

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
November 1, 2022 – 4:00pm – Microsoft Teams**

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – November 1, 2022

A. ANNOUNCEMENTS

- a. Next Faculty Council Meeting – December 6, 2022 – Lory Student Center 322/Microsoft Teams – 4:00pm
- b. Call for additional Administrative Leave Task Force members – contact Michael Antolin or Sharon Anderson

B. MINUTES TO BE APPROVED

- a. Faculty Council Meeting – October 6, 2022 (pp. 3-16)

C. UNFINISHED BUSINESS

D. CONSENT AGENDA

- 1. UCC Minutes – September 30 & October 7, 2022 (pp. 17-23)

E. ACTION ITEMS

- 1. Election – Graduate Student Representatives to Faculty Council Standing Committees – Committee on Faculty Governance – Steve Reising, Chair (p. 24)
- 2. Election – Graduate Student Representative to University Policy Review Committee – Committee on Faculty Governance – Steve Reising, Chair (p. 25)
- 3. Election – Faculty Representative to University Benefits Committee – Committee on Faculty Governance – Steve Reising, Chair (p. 26)

4. Election – Faculty Representatives to Faculty Council Standing Committees – Committee on Faculty Governance – Steve Reising, Chair (p. 27)

F. PRESIDENT’S REPORT – Interim President Rick Miranda

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

H. REPORTS TO BE RECEIVED

1. Faculty Council Chair Report – Sue Doe
2. Board of Governors Report – Andrew Norton
 - a. Listening Session Overview (pp. 28-29)
 - b. Presidential Search Listening Session Feedback Report (pp. 30-37)

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 (pp. 38-71)
 - a. Link to [Climate Survey Results](#)
 - b. [Presentation on Results of 2021 Climate Survey](#)
 - i. Passcode: %Tm\$E#7@

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
October 4, 2022 – 4:00pm – Microsoft Teams

CALL TO ORDER

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

Chair Doe: We will be moving at a quick pace today and attempt to finish our meeting by as close to 5:00 p.m. as possible for those that observe Yom Kippur. Thanked those giving reports and presentations who have been willing to cede their time. Interim President Rick Miranda and interim Provost Janice Nerger have yielded their time to allow for discussions. Our two discussion groups have agreed to move with speed while still providing the information we need.

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – October 4, 2022

A. ANNOUNCEMENTS

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

Chair Doe: Our next Faculty Council meeting will be on November 1st and will be over Microsoft Teams. We are contemplating an attempt in December with a hybrid meeting. We will keep everyone posted on that possibility.

Chair Doe: On October 19th from 4:00 p.m. to 6:00 p.m., there will be a meet and greet at Avogadro's Number of all the employee councils. Invited members to join. This will be a social function, and the employee councils will be purchasing some food.

Chair Doe: Our discussion item for our November meeting will be the Vice President for Inclusive Excellence Kauline Cipriani as well as Shannon Archibeque-Engle. They will talk about the Vice President for Inclusive Excellence Office and the Campus Climate Survey.

Chair Doe: Have one final announcement from Anders Fremstad.

Anders Fremstad: Thanked Chair Doe. Expressed appreciation to everyone who filled out the AAUP CSU survey on faculty working conditions last spring. We are just releasing those results and they will be emailed soon. Over 460 people responded to the survey. The main issues identified as priorities for the University are compensation, first and foremost, as well as feelings of disrespect, bias and equity, and the need for transparency and accountability from the

University. Encouraged members to read the full report and provide feedback. The AAUP meets the first Thursday of each month at Avogadro's. Provided full link to [survey results](#) in the chat.

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting – September 6, 2022

Chair Doe: Asked if there were any corrections to be made to the Faculty Council minutes.

Hearing none, minutes approved by unanimous consent.

C. UNFINISHED BUSINESS

D. CONSENT AGENDA

1. UCC Minutes – August 26, September 2, 9, 16, & 23, 2022

Chair Doe: Asked Brad Goetz if there was anything Faculty Council members should be aware of in these University Curriculum Committee minutes.

Brad Goetz: Indicated that these were ordinary business. Had nothing to note.

Chair Doe: Asked if there were any items that members wished to pull for further discussion.

Hearing none, consent agenda approved by unanimous consent.

E. ACTION ITEMS

1. Election – Faculty 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 academic faculty nominations to Faculty Council Standing Committees as shown in the agenda packet.

Chair Doe: Reminded members that no second is needed. Asked if there was any discussion around these nominations.

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

Motion approved.

2. Election – Graduate Representatives to Faculty Council Standing Committees – Committee on Faculty Governance – Steve Reising

Reising: On behalf of the Committee on Faculty Governance, move the election of the graduate and undergraduate student representatives to Faculty Council Standing Committees as seen in the agenda packet.

Chair Doe: Thanked Reising. Stated that it is terrific to have this level of participation by graduate students and undergraduate students in our committee structure, and we greatly benefit from their participation. Asked if there was any further discussion or any questions.

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

Motion approved.

3. Proposed Revisions to Section D.2.2 of the Academic Faculty and Administrative Professional Manual – Committee on Faculty Governance – Steve Reising, Chair

Reising: On behalf of the Committee on Faculty Governance, move that Faculty Council adopt the proposed changes in Section D.2.2 as shown in the agenda packet. The University Policy Review Committee was created and added to the Manual in 2019 as a University Committee. It has members of faculty, administrative professionals, state classified, and students to give input to the University Policy Office. Many of these policies are relevant to faculty. This committee has never been convened. We elected faculty representatives last fall, in 2021, and they are ready to serve. The Vice President for University Operations is on board and agrees with this and is willing to convene the committee. Once started, it should continue similar to other committees.

Chair Doe: Thanked Vice President Brendan Hanlon for being willing to step forward and convene this committee. Asked if there were any additional questions or comments from the membership.

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

Motion approved. Will be sent to the Office of General Counsel for review.

4. Proposed Revisions to Section E.2 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Jennifer Martin, Chair

Jennifer Martin: On behalf of the Committee on Responsibilities and Standing of Academic Faculty, move to amend Section E.2 of the Faculty Manual as presented in the agenda packet. Stated that this amendment does not change any policy, but offers clarifying language around academic appointments, the home of academic appointments, as well as contract renewals.

Chair Doe: Thanked Martin. Asked if there was any discussion from members.

Joseph DiVerdi: Would like to speak in favor of this motion. Believe this is needed language to the Manual and ties up a number of details. Encouraged members to support this motion.

Chair Doe: Thanked DiVerdi. Asked if there was further discussion.

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

Motion approved. Will be sent to the Office of General Counsel for review.

F. REPORTS TO BE RECEIVED

1. Faculty Council Committee on Libraries Annual Report 2021-2022

Chair Doe: We have our annual report from the Committee on Libraries. Reminded members that this is not something subject to amendment but will need to be placed into the record. Asked if there were any questions regarding this report.

Hearing none, Committee on Libraries annual report was received and will be placed into record.

2. TILT Annual Report 2021-2022

Chair Doe: Directed members' attention to the annual report from the Institute for Learning and Teaching as seen in the agenda packet. Stated that there is a robust effort in all kinds of efforts and initiatives. Expressed appreciation for them bringing this report to us as a matter of record for Faculty Council. Asked if there were any questions.

Hearing none, annual report for the Institute for Learning and Teaching was received.

3. Faculty Council Chair Report – Sue Doe

Chair Doe: Am involved in the Vice President for Undergraduate Affairs search, serving as co-chair alongside Vice Provost Susan James. That search has moved into the semi-finalist stage. There were over 130 impressive applicants, of which 112 were deemed qualified. This has been a massive undertaking by the search committee. Expect we will have campus visits for the finalists very soon.

Chair Doe: Am also involved with the Reaccreditation 3B working group, which is associated with general education, teaching and learning. This group is currently collecting information and we will have a full draft to share by early November with the heads and chairs of the reaccreditation process.

Chair Doe: Have been attending the Council of Deans meetings. Stated that this is codified in the Faculty Manual that the Faculty Council Chair attends these meetings. The Deans report that it is helpful for them to hear what is immediately on the docket for Faculty Council, as well as what is in the works. For those that are committee chairs, requested that they keep her apprised and keep the Deans apprised of issues that may affect them.

Chair Doe: We have task forces that are underway, including a task force on shared governance, a task force on budget 101 to capstone, a task force on administrative leave and faculty impact, a task force on innovative directions, and a task force on non-tenure track faculty and job security.

Chair Doe: The AUCC 1C implementation groups are underway. There are two committees. One is charged with the logistical and fiscal issues around 1C, and they will have a report ready in early November. The second group is charged with assisting departments with their curricular decision-making and help those that wish to be a part of 1C to put forward an effective proposal and to assist those leaving 1C to determine where they will go in the curriculum.

Chair Doe: Reported that she is visiting each of the standing committees this fall. They are all working on important issues and thinking about policies that need to be updated. Stated that the standing committees are do the vast majority of the work of Faculty Council and hence are crucial to shared governance. Thanked them for all their work.

4. Board of Governors Report – Andrew Norton

Andrew Norton: The Board of Governors will be meeting on campus this Thursday and Friday, October 6th and 7th in the Lory Student Center. All are welcome to attend. The CSU report will be on Thursday beginning at 10:00 a.m., followed by an update on the rural initiative and the agricultural report. Stated that there is always an opportunity to speak to the Board during the public comment session, and that will be first thing on Thursday morning at 9:00 a.m. There will be a list that people can put their name on to get in line to speak.

G. DISCUSSION

1. Faculty Success (ADVANCE) – Jen Dawrs, Faculty Success Program Manager, Ruth Hufbauer & Susan James, Vice Provost for Faculty Affairs

Ruth Hufbauer: The ADVANCE program is now called Faculty Success. We introduced the grant last year to Faculty Council. We have a grant from the National Science Foundation focused on gender equity in STEM faculties. What we are doing at CSU is much broader than gender and STEM alone. With Faculty Success, we are mirroring our student success efforts, and the scope of the project is expanding as well with support from the institution.

Vice Provost Susan James: One of the things we kicked off last spring and that is picking up steam this fall is the Task Force on Faculty Workload Equity. This is a collaboration between the Committee on Gender Equity and Faculty Success, as well as Faculty Council. The Committee on Gender Equity (CoGen) has been talking about equity and service workloads, particularly for faculty, for many years.

Vice Provost James: Encouraged members to read the report provided in the slides, which was funded by the National Science Foundation and the ADVANCE program. It was an investment in a research study done in over fifty (50) academic departments over a five (5) year period. The

goal was to provide tools and knowledge to academic leaders on how to create more equity in workload and what equity and workload means.

Vice Provost James: Our objective is to create a sustainable, long-term structure that gives us the tools we need for assessing workload equity in departments and among departments. We do not envision that it will be the same from one department to another or from one college to another. A big part of this is increasing transparency and accountability. We recognize that we have to resolve inequities and shortcomings in how work is assigned, how it is evaluated, and how it is valued and rewarded, especially at annual review and promotion time. This depends on the context of the individual faculty member and the workload itself. Our last objective is a long-term goal in that we recognize that the way our budgets work can sometimes lead to inequities.

Vice Provost James: Our key goals for the near future are to understand the breadth of processes for how workloads are assigned and distributed within each department. We also have no desire to fix what is not broken, so we also want to understand what departments are already doing this well and what best practices we can get from those areas and share them more broadly. We want to dive into this enough to understand what is already happening around campus so that we can work towards more consistency. Have suggested a dashboard in departments for workload distribution to assist with one of our goals of transparency.

Vice Provost James: Some of our strategies include diving into data provided from Institutional Research and the Provost's Office. We plan to survey department heads and faculty about this and then move into focus groups and interviews so that we can get a whole picture. Stated that an anonymous survey will be emailed following this meeting. Stated that this information will be used to inform the direction of the task force in terms of goals and strategies. Once we have reviewed this, we will put together a summary to be shared with Faculty Council, Executive Committee, and the Provost and President.

Chair Doe: Thanked Jen Dawrs, Hufbauer and Vice Provost James. Asked if there were any questions.

Sybil Sharvelle: Thanked this group for the work they are doing. Think that faculty place their effort in different places, and faculty need to be rewarded and acknowledged for their efforts.

Chair Doe: Think the idea of a dashboard is exciting. Asked if such things have been developed for transparency within units.

Vice Provost James: This has been inspected. We learned this from Adrianna Kezar's visit from a year ago, when she came to talk to us about non-tenure track faculty. She exposed us to these tools and told us about other departments where they had made this work. She also showed us examples of dashboards and worksheets, both of which are included in the toolkit mentioned.

John Slater: Asked: Is the decision to focus on intra-department inequities because of the belief that most of the inequities are there? Wondering why inter-college inequities are being ignored.

Vice Provost James: Did not mean to imply that we would be ignoring that. Meant to imply that we do not think there is a one-size-fits-all solution for all departments. Think we have to look between colleges. That was part of the budget comments, because often budget drives some of the between-unit inequities.

Vice Provost James: Encouraged members too look at the [American Council on Education Toolkit](#) as a starting point for understanding the work we are doing.

Chair Doe: Seeing no other questions or comments, thanked Hufbauer, Dawrs, and Vice Provost James for bringing this to the Faculty Council. Would appreciate additional updates to hear about progress on this project.

2. Accreditation Process Presentation – Laura Jensen, Vice Provost for Planning and Effectiveness

Vice Provost Laura Jensen: Today we are discussing our reaffirmation for reaccreditation. Our last reaccreditation was in 2014, and we are on a ten (10) year cycle. Our next comprehensive evaluation will be in FY24. They will come to our campus in September of 2023, so we are preparing for that visit and preparing our comprehensive evaluation assurance argument.

Vice Provost Jensen: Described timeline for reaccreditation process. In year four (4), we submitted a preliminary assurance argument to assure them that we are following all the criteria. We were found in compliance with no monitoring required. In year five (5), we submitted a quality initiative proposal which focuses on continuous improvement at an institution. We were able to submit our student success initiatives and our plans for increasing retention and graduation rates, as well as eliminating our attainment and equity gaps. In years seven (7) through nine (9), we work on that quality initiative, and this coming January, we will submit a completed report on our progress to date and any changes we have made along the way. In year ten (10), we will have our comprehensive evaluation.

Vice Provost Jensen: We are accredited by the Higher Learning Commission. There are multiple purposes to accreditation and reaccreditation, but basically they focus on this being a mechanism for the institution to be fully transparent in our activities. Previous submissions are available on the Institutional Research website, on the page for accountability and accreditation.

Vice Provost Jensen: The purpose of the accreditation process is twofold, around accountability. This is our assurance of quality and our continuous quality improvement, meaning that we are always looking not only at our academic programs, but also the operations of the institution to make sure that we are improving incrementally wherever we can. The additional purpose of accreditation is to validate the quality of our academic programs at all degree levels. We will be looking at learning outcomes at the course level.

Vice Provost Jensen: The assurance argument will also evaluate the institutions as a whole. We will provide evidence that we have soundness in our governance and our administration adheres to our mission. Other assurance arguments will report on the stability of our finances and the sufficiency of our resources, including our staffing.

Vice Provost Jensen: The guiding values for the Higher Learning Commission are to focus on student learning and that we have education as a public purpose, since we are a public institution. They will look that we educate for a diverse, technologically and globally connected world, and that we have it in our DNA at the institution and a culture of continuous quality improvement. Additional guiding values are that we operate with integrity and transparency and that our governance is for the well-being of the institution. This includes the well-being of each of the three pieces of our land grant mission and that we put our mission at the center of all we do.

Vice Provost Jensen: All of the documentation we submit to the Higher Learning Commission goes through a peer review. Each document will contain evidence how we meet the criterion. We have multiple work groups looking at the criterion.

Vice Provost Jensen: Directed members' attention to the committees and leadership around the reaccreditation process. Interim Provost Neger and interim President Miranda have oversight. The planning team includes herself, Mary Pedersen, and Susan Matthews, who is serving as a Presidential Fellow during this process. The steering committee is comprised of the Executive Leadership Team, and we are gathering their input as we go through the process.

Vice Provost Jensen: We have a variety of work groups. One is around inclusive excellence and ensuring we are weaving our focus on inclusive excellence throughout each of the criterion. We have a team on student success. The Vice President for Research Office has a work team and TILT has a work team and they are leading the assessment of student learning under the direction by our new Director of Assessment, Stephanie Foster. We also have a planning and operations team. We will also be working with the President's Sustainability Commission for evidence around engagement.

Vice Provost Jensen: Each of these work groups will be visiting the employee councils to discuss the process bit to gather input. They will also be visiting ASCSU and holding some open forums to gather more feedback and input around other types of evidence. Stated that many of the past Faculty Council agendas and minutes will be used as evidence for continuous improvement. We will draft the final assurance argument next summer and submit to the Higher Learning Commission in July. It will be reviewed, and then we will have our campus visits on September 18 and 19, 2023. At that point, our team of reviewers will likely be meeting with membership of Faculty Council as well as other groups on campus. We will make sure everyone is kept abreast of that timeline and calendar.

Vice Provost Jensen: We will be engaging further to make sure we are gathering input. On the [accreditation website](#), leadership for the teams are listed, as well as the criterion and our previous assurance argument and any responses we have received from the Higher Learning Commission.

Chair Doe: Thanked Vice Provost Jensen. Asked if there were any questions from members. Asked if examples could be provided on things that are reported on for continuous improvement.

Vice Provost Jensen: Provided example of student learning assessment from last accreditation cycle. We were honest that we had some room for improvement there. We had tried a few things that did not work, which we indicated in the document. We did the same thing with our student

success initiatives. There were certain strategies or tactics that were tried and did not end up moving the needle. We reassessed our strategies and changed things as we went along. It is meant to be a mechanism where the institution is transparent about what we are doing, and the truth is, while we strive to be successful, there are things that we try that are new, and we are trying it in the context of our campus. Sometimes it does not work, and we discuss why, and we move on from that. Another example would be the AUCC and how the institution was responding to the hate speech and incidents of bias on campus. These are not things we are proud of as happening on campus, but we did mention them and discussed in detail the steps we were taking to address the concerns.

Chair Doe: Find it heartening that there is room for addressing these things and not providing a picture that maybe is not the whole picture. Asked if there were additional questions.

DiVerdi: Requested clarification around site visit in September 2023. Asked: What is the nature of this campus visit? Wondering what the purpose is for visiting campus.

Vice Provost Jensen: Think the purpose is twofold. The first is to make sure that what we submitted in the document is actually occurring on campus and to make sure that it reflects the general sentiment of campus. Think it is also important that they come to see campus and get a sense of the culture. Especially with our leadership changes, they can make sure we have continuity and focusing on every aspect of our mission. As they review the assurance argument, they will be taking notes on any questions and issues that they would like to follow up on.

DiVerdi: Asked: How long will they be on campus and how big of a group is expected?

Vice Provost Jensen: They will only be on campus for a couple days. The team comes and they split up and do things in parallel.

Chair Doe: Asked if there was anticipation of increased scrutiny because of leadership changes.

Vice Provost Jensen: Think there may be questions of why leadership changes have occurred, but as long as we are continuing to focus on our mission, do not believe that will be an issue. Institutions undergo leadership changes continually, and the timeline for this assurance argument is over the course of ten (10) years, during which time CSU has been stable despite weathering a pandemic and leadership changes. We are continuing to focus on the things that matter in our land grant mission and as long as we are up front and they can see everything we are doing, believe it will be just fine.

Mary Van Buren: Wondering how this will trickle down to the department level. Asked: What are our departments' roles going to look like in this process?

Vice Provost Jensen: In writing our assurance argument, we are looking for evidence that has already occurred. It is up to these work teams and to the people that are working closely with them to gather the evidence that will be included in the writing done by these work groups. These will then be compiled by herself, Pedersen, and Matthews next spring, and then handed to Creative Services for the final touches. In terms of the actual visit, they will want to come out

Health and Human Sciences

Ruoh-Nan (Terry) Yan	Design and Merchandising	2024
<u>Jennifer Richards</u>	Health and Exercise Science	2025
TBD	Food Science and Human Nutrition	2022
<u>Lisa Daunhauer</u> (excused)	Human Development and Family Studies	2023
Erin Arneson	Construction Management	2024
Aaron Eakman	Occupational Therapy	2023
Sharon Anderson	School of Education	2024
Elizabeth Kiehne	School of Social Work	2025
Brian Butki	College-at-Large	2024

Business

Bill Rankin	Accounting	2023
John Hoxmeier	Computer Information Systems	2024
Bharadwaj Kannan	Finance and Real Estate	2025
Rob Mitchell	Management	2024
Elizabeth Webb	Marketing	2023

Engineering

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

Liberal Arts

Mary Van Buren	Anthropology & Geography	2023
Mary-Ann Kokoska	Art & Art History	2025
Mark Saunders	Communication Studies	2025
Anders Fremstad	Economics	2024
Doug Cloud	English	2023
(substituting for Tony Becker, on sabbatical Fall 2022)		
Maricela DeMirjyn	Ethnic Studies	2025
John Slater	Languages, Literatures, and Cultures	2025
Jared Orsi	History	2023
<u>Michael Humphrey</u>	Journalism and Technical Communication	2023
Madeline Harvey	Music, Theatre, and Dance	2025
<u>Andre Archie</u> (excused)	Philosophy	2025
Marni Berg	Political Science	2024
TBD	Sociology	2022

Ajean Ryan

Ajean Ryan	College-at-Large	2023
<u>Antonio Pedros-Gascon</u>	College-at-Large	2025
(sabbatical Fall 2022)		

<u>Emily Morgan</u> (excused)	College-at-Large	2023
<u>Lisa Langstraat</u>	College-at-Large	2024
<u>Erica LaFehr</u> (substituted for Allison Goar, Fall 2022)	College-at-Large	2024
Abigail Shupe	College-at-Large	2024
<u>John Carlo Pierce</u>	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	2025
<u>Mike Antolin</u> (excused)	Biology	2024
<u>Rob Paton</u>	Chemistry	2023
TBD	Computer Science	2022
Emily Hardegree-Ullman	Physics	2024
<u>Silvia Canetto</u>	Psychology	2025
Ander Wilson	Statistics	2025
<u>Yongcheng Zhou</u>	Mathematics	2023
<u>Alan Van Orden</u>	College-at-Large	2023
Joseph DiVerdi	College-at-Large	2025
James Liu	College-at-Large	2023
Veterinary Medicine & Biomedical Sciences		
Rao Veermachaneni	Biomedical Sciences	2025
Shari Lanning	Clinical Sciences	2025
<u>Elizabeth Ryan</u>	Environmental & Radiological Health Sciences	2023
<u>Tony Schountz</u>	Microbiology, Immunology and Pathology	2024
Katriana Popichak	College-at-Large	2025
Fiona Hollinshead	College-at-Large	2025
<u>Doreene Hyatt</u>	College-at-Large	2024
Tara Nordgren	College-at-Large	2025
Jennifer Peel	College-at-Large	2023
<u>John Rosecrance</u>	College-at-Large	2023
<u>Sheryl Magzaman</u> (on sabbatical 2022-2023)	College-at-Large	2023
<u>Brian Geiss</u>	College-at-Large	2025
University Libraries		
Christine Pawliuk	Libraries	2025
<i>Ex Officio Voting Members</i>		

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

Ex Officio Non-Voting Members

Rick Miranda	Interim President
Albert Bimper	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
Susan James	Vice Provost for Faculty Affairs
TBD	Interim Vice President for Human Resources
Kauline Cipriani	Vice President for Inclusive Excellence
Brandon Bernier	Vice President for Information Technology
Kathleen Fairfax	Vice Provost for International Affairs
Laura Jensen	Vice Provost for Planning and Effectiveness
Alan Rudolph	Vice President for Research
Jenelle Beavers	Vice President for Strategy
Blanche M. Hughes	Vice President for Student Affairs
TBD	Vice Provost for Undergraduate Affairs

Greg Luft	Interim Vice President for University Marketing & Communications
Brendan Hanlon	Vice President for University Operations
James Pritchett	Dean, College of Agricultural Sciences
Beth Walker	Dean, College of Business
David McLean	Dean, College of Engineering
Lise Youngblade	Dean, College of Health and Human Sciences
Sonia Kreidenweis	Interim Dean, Graduate School
Ben Withers	Dean, College of Liberal Arts
Karen Estlund	Dean, Libraries
Simon Tavener	Interim Dean, College of Natural Sciences
Susan VandeWoude	Dean, College of Vet. Medicine & Biomedical Sciences
A. Alonso Aguirre	Dean, Warner College of Natural Resources
Justin Schwendeman-Curtis	Administrative Professional Council
(substituting for Sarah Olson, APC Chair)	

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **September 30, 2022** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 12:06 p.m.

Minutes

The minutes of September 23, 2022 were electronically approved on the afternoon of September 23, 2022.

Consent Agenda

The Consent Agenda was approved.

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

Exception Request for Third Experimental Course Offering

Course #	Course Title	Notes/Changes	Effective Term
MATH 480A1	Post-Quantum Cryptography	1 st offering: SP20 (16 students); 2 nd offering: SP21 (9 students). Permanent course in workflow: MATH 463.	Spring 2023

Study Abroad Course –1st Provisional Offering

Course #	Course Title	Notes	Effective Term
BUS 682A	Study Abroad—Latin America: International Business Experience	1 cr.; Graduate ONLY. Travel dates: Winter Break 2023 (<i>1 week</i>)	Spring 2023

New Courses

Course #	Course Title	Notes	Effective Term
BZ 342	Exploring Range Shifts in a Changing World	Previously offered as experimental course BZ 381A2.	Spring 2023
E 466	Integrated English Studies Capstone	Previously offered as experimental course E 480A2. Designated as AUCC 4C in the new Integrated English Studies concentration (<i>in development in CIM</i>).	Fall 2023
NRRT 667	MTM Capstone	2 cr.; partial semester; listed in TRMG-MTM: Master of Tourism Management (M.T.M.)	Spring 2023

Major Changes to Existing Courses

Course #	Course Title	Notes	Effective Term
ANEQ 486	Therapeutic Riding Instructor Practicum	<ul style="list-style-type: none"> • Credit increase (from 1 to 2) • Edit to course description. • Addition of Universal Restriction: NO Freshman 	Fall 2023

D 320A	Dance Techniques V: Modern	<ul style="list-style-type: none"> • Addition of course description. • Edit to prerequisites: D 221A None 	Fall 2023
D 420A	Dance Techniques VII: Modern	<ul style="list-style-type: none"> • Addition of course description. • Removal of Add'l Reg Info: Sections may be offered: Online • Addition of Reg Info restriction: <u>Written consent of instructor.</u> 	Fall 2023
D 420B	Dance Techniques VII: Ballet	<ul style="list-style-type: none"> • Addition of course description. • Addition of Reg Info restriction: <u>Written consent of instructor.</u> 	Fall 2023
ERHS 702A CM-702B	Methods in <u>Radiation Cell</u> and <u>Cancer Molecular</u> Biology: Mammalian Cell Culture Techniques	<ul style="list-style-type: none"> • Change of College: <u>Veterinary Med and Biomed Sci Intra-University</u> • Change of Dept./Unit: <u>1681-ERHS</u> 1055-CMB-SAU • Subject code and course number change. • Edits to course title and description. • Edit to offering term: <u>Fall</u> Fall, Spring • Edit to prerequisites: <u>ERHS 550, may be taken concurrently (BC 403) and (CM 501)</u> • Addition of credit not allowed statement. 	Fall 2023
ERHS 702B CM-702C	Methods in <u>Radiation Cell</u> and <u>Cancer Molecular</u> Biology: <u>Radiation Molecular Biology Techniques</u> Immunochemical Techniques	<ul style="list-style-type: none"> • Change of College: <u>Veterinary Med and Biomed Sci Intra-University</u> • Change of Dept./Unit: <u>1681-ERHS</u> 1055-CMB-SAU • Subject code and course number change. • Edit to course title and description. • Edit to offering term: <u>Fall</u> Fall, Spring • Edit to prerequisites: <u>ERHS 550, may be taken concurrently (BC 403 and MATH 255) and (CM 501)</u> • Addition of credit not allowed statement. 	Fall 2023
ERHS 702C CM-702D	Methods in <u>Radiation Cell</u> and <u>Cancer Molecular</u> Biology: Radiation Cytogenetics	<ul style="list-style-type: none"> • Change of College: <u>Veterinary Med and Biomed Sci Intra-University</u> • Change of Dept./Unit: <u>1681-ERHS</u> 1055-CMB-SAU • Subject code and course number change. • Edit to course title and description. • Edit to offering term: <u>Fall</u> Fall, Spring • Edit to prerequisites: <u>ERHS 550, may be taken concurrently (BC 403) and (CM 501)</u> • Addition of credit not allowed statement. 	Fall 2023
LJPN 304	Third-Year Japanese I	<ul style="list-style-type: none"> • Edit to course description. • Edit to prerequisite: LJPN 201 <u>with a minimum grade of C.</u> 	Summer 2023
LJPN 305	Third-Year Japanese II	<ul style="list-style-type: none"> • Edit to course description. • Edit to prerequisite: LJPN 304 <u>with a minimum grade of C.</u> 	Summer 2023
MU 486A	Practicum: Music Therapy	<ul style="list-style-type: none"> • Credit change (from 1 to 1-3 variable) • Edit to grade mode: <u>S/U Sat/Unsat Only</u> Traditional 	Fall 2023
MU 695G	Independent Study: Music Therapy	<ul style="list-style-type: none"> • Addition of course description. • Addition of Distance/Online offering. • Edit to offering term: <u>As Needed</u> Fall, Spring • Addition of Reg Info restriction: <u>Written consent of advisor.</u> 	Fall 2023
SOCR 193	<u>Pathways to Success</u> Introductory Seminar	<ul style="list-style-type: none"> • Edit to course title. 	Spring 2024

SOCR 221	Cropping Systems Field Experience Crop Production Systems	<ul style="list-style-type: none"> Edit to course title. Administrative addition to Reg Info: This is a partial semester course. 	Fall 2023
SOCR 320	Sustainable Forage and Pasture Management for Livestock	<ul style="list-style-type: none"> Edit to course title. Edit to prerequisites: ANEQ 101 or BZ 110 or BZ 120 or LIFE 102 or LIFE 103 or SOCR 240 None. Addition of Universal Restriction: NO Freshman Addition of Add'l Reg Info: Sophomore standing 	Fall 2023
SOCR 335	Applied Plant Genetics	<ul style="list-style-type: none"> Edit to course title. 	Fall 2023
SOCR 370	Climate-Smart Irrigation Principles	<ul style="list-style-type: none"> Edits to course title and description. 	Spring 2024
SOCR 455	Microbiomes of Soil Systems Soil Microbiology	<ul style="list-style-type: none"> Edits to course title and description. 	Fall 2023

Program Title Change – New Title

Program Title	Notes	Effective Term
Certificate in Applied Social Research	Offered Main Campus.	Spring 2023

Program Deactivation

Program Title	Notes	Last admit term	Last grad term
SMTF: Certificate in Sociological Methods	Replaced by the new Certificate in Applied Social Research above.	Fall 2023	Fall 2024

CONSENT AGENDA

Experimental Course – 1st Offering

Course #	Course Title	Notes/Changes	Effective Term
ACT 580A1	Fundamentals of Sustainability Accounting		Spring 2023

Minor Changes to Courses

Course #	Course Title	Notes	Effective Term
LITA 337	Italian Cinema, Culture, and Society	<ul style="list-style-type: none"> Edit to prerequisite: LITA 201 with a minimum grade of C. LITA 201 <i>Submitted in CIM as a Major Change.</i> 	Summer 2023

Correction/Update to 9/16/22 Minutes

Course #	Course Title	Notes	Effective Term
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TH 384	Supervised College Teaching	<ul style="list-style-type: none"> • Credit change (from 1-3 variable to 3) • Addition of course description. • Addition of prerequisite: TH 100 – 499 – at least 12 credits. • Addition of Reg Info restriction: Written consent of instructor. • Addition of Add'l Reg Info: Junior standing. Completed, signed agreement approved by Director of Theatre. (see <i>Supporting Documents</i>) <p>The statement “<i>A maximum of 10 combined credits for all 384 and 484 courses are counted towards graduation credits</i>” was mistakenly removed from the Registration Information field. It has been added back. This is standardized Catalog language which applies to 384 and 484 courses.</p>	Spring 2023
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Minutes approved by the University Curriculum Committee on 10/7/22.

Brad Goetz, Chair
Susan Horan and Erin Niswender,
Curriculum & Catalog

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **October 7, 2022** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 10:56 a.m.

Minutes

The minutes of September 30, 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).

AUCC 1B and Guaranteed Transfer (GT) Pathways Course: New Course Submission (<i>GT-MA1</i>)			
Course #	Course Title	GTP Category/Notes	Effective Term
MATH 120	College Algebra	Approved for AUCC 1B: Quantitative Reasoning/GT-MA1: Mathematics . MATH Placement Tool or ELM Tutorial Required. Credit allowed for only one of the following: MATH 120, MATH 124, or MATH 127.	Spring 2023

New Courses			
Course #	Course Title	Notes	Effective Term
BZ 478/VS 478	Biology and Behavior of Cats		Spring 2023
MECH 518	Orbital Mechanics	Graduate only; previously offered as experimental course MECH 580B3 .	Summer 2023

Major Changes to Existing Courses			
Course #	Course Title	Notes	Effective Term
BZ 479/VS 479	Biology and Behavior of Dogs	<ul style="list-style-type: none"> Edit to offering term: Spring, Summer Fall, Spring Edit to prerequisites: BZ 220 BZ 110 or LIFE 103 Addition of Add'l Reg. Info: Junior standing. 	Spring 2023
MU 544	Advanced Techniques- Neuroscience-Informed MT Neurologic Music Therapy	<ul style="list-style-type: none"> Edits to course title and description. Addition of prerequisite: MU 500-579 – at least 3 credits. 	Spring 2023
NSCI 631	Non-Profit Marketing and Community Relations Marketing for Animal Organizations	<ul style="list-style-type: none"> Edits to course title and description. Addition of prerequisite: NSCI 611 None. Edit to offering term: Spring Fall Change from full semester to partial semester. 	Spring 2023

New Minor – Spring 2023		
Program Title	Notes	Effective Term
Minor in Agroecosystems	Offered Main Campus Face-to-Face and Online/DCE.	Spring 2023

CONSENT AGENDA

Experimental Courses – 1st Offering			
Course #	Course Title	Notes/Changes	Effective Term
AB 480A2	Aquatic Entomology		Spring 2023
CS 481A5	Data Mining at Scale	4 cr.	Spring 2023

Minor Changes to Courses			
Course #	Course Title	Notes	Effective Term
ECE 526/ BIOM 526	Biological Physics	<ul style="list-style-type: none"> Edit to offering year: Every Odd Addition of Universal Restrictions: <u>NO Freshman; NO Sophomore</u> 	Fall 2023
HIST 392	Seminar in Historical Methods	<ul style="list-style-type: none"> Edits to Program Pick List (<i>no changes to registration info</i>) <i>Submitted in CIM as a Major Change.</i> 	Fall 2023
HIST 492	Capstone Seminar	<ul style="list-style-type: none"> Addition of prerequisite: <u>HIST 392</u> None Edits to Program Pick List <i>Existing AUCC 4A/4B/4C. Submitted in CIM as a Major Change.</i> 	Fall 2023
LSPA 310	Approaches to Spanish Literature	<ul style="list-style-type: none"> Edit to prerequisite: LSPA 300 <u>with a minimum grade of C.</u> <i>Submitted in CIM as a Major Change.</i> 	Fall 2023
LSPA 335	Issues in Hispanic Culture	<ul style="list-style-type: none"> Edit to prerequisite: LSPA 300 <u>with a minimum grade of C.</u> Addition of Distance/Online offering. <i>Submitted in CIM as a Major Change.</i> 	Fall 2023

Course Deactivations			
Course #	Course Title	Notes/Changes	Effective Term
HES 100A	Beginning Physical Education: Aerobic Exercise	Not referenced in any active courses or programs.	Spring 2023
HES 100J	Beginning Physical Education: Volleyball		
HES 100M	Beginning Physical Education: Basketball		
HES 100N	Beginning Physical Education: Racquetball		
HES 100O	Beginning Physical Education: Weight Training		
HES 102F	Physical Education Activities: Conditioning and Fitness		

HES 232A	Techniques of Teaching Physical Activity: Weight Training		
HES 240	First Aid and Emergency Care		
HES 444	Successful Aging: Role of Physical Activity		

Minutes approved by the University Curriculum Committee on 10/21/22.

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

BALLOT
November 2022
Graduate Student Positions on Faculty Council Standing Committees
(One-Year Term)
Nominations from the Committee on Faculty Governance

Committee on Strategic and Financial Planning

Michael Diehl	Graduate Student Representative	2023
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University Curriculum Committee

Nancy Ghanem	Graduate Student Representative	2023
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BALLOT
November 2022
Graduate Student Position on University Committee
(One-Year Term)
Nominations from the Committee on Faculty Governance

University Policy Review Committee

Shelby Davis

Graduate Student Representative

2023

BALLOT
Academic Faculty Nominations to University Committees
November 1, 2022

UNIVERSITY BENEFITS COMMITTEE
(4-year term)

Term Expires

JOHN ELDER
(Nominated by Committee on Faculty Governance)

COB

2026

BALLOT
Academic Faculty Nominations to Faculty Council Standing Committees
November 1, 2022

COMMITTEE ON NON-TENURE TRACK FACULTY

		<i>Term Expires</i>
<u>RYAN BROOKS</u> (Nominated by Committee on Faculty Governance)	CAS	2025

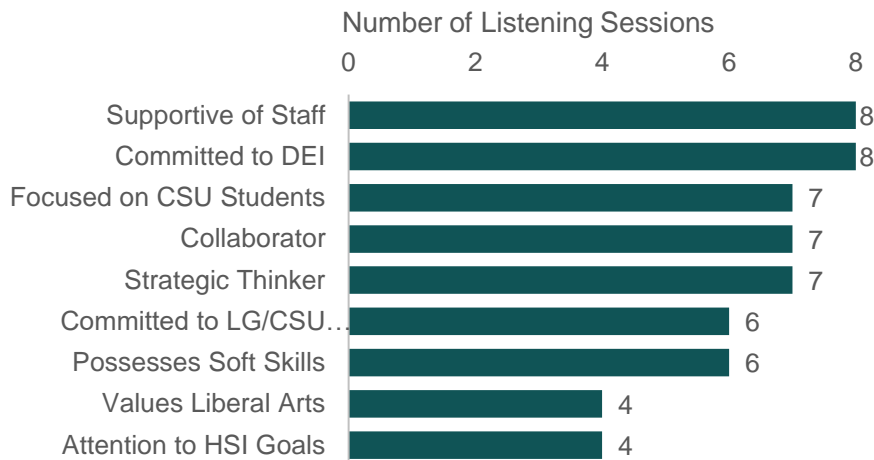
COMMITTEE ON UNIVERSITY PROGRAMS

		<i>Term Expires</i>
<u>SARAH RAABIS</u> (Nominated by Committee on Faculty Governance)	CVMBS	2025

Listening Session Feedback Results

Colorado State University | 2022 Presidential Search | October 17, 2022

What are the Desired Characteristics of a New President?



“As an alum, as someone who works here, someone who's committed to Colorado State University, [I am] looking for someone who understands the complexity of diversity, equity, inclusion in the Rocky Mountain southwest. So context matters, and our context matters.”
Listening Session Participant

Stakeholders would like a new president that is...



Supportive of Staff | 8/8

- All staff (including NTTF, state classified, non-teaching/research staff, staff across all campuses)
- Committed to solving workload, retention, morale, and HR issues
- Values employee



Committed to DEI | 8/8

- Values students and staff from minoritized groups
- Committed to language inclusion and justice
- Supports students and faculty/staff with disabilities
- Values a diverse staff and faculty
- Values diversity of ideas



Focused on Students | 7/8

- All students (graduate, undergraduate, online, and international)
- Approachable and visible
- Committed to easing burden on students



A Collaborator | 7/8

- With the surrounding community, others in the state, faculty/staff, global community
- Foster collaboration between departments
- Transparent with decision-making



A Strategic thinker | 7/8

- Strong decision-maker
- Strategic with funding priorities/opportunities



Committed to Land Grant Mission and CSU Traditions | 6/8

- Committed to rebuilding relationship with rural Colorado
- Values history and relevance of agriculture



Has Soft Skills | 6/8

- Good Communicator
- Approachable
- Trustworthy
- Inclusive



Values Liberal Arts | 4/8

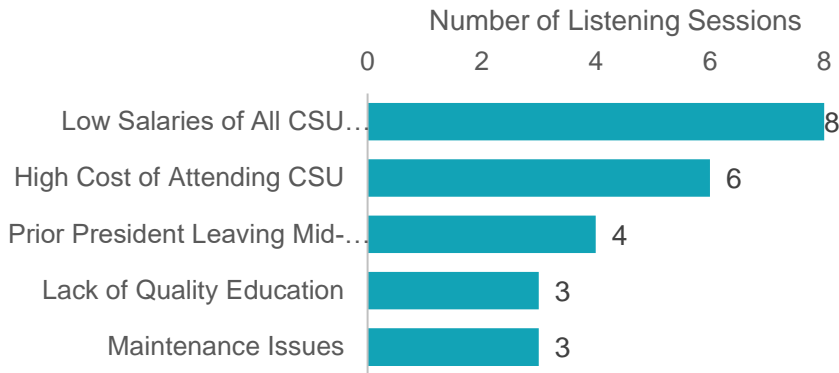
- Recognizes contributions of College of Liberal Arts
- Addresses teaching load impacts on research ability
- Addresses wage disparity among colleges



Focused on Goals of a Hispanic-Serving Institution | 4/8

- Committed to understanding how to recruit, support, and retain Hispanic students

What are the Current Challenges at CSU for a New President?



“People are leaving higher ed in a record numbers – yes; However, many colleagues I see are leaving CSU for other higher ed institutions. We need a president who will improve salaries.”
Listening Session Participant

Stakeholders see the current CSU challenges as...



Lack of Quality Education | 3/8

- Lack of quality professors and courses
- Lack of student accountability
- Lack of hands-on learning opportunities
- International students not being supported



Maintenance Issues | 3/8

- Buildings outdated and in disrepair
- Lack of quality facilities impacts students



Low Salaries for Employees | 8/8

- Low salaries for all CSU employees
- Lack of pay equity for non-tenured track faculty
- Low salaries for State-Classified Employee Salaries



High Cost of Attending CSU | 6/8

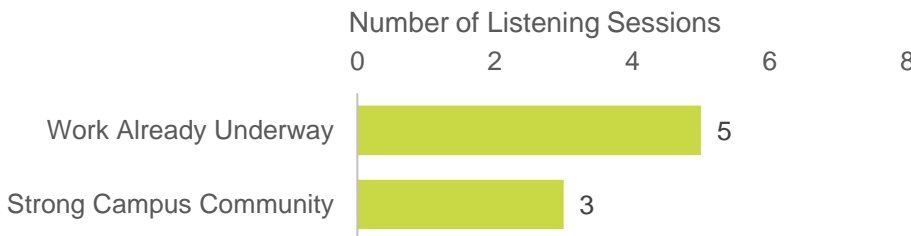
- High tuition
- High campus living costs
- High cost of living in Fort Collins



Prior President Leaving Mid-Contract | 4/8

- Lack of transparency
- Drag on resources
- Fear of losing momentum on initiatives in progress

What are Opportunities at CSU for a New President?



“I think CSU punches above its weight, and I think that the folks that are here are amazing from the staff through the faculty and all of the support. Everything we do. It's really a scrappy, resourceful, effective, great bunch of folks.”

Listening Session Participant

Stakeholders see the current opportunities at CSU as...



Work Already Underway | 5/8

- Courageous Strategic Transformation
- CSU's sustainability goals
- Experiential learning achievements



Strong Campus Community | 3/8

- High quality staff and faculty
- High quality students

Presidential Search Listening Session Feedback Report

October 26, 2022

Prepared for:

Armando Valdez
Search Committee Chair
Colorado State University System Board of Governors



**INSTITUTE FOR RESEARCH
IN THE SOCIAL SCIENCES
COLORADO STATE UNIVERSITY**

Prepared by:

Institute for Research in the Social Sciences

Introduction

The Presidential Search Advisory Committee (the Committee) conducted eight public listening sessions as part of the Colorado State University Presidential Search. The goal of the eight sessions was to hear from campus stakeholders about what qualities they want to see a new president bring to Colorado State University. Sessions took place from August 22 – August 31, 2022, and were open to the public. Of the eight sessions, four were conducted in-person and four were conducted virtually over Zoom. At the in-person sessions, Spanish-language translation and ASL interpretation were available. The virtual sessions were captioned, and Spanish-language translation was offered. Attendees at the sessions represented Colorado State University faculty, staff, students, and community members.

During the listening sessions, participants shared their comments and questions related to the Presidential Search. This report captures the results of the feedback shared over the course of the eight listening sessions.

Methods

Of the eight listening sessions, the Committee recorded and transcribed the four in-person sessions as well as the Zoom sessions. The Committee also preserved the Zoom session comments, which were read aloud during the session. Researchers used the session transcripts and notes to qualitatively analyze stakeholder feedback across the eight Presidential Search Listening Sessions using inductive thematic analysis. Researchers captured the frequency of themes across the eight listening sessions. Results of the analysis are found in the sections below.

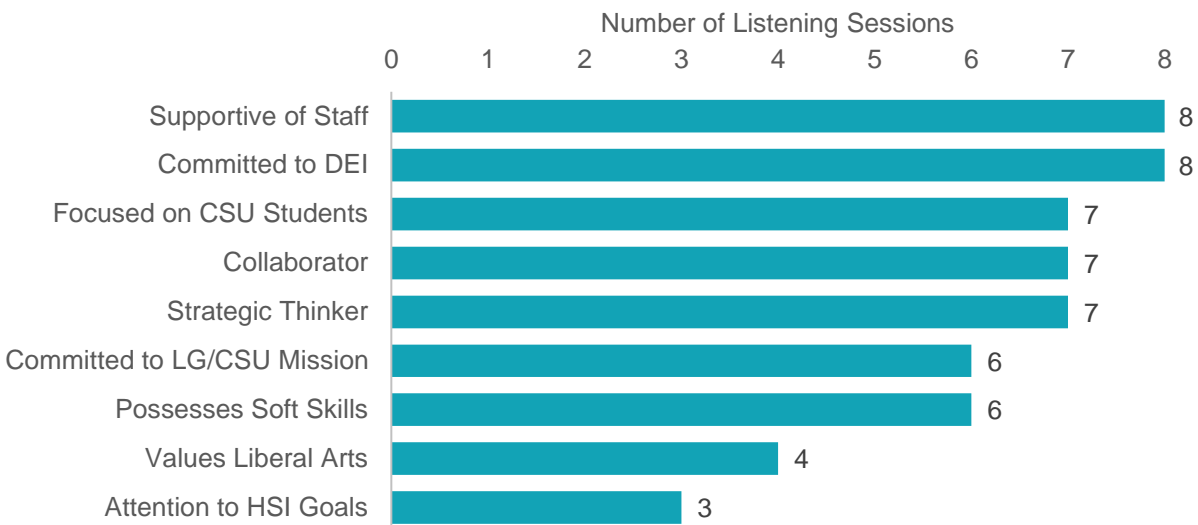
Findings

The findings section is broken down into three sub-sections: desired characteristics, challenges, and opportunities at CSU. Across the eight Listening Sessions, the majority of participant contributions pertained to desired characteristics of a new president. Current challenges was the second-most talked about topic among participants, and opportunities at CSU was discussed the least frequently by participants.

Desired Characteristics

The Committee asked listening session participants to share what types of characteristics they desire in a new president for the University. Participant responses were categorized into nine main themes. The themes and their frequency across the eight focus groups are shown in the table below.

What are the Desired Characteristics of a New President?



Supportive of Staff and Faculty

In each of the eight listening sessions, participants said they desire a candidate that is supportive of Colorado State University staff and faculty. Participants spoke of a need for the president to address issues such as workload, retention, and morale among faculty and staff, as well as include these groups in decision-making. Participants specifically identified a need to support state-classified employees, non-tenure track faculty, and staff from communities of color. Participants also highlighted the need to address staffing issues in non-teaching and research units, such as human resources, facilities, and procurement, and to consider staff across all campuses. Finally, participants expressed a desire for a new president to recognize the talent of the current staff and faculty of Colorado State University.

“We have to do as the airlines say, and put the mask on ourselves before we can put it on someone else. And that means really cultivating a place where employees can thrive. And I'm referring to all employees, not just faculty and tenured and non-tenured positions, but the folks who put food on our students' tables. Who create an experience where students can feel welcome and safe and housed and sheltered. I mean, all of these folks are incredibly important to the backbone of this institution, and I really hope that the new president recognizes that and puts people first.”

Listening Session 5 Participant

Committed to Diversity, Equity, and Inclusion

In each of the listening sessions, participants said they would like a president that is committed to diversity, equity, and inclusion (DEI) efforts. Participants noted that they want a president that supports both students and staff from communities historically underserved by the University, and that they desire a president committed to addressing incidents of bias and racism that occur on campus. Participants noted specific groups that they would like to see the new president support in DEI efforts including students and staff with disabilities, students and staff from Indigenous tribal nations, peoples and communities, and students and staff from the LGBTQIA community. Participants also noted the importance of the new president valuing language inclusion and language justice. Participants would also like to see a president that both values and listens to people from minoritized communities, is committed to creating a more diversified staff and faculty, and values a diversity of ideas.

“As an alum, as someone who works here, someone who's committed to Colorado State University, [I am] looking for someone who understands the complexity of diversity, equity, inclusion in the Rocky Mountain southwest. So context matters, and our context matters.”

Listening Session 4 Participant

Places Focus on CSU Students

In seven of eight of the listening sessions, participants shared that they would like a president that places a focus on the students at CSU. Specifically, participants would like the president to commit to supporting CSU graduate students, students from minoritized backgrounds, online students, undergraduate students that are undecided in their major, and the international student population. Participants would like the new president to consider the students when making decisions and be more visible and approachable for CSU students. Participants would also like the new president to be supportive of students navigating difficult university processes and systems.

“We need a President that not only understands the student experience and values the work of those on the ground with students, but does so outwardly and communicates that to the campus community.”

Listening Session 2 Participant

Commitment to and Collaboration with the Community

In seven of the eight sessions, participants stressed the importance of the new president being a collaborator that values collaborating with faculty and staff on campus, the surrounding Fort Collins community, with other leaders in the state, and with the global community including internal staff and students. As part of this collaborative mentality, participants hope that a new president will be transparent in decision-making and communicating, and will foster collaboration between different departments and units on campus.

Strategic Thinker

Participants in seven of the eight listening sessions stressed the importance of a president that is a strategic thinker. This included strong decision-making skills and the ability to strategically approach funding opportunities and priorities.

Committed to Land Grant Mission and CSU Traditions

In six of the eight focus groups, participants identified a need for the new president to show strong commitment to CSU's mission as a Land Grant University and CSU traditions more generally speaking. Participants said they would like to see someone invested in rebuilding the University's relationship with rural Colorado, as well as someone who recognizes the importance of CSU's agricultural history and current academic offerings.

Soft Skills

Participants in six of the eight sessions said they would like a new president to possess certain soft skills including being a good communicator, approachable, trustworthy and a unifying presence on campus.

"I suggest that a President that comes in is one that knows how to handle the competing interest of faculty staff and students and other outside stakeholders, such as alumni, politicians, and the greater community, meanwhile also coming in and making the decisions that feel reflective and inclusive of those that they are impacting."

Listening Session 3 Participant

"[CSU needs] a person who is willing to take a hard look at our division of operations and ways to improve our efficiency and effectiveness, as well as retain staff."

Listening Session 6 Participant

"I'd like to see someone who really understands the mission of Land Grant Universities and serving the public. They should understand extension and be able to support our work around the state as a valuable part of the CSU mission."

Listening Session 6 Participant

"[CSU needs] someone who can unite us. We're very divided in many ways and [we need] someone who can unite us."

Listening Session 8 Participant

Values Liberal Arts

In four of the eight sessions, participants stated a desire for the new president to place value on the College of Liberal Arts (CLA) at CSU and in liberal arts more generally. Participants also said they would like the new president to recognize the ways in which teaching loads in the college impact research abilities of faculty and to address wage disparity between colleges. Participants also discussed concern for the lack of representation from CLA on the search committee.

“We need a President committed to the Liberal arts, a college that serves every single CSU student.”

Listening Session 2 Participant

Focus on Goals of a Hispanic-Serving Institution

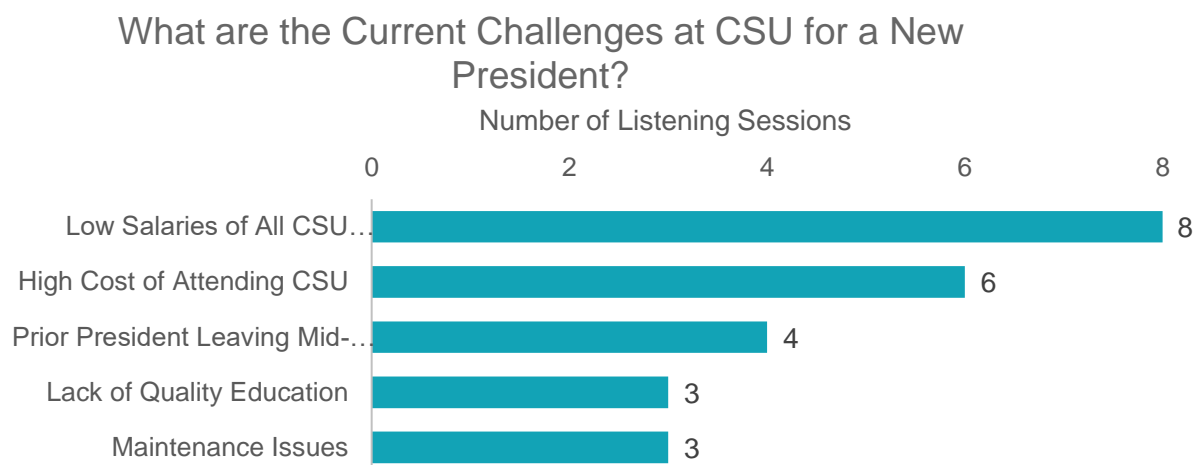
Participants in four of the eight listening sessions discussed CSU’s work toward becoming recognized as a Hispanic-Serving Institution (HSI) and the importance of the new president understanding how to become a successful HSI. Participants would like a president that understands how to both recruit and retain Hispanic students, as well as supports staff that work with these students.

“It’s really important for the President to believe in inclusion and diversity, but also to believe in equity...I also think about how we are working to be a Hispanic-serving institution, and historically we have not seen a lot of work being done to make sure that we get there or that we’re achieving those goals.”

Listening Session 4 Participant

Challenges

Listening session participants discussed current challenges at CSU that a new president would need to address upon taking on the role of president.



Low Salaries of All CSU Employees

In each of the listening sessions, participants identified low salaries of CSU employees as a current challenge at the University. Participants said that salaries of all employees need to be reexamined and in particular, a new president would need to address pay equity issues for non-tenure track faculty and state-classified employees. Participants said that the insufficient salaries at the University cause morale and retention issues among employees.

Hight Cost of Attending CSU

In six of the eight sessions, participants said that the high cost of attending CSU is a current challenge at the University. In particular, participants said that high tuition costs, expensive campus-living costs, and the high cost of living in Fort Collins pose a challenge for students at the University.

Prior president leaving mid-contract

Participants in four of the eight sessions discussed the prior president leaving CSU mid-contract as a challenge that the new president would need to overcome. Participants said there was a loss of trust due to the lack of transparency of why the previous president left. Some participants also discussed the amount of resources lost in replacing a president mid-contract. Participants also discussed the initiatives set by the last administration that are in progress and a desire to see movement on the initiatives continue.

Lack of Quality Education

In three of the eight sessions, participants discussed a lack of high quality education as a current challenge at CSU. Specifically, participants mentioned the need for more high quality professors and courses and more hands-on learning opportunities for students. Participants also said that lack of support for CSU's international students and a lack of student accountability are challenges that need to be addressed.

“People are leaving higher ed in a record numbers – yes; However, many colleagues I see are leaving CSU for other higher ed institutions. We need a president who will improve salaries.”

Listening Session 1 Participant

“We need president who understands that there are many students who do not have their mothers or their fathers paying for their college. And I think it's really important that we need a president who understands what needs to be done in order to drive costs down.

Listening Session 5 Participant

“I think a new president who's coming in is going to have a challenge to feel empowered and have a voice of their own after having the most recent President leave so quickly.”

Listening Session 3 Participant

“[CSU needs a] president who is committed to making sure that there's a return on the investment that students make at the university. I think there's a lot of degrees that we offer that there's not a return on that investment currently from a job market perspective.”

Listening Session 3 Participant

Lack of Building Maintenance

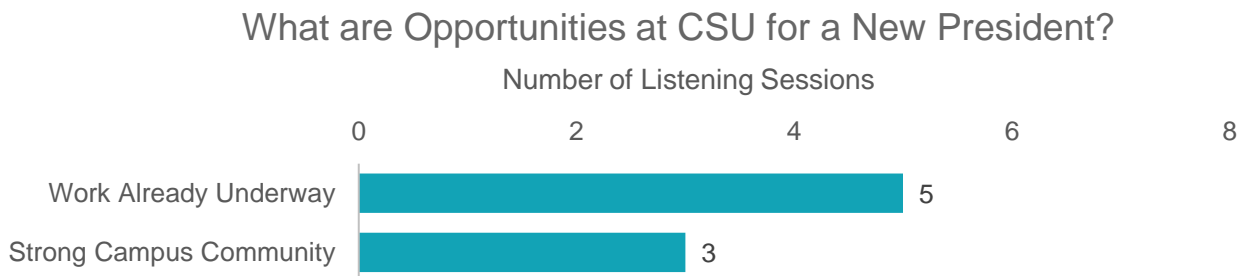
Participants in three of the eight sessions said that a lack of building maintenance is a current problem at CSU. Participants shared that certain buildings on campus feel outdated and in disrepair, for example lacking adequate air-conditioning. Participants noted that these maintenance issues negatively impact students and reflect poorly on Facilities Management staff.

“We need someone who can create a plan for attending to the deferred maintenance of some of our less sexy buildings. My office is dealing with cockroaches, broken windows, ineffective heating and air...smaller departments do not have the funds to attend to these issues, so they go unaddressed.”

Listening Session 6 Participant

Opportunities

Participants in the listening sessions commented on what they perceive as opportunities at CSU for a new president. Comments in this category were grouped into two themes, as described below.



Work Already Underway

In five of the eight sessions, participants discussed the great work that is already occurring at the University as an opportunity for the new president to embrace. Specifically, participants noted the Courageous Strategic Transformation, CSU’s sustainability goals, and work done toward experiential learning as areas where CSU has done well.

“There's a lot of work put into the newly developed strategic plan, and it's important to honor and respect that work.”

Listening Session 6 Participant

Strong Campus Community

Participants in three of the eight sessions discussed CSU’s strong campus community as an opportunity for the new president. Specifically, they said that the staff and faculty at CSU are high quality and doing great work on campus. Participants also talked about the quality of students at CSU presenting an opportunity for the new president.

“I think CSU punches above its weight, and I think that the folks that are here are amazing from the staff through the faculty and all of the support. Everything we do. It’s really a scrappy, resourceful, effective, great bunch of folks.”

Listening Session 5 Participant

Office for Inclusive Excellence Faculty Council Meeting

11/01/2022

Kauline Cipriani, PhD, Vice President for Inclusive Excellence

Shannon Archibeque-Engle, PhD, Associate Vice President for Inclusive Excellence



Colorado State University

Office for Inclusive Excellence

Mission

Through community collaboration, we provide leadership, accountability, and education to advance an inclusive university culture that prioritizes equity at individual, organizational, and structural levels.

Vision

Colorado State University will be a modern land grant institution that embodies diversity, equity, inclusion, and social justice as fundamental values that inform our practices so all may access and realize their full potential.

Strategic Priorities

- Recruitment/Retention of Diverse Employees and Students
- Employee Climate Survey
- Inclusive Physical and Virtual Campus
- Equity and Inclusion Network (EIN)
 - Academic EIN



Inclusive Excellence

Making Excellence Inclusive is AAC&U's guiding principle for access, student success, and high-quality learning. It is designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations.

Inclusive Excellence requires understanding DEIJ work:

- is critical for our success;
- is an active process;
- includes addressing inequities; and,
- drives sustained institutional change.

OIE Initiatives



- Becoming a Hispanic Serving Institution (HSI)
- Student Success
 - Closing equity gaps
- Access to research opportunities
 - MURALS, United in STEMM
- Employee Climate Survey
- Inclusive Physical and Virtual Campus
- Employee Resources
 - LGBTQIA+ Network
 - Multicultural Staff and Faculty Council
 - Womxn of Color Network
 - Advisory Council on Jewish Inclusion
- Bias Reporting
- Faculty/Staff/Graduate Student Trainings
- Symposium for Inclusive Excellence

Student Diversity Programs and Services

Mission: *To enhance students' learning experiences by supporting recruitment and providing retention activities, a sense of shared community, cultural education, leadership opportunities, and fostering efforts to promote social justice as members of a global society.*



- Asian Pacific American Cultural Center (APACC)
- Black/African American Cultural Center (B/AACC)
- El Centro
- Native American Cultural Center (NACC)
- Pride Resource Center
- Student Disability Center
- Women and Gender Advocacy Center (WGAC)

OIE Executive Leadership



Shannon Archibeque-Engle
Associate Vice President

- URM Employee Recruitment and Retention
- Bias Reporting System
- HSI Status
- Faculty Success
 - CHIIE
 - Exit/Stay Interviews
- Climate
- Athletics
- Extension



Ria Vigil
Assistant Vice President

- Education and Training/ Professional Development
- Symposium for Inclusive Excellence
- Physical and Virtual Campus



Bridgette Johnson
Assistant Vice President

- Student Success
- URM Student Recruitment and Retention
- Access to Research
- Spur
- Community Connections
- Employee Resources



Ty A. Smith
Interim Assistant Vice President

- VPSA Liaison
- Student Diversity Programs Services
 - Asian Pacific American Cultural Center (APACC)
 - Black/African American Cultural Center (B/AACC)
 - El Centro
 - Native American Cultural Center (NACC)
 - Pride Resource Center
 - Student Disability Center
 - Women and Gender Advocacy Center (WGAC)





What does success look like?

- Achievement gaps
- Opportunity gaps
- Reward system
matches our values



Employee Climate Survey



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<https://inclusiveexcellence.colostate.edu/data/employee-climate-survey/>

2021 Employee Climate Survey

THANK YOU

- Institutional Research, Planning, and Effectiveness partnership
- Office for Inclusive Excellence staff
- President, Vice Presidents, and Deans
 - Messages, incentives, and support were critical to success
 - 2018 request for College and Division level reports
- YOU



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2021 Employee Climate Survey

Office for Inclusive Excellence Assessment Team for Diversity Issues

- Claude Jailet, Facilities Management
- Kirsten Slaughter-Rice, Administrative Professional Council
- Sue Doe, Faculty Council, Professor
- Meg Skeehan, Classified Personnel Council
- Valerie Lewis, Health Network
- Kari Dockendorff, School of Education, Assistant Professor
- Rickey Frierson, Warner College of Natural Resources
- Andrew Norton, Faculty Council, Professor
- Elizabeth Williams, Communication Studies, Associate Professor
- Heather Novak, Institutional Research, Planning, and Effectiveness
- Shannon Archibeque-Engle, Office for Inclusive Excellence, Chair



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2021 Employee Climate Survey

- Purpose is to assess the current employee climate
- 2018-2021 comparison is priority
- Emphasis on disaggregated data
- Cross tabs by gender, racial minoritized status, and employee type
- College/Division level reports posted
 - Department/unit level reports available by request

Timeline

- Survey launch – October 19, 2021
 - Automated messages signed by Dean/VPs
 - Language similar to 2018
- Survey close – November 22, 2021
- Analysis and reports – spring 2022
- Division and College level workshops – Spring 2023
 - Qualitative and Survey Research Analyst



2021 Employee Climate Survey

Results

- Tool
- Provide an overall picture of employment experiences and perceptions
- Further CSU's commitment to institutional accountability
- Be actionable and incite dialogue
 - Inform policies, initiatives, and opportunities that will provide an equitable and exceptional work environment
 - Previous actions: supervisory training, professional development opportunities, unit level Diversity Strategic Plans
- Provide benchmark for longitudinal data collection and comparison



Organizational Themes

Work Culture

- My department/unit promotes a work environment where all employees feel included
- My department/unit treats all employees equitably
- My department/unit is open and transparent in communication
- My department/unit values employee input in major department/unit decisions
- My department/unit promotes respect for cultural differences
- My department/unit understands the value of diversity
- My department/unit communicates the importance of valuing diversity
- I feel valued as an employee
- I feel a strong sense of belonging to CSU
- I feel a strong sense of belonging to my division/college
- I feel a strong sense of belonging to my department/unit
- I would recommend CSU as a place of employment
- I would recommend my department/unit as a place of employment



Organizational Themes

Respect

- My department/unit is treated with respect by other units within my college/division
- My college/division is treated with respect by CSU
- The people I interact with treat each other with respect
- There is respect for religious differences in my department/unit
- There is respect for liberal perspectives in my department/unit
- There is respect for conservative perspectives in my department/unit



Organizational Themes

Favoritism plays a role in who gets:

- Recognized within my department/unit
- Resources in my department/unit
- Professional development opportunities
- Promoted in my department/unit
- Hired in my department/unit



Organizational Themes

Leadership Accountability

- Leadership adequately addresses inappropriate behavior
- Leadership holds employees accountable for inappropriate behavior
- Leadership holds employees accountable for poor performance in the workplace
- Leadership acts ethically and honestly in the workplace
- Leadership addresses issues of inequity
- Leadership holds all employees to the same standards



Organizational Themes

Climate

- Recruits employees from a diverse set of backgrounds
- Improves the campus climate for all employees
- Retains diverse employees
- Creates a supportive environment for employees from diverse backgrounds
- Encourages discussions related to diversity
- Provides employees with a positive work experience
- Climate has become consistently more inclusive of all employees



Organizational Themes

Communications

- Communications are effective
- Communications are timely
- Communications are relevant
- Communications are informative
- Communications are motivating
- Communications are honest
- Communications are accessible



Demographic Questions

- Expanded our demographic questions for the 2021 survey to include follow up questions regarding race and gender identity
- These questions are helping to inform the work by the disaggregating race/ethnicity committee
- Intersectionality report forthcoming
- Added a question on identifying as a person with a disability
- Added a question about identifying in the LGBTQIA+ community

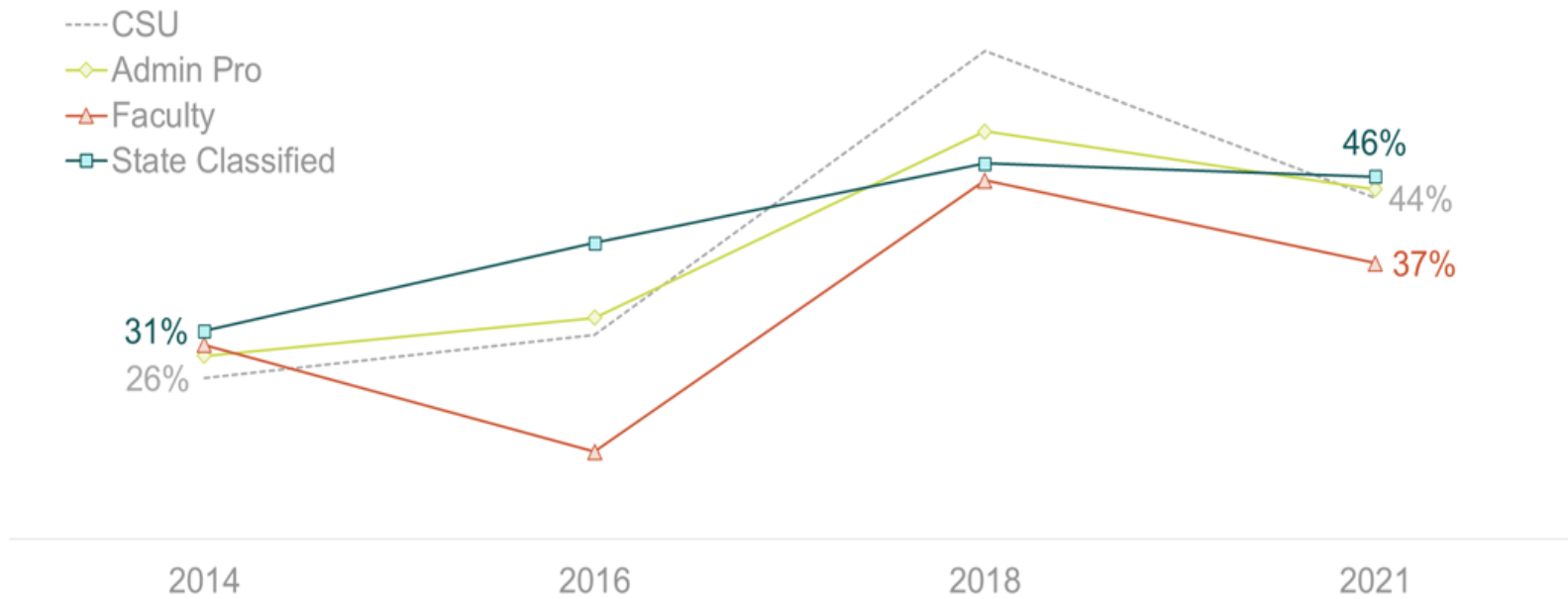


Data Collection

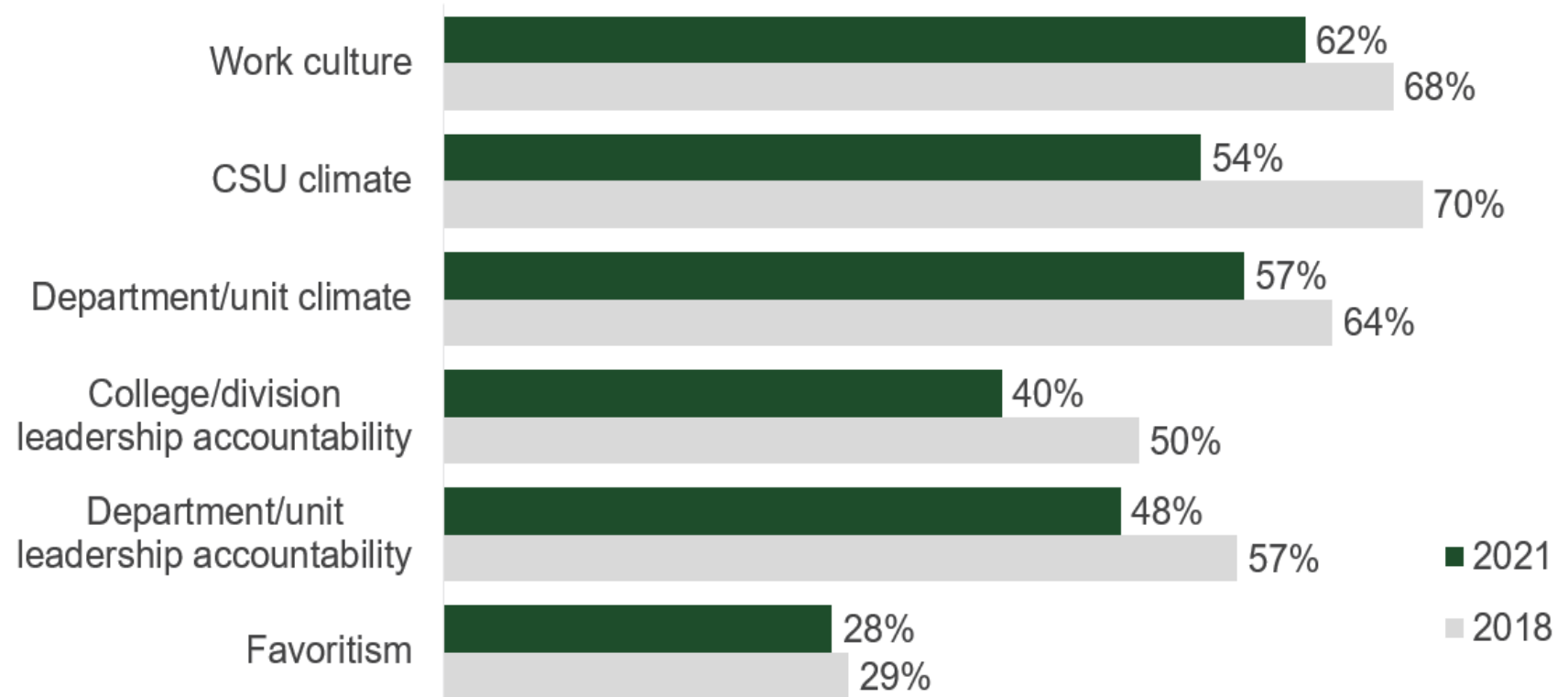
- Administered via Qualtrics in Fall 2021 to all CSU employees
- Embedded data included employment type, college/division, department/unit; anonymous
- Survey available in Spanish and English (both web-based and paper hard copy)
- <15 minutes to complete
- Results are reported in aggregate and no identifying information reported; confidential



Response Rate by Employee Type Over Time



Organizational Themes Compared Over Time

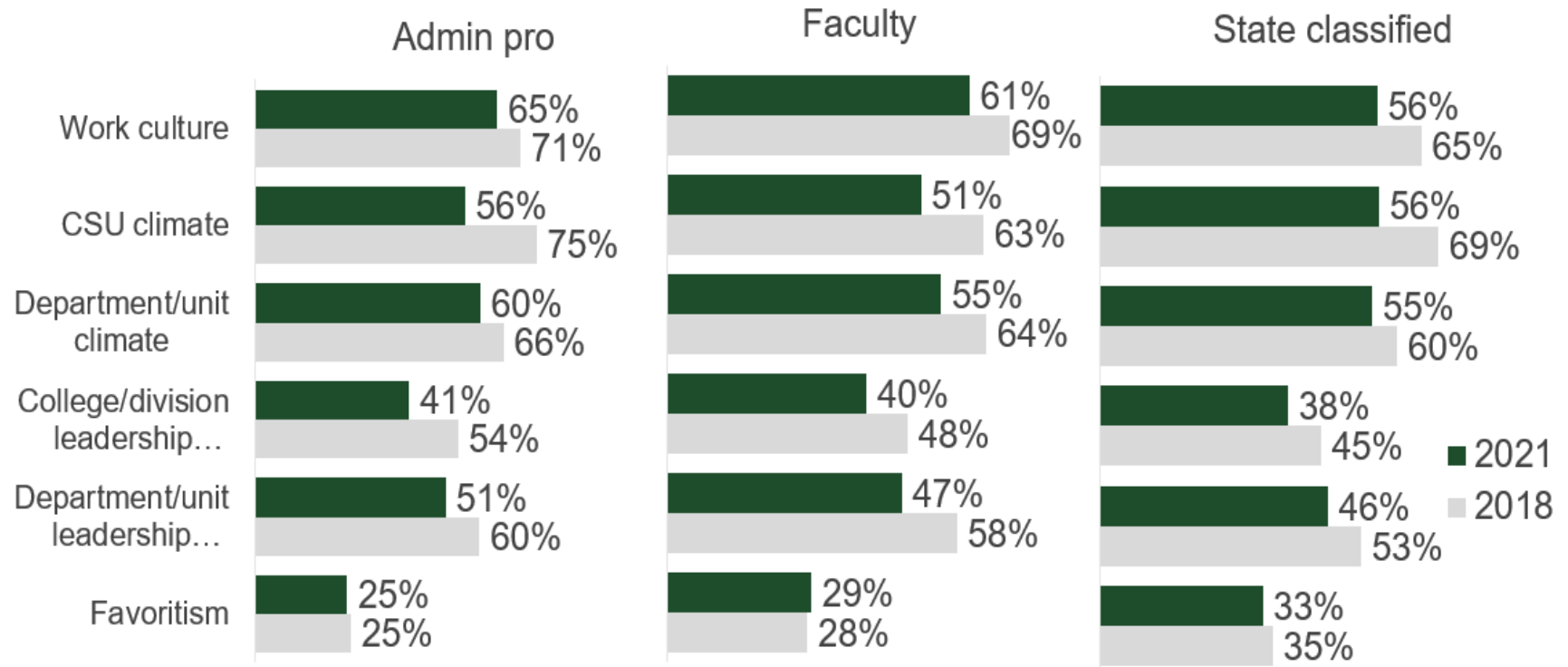


*Average Percent Agreement



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Organizational Themes Compared Over Time by Employee Type

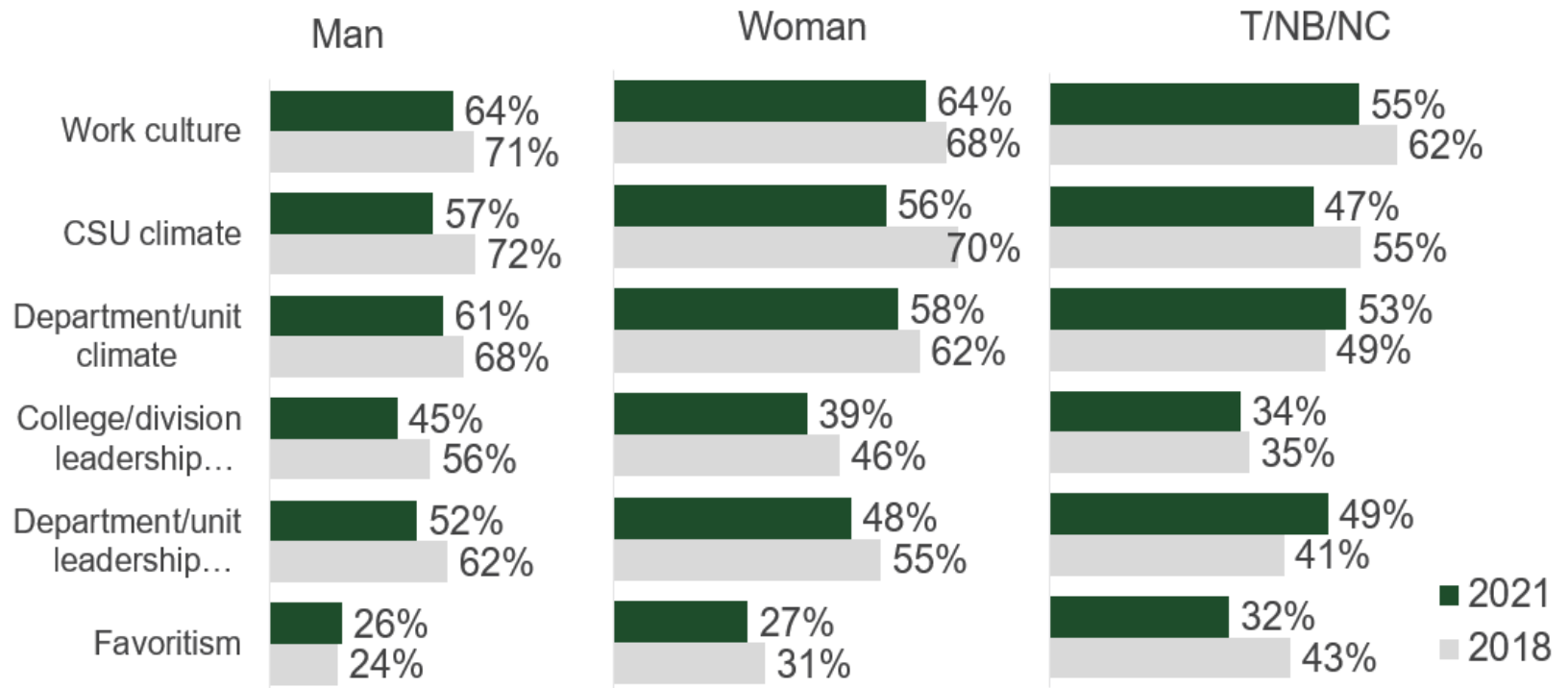


*Average Percent Agreement



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Organizational Themes Compared Over Time by Gender

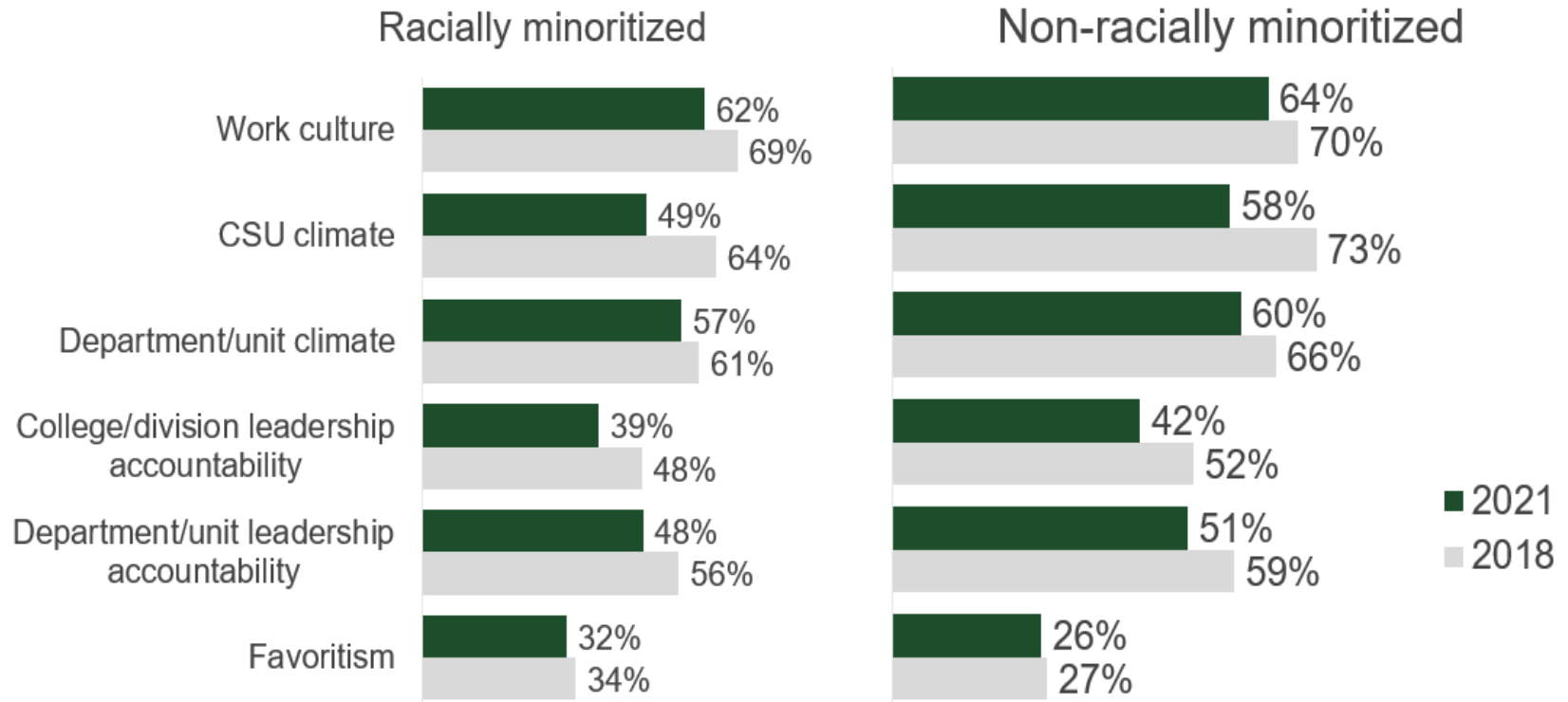


*Average Percent Agreement



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Organizational Themes Compared Over Time by Racially Minoritized Status

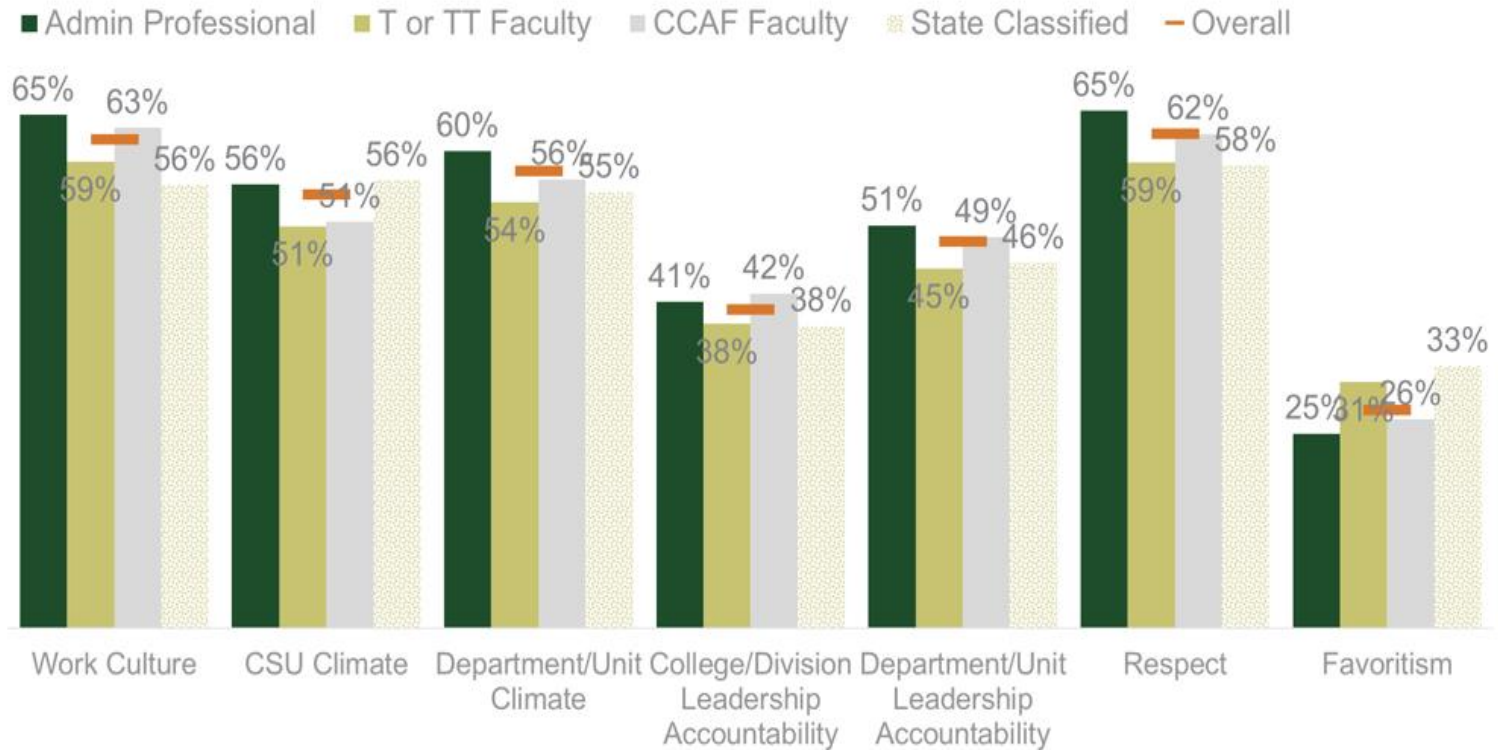


*Average Percent Agreement



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Organizational Themes by Employee Type



A Multicultural Organization

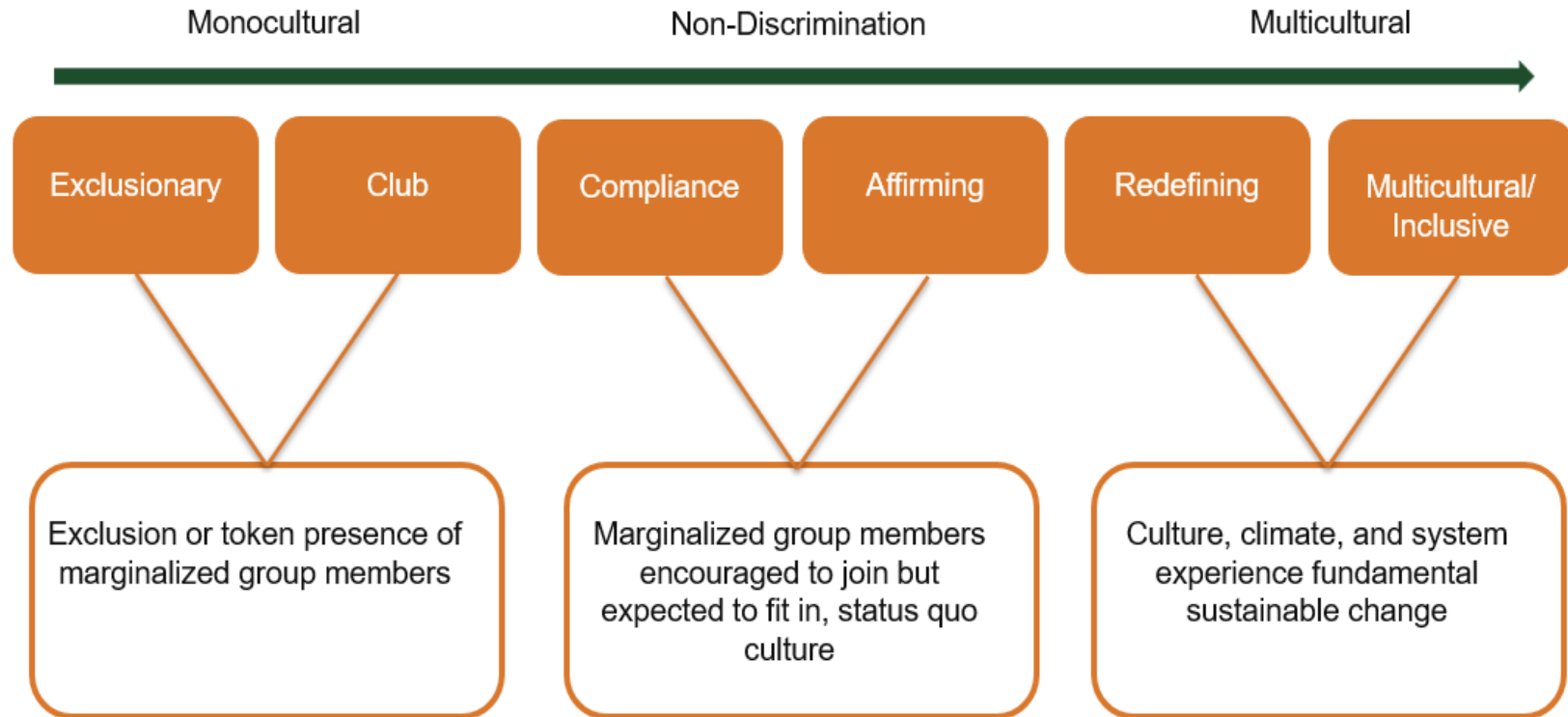
Jackson, Hardiman, and Holvino

1. Clear **commitment** to creating an inclusive organization
2. Seeks, develops, and values the **contributions and talents of all members**
3. Includes **all members as active participants** in decisions that shape the organization
4. **Employees reflect diverse social and cultural groups** throughout all levels of the organization; and **demonstrate the multicultural competencies** to serve the increasingly diverse student populations
5. **Acts** on its commitment to **eliminate** all forms of **exclusion/discrimination** within the organization, including racism, sexism, heterosexism, ageism, classism, ableism, religious oppression, etc.
6. Follows through on **broader social and environmental responsibilities**



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Multicultural Organization Development Continuum





College and Division level workshops

- Spring 2023
- Qualitative and Survey Research Analyst – partnership with ADVANCE/Faculty Success
- <https://inclusiveexcellence.colostate.edu/data/employee-climate-survey/>



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Questions?



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Weighting

- Weighting is used to ensure the sample demographics align with known population parameters
- Gender, racially minoritized status, college/division, and employment type are used to weight the overall results
- College/division reports are weighted by racially minoritized status, gender, and employment type as needed
- For comparison purposes, 2018 results are also weighted in the 2021 report





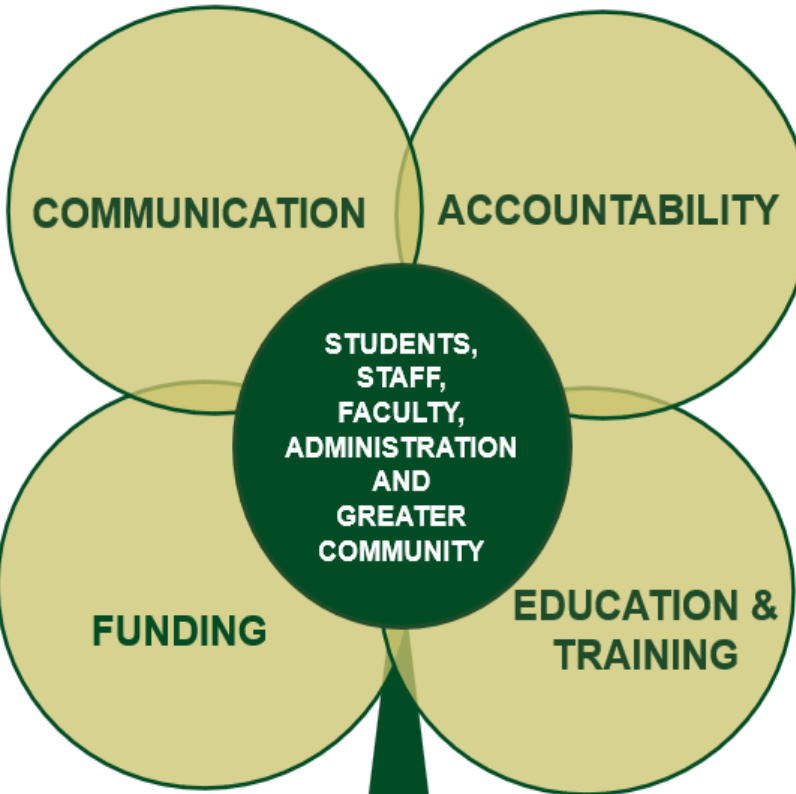
Diversity 3.0: The Four Ps Framework





Establish a rigorous IE communications plan, including increasing the availability of Spanish translations.

Develop, fund and implement sustainable initiatives to eliminate equity gaps.



Create a process to hold CSU community members responsible for their action or inaction regarding our climate.

Ensure CSU community members have knowledge and tools to positively impact our climate.

Faculty Data



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Fiscal Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Ethnicity											
Hispanic/Latino	69	79	77	77	83	86	92	101	97	105	106
Native American	4	4	3	4	5	5	5	7	7	5	7
Black	14	17	15	18	14	14	19	18	19	18	16
Asian	91	94	101	107	108	107	110	123	110	112	105
White	1,331	1,380	1,344	1,435	1,509	1,498	1,509	1,524	1,503	1,516	1,503
Multi-Racial	9	10	10	16	22	20	22	24	29	31	26
International	36	24	36	35	40	41	47	51	74	66	69
No Response	6	54	124	88	8	75	78	36	65	43	40
TOTAL	1,560	1,662	1,710	1,780	1,789	1,846	1,882	1,884	1,904	1,896	1,872

