

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

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

**AGENDA  
Faculty Council Meeting  
February 3, 2026 – 4:00pm – Plant Sciences C101/Microsoft Teams**

**FACULTY COUNCIL AGENDA ITEMS:**

**I. FACULTY COUNCIL AGENDA – February 3, 2026**

**A. ANNOUNCEMENTS**

**[4:00pm-4:10pm]**

1. Next Faculty Council Meeting – March 3, 2026 – Administration 106/Microsoft Teams – 4:00pm
2. Next Employee Council Meet & Greet – February 4, 2026 – Lory Student Center Room 312 – 1:30pm to 3:00pm
3. Faculty Council Officer Elections to be held on March 3, 2026
  - a. Elections will be conducted by the Committee on Faculty Governance. Eligibility for candidacy is specific in Section C.2.1.3.3 of the Manual.  
Call for Nominations:
    - Faculty Council Chair
    - Faculty Council Vice Chair
    - Board of Governors Faculty Representative
 Please email nominations, including a 1-2 page statement of intent, to [Steven.Reising@colostate.edu](mailto:Steven.Reising@colostate.edu)  
**Nominations are due by Tuesday, February 17, 2026.**
4. University Grievance Officer Annual Evaluation Survey – responses due by February 5, 2026
5. APC Service and Engagement Committee Blood Drive – February 16-18, 2026 (p. 3)
  - a. [Appointment Link](#)
6. Harry Rosenberg Award – Nominations due March 27, 2026
  - a. [Nomination form](#)

**B. MINUTES TO BE APPROVED**

**[4:10pm-4:12pm]**

1. Faculty Council Meeting – December 2, 2025 (pp. 4-16)

**C. UNFINISHED BUSINESS**

**D. CONSENT AGENDA**

**[4:12pm-4:14pm]**

1. UCC Minutes – November 14 & 21, December 5 & 12, 2025 (pp. 17-31)

**E. ACTION ITEMS**

**[4:14pm-4:35pm]**

1. Special Election – Faculty Council Chair – Committee on Faculty Governance – Steve Reising, Chair (pp. 32-33)
  - a. Candidate Statement – Andrew Norton (pp. 32-33)
2. Proposed Revisions to Section E.12.1 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Mark Shelstad, Chair (pp. 34-36)

**F. PRESIDENT’S REPORT – President Amy Parsons**

**[4:35pm-5:05pm]**

**G. BUDGET UPDATE – Vice President for University Operations and Chief Financial Officer Brendan Hanlon**

**[5:05pm-5:20pm]**

**H. REPORTS TO BE RECEIVED**

**[5:20pm-5:40pm]**

1. UGO Annual Report 2025 – Steve Reising, interim University Grievance Officer (pp. 37-40)
2. Outgoing Faculty Council Chair Report – Melinda Smith
3. Board of Governors Report – Jennifer Martin (pp. 41-42)

**I. DISCUSSION**

**[5:40pm-6:00pm]**

1. Update from the Office of the Ombuds – Matt Ricke & Melissa Emerson, University Ombuds (pp. 43-45)



# COLORADO STATE UNIVERSITY SPRING 2026 BLOOD DRIVE

Hosted by Garth Englund Blood Center

**MONDAY, FEBRUARY 16, 9:00 AM – 3:00 PM**  
BUS AT TRANSLATIONAL MEDICINE INSTITUTE

**TUESDAY, FEBRUARY 17, 9:30 AM – 4:00 PM**  
LORY STUDENT CENTER GRAND BALLROOM A

**WEDNESDAY, FEBRUARY 18, 9:30 AM – 4:00 PM**  
LORY STUDENT CENTER GRAND BALLROOM A



**TO SCHEDULE AN APPOINTMENT:**

SCAN QR CODE OR VISIT  
[HTTPS://COL.ST/7XQWW](https://col.st/7xqww)



**APPOINTMENTS ARE STRONGLY ENCOURAGED. WALK-INS WELCOME.**



IN PARTNERSHIP WITH UCHEALTH, ADMINISTRATIVE PROFESSIONAL COUNCIL, ASCSU, AND THE ONE HEALTH INSTITUTE

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

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

**MINUTES**  
**Faculty Council Meeting**  
**December 2, 2025 – 4:00pm – Lory Student Center Room 376-378/Microsoft Teams**

**CALL TO ORDER**

Chair Melinda Smith called the meeting to order at 4:00 p.m.

Chair Smith reminded members of the rules of engagement during Faculty Council meetings and where to find resources for the meeting.

**FACULTY COUNCIL AGENDA ITEMS:**

**FACULTY COUNCIL AGENDA – December 2, 2025**

**A. ANNOUNCEMENTS 4:00pm-4:05pm**

1. Next Faculty Council Meeting – February 3, 2026 – Administration 106/Microsoft Teams – 4:00pm
2. Next Faculty Council Open Office Hours – December 3, 2025 – Administration 315 – 10:30 a.m.-11:30 a.m.
3. Next Employee Council Q&A Session – December 11, 2025 – Lory Student Center Room 312/Microsoft Teams – 10:30 a.m.-12:00 p.m.
4. Harry Rosenberg Award – Nominations due March 27, 2026
  - a. [Nomination form](#) is available on the Faculty Council website
5. Colorado State University McNair Scholars Program
  - a. [Interest Form](#)

**B. MINUTES TO BE APPROVED 4:05pm-4:06pm**

1. Faculty Council Meeting – November 4, 2025

Hearing no suggested edits, the Faculty Council minutes from November 4<sup>th</sup> were approved by unanimous consent.

**C. UNFINISHED BUSINESS**

**D. CONSENT AGENDA 4:06pm-4:08pm**

1. UCC Minutes – October 24 & 28, November 7, 2025

Hearing no questions or discussion, the University Curriculum Committee minutes were approved by unanimous consent.

### **E. ACTION ITEMS**

**4:08pm-4:35pm**

1. New Undergraduate Degree Program: Major in Environmental Public Health – University Curriculum Committee – Brad Goetz, Chair

Brad Goetz (UCC): On behalf of the University Curriculum Committee, move that Faculty Council consider a new undergraduate degree program, major in environmental public health, as seen in the agenda packet. This was a full degree program about seven (7) years ago and transitioned into an umbrella major and began concentrations. We have been asked to bring this back as a degree program.

Hearing no additional discussion or questions, Chair Smith requested a vote.

Motion passed. Will be sent to the Board of Governors for final approval.

2. New Undergraduate Degree Program: Major in Medical Microbiology and Infectious Disease – University Curriculum Committee – Brad Goetz, Chair

Goetz (UCC): On behalf of the University Curriculum Committee, move that Faculty Council consider a new undergraduate degree program, major in medical microbiology and infectious disease as seen in the agenda packet. This also used to be a concentration under a degree but is now being moved back to a degree.

Hearing no further discussion or questions, Chair Smith requested a vote.

Motion passed. Will be sent to the Board of Governors for final approval.

3. Proposed Revisions to Section E.5.3 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Mark Shelstad, Chair

Mark Shelstad (CoRSAF): On behalf of the Committee on Responsibilities and Standing of Academic Faculty, move the proposed revisions for Section E.5.3 of the Manual. This came as a result of events that were happening on campus, and it was fluid in terms of whether classes were being held. This proposal offers faculty the opportunity to change their class online temporarily. It does not include long-term changes.

A Faculty Council member asked about this revision in terms of the statement earlier in the section that references “desirable practice” and that putting this proposed revision may be a bridge too far in relation to that. It was explained that not holding class would not be a desirable practice. Chair Smith noted that this comment is a good point but was not germane to the motion

as it was not part of the revisions being considered, but that any concerns about the preamble could be brought forward for consideration at a later time. Chair Smith additionally noted that the section also indicates that faculty members are expected to meet their classes regularly at the scheduled times. The revision makes it clear that there may be times in which faculty members may not hold classes. Another Faculty Council member emphasized that the word “temporarily” is being used in these revisions, which clarifies that faculty cannot cancel or hold classes online for the entire semester.

Hearing no further discussion or questions, Chair Smith requested a vote.

Motion passed. Will go to the Office of General Counsel for review prior to going to the Board of Governors for final approval.

4. Proposed Revisions to Sections C.2.1.9.2 and C.2.1.9.5 of the Academic Faculty and Administrative Professional Manual – Committee on Faculty Governance – Steve Reising, Chair

Chair Smith: We will proceed with the original motion, with rationale, and then proceed with the proposed amendment that was sent in advance to members.

Steve Reising (CoFG): On behalf of the Committee on Faculty Governance, move the adoption of the proposed revisions to Sections C.2.1.9.2 and C.2.1.9.5 of the Academic Faculty and Administrative Professional Manual as seen in the agenda packet. This motion allows for the creation of the committee on All-University Core Curriculum as a new standing committee of Faculty Council. The AUCC in its current form is not managed as a curricular program and operates instead as a loose set of individual courses by individual departments. This recommendation came from the Task Force on Revising Institutional Learning Objectives and Innovating the All-University Core Curriculum (AUCC) that was convened last year.

Reising (CoFG): The purpose of this new standing committee is to reconceptualize the AUCC as a program, with a structured intentional framework that aims to provide a comprehensive educational experience. The committee would be charged with providing leadership and vision for the maintenance, relevance, and quality of the AUCC, including coherence across disciplines and recommending policies and requirements of the core and reviewing and approving curriculum.

The proposed amendment to the revisions was discussed. Concerns were expressed that the voting faculty members would be in the minority on the committee and that the ex officio members would outnumber them. The proposed amendment would change the makeup of the committee to include two (2) faculty members from each of the colleges and one (1) from the Libraries. A second was made to move the amendment forward.

Faculty Council members discussed the amendment and the reasoning behind the ex officio members on the committee. A suggestion was made to only include ex-officio members when needed and it was noted that the chair of the committee does have control over the power dynamics in committee meetings. It was additionally clarified that only the faculty members

from the colleges and Libraries would have the ability to vote, and that all ex-officio members would be non-voting. Additional suggestions included moving to a proportional representation model for the committee. A Faculty Council member asked about potential continuing, contract and adjunct faculty representation on the committee, and it was clarified that continuing and contract faculty are eligible to be elected for standing committees. Concerns were raised regarding adding additional members to the committee and whether it would make it more difficult to schedule and run.

Hearing no further discussion or questions, Chair Smith requested a vote on the proposed amendment to extend the membership to two (2) faculty from each college and one (1) from the Libraries.

Motion failed.

Chair Smith: Thanked everyone for the thoughtful discussion on the amendment. Asked if there was any additional discussion on the main motion.

A Faculty Council member asked about the relationship between this new standing committee and the University Curriculum Committee. It was indicated that it would be the same process, similar to proposals going through the Committee on Scholarship, Research and Graduate Education for graduate proposals.

Faculty Council members asked about the general process in relation to the University Curriculum Committee and expressed concern regarding timeline for proposal approval. Vice Chair Andrew Norton stated that this new committee would be managing the core curriculum more broadly, not necessarily the approval of individual courses, since that is the job of the University Curriculum Committee.

A Faculty Council member asked whether other considerations had been considered for populating the committee, similar to what was discussed previously. Reising (CoFG) stated that the makeup of the other standing committees includes one (1) representative from each of the colleges and the Libraries and that populating it differently for this committee would be a departure from the typical structure. It was also clarified that some of the ex-officio members were actually faculty members in specific areas with high amounts of core curriculum courses.

Hearing no further discussion or questions, Chair Smith requested a vote.

Motion passed. Will be sent to the Office of General Counsel for review prior to going to the Board of Governors for final approval.

##### 5. ASCSU Resolution Regarding Free Speech and Peaceful Assembly at CSU: Transparency

Jennifer Maritn (BOG Representative): On behalf of the Faculty Council Executive Committee, move that Faculty Council endorse the Associated Students of CSU (ASCSU) Resolution Regarding Free Speech and Peaceful Assembly at CSU: Transparency.

A Faculty Council member spoke in favor of the motion, stating that the document was well-articulated and clear. It was also asked whether there had been a response from administration provided to the public. Chair Smith stated that a letter was written from President Amy Parsons to employee council leadership and ASCSU leadership.

Hearing no further discussion or questions, Chair Smith requested a vote.

Motion passed.

**F. PROVOST/EXECUTIVE VICE PRESIDENT REPORT – Provost Marion Underwood 4:35pm-4:50pm**

Provost Marion Underwood: Provided an overview of the Association for Public Land-Grant Universities (APLU) conference. The theme was “Rising to the Moment” and was designed to celebrate the leadership and innovative spirit of public land-grant universities as we adapt to change, challenges, and opportunities. The panel featured recently retired presidents and discussed how universities are responding and thriving in the face of hardships, as well as to the power of public universities to drive solutions for societal problems. Academic freedom was also a main topic, and a session focused on academic independence from external political interference and supporting free speech and civil discourse on campuses. There is also a committee of Provosts called the Council of Academic Affairs, who advise the Council of Presidents and the APLU Board of Directors regarding association priorities and agendas on major topics of concern.

Provost Underwood: Provided some additional updates:

- There are several task forces being collaborated on with Faculty Council.
  - In implementation stages are the Task Forces for Institutional Learning Objectives, Adjusting the Academic Calendar, and Department Code Review and Approval.
  - In the launching stage are task forces on program approval, suspension, and discontinuation processes, as well as innovation in the AUCC.
  - For the future, there are considerations for a potential standing committee on the AUCC and a task force on artificial intelligence in the curriculum.
- There is a group out of the President’s Office working to strengthen CSU Online and learning innovations.
- The option to include pronouns is back in RamWeb, with an informed consent notification. This was done in collaboration with the Office of the Vice President for student Affairs, the Office of the Registrar, General Counsel, and the Pride Center.
- There are several leadership searches going on right now for the Dean for the College of Business, Dean for the College of Natural Sciences, and the Vice Provost for Faculty Affairs, with semi-finalist and finalist interviews occurring over the next two (2) weeks.
- Colorado State University was recently designated as a Career-Connected Campus by the Colorado Department of Higher Education (CDHE).
- The Princeton Review named CSU to its 2026 Mental Health Services Honor Roll.

A Faculty Council member expressed concerns regarding a document circulating from the EAB firm that regarded faculty governance as an obstacle to change. Concerns were raised that parts of this document were being used during budget conversations. Provost Underwood emphasized that she does not consider shared governance as an obstacle. It was noted that the information from EAB is simply a resource and we do not take all the advice. Jennifer Martin further clarified that the EAB document being referenced was not created for CSU and was part of a host of other research. Additional discussion was held regarding concerns around this document. Requests were made to understand the context in which this document was shared. Jennifer Martin stated again that it was part of the large amount of research and information curated for the committees to help guide deliberations and discussion. It was noted that the list of all this research could be provided.

A Faculty Council member stated concern around the task force around artificial intelligence in the curriculum, as many faculty do not feel there is any ethical use of artificial intelligence and do not want to feel obligated to use it in our teaching. Provost Underwood clarified that this task force would be focused on preparing students and faculty to excel in a world fueled by artificial intelligence. It is not to force use in all applications but considering where and when it will be appropriate for use.

Hearing no further questions or discussion, Provost's report was concluded.

**G. UPDATE FROM THE DIVISION OF STUDENT AFFAIRS – Vice  
President for Student Affairs Blanche Hughes 4:50pm-5:00pm**

Vice President Blanche Hughes: Provided an overview of the Division of Student Affairs:

- There are 898 staff members and the division hires over 2,000 students.
- The operating budget of the division is \$198 million, most of which is auxiliary.
- There are twenty-one (21) different offices within the division.

Vice President Hughes: The focus of the division is on student success, which involves student well-being, sense of belonging, purpose, and career development.

Associate Vice President Jody Donovan: There is support from the Board of Governors around student mental health and well-being. The CSU Health Network is a comprehensive medical and behavioral health center. The Counseling Center has worked to develop a new model of triaging to ensure students get to the right kind of services. The average wait time for same day drop-in is about fifteen (15) minutes, and intake appointments are averaging about 1.25 days. Counseling is embedded in other areas outside the Health Network, including Housing and Dining, the SAFE Center, the Pride Center, and Athletics. There is also work being done with the JED Foundation to help develop an action plan that is evidence-based in working with students to prevent suicide.

Assistant Vice President Craig Chesson: Provided an overview of the Student Case Management and Referral Coordinates program. This is a team of six (6) people and they work with our high-risk and high-needs students. The team supports students and refers them to resources on and off campus. The key partnerships across the University are essential. Tell Someone is a program that can be utilized. Reported on the Student Death Response Team and what they do, as well as

recent information regarding the program. There are also people who work with students around basic needs, such as food insecurity and housing insecurity.

A Faculty Council member asked what faculty could be doing to help support the Division of Student Affairs and the programs that were presented. It was indicated that the use of the Tell Someone program would be helpful and to spread the word about this resource.

1. Update from the Student Resolution Center – Sarah Gutierrez, Assistant Director of Student Conduct Services **5:00pm-5:15pm**

Assistant Director Sarah Gutierrez: Student Conduct Services talks to students when there is any type of potential violation of the Student Code of Conduct. This includes any Title IX violations, fake IDs, cheating, driving under the influence, and other items. We also have conflict resolution services and provide those to students. Discussed the topic of artificial intelligence and outlined what faculty can be on the look for if they suspect inappropriate AI use. Encouraged members to consider adding statements about AI use in course syllabi and to utilize TILT as a resource. Provided an overview of the reporting process. Encouraged members to report every instance of concern with academic misconduct. This places the responsibility on CSU, protecting the faculty member from personal liability, and it creates a clear record of what has been done and what the student has been doing.

**H. BUDGET UPDATE – Vice President for University Operations and Chief Financial Officer Brendan Hanlon** **5:15pm-5:30pm**

Vice President Brendan Hanlon: Presented the second version of the budget, which will be presented at the Board of Governors later this week. The governor's proposed budget was released early last month, which created some updates. Discussed the two (2) scenarios that will be presented to the Board of Governors and explained the line items.

- There is a 2.6% cap on resident undergraduate tuition rate and a recommended 3% cap for non-resident undergraduate tuition.
- The governor's budget also included \$25.6 million in funds for the Clark building.
- The two (2) scenarios have the same revenue and expenditure assumptions, but the compensation assumptions for faculty and administrative professionals shift from 1% for one scenario to 3% for the other scenario. Noted that state classified employees receive a 3.1% increase in both scenarios due to the COWINS agreement.
- There is a composition change due to revenue loss in graduate enrollment due to international enrollment decreases of about 17%, but there is enrollment growth.
- There is \$1.2 million earmarked for the student mental health initiatives.
- The Presidential initiatives are noted in the incremental model and will be captured in the new budget model structure as well. The line item includes \$9.6 million dedicated to items such as the rural initiative, cyber security initiatives, and the budget model.
- Members were reminded about mandatory costs, which include bond payments, insurance, and new buildings coming online.
- There is nothing in the budget reduction line. Those are being developed alongside the parameters that would go with the budget model.

Vice President Hanlon: Know there are articles out about the compensation for the new football coach. The new coach compensation was announced at \$2.4 million. The \$1.5 million buyout from UConn will come from the Athletics budget. We are working with Athletics to identify dynamic resources to increase their revenue profile when it comes to these costs and the expectation is that we are leaning in with Athletics resources to pay for these. Indicated that the payment for the past coach would also come from the Athletics budget.

A Faculty Council member asked for clarification around the payment for the coaches salary, especially when looking at the small compensation increase and how student fees and other money is funneled into Athletics.

Vice President Hanlon: It is important to remember that coaching salaries are set nationally and are not something we get to individually decide. We are working to make sure that we have the most competent and capable coach possible to have a high-performing athletics program, not just in football, but across all sports because it helps support the financial profile of Athletics.

A Faculty Council member asked whether numbers for revenue for ticket sales could be provided. Vice President Hanlon indicated that this information would be shared with Chair Smith to send out to members. It was noted that there is a plan to have a full Athletics presentation in the spring.

A Faculty Council member asked about enrollment composition and the system-wide initiative to recruit more students from Colorado and how we balance the revenue challenge with less international or out-of-state students and the desire to recruit more in-state students.

Vice President Hanlon: Our retention numbers are exceptionally strong, with 2% year-over-year. Retaining Colorado students is critical for us. Noted that we did not accept more resident students at the expense of non-residents. The composition itself just changes. We want growth in both residents and non-residents.

Chair Smith noted that CSU Spur was not included in this version of the incremental budget. It was requested that this appear in the next version presented to Faculty Council.

### **I. UPDATE FROM UNIVERSITY ADVANCEMENT – Vice President for University Advancement Scott Roberts 5:30pm-5:45pm**

Vice President Scott Roberts: Provided a few updates from University Advancement:

- Today is Giving Tuesday. Already \$80,000 has been raised for Rams Against Hunger for the food pantry from 800 individuals.
- University Advancement is being integrated with the CSU Foundation, who oversees fundraising as well. This will take about another seven (7) months to complete.
- Historically, about \$130 to \$150 has been raised each year and about 34,000 donors give to CSU each year.
- An overview was provided on recent fundraising and donor trends, where donors come from and how much they donate, as well as progress on fundraising for the new building projects.

A Faculty Council member asked if clarification could be provided on how many donations are undesignated funds are and how the decisions are made around how to spend those undesignated funds. An additional question was whether pitches were made for things such as endowed professorships and what is being done in that area.

Vice President Roberts: Less than 1% of all our gifts are totally undesignated. Most donors have a passion area that they are interested in, and the dollars are designated toward those areas. If it is unrestricted, it goes to unrestricted funds that supports the President's priorities. As for endowed professorships, there are many things that can be given to at a university, so our job is to listen to donors and identify needs across campus based on their interests.

## **J. REPORTS TO BE RECEIVED**

**5:45pm-6:00pm**

1. Faculty Council Chair Report – Melinda Smith

Submitted written report.

2. Board of Governors Report – Jennifer Martin

Submitted written report.

3. Statement of Support for Eliminating both Departmental and College Codes

Chair Smith: The final report is a supplemental proposal from the deans regarding the Department Code Task Force final report. The plan is to hold a forum in late January or early February to discuss this proposal in more depth, as well as department and college codes.

## **K. DISCUSSION**

Hearing no further discussion, Chair Smith called the meeting adjourned.

Meeting was adjourned at 6:25 p.m.

Melinda Smith, Chair  
 Andrew Norton, Vice Chair  
 Jennifer Martin, BOG Representative  
 Amy Barkley, Executive Assistant

ATTENDANCE  
**BOLD INDICATES PRESENT AT MEETING**  
UNDERLINE INDICATES ABSENT AT MEETING  
**2025-2026**

**Chair: Melinda Smith**

**Vice-Chair: Andrew Norton**

**Executive Assistant: Amy Barkley**

**BOG Representative: Jennifer Martin**

**Professional Registered Parliamentarian: Lola Fehr**

<b>ELECTED MEMBERS</b>	<b>REPRESENTING</b>	<b>TERM</b>
<b>Agricultural Sciences</b>		
<b>Stephan Kroll</b>	Agricultural and Resource Economics	2028
<b>Catie Cramer</b>	Animal Sciences	2027
<b>Lisa Blecker</b>	Agricultural Biology	2027
<b>Kelly Curl</b>	Horticulture & Landscape Architecture	2028
<u>Esten Mason</u>	Soil and Crop Sciences	2026
<b>Bradley Goetz</b>	College-at-Large	2026
<b>Stephen Coleman</b>	College-at-Large	2027
<b>Health and Human Sciences</b>		
<u>Kevin Kissell</u>	Design and Merchandising	2027
<u>Neha Lodha</u>	Health and Exercise Science	2028
<b>Charlie Hoxmeier</b>	Food Science and Human Nutrition	2026
<b>Day Halsey</b>	Human Development and Family Studies	2026
<b>Svetlana Olbina</b>	Construction Management	2027
<b>Aaron Eakman</b>	Occupational Therapy	2026
<b>Daniel Birmingham</b>	School of Education	2027
<b>Shelby McDonald</b>	School of Social Work	2028
<b>Leann Kaiser</b>	College-at-Large	2027
<b>Business</b>		
<b>Nate Nguyen</b>	Accounting	2026
<b>Seth Kinnett</b>	Computer Information Systems	2027
<b>Wenrui Zhang</b>	Finance and Real Estate	2028
<b>Rob Mitchell</b>	Management	2027
<b>Gina Slejko</b>	Marketing	2028
<b>Engineering</b>		
<b>Peter Jan van Leeuwen</b>	Atmospheric Science	2027
<b>Brian Munsky</b>	School of Biomedical & Chemical Engineering	2028
TBD	Civil and Environmental Engineering	2027
<b>Steven Reising</b>	Electrical and Computer Engineering	2028
<b>Soheil Fatehiboroujeni</b>	Mechanical Engineering	2026
<b>Thomas Bradley</b>	Systems Engineering	2026
<u>Sybil Sharvelle</u>	College-at-Large	2026

<b>Pinar Omur-Ozbek</b>	College-at-Large	2026
<b>Liberal Arts</b>		
<b>Mary Van Buren</b>	Anthropology & Geography	2026
<b>Emily Moore</b>	Art & Art History	2027
<b>Mark Saunders</b>	Communication Studies	2028
<b>Martin Shields</b>	Economics	2027
<b>Genesea Carter</b>	English	2026
<b>Ray Black</b>	Race, Gender, & Ethnic Studies	2028
<b>John Slater</b>	Languages, Literatures, and Cultures	2028
<b>Tracy Brady</b>	History	2026
<b>Daniela Castillo</b>	Journalism and Media Communication	2028
<b>Wesley Longacre</b>	Music, Theatre, and Dance	2028
<b>Eirik Harris</b>	Philosophy	2026
<b>Marni Berg</b>	Political Science	2027
<b>KuoRay Mao</b>	Sociology	2028
<u>Forest Greenough</u>	College-at-Large	2027
<b>Antonio Pedros-Gascon</b>	College-at-Large	2028
<b>Emily Morgan</b>	College-at-Large	2026
<b>Abigail Shupe</b>	College-at-Large	2027
<u>Frankie Wilcox</u>	College-at-Large	2027
<b>Sanam Emami</b>	College-at-Large	2026
<b>Fabiola Ehlers-Zavala</b>	College-at-Large	2026
<b>Mohammed Hirchi</b>	College-at-Large	2026
<b>Karrin Vasby Anderson</b>	College-at-Large	2028
<b>Natural Resources</b>		
<b>Randall Boone</b>	Ecosystem Science and Sustainability	2026
<b>Troy Ocheltree</b>	Forest and Rangeland Stewardship	2027
<b>David Koons</b>	Fish, Wildlife, & Conservation Biology	2027
<b>Dennis Harry</b>	Geosciences	2027
<b>Christina Cavaliere</b>	Human Dimensions of Natural Resources	2026
<b>Natural Sciences</b>		
<b>Olve Peersen</b>	Biochemistry & Molecular Biology	2028
<b>Dale Lockwood</b>	Biology	2028
<b>Brittney Morgan</b>	Chemistry	2026
<b>Sanjay Rajopadhye</b>	Computer Science	2027
<b>Julia Gehrlein</b>	Physics	2027
<b>Matthew Rhodes</b>	Psychology	2028
<b>Ben Shaby</b>	Statistics	2028
<b>Steve Benoit</b>	Mathematics	2026
<u>Alan Van Orden</u>	College-at-Large	2026
<u>James Liu</u>	College-at-Large	2026
<u>Tanya Dewey</u>	College-at-Large	2028

**Veterinary Medicine & Biomedical Sciences**

<b>Elaine Carnevale</b>	Biomedical Sciences	2028
<b>Mo Salman</b>	Clinical Sciences	2028
<b>Del Leary</b>	Environmental & Radiological Health Sciences	2026
<b>Christie Mayo</b>	Microbiology, Immunology and Pathology	2027
<b>Katriana Popichak</b>	College-at-Large	2028
<b>Karen Dobos</b>	College-at-Large	2028
<b>Doreene Hyatt</b>	College-at-Large	2027
<b>Zaid Abdo</b>	College-at-Large	2028
<b>RoxAnn Karkhoff-Schweizer</b>	College-at-Large	2026
<b>Dan Regan</b>	College-at-Large	2026
<b>Andreas Neophytou</b>	College-at-Large	2028
<b>Mac Harris</b>	College-at-Large	2028
<b>Jennifer Rawlinson</b>	College-at-Large	2026

**University Libraries**

<b>Linda Meyer</b>	Libraries	2028
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***Ex Officio* Voting Members**

<b>Melinda Smith</b>	Chair, Faculty Council/Executive Committee	2026
<b>Andrew Norton</b>	Vice Chair, Faculty Council	2026
<b>Jennifer Martin</b>	BOG Faculty Representative	2026
<b>Steven Reising, Chair</b>	Committee on Faculty Governance	2026
<b><u>Sudeep Pasricha</u>, Chair</b>	Committee on Information Technology	2026
<b><u>Shane Kanatous</u>, Chair</b>	Committee on Intercollegiate Athletics	2026
<b><u>Jon Clark</u>, Chair</b>	Committee on Libraries	2026
<b>Ryan Brooks, Chair</b>	Committee on Non-Tenure Track Faculty	2026
<b>Mark Shelstad, Chair</b>	Committee on Responsibilities and Standing of Academic Faculty	2026
<b><u>Rob Schonlau</u>, Chair</b>	Committee on Scholarship, Research, and Graduate Education	2026
<b><u>Alan Kennan</u>, Chair</b>	Committee on Scholastic Standards	2026
<b>Lisa Kutcher, Chair</b>	Committee on Strategic and Financial Planning	2026
<b>Deborah Garrity, Chair</b>	Committee on Teaching and Learning	2026
<b>Day Halsey, Co-Chair</b>	Committee on University Programs	2026
<b><u>Kristy Nowak</u>, Co-Chair</b>	Committee on University Programs	2026
<b>Brad Goetz, Chair</b>	University Curriculum Committee	2026
<b><u>Chris Becker</u></b>	Committee on Non-Tenure Track Faculty	2026
<b><u>German Parada</u></b>	Committee on Non-Tenure Track Faculty	2027
<b><u>Lisa Fyffe</u></b>	Committee on Non-Tenure Track Faculty	2028
<b>Karen Montgomery Moore</b>	Committee on Non-Tenure Track Faculty	2027
<b>Clarissa Trapp</b>	Committee on Non-Tenure Track Faculty	2028
<b>Sean Bryan</b>	Committee on Non-Tenure Track Faculty	2028
<b>Ann Hess</b>	Committee on Non-Tenure Track Faculty	2028
<b><u>Traci Kinkel</u></b>	Committee on Non-Tenure Track Faculty	2028

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

Amy Parsons	President
<b>Matthew Tillman</b>	Chief of Staff
<b>Marion Underwood</b>	Provost/Executive Vice President
<b>Scott Roberts</b>	Vice President for Advancement
James Pritchett	Vice President for Engagement & Extension
<b>Kevin MacLennan</b>	Vice President for Enrollment and Access
<b>Susan James</b>	Vice Provost for Faculty Affairs
<b>Eric Ray</b>	Vice President for Human Resources
<b>Kauline Cipriani</b>	Vice President for Inclusive Excellence
<b>Brandon Bernier</b>	Vice President for Information Technology
Kathleen Fairfax	Vice Provost for International Affairs
<b>Laura Jensen</b>	Vice Provost for Planning and Effectiveness
Cassandra Moseley	Vice President for Research
<b>Blanche M. Hughes</b>	Vice President for Student Affairs
<b>Michael Galchinsky</b>	Vice Provost & Dean for Undergraduate Affairs
<b>Kyle Henley</b>	Vice President for University Marketing & Communications
<b>Brendan Hanlon</b>	Vice President for University Operations
<b>Carolyn Lawrence-Dill</b>	Dean, College of Agricultural Sciences
Beth Walker	Dean, College of Business
Allen Robinson	Dean, College of Engineering
<b>Lise Youngblade</b>	Dean, College of Health and Human Sciences
Colleen Webb	Dean, Graduate School
<b>Kjerstin Thorson</b>	Dean, College of Liberal Arts
<b>Karen Estlund</b>	Dean, Libraries
Jacob Roberts	Interim Dean, College of Natural Sciences
Susan VandeWoude	Dean, College of Vet. Medicine & Biomedical Sciences
A. Alonso Aguirre	Dean, Warner College of Natural Resources
<b>Trish Torrez</b>	Chair, Administrative Professional Council
<b>Kyle Saunders</b>	NCAA Faculty Athletics Representative

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **November 14, 2025** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 11:45 a.m.

### Minutes

The minutes of November 7, 2025 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).

<b>Major Changes to Existing Courses</b>			
<b>Course #</b>	<b>Course Title</b>	<b>Notes/Changes</b>	<b>Effective Term</b>
<a href="#">BSPM 502B</a>	Topics in Plant Pathology: Plant Bacteriology	<ul style="list-style-type: none"> <li>• Subtopic title removed and added to course title</li> <li>• Edit to abbreviated title</li> <li>• Course description added</li> <li>• Designated as ‘partial semester’</li> <li>• Updates to universal restrictions, Reg Info, Add’l Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">OT 721</a>	Impacts on Occupation--Biomech & Neuro	<ul style="list-style-type: none"> <li>• <b>Credit increase (from 3 to 4)</b></li> <li>• Change of credit distribution (1-0-2) to (2-0-2)</li> <li>• Mixed Face-to-Face removed from instructional format</li> <li>• Online schedule type removed</li> <li>• Edits to Add’l Reg Info, PLOs, student experiences field, and other info in CIM</li> </ul>	Fall 2026
<a href="#">OT 732</a>	Adult and Older Adult I	<ul style="list-style-type: none"> <li>• <b>Credit increase (from 2 to 3)</b></li> <li>• Edit to prerequisites: OT 720 and <a href="#">OT 722</a> <del>OT 721</del> and <a href="#">OT 731</a>.</li> <li>• Edits to PLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">OT 740</a>	<a href="#">Occupational Therapy Professional Reasoning</a> <del>Occupation, Learning, and Change</del>	<ul style="list-style-type: none"> <li>• Edits to course title and abbreviated title</li> <li>• Edits to course description</li> <li>• Edit to prerequisites: OT 731 <del>and OT 735</del> and OT 786B.</li> <li>• Edits to Add’l Reg Info, PLOs, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">OT 742</a>	Adult and Older Adult II	<ul style="list-style-type: none"> <li>• <b>Credit increase (from 2 to 3)</b></li> <li>• Edits to PLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026

<a href="#">OT 752</a>	Infancy Through Early Childhood	<ul style="list-style-type: none"> <li>• <b>Credit increase (from 2 to 3)</b></li> <li>• Edit to Offering Term: <del>Spring</del> <b>Fall</b></li> <li>• Edit to prerequisites: <a href="#">OT 762</a> and OT 787.</li> <li>• Edits to PLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Spring 2027
<a href="#">OT 753</a>	Infancy Through Early Childhood Lab	<ul style="list-style-type: none"> <li>• Edit to Offering Term: <del>Spring</del> <b>Fall</b></li> <li>• Edit to prerequisites: <a href="#">OT 762</a> and <a href="#">OT 763</a>. <del>OT 787</del></li> <li>• Edits to PLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Spring 2027
<a href="#">OT 759</a>	Capstone Planning	<ul style="list-style-type: none"> <li>• Edits to course description</li> <li>• Edits to PLOs, CLOs, assessment components, and weekly schedule</li> </ul>	Fall 2026
<a href="#">OT 761</a>	Inclusive Technology	<ul style="list-style-type: none"> <li>• Edit to Offering Term: <del>Spring</del> <b>Fall</b></li> <li>• Edits to PLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">OT 762</a>	Early Through Middle Childhood	<ul style="list-style-type: none"> <li>• <b>Credit increase (from 2 to 3)</b></li> <li>• Edit to Offering Term: <del>Fall</del> <b>Spring</b></li> <li>• Edit to prerequisites: <a href="#">OT 787</a>, <del>OT 752</del>; <del>OT 753</del>; <del>OT 786D</del></li> <li>• Edits to PLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">OT 763</a>	Early Through Middle Childhood Lab	<ul style="list-style-type: none"> <li>• Edit to Offering Term: <del>Fall</del> <b>Spring</b></li> <li>• Edit to prerequisites: <a href="#">OT 787</a>, <del>OT 752</del>; <del>OT 753</del>; <del>OT 786D</del></li> <li>• Edits to PLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">OT 764</a>	Adolescent and Young Adult	<ul style="list-style-type: none"> <li>• Edit to Offering Term: <del>Fall</del> <b>Spring</b></li> <li>• Edit to prerequisites: <a href="#">OT 787</a>, <del>OT 752</del> and <del>OT 753</del> and <del>OT 786D</del>.</li> <li>• Edits to PLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">OT 769</a>	Capstone Project and Experience Development	<ul style="list-style-type: none"> <li>• Edits to course description</li> <li>• Edits to PLOs, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Spring 2027
<a href="#">OT 772</a>	<del>Leadership Skills and Innovative Practice</del> <del>Innovative Practice in Occupational Therapy</del>	<ul style="list-style-type: none"> <li>• <b>Change of schedule type: <del>Recitation</del> <b>Seminar</b></b></li> <li>• Edits to course title and abbreviated title</li> <li>• Edits to course description</li> <li>• Edits to PLOs, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Spring 2027
<a href="#">OT 786C</a>	Practicum: Integrative Experiential Learning II	<ul style="list-style-type: none"> <li>• <b>Credit decrease (from 2 to 1)</b></li> <li>• Edits to PLOs, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">OT 786D</a>	Practicum: <del>Integrative</del> <b>Integrated</b> Experiential Learning III	<ul style="list-style-type: none"> <li>• Edit to subtopic title</li> <li>• Edit to Offering Term: <del>Spring</del> <b>Fall</b></li> <li>• Edits to PLOs, CLOs, assessment components, and other info in CIM</li> </ul>	Fall 2026
<a href="#">OT 786E</a>	Practicum: <del>Integrative</del> <b>Integrated</b> Experiential Learning IV	<ul style="list-style-type: none"> <li>• Edit to subtopic title</li> <li>• Edit to Offering Term: <del>Fall</del> <b>Spring</b></li> <li>• Edit to prerequisites: <a href="#">OT 787</a>, <del>OT 752</del>; <del>OT 753</del></li> <li>• Edits to PLOs, CLOs, weekly schedule, and other info in CIM</li> </ul>	Fall 2026

<a href="#">SOWK 677</a>	Trauma-Informed Care	<ul style="list-style-type: none"> <li>• <b>Change of schedule type:</b> <del>Lecture: Online-Lecture</del> <del>Online-Recitation</del></li> <li>• Edits to course description</li> <li>• Edit to Offering Term: <del>Spring, Summer</del> <b>Spring</b></li> <li>• Partial semester designation removed</li> <li>• Face-to-Face added to instructional format</li> <li>• Edits/Updates to Reg Info, PLOs, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Summer 2026
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### New Courses

Course #	Course Title	Notes	Effective Term
<a href="#">CIS 579</a>	Agentic Enterprise – Building Smarter With AI		Summer 2026
<a href="#">FSHN 235</a>	Eating the American Story	<b>Proposed for AUCC 3D</b>	Fall 2026
<a href="#">MECH 414</a>	Machine Learning- Mechanical Engr Automation		Fall 2026

### CONSENT AGENDA

### Experimental Courses – 1st Offering

Course #	Course Title	Notes	Effective Term
<a href="#">OT 180A5</a>	Ram Scholars-Workplace Experience	Ram Scholars students only	<b>Spring 2026</b>
<a href="#">SYSE 580B1</a>	Systems Modeling Language and Tools		<b>Spring 2026</b>

### Minor Changes to Existing Course

Course #	Course Title	Notes/Changes	Effective Term
<a href="#">CS 164</a>	CS1--Computational Thinking with Java	<ul style="list-style-type: none"> <li>• Edit to prerequisites: <del>(CIS 240 with a minimum grade of B)</del> or <del>(CS 150A with a minimum grade of B)</del> or <del>(CS 150B with a minimum grade of B)</del> or <del>(CS 152 with a minimum grade of B)</del> or <del>CS 163</del> or <b>ENGR 111 with a minimum grade of B</b> or <del>(ENGR 123 with a minimum grade of <b>B,C</b>)</del></li> <li>• Edit to prerequisite details</li> </ul>	Fall 2026

### Course Deactivations

Course #	Course Title	Notes/Changes	Effective Term
<a href="#">BZ 338</a>	Comparative Morphology of Vascular Plants	<i>C &amp; C Unit will administratively remove this course from the programs it is listed in.</i>	Spring 2026
<a href="#">CHEM 261</a>	Fundamentals of Inorganic Chemistry		Summer 2026
<a href="#">CIVE 102</a>	Introduction to Civil and Environmental Engr		Fall 2026
<a href="#">CIVE 103</a>	Engineering Graphics and Computing	This course is a required prerequisite for CIVE 305. <a href="#">CIVE 305</a> is currently being edited to add another	Summer 2026

		prerequisite option, but it has not been submitted to the workflow yet.	
<a href="#">CIVE 455</a>	Applications in Geotechnical Engineering	<i>C &amp; C Unit will administratively remove this course from the programs it is listed in.</i>	Spring 2026
<a href="#">CIVE 458</a>	Environmental Geotechnics	<i>C &amp; C Unit will administratively remove this course from the programs it is listed in.</i>	Spring 2027
<a href="#">FSHN 496A-H</a>	Group Study (various subtopics)	<i>C &amp; C Unit will administratively remove FSHN 496E from IFSQ: Interdisciplinary Minor in Food Science and Safety.</i>	Summer 2026
<a href="#">MGT 473</a>	Employment Relations: Labor and Management	This course was listed as an elective in <a href="#">INBZ: Major in Business Administration, Human Resource Management Concentration with International Business Concentration</a> . It has been removed from the program, but please be sure to submit the program changes to the workflow so they can be approved and reflected in the 2026-27 General Catalog.	Fall 2026
<a href="#">NR 120B</a>	Environmental Conservation	<i>C &amp; C Unit will administratively remove this course from NRTM-GLTZ-BS: Major in Natural Resource Tourism, Global Tourism Concentration.</i>	Summer 2026
<a href="#">OT 730</a>	Professional Reasoning and Relationships	Required corequisite for <a href="#">OT 786B</a> ( <i>OT 786B will need to be administratively updated to remove the requirement for concurrent registration with OT 730</i> )	Spring 2026
<a href="#">OT 760</a>	Leadership Skills of Change Agents		Fall 2026
<a href="#">PHIL 479</a>	Topics in Comparative Religions		Summer 2026
<a href="#">SOC 343</a>	Sport and Society		Summer 2026
<a href="#">SOCR 475</a>	Global Challenges in Plant and Soil Science	<i>C &amp; C Unit will administratively remove this course from the programs it is listed in.</i>	Spring 2026
<a href="#">SPCM 411</a>	Contemporary Speeches on American Issues		Spring 2026

Minutes approved by the University Curriculum Committee on 11/21/25.

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

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **November 21, 2025** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 10:37 a.m.

### Minutes

The minutes of November 14, 2025 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).

Misc. Memo Request: Department Name Change		
Request	Rationale/Justification	Effective Term
<a href="#">Department of Languages, Literatures and Cultures to Department of Languages and Global Studies</a>  <i>Note: Still pending CoSFP and CoFG review.</i>	The Department of Languages, Literatures and Cultures recently merged with the International Studies program, which was formerly hosted by the College of Liberal Arts. After extensive discussion, we have agreed on the name "Department of Languages and Global Studies" to reflect our new identity as a department. The name change reflects the Department’s growth and its new identity as a home to two different programs: Languages, Literatures, and Cultures and International Studies. ( <i>see CIM for more details</i> )	TBD

Major Changes to Existing Courses			
Course #	Course Title	Notes/Changes	Effective Term
<a href="#">CS 220</a>	Discrete Structures <del>and the Applications</del>	<ul style="list-style-type: none"> <li>• Edits to course title and abbreviated title</li> <li>• Edits to course description</li> <li>• Edits to CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<del>WS 300</del> <del>WS 270</del>	Feminist Theory	<ul style="list-style-type: none"> <li>• <b>Change in course level and course number</b></li> <li>• Edits to course description</li> <li>• Edit to Offering Term: <del>Spring</del> <b>Every</b></li> <li>• Edit to prerequisites: <del>WS 100 to WS 299 – at least 3 credits. None.</del></li> <li>• Prereq details and universal restriction added</li> <li>• Updates/edits to Add'l Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026

New Courses			
Course #	Course Title	Notes	Effective Term
<a href="#">SPCM 230</a>	Social Science Research in Communication		Fall 2026
<a href="#">SPCM 330</a>	Leadership and Communication	Previously offered as <a href="#">SPCM 278J</a>	Fall 2026

<a href="#">WS 398</a>	Feminist Research Methods	<b>Proposed for AUCC 4A and 4B.</b>	Fall 2026
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New Majors/Degrees		
Program Title	Notes	Effective Term
<a href="#">BIOM-BS: Major in Biomedical Sciences</a>	<p><b>Offered Main Campus Face-to-Face.</b></p> <p><i>This is essentially the current Anatomy and Physiology Concentration becoming the standalone major again. Not truly a new degree like the 2 below.</i></p>	Fall 2026
<a href="#">Major in Environmental Public Health</a>	<p><b>Offered Main Campus Face-to-Face.</b></p> <p><i>This is essentially the current BIOM-BS Environmental Public Health Concentration becoming a standalone major again.</i></p>	Fall 2026
<a href="#">Major in Medical Microbiology and Infectious Disease</a>	<p><b>Offered Main Campus Face-to-Face.</b></p> <p><i>This is essentially the current BIOM-BS Microbiology and Infectious Disease Concentration becoming a standalone major again.</i></p>	Fall 2026

Major Changes to Existing Programs		
Program Title	Notes/Changes	Effective Term
<a href="#">ACBF-CT: Graduate Certificate in Advanced Clinical Behavioral Health</a>	<ul style="list-style-type: none"> <li>• SOWK 642 removed as a course option (deactivated)</li> </ul>	Fall 2026
<a href="#">IWOQ: Interdisciplinary Minor in Women's Study</a>	<ul style="list-style-type: none"> <li>• Administrating college moved from Intra-University to Liberal Arts</li> <li>• WS 270 updated to WS 300 (<i>see above</i>)</li> <li>• New course WS 248 (UCC approved 9/12/25)</li> <li>• See CIM for all other program changes</li> </ul>	Fall 2026
<a href="#">WGST-BA: Major in Women's and Gender Studies</a>	<ul style="list-style-type: none"> <li>• New course WS 398 designated as <b>AUCC 4A and 4B</b> (<i>see above</i>)</li> <li>• New course WS 248 (UCC approved 9/12/25)</li> <li>• WS 270 updated to WS 300 (<i>see above</i>)</li> <li>• See CIM for all other program changes</li> </ul>	Fall 2026

<b>CONSENT AGENDA</b>
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Minor Changes to Existing Programs		
Program Title	Notes/Changes	Effective Term
<a href="#">ADEF: Certificate in Adaptive Exercise</a>	<ul style="list-style-type: none"> <li>• HES 478C and HES 478D added to electives list</li> </ul>	Fall 2026
<a href="#">DTAF-CT: Graduate Certificate in Data Analysis</a>	<ul style="list-style-type: none"> <li>• ERHS 537A, ERHS 537B, and FW 670 added to electives list</li> </ul>	<b>Spring 2026</b>

Course Deactivations			
Course #	Course Title	Notes/Changes	Effective Term

<a href="#">LCHI 180A1</a>	Beginning Chinese-Immersion	Experimental course-not referenced in any courses or programs.	Spring 2026
<a href="#">LCHI 205</a>	Intermediate Written Chinese	<i>C&amp;C Unit will administratively remove this course from the Minor in Chinese.</i>	Spring 2026
<a href="#">LCHI 309</a>	Contemporary Chinese Literature and the Arts	<i>C&amp;C Unit will administratively remove this course from the Minor in Chinese.</i>	Spring 2026
<a href="#">LCHI 365</a>	Introduction to Chinese Cinema Studies	<i>C&amp;C Unit will administratively remove this course from the Minor in Chinese.</i>	Spring 2026
<a href="#">LCHI 408</a>	Chinese Calligraphy	<i>C&amp;C Unit will administratively remove this course from the Minor in Chinese.</i>	Spring 2026
<a href="#">LGEN 114</a>	First-Year Language I	Not referenced in any courses or programs.	Spring 2026
<a href="#">LGEN 115</a>	First-Year Language II	Not referenced in any courses or programs.	Spring 2026
<a href="#">LGEN 214</a>	Second-Year Language I	Not referenced in any courses or programs.	Spring 2026
<a href="#">LGEN 215</a>	Second-Year Language II	Not referenced in any courses or programs.	Spring 2026
<a href="#">LGEN 314</a>	Third-Year Language I	Not referenced in any courses or programs.	Spring 2026
<a href="#">LGEN 315</a>	Third-Year Language II	Not referenced in any courses or programs.	Spring 2026
<a href="#">LGEN 380A2</a>	Supervised Undergraduate College Teaching	Experimental course-not referenced in any courses or programs.	Spring 2026
<a href="#">LGEN 382/ETST 382</a>	Italian Ethnic Identity, Culture, and Gender	Not referenced in any courses or programs.	Spring 2026
<a href="#">LGEN 414</a>	Fourth-Year Language I	Not referenced in any courses or programs.	Spring 2026
<a href="#">LGEN 415</a>	Fourth-Year Language II	Not referenced in any courses or programs.	Spring 2026
<a href="#">LGEN 505</a>	Methods/Technologies in Language Instruction	Not referenced in any courses or programs.	Spring 2026
<a href="#">LGEN 535</a>	Graduate Studies in Civilization	Not referenced in any courses or programs.	Spring 2026
<a href="#">LGRK 152</a>	Classical Greek I	Prereq for LGRK 153 (deactivated below).	Spring 2026
<a href="#">LGRK 153</a>	Classical Greek II	Not referenced in any courses or programs.	Spring 2026

Minutes approved by the University Curriculum Committee on 12/5/25.

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

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **December 5, 2025** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 11:37 a.m.

### Minutes

The minutes of November 21, 2025 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).

Major Changes to Existing Courses			
Course #	Course Title	Notes/Changes	Effective Term
<a href="#">CIS 230</a> <del>CIS 310</del>	<a href="#">Coding for Business Applications &amp; Analytics</a> <del>Data Preparation for Business Analytics</del>	<ul style="list-style-type: none"> <li>• <b>Change in course level and course number</b></li> <li>• Edits to course title and abbreviated title</li> <li>• Edits to course description</li> <li>• Edits to CLOs, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">ERHS 521</a> <del>ERHS 603</del>	Toxicological Pathology	<ul style="list-style-type: none"> <li>• <b>Change in course level and course number</b></li> <li>• Edit to prerequisites: <a href="#">BMS 450 or ERHS 446, may be taken concurrently or ERHS 502, may be taken concurrently.</a> <del>BMS 300 or BMS 360</del></li> <li>• Universal restrictions removed</li> <li>• Updates to Add'l Reg Info, PLOs, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">LSPA 300</a>	Reading and Writing for Communication-Spanish	<ul style="list-style-type: none"> <li>• <b>Proposed for AUCC 2</b></li> <li>• Edits to CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Summer 2026

New Course			
Course #	Course Title	Notes	Effective Term
<a href="#">CS 245</a>	AI Beyond the Hype	2 cr.	Fall 2026

New Undergraduate Minor		
Program Title	Notes	Effective Term
<a href="#">Minor in Communication Studies</a>	<ul style="list-style-type: none"> <li>• Offered Main Campus Face-to-Face.</li> </ul>	Fall 2026

New Undergraduate Certificate		
Program Title	Notes	Effective Term

<a href="#">Certificate in AI Literacy</a>	<ul style="list-style-type: none"> <li>• Offered Main Campus Face-to-Face.</li> <li>• Includes new course CS 245 (<i>see above</i>)</li> </ul>	Fall 2026
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### Major Changes to Existing Programs

Program Title	Notes	Effective Term
<a href="#">BMSC-PHD: Ph.D. in Biomedical Sciences</a>	<ul style="list-style-type: none"> <li>• See CIM for all program changes.</li> </ul>	Fall 2026
<a href="#">BMSC-MS: Master of Science in Biomedical Sciences, Plan A</a>	<ul style="list-style-type: none"> <li>• See CIM for all program changes.</li> </ul>	Fall 2026
<a href="#">BMSC-RPTZ-MS: Master of Science in Biomedical Sciences, Reproductive Technology Specialization, Plan B</a>	<ul style="list-style-type: none"> <li>• Course number change: ERHS 603 to ERHS 521 (<i>see above</i>)</li> <li>• See CIM for all program changes.</li> </ul>	Spring 2026
<a href="#">ECOL-MS: Master of Science in Ecology, Plan B</a>	<ul style="list-style-type: none"> <li>• See CIM for all program changes.</li> </ul>	Spring 2026
<a href="#">BUSA-INSZ-BS: Major in Business Administration, Information Systems Concentration</a>	<ul style="list-style-type: none"> <li>• Course number change: CIS 310 to CIS 230 (<i>see above</i>)</li> <li>• See CIM for all other program changes.</li> </ul>	Fall 2026
<a href="#">INBZ: Major in Business Administration, Information Systems Concentration with International Business Concentration</a>	<ul style="list-style-type: none"> <li>• Course number change: CIS 310 to CIS 230 (<i>see above</i>)</li> <li>• See CIM for all other program changes.</li> </ul>	Fall 2026
<a href="#">FANQ: Minor in Forensic Anthropology</a>	<ul style="list-style-type: none"> <li>• ANTH 474 was specifically required but now it will be a 'select from' choice with ANTH 467.</li> </ul>	Fall 2026
<a href="#">ECSF: Certificate in Ethics and Society</a>	<ul style="list-style-type: none"> <li>• Reducing total required credits from 15 to 12</li> <li>• Edits to 'select from' list</li> </ul>	Fall 2026

### Existing Program Previously Unpublished in the Catalog

Program Title	Notes	Effective Term
<a href="#">PHYS-PHD: Ph.D. in Physics</a>	<ul style="list-style-type: none"> <li>• See CIM for all program updates.</li> </ul>	Fall 2026

### Program Deactivations

Program Title	Notes	Last admit term	Last grad term
<a href="#">SPMG-BFZ-MSM: Master of Sport Management, Plan C, Business Foundations Specialization</a>	Low enrollment and no financial support for this specialization.	Spring 2026	Summer 2028
<a href="#">SPMG-MCZ-MSM: Master of Sport Management, Plan C, Sport Media and Communications Specialization</a>	Low enrollment and no financial support for this specialization.	Spring 2026	Summer 2028
<a href="#">SPMG-SMZ-MSM: Master of Sport Management, Plan C, Sport Marketing Specialization</a>	Low enrollment and no financial support for this specialization.	Spring 2026	Summer 2028

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

Course #	Course Title	Notes	Effective Term
<a href="#">ANEQ 280A4</a>	Foundations Livestock and Product Evaluation		Spring 2026
<a href="#">AM 480A2</a>	Fashion and Design History of Asia		Spring 2026
<a href="#">BZ 480A8</a>	Biotech for the Industry-Curious		Spring 2026
<a href="#">CS 580B7</a>	High-Dimensional Optimization and Sampling		Spring 2026
<a href="#">ENGR 380A6</a>	Sociotechnical Engineering Leadership		Spring 2026
<a href="#">MU 380A6</a>	Latin American Ensemble - Mariachi	1 cr.	Spring 2026
<a href="#">MU 480A9</a>	Music in Media		Spring 2026

### Minor Changes to Existing Course

Course #	Course Title	Notes/Changes	Effective Term
<a href="#">CIS 355</a>	Business Database Systems	• Edit to prerequisites: CIS 200 or <a href="#">CIS 230</a> . <del>CIS 310</del>	Fall 2026

### Course Deactivations

Course #	Course Title	Notes/Changes	Effective Term
<a href="#">LFRE 120</a>	Reading for Proficiency-French	Not referenced in any courses or programs.	Spring 2026
<a href="#">LFRE 355</a>	20 <sup>th</sup> Century French Literature	<i>C&amp;C Unit will administratively remove this course from the Minor in French.</i>	Summer 2026
<a href="#">LFRE 441</a>	Advanced Business French	<i>C&amp;C Unit will administratively remove this course from the Minor in French.</i>	Spring 2026
<a href="#">LFRE 450</a>	Selected French Literary Movements and Periods	<i>C&amp;C Unit will administratively remove this course from the Minor in French.</i>	Spring 2026
<a href="#">LFRE 452</a>	Genre Studies in French	<i>C&amp;C Unit will administratively remove this course from the Minor in French.</i>	Spring 2026
<a href="#">LFRE 453</a>	Author Studies in French	<i>C&amp;C Unit will administratively remove this course from the Minor in French.</i>	Spring 2026
<a href="#">LFRE 460</a>	French/Francophone Women Writers	<i>C&amp;C Unit will administratively remove this course from the Minor in French.</i>	Spring 2026
<a href="#">LFRE 470</a>	French Grammatical Constructions	<i>C&amp;C Unit will administratively remove this course from the Minor in French.</i>	Spring 2026
<a href="#">LFRE 508</a>	Intensive French-Graduate Review	Not referenced in any courses or programs.	Spring 2026
<a href="#">LFRE 514</a>	Issues in Teaching French	Not referenced in any courses or programs.	Spring 2026
<a href="#">LFRE 525</a>	History of the French Language	Not referenced in any courses or programs.	Spring 2026

Minutes approved by the University Curriculum Committee on 12/12/25.

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

## UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **December 12, 2025** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 11:56 a.m.

### Minutes

The minutes of December 5, 2025 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).

<b>Major Changes to Existing Courses</b>			
Course #	Course Title	Notes/Changes	Effective Term
<a href="#">JTC 511</a>	Corporate Media Ethics and Issues	<ul style="list-style-type: none"> <li>• <b>Credit decrease (from 3 to 2)</b></li> <li>• Edits to course description</li> <li>• Edit to Offering Term: <del>Fall</del> <b>Fall, Spring</b></li> <li>• Partial semester designation added</li> <li>• Face-to-Face added to instructional format</li> <li>• Edit to prerequisites: <u>JTC 500 to 599 – at least 2 credits.</u> <del>None.</del></li> <li>• Universal restriction added: <u>Graduate Only</u></li> <li>• Updates to Reg Info, Add'l Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">JTC 522</a>	Media Communication Innovation	<ul style="list-style-type: none"> <li>• <b>Credit decrease (from 3 to 2)</b></li> <li>• Edits to course description</li> <li>• Edit to Offering Term: <del>Fall,</del> <b>Spring</b></li> <li>• Partial semester designation added</li> <li>• Edit to prerequisites: JTC 500 to 599 – at least <u>2</u> <del>3</del> credits.</li> <li>• Edits to Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">JTC 526</a>	<u>Multiplatform Writing</u> <del>Digital Media Writing and Production</del>	<ul style="list-style-type: none"> <li>• <b>Credit decrease (from 3 to 2)</b></li> <li>• Edits to course title and abbreviated title</li> <li>• Edits to course description</li> <li>• Edit to Offering Term: <del>Spring</del> <b>Summer</b></li> <li>• Partial semester designation added</li> <li>• Edit to prerequisites: <u>JTC 500 to 599 – at least 2 credits.</u> <del>None.</del></li> <li>• Universal restriction added: <u>Graduate Only</u></li> <li>• Edits to Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026

<a href="#">JTC 536</a>	<u>Commercial Photography &amp; Asset Management</u> <del>Organizational and Commercial Photography</del>	<ul style="list-style-type: none"> <li>• <b>Credit decrease (from 3 to 2)</b></li> <li>• Edits to course title and abbreviated title</li> <li>• Edits to course description</li> <li>• Edit to Offering Term: <u>Spring</u> <del>As-Needed</del></li> <li>• Partial semester designation added</li> <li>• Edit to prerequisites: <u>JTC 502</u>. <del>None.</del></li> <li>• Edits to Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">JTC 540</a>	<u>Corporate and Organizational Video Production</u> <del>Corporate Digital Video Editing</del>	<ul style="list-style-type: none"> <li>• <b>Credit decrease (from 3 to 2)</b></li> <li>• Edits to course title and abbreviated title</li> <li>• Edits to course description</li> <li>• Edit to Offering Term: <u>Spring</u> <del>Every</del></li> <li>• Partial semester designation added</li> <li>• Face-to-Face added to instructional format</li> <li>• Edit to prerequisites: <u>JTC 502</u>. <del>None.</del></li> <li>• Universal restriction added: <u>Graduate Only</u></li> <li>• Updates to prereq details, Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">JTC 550</a>	<u>Strategic Communication Theory and Practice</u> <del>Public Relations</del>	<ul style="list-style-type: none"> <li>• <b>Credit decrease (from 3 to 2)</b></li> <li>• Edits to course title and abbreviated title</li> <li>• Edits to course description</li> <li>• Edit to Offering Term: <u>Fall, Summer</u> <del>Every</del></li> <li>• Partial semester designation added</li> <li>• Edit to prerequisites: <u>JTC 500 to 599 – at least 2 credits</u>. <del>None.</del></li> <li>• Universal restriction added: <u>Graduate Only</u></li> <li>• Updates to Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">JTC 560</a>	<u>Project Management in Communication &amp; Media</u> <del>Managing Communications Systems</del>	<ul style="list-style-type: none"> <li>• <b>Credit decrease (from 3 to 2)</b></li> <li>• Edits to course title and abbreviated title</li> <li>• Edits to course description</li> <li>• Edit to Offering Term: <u>Fall</u> <del>Spring</del></li> <li>• Partial semester designation added</li> <li>• Distance/Online added to instructional format</li> <li>• Edit to prerequisites: <u>JTC 500 to 599 – at least 2 credits</u>.</li> <li>• Universal restriction added: <u>Graduate Only</u></li> <li>• Updates to Reg Info, Add'l Reg Info, Grade Mode, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">JTC 571</a>	<u>Communication and Media Research Methods</u> <del>Digital Media Research and Evaluation Methods</del>	<ul style="list-style-type: none"> <li>• <b>Credit decrease (from 3 to 2)</b></li> <li>• Edits to course title and abbreviated title</li> <li>• Edits to course description</li> <li>• Edit to Offering Term: <u>Spring</u> <del>Fall</del></li> <li>• Partial semester designation added</li> <li>• Edit to prerequisites: <u>JTC 550</u>. <del>None.</del></li> <li>• Edits to Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026

<a href="#">JTC 572</a>	<a href="#">Web Design and Content Management</a> <del>Corporate Web Design and Management</del>	<ul style="list-style-type: none"> <li>• <b>Credit decrease (from 3 to 2)</b></li> <li>• Edits to course title and abbreviated title</li> <li>• Edits to course description</li> <li>• Edit to Offering Term: <del>Fall</del> <b>Fall, Spring</b></li> <li>• Partial semester designation added</li> <li>• Face-to-Face added to instructional format</li> <li>• Edit to prerequisites: <del>JTC 502. None.</del></li> <li>• Universal restriction added: <b>Graduate Only</b></li> <li>• Updates to Reg Info, Add'l Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">JTC 573</a>	<a href="#">Managing Communications and Media Teams</a> <del>Strategic Digital Communication</del>	<ul style="list-style-type: none"> <li>• <b>Credit decrease (from 3 to 2)</b></li> <li>• Edits to course title and abbreviated title</li> <li>• Edits to course description</li> <li>• Partial semester designation added</li> <li>• Edit to prerequisites: <del>JTC 560. None.</del></li> <li>• Universal restriction added: <b>Graduate Only</b></li> <li>• Updates to Reg Info, Add'l Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026
<a href="#">JTC 575</a>	<a href="#">Design and Data Visualization</a> <del>Media Design and Production</del>	<ul style="list-style-type: none"> <li>• <b>Credit decrease (from 3 to 2)</b></li> <li>• Edits to course title and abbreviated title</li> <li>• Edits to course description</li> <li>• Edit to Offering Term: <del>Fall</del> <b>Fall, Spring</b></li> <li>• Partial semester designation added</li> <li>• Edit to prerequisites: <del>JTC 502, JTC 500—599— —at least 3 credits.</del></li> <li>• Updates/Edits to Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM</li> </ul>	Fall 2026

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

Course #	Course Title	Notes	Effective Term
<a href="#">ENGR 382C</a>	Study Abroad – Japan: Engineering and Design	3 cr.; restricted to engineering majors Travel date: winter break 2027	Spring 2027

### New Courses

Course #	Course Title	Notes	Effective Term
<a href="#">JTC 502</a>	Multiplatform Content Creation	2 cr.; partial semester; Graduate only	Fall 2026
<a href="#">JTC 518</a>	Foundations of Science Communication Theory	2 cr.; partial semester; Graduate only	Fall 2026
<a href="#">JTC 519</a>	Science Communication Content Creation	2 cr.; partial semester; Graduate only	Fall 2026
<a href="#">SPMT 527</a>	Content Creation in Sport	2 cr.; partial semester; Graduate only; previously offered as experimental course <a href="#">SPMT 580A1</a>	Summer 2026
<a href="#">SPMT 613</a>	Sport and Innovation	2 cr.; partial semester; Graduate only; previously offered as experimental course <a href="#">SPMT 680A1</a>	Summer 2026

<b>CONSENT AGENDA</b>
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<b>Experimental Courses – 1st Offering</b>			
<b>Course #</b>	<b>Course Title</b>	<b>Notes</b>	<b>Effective Term</b>
<a href="#">MU 180A4</a>	Beginning Guitar		Spring 2026
<a href="#">RRM 480A2</a>	Gifford Café and Catering Operations	1-5 variable cr.	Spring 2026

<b>Course Deactivations</b>			
<b>Course #</b>	<b>Course Title</b>	<b>Notes/Changes</b>	<b>Effective Term</b>
<a href="#">ART 410</a>	Greek Art	<ul style="list-style-type: none"> <li>Removed from the Major in Art (BA), Art History Concentration and the Integrated Visual Studies Concentration (<i>see below</i>)</li> <li>Removed from the Major in Art, BFA and the 11 concentrations (<i>see below</i>)</li> </ul> <i>C &amp; C Unit will administratively remove this course from the other programs it is listed in.</i>	Fall 2026
<a href="#">ART 417</a>	Roman Art	<ul style="list-style-type: none"> <li>Removed from the Major in Art (BA), Art History Concentration and the Integrated Visual Studies Concentration (<i>see below</i>)</li> <li>Removed from the Major in Art, BFA and the 11 concentrations (<i>see below</i>)</li> </ul> <i>C &amp; C Unit will administratively remove this course from the other programs it is listed in.</i>	Fall 2026

<b>Minor Changes to Existing Programs</b>		
<b>Program Title</b>	<b>Notes/Changes</b>	<b>Effective Term</b>
<a href="#">ARTI-ARTZ-BA: Major in Art (BA), Art History Concentration</a>	<ul style="list-style-type: none"> <li>ART 410 and ART 417 are being deactivated (<i>see above</i>) and have been removed from the upper-division art history course list.</li> </ul>	Fall 2026
<a href="#">ARTI-IVSZ-BA: Major in Art (BA), Integrated Visual Studies Concentration</a>	<ul style="list-style-type: none"> <li>ART 410 and ART 417 are being deactivated (<i>see above</i>) and have been removed from the upper-division art history course list.</li> </ul>	Fall 2026
<a href="#">ARTM-AREZ-BF: Major in Art (BFA), Art Education Concentration</a>	<ul style="list-style-type: none"> <li>ART 410 and ART 417 are being deactivated (<i>see above</i>) and have been removed from the upper-division art history course list.</li> </ul>	Fall 2026
<a href="#">ARTM-BFA: Major in Art, BFA</a>	<ul style="list-style-type: none"> <li>ART 410 and ART 417 are being deactivated (<i>see above</i>) and have been removed from the upper-division art history course list.</li> </ul>	Fall 2026
<a href="#">ARTM-DRAZ-BF: Major in Art (BFA), Drawing Concentration</a>	<ul style="list-style-type: none"> <li>ART 410 and ART 417 are being deactivated (<i>see above</i>) and have been removed from the upper-division art history course list.</li> </ul>	Fall 2026
<a href="#">ARTM-ELAZ-BF: Major in Art (BFA), Electronic Art Concentration</a>	<ul style="list-style-type: none"> <li>ART 410 and ART 417 are being deactivated (<i>see above</i>) and have been removed from the upper-division art history course list.</li> </ul>	Fall 2026

<a href="#">ARTM-FIBZ-BF: Major in Art (BFA), Fibers Concentration</a>	<ul style="list-style-type: none"> <li>• ART 410 and ART 417 are being deactivated (<i>see above</i>) and have been removed from the upper-division art history course list.</li> </ul>	Fall 2026
<a href="#">ARTM-GRDZ-BF: Major in Art (BFA), Graphic Design Concentration</a>	<ul style="list-style-type: none"> <li>• ART 410 and ART 417 are being deactivated (<i>see above</i>) and have been removed from the upper-division art history course list.</li> </ul>	Fall 2026
<a href="#">ARTM-METZ-BF: Major in Art (BFA), Metalsmithing Concentration</a>	<ul style="list-style-type: none"> <li>• ART 410 and ART 417 are being deactivated (<i>see above</i>) and have been removed from the upper-division art history course list.</li> </ul>	Fall 2026
<a href="#">ARTM-PHIZ-BF: Major in Art (BFA), Photo Image Making Concentration</a>	<ul style="list-style-type: none"> <li>• ART 410 and ART 417 are being deactivated (<i>see above</i>) and have been removed from the upper-division art history course list.</li> </ul>	Fall 2026
<a href="#">ARTM-PNTZ-BF: Major in Art (BFA), Painting Concentration</a>	<ul style="list-style-type: none"> <li>• ART 410 and ART 417 are being deactivated (<i>see above</i>) and have been removed from the upper-division art history course list.</li> </ul>	Fall 2026
<a href="#">ARTM-POTZ-BF: Major in Art (BFA), Pottery Concentration</a>	<ul style="list-style-type: none"> <li>• ART 410 and ART 417 are being deactivated (<i>see above</i>) and have been removed from the upper-division art history course list.</li> </ul>	Fall 2026
<a href="#">ARTM-PRTZ-BF: Major in Art (BFA), Printmaking Concentration</a>	<ul style="list-style-type: none"> <li>• ART 410 and ART 417 are being deactivated (<i>see above</i>) and have been removed from the upper-division art history course list.</li> </ul>	Fall 2026
<a href="#">ARTM-SCLZ-BF: Major in Art (BFA), Sculpture Concentration</a>	<ul style="list-style-type: none"> <li>• ART 410 and ART 417 are being deactivated (<i>see above</i>) and have been removed from the upper-division art history course list.</li> </ul>	Fall 2026
<a href="#">HSIF-CT: Graduate Certificate in Human Systems Integration</a>	<ul style="list-style-type: none"> <li>• ENGR 546 added to the 'pick 2' course list</li> <li>• ILO paragraph added</li> </ul>	Fall 2026

Minutes approved by the University Curriculum Committee on 12/15/25.

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

## Candidate Statement, Nominee for Faculty Council Chair

January 26, 2026

### Andrew Norton, Professor

Department of Agricultural Biology, College of Agricultural Sciences

I am pleased to accept this nomination for Faculty Council Chair. I strongly support the shared governance model at Colorado State University and, if elected, will work diligently to promote shared decision-making between faculty and administration in everything we do.

In these fiscally and politically challenging times, it is more important than ever that we have an active, engaged, and effective Faculty Council. Whether the challenges arise from budgetary stresses at the state level or ideological pressures at the federal level, we must work together as faculty and with campus administrators to ensure that academic freedom, shared governance, and the fair and equitable treatment of faculty and staff remain central to our lives as CSU employees.

The budget challenges we face are significant, and they demand that we continue both collaborating with—and constructively challenging—the administration to prioritize students, faculty, and the University’s academic mission in every decision. Transparency in decision-making and in budget communications is essential, and I remain committed to ensuring that Faculty Council holds the administration accountable.

I am passionate about—and strongly committed to—ensuring that all faculty are treated equitably and have an effective voice in shared governance. I completed the Vice President for Diversity’s Faculty Institute for Inclusive Excellence (FIIE) and the Social Justice Leadership Institute in 2017 and became a FIIE Fellow in 2018. In 2018, I joined the Graduate School’s Center for Inclusive Mentoring Executive Committee. In 2020 and 2021, I was selected to serve as a co-instructor of FIIE.

For this University to meet its land-grant mission and serve all those we must reach, CSU’s Principles of Community must infuse everything we do. As faculty, we play a central role in communicating and upholding these shared values. Faculty Council must ensure that the policies and practices we implement at CSU support a more equitable and inclusive university, and we must speak and act to hold ourselves—and the University—accountable for our actions.

I am currently Vice Chair of Faculty Council, where I assist the Chair in representing faculty to the administration. I served as Faculty Representative to the Board of Governors from 2022–2024. While on the Board, I served on the President Search Advisory Committee and ensured that each of the nine appointed Board members introduced themselves and attended a Faculty Council meeting. I met regularly with leaders of the Classified Personnel Council and the Academic Personnel Council so I could represent them to the Board as well. Throughout my two terms as representative to the Board, I was a strong advocate for better compensation for faculty and staff, along with increased transparency and equity in the merit-raise process. From 2021–2022, I served as Vice Chair of Faculty Council under Chair Sue Doe, and from 2020–2021, I served as the College of Agricultural Sciences representative to the Executive Committee.

Recent University Service roles

**2025–present** — Vice Chair, Faculty Council

**2025–present** — Co-Chair, AUCC Innovation Task Force

**2025–present** — Chair, Free Speech Task Force

**2024–2025** — Faculty Council / Provost Task Force on Institutional Learning Outcomes and AUCC Governance  
**2019–2025** — CSU Vice President for Diversity, Assessment Group for Diversity Issues  
**2022–2024** — Faculty Representative to the Board of Governors  
**2024** — Faculty Council Task Force on Principles of Community  
**2023–2024** — Provost’s AUCC 1C Implementation Committee  
**2023–2024** — *Los Consejos*: Hispanic-Serving Institution Advisory Group  
**2023** — Faculty Council Shared Governance Task Force  
**2022–2023** — Provost’s AUCC 1C Evaluation Committee  
**2022–2023** — CSU Re-Accreditation Core Curriculum Group  
**2021–2022** — Vice Chair, Faculty Council  
**2021–2022** — Chair, Faculty Council AUCC Task Force  
**2020–2024** — Faculty Council Executive Committee

Additionally, I served on Faculty Council’s Committee on Teaching and Learning from 2005–2010 and chaired this committee from 2008–2009. I was a College of Agricultural Sciences representative to Faculty Council from 2010–2013 and from 2020–2024. I have also served as a member of the Graduate Degree Program in Ecology’s Executive Committee (2005–2007); the Department of Agricultural Biology Executive Committee (2011–2013, 2015–2018, 2019–2021); and the Agricultural Biology Graduate Program Committee (2005–2013, 2014–2015, 2016–2019), chairing this committee for most of that time. I have served as the College of Agricultural Sciences Master Teacher Initiative Coordinator since 2015.

My vision for Faculty Council is a council that is a committed advocate for faculty, a champion for transparency and accountability, a strong partner to the other employee councils, and a place where our concerns genuinely shape the decisions that affect us. As Chair, I will continue working to strengthen our code, uphold shared governance, and ensure that faculty voices are heard—clearly, consistently, and with purpose. Together, we can strengthen CSU’s academic mission, support excellence in teaching and scholarship, and help build a more equitable, inclusive, and resilient university.

Date: December 3, 2025

To: Melinda Smith  
Chair, Faculty Council

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

Subject: **Faculty Manual Section E.12.1**

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

MOVED, THAT Section E.12.1 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE REVISED AS FOLLOWS:

**E.12.1 Teaching, Advising, and Mentoring (*last revised May 3, 2024*)**

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

Teaching includes, but is not limited to, classroom and/or laboratory instruction; on-line instruction; individual tutoring; supervision and instruction of student researchers; clinical teaching; field work supervision and training; preparation and supervision of teaching assistants; supervision of field trips; teaching abroad; service learning; outreach/engagement; organization, coordination, marketing, and promotion of official university educational activities; and other activities that organize and disseminate knowledge, including librarianship. Faculty members' supervision or guidance of students in recognized academic pursuits that do not confer any University credit also is considered teaching and should be included in portfolio materials and be considered as part of the evidence of teaching effectiveness. Associated teaching activities include class preparation; grading; laboratory or equipment maintenance; preparation and funding of proposals to improve instruction; attendance at workshops on teaching improvement; and planning of curricula and courses of study; and mentoring colleagues in any of these activities. Outreach and engagement activities as specified by the department/unit, are important to CSU as a land-grant institution and should be integrated into teaching efforts, as appropriate (see Section E.12.4). This includes teaching efforts of faculty members with Extension appointments. Examples of engaged teaching include service-learning and conducting workshops, seminars and consultations, and the preparation of educational materials for those purposes. Other examples can be found in the "[Continuum of Engaged Scholarship](#)". Activities that enhance diversity and inclusion at CSU and align with CSU's Principles of Community are important to CSU's land-grant mission and should be integrated into teaching efforts.

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

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

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

Effective advising and mentoring of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process. ~~Advising and mentoring are two distinct activities.~~ Advising and

mentoring activities include, but are not limited to, meeting with students to explain graduation requirements; giving academic advice; giving career advice or referring the student to the appropriate person for that advice; advising/mentoring students for official university activities and advising student organizations. Advising and mentoring are characterized by being available to students, keeping appointments, providing accurate and appropriate advice, and providing knowledgeable guidance. The advising/mentoring commitments are different for undergraduate students, non-thesis masters students, thesis masters students, doctoral students, and postdoctoral fellows. Advising and mentoring of graduate students includes, but is not limited to, supervision of and/or assistance with theses, dissertations, publications, presentations and project-related products.

Advising is an activity that generally focuses on academic and programmatic guidance for students, ranging from coursework and program navigation steps to pointing out key resources and contacts within a given community. Advising of undergraduate students will generally involve a professional advisor skilled and trained in advising national best practices, student development theory, campus resources, and who actively participates in university student success efforts including proactive outreach, orientation and transition programming, and engagement tracking.

Mentoring is a bi-directional activity between a mentor and a mentee that often includes aspects of advising, but has additional involvement of a mentor-mentee relationship that transcends the advising role. This will generally involve a faculty member or other professional in the discipline working with the mentee to understand the mentee's personal and professional goals and then providing the mentee with a mix of professional knowledge, career advice, counsel on work-life balance issues, guidance on academic expectations, a rigorous academic challenge, and support as the mentee develops the skills necessary to become a full member of a profession.

Mentoring of undergraduate students may include, but is not limited to, teaching undergraduate seminars, providing examples from the faculty member's professional path, developing opportunities for one-on-one experiences in the classroom, guiding students towards scholastic goals, professional and career mentorship, creating disciplinary/interdisciplinary connections, providing access to undergraduate research/studios/independent studies, guiding honors theses, and providing guidance to student organizations

Evaluation of advising and/or mentoring effectiveness can be based upon reporting of best practices, mentoring effectiveness survey instruments or signed evaluations from current and/or former students, faculty members, and professional peers. This list is not exhaustive and could include numerous other evaluations. Evaluation of advising and/or mentoring should take into account the quality of the advising/mentoring and the time spent on advising and/or mentoring activities. Department codes shall, within the context of their disciplines, include criteria and standards for evaluating advising and/or mentoring effectiveness and shall evaluate advising and/or mentoring as part of annual and periodic comprehensive reviews.

**Rationale: Faculty often fulfill mentoring and advising roles for graduate and undergraduate students. The additions of language reflecting mentoring were a result of the work from the Task Force on Faculty Student Mentoring. CoRSaF has made organizational changes to the document for clarity.**

Annual Report of the University Grievance Officer for 2025

The 2025 Annual Report of the University Grievance Officer (UGO) represents the contributions of the late Richard Eykholt, who served as UGO for a decade, until early September 2025, and those of Steven C. Reising, who serves as UGO (Interim) from September 25, 2025 to present.

One duty of the UGO is to oversee the disciplinary process for tenured faculty, as described in Section E.15 of the Manual. During calendar year 2025, the Section E.15 process was never invoked.

Another duty of the UGO is to oversee the appeals processes in Sections E.11, E.16, and E.17 of the Manual. During the calendar year 2024, the Section E.16 and Section E.17 processes were never initiated. The Section E.11 process was invoked twice during the calendar year 2025 when two contract faculty members appealed the early termination of their contract appointment due to budgetary cuts and programmatic realignment. In both cases, the appeal committee agreed that the early termination of the contract was appropriate.

The UGO also serves as a member of several appeal committees. During calendar year 2025, there was one appeal for which the UGO served on the appeal committee. This was an appeal by an administrative professional of their placement on paid administrative leave. In this case, the appeal committee agreed that the placement on administrative leave was appropriate.

The principal duty of the UGO is to manage the grievance process, as described in Section K of the Manual. It is important to note that, in many cases, the person contacting the UGO is seeking advice and a discussion of their options, but they do not wish to pursue a formal grievance. During calendar year 2025, the UGO dealt with 18 cases from 17 faculty members, and 21 cases from 19 administrative professionals.

The distribution of the 18 cases from faculty members is as follows:

Agricultural Sciences	1
Business	5
Health and Human Sciences	1
Liberal Arts	6
Natural Sciences	3
Vet. Med. & Biomed. Sci.	2

The distribution of the 21 cases from administrative professionals is as follows:

Agricultural Sciences	1
Business & Financial Services	1
Engineering	2
Health and Human Sciences	2
International Programs	1
Natural Resources	2
Provost	1
Student Affairs	3
University Advancement	3
Vet. Med. & Biomed. Sci.	2
VP Inclusive Excellence	1
VP Research	2

Before summarizing these cases, it is important to note that, if a case is ruled not to be grievable, it cannot be pursued through the grievance process. However, the UGO may choose to postpone making this determination to provide the opportunity for discussions with the persons involved to try to resolve the conflict without a grievance. On the other hand, a case cannot proceed to a formal grievance hearing unless it is ruled to be grievable.

### Faculty Members

For the 18 cases involving individual faculty members, two cases involved the non-renewal of a tenure-track faculty appointment. The promotion and tenure committee initially recommended renewal, but the Department Chair decided against renewal of the tenure-track appointment. The Department Chair notified the promotion and tenure committee of the reasons for non-renewal. In both cases, the promotion and tenure committee reconsidered their recommendation and decided against renewal. If this happens, the non-renewal of a tenure-track appointment is not grievable.

Two cases involved the recommendation of denial of tenure. In both cases, the promotion and tenure committee recommended denial of tenure, and the administrators agreed with the promotion and tenure committee, so the recommendations of the administrators were not grievable.

One case involved the recommendation of the denial of promotion to full professor. The promotion and tenure committee recommended denial of promotion, and the administrators agreed with the promotion and tenure committee, so the recommendations of the administrators were not grievable.

One case involved concerns about the fairness of the assessment of the promotion and tenure committee. Since a faculty member cannot grieve their fellow faculty members on the promotion and tenure committee, this is not grievable.

One case involved concerns about perceived unfair treatment by an Associate Department Head. Since the Associate Department Head is not considered to be a supervisor, this is not grievable.

Four cases involved annual performance reviews. In two cases, the faculty member decided not to pursue the case through Section K. In the other two cases, discussions between the UGO and the Department Head led to changes in the performance review that were accepted by the faculty member.

Two cases involved a Phase I Comprehensive Performance Review required every five years for tenured faculty. In the first case, the faculty member decided not to pursue the case through Section K. In the second case, the faculty member objected to comments in the review evaluation. Subsequent discussions between the UGO and the Department Head and Dean led to changes in the Comprehensive Review comments that were accepted by the faculty member.

One case involved a concern about fringe benefits being charged to summer salary when it is paid from startup accounts. However, this was due to a change in general policy throughout the university, and it is not possible to grieve a general policy.

One case involved a concern regarding student accusations against a faculty member. It is not possible to grieve a student, so this was not grievable.

One case involved the refusal of a request that an administrator place an employee on administrative leave. This is not grievable.

One case involved the termination procedure for an adjunct faculty appointment. Adjunct faculty appointments are for a specified period, and they expire at the end of that period, so no termination is involved. This is not grievable.

One case involved a Letter of Reprimand given to a faculty member. The faculty member objected to some of the comments in the letter. A grievance was filed against the Department Chair, and a grievance hearing was conducted. The grievance panel agreed with the faculty member, and the Letter of Reprimand was modified and reissued to the faculty member.

None of these 18 cases led to formal mediation, but one case did lead to a formal hearing.

### Administrative Professionals

For the 21 cases involving administrative professionals (APs), five cases involved annual performance reviews, but the APs decided not to pursue the matter through Section K.

Three cases involved the termination of APs. However, termination of an at-will employee is not grievable.

Two cases involved the issuance of a Letter of Expectations that the APs felt contained inaccuracies. In one of the two cases, discussions between the UGO and the administrator who issued the Letter led to changes in the Letter that were accepted by the AP. In the second case, the AP decided not to pursue it since a Letter of Expectations is not grievable.

One case involved the issuance of a Letter of Reprimand that the AP felt contained inaccuracies. A Letter of Reprimand is grievable, but the AP decided not to pursue the matter through Section K.

Two cases involved the denial of promotion of APs. In one case, the issue was settled by mediation with the UGO administrator involved. In the other case, the denial of promotion was not grievable.

Two cases involved changes in the job description of the AP. In one case, the AP decided not to pursue the case through Section K. In the other case, discussions between the UGO and the administrator helped to improve the situation.

One case involved an AP who received a verbal warning from their supervisor that the AP felt contained inaccuracies. This is not grievable.

One case involved the unintentional overpayment of an AP with the balance sent to Accounts Receivable, but this is not grievable.

One case involved the perceived overreach of a supervisor's authority by an AP, but this is not grievable.

One case involved the perceived interference with job duties of an AP, but the AP decided not to pursue this matter.

One case involved the termination of a remote work authorization of an AP, but this is not grievable.

One case involved a disagreement over voting rights of an AP, but this is not grievable.

None of these 21 cases led to formal mediation or a formal hearing.

Submitted by: Steven C. Reising  
University Grievance Officer (Interim)

## CSU Fort Collins Faculty Update

Prepared for the February 2026 CSU System Board of Governors Meeting

February 5-6, 2026

Submitted by: Dr. Jennifer Martin, CSU-FC Faculty Representative to the Board of Governors

### **Faculty Council Updates**

***Faculty Council Meetings.*** The Faculty Council will kick off the Spring 2026 semester with its first meeting on Tuesday, February 3<sup>rd</sup>. Since the last meeting on Dec 2<sup>nd</sup>, the Council has officially kicked off Task Forces focused on revision of the AUCC (All University Core Curriculum), the campus free speech policy, and the program approval, discontinuance and suspension processes. Additionally, the Faculty Council is continuing their collaboration with the other Employee Councils by jointly hosting a Town Hall with President Parsons and other members of the Executive Leadership team on Monday, January 26<sup>th</sup>.

A notable transition in Faculty Council leadership will also occur in the Spring 2026 semester. Mendy Smith, who has served as the Chair of Faculty Council for the last 2.5 academic years, will assume the role of Vice Provost for Faculty Affairs beginning February 1, 2026. Chair Smith has been an excellent Chair of the Faculty Council and has steadfastly served as a liaison with the executive leadership while advocating for Faculty in various arenas. We are grateful for her service and look forward to working with her in her new role. An Interim Faculty Council Chair will be elected at our February Faculty Council meeting, to be followed by normal officer elections in March 2026.

### **Other Campus Updates**

***Executive Leadership Transition.*** The transition in Provost has shaken the campus community, as our former Provost, Dr. Marion Underwood was exemplary. She embodied an ability to navigate difficult times with a leadership style that was rooted in empathy and a core commitment to shared governance and the faculty at CSU. In her tenure as Provost, she attended most weekly Faculty Council Executive Committee meetings and monthly Faculty Council meetings. She addressed hard questions, provided transparent updates, and always advocated for the CSU community. While we acknowledge her the departure from the role was her own choice, we are left with many questions. Most notably, we are left wondering what went wrong? What failure(s) led to an exceptionally qualified and impactful Provost electing to return to the faculty versus continue in the role? While these answers may not ever be universally known, it is imperative that we as a campus ask ourselves how we can retain this position in the future. ***Our faculty depend on it.***

While there are many questions regarding the transition, we are eager to work with Interim Provost Lise Youngblade. Interim Provost Youngblade is not only well respected across her field, she is well respected across our campus as one of the longest serving Deans. She understands the CSU community and ecosystem and we look forward to working together with her in the months ahead.

Similarly, Faculty Council is grateful to our colleagues who will perform the task of identifying our next Provost in the coming months. Led by VP Cass Moseley, this committee has a formidable challenge—and one that must certainly acknowledge the lessons learned from this most recent transition. As a faculty, we look forward to participating in this process and hope that we can identify a Provost that will represent the best interests of our campus community.

### **Budget and Finances**

While the late fall news from the Governor's office regarding the FY27 budget provided a momentary sigh of relief, it was quickly met by news that the financial challenges we face are far worse than previously realized—and worse than ever before. The campus budget forum on January 15<sup>th</sup> highlighted the gravity of the challenge ahead—an 8.75% budget reduction target, with 60% of budget reduction proposals focused on personnel (including vacant positions). While our campus is unfortunately familiar with budget reduction proposals in the Spring semesters, the scale of these cuts cannot and should not be ignored. The decisions we make in the coming months—the positions and programs we choose to reduce, modify, or eliminate—will forever change our campus community. Arguably, we have no choice now but to make these cuts—but, as a campus, we are left with questions: What decisions and decision-making processes led to this crisis? Did we invest in new buildings and programs instead of maintaining our commitment to the faculty and staff that make CSU?

As they say, hindsight is 20/20. Belaboring and relitigating the decisions of the past will not serve us moving forward. However, we must learn from our past—and change our behaviors in the future. A comment made from my December report seems to best reflect my sentiments: These hard decisions will challenge us. They will require steadfast leadership, embedded in empathy, and **resolute commitment to our people, our mission, and our land grant university**. We implore our executive leadership and the Board of Governors, to make decisions today that uphold this commitment.



## OFFICE OF THE OMBUDS COLORADO STATE UNIVERSITY

### Who We Are

The Office of the Ombuds is a **confidential** resource for all CSU employee who **voluntarily** seek help in resolving concerns and conflicts related to the workplace. Our goal is to be a thought partner with employees to support them in resolving conflicts and concerns at the lowest possible level.

### Your University Ombuds

- **Melissa Emerson, University Ombuds**
  - [Melissa.Emerson@colostate.edu](mailto:Melissa.Emerson@colostate.edu)
  - 970-491-1527
- **Matt Ricke, University Ombuds**
  - [Matt.Ricke@colostate.edu](mailto:Matt.Ricke@colostate.edu)
  - 970-491-0936

### Our Standards of Practice

In alignment with the standards of the International Ombuds Association, the Office of the Ombuds is:

- **Confidential:** The Ombuds holds information in confidence and does not disclose communication unless given permission by the employee, in the event of risk or harm, or as required by law.
- **Impartial:** The Ombuds remains unaligned and impartial and does not advocate for any individual or entity.
- **Informal:** As an informal resource, the Ombuds does not participate in any formal process related to concerns brought to the office's attention.
- **Independent:** The Ombuds is independent in structure, function and appearance and does not report on cases to any administrator of the University except as aggregate data that protects the visitor.

## Our Services

Not sure how to manage a specific conflict or concern? Looking for some individual conflict coaching? Or perhaps your team would like to enhance their Conflict Management skills? The Ombuds has the tools to support increasing conflict resilience throughout CSU!

- **Confidential Consultation:** Have an issue, concern, or conflict that you want to discuss confidentially? You can meet with an Ombuds to share your concerns and gain insight into options that might be available to you.
- **Conflict Coaching:** Conflict coaching is an opportunity to informally discuss your conflict situation with an experienced coach, who can help you explore the root causes of conflict, different ways to see the situation, strategies to improve communication, and options to address the conflict.
- **Informal Mediation:** Informal mediation is a facilitated dialogue between two or more people supported by a mediator. Mediators do not make decisions on who is right and wrong, rather they help create a space for open and authentic dialogue.
- **Shuttle Diplomacy:** Sometimes parties to a conflict are unable or unwilling to meet or speak with one another. In these cases, the Ombuds can provide shuttle diplomacy, going back and forth between the parties to help them understand the situation and each other and agree on a path forward.
- **Conflict Resilience Training:** Trainings can be a beneficial way to learn new conflict skills, explore team approaches to communication and difficult circumstances, and build conflict resilience. If you have specific topics you would like to bring to your team or would like to discuss how an ombuds training might fit your needs, please reach out to us.

## Issues and Concerns

Ombuds can support individuals in navigating myriad issues and concerns related to the workplace, including but not limited to:

- Challenging relationships
- Difficult conversations
- Incivility in the workplace
- Cultural misunderstandings
- Understanding policies and procedures
- Self-advocacy
- Health, safety, and wellness
- Miscommunication
- Negotiating workplace requests

**The Ombuds does not replace or supersede university grievances, complaint or appeal procedures. Further, as a confidential campus resource, the Ombuds is neither a “responsible employee” in relation to sexual harassment/misconduct nor authorized to serve as a “campus security authority” for purposes of reporting crimes on campus.**