

Administrative Council Meeting Minutes

September 9, 2024, 4:00-5:00 PM

Agenda

- New Member Introductions
- Prepping for 9/18 All College Meeting and Chancellor Visit
- Voluntary Retirement Incentive Plan
- Debrief on Advancement Resources
- Draft Spend Policy for Donor Funds
- Faculty Search Summary
- External Communications and Media Relations:
- Health and Wellness Activities – Medford
- Upcoming Nomination Opportunities
- Review of Fall CEAS Events
- PMP Marketing
- Campus Secure Computing Discovery & Inventory

Dean Keith Molenaar began the meeting at 4:00 p.m. and the council took a group photo.

New Member Introductions

Keith introduced our new council members for this upcoming year:

- Alaa Ahmed, Associate Dean for Graduate Education
- Wil Srubar, Associate Dean for Innovation and Entrepreneurship
- Amy Javernick-Will, Associate Dean for Faculty Advancement
- Mike Gazarik, Director, Engineering Management Program
- Alana Davis-DeLaria, Chair, Engineering Staff Council
- Mike Hannigan, Director, Environmental Engineering
- Scott Anderson, Senior Director for Marketing and Communications
- Brian Zaharatos, Director, MS Data Science

Prepping for 9/18 All College Meeting and Chancellor Visit

Keith reminded everyone of the change to the All-College Meeting date, which is now scheduled for Wednesday, September 18 at 2:00 – 3:00 PM with Chancellor Schwartz. The Chancellor also requested to meet with college leadership, and our Admin Council is invited for a leadership session before the All-College Meeting at 1:00 – 2:00 PM. In preparation for the meetings, please send Keith one piece of good news for your unit since the last all-college meeting in May; please email these to [Scott Anderson](#) and cc [CEAS Dean](#).

Voluntary Retirement Incentive Plan

Keith shared the university's webpage for the [Voluntary Retirement Incentive Plan](#) (VRIP) and emphasized that the webpage is the best resource for information and answers to questions, particularly the [FAQ](#) section. There have been several applications across the college to date. Leaders will be informed over the next few days if someone in their unit is requesting the VRIP and a meeting will be scheduled with Keith to review it. It is important to note that an application does not automatically mean it is accepted or approved; it must be reviewed by the unit and the college. Keith asked the council to become familiar with the website and the information provided. Unit leadership is

welcome to share information about the VRIP in departmental meetings and communications. The information will also be published in the Saturday newsletter.

Debrief on Advancement Resources

Kristen Gallagher, Assistant Dean for Advancement, let the council know that she and a couple of the Advancement team members would be attending the September 30 Department Chairs meeting and the October 7 Program Directors meeting to discuss next steps following the Advancement Resources training that was held for college leadership in August. If you were unable to attend the Advancement Resources training, please contact Kristen, and she can give an overview of the workshop.

Draft Spend Policy for Donor Funds (attached)

Keith gave an overview of a new draft spend policy for donor funds (see attached) and described the need for the college to have an annual spending plan. This policy is designed to ensure that donor funds (i.e., current use and endowments) are managed responsibly, spent in a timely manner, and used to further the institution's mission while honoring donor intent. Fund managers are expected to adhere strictly to these guidelines to maintain the trust and confidence of our donors. To assist fund managers with spending plans, the college will report gift balances annually. If you have questions, please contact Keith.

Faculty Search Summary

Amy Javernick-Will, Associate Dean for Faculty Advancement, emphasized training requirements for search committee members and all faculty members involved in hiring process (e.g., meetings, voting, etc.). Amy will be communicating with the search committees directly for training. The [Conducting Inclusive Faculty Searches](#) training is available to all employees. Amy also reminded the Admin Council member of the need to document search processes. There will be additional search chair workshops to review documentation processes.

External Communications and Media Relations

Scott Anderson, Senior Director for Marketing and Communications, gave the council contact points with external communications and media relations if folks ever receive inquiries from the media (see attached). There is also media training available if anyone is interested or plans to be in front of the media at any time. If anyone is ever contacted by the media or needs assistance with media related items, please reach out to Scott.

Health and Wellness Activities

Assistant Dean for Strategic Initiatives, Medford Moorer, reminded the council of the importance of health and wellness and emphasized that the health and wellness of their units is a leadership responsibility. He briefly showed the Faculty Toolkit and Managers Toolkit (attached) for promoting employee wellness. Medford will email these resources and more information. Watch for upcoming communications as the college works with the Engineering Staff Council and Faculty Governance Council to promote resources this year.

Upcoming Nomination Opportunities

Keith briefly reminded the council of upcoming external nomination opportunities and asked folks to please nominate people for these awards. Specifically, he mentioned the [Engineering Advisory Council \(EAC\) member nominations](#), the [Distinguished Engineering Alumni Awards](#) (DEAA), and the [Campus Alumni Awards](#).

Review of Fall CEAS Events

Keith reviewed the upcoming fall events that he hopes council members and their units can participate in:

- Donuts with the Dean at Aerospace on Tuesday, September 10 at 9:30 – 10:30 AM
- Donuts with the Dean at JSCBB on Thursday, September 12 at 9:30 – 10:30 AM
- All-College Meeting on Wednesday, September 18 at 2:00 – 3:00 PM
- [Engineering Homecoming Tailgate](#) on Saturday, September 21 at 3:30 PM
- Faculty Promotion Awards Reception on Wednesday, October 2 at 5:00 – 7:00 PM
 - if faculty from your units are being awarded you will receive an invitation.
- Engineering Advisory Council Fall Meeting on Friday, October 25
 - Currently planning on focusing on media and outreach, and entrepreneurship and innovation; Keith will get more details out as it approaches
- All-College Meeting and Holiday Party on Wednesday, December 4

PMP Marketing:

Alaa Ahmed, Associate Dean for Graduate Education, told the council about efforts surrounding PMP efforts in the units to optimize marketing efforts across the college. She requested that council members email her with a description of any marketing efforts regarding PMP's to help them gather information. The focus is on information gathering now, but if there are any additional thoughts the council has on the topic, they are welcome to contact her.

Campus Secure Computing Discovery & Inventory

Keith wrapped up the meeting by alerting the council of upcoming computing discovery and inventory as the risk of data breaches, which have occurred at other universities. Campus will be requesting that we catalog our computers and servers as Phase 1 of this process. The Financial Service Center team will be supporting the evaluation and collection of data to implement the university computing practices.

Meeting adjourned at 5:08

9/9/24 Admin Council

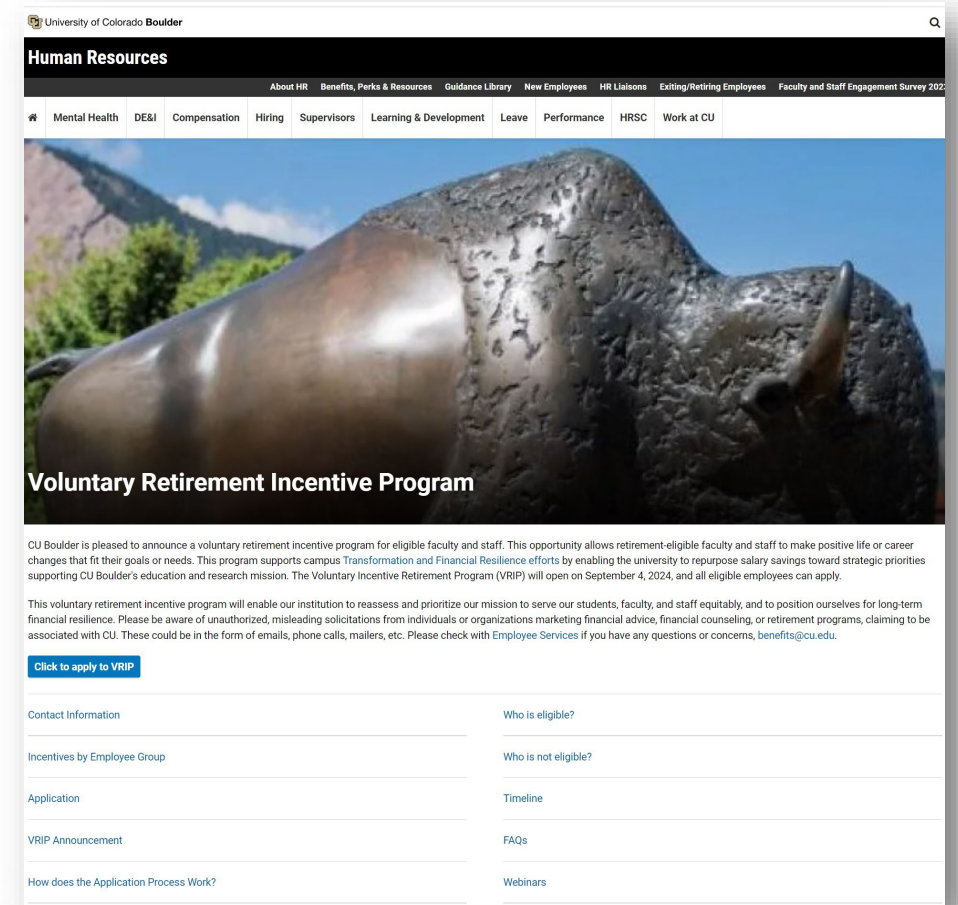
1. 3:30-4:00 Headshots Available
2. 4:05 Group Photo
3. New Member Introductions
4. Prepping for 9/18 All College Meeting and Chancellor Visit
5. Voluntary Retirement Incentive Plan
6. Debrief on Advancement Resources
7. Draft Spend Policy for Donor Funds (attached)
8. Faculty Search Summary
9. External Communications and Media Relations
10. Health and Wellness Activities
11. Upcoming Nomination Opportunities
12. Review of Fall CEAS Events
13. PMP Marketing
14. Campus Secure Computing Discovery & Inventory
15. 5:00-5:30 Headshots Available

Voluntary Retirement Incentive Plan

Admin Council Role in Business Case Analysis

Department Chairs, Program Directors, Admin Directors

- Become familiar with VRIP website and refer questions to contact information on VRIP website
- The Dean will notify you on:
 - Sep 23 with applications to date
 - Oct 1 with final applications
- The Dean will schedule a meeting to review the business case during the week of Sep 30 with:
 - Dean
 - AD for Strategic Initiatives
 - AD for Faculty
 - AD for Org Dev, Culture and Equity
 - Sr. Director for Budget and Finance/CFO

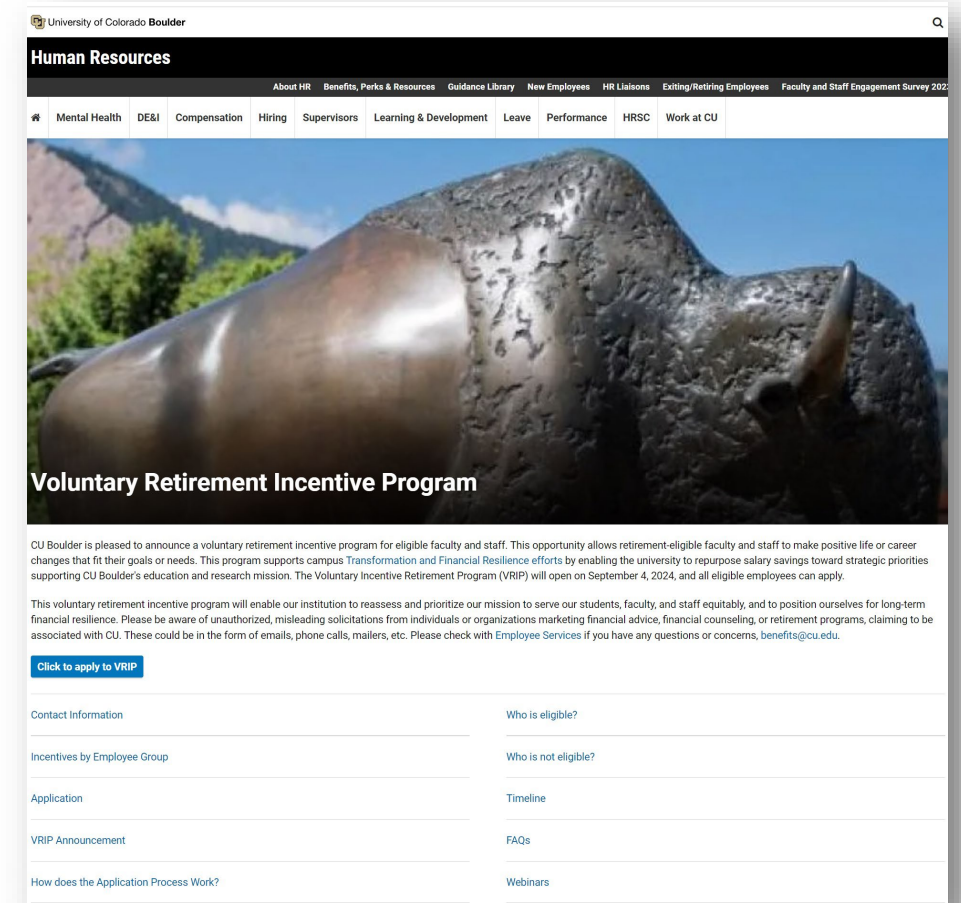


Voluntary Retirement Incentive Plan

What Constitutes a Business Case *(from VRIP FAQ)*

Business cases must demonstrate a cost savings to the university. For example, the role will not be backfilled, or the vacancy will allow the university to reclassify/restructure the unit to further its mission.

- The cost savings can be a full or partial savings to the unit
- Creates an opportunity for the unit to restructure, which allows a unit to advance a university priority forward or results in cost savings
- Allows for the ability to modify teaching schedules
- Units are responsible for funding the incentives, and CU Boulder's Finance and Business Strategy team will track savings.



University of Colorado Boulder

Human Resources

About HR Benefits, Perks & Resources Guidance Library New Employees HR Liaisons Exiting/Retiring Employees Faculty and Staff Engagement Survey 2022

Mental Health DE&I Compensation Hiring Supervisors Learning & Development Leave Performance HRSC Work at CU

Voluntary Retirement Incentive Program

CU Boulder is pleased to announce a voluntary retirement incentive program for eligible faculty and staff. This opportunity allows retirement-eligible faculty and staff to make positive life or career changes that fit their goals or needs. This program supports campus Transformation and Financial Resilience efforts by enabling the university to repurpose salary savings toward strategic priorities supporting CU Boulder's education and research mission. The Voluntary Incentive Retirement Program (VRIP) will open on September 4, 2024, and all eligible employees can apply.

This voluntary retirement incentive program will enable our institution to reassess and prioritize our mission to serve our students, faculty, and staff equitably, and to position ourselves for long-term financial resilience. Please be aware of unauthorized, misleading solicitations from individuals or organizations marketing financial advice, financial counseling, or retirement programs, claiming to be associated with CU. These could be in the form of emails, phone calls, mailers, etc. Please check with [Employee Services](#) if you have any questions or concerns, benefits@cu.edu.

[Click to apply to VRIP](#)

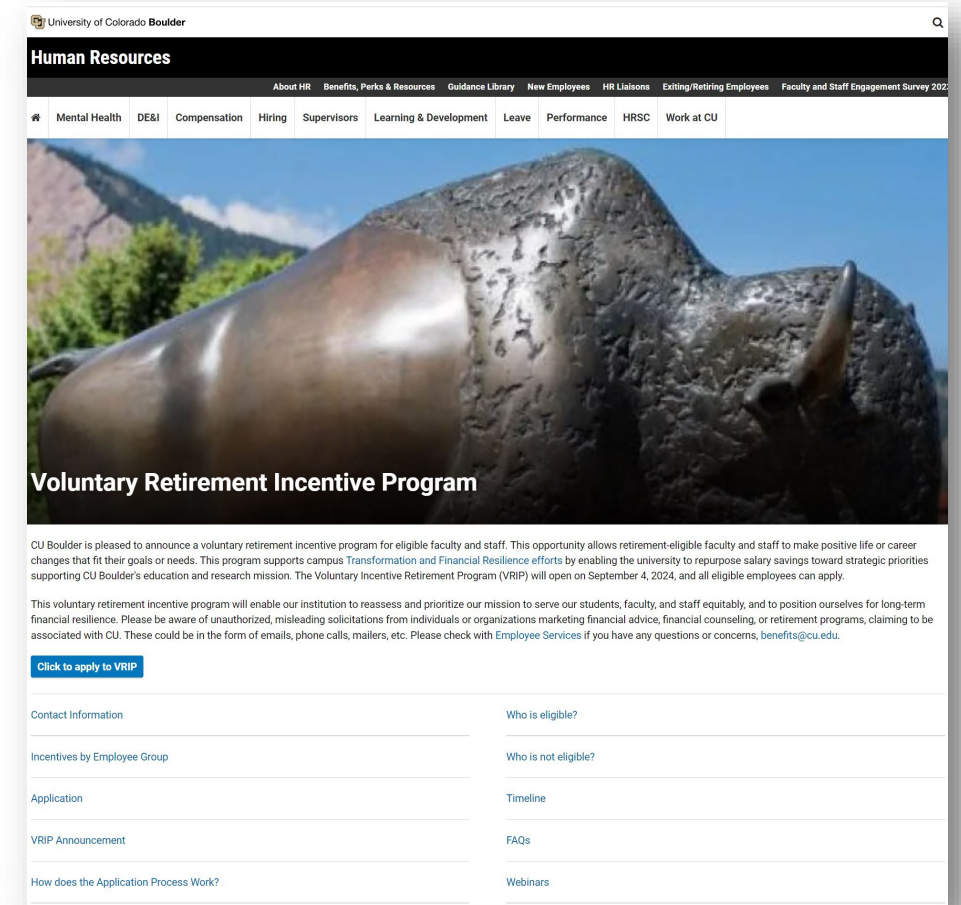
Contact Information	Who is eligible?
Incentives by Employee Group	Who is not eligible?
Application	Timeline
VRIP Announcement	FAQs
How does the Application Process Work?	Webinars

Voluntary Retirement Incentive Plan

Example of a Business Case *(from VRIP FAQ)*

Case #1: Human Resources will divide and reassign Ralphie Buffalo's (\$70K) work to three other HR Operations team members and will cease providing payroll audits centrally. HR plans to provide a \$10K pay increase per colleague, in addition to reclassifying roles to reflect the change to their scope of work. This realignment of work will result in a \$40K savings to the department.

Case #2: Finance will not pursue a backfill of Chip Folsom's role. Chip's position will be assumed by the Anaplan technology upgrade and his training function will move to an online module, maintained by his peer analyst team.

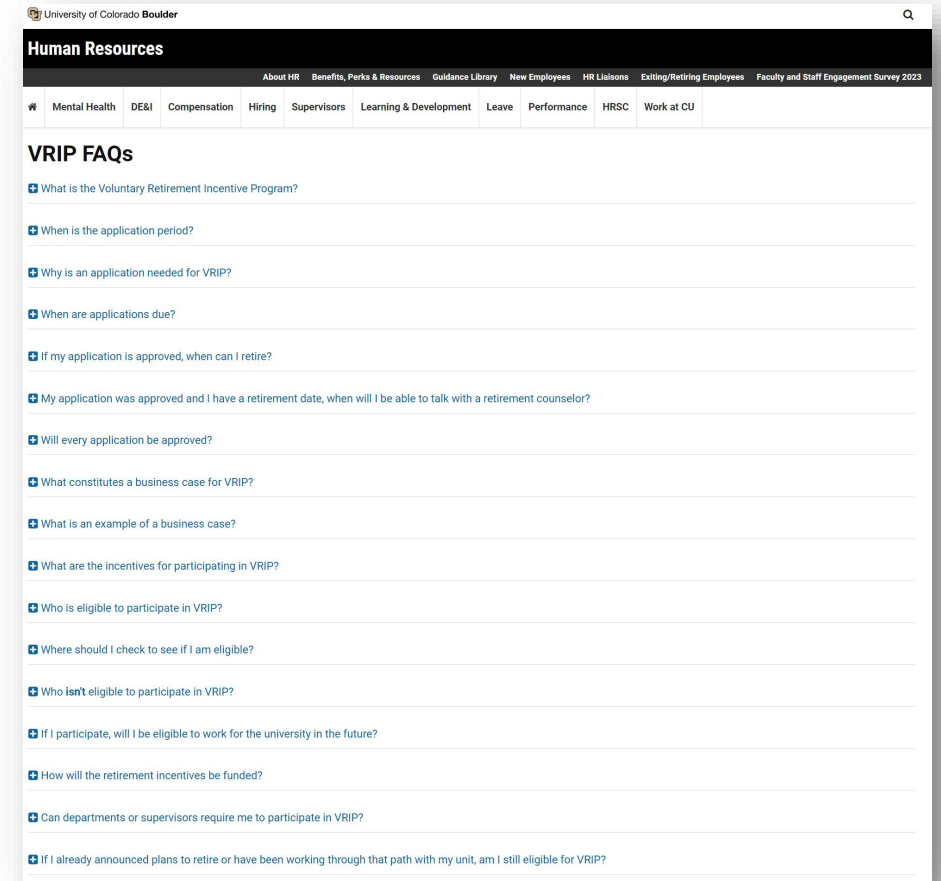


The screenshot displays the University of Colorado Boulder's Human Resources website. The header includes the university's name and a search icon. Below the header, a navigation bar lists various HR topics: About HR, Benefits, Perks & Resources, Guidance Library, New Employees, HR Liaisons, Exiting/Retiring Employees, and Faculty and Staff Engagement Survey 2022. A secondary navigation bar lists specific HR functions: Mental Health, DE&I, Compensation, Hiring, Supervisors, Learning & Development, Leave, Performance, HRSC, and Work at CU. The main content area features a large image of a bison's head. Below the image, the title "Voluntary Retirement Incentive Program" is prominently displayed. The text below the title explains that CU Boulder is pleased to announce a voluntary retirement incentive program for eligible faculty and staff, aimed at supporting campus Transformation and Financial Resilience efforts. It states that the program will open on September 4, 2024, and all eligible employees can apply. A blue button labeled "Click to apply to VRIP" is provided. Below the text, a table of links is organized into two columns. The left column contains links for "Contact Information", "Incentives by Employee Group", "Application", "VRIP Announcement", and "How does the Application Process Work?". The right column contains links for "Who is eligible?", "Who is not eligible?", "Timeline", "FAQs", and "Webinars".

Left Column Links	Right Column Links
Contact Information	Who is eligible?
Incentives by Employee Group	Who is not eligible?
Application	Timeline
VRIP Announcement	FAQs
How does the Application Process Work?	Webinars

Voluntary Retirement Incentive Plan

In Summary – Use the VRIP Website and FAQ



External Comms and Media Relations



Nicole Mueksch

Director of Issues Mgmt.
Chief Spokesperson

- Reputation, high profile individuals, finances

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Stacy Wagner

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Steve Hurlbert

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Voter Participation Campaign

Strategic Relations and Communications

UNIVERSITY OF COLORADO BOULDER

Hello campus communicators,

We are excited to share messaging and visual tools that support an integrated and consistent approach getting out the vote this fall. Here is the Phase 1 toolkit to engage your audiences in CU Boulder's voter participation campaign, including messaging, photos, graphics, and a campaign website.

PHASE 1 (EDUCATE):

- Use this information between 9/17 and 10/20 to encourage **voter education and registration**.
- Encourage your audiences to learn more at colorado.edu/vote
 - Suggested e-comm text: "Your vote is your voice. Plan ahead for election day by learning how to register to vote and how to cast your ballot in person or by mail." [link to colorado.edu/vote]
 - General campaign message: [message map](#).
- Distribute [digital signs and IG social posts](#) as you are able.
- Download and use photos from our curated [Get Out the Vote Photo Gallery](#).
- Note key information and dates:
 - See the CTL [resources for faculty to support classroom discussions](#) on the national election, Nov. 5.
 - Look for/use election-specific content in CUBT.
 - Start your efforts after the chancellor's campaign kick-off video for students, faculty and staff on 9/17.
 - Use the following dates as hooks, though feel free to insert the campaign into your existing plans.
 - **Sept. 17:** [National Voter Registration Day](#)
 - **Oct. 7-11:** [National Voter Education Week](#)

You'll receive Phase 2 (ACTIVATE) items on 10/7 to be used 10/21-11/5 in an effort to motivate our community to vote.



Engineering & Applied Science

UNIVERSITY OF COLORADO BOULDER

Fall 2024 College Events

- Donuts with the Dean
 - Aerospace – Sep 10, 9:30-10:30
 - JSCBB – Sep 10, 9:30-10:30
- All College Meeting – Sep 18, 1-2 PM in DLC
- Engineering Homecoming Tailgate – Sep 21, 3:30-6:00 PM in Engineering Courtyard
- Faculty Promotion Awards Reception – Oct 2, 5:00-7:00 PM in Koenig Alumni Center
- Engineering Advisory Council – Oct 25, all day in DLC
- All College Meeting and Holiday Party – Dec 4, afternoon and evening

Health & Wellness Services
A *WorkWell* Resource

FACULTY TOOLKIT



Supporting Student Learning & Success
Through Improved Well-Being

UNIVERSITY WELL-BEING

CU Boulder defines well-being as the personal experience of health, happiness, and sense of belonging and mattering. Our holistic approach is a collaborative, campus-wide effort to make CU Boulder a healthy place to live, learn, and work. Health and Wellness supports this definition by designing services, programming, and educational opportunities to develop balance across all eight dimensions of wellness.

[Learn more about Health and Wellness Services](#)



Promoting Student Success.

Student well-being is critical to student success. The way our students feel and experience CU Boulder impacts their learning, retention, and persistence.

The Faculty Toolkit was created to provide faculty members with a foundation from which to incorporate well-being practices into the classroom environment.

According to the 2023 National College Health Assessment CU Boulder students' health and well-being directly contribute to their academic success. CU students reported the following negative impacts on their academic performance:

- 44.9% stress
- 41.5% anxiety
- 29.9% depression
- 29.5% sleep difficulties

While we often see the effects of students' distress, it's also important to recognize and enhance their resilience.

- 78.7% of students said they are often or nearly always able to adapt when changes occur
- 74.7% of students said they are often or nearly always able to bounce back after illness, injury, or other hardships



PERSONAL DEVELOPMENT

Instructors who provide opportunities for their students' personal and professional growth increase students' skills, resiliency, and preparedness for the future.

COURSE DESIGN

- Bring in guest speakers or alumni to help students connect in-class learning to real life issues, work skills, and their career development.
- Incorporate examples from the real world in class (news clips, career advice, guest speakers from the workforce).
- Use journaling or other reflective activities to encourage personal growth.
- Create assignments that allow students to explore the ways academic content relates to their lives, families, and current or future careers
- Use activities and practices in class to help build you & your students' intercultural competence.
- Consider what skills students will need to succeed in life and in their careers and try to find ways to foster these in class (for example teamwork, communication, problem solving, empathy, initiative).

BE A RESOURCE

- Offer mindfulness or other resiliency skill building activities during class breaks or as a part of the course.
- Link students to resources that support their personal resilience and well-being
- Encourage students to seek co-curricular and volunteer opportunities.
- Provide opportunities for mentor matching.

RESOURCES

[Health & Wellness Services](#)

[Counseling & Psych Services \(CAPS\)](#)

[Academic Enrichment Programs](#)

[Career Services](#)

[Undergraduate Research Opportunities Program](#)

[CU Student Government](#)

[CISC](#)

[Education and Prevention](#)

[Volunteer Resource Center](#)



FLEXIBILITY

Flexible instructors provide students with multiple avenues for engaging with the course in order to offer students control over their learning experiences. Personal agency helps students feel empowered and supported, which contributes to their well-being and overall success.

COURSE DESIGN

- Offer students the option to choose their “best two out of three” for assignments or quizzes.
- Offer opportunities for students to receive feedback on writing assignments before the deadline or allow for revisions of graded writing.
- Offer students choice in assignments and opportunities to set their own deadlines or percentage of final grade for assignments.
- Seek feedback from students throughout the semester. This could be done through a web-survey or an anonymous in class comment card.
- Use interactive tools like iClicker to promote class input and participation in non-graded ways due to accessibility issues.
- Reward students for demonstrating consistent investment in the course (asking questions, being timely, and being a positive, productive member of the class.)

ACCESSIBILITY

- In your syllabus, offer a variety of ways for students to contact you with questions or concerns.
- Consider providing students with lecture notes or power point slides ahead of class, and providing lecture recordings (particularly helpful for EASL students whereby they have more opportunities to work through the rate of speech during lectures.)
- Consider alternative forms of office hours (for example, web conferencing, group office hours).
- Upload slides and lecture notes to Canvas to allow easier access to the material.
- Incorporate principles of Universal Design for Learning to help accommodate diverse learners.
- Consider using Open Educational Resources (online texts that are free, adaptable and a flexible alternative to traditional text books.)

RESOURCES

[Open Educational Resources](#)
[Universal Design for Learning](#)
[CU Boulder Disability Services Resources](#)
[Center for Teaching and Learning](#)



SOCIAL CONNECTION

Instructors who facilitate interaction help students build social networks which foster resilience and are an asset to well-being. Interaction in the class can help create a sense of belonging, community, and positive classroom culture.

COURSE DESIGN

- Have students introduce themselves during the first class; consider using creative activities to enhance the curriculum.
- Make it clear that the quality of teamwork in group assignments is important by including marks for the group process in grading rubrics.
- Offer concrete strategies and tips for positive teamwork or a Team Style Inventory in forming groups and to help groups function smoothly.
- Design lecture assignments that require students to collectively work on study questions and participate in small group discussions.
- Work with your teaching assistants to create opportunities for social connection and teamwork in tutorials or labs.

CONNECTION

- Ask students to keep phones off and put away during class time.
- Create class guidelines as a group to respect others and create a safe place for interaction and discussion (ie: “appreciate all perspectives,” “listen for understanding,” “be empathetic.”)
- Encourage students to participate in study groups.
- Ask students to take down the name and number of at least one of their peers so that they can connect should they miss a lecture or want to form a study group.
- Offer mini breaks in class and encourage students to take this time to get to know one another
- If possible, move tables and chairs into small groups to facilitate discussion (just be sure to return them after class.)

RESOURCES

[CU Boulder Center for Teaching & Learning](#)
[A Checklist for Building Community in the College Classroom](#)
[Columbia University - Community Building in the Classroom](#)



OPTIMAL CHALLENGE

Students perform and feel their best when they are challenged, but have adequate resources to meet the challenge.

COURSE DESIGN

- Set clear course goals, and ensure assignments and expectations are clear from the start.
- Consider the timing of exams and assignments to alleviate undue stress.
- Publish grading rubrics in advance.
- Recognize that more tasks do not always equate to more learning.
- Avoid very heavily weighted components, such as an exam worth 50% of the final grade to give students more opportunity & agency throughout the semester.
- Provide activities where students design mock test/study questions.

MEET STUDENTS

- Acknowledge that students have lives outside their academic pursuits and support them to find balance.
- Provide opportunities for feedback on each stage of assignments and help students progress to the next stage for larger projects.
- Give specific targeted and timely feedback about strengths and weaknesses.
- Incorporate principles of Universal Design for Learning to help accommodate diverse learners.
- Remind students about the resources available to them through the Academic Support & Resources or CU Health & Wellness.
- Pause and summarize or ask students to summarize ("Please summarize my example and add another," or "Take a minute to prepare a question about this").

RESOURCES

[CU Boulder Peer Wellness Coaches](#)

[Universal Design for Learning](#)

[Academic Support & Resources](#)

[CU Boulder Medical Services](#)

[CU Boulder Counseling & Psychiatric Services](#)

[CU Boulder Disability Services](#)

[CU Advising by College](#)



POSITIVE CLASSROOM CULTURE

Instructors who create an enjoyable and welcoming classroom culture can enhance positive well-being for students and instructors. This can be accomplished through humor, inspiration, open mindedness, connecting with students, and deeply engaging them in their learning.

COURSE DESIGN

- Create class guidelines as a group to respect differences and create a safe place for discussion (i.e. “appreciate perspectives and differences” or “remember that people are talking from personal experiences - be empathetic”).
- Be intentional about setting a welcoming tone throughout the semester.
- Offer breaks in class where students can take a breather or connect to one another. Consider limiting student use of phones/devices during class.
- Use active learning techniques to create an engaging and dynamic learning environment. Look into the [CU Dialogues Program](#).
- Allow students space to be wrong and gently encourage alternate viewpoints.
- When possible, ensure a pleasant and inviting space through use of color, art, music, and well maintained facilities.
- Incorporate inspirational quotes or laughter to lighten the mood.
- Take care of your own well-being so that you can be present and encouraging for your students - see Self-Care page for more resources.

BE IN IT TOGETHER

- Acknowledge that university can be intimidating and stressful for students; provide resources that can alleviate stress and promote success.
- Share your teaching philosophy with students.
- Share a bit about yourself, your career path or setbacks you’ve overcome.
- Take time in class to check-in with how your students are doing.
- Facilitate respectful, honest discussion as part of curriculum.
- Acknowledge that not all students are ready to share in the classroom and encourage them to engage with you during your office hours.
- Seek feedback from students throughout the semester (this could be done through web-survey or an anonymous in-class comment card).
- Incorporate informal check-ins and unofficial evaluations earlier in the semester to create an opportunity to address concerns early on and take the pressure off of semester-end evaluations.



CIVIC ENGAGEMENT

Instructors who provide students with opportunities to make valued contribution through their coursework can give them a boost to their emotional well-being. Service learning is beneficial in helping students learn about themselves and their interests therefore directing their college and career paths.

COURSE DESIGN

- Create assignments in which the results can be utilized by a community group or campus initiative.
- Where possible, incorporate community service or service learning components into your course.
- Lead discussions or activities that help students develop a sense of civic responsibility.
- Recognize that universities play a role in developing the leaders of tomorrow and encourage students to explore their own values and goals.
- Consider what skills students will need to succeed in life and in their careers and try to find ways to foster these in class (for example teamwork, communication, problem solving, empathy, initiative).

ENGAGEMENT

- Encourage students to get involved in extracurricular volunteer work. Consider extra credit points for civic engagement activities outside the classroom curriculum.
- Remind students of CU's Fall Be Involved Fair and Spring Volunteer Fair.
- Learn about the CU in the Community program and encourage your students to participate.
- Learn about CU's Alternative Breaks - a program for students to engage in service projects during academic breaks.

RESOURCES

[CU Engage](#)

[CU Office of Government & Community Engagement](#)

[CU Volunteer Resource Center](#)

[Boulder County Volunteer Opportunities](#)

[CU Alternative Breaks](#)



INSTRUCTOR SUPPORT

As an instructor, you play an important role in setting a positive and supportive tone that can go a long way in helping students to feel welcome and at ease.

CONNECT WITH YOUR STUDENTS

- Whenever possible, let students know you care about them and their success (e.g., general discussions to entire class, small personal connections with students).
- Ask students about their interests, their workloads, and extracurricular activities.

BE ACCESSIBLE

- Professors can be intimidating. Demystify your role by sharing an anecdote, joke, or something that serves to humanize you in students' eyes.
- Personally invite small groups of students to attend office hours.
- Consider alternative forms of office hours (for example web chat, group office hours).

OPEN LINES OF COMMUNICATION

- Set clear expectations using syllabi and rubrics.
- Provide constructive feedback throughout the semester.
- Suggest specific actions students can take to improve.
- Seek feedback from students mid-semester (e.g., anonymous paper forms, web survey, class discussion).
- Consider adding a statement to your syllabus outlining your philosophy on changes, feedback, response times.

BE IN IT TOGETHER

- Use engaging pedagogical techniques such as cooperative or problem-based learning.
- Acknowledge campus events which may be affecting students.
- Encourage students to be involved on campus.
- Promote campus resources available to students.



INCLUSIVITY

An inclusive learning environment demonstrates an intentional consideration for all students and in doing so, can enhance positive well-being.

COURSE DESIGN

- As appropriate for the course content use activities and practices in class to help students get to know each other better as they engage with the material.
- Encourage participation in events designed to celebrate diversity and build intercultural competence..
- Offer a values clarification exercise.
- Break large projects into a series of smaller assignments and offer opportunities for feedback.

MEET STUDENTS WHERE THEY ARE

- Incorporate principles of Universal Design for Learning to help accommodate diverse learners.
- Pause and summarize or ask students to summarize ("I want you to summarize my example and add another" or "take a minute to prepare a question about this.")
- Provide visual support (text and/or graphic.)
- Consider Providing students with lecture notes or power point slides ahead of class and provide lecture recordings on Canvas (particularly helpful for EASL students whereby they have more opportunities to work through the rate of speech during lectures.)

OPEN COMMUNICATION

- Create class guidelines as a group to respect difference and create a safe place for discussion (ie. "appreciate perspectives and differences" or" remember that people are talking from personal experiences – be empathetic.")
- Encourage students to speak to you about any accessibility concerns they may have.

BE A RESOURCE

- Familiarize yourself with the intercultural awareness resources available at CU and share these with your students.
- Use inclusive language and gender neutral pronouns.
- Take an indigenous cultural competency course.
- Learn to identify "micro-aggressions" and work to mitigate them in your classroom.
- Remind students what resources are available to them.



INCLUSIVITY RESOURCES

CU Boulder has a variety of resources available to support an inclusive learning environment and experience for students.

Understanding Campus & Diversity, Equity, & Inclusion

- Review the campus website for [Advancing Diversity, Equity, and Inclusion](#).
- Read the campus [Inclusion, Diversity and Excellence in Academics \(IDEA\) Plan](#).
- [Peruse the Campus Culture Survey Results](#) which helps to reveal significant opportunities for growth, create baseline markers, provide a data informed foundation for change, and support empowered communities ready for growth.
- Learn more about the [Five Common Goals](#) and [Why Campus-Wide Goals are Needed](#)
- Find the [action plan](#) for your unit/college.

Know the Resources

- [Definitions & Citations: A Campus Guide for DEI Terms](#)
- [The Benefits of Diversity](#)
- [DEI Impact Grants](#)
- [Employee Affinity Groups](#)
- [CU Boulder Land Acknowledgement](#)
- [Equity Minded Assessment Resources](#)
- [Introduction to Diversity, Equity, and Inclusion](#)
- [DEI Resources for Teaching](#)

Advance Your Knowledge

- Access Training and [Workshops](#) through the Center for Inclusion and Social Change

FACULTY RESOURCES

The faculty resource page includes content on faculty recruitment practices, incorporating DEI into your practice, and content on the impact of identity in the workplace



RESPONDING TO A STUDENT IN CRISIS

Instructors who respond to the needs of struggling students and connect them with campus resources help support their personal well-being, resilience, and readiness to learn.

BE PREPARED

- Identify your personal philosophy and boundaries about responding to students in need - what are you willing to do, give, or sacrifice?
- Consult with Counseling and Psychiatric Services and your colleagues for guidance and support.
- Understand that you do not need to have all the answers. Students often know what they need. Just listening is a powerful helping tool.

HAVE YOU TAKEN THIS 15 MINUTE SKILLSOFT TRAINING?

[Skills for Mental Health Support](#)

This course provides a brief overview of mental health support. Participants will gain an understanding of why mental health is important, how it can impact academic and job success and support resources that are available. You will also learn to recognize signs of distress, respond effectively and refer someone to appropriate resources.

CREATE A STUDENT-CENTERED PLAN

- Acknowledge that it can be hard to ask for help, affirm the student for coming to you.
- Ask open-ended questions that can encourage the student to share more about their experience with you and help you to better understand their needs.
- Listen and respond with empathy.
- Reflect back what you hear to ensure clear understanding "What I hear you saying is..."
- Help the student identify his/her/their strengths.
- Engage your student in devising his/her/their own path forward.
- Have faith that your student can overcome any challenge with the proper help.



RESPONDING TO A STUDENT IN CRISIS

BE A RESOURCE

- Invite guest speakers from various campus services to present on their services during class.
- Create a list referrals with names and contact information to have ready when needed - help make necessary appointments if this fits within your personal boundaries.

KNOW THE RESOURCES AVAILABLE

- Familiarize yourself with the various student support services and co-curricular learning supports across campus that are listed on the following page.
- Familiarize yourself with [CU Boulder's Red Folder](#).

RESPONDING TO A SERIOUS CONCERN

- Walk your student to Counseling and Psychiatric Services in the C4C immediately if he/she/they are suicidal.
- Contact CU Police and 911 for immediate emergencies.

PHONE NUMBERS

CU Boulder Police Department: 911
CU Boulder Counseling and Psychiatric Services: 303-492-2277
Colorado Crisis Services: 844-493-8255
Trevor Project (LGBTQ+): 866-488-7386
National Suicide Prevention Hotline: 800-273-8255 (English) 888-628-9454 (Spanish)

TEXT SUPPORT

Crisit Text Line: Text HOME to 741741
Colorado Crisis Services: Text TALK to 38255



RESPONDING TO A STUDENT IN CRISIS

Knowing the resources available to you when a student is in crisis is critical to your response and the services/resources provided to the student.

RESOURCES

[CU Red Folder: Recognizing Signs of Distress](#)

[CU Red Folder: How to Respond](#)

[CU Boulder Police Department](#)

[CU Boulder Office of the Dean of Students](#)

[CU Boulder Basic Needs Center](#)

[CU Boulder Office of Institutional Equity & Compliance](#)

[CU Boulder Office of Victims Assistance](#)

[CU Boulder Student Support & Case Management](#)

[CU Boulder Office of Undergraduate Education](#)

[CU Boulder Honor Code Violation](#)

[CU Boulder Student Release of Information Form](#)

[CU Boulder Code of Conduct - Classroom Application](#)

[CU Boulder Student Conduct Crisis Resources](#)

[CU Boulder Conflict Resolution](#)

[CU Boulder Career Services](#)

[CU Boulder Medical Services](#)

[CU Boulder Counseling and Psychiatric Services](#)

[CU Boulder Disability Services](#)

[CU Boulder Office of Financial Aid](#)

[CU Boulder International Student & Scholar Services](#)

[CU Boulder Student Academic Success Center](#)

[CU Boulder Center for Inclusion & Social Change](#)

[CU Boulder Pride Office](#)

[CU Boulder Student Emergency Fund](#)

[CU Boulder Campus Dining Services](#)

[CU Boulder Center for Student Involvement](#)

[CU Boulder Student Housing](#)

[CU Boulder Off Campus Housing & Neighborhood Relations](#)

[CU Boulder Education and Social Change Office](#)

[CU Boulder First Generation Programs & Enrichment Office](#)

[CU Boulder Intercultural Engagement Office](#)

[CU Boulder Ombuds](#)



SELF CARE FOR INSTRUCTORS

Responding to the dynamic needs of students is difficult when you are feeling depleted. Prioritizing self-care will boost your overall well-being, allowing you to be present for your students. The journey to better well-being is a personal one. One way to get started on your individual path is to identify which areas of your life are currently bringing you fulfillment or frustration. Which areas in your life might need some additional focus?

On a scale of 1 to 10, rate how satisfied or how well you feel you are doing in each area of your life.
1 = not at all satisfied, 10 = completely satisfied

CAREER /PROFESSION

1 2 3 4 5 6 7 8 9 10

PERSONAL RELATIONSHIPS

1 2 3 4 5 6 7 8 9 10

FUN, RELAXATION, CREATIVITY

1 2 3 4 5 6 7 8 9 10

SENSE OF COMMUNITY

1 2 3 4 5 6 7 8 9 10

FINANCES

1 2 3 4 5 6 7 8 9 10

PHYSICAL HEALTH AND WELL-BEING

1 2 3 4 5 6 7 8 9 10

SENSE OF PURPOSE

1 2 3 4 5 6 7 8 9 10

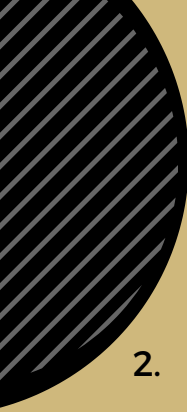
EMOTIONAL HEALTH AND WELL-BEING

1 2 3 4 5 6 7 8 9 10



MORE DETAILED ASSESSMENTS:

[Personal Assessment: 8 Dimensions of Wellness](#)
[CU Self Care Assessment](#)



CONSIDER THESE QUESTIONS TO HELP DEFINE THE FIRST STEPS ON YOUR PATH TO IMPROVED WELL-BEING:

1. Which are some areas on the last page you feel are going well?
2. Which could use some attention?

Below are some general strategies that can help foster well-being. Pick one or two that you'd like to experiment with.

CREATING SPACE FOR WHAT MATTERS TO YOU

- Consider and respect your boundaries. Communicate your availability (e.g., office hours, digital availability) to students and stick to it as best you can. Consider adding an expected response time to your email signature.
- Limit distractions by turning off phone notifications and logging into email at set times during the day.
- Set realistic expectations for yourself - recognize what you are sacrificing when you say yes to something.
- Schedule times during the day to take care of yourself - time to eat, reminders for water, daily breaks, meditation.
- Consider scheduling blocks of time during the day - email block, prep block, grading block, personal time block.

PHYSICAL HEALTH AND WELL-BEING

- Incorporate daily movement - find exercise you enjoy, park farther away, take the stairs, walk across campus.
- Prioritize sleep - limit caffeine and alcohol, turn off screens early and keep them out of the bedroom.
- Consider your the foods you eat. Here is a [video](#) on mindful eating or create a balanced diet using [MyPlate](#).

EMOTIONAL HEALTH AND WELL-BEING

- Lower stress with breathing exercises - pair breathing exercises with things you do frequently each day.
- Create a support system - quality connection with others boosts mental well-being and happiness.
- Cultivate connection by talking in person when possible instead of only by email.
- Let go of perfectionism.
- Check out [Greater Goods Resources](#) to find science based insights for a meaningful life. This [4-Week Pathway to Happiness](#) could be a great place to start!



SUPPORTING YOUR OWN WELL-BEING

Taking care of your own well-being can have a significant impact on your ability to provide the best education and support to CU Students.

[CU Boulder Employee Wellness: WorkWell](#)

RESOURCES
[WorkWell Teams Channel](#)

[CU Boulder Employee Flu Shots](#)

[CU Boulder Faculty Staff Assistance Program](#)

[Completely Free Unlimited Telehealth \(Urgent Care & Mental Health Counseling\)](#)

[Employee Group Fitness Classes](#)

[Acupuncture Services](#)

[Employee Workshops](#)

[Sleepio](#)

[CU Health Plan - Move.](#)

[Pregnancy Support Ovia Health](#)

[Digital Weight-loss - Wondr](#)

[24/7 Emergency Counseling](#)

[Reduce Risk for Obesity-Related Illness](#)

[Fitness Resources for Adults on Medicare](#)

[Fitness Center Discounts](#)

[Public Service Loan Forgiveness](#)

[When to Enroll in Medicare](#)

[Office for Faculty Affairs' Faculty Development and Support Programs](#)

[The National Center for Faculty Development & Diversity \(CU Boulder is an institutional member, so faculty have access to many resources.\)](#)

****Some content throughout this guide has been borrowed from the University of Montana and the original resource can be found [here](#).**

Manager's Toolkit

For Promoting Employee Wellness



Health and Wellness Services
UNIVERSITY OF COLORADO **BOULDER**

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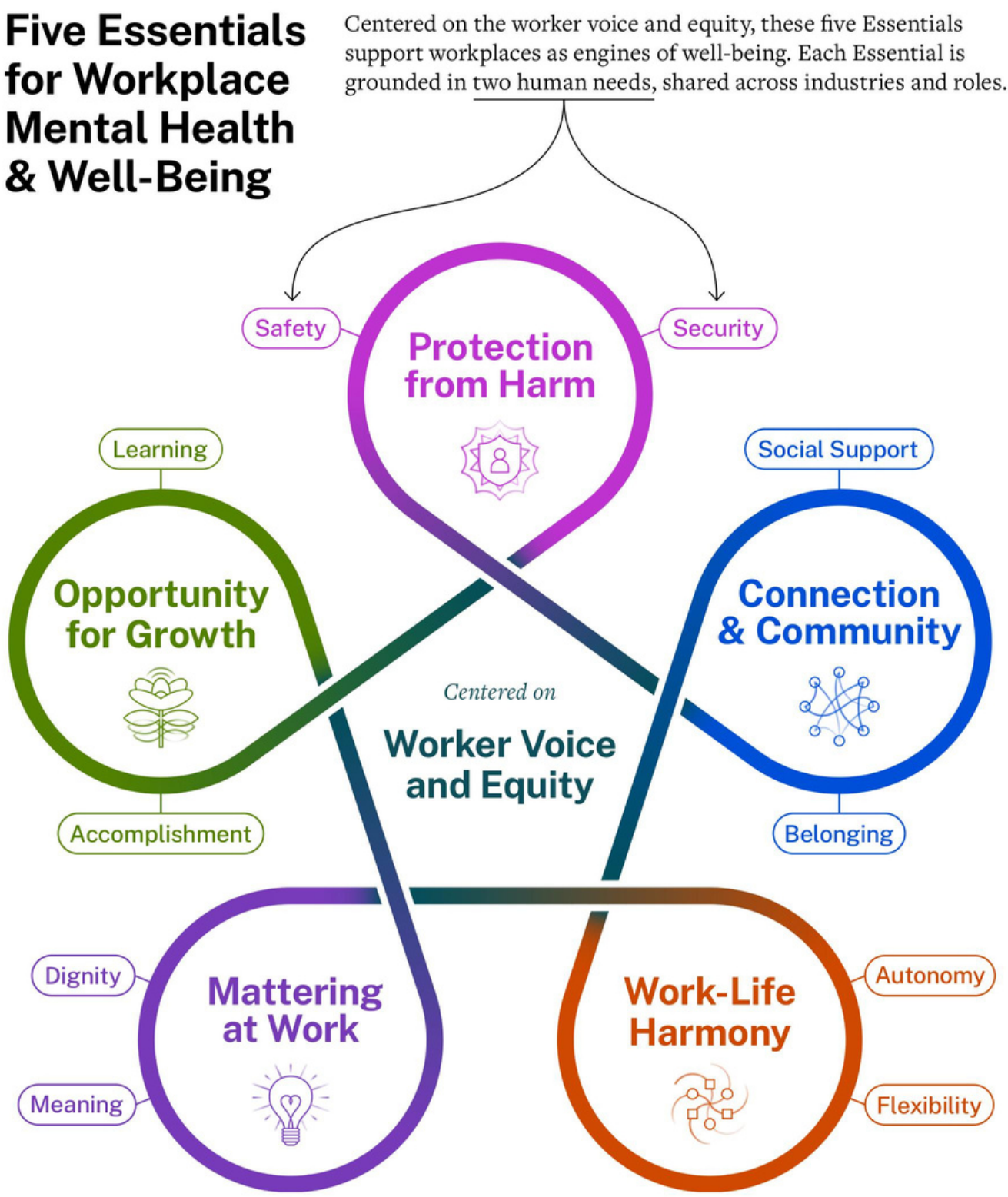
- Know What's Happening At CU*
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SURGEON GENERAL’S FRAMEWORK

The United States Surgeon General recently released a framework that can help us to understand the essential and core components to workplace well-being. Health and Wellness utilizes this framework in conjunction with the [Eight Dimensions of Wellness](#) when considering the needs of our employees for workplace wellness.



Components

Creating a plan with all workers to enact these components can help reimagine workplaces as engines of well-being.

Protection from Harm

- Prioritize workplace physical and psychological safety
- Enable adequate rest
- Normalize and support mental health
- Operationalize DEIA* norms, policies, and programs

Connection & Community

- Create cultures of inclusion and belonging
- Cultivate trusted relationships
- Foster collaboration and teamwork

Work-Life Harmony

- Provide more autonomy over how work is done
- Make schedules as flexible and predictable as possible
- Increase access to paid leave
- Respect boundaries between work and non-work time


Mattering at Work

- Provide a living wage
- Engage workers in workplace decisions
- Build a culture of gratitude and recognition
- Connect individual work with organizational mission

Opportunity for Growth

- Offer quality training, education, and mentoring
- Foster clear, equitable pathways for career advancement
- Ensure relevant, reciprocal feedback

*Diversity, Equity,
Inclusion & Accessibility

 Office of the
U.S. Surgeon General

For more detailed information regarding the framework you can access the entire publication released by the Surgeon General [HERE](#)

WORKPLACE WELLNESS

CULTURE SELF ASSESSMENT

Having a solid understanding of where you are currently at as a manager and team in terms of wellness is crucial to moving forward in a way that best meets everyone’s needs. As a starting point, we have created a Wellness Culture Assessment (adapted from University Health Services at UC Berkeley).

Tick the correct column then self-assess your work

ALWAYS/
OFTEN

SOMETIMES

RARELY/
NEVER/ NA

Wellness Leadership & Organizational Support

1.	Leadership promotes and supports the health and well-being of faculty and staff through their own participation, role modeling, and/or communication.			
2.	Health and Wellness programs offered to faculty and staff are integrated into the department new employee onboarding/training.			
3.	Themes of health and well-being are incorporated into the department’s values, mission, and/or vision statements.			
4.	Leadership supports the health and wellbeing of staff through praise and recognition for healthy choices and outcomes.			

Department Managers & Supervisors

5.	Are Provided with the Manager Toolkit for Promoting Employee Wellness when beginning role.			
6.	Staff participation in wellness-related activities is supported.			
7.	Are supported in their own completion of training on workplace health and wellness issues.			
8.	Are aware of and communicate to staff about campus health-related policies and guidelines such as (remote work agreement, lactation stations, accommodations policy, and tobacco free policy)			
9.	Strive to foster healthy workplace interactions and dynamics.			

Department Culture

10.	We participate in training, skill building, and career development.			
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WORKPLACE WELLNESS

CULTURE SELF ASSESSMENT

Tick the correct column then
self-assess your work

ALWAYS/
OFTEN

SOMETIMES

RARELY/
NEVER/ NA

Department Culture Cont'd

11.

We take breaks, including eating lunch away from our desks or workspaces.

12.

We share healthy snacks in the breakroom.

13.

We allow time between meetings to transition and minimize the stress created by back-to-back meetings.

14.

We begin meetings with a breathing/relaxation break to promote staff focus and engagement.

Wellness & Sustainability

15.

There is access to food storage and preparation options (refrigerator, microwave, etc.)

16.

There is access to tap water from a well-functioning kitchen sink, drinking fountain, water pitcher, or water dispenser.

17.

Faculty/staff are aware of and support using active transportation options (walking, biking, public transportation)

18.

Faculty/staff have access to storage space for personal exercise items (athletic shoes, towel, exercise clothes)

19.

There is access to or knowledge of options for shower(s) for those engaging in exercise or other related activities during the workday.

20.

There is awareness of proper hand-washing guidelines and/or bathroom signage.

21.

There is a reduction in waste by promoting reuse of materials such as the use of reusable water bottles and cutlery.

Physical Activity

21.

We engage in walking groups or walking meetings.

WORKPLACE WELLNESS

CULTURE SELF ASSESSMENT

Tick the correct column then
self-assess your work

ALWAYS/
OFTEN

SOMETIMES

RARELY/
NEVER/ NA

Physical Activity Cont'd

22.

We gather at specific days/time to participate in a 5-10 minute stretch or activity break.

23.

We are aware of memberships and opportunities for faculty/staff at the rec.

24.

We actively take the stairs as an alternative to the elevator for those who are able.

Stress Management & Emotional Health

25.

We provide recognition through praise, positive feedback and campus recognition programs (i.e. service awards)

26.

We promote and organize opportunities through department wide events (celebrations, retreats, recreational activities)

27.

We have quiet space available for relaxation and/or meditation.

28.

We have a healthy process for dealing with workplace challenges, tensions, or conflicts.

Equity & Inclusion

29.

We foster an environment of respect and inclusion.

30.

We demonstrate value for diversity and the importance of ensuring an inclusive climate for all.

31.

We ensure productive, supportive, and equitable resolution of issues around harassment and bias behavior.

32.

We ensure that department infrastructure and environment are supportive of faculty/staff with disabilities.

WORKPLACE WELLNESS CULTURE SELF ASSESSMENT

Tick the correct column then self-assess your work		ALWAYS/ OFTEN	SOMETIMES	RARELY/ NEVER/ NA
Ergonomics & Safety				
33.	We encourage faculty/staff who need an ergonomic evaluation to request one through Human Resources.			
34.	We promote sitting, standing, and moving every hour.			
35.	We are required to review the department building emergency plan.			
36.	We receive regular training/updates on safety-related policies and procedures.			
37.	We are aware of fire extinguisher and AED locations.			
38.	We ensure our safety plans are inclusive of people with disabilities and non-English speakers.			
Final Tallies				
Total the Number of Responses for Each Column				

HOW TO USE THE RESULTS

- Use the question content to give you ideas for improving the wellness culture in your department
- Focus in on sections that have a particularly low score and begin making improvements in one area at a time
- Provide the self assessment to your team to see if your assessment matches theirs
- Find resources and services at CU Boulder that can help you make a change in the area you identified as opportunities for growth.

SUPPORTING ENGAGEMENT IN WELLNESS

SUGGESTIONS FOR LEADING AN ENGAGED TEAM

KNOW WHATS HAPPENING AT CU

- Ensure team is aware of resources and programs available and how to access and use them
- Publicly endorse wellness initiatives and programs
- Discuss upcoming wellness events and services via email, during meetings, and encourage your team to sign up for (newsletter? Emails?)
- Embed health and well-being promotion in multiple aspects of your departments structure (onboarding, training, meetings, celebrations, etc.)

ENCOURAGE PARTICIPATION

- Find ways to schedule wellness activities for the team
- Provide support or alternatives for employees whose jobs make it difficult to participate in wellness while at work
- Create a “backup” for employees who work at a service point

LEAD BY EXAMPLE

- Demonstrate the importance of wellness for your team by participating in activities and wellness trainings
- Build wellness into your routine and share with your team
- Take vacation time and limit email access while away
- Participate in and encourage your team to utilize stress management tools

SUPPORTING ENGAGEMENT IN WELLNESS

SUGGESTIONS FOR LEADING AN ENGAGED TEAM

COMMUNITY & CONNECTIONS

- Check in with direct reports regularly, especially during times of transition
- Go beyond “how are you” by being intentional with questions and actively participate in conversation with your team member(s)
- Don’t assume what individuals need, take a customized approach to helping address stressors
- Recognize wellness achievements and milestones, show appreciation regularly
- If one of your team members looks burnt out, anxious or depressed, talk to them and ask “are you okay?”
- Create connection opportunities for your team members throughout the weekly touch bases or Microsoft Teams channels

SET & RESPECT HEALTHY BOUNDARIES

- Limit or stop sending emails after work hours
- Save emails as a draft and send the next day or use delayed delivery.
- Create “email holidays” or schedule days where sending emails should be limited to allow the team to focus on individual work

INCORPORATING WELLNESS INTO YOUR TEAM

TIPS AND IDEAS TO GET YOU STARTED

MEETINGS

- Start meetings with gratitude by having people name one person or thing they are grateful for
- Encourage standing movement (Standing, stretching, walking, etc...) during in person or virtual meetings
- Hold meetings outside in a place where the team can see nature or just a different view than usual
- Shorten meetings by 10–15 minutes and use the extra time to disengage from work and engage in a wellness activity (e.g., practice mindfulness, take 5 deep abdominal breaths, take a brisk walk, climb the stairs, dance to music, etc.)
- Create “meeting holidays” where meetings cannot be scheduled (except for emergencies) to allow the team to focus on individual work

TEAM ACTIVITIES

- Share wellness ideas and successful wellness activities
- Create a gratitude board, post one for the office or use Teams or a similar software to develop one digitally
- Host free trainings and seminars aimed at building relationships with team members
- Collaborate to create team wellness goals

LEAVE & FLEXIBLE WORK

- Use sick leave for self-care as appropriate
- Communicate the importance of using time off to prevent burnout
- Discuss how to plan as a team to take time off to reduce stress and workload upon return.
- Encourage regular breaks from mental tasks, allowing team members time to generate new and creative solutions or ideas.
- Time away reduces stress and helps employees maintain focus when at work.



MEMORANDUM

TO: CEAS Administrative Council
CC: Kristen Gallagher, Associate Dean for Advancement
FROM: Keith R. Molenaar, Dean, College of Engineering and Applied Science
RE: *Draft Spend Policy for Donor Funds*
DATE: September 9, 2024

I am sharing the following spend policy for donor funds so that you may review and discuss it with your units. I will bring the policy back to the administrative council in our meeting on October 21, 2024, for discussion and vote.

Spend Policy for Donor Funds

Purpose

The purpose of this policy is to provide guidance on the appropriate and timely use of donor funds. This policy ensures that donor funds are spent in alignment with donor intent, institutional priorities, and within a reasonable timeframe to maximize the impact of the funds.

Scope

This policy applies to all staff, administration, and faculty who have access to and authority over donor funds in the College of Engineering and Applied Science (CEAS).

Guiding Principles

1. **Donor Intent:** All expenditures must align with the specific intentions outlined by the donor at the time of the gift agreement or any subsequent addenda.
2. **Institutional Alignment:** Spending should support the University of Colorado Boulder mission, the CEAS strategic vision, and contribute to academic and operational excellence.
3. **Timeliness:** Endowment distributions and current funds should be spent within the fiscal year to ensure timely impact unless otherwise stipulated by the donor or institutional guidelines.
4. **Sustainability of Endowments:** While timely spending of an endowment is encouraged, funds should also be managed in a way that sustains the endowment's long-term value.

Policy Details

1. **Annual Budget Planning**
 - A copy of fund balances will be provided by CEAS Advancement to all fund managers at the conclusion of the fiscal year (on or before July 15th). At any point during the fiscal year, a fund manager can make a request of a fund balance from CEAS Advancement. Please allow up to 3 business days for the request.
 - Fund managers (e.g., dean, department chairs, faculty and staff) will document an annual spending plan at the beginning of each fiscal year outlining the use of donor funds.
 - Fund managers will keep these annual spending plans on record and make them available upon request.
2. **Spending Timeline**

- Donor funds should generally be spent within the fiscal year they are allocated.
 - If funds are not used within the fiscal year, a carryover may be allowed under specific circumstances, such as long-term projects or specific donor restrictions.
 - Unspent funds beyond a three-year period may be subject to reallocation or repurposing in consultation with the donor or as per institutional guidelines.
3. **Compliance and Review**
- The use of donor funds will be periodically reviewed by the institution's financial office to ensure compliance with this policy.
 - Non-compliance with the policy may result in restrictions on future access to donor funds.
 - Regular audits may be conducted to ensure adherence to donor intent and institutional policies.
4. **Exceptions**
- Exceptions to this policy can be made in cases where donor restrictions, project timelines, or other extenuating circumstances require alternative spending practices. Such exceptions must be documented and approved in advance.

Conclusion

This policy is designed to ensure that donor funds (i.e., current use and endowments) are managed responsibly, spent in a timely manner, and used to further the institution's mission while honoring donor intent. Fund managers are expected to adhere strictly to these guidelines to maintain the trust and confidence of our donors.