">SYSE-DE: Doctor of Engineering (D.Eng.) in Systems Engineering</a>	<ul style="list-style-type: none"> <li>Updates to elective list.</li> </ul>	Fall 2023
<a href="#">SYSE-PHD: Ph.D. in Systems Engineering</a>	<ul style="list-style-type: none"> <li>Updates to ‘Select from’ list.</li> </ul>	Fall 2023
<a href="#">SYSE-MS: Master of Science in Systems Engineering, Plan A</a>	<ul style="list-style-type: none"> <li>Updates to ‘Select from’ list.</li> </ul>	Fall 2023
<a href="#">SYSE-MS: Master of Science in Systems Engineering, Plan B</a>	<ul style="list-style-type: none"> <li>Updates to ‘Select from’ list.</li> </ul>	Fall 2023

Minutes electronically approved by the University Curriculum Committee on 11/14/22.

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

Date: November 8, 2022

To: Sue Doe  
Chair, Faculty Council

From: Alan Kennan  
Chair, Committee on Scholastic Standards

**Subject: Adjustments to Academic Probation Terminology**

The Committee on Scholastic Standards submits the following:

MOVED, THAT THE TERMINOLOGY FOR ACADEMIC PROBATION AT CSU IS CHANGED TO THE FOLLOWING: “ACADEMIC PROBATION” WILL BE REVISED TO “ACADEMIC STANDING” AND THE ASSOCIATED TERMS FOR THE FIRST SEMESTER IN THE PROCESS WILL BE “ACADEMIC WATCH” AND FOR THE SECOND SEMESTER IN THE PROCESS WILL BE “ACADEMIC DISMISSAL WARNING.”

**Proposed catalog language:**

#### **Academic ~~Probation~~Standing**

Students with a CUM GPA lower than a 2.000 will begin the ~~probation~~academic standing process for one or two regular semesters (fall and spring). The first fall/spring semester that a student has a CUM GPA lower than a 2.000 will be their “academic watch” semester. If a student continues into a second fall/spring semester with a CUM GPA below 2.000, that semester will be their “academic dismissal warning” semester. Grades earned in regular credit courses through the Division of Continuing Education or the CSU summer session will count toward the CUM GPA regardless of when those classes are taken. At any time that the CUM GPA is raised to a 2.000 or higher, the student will return to good academic standing.

Students who withdraw from all CSU courses during the semester or attend another institution will continue in the ~~probation~~academic standing process when they return. Note that transfer credit grades are not computed within the CUM GPA earned at CSU, so these grades cannot improve the CSU GPA.

#### **Rationale:**

Recently, there have been discussions in higher education regarding the use of Academic Probation terminology and the impact on students. California State University Fullerton changed their academic probation process to “academic notice,” based on feedback they received from students about the negative connotations and stereotypes raised by that language, particularly for students of color ([CSU Fullerton changes term from academic probation to notice.pdf](#)). Last spring, a group of academic advisors from the Exploratory Studies unit submitted a letter to the Committee on Scholastic Standards advocating for a shift in process language to align with the

asset-based approaches and student-ready campus frameworks that are utilized at CSU ([Exploratory Studies Probation Letter SP22.docx](#)).

The proposed language change does not change the requirements for students to remain in good academic standing at CSU nor the timeline for students to raise their CUM GPA to 2.000 before they are academically dismissed from the institution. We propose for this change to go into effect for the Fall 2023 semester.

Date: October 10, 2022

To: Sue Doe  
Chair, Faculty Council

From: Shawn Archibeque  
Chair, Committee on Teaching and Learning

Subject: **Student bereavement policy**

The Committee on Teaching and Learning submits the following:

**MOVED, THAT CSU WILL INCLUDE THE FOLLOWING POLICY ON STUDENT BEREAVEMENT IN THE ACADEMIC POLICIES OF THE GENERAL CATALOG.**

**Proposed Catalog Language:**

The purpose of the policy is to provide University excused time for students to deal with personal needs during the grieving process and attend any services in connection with a death.

Student Case Management and Referral Coordination (SCM) supports students in crisis situations and provides resources for ongoing care. To request Bereavement Leave, students are responsible for meeting with a Case Manager and requesting the amount of excused bereavement leave needed, to the extent deemed appropriate and advisable in view of circumstances (travel to another state or distant point, religious ceremonies, etc.), not to exceed five (5) days total and not required to be consecutive, for the death of a family member or other significant person with whom the student has a relationship. The definition of family member and significant person is purposely broad because today's families do not reflect a traditional or easily defined family structure. In addition, there are other relationships that have a significant impact on a student's life, e.g., friend, lifelong neighbor, college roommate, etc.

Student Case Management & Referral Coordination will collect basic information, at a minimum, including the full name of the deceased, date of passing, relationship to the student, requested days of excused absence, circumstances of the request (immediate grief, funeral/memorial service, travel, religious ceremonies, commemorative ceremony, etc.). Student Case Management will provide the student with a Bereavement Instructor Notification that the student will provide to their faculty. The student and faculty should collaborate on a written course plan that minimizes or eliminates the negative impact of absences related to bereavement.

In some instances, determined by the instructor, faculty, or department, it may not be possible to make-up course work including collaborative, practical, lab experiences, exams, quizzes and other assignments. Missing coursework may have a negative effect on a student's overall grade. Absence from class, for any situation, may be detrimental to a student's learning, grade, academic plan, graduation, financial aid, scholarship status, etc. even if excused.

**Rationale:**

There is currently no policy at CSU regarding student bereavement. Given this lack of guidance, many students and faculty have become disgruntled and confused about what course of action should be taken regarding the need for bereavement. Additionally, many faculty have become concerned that students may abuse bereavement to avoid due dates, extend time for studying, etc. This centralized policy will allow for documentation over the course of a student's time at CSU, which may provide a better platform to identify if a student is abusing the system in such a manner, while still providing a fair, equitable and compassionate system to allow for student bereavement. The time limit of 5 days was set to be consistent with faculty and staff policy as well as to limit unintended detriment that may be detrimental to student learning.

# Budget Task Force Report

Draft: Comments and suggestions welcome

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

**Date:** November 29th, 2022

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

## Public Budget Data

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

### **Budget Presentations to Enhance Transparency and Accountability**

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

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

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

**CSU Faculty Council Task Force on Shared Governance**  
**Report for Fall, 2022**

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

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

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