

*PLEASE NOTE: Members, when addressing Faculty Council, please stand and identify yourselves. Guests wishing to speak please fill out a guest card to be handed to the Chair prior to speaking.*

*PLEASE NOTE: Members planning to introduce amendments are requested to provide copies to the Faculty Council Office, 18A Administration, at least 24 hours before this meeting.*

## **AGENDA**

### **Faculty Council Meeting**

**Tuesday, September 4, 2012 - 4:00 p.m. - Room A205 Clark Building**

#### **I. ANNOUNCEMENTS**

- A. Next Faculty Council Meeting - October 2, 2012 - A205 Clark Building - 4:00 p.m.
- B. President's Fall Address and University Picnic - On the Oval - Thursday - September 13, 2012 - 11:30 a.m.
- C. Faculty Council Annual Report to the Board of Governors 2011-12 (pp. 1-7)
- D. Faculty Council Attendance Summary 2011-2012 (pp. 8-11)
- E. Faculty Council - Location of Issues - Tracking (pp. 12-13)
- F. Schedule of Faculty Council 2012-13 (p. 14)
- G. Faculty Council Membership List 2012-13 (pp. 15-18)
- H. Faculty Council Standing Committees Membership List 2012-13 (pp. 19-22)
- I. University Committees Membership List 2012-13 (pp. 23-25)
- J. Faculty Council Website Links (p. 26)
- K. Parliamentary Rules Regarding Debate on the Question (p. 27)
- L. Parliamentary Motions - Quick Reference (p. 28)
- M. Parliamentary Motions - What They Mean (p. 29)
- N. Faculty Council Standing Rules for Open Forum and Informal Discussions (p. 30)
- O. Executive Committee Meeting Minutes - May 8, 2012 (<http://facultycouncil.colostate.edu/index.asp?url=links>)
- P. Elections - Student Representatives (Undergraduate and Graduate) October 2, 2012 - Faculty Council Standing Committees - Committee on Faculty Governance
- Q. New Interdisciplinary Minor - Film Studies - Effective Fall Semester 2012 - University Curriculum Committee - Adopted by Executive Committee, acting for Faculty Council, at its May 8, 2012 Meeting (pp. 31-35)

#### **II. MINUTES TO BE APPROVED**

- A. Faculty Council Meeting Minutes - May 1, 2012 (pp. 36-48)

#### **III. UNFINISHED BUSINESS**

- A. Standing Committee Elections - Committee on Faculty Governance (p. 49)
- B. University Discipline Panel Elections - Committee on Faculty Governance (p. 50)
- C. Benefits Committee Election - Committee on Faculty Governance (p. 51)

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*Secretary's Note: Please detach at this line, print your name, and leave in attendance box at the Faculty Council meeting. If you must be absent, you are encouraged to send a substitute representative of academic faculty status in order to provide proper representation at the meeting. Substitutes should turn in the attendance slip at the meeting and indicate on the slip whom they are representing. Members will find it helpful to have copies of the Faculty Council, University Curriculum Committee and Executive Committee minutes available for reference at the meeting.*

#### IV. REPORTS TO BE RECEIVED

- A. President
- B. Provost/Executive Vice President
- C. Faculty Council Chair
- D. Board of Governors Faculty Representative BOG Meeting Reports - May, June and August 2012 (pp.52-53)
- E. Benefits Committee Annual Report 2010-11 - Juliet Gionfriddo, Faculty Member Co-Chair (pp. 54-61)
- F. Faculty Council Standing Committee 2011-12 Annual Reports
  - a. Executive Committee (p. 62)
  - b. Committee on Faculty Governance (no report submitted)
  - c. Committee on Intercollegiate Athletics (pp. 63-64)
  - d. Committee on Libraries (p. 65)
  - e. Committee on Responsibilities & Standing of Academic Faculty (p. 66-67)
  - f. Committee on Scholarship, Research & Graduate Education (pp. 68-70)
  - g. Committee on Scholastic Standards (pp. 71-73)
  - h. Committee on Special and Temporary Faculty (p. 74)
  - i. Committee on Strategic & Financial Planning (no report submitted)
  - j. Committee on Teaching & Learning (pp. 75-76)
  - k. Committee on University Programs (pp. 77-79)
  - l. University Curriculum Committee (pp. 80-82)

#### V. CONSENT AGENDA

- A. Changes in Curriculum to be Approved: University Curriculum Committee Minutes: April 20, 27 and May 4, 2012 (pp. 83-91)
- B. Confirmation of Faculty Council Secretary - Diane Maybon - Executive Assistant to Faculty Council (p. 92)
- C. Confirmation of Faculty Council Parliamentarian - Lola Fehr- Registered Parliamentarian (p. 93)

#### VI. ACTION ITEMS

- A. Proposed Revisions to the *Graduate and Professional Bulletin* - E.13 Scholastic Standards - "Graduate Study"  
- Committee on Scholarship, Research, and Graduate Education (p. 94)

#### VII. DISCUSSION

- A. How to Assess Teaching Effectiveness (Committee on Teaching and Learning) (pp. 95-105)

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COLORADO STATE UNIVERSITY  
FACULTY COUNCIL ANNUAL REPORT  
TO THE BOARD OF GOVERNORS  
July 2011 - May 2012

**Current Faculty Council Officers:**

Timothy Gallagher, Chair  
Karrin Anderson, Vice Chair  
Carole Makela, BOG Faculty Representative  
Lola Fehr, Parliamentarian  
Diane L. Maybon, Executive Assistant

**Incoming Faculty Council Officers for 2012-2013:**

Timothy Gallagher, Chair  
Mary Stromberger, Vice Chair  
Carole Makela, BOG Faculty Representative  
Lola Fehr, Parliamentarian  
Diane L. Maybon, Executive Assistant

Faculty Council acts as a representative body for the academic faculty and performs duties delegated to the faculty by acts of the legislature. The Faculty Council, subject to statutes of the State and regulations and policies of the Board of Governors (BOG), has jurisdiction over the general educational policies of the University and passes all rules and regulations necessary to University government. Faculty Council membership consists of one elected representative from each academic department and a proportionate representation from each college as voting members. Upper-level administrators are *ex officio* non-voting members. The 2011-12 membership for the Faculty Council is attached. Below is a list of Faculty Council business during the 2011-12 academic year.

**Action Items Requiring BOG Approval - 2011-12 Academic Year:**

*Academic Faculty and Administrative Professional Manual Revisions 2011-12:*

Preface  
Section C.2.3.2 - Graduate School  
Section D.7.13 - Travel Policies  
Section E.5.3 - Guidelines and Teaching and Advising Responsibility  
Section G.1 - Study Privileges  
Section I - Academic and Legal Matters  
Section K - Mediation, Grievance Procedures, and Review Processes

*Academic Calendar - Report*

Fall 2016 to Summer 2018 Academic Calendar

*Candidates for Degrees:*

Fall Candidates 2011  
Spring Candidates 2012  
Summer Candidates 2012

*New Degree Programs:*

Plan C - Master of Professional Natural Sciences  
Plan B - Master of Science - Design and Merchandising  
Plan C - Master of Tourism Management  
B.S. - Ecosystem Science and Sustainability

*New Special Academic Unit:*

Molecular, Cellular and Integrative Neuroscience

**2011-12 General Catalog Revisions (BOG Approval Not Required)***Minimum Grade Requirements:*

Ethnic Studies Major and Minor

*Interdisciplinary Studies/Minor Program Changes:*

Interdisciplinary Minor in Linguistics and Culture - Department of English

*General Catalog Revisions*

Undeclared Majors

Undergraduate Planned Leave

CSU Core Curriculum Report on Objectives and Criteria

**2011-12 Graduate & Professional Bulletin Revisions (BOG Approval Not Required)**

Revisions to Section D.5 - Application: International Students - "Admission Requirements and Procedures"

Revisions to Section H.3.8 - Degree Conferral

**Routine Action Items for Faculty Council Approval (BOG Approval Not Required)**

Confirmation of Faculty Council Parliamentarian & Secretary

Confirmation of University Grievance Officer

Revisions to Student Course Survey (Written and On-Line)

*Elections:*

Faculty Council Officers

Standing Committee Members

Graduate and Undergraduate Student Representatives to Standing Committees

Grievance Panel

Sexual Harassment Panel

Discipline Panel

*Annual Reports (2011-12):*

Faculty Council Standing Committees

University Grievance Officer Annual Report

University Committees

Changes in Curriculum - 2011-12

Recommendations for Continuance or Discontinuance of Centers, Institutes, and Other Special Units

**Faculty Council Special Reports/Discussion Items 2011-12:**

October - 2011 - Strategic Plan - Division of Continuing Education - Hunt Lambert, Associate Provost, Division of Continuing Education

February - 2012 - Curricular Issues - Alan Lamborn, Vice Provost for Undergraduate Affairs; Howard Ramsdell, Chair, University Curriculum Committee; and Robert Jones, Professor, Microbiology, Immunology and Pathology

March - 2012 - Holistic Review Process for Students Seeking Admission to CSU - James Rawlins, Executive Director, Admissions

April - 2012 - Report Regarding Lory Student Center Renovations - Mike Ellis, Associate Vice President/Executive Director - Lory Student Center; Mike Rush, Facilities Management

April - 2012 - Vision for Athletic Department - Tony Frank, President; Jack Graham, Athletic Director



**Faculty Council Campus Issues 2011-12:**

Presidential Annual Evaluation (Executive Committee)  
2012-13 Budget Planning Issues  
University Strategic Planning Process  
Review Issues Surrounding Digital Student Course Surveys  
Issues Surrounding On-Campus Football Stadium

**Pending Issues For Action Academic Year 2012-13:**

Review Grievance Process - Section K and Section D

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**MEMBERSHIP OF THE FACULTY COUNCIL  
2011-2012**

**OFFICERS**

**Chair:** Tim Gallagher  
**Executive Assistant:** Diane L. Maybon  
**Registered Parliamentarian:** Lola Fehr

**Vice-Chair:** Karrin Anderson  
**BOG Representative:** Carole Makela

<b>ELECTED MEMBERS</b>	<b>REPRESENTING</b>	<b>TERM</b>
<b>Agricultural Sciences</b>		
Stephen Koontz	Agricultural and Resource Economics	2013
Denny Crews	Animal Sciences	2012
William Jacobi	Bioagricultural Sciences & Pest Management	2012
Steven Newman	Horticulture & Landscape Architecture	2013
Mary Stromberger	Soil and Crop Sciences	2014
Dana Hoag	College-at-Large	2013
Andrew Norton	College-at-Large	2013
<b>Applied Human Sciences</b>		
Molly Eckman	Design and Merchandising	2013
Robert Gotshall	Health and Exercise Science	2013
David Sampson	Food Science and Human Nutrition	2013
Jenn Matheson	Human Development and Family Studies	2012
Scott Glick	Construction Management	2014
Matt Malcolm	Occupational Therapy	2014
Sharon Anderson	School of Education	2012
Kim Bundy-Fazioli	School of Social Work	2014
<b>Business</b>		
Margarita Lenk	Accounting	2013
Stephen Hayne	Computer Information Systems	2012
Patricia Ryan	Finance and Real Estate	2013
Jim McCambridge	Management	2012
Tom Ingram	Marketing	2012
<b>Engineering</b>		
Russ Schumacher	Atmospheric Science	2012
Brad Reisfeld	Chemical and Biological Engineering	2013
Ken Carlson	Civil and Environmental Engineering	2012
Steve Reising	Electrical and Computer Engineering	2013
Don Radford	Mechanical Engineering	2014
Eric Maloney	College-at-Large	2014
Sudeep Pasricha	College-at-Large	2013

ELECTED MEMBERS	REPRESENTING	TERM
<b>Liberal Arts</b>		
Mary Van Buren	Anthropology	2014
Eleanor Moseman	Art	2014
Elizabeth Williams	Communication Studies	2013
David Mushinski	Economics	2013
Louann Reid	English	2012
Ernesto Sagas	Ethnic Studies	2014
Jonathan Carlyon	Foreign Languages and Literatures	2012
Robert Gudmestad	History	2014
Cindy Christen	Journalism and Technical Communication	2014
Gary Moody	Music, Theater, and Dance	2013
Idris Hamid	Philosophy	2012
Ursula Daxecker	Political Science	2012
Ken Berry	Sociology	2013
Mary Vogl	College-at-Large	2014
Alex Bernasek	College-at-Large	2013
Eric Aoki	College-at-Large	2013
<b>Natural Resources</b>		
Melinda Laituri	Ecosystem Science and Sustainability	2014
Paul Doherty	Fish, Wildlife, and Conservation Biology	2013
Mark Paschke	Forest and Rangeland Stewardship	2012
Sven Egenhoff	Geosciences	2012
Stu Cottrell	Human Dimensions of Natural Resources	2014
<b>Natural Sciences</b>		
Eric Ross	Biochemistry and Molecular Biology	2013
David Steingraeber	Biology	2012
John Wood	Chemistry	2014
Robert France	Computer Science	2013
Iuliana Oprea	Mathematics	2014
Raymond S. Robinson	Physics	2012
Benjamin Clegg	Psychology	2013
Philip Chapman	Statistics	2013
Steve Stack	College-at-Large	2014
Mike Steger	College-at-Large	2013
Miguel Mostafa	College-at-Large	2012

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ELECTED MEMBERS	REPRESENTING	TERM
<b>Veterinary Medicine &amp; Biomedical Sciences</b>		
Scott Earley	Biomedical Sciences	2013
Daniel Smeak	Clinical Sciences	2013
Lesley Butler	Environmental & Radiological Health Sciences	2014
Robert Jones	Microbiology, Immunology and Pathology	2012
Terry Nett	College-at-Large	2014
Jeffrey Wilusz	College-at-Large	2014
C. W. Miller	College-at-Large	2012
Anthony Knight	College-at-Large	2013
Susan Kraft	College-at-Large	2013
William Hanneman	College-at-Large	2013
<b>University Libraries</b>		
Nancy Hunter	Libraries	2014
Michelle Wilde	At-Large	2013
<b>Ex Officio Voting Members</b> (*Indicates Elected Member of Faculty Council)		
Luis Garcia, Chair	Committee on Faculty Governance	
Susan LaRue, Chair	Committee on Intercollegiate Athletics	
Martin Gelfand, Chair	Committee on Libraries	
David Greene, Chair	Committee on Responsibilities & Standing of Academic Faculty	
Mary Stromberger, Chair*	Committee on Scholarship Research and Graduate Education	
Ketul Popat, Chair	Committee on Scholastic Standards	
Tony Maciejewski, Chair	Committee on Strategic and Financial Planning	
Dan Turk, Chair	Committee on Teaching and Learning	
Eric Prince, Chair	Committee on University Programs	
Howard Ramsdell, Chair	University Curriculum Committee	
<b>Ex Officio Non-Voting Members</b>		
Torsten Eckstein, Chair	Committee on Special and Temporary Faculty	
Richard Eykholt, Immediate Past Chair	Faculty Council/Executive Committee	
<b>Ex-Officio Non-Elected Non-Voting Members</b>		
Anthony Frank	President	
Rick Miranda	Provost/Executive Vice President	
Brett Anderson	Vice President for Advancement	
Mary Ontiveros	Vice President for Diversity	
Lou Swanson	Vice Provost for Engagement/Director of Extension	
Robin Brown	Vice President for Enrollment and Access	
Tom Gorell	Vice Provost for Faculty Affairs	
Patrick Burns	Vice President for Information Technology/Dean Libraries	
Jim Cooney	Vice Provost for International Affairs	
Tom Milligan	Vice President for Public Affairs	
Bill Farland	Vice President for Research	
Blanche M. Hughes	Vice President for Student Affairs	
Alan Lamborn	Vice Provost for Undergraduate Affairs	
Amy Parsons	Vice President for University Operations	
Craig Beyrouy	Dean, College of Agricultural Sciences	
Jeff McCubbin	Dean, College of Applied Human Sciences	
Ajay Menon	Dean, College of Business/Executive Dean	

***Ex-Officio Non-Elected Non-Voting Members (Continued)***

Sandra Woods	Dean, College of Engineering
Jodie Hanzlik	Dean, Graduate School
Ann Gill	Dean, College of Liberal Arts
Jan Nerger	Dean, College of Natural Sciences
Lance Perryman	Dean, College of Veterinary Medicine and Biomedical Sciences
Joyce Berry	Dean, Warner College of Natural Resources
David Mornes	Chair, Administrative Professional Council

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**Faculty Council Membership 2011-12 Attendance Summary**  
**Total Number of Faculty Council Meetings Attended (eight meetings - unless noted)**

**Agricultural Sciences**

Stephen Koontz	Agricultural and Resource Economics	5
Denny Crews	Animal Sciences	8
William Jacobi	Bioagricultural Sciences & Pest Management	6
Steve Newman	Horticulture & Landscape Architecture	8
Mary Stromberger	Soil and Crop Sciences	7
Dana Hoag	College-at-Large	3
Andrew Norton	College-at-Large	6

**Attendance Summary - Agricultural Sciences**

**Department Representatives - 85%**

**At-Large Representatives - 56%**

**College Overall - 77%**

**Applied Human Sciences**

Molly Eckman	Design and Merchandising	8
Robert W. Gotshall/Tracy Nelson	Health and Exercise Science	8
David A. Sampson	Food Science and Human Nutrition	8
Jenn Matheson	Human Development and Family Studies	8
Scott Glick	Construction Management	7
Matthew Malcolm	Occupational Therapy	6
Sharon Anderson	School of Education	7
Kim Bundy-Fazioli	School of Social Work	6

**Attendance Summary - Applied Human Sciences**

**College Overall - 91%**

**Business**

Margarita Lenk	Accounting	6
Stephen Hayne	Computer Information Systems	7
Patricia Ryan	Finance and Real Estate	8
Jim McCambridge	Management	8
Dave Gilliland/Tom Ingrahm	Marketing	8

**Attendance Summary - Business**

**College Overall - 93%**

**Engineering**

Colette Heald/Russ Schmacher	Atmospheric Science	8
Brad Reisfeld	Chemical and Environmental Engineering	6
Ken Carlson	Civil and Environmental Engineering	0
Steve Reising	Electrical and Computer Engineering	8
Don Radford	Mechanical Engineering	8
Eric Maloney	College-at-Large	8
Sudeep Pasricha	College-at-Large	4

**Attendance Summary - Engineering**

**Department Representatives - 75%**

**At-Large Representatives - 75%**

**College Overall - 75%**

<b>Liberal Arts</b>		
Mary Van Buren	Anthropology	8
Eleanor Moseman	Art	8
Andy Merolla/Elizabeth Williams	Communication Studies	8
David Mushinski	Economics	6
Louann Reid	English	8
Ernesto Sagas	Ethnic Studies	8
Jonathan Carlyon	Foreign Languages and Literatures	5
Robert Gudmestad	History	7
Cindy Christen	Journalism & Technical Communications	7
Gary Moody	Music, Theater, and Dance	7
Idris Hamid	Philosophy	4
Ursula Daxecker	Political Science	7
Ken Berry	Sociology	8
Mary Vogl	College-at-Large	8
Eric Aoki	College-at-Large	8
Alex Bernasek	College-at-Large	6

#### Attendance Summary - Liberal Arts

Department Representatives - 88%

At-Large Representatives - 92%

College Overall - 88 %

<b>Natural Resources</b>		
Melinda Laituri	Ecosystem Science and Sustainability	6
Paul Doherty	Fish and Wildlife Conservation Biology	8
Mark Paschke	Forest, Rangeland, & Watershed Stewardship	5
Sven Engenhoff	Geosciences	7
Stu Cottrell	Human Dimensions in Natural Resources	4

#### Attendance Summary - Natural Resources

College Overall - 75%

<b>Natural Sciences</b>		
Eric Ross	Biochemistry and Molecular Biology	8
David Steingraeber	Biology	8
George Barisas	Chemistry	6
Robert France	Computer Science	0
Iuliana Oprea	Mathematics	8
Raymond (Steve) Robinson	Physics	8
Benjamin Clegg	Psychology	4
Phillip Lee Chapman	Statistics	6
Steve Stack	College-at-Large	8
Mike Steger	College-at-Large	3
Miguel Mostafa	College-at-Large	8

#### Attendance Summary - Natural Sciences

Department Representatives - 75%

At-Large Representatives - 79%

College Overall - 76%

**Veterinary Medicine and Biomedical Sciences**

Scott Earley	Biomedical Sciences	0
Daniel Smeak	Clinical Sciences	5
John Rosecrance	Environmental & Radiological Health Science	7
Robert Jones	Microbiology, Immunology & Pathology	8
Terry Nett	College-at-Large	8
Jeffrey Wilusz	College-at-Large	2
Anthony Knight	College-at-Large	4
C. W. Miller	College-at-Large	8
Susan Kraft	College-at-Large	8
William Hanneman	College-at-Large	2

**Attendance Summary - Veterinary Medicine and Biomedical Sciences****Department Representatives - 63%****At-Large Representatives - 66%****College Overall - 65%****University Libraries**

Nancy Hunter	Libraries	7
Louise Feldman	At-Large	8

**Attendance Summary - University Libraries****Department Representatives - 94%****At-Large Representatives - 100%****Overall - 94%****Faculty Council Officers**

Tim Gallagher	Chair	8
Kari Anderson	Vice Chair	8
Carole Makela	BOG Representative	8
Lola Fehr	Parliamentarian	8
Diane Maybon	Executive Assistant/Secretary	8

**Attendance Summary - Officers - 100%*****Ex Officio* Voting Members (Standing Committee Chairs)**

Luis Garcia, Vice Chair	Committee on Faculty Governance	5
Sue LaRue, Chair	Committee on Intercollegiate Athletics	8
Martin Gelfand, Chair	Committee on Libraries	1
David Greene, Chair	Committee on Responsibilities and Standing of Academic Faculty	8
Mary Stromberger, Chair	Committee on Scholarship, Research and Graduate Education	8
Ketul Papat, Chair	Committee on Scholastic Standards	5
Tony Maciejewski, Chair	Committee on Strategic and Financial Planning	6
Dan Turk, Chair	Committee on Teaching and Learning	8
Eric Prince, Chair	Committee on University Programs	2
Howard Ramsdell, Chair	University Curriculum Committee	8
Torsten Eckstein, Chair (non voting)	Committee on Special and Temporary Faculty	8

**Attendance Summary - *Ex Officio* Voting Members - 76%**



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2011-12

College Department Representatives - 82%  
College At-Large Representatives - 73%

2010-11

College Department Representatives - 81%  
College At-Large Representatives - 81%

2009-2010

College Department Representatives - 82%  
College At-Large Representatives - 70%

2008-2009

College Department Representatives - 84%  
College At-Large Representatives - 75%

2007-08

College Department Representatives - 83%  
College At-Large Representatives - 92%

2006-07

College Department Representatives - 81%  
College At-Large Representatives - 83%

2005-06

College Department Representatives - 78%  
College At-Large Representatives - 85%

2004-05

College Department Representatives - 84%  
College At-Large Representatives - 79%

2003-04

College Department Representatives - 78%  
College At-Large Representatives - 62%

2002-03

College Department Representatives - 77%  
College At-Large Representatives - 80%

2001-02

College Department Representatives - 78%  
College At-Large Representatives - 88%

2000-01

College Department Representatives - 81%  
College At-Large Representatives - 82%

1999-2000

College Department Representatives - 88%  
College At-Large Representatives - 80%

**Faculty Council Tracking  
Location of Issues - Standing and Advisory Committees  
JUNE 2012**

**EXECUTIVE COMMITTEE**

- \* Set monthly Faculty Council agendas
- \* Proposed Revisions to Section D (CORSAF Sent Proposal - OGC reviewing 1-12-12)

**COMMITTEE ON FACULTY GOVERNANCE**

- \* 2013 FC Officers Elections
- \* 2012 Elections - Grievance and Sexual Harassment Panels - FC Standing Committees
- \* Revisions to C.2.4.4.1.j - College Codes (proposal forthcoming from Gallagher Re: 2/3 vote to change college codes - September 2011)
- \* Proposed Revisions to Section C.2.1.9.6.a (Received from CoSTF February 2012)
- \* Proposed Revisions to Section C.2.1.2 - Powers and Responsibilities requested by Howard Ramsdell (March 2012) through the UCC - Add to the University Code information that UCC and Faculty Council must act in accordance with State and Federal statutes and regulations and the University procedures must meet HLC accreditation standards
- \* Proposed Revisions to Section C.2.1.10 re: University Benefits Committee (Received from UBC 6-12 sent to CoFG for review - Section C.2.1.10 to be renamed C.2.1.11)

**COMMITTEE ON INTERCOLLEGIATE ATHLETICS**

**COMMITTEE ON LIBRARIES**

- \* Strategic Initiatives

**COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC FACULTY**

- \* Proposed Revisions to Section K.3 (Gallagher sent 10/24/11)
- \* Proposed Revisions to Section G.1 - Study Privileges (Gallagher sent September 2011)
- \* Proposed Revisions to Section J (2011-12)
- \* Proposed Revisions to Sections E.10.4 and E.10.4.1 Re: Residency Requirements (Executive Committee referred these proposals back to CORSAF 2-12)
- \* Proposed Revisions to Section E.5.3 (forthcoming March 2012)

**COMMITTEE ON STRATEGIC AND FINANCIAL PLANNING**

- \* On-going University Strategic Planning - Budget Planning - 2012-13

**COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION**

- \* Issues related to INTO CSU Pathways students

**COMMITTEE ON SCHOLASTIC STANDARDS**

- \* On-going Retroactive Withdrawal Requests

**COMMITTEE ON SPECIAL AND TEMPORARY FACULTY**

- \* Proposed Revisions to the Manual, Code, Section C.2.1.3.2 - *Ex Officio Members* (January 2012)
- \* Proposed Revisions to Section C.2.1.4 (CoFG returned with statement that it could not take this forward to Faculty Council March 2012)

## COMMITTEE ON TEACHING AND LEARNING

- \* Teaching and Learning Effectiveness Measures for Faculty Performance Evaluations (report from TILT received December 2012 proposal forthcoming for Manual revisions 2012)
- \* Policies on Transfer of Course Work
- \* Defaults for access to RamCT (Patrick Burns asked for input from CoTL 4/5/11)
- \* UCC sent to CoTL 9/11 - Proposal for declaring major by 45 credits
- \* UCC sent to CoTL 9/11 request to develop policy on proctoring nontraditional course exams
- \* Course Surveys for On-Line Courses (Referred back to CoTL by EC 9/13/11)
- \* Classroom Review Board Issues
- \* Review Religious Accommodation Policy for Students (Proposed Revisions to Manual and Catalog 9/11)

## COMMITTEE ON UNIVERSITY PROGRAMS

- \* On-going review and approval of Centers, Institutes and Other Special Units

## UNIVERSITY CURRICULUM COMMITTEE

- \* On-Going Curriculum Revisions/Degree Programs, etc.

## BOARD OF GOVERNORS ACTION ITEMS

### PENDING ACTIONS:

- \* Review Sexual Harassment and Discrimination Policies (General Counsel reviewing 2006)
- \* Work-Life Committee Re: Spousal Accommodations, New Faculty Transitions, Maternity/Family Leave (Possible Manual revisions - September 2007) - Work-Life II Committee implemented July 2008
- \* Review University Policies Regarding Plagiarism and Academic Integrity (TILT Task Force -2007)
- \* Revisions to Section J Re: Student Intellectual Property Rights (forthcoming from General Counsel June 2009)
- \* Revisions to Section J Re: Royalty Distributions (January 2009)
- \* Possible Revisions to Section J regarding "equity distributions" from spin off companies (1/09)
- \* Possible Revisions to Section I.14.4 - Classroom Attendance (Lamborn - February 2012)
- \* Honor Programs on Campus (validity)
- \* Multi-Year Contracts for Special Contract Faculty (Gallagher, Gorell, Miranda, Mohr 5/12)
- \* Criteria for Centers of Excellence (to be discussed by EC Fall 2012)

## FACULTY COUNCIL MEETING DATES

The Faculty Council meets on the first Tuesday of each month - (September through December and February through May). Meetings begin at 4:00 p.m. The 2012-13 meeting schedule is as follows:

September 4, 2012	A205 Clark Building
October 2, 2012	A205 Clark Building
November 6, 2012	A205 Clark Building
December 4, 2012	A205 Clark Building
February 5, 2013	(Location TBA)
March 5, 2013	(Location TBA)
April 2, 2013	(Location TBA)
May 7, 2013	(Location TBA)

## MEMBERSHIP OF THE FACULTY COUNCIL 2012-2013

### OFFICERS

**Chair: Tim Gallagher**

**Executive Assistant: Diane L. Maybon**

**Registered Parliamentarian: Lola Fehr**

**Vice-Chair: Mary Stromberger**

**BOG Representative: Carole Makela**

<b>ELECTED MEMBERS</b>	<b>REPRESENTING</b>	<b>TERM</b>
<b>Agricultural Sciences</b>		
Stephen Koontz	Agricultural and Resource Economics	2013
Denny Crews	Animal Sciences	2015
Deb Young	Bioagricultural Sciences & Pest Management	2015
Steven Newman	Horticulture & Landscape Architecture	2013
Mary Stromberger (To be Replaced)	Soil and Crop Sciences	2014
Dana Hoag	College-at-Large	2013
Andrew Norton	College-at-Large	2013
Kelly Curl	College-at-Large	2015
<b>Applied Human Sciences</b>		
Molly Eckman	Design and Merchandising	2013
Tracy Nelson-Ceschin	Health and Exercise Science	2013
David Sampson	Food Science and Human Nutrition	2013
Jenn Matheson	Human Development and Family Studies	2015
Scott Glick	Construction Management	2014
Matt Malcolm	Occupational Therapy	2014
Sharon Anderson	School of Education	2015
Kim Bundy-Fazioli (To be Replaced Sabbatical through Spring 2013)	School of Social Work	2014
<b>Business</b>		
Susan Lowensohn	Accounting	2013
Stephen Hayne	Computer Information Systems	2015
Patricia Ryan	Finance and Real Estate	2013
Jim McCambridge	Management	2015
Kelly Martin	Marketing	2015
<b>Engineering</b>		
Russ Schumacher	Atmospheric Science	2015
Brad Reisfeld	Chemical and Biological Engineering	2013
Suren Chen	Civil and Environmental Engineering	2015
Steve Reising	Electrical and Computer Engineering	2013
Don Radford	Mechanical Engineering	2014
Eric Maloney	College-at-Large	2014
Sudeep Pasricha	College-at-Large	2013

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<b>ELECTED MEMBERS</b>	<b>REPRESENTING</b>	<b>TERM</b>
<b>Liberal Arts</b>		
Mica Glantz (Substitute for Mary Van Buren Sabbatical through Spring 13)	Anthropology	2014
Eleanor Moseman	Art	2014
Andy Merolla	Communication Studies	2013
David Mushinski	Economics	2013
Michael Lundblad	English	2015
Ernesto Sagas	Ethnic Studies	2014
Antonio Pedros-Gascon	Foreign Languages and Literatures	2015
Robert Gudmestad	History	2014
Cindy Christen	Journalism and Technical Communication	2014
Gary Moody	Music, Theater, and Dance	2013
Michael McCulloch	Philosophy	2015
Bradley MacDonald	Political Science	2015
Ken Berry	Sociology	2013
Francisco Leal (Substitute for Mary Vogl Sabbatical through Spring 2013)	College-at-Large	2014
Alex Bernasek	College-at-Large	2013
Kari Anderson (Substitute for Eric Aoki Sabbatical Fall 2012)	College-at-Large	2013
<b>Natural Resources</b>		
Melinda Laituri	Ecosystem Science and Sustainability	2014
Paul Doherty	Fish, Wildlife, and Conservation Biology	2013
Yu Wei	Forest and Rangeland Stewardship	2015
Sven Egenhoff	Geosciences	2015
Stu Cottrell	Human Dimensions of Natural Resources	2014
<b>Natural Sciences</b>		
Eric Ross	Biochemistry and Molecular Biology	2013
David Steingraeber	Biology	2015
John Wood	Chemistry	2014
Robert France	Computer Science	2013
Iuliana Oprea	Mathematics	2014
Steve Robinson	Physics	2015
Benjamin Clegg	Psychology	2013
Philip Chapman	Statistics	2013
Steve Stack (To Be Replaced- Retired)	College-at-Large	2014
Mike Steger	College-at-Large	2013
Roger Culver	College-at-Large	2015
Carl Patton	College-at-Large	2015

ELECTED MEMBERS	REPRESENTING	TERM
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**Veterinary Medicine & Biomedical Sciences**

Scott Earley	Biomedical Sciences	2013
Daniel Smeak	Clinical Sciences	2013
John Rosecrance	Environmental & Radiological Health Sciences	2014
Gary Mason	Microbiology, Immunology and Pathology	2015
Terry Nett	College-at-Large	2014
Jeffrey Wilusz	College-at-Large	2014
Alan Schenkel (Replaced T. Knight)	College-at-Large	2013
Susan Kraft	College-at-Large	2013
William Hanneman	College-at-Large	2013
C. W. Miller	College-at-Large	2015
Ronald B. Tjalkens	College-at-Large	2015

**University Libraries**

Michelle Wilde (substitute for Nancy Hunter to Dec '12)	Libraries	2014
Louise Feldmann	At-Large	2013

**Ex Officio Voting Members** (\*Indicates Elected Member of Faculty Council)

Don Estep, Chair	Committee on Faculty Governance
Susan LaRue, Chair	Committee on Intercollegiate Athletics
Jerry Magloughlin, Chair	Committee on Libraries
David Greene, Chair	Committee on Responsibilities & Standing of Academic Faculty
Mark Zabel, Chair	Committee on Scholarship Research and Graduate Education
Melinda Frye, Chair	Committee on Scholastic Standards
Jeff Wilusz, Chair*	Committee on Strategic and Financial Planning
Stephanie Clemons	Committee on Teaching and Learning
Eric Prince, Chair	Committee on University Programs
Howard Ramsdell, Chair	University Curriculum Committee

**Ex Officio Non-Voting Members**

Jennifer Aberle, Chair	Committee on Special and Temporary Faculty
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**Ex-Officio Non-Elected Non-Voting Members**

Anthony Frank	President
Rick Miranda	Provost/Executive Vice President
Brett Anderson	Vice President for Advancement
Mary Ontiveros	Vice President for Diversity
Lou Swanson	Vice Provost for Engagement/Director of Extension
Robin Brown	Vice President for Enrollment and Access
Dan Bush	Vice Provost for Faculty Affairs
Patrick Burns	Vice President for Information Technology/Dean Libraries
Jim Cooney	Vice Provost for International Affairs
Tom Milligan	Vice President for Public Affairs

***Ex-Officio Non-Elected Non-Voting Members (Continued)***

Bill Farland	Vice President for Research
Blanche M. Hughes	Vice President for Student Affairs
Alan Lamborn	Vice Provost for Undergraduate Affairs
Amy Parsons	Vice President for University Operations
Craig Beyroudy	Dean, College of Agricultural Sciences
Jeff McCubbin	Dean, College of Applied Human Sciences
Ajay Menon	Dean, College of Business
Steve Abt	Interim Dean, College of Engineering
Jodie Hanzlik	Dean, Graduate School
Ann Gill	Dean, College of Liberal Arts
Jan Nerger	Dean, College of Natural Sciences
Mark Stetter	Dean, College of Veterinary Medicine and Biomedical Sciences
Joyce Berry	Dean, Warner College of Natural Resources
David Mornes	Chair, Administrative Professional Council



# FACULTY COUNCIL STANDING /ADVISORY COMMITTEES

July 1, 2012 - June 30, 2013

(three-year terms unless otherwise indicated)

## Executive Committee (one-year terms)

Chair	Timothy Gallagher	2013
Vice-Chair	Mary Stromberger	2013
Agricultural Sciences	Steven Newman	2013
Applied Human Sciences	Molly Eckman	2013
Business	Suzanne Lowensohn	2013
Engineering	Steven Reising	2013
Liberal Arts	Alex Bernasek	2013
Natural Resources	Paul Doherty	2013
Natural Sciences	John Wood	2013
Veterinary Medicine and Biomedical Sciences	Ron Tjalkens	2013
University Libraries	Louise Feldmann	2013
Faculty Representative to BOG	Carole Makela	2013
Office of the Provost ( <i>ex officio</i> *)	Rick Miranda, Provost/Executive Vice President	
Staff Support	Diane Maybon, Executive Assistant	

## Committee on Faculty Governance

Agricultural Sciences	Hyungchul Han	2014
Applied Human Sciences	Scott Shuler	2014
Business	Leo Vijayarathy	2013
Engineering	Steve Reising, Vice Chair	2015
Liberal Arts	Karrin Anderson	2015
Natural Resources	Kevin Crooks	2013
Natural Sciences	Don Estep, Chair	2013
Veterinary Medicine and Biomedical Sciences	Russell Anthony	2015
University Libraries	Diane Lunde	2015
Faculty Council Chair ( <i>ex officio</i> )	Timothy Gallagher	

## Committee on Intercollegiate Athletics

Agricultural Sciences	Craig Bond	2013
Applied Human Sciences	Karen Hyllegard	2013
Business	Todd Donovan	2014
Engineering	Daniel Olsen	2013
Liberal Arts	Kyle Saunders	2015
Natural Resources	Alan Bright	2013
Natural Sciences	Gregory Florant	2014
Veterinary Medicine and Biomedical Sciences	Susan LaRue, Chair	2015
University Libraries	Daniel Draper	2014
Student Representative (Undergraduate)	TBD	2013
Student Representative (Graduate)	TBD	2013
Faculty Representative to Athletics ( <i>ex officio</i> )	James Francis	
Director of Intercollegiate Athletics ( <i>ex officio</i> )	Jack Graham	
Faculty Council Chair ( <i>ex officio</i> )	Timothy Gallagher	

\* *ex officio* members are non-voting unless stated.

Faculty Council Standing/Advisory Committee Members 2012-13  
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### Committee on Libraries

Agricultural Sciences	Mary Stromberger	2014
Applied Human Sciences	Sue Lynham	2014
Business	Laurence Johnson	2015
Engineering	David Wang	2013
Liberal Arts	Michael Losonsky	2014
Natural Resources	Jerry Magloughlin, Chair	2013
Natural Sciences	Martin Gelfand	2015
Veterinary Medicine and Biomedical Sciences	Noreen Reist	2015
University Libraries	Beth Oehlerts (Substitute for Nancy Hunter Sabbatical Leave Fall 2012)	2013
Student Representative (Undergraduate)	TBD	2013
Student Representative (Graduate)	TBD	2013
Dean, Libraries ( <i>ex officio</i> )	Patrick Burns	
Staff Support - Assistant to the Dean of Libraries	Becky Tamlin	
Faculty Council Chair ( <i>ex officio</i> )	Timothy Gallagher	

### Committee on Responsibilities and Standing of Academic Faculty

Agricultural Sciences	Dawn Thilmany	2015
Applied Human Sciences	David Greene, Chair	2014
Business	Jeff Casterella	2013
Engineering	Paul Heyliger	2013
Liberal Arts	Sue Doe	2015
Natural Resources	Cameron Aldridge	2014
Natural Sciences	Geoff Givens	2013
Veterinary Medicine and Biomedical Sciences	Bill Hanneman (Replaced A. Knight)	2014
University Libraries	Patricia Smith	2015
Faculty Council Chair ( <i>ex officio</i> )	Timothy Gallagher	

### Committee on Scholarship, Research, and Graduate Education

Agricultural Sciences	Mary Stromberger	2013
Applied Human Sciences	Emily Dakin	2014
Business	Donald Samelson	2015
Engineering	Karan Venayagamoorthy	2013
Liberal Arts	Ruth Alexander	2013
Natural Resources	Bill Sanford	2014
Natural Sciences	Carl Patton	2015
Veterinary Medicine and Biomedical Sciences	Mark Zabel, Chair	2015
University Libraries	Allison Level	2013
Student Representative (Graduate)	TBD	2013
Dean - Graduate School ( <i>ex officio</i> )	Jodie Hanzlik	
Office Vice President for Research ( <i>ex officio</i> )	Hank Gardner, Associate Vice President for Research	
Staff Support - Assistant to Dean of Graduate School	Debbie Sheaffer	
Faculty Council Chair ( <i>ex officio</i> )	Timothy Gallagher	

Faculty Council Standing/Advisory Committee Members 2012-13  
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**Committee on Scholastic Standards**

Agricultural Sciences	Paul Ode	2015
Applied Human Sciences	TBD	2015
Business	Kathleen Kelly	2015
Engineering	Ketul Popat	2015
Liberal Arts	Janet Pollack (To Be Replaced)	2013
Natural Resources	Liba Pejchar Goldstein, Vice Chair	2014
Natural Sciences	Debbie Crans	2014
Veterinary Medicine and Biomedical Sciences	Melinda Frye, Chair	2014
University Libraries	Merinda McLure	2013
Office of the Provost ( <i>ex officio</i> )	Madlyn D'Andrea - Director of CASA	
Faculty Council Chair ( <i>ex officio</i> )	Timothy Gallagher	

**Committee on Special and Temporary Faculty**

Applied Human Sciences	Jennifer Aberle, Chair	2013
Engineering	Steven Schaeffer	2014
Liberal Arts	Laura Thomas	2015
Natural Sciences	Tracy Richards	2013
Veterinary Medicine and Biomedical Sciences	Torsten Eckstein	2014
At-Large - Natural Sciences	Lisa Dysleski	2013
Regular Faculty - Natural Sciences	Richard Eykholt	2014
Regular Faculty - Veterinary Medicine and Biomedical Sciences	Lori Kogan	2015
Faculty Council Chair ( <i>ex officio</i> )	Timothy Gallagher	

**Committee on Strategic and Financial Planning**

Agricultural Sciences	Jorge Vivanco	2014
Applied Human Sciences	Katherine Leigh	2013
Business	Dan Turk	2015
Engineering	Luis Garcia	2015
Liberal Arts	Maura Velazquez-Castillo (Substitute for Mary Vogl Sabbatical Fall and Spring 2013)	2014
Natural Resources	Sally Sutton	2013
Natural Sciences	George Barisas	2015
Veterinary Medicine and Biomedical Sciences	Jeff Wilusz, Chair	2013
University Libraries	Beth Oehlerts	2014
Student Representative (Undergraduate)	TBD	2013
Student Representative (Graduate)	TBD	2013
Office of the Provost ( <i>ex officio</i> )	Rick Miranda, Provost/Exec. Vice Pres.	
College Dean Representative ( <i>ex officio</i> )	Jan Nerger, College of Natural Sciences	
Administrative Professional Council Chair ( <i>ex officio</i> voting)	David Mornes	
Classified Personnel Chair ( <i>ex officio</i> )	Farrah Bustamante	
Faculty Council Chair ( <i>ex officio</i> )	Timothy Gallagher	

## Faculty Council Standing/Advisory Committee Members 2012-13

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**Committee on Teaching and Learning**

Agricultural Sciences	Shawn Archibeque	2013
Applied Human Sciences	Stephanie Clemons, Chair	2015
Business	Dan Turk	2014
Engineering	TBD	2015
Liberal Arts	Kelly Long	2015
Natural Resources	Randy Boone	2013
Natural Sciences	Dawn Rickey	2013
Veterinary Medicine and Biomedical Sciences	RoxAnn Karkhoff-Schweizer	2014
University Libraries	Catherine Cranston	2014
Student Representative (Undergraduate)	TBD	2013
Student Representative (Graduate)	TBD	2013
VP for Student Affairs Office ( <i>ex officio</i> )	Jody Donovan, Assoc. Dean for Students	
Office of the Provost/ The Institute for Learning and Teaching ( <i>ex officio</i> )	Michael Palmquist, Director, TILT	
Registrar's Office ( <i>ex officio</i> )	TBD	
Faculty Council Chair ( <i>ex officio</i> )	Timothy Gallagher	

**Committee on University Programs**

Agricultural Sciences	Frank Peairs	2015
Applied Human Sciences	Karyn Hamilton	2015
Business	John Elder	2015
Engineering	Steve Reising	2015
Liberal Arts	Eric Prince, Chair	2014
Natural Resources	Stuart Cottrell	2014
Natural Sciences	Colleen Webb	2014
Veterinary Medicine and Biomedical Sciences	Dan Smeak	2014
University Libraries	Patty Rettig	2013
Student Representative (Undergraduate)	TBD	2013
Student Representative (Graduate)	TBD	2013
Office Vice President for Research ( <i>ex officio</i> )	Hank Gardner, Assoc. Vice Pres. for Research	
Staff Support	Linda Foster - Office of the VPR- CIOU Record Keeping	
Faculty Council Chair ( <i>ex officio</i> )	Timothy Gallagher	

**University Curriculum Committee**

Agricultural Sciences	Bradley Goetz	2014
Applied Human Sciences	Carole Makela	2015
Business	Paul Mallette	2015
Engineering	Patrick Fitzhorn	2015
Liberal Arts	Walt Jones	2014
Natural Resources	Alan Bright	2013
Natural Sciences	Steven Strauss	2013
Veterinary Medicine and Biomedical Sciences	Howard Ramsdell, Chair	2014
University Libraries	Michelle Wilde	2015
Student Representative (Undergraduate)	TBD	2013
Student Representative (Graduate)	TBD	2013
Office of the Provost ( <i>ex officio</i> )	Alan Lamborn, Vice Provost Undergraduate Affairs	
Staff Support - Curriculum and Catalog	Tom Hoehn	
Faculty Council Chair ( <i>ex officio</i> )	Timothy Gallagher	

\* *ex officio* members are non-voting unless stated.

**APPOINTED ACADEMIC FACULTY REPRESENTATIVES  
UNIVERSITY COMMITTEES  
(3 years if not specified by Committee)**

<b>Committee</b>	<b>Contact Person</b>	<b>Appointee/Representative</b>	<b>Term</b>
Administrative Professional Council	Dave Mornes, Chair	Timothy Gallagher, Chair, FC	2013
Administrative Professional Distinguished Service Awards Committee	Auli Summerhays	Timothy Gallagher, Chair, FC	2013
Advisory Committee on Academic Affairs (ACUA)	Alan Lamborn, Vice Provost Undergraduate Affairs	Mary Stromberger, Vice Chair, FC	2013
Advisory Committee on Enrollments	Alan Lamborn, Vice Provost Undergraduate Affairs	Mary Stromberger, Vice Chair, FC	2013
Benefits Committee		Academic Faculty Members:	
		Yongli Zhou	2014
		Juliet Gionfriddo	2014
		Mary Nobe	2015
		Luis Garcia	2015
		Robert Meroney (Retired Faculty)	2015
Board of Governors Award for Excellence in Undergraduate Education	Alan Lamborn, Vice Provost Undergraduate Affairs	Timothy Gallagher, Chair, FC	2013
		2012 Recipient	2013
		Rep. - CoT&L	2013
Cabinet	Tony Frank, President	Timothy Gallagher, Chair, FC	2013
Classified Personal Council	Farrah Bustamante, Chair	Mary Stromberger, Vice Chair, FC	2013
Classified Personal Council Outstanding Achievement Award	Farrah Bustamante, Chair	Mary Stromberger, Vice Chair, FC	2013
Committee on College Articulation and Agreements	Alan Lamborn, Vice Provost Undergraduate Affairs	Mary Stromberger, Vice Chair, FC	2013
Controlled Enrollments Subcommittee	Alan Lamborn, Vice Provost Undergraduate Affairs	Appointment by University Curriculum Committee	2013
Council of Deans	Rick Miranda - Provost/ Executive Vice President	Timothy Gallagher, Chair, FC (voting member)	2013
		Chair, CoSFP (non-voting)	2013

Discipline Panel	Craig Chesson, Director Conflict Resolution & Student Conduct Services	Academic Faculty Members:	
		<i>Paul Mallette, Chair</i>	2014
		Lori Kogan (2 <sup>nd</sup> term)	2015
		Laurie Carlson (2 <sup>nd</sup> term)	2015
		Steven Newman (2 <sup>nd</sup> term)	2015
		Mark Brick (1st term)	2014
		Catherine M.H. Keski (1 <sup>st</sup> term)	2014
		David Greene (2 <sup>nd</sup> term)	2014
		Allison Level (2nd term)	2013
		Juliana Oprea (2nd term)	2013
Grievance Panel	Kirk Hallahan, UGO (2015) Sharon Anderson, UM (2015) Paul Bell, UM (2015) Antigone Kotsiopoulos, UM (2015) Peter Jacobs, UM (2015)	Paul Kennedy (1 <sup>st</sup> term)	2013
		TBD	2013
		Academic Faculty Members:	
		Suzanne Lowensohn (Business)	2015
		Michael Gross (Business)	2015
		Bill Timpson (CAHS)	2015
		Catherine Cranston (Libraries)	2015
		Sandra Biedron (Engineering)	2015
		Idris Hamid (Liberal Arts)	2015
		TBD	2015
Honorary Degree Committee	Timothy Gallagher, Chair FC	TBD	2014
		TBD	2014
		TBD	2014
		TBD	2014
		TBD	2014
		TBD	2014
		TBD	2014
		TBD	2014
		Margarita Lenk (Business 2 <sup>nd</sup> term)	2013
		Yolanda Sarason (Business 2 <sup>nd</sup> term)	2013
Information Technology Executive Committee	Patrick Burns, Vice President For Information Technology	Daniel Draper (Libraries)	2013
		TBD	2013
		TBD	2013
		TBD	2013
		TBD	2013
		Pattie Cowell	2013
		Jody Hanzlek	2013
		Joyce Berry	2013
		Sandy Woods	2013
		Jan Leach	2013
Joan Kuder Memorial Scholarship	Jan Rastall	Ajay Menon	2013
		Tony Maciejewski	2013
		Louis Bjostad	2013
		Mary Stromberger, Vice Chair, FC	2013

Multi-Ethnic Distinguished Service Awards	Michelle Riesel	Timothy Gallagher, Chair, FC	2013
Osher Re-Entry Scholarships	Jan Rastall	Timothy Gallagher, Chair FC	2013
Parking Management Committee - 2 yr terms	David Bradford, Commander University Parking Services	James Curtis Jonathan Carlyon	2014 2014
Physical Development Committee	Steve Hultin, Director Facilities	Carl Burgchardt	2013
Programs of Research & Scholarly Excellence	Bill Farland, Vice President for Research	Rep. - Committee on Strategic and Financial Planning Rep. - Committee on Scholarship, Research and Graduate Education	2013
Sexual Harassment Panel	Diana Prieto, Director, OEO	Academic Faculty Members: Linda Meyer (2 <sup>nd</sup> Term Libraries) Yongli Zhou (2 <sup>nd</sup> Term Libraries)	2015 2015
		Gene Gloeckner (2 <sup>nd</sup> Term CAHS) William H. Hanneman (2 <sup>nd</sup> Term CVMBS) Louise Feldmann (2 <sup>nd</sup> Term Libraries) TBD	2014 2014 2014 2014
		Allison Level (Libraries) Deborah Valentine (2 <sup>nd</sup> Term CAHS) Shu Liu (2 <sup>nd</sup> Term Libraries) Jennifer Nyborg (2 <sup>nd</sup> Term CNS)	2013 2013 2013 2013
Sustainable, Energy, and Environment Advisory Committee	Ron Sega, Vice President for Energy and Environment	Norm Dalsted	2015
University Safety	James Graham, Director-Environmental Health Services	Don Klein	2015

Faculty Council has a website with the following links for your convenience.

Faculty Council Website: <http://facultycouncil.colostate.edu/>

- \* Membership  
<<http://facultycouncil.colostate.edu/index.asp?url=membership>>
- \* Meetings, Agendas & Minutes  
<[http://facultycouncil.colostate.edu/index.asp?url=meetings\\_agendas](http://facultycouncil.colostate.edu/index.asp?url=meetings_agendas)>
- \* Committees & Chairs  
<[http://facultycouncil.colostate.edu/index.asp?url=committees\\_chairs](http://facultycouncil.colostate.edu/index.asp?url=committees_chairs)>
- \* Academic Faculty and Administrative Professional Manual  
<<http://facultycouncil.colostate.edu/files/manual/table.html>>
- \* Related Links
  - \* Colorado General Assembly  
<<http://www.leg.state.co.us/>>
  - \* Colorado Commission on Higher Education  
<<http://www.state.co.us/cche>>
  - \* The Chronicle of Higher Education  
<<http://www.chronicle.com/>>
  - \* Core Curriculum Web Site  
<<http://www.core.colostate.edu/>>
  - \* University Curriculum Committee  
<<http://www.ucc.colostate.edu/>>
  - \* University General Catalog  
<<http://www.catalog.colostate.edu/>>
  - \* Graduate Bulletin  
<<http://www.graduateschool.colostate.edu/index.asp?url=catalog>>
  - \* Application/Registration for CSU - Centers, Institutes and Other Special Units (CIOSUs)  
<<http://facultycouncil.colostate.edu/files/Ciosupp.pdf>>  
Guidelines for the Submission of CIOSU Application  
<<http://facultycouncil.colostate.edu/files/CIOSUGuidelines.doc>>  
Boiler Page Template for CIOSU Application  
<<http://facultycouncil.colostate.edu/files/CIOSUTemplate.doc>>

Please take some time to browse this site. It is very useful, especially the links to the Colorado General Assembly, and the Chronicle.



**Debate on the Question**

(From Robert's Rule of Order Newly Revised 10<sup>th</sup> Edition)

In the debate, each member has the right to speak twice on the same question on the same day, but cannot make a second speech on the same question so long as any member who has not spoken on that question desires the floor. A member who has spoken twice on a particular question on the same day has exhausted his right to debate that question for that day.

Without the permission of the assembly, no one can speak longer than permitted by the rules of the body - or, in a nonlegislative assembly that has no rule of its own relating to the length of speeches, longer than ten minutes.

Debate must be confined to the merits of the pending question. Speakers must address their remarks to the chair, maintain a courteous tone, and - especially in reference to any divergence of opinion - should avoid injecting a personal note into debate.

PARLIAMENTARY MOTIONS - QUICK REFERENCE

<u>Motions - in order of precedence</u>	<u>Debatable</u>	<u>Vote Required</u>
<u>PRIVILEGED MOTIONS</u>		
1. Fix the Time to Adjourn	no	majority
2. Adjourn	no	majority
3. Recess	yes	majority
4. Question of Privilege	no	none
<u>SUBSIDIARY MOTIONS</u>		
5. Lay on the Table (postpone)	no	majority
6. Previous Question (vote immed.)	no	2/3
7. Limit or Extend Debate	no	2/3
8. Postpone to a Certain Time	yes	majority
9. Commit or Refer to Committee	yes	majority
10. Amend	yes	majority
11. Postpone Indefinitely	yes	majority
<u>MAIN MOTIONS</u>		
12. General Main Motion	yes	majority
13. Specific Main Motions		
a. Reconsider	yes	majority
b. Rescind or Amend	yes	majority
c. Resume Consideration	no	majority
<u>INCIDENTAL MOTIONS</u>		
Motions:		
a. Appeal	yes	majority
b. Suspend Rules	no	2/3
c. Object to Consideration	no	2/3 negative
d. Division of a Question	no	majority
e. Method of Voting	no	majority
Requests and Inquiries:		
a. Parliamentary Inquiry	no	none
b. Point of Information	no	none
c. Point of Order	no	none
d. Withdraw a Motion	no	none
e. Division of Question	no	none
f. Division of Assembly	no	none
g. Unanimous Consent	no	none
<u>OTHER RULES</u>		
1. Renewal of Motions		
2. What Motions are Amendable		
3. Notice Requirement and the Agenda		
4. Rules Governing Behavior of Members in Debate		

## PARLIAMENTARY MOTIONS - WHAT THEY MEAN

1. Fix the Time to Adjourn - purpose is to set the time (and /or place) for another meeting to continue business of the session. It has no effect on when the present meeting will adjourn.
2. Adjourn - means to close the meeting. A privileged motion to adjourn is to close the meeting immediately. It is not a privileged motion if qualified in any way, as to adjourn at, or to, a future time.
3. Suspend the Rules - generally used to permit the assembly to do something which would violate its general rules (except bylaws) such as changing agenda order or considering an item not on the agenda.
4. Unanimous Consent - a faster way to accomplish the same purpose as suspend the rules, but used when the requested deviation is not controversial. One objection from any member or the chair denies the request.
5. Lay on the Table - enables the assembly to lay the pending question aside temporarily when something more urgent has arisen. Its effect is to halt consideration of a question immediately, without debate.
6. Previous Question - the motion used to bring the assembly to an immediate vote on one or more pending questions. It is used to immediately close debate and prevents the making of subsidiary motions except to table.
7. Limit or Extend Debate - one of two motions an assembly can use to exercise special control over debate on a pending question. It can be used to reduce the number or length of speeches, or to require an end to debate at a particular time. It can also be used to increase the time available to speakers or to the deliberation on the question.
8. Postpone to a Certain Time (definitely) - a motion to defer discussion of a pending question to a definite day, meeting, hour, or until after a certain event. This motion can be used regardless of how much debate there has been on the motion it proposes to postpone.
9. Commit or Refer to Committee - this is generally used to send a pending question to a committee so that the question may be investigated, providing the assembly with more information or a recommendation, or to put the motion into better form (in clearer or better wording) for the assembly to consider.
10. Amend - a motion to modify the wording--and to some extent the meaning -- of a pending question before the assembly. A pending motion may be modified by adding or deleting words and phrases, or by a combination of these--i.e., to strike out some words and insert others. It can also be used to substitute one paragraph or the entire text of a resolution or main motion. Amendments must be germane.
11. Postpone Indefinitely - a motion which means the assembly declines to take a position on the main question. Its adoption kills the main motion and avoids a direct vote on the question.
12. Main motion - the motion which brings any general matter of business before the assembly. Any formal proposal.
13. Reconsider - enables a majority in an assembly to bring back for further consideration a motion which has already been voted on. Complex rules.
14. Rescind or Amend - motions which enable an assembly to change and action previously taken. An entire motion or any part of it may be rescinded or amended.
15. Resume Consideration - also called "take from the table," this motion brings back a question which has been tabled.

**STANDING RULES FOR FACULTY COUNCIL OPEN FORUM DISCUSSIONS** (Adopted by Faculty Council 11/1993 and revised by Executive Committee on 8/2008)

During the open forum, issues will be discussed in the following order:

1. Issues announced in "Discussion Items" section of the Faculty Council Agenda
2. Issues brought to the attention of the Chairperson prior to the meeting
3. Issues which arise at the meeting.

Routine action which may be taken on issues is limited to referring the issue to a Faculty Council committee (including the Executive Committee). Recommendations for action by the committee may accompany the referral.

On the basis of receiving unanimous consent or the approval of a motion to Suspend the Rules (which requires 2/3 vote), on an issue where notice is not required, other action may be taken.

**STANDING RULES FOR INFORMAL DISCUSSION IN FACULTY COUNCIL MEETINGS** (Approved by Faculty Council November 7, 1995)

Informal Discussion enables free discussion about an issue on the Faculty Council agenda without the constraints of making/amending main motions.

1. Any member of Faculty Council may move to invoke the Informal Discussion Standing Rules (majority vote required).
2. The motion to invoke the Informal Discussion Standing Rules may include a maximum time limit (may be amended).
3. Action that may be taken on an issue during Informal Discussion is limited to referring the issue to a Faculty Council committee (including the Executive Committee). Recommendations for action by the committee may accompany the referral.
4. Any member of Faculty Council may move to close the Informal Discussion period at any time.
5. Following discussion, Faculty Council goes to formal consideration of the issue, provided the issue has not been referred to a committee.
6. Minutes of the Informal Discussion will be kept.

May 2, 2012

TO: Tim Gallagher, Chair  
Executive Committee and Faculty Council

FROM: Howard Ramsdell, Chair  
University Curriculum Committee

SUBJECT: New Interdisciplinary Minor

The University Curriculum Committee moves Faculty Council adopt the following:

**An Interdisciplinary Minor in Film Studies be established in the College of Liberal Arts effective Fall Semester 2012.**

Rationale:

According to the request submitted:

“Film Studies is an interdisciplinary academic discipline that deals with historical, theoretical, and critical approaches to film. The United States’ film industry is second worldwide only to India and continues to grow, as does the study of film. Currently 155 colleges and universities offer Film Studies majors, with many more offering minors and courses in film. An interdisciplinary minor in Film Studies will enable students to develop media fluency: the ability to analyze, contextualize, and use media within the broad context of humanistic studies, as well as provide them a solid background in critical thinking and writing, skills that will serve them well in any career they choose.”

The program will be administered by the Department of Communication Studies.

The request was reviewed and approved by the University Curriculum Committee on March 30, 2012.

Enclosure

32  
DEC 13 2011.

1 of 4

## NEW/MAJOR/MINOR PROGRAMS OF STUDY-CURRICULAR REQUESTS

CONTACT PLEASE PRINT: NAME Sue Pendell EMAIL Sue.Pendell@colostate.edu PHONE 491-6140  
(REQUIRED)CHECK THE APPROPRIATE BOX ON THE FAR LEFT. See Curricular Policies and Procedures Handbook, available at <http://www.colostate.edu/orgs/ucc> for instructions.

## ADDS

- ☐ ADD a new department and/or college. (Complete Section I-Column B and Section II.)
- ☒ ADD a new degree or major or concentration or option or minor or interdisciplinary studies program. (Complete Section I-Column B, Section II, and Section III-Column B.)

## MAJOR CHANGES

- ☐ CHANGE the name of an existing department and/or college. (Complete Section I-Column A, only changed item(s) in Section I-Column B, and Section II.)
- ☐ CHANGE the name of a degree or major or concentration or option or minor or interdisciplinary studies program. (Complete Section I-Column A, only changed item(s) in Section I-Column B, and Section II.)
- ☐ CHANGE the curriculum requirements of an approved major or concentration or option or minor or interdisciplinary studies program involving a sum total of 7 or more credits. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B.)
- ☐ CHANGE AUCC Category 4 requirements of an approved major or concentration. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B.)
- ☐ DROP a degree or major or concentration or option or minor or interdisciplinary studies program and requirements. (Complete Section I-Column A and Section II.)

## MINOR CHANGES

- ☐ CHANGE the curriculum requirements of an approved major or concentration or option or minor or interdisciplinary studies program involving a sum total of less than 7 credits. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B.)
- ☐ CHANGE courses and/or group requirements from freshman/sophomore year to junior/senior year or vice versa in an approved major or concentration or option or minor or interdisciplinary studies program. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B.)

## SECTION I

## A. PRESENT NAME

Liberal Arts  
Communication Studies (English,  
Ethnic Studies, Journalism and  
Technical Communication, Foreign  
Languages and Literatures)

## COLLEGE

## DEPARTMENT

## MAJOR

UNDERGRADUATE CONCENTRATION/  
GRADUATE SPECIALIZATION

## OPTION

## MINOR

## INTERDISCIPLINARY STUDIES PROGRAM

## Film Studies Interdisciplinary Minor

## DEGREE

EFFECTIVE DATE (TERM AND YEAR) REQUESTED Fall  
Spring 2012

## SECTION II-JUSTIFICATION FOR REQUEST

Film Studies is an interdisciplinary academic discipline that deals with historical, theoretical, and critical approaches to film. The United States' film industry is second worldwide only to India and continues to grow, as does the study of film. Currently 155 colleges and universities offer Film Studies majors, with many more offering minors and courses in film. A minor in Film Studies will enable students to develop media fluency: the ability to analyze, contextualize, and use media within the broad context of humanistic studies, as well as provide them a solid background in critical thinking and writing, skills that will serve them well in any career they choose.

## SECTION III (SEE PG. 2)

## SECTION IV-SIGNATURES OF AFFECTED DEPARTMENTS (SEE PG. 3)

## CHANNELS FOR APPROVAL

## DATE

## Communication Studies

Department Head

Chairperson\*

Chairperson, College

Curriculum Committee

Dean of

College\*

8/3/11

12/12/11

9/13/11

## CURRICULUM &amp; CATALOG USE

## Approval Date

Comm. On Scholarship, Research, and  
Graduate Education (CoSRGE)

University Curriculum Committee

Faculty Council

Approved Effective Date

3/30/12

FA12

\*Signature indicates approval and a commitment of resources.

Call 1-1451, Curriculum and Catalog Administration, for information.

## SECTION III-LISTING OF CURRICULUM REQUIREMENTS

A. For EXISTING PROGRAMS ONLY, contact Curriculum and Catalog to request a current program of study, which will be pasted below in this column for you.  
Curriculum and Catalog: 1-1451 or 1-1578.

B. For NEW PROGRAMS, put the ENTIRE NEW PROGRAM below in this column.

For changes to EXISTING PROGRAMS, LIST ONLY PROPOSED CHANGES (CHANGES, DROPS, AND ADDS). (For examples, see Appendices in the *Curricular Policies and Procedures Handbook*.)

INCLUDE: Course subject code, number, title, number of credits, and AUCC designation (if appropriate). Note superscript "P" after course number if course has a prerequisite.

Students must select a minimum of 21 semester credits from the following list; students may take the Film Studies Minor if they are majoring or minoring in a department with film studies courses only if none of the courses counting toward the Film Studies Minor are counted toward another program including majors and minors. 18 credits must be course work at the upper-division level.

E 350<sup>P</sup> The Gothic in Literature and Film (3)

ETST 320 Ethnicity <sup>and</sup> in Film: Asian-American Experience (3)

ETST 354 A Century of Black Cinema (3)

ETST 425 Indigenous Film <sup>and</sup> Video (3)

ETST 454/SPCM 454 Chicano/a Film <sup>and</sup> Video (3)

JTC/LB 456<sup>P</sup> Documentary Film as a Liberal Art (3)

LCHI 365<sup>P1</sup> <sup>Introduction to Chinese Cinema studies</sup> Studies in Foreign Film-Chinese (3)

LFRE 365<sup>P1</sup> <sup>Studies in Foreign Film-French</sup> Studies in Foreign Film-French (3)

LGEN 465A-D Studies in Foreign Film (3)

A) The Americas

B) Asia

C) Europe

D) Africa

LGER 365<sup>P1</sup> <sup>Introduction to German Cinema studies</sup> Studies in Foreign Film-German (3) <sup>Film</sup>

LGER 465<sup>P1</sup> Advanced Studies in Foreign Film-German (3)

LITA 365<sup>P1</sup> Studies in Foreign Film-Italian (3)

LJPN 365<sup>P1</sup> Studies in Foreign Film-Japanese (3)

LRUS 365<sup>P1</sup> Studies in Foreign Film-Russian (3)

LSPA 365<sup>P1</sup> Studies in Foreign Film-Spanish (3)

LGER 465<sup>P1</sup> Advanced Studies in German Film (3)

LSPA 465A<sup>P1</sup> Studies in Foreign Film-Spain (3)

LSPA 465B<sup>P1</sup> Studies in Foreign Film-Latin America (3)

<sup>Communication Skills:</sup>  
SPCM 278C Film Festivals (1)<sup>2</sup>

SPCM 350 Evaluating Contemporary Film (3)

SPCM 354 History and Appreciation of Film (3)

SPCM 357 Film and Social Change (3)

SPCM/LB 455<sup>P</sup> Narrative Fiction Film as Liberal Art (3)

<sup>1</sup> These classes are taught in the language.

<sup>2</sup> May be taken up to 3 times for no more than 3 credits.

Additional coursework may be required because of prerequisites.

per S.P.  
email

**SECTION IV – SIGNATURES OF AFFECTED DEPARTMENTS**  
(Required before consideration by University Curriculum Committee)

Affected departments include any department outside the home department, whose course is used in the program. Affected departments might also include other departments offering a program with similar or overlapping content.

This proposal for a curricular change or addition of a program of study has been reviewed and agreed to by the following departments affected by the changes.

<u>Bryan Ronda</u>	<u>English</u>	<u>6/17/11</u>
Signature	Department	Date
<u>[Signature]</u>	<u>Ethnic Studies</u>	<u>8/17/11</u>
Signature	Department	Date
<u>[Signature]</u>	<u>Journalism &amp; Technical Communication</u>	<u>6-20-11</u>
Signature	Department	Date
<u>Paula Malpica Pucci</u>	<u>Foreign Languages &amp; Literatures</u>	<u>7/11/11</u>
Signature	Department	Date



College of Liberal Arts  
 Department of Communication Studies  
 Film Studies Interdisciplinary Minor

Effective Fall 2012

(The entire program is shown.)

Course	Title	Cr
Select a minimum of 21 credits, of which at least 18 credits must be upper division (300- to 400-level), from the following list: * <sup>1</sup>		
E 350 <sup>P</sup>	The Gothic in Literature and Film	3
ETST 320	Ethnicity and Film: Asian-American Experience	3
ETST 324	A Century of Black Cinema	3
ETST 425	Indigenous Film and Video	3
ETST 454 <sup>1</sup>	Chicano/a Film and Video	3
SPCM 454		
JTC 456 <sup>P</sup>	Documentary Film as a Liberal Art	3
LB 456 <sup>P</sup>		
LCHI 365 <sup>P</sup>	Introduction to Chinese Cinema Studies <sup>1</sup>	3
LFRE 365 <sup>P</sup>	Introduction to French Cinema Studies <sup>1</sup>	3
LGEN 465A-D	Studies in Foreign Film	3
LGER 365 <sup>P</sup>	Introduction to German Cinema Studies <sup>1</sup>	3
LITA 365	Studies in Foreign Film—Italian <sup>2</sup>	3
LJPN 365 <sup>P</sup>	Introduction to Japanese Cinema Studies <sup>1</sup>	3
LRUS 365 <sup>P</sup>	Introduction to Russian Cinema Studies <sup>1</sup>	3
LSPA 365 <sup>P</sup>	Studies in Foreign Film—Spanish <sup>1</sup>	3
LSPA 465A <sup>P</sup>	Studies in Foreign Film—Spain <sup>1</sup>	3
LSPA 465B <sup>P</sup>	Studies in Foreign Film—Latin America <sup>1</sup>	3
SPCM 278C	Communication Skills: Film Festivals	1
SPCM 350	Evaluating Contemporary Film	3
SPCM 354	History and Appreciation of Film	3
SPCM 357	Film and Social Change	3
SPCM 455 <sup>P</sup>	Narrative Fiction Film as a Liberal Art	3
LB 455 <sup>P</sup>		
TOTAL		21
PROGRAM TOTAL = 21 credits		

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu/front/courses-of-instruction.aspx> to see the course prerequisites.

\*Additional Coursework may be required because of prerequisites.

<sup>1</sup> Course is taught in the respective language.

To Faculty Council Members: Your critical study of these minutes is requested. If you find errors, please contact Diane Maybon, at 1-5693 or dmaybon@colostate.edu.

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

**MINUTES  
FACULTY COUNCIL  
MAY 1, 2012**

**CALL TO ORDER**

The Faculty Council meeting was called to order at 4:00 p.m. by Timothy Gallagher, Chair.

***Announcements***

- A. Next Faculty Council Meeting - September 4, 2012 - Clark Building Room A205 - 4:00 p.m.  
  
Gallagher announced that the next Faculty Council meeting will be held on Tuesday, September 4, 2012 in Clark Building Room A205 beginning at 4:00 p.m.
- B. Executive Committee Meeting Minutes: March 20 and 27, and April 10, 2012  
(<http://facultycouncil.colostate.edu/index.asp?url=links>)  
  
Gallagher announced that the March 20, 27 and April 10, 2012 Executive Committee meeting minutes can be viewed at the following website: <http://facultycouncil.colostate.edu/index.asp?url=links>.

***Minutes to be Approved***

- A. Faculty Council Meeting Minutes - April 3, 2012  
  
By unanimous consent, Faculty Council approved the April 3, 2012 Faculty Council meeting minutes.

***Reports To Be Received***

- A. Provost/Executive Vice President  
  
Rick Miranda, Provost/Executive Vice President, reported that the Landscape Architecture B.A. program accreditation visit went well. Miranda pointed out that the specialized accreditations are separate from the Higher Education Learning Commission (HLC) university-wide accreditation that the institution is preparing for in 2014. Miranda added that Bob Jones has been appointed to prepare the self study for the university-wide accreditation.  
  
Miranda reported that the Colorado Commission on Higher Education (CCHE) is putting into place a strategic plan for higher education which is required by statute. In addition, the CCHE will turn its attention to the institutional plans. The CSU plan will express itself in terms of revisions to CSU's performance contract. Those may change radically in the next two years, and Faculty Council will be involved. Miranda explained that the statewide goals are different from the institutional goals.  
  
Miranda reported that the Art and Science competition was launched at the Lincoln Center.  
  
Miranda reported that the Commission on Women and Gender Equity has made some recommendations to the President and a task force has been created to explore two initiatives:
  - 1. Clarify the maternity/parental leave policies.
  - 2. Explore the possibility of a sick leave bank for faculty members and administrative professionals.

Miranda presented an update on INTO. Miranda reported that Liz Munro is the first Interim Center Director, and Pattie Cowell is the first Academic Director. Miranda reported that the intensive English program has transitioned in terms of who the program will report to. Miranda added that some building renovations are being done adding space for new classrooms, administration offices, etc. Miranda reported that CSU expects to hit its target of 200-250 students. Miranda reported that the first INTO/CSU board meeting will be held the week of May 14. Miranda noted that he, Kathleen Henry, President/CEO, CSURF, and Amy Parsons, Vice President, University Operations, are the CSU representatives on that board.

Miranda reported on the 2012-13 draft budget. Miranda noted that at the Board of Governors meeting this morning, the Finance Committee of the Board of Governors reviewed CSU's draft budget for 2012-13. Miranda explained that there was some good news regarding the budget because the State cuts were less than anticipated - \$2.5 million from CSU. Miranda explained that the colleges were cut approximately 1.4 percent, and the non college units were cut approximately 1.2 percent. Miranda added that cuts were less for some units like Information Technology, and Admissions. Miranda pointed out that the second year of differential tuition will result in an increase to every college's budget next year. He has asked the deans to prepare reports for how the new resources will be managed, primarily so that Miranda can assess the budgetary impacts of, for example, faculty lines, graduate teaching assistant lines, etc.

Richard Eykholt asked if there will be more negotiation regarding the new performance contract? Miranda responded yes, that is what is planned. What the CCHE is talking about at the State level does not seem out of line with what CSU wants to do.

Mary Van Buren asked if the State plan is considering funding resources from the State? Miranda answered yes, but the CCHE does not have control over these resources so its metrics refer more generically to the importance of sustainability and the CCHE will include suggestions about needed State funding. Miranda added that there are multiple metrics, some of which address availability of funding.

Miranda's report was received.

#### B. Faculty Council Chair

Gallagher reported that the Board of Governors will consider the proposed Manual changes at its August 2012 meeting rather than its June 2012 meeting.

Gallagher reported that HB 1144 which permits universities to give adjuncts multi-year contracts has been passed and signed by the Governor. Gallagher reported that he will be working over the summer on a draft of a document to revise the *Manual* to include new language allowing multi-year contracts for adjunct faculty members. After the draft is completed it will be sent to the Committee on Responsibilities and Standing of Academic Faculty for its review and recommendations.

Gallagher reported that he attended a meeting on April 13, 2012 at the offices of the Colorado Department of Higher Education (DOHE) for the Colorado Faculty Advisory Council (CFAC). The Council has membership from each campus of each institution of higher education in the State of Colorado. The purpose of the Council is to advise the CCHE and other appropriate state agencies on matters affecting higher education statewide. In addition, the Council facilitates communication and articulation between the faculties of the higher education institutions, the CCHE, and other agencies of state government. Gallagher reported that Joe Garcia, Lieutenant Governor and Executive Director of the DOHE, was in attendance, along with Ian Macgillivray, Assistant Deputy Director of the DOHE.

Gallagher report that HB 1252 (Higher Education Transparency Act) is unlikely to pass in this legislative session.

Gallagher's report was received.

### *Consent Agenda*

- A. Changes in Curriculum to be Approved: University Curriculum Committee Minutes: March 9, 23, 30, and April 13, 2012

Howard Ramsdell, Chair, University Curriculum Committee, moved that Faculty Council adopt the consent agenda.

Ramsdell's motion was adopted.

### *Unfinished Business*

- A. Standing Committee Elections - held over from April 3, 2012 - Committee on Faculty Governance  
B. Grievance Panel Elections - held over from April 3, 2012 - Committee on Faculty Governance  
C. Sexual Harassment Panel Elections - held over from April 3, 2012 - Committee on Faculty Governance  
D. Discipline Panel Elections - held over from April 3, 2012 - Committee on Faculty Governance

Luis Garcia, Chair, Committee on Faculty Governance, nominated, on behalf of the Committee on Faculty Governance, the following faculty members to serve on the Faculty Council Standing Committees; the Grievance Panel.

Garcia noted that no further nominations have been received for the Sexual Harassment Panel and the Discipline Panel.

Committee on Teaching and Learning:

Stephanie Clemons                      Applied Human Sciences    2015

Grievance Panel:

Sandra Biedron	Engineering	2015
Idris Hamid	Liberal Arts	2015

Gallagher asked for nominations from the floor. Hearing no further nominations, the nominations were closed.

Stephanie Clemons was elected to a three-year term (July 1, 2012 to June 30, 2015) on the Committee on Teaching and Learning.

Sandra Biedron and Idris Hamid were elected to serve a three-year term (August 2012-2015) on the University Grievance Panel.

### *Special Actions*

- A. University Benefits Committee Elections - Committee on Faculty Governance

Garcia, Chair Committee on Faculty Governance, nominated, on behalf of the Committee on Faculty Governance, the following faculty member to serve on the University Benefits Committee:

Mary Nobe	Applied Human Sciences	2015
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Gallagher asked for nominations from the floor. Hearing no further nominations, the nominations were closed.

Mary Nobe was elected to serve a three-year term (July 1, 2012 to June 30, 2015) on the University Benefits Panel.

- B. Proposed Revisions to the *Manual*, University Code, Section C.2.3.2. - Graduate School - Committee on Faculty Governance

Garcia, Chair, Committee on Faculty Governance, moved that the Faculty Council adopt the proposed revisions to the *Manual*, University Code, Section C.2.3.2 – Graduate School, to be effective upon approval by the Board of Governors of the Colorado State University System As follows:

Additions - underlined - Deletions - ~~strikeouts~~

#### **C.2.3.2 Graduate School**

The School, organized under the ~~Vice Provost for Graduate Affairs/Assistant Vice President for Research~~ Dean of the Graduate School, has general charge over all graduate degree programs. The academic faculty members of the School are designated by each of the academic departments offering graduate degrees.

Garcia explained that this position has been renamed Dean of the Graduate School.

Garcia's motion was adopted by the necessary two-thirds vote.

- G. Proposed Revisions to the *Manual*, Section E.5.3 - Guidelines on Teaching and Advising Responsibility - Committee on Responsibilities and Standing of Academic Faculty

David Greene, Chair, Committee on Responsibilities and Standing of Academic Faculty, moved that the Faculty Council adopt the proposed revisions to the *Manual*, Section E.5.3 – Guidelines on Teaching and Advising Responsibility to be adopted upon approval by the Board of Governors of the Colorado State University System as follows:

Additions Underlined - Deletions ~~Overscored~~

#### **E.5.3 Guidelines on Teaching and Advising Responsibility *(last revised June 4, 2008)***

The teaching and advising responsibilities of faculty members are among those many areas of university life which have for generations been a part of the unwritten code of a "community of scholars." It seems appropriate to set forth these responsibilities in the form of illustrative statements of desirable practice. These guidelines are by no means exhaustive regarding faculty members' responsibilities to teaching and learning and advising. The performance of faculty members in meeting the expectations contained in the guidelines shall be taken into consideration in determining salary increases, tenure, and promotion.

- a. Faculty members are responsible for stating clearly the instructional objectives of each course they teach at the beginning of each term. It is expected that faculty will direct their instruction toward the fulfillment of these objectives and that evaluation of student achievement will be consistent with these objectives. Faculty members are responsible for orienting the content of the courses to the published official course descriptions.
- b. Faculty members are responsible for informing students of the attendance expectations and consequences, and of the methods to be employed in determining the final course grade.
- c. Faculty members are responsible for the assignment of the final course grade. The assigned grade should reflect the performance of the student in the course commensurate with the objectives of the course. The course instructor's decision of whether to use whole-letter grading or the +/- grading system in the course should be indicated in the course syllabus and/or policy statement.

- d. Graded examinations, papers, and other sources of evaluation will be available to the student for inspection and discussion. These should be graded promptly to make the results a part of the student's learning experience. The results of these evaluations will be retained for at least one (1) term to provide the opportunity for review.
- e. Faculty members are expected to meet their classes regularly and at scheduled times. In case of illness or emergency, the department head should be notified promptly.
- f. Faculty members are expected to make time available for student conferences and advising. Office hours should be convenient to both students and instructor with the opportunity provided for prearranged appointments. Available conference times should be communicated to students.
- g. Faculty members shall have their teaching and advising periodically evaluated as specified by departmental codes.

Greene explained that the instructor choice is stipulated in the *General Catalog* but does not appear in the *Manual*. The freedom of an instructor to use either the +/- or whole-letter grading scale should be made explicit.

Greene's motion was adopted.

D. Proposed Revisions to the *Manual*, Section G.1 - Study Privileges - Committee on Responsibilities and Standing of Academic Faculty

Greene, Chair, Committee on Responsibilities and Standing of Academic Faculty moved that the Faculty Council adopt the proposed revisions to the *Manual*, Section G.1 – Study Privileges to be effective upon approval by the Board of Governors of the Colorado State University System as follows:

Additions - underlined - Deletions - ~~overscored~~

**G.1 Study Privileges** (~~last revised June 21, 2011~~)

Under the following conditions, academic faculty members and administrative professionals with appointments at half-time (0.5) or greater may register for credit courses at Colorado State University on a space-available basis without the assessment of the student portion of total tuition or general fees to the employee:

~~a. According to State Fiscal Rules, courses taken by an employee under this study privilege must benefit the State and enhance the employee's performance, as determined by the head of his or her administrative unit (such as a department head).~~

~~ba.~~ The employee must obtain the written consent from the head of his or her administrative unit to register for specific courses.

~~cb.~~ Academic faculty members and administrative professionals on regular, multi-year research, or special appointments become eligible for this study privilege as soon as their employment begins.

~~dc.~~ Academic faculty members and administrative professionals on temporary appointments become eligible for this privilege after completing one (1) year of service at .50 time or greater.

~~ed.~~ The President shall set the maximum number of credits for which academic faculty members and administrative professionals are permitted to register per academic year, including the previous summer term, but it shall be at least nine (9) credits for employees with full-time appointments, at least seven (7) credits for employees with appointments from .75 time to .99 time, and at least five (5) credits for employees with appointments from .50 time to .74 time.

Certain tuition and fees are not covered by the study privilege, so these must be paid by the employee at the time of registration. Fees not covered may include course fees, department fees,



the University Facility Fee, University and College Technology Fees, and similar charges as may be imposed from time to time.

Only credit courses which are a part of the Colorado State University Curriculum, as defined by the *Colorado State University General Catalog*, are available under this benefit. These courses will be identified with a departmental course number. In particular, the study privilege does not cover the cost of continuous registration.

The Division of Continuing Education ("DCE") offerings are included under this privilege. Academic faculty members and administrative professionals may enroll in academic-credit courses (section numbers 700 or higher) listed on the Continuing Education website. However, tuition for these courses may be higher than "resident Instruction" tuition, in which case, the difference must be paid by the employee or by some other source.

The above credit maxima include courses which are audited. Tuition will be assessed as soon as credits are taken in excess of the statement maximum for the employee.

Greene explained that this revision is required because the University is no longer governed by State Fiscal Rules.

Greene's motion was adopted.

- E. Request to Add an Interdisciplinary Minor in Linguistics and Culture in the Department of English - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that the Faculty Council adopt the following:

An Interdisciplinary Minor in Linguistics and Culture be established in the Department of English effective Fall Semester 2012.

Ramsdell explained that according to the request submitted students regularly express an interest in a curriculum that would allow them to focus on the vigorous study of "Linguistics and Culture." The proposed program takes advantage of courses already offered. A transcripted focus in Linguistics and Culture would enhance the resumes of students entering a broad range of careers, including foreign and second language teaching and translation, textual analysis, cultural brokering as well as various branches of the foreign service. The program will be administered by the Department of English.

Ramsdell's motion was adopted.

- F. Request for a New Interdisciplinary Minor in Energy Engineering - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee moved that the Faculty Council adopt the following:

An Interdisciplinary Minor in Energy Engineering be established in the College of Engineering effective Fall Semester 2012.

Ramsdell explained that according to the request submitted the College of Engineering has significant interdisciplinary strength in a broad variety of sub-disciplines in energy including renewable energy, energy processes, bioenergy, energy conversion and transfer, power systems. Student in the College of Engineering are interested in examining the emerging field in more depth. The program will be administered by the College of Engineering.

Ramsdell motion was adopted.

G. Request for a New Major in Ecosystem Science and Sustainability (B.S.) - Committee on University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that the Faculty Council adopt the following:

A new major in Ecosystem Science and Sustainability (B.S.) be established effective Fall Semester 2012.

Ramsdell explained that the Department of Ecosystem Science and Sustainability proposed a new major in Ecosystem Science and Sustainability. Ramsdell noted that according to the request submitted by the department Colorado State University has world-class strengths in ecosystem science and sustainability, but students have no option to major in the arena. Knowledge and skills are required from the biological, physical, and social sciences, quantitative skills (mathematics, modeling, geospatial analysis), as well as the insights for knitting disparate pieces into coherent approaches for solving important challenges around the globe.

Ramsdell's motion was adopted.

H. Request for a New Major (B.A.) in Dance - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee moved that the Faculty Council adopt the following:

A new major in Dance (B.A.) be established effective Spring Semester 2012.

Ramsdell explained that according to the Phase I& II documentation submitted by the Department of Music, Theatre, and Dance the Division of Theatre and Dance and the Department of Music, Theatre, and Dance proposes to establish a Bachelors of Arts degree in Dance. Currently the division is a part of the Department of Music, Theatre, and Dance and offers a B.A. degree in Performing Arts with concentrations in Dance and Theatre. The current Music, Theatre, and Dance department is also closely associated with the Department of Art. The fields of performing and visual arts recognize the importance of offering viable B.A. degree programs in the distinct disciplines of Dance as well as Theatre, Music, and Visual Arts in order to train and educate future artists, educators, and advocates in these areas. As a field of study, Dance is a stand-alone major at both the undergraduate (B.A., B.F.A.) and graduate (M.A., M.F.A., Ph.D.) levels at many of the top universities in the United States. As a well-established discipline, Dance has numerous sub-topics that range from the artistic and technical to the academic (performance, choreography, production, pedagogy, history, somatics, etc.) that are well-represented in university Dance curricula, member organizations, professional conferences, competitions, and performances worldwide.

Ramsdell's motion was adopted.

I. Request for a New Major (B.A.) in Theatre - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that the Faculty Council adopt the following:

A new major in Theatre (B.A.) be established effective Spring Semester 2012.

Ramsdell explained that according to the Phase I& II documentation submitted by the Department of Music, Theatre, and Dance the Division of Theatre and Dance and the Department of Music, Theatre, and Dance proposes a name change from the current "Performing Arts Major, Theatre Concentration" to a major in Theatre. The current Music, Theatre, and Dance department is also closely associated with the Department of Art. The fields of performing and visual arts recognize the importance of offering viable majors at the university level in the distinct disciplines of both Dance and Theatre, in addition to those Music and Visual Arts in order to train, educate and promote to the best of our abilities future artists, educators, and advocates in these areas. As a field of study, Theatre is a stand-alone major at both the undergraduate (B.A., B.F.A.) and graduate (M.A., M.F.A., Ph.D.) levels at virtually all universities in the United States. As a well-established discipline, Theatre includes numerous sub-fields, ranging from the artistic and technical to the academic (performance, directing, design, history, technical theatre, etc.) that are well-represented in university Theatre curricula, member organizations, professional conferences, competitions, and performances worldwide.

Ramsdell motion was adopted.



- J. Proposed Revisions to the *Curricular Policies and Procedures Handbook* - "University Policies Regarding Degrees and Programs of Study - Undergraduate" - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee moved that the Faculty Council adopt the proposed revisions to the *Curricular Policies and Procedures Handbook* noted below.

Additions – Underlined - Deletions - ~~Oversecored~~

**"UNIVERSITY POLICIES REGARDING DEGREES AND PROGRAMS OF STUDY UNDERGRADUATE"**

that reads as follows:

~~Although 500-level or higher courses cannot be required in undergraduate programs of study, elective credits taken at the 500-level may be used to fulfill the upper-division requirement. 500-level courses cannot be listed in undergraduate programs of study in the General Catalog.~~

500-level or higher courses cannot be required in undergraduate programs of study. However, credits taken at the 500-level may be used to fulfill undergraduate program requirements.

Ramsdell explained that this change is intended to clarify the existing policy on the use of credits in 500-level courses toward undergraduate program requirements and allow departments to include 500 level courses in lists of courses from which students may select in order to complete program requirements. Making students aware of this option is viewed as being beneficial in terms of enhancing educational opportunities.

Ramsdell added that in response to the desire of many departments to include 500-level courses in lists that identify classes that may be taken to meet undergraduate program requirements, the committee reviewed the *Curricular Policies and Procedures Handbook* statement (page 31) that 500-level courses cannot be listed in undergraduate programs in the General Catalog. The committee agreed as long as there is a pathway for undergraduate students to complete their program of study in a timely manner using only undergraduate courses, 500-level courses may be used to fulfill undergraduate program requirements. If students in a program are regularly taking 500-level courses to satisfy program requirements, it will facilitate advising and degree audits if those courses can be listed among the options for completion of requirements. Students cannot be forced to take 500-level courses to complete an undergraduate program, so such courses will only be allowed to appear in lists of courses from which students may choose. In addition, the committee wants to make clear that those lists must include enough undergraduate courses with sufficient availability so that timely program completion does not become contingent upon completion of a 500-level course. The inclusion of 500-level courses in program lists must not be construed in any way as implying that they be selected if a student does not so choose.

Ramsdell's motion was adopted.

- K. 2012 - Recommendations - Continuance/Discontinuance of Centers, Institutes, and Other Special Units (CIOSUs) - Committee on University Programs

Eric Prince, Chair, Committee on University Programs moved that the Faculty Council approve the following Centers, Institutes, and Other Special Units that have been reviewed through the biennial review process and are being recommended for continuance by the Committee on University Programs as follows:

**Agricultural Sciences - Research Associate Dean: Lee Sommers**  
Institute for Livestock and Environment

**Applied Human Sciences - Research Associate Dean: Pat Kendall**  
Assistive Technology Resource Center  
Center for Community Partnerships  
Human Service Assessment Project

**Business - Research Associate Dean: Dan Ganster**  
Center for Marketing and Social Issues

**Engineering - Research Associate Dean: Wade Troxell**

Colorado Space Grant Consortium  
Industrial Assessment Center  
Center for Sustainable & Intelligent Transportation Systems (formerly Mountain Plains Consortium)  
Sustainable Bioenergy Development Center (SBDC)

**Liberal Arts - Research Associate Dean: Stephen Weiler**

Center for Fair and Alternative Trade  
Center for Literary Publishing  
Center for Public Deliberation  
Center for Research on Communication and Technology  
Center for Studies in Beckett and Performance  
CSU Bioanthropology Laboratory  
Institute for Society, Landscape and Ecosystem Change  
International Center for German-Russian Studies

**Natural Sciences - Research Associate Dean: Jim Sites**

Center for Applied Statistical Expertise  
Central Instrument Facility  
College of Natural Sciences Education and Outreach Center  
Colorado Injury Control Research Center  
Florescence Microscopy/Image Analysis Center  
Franklin A. Graybill Statistical Laboratory  
Magnetic Materials and Applied Magnetics Laboratory  
Software Assurance Laboratory  
Tri-Ethnic Center for Prevention Research

**Veterinary Medicine and Biomedical Sciences - Research Associate Dean: Sue VandeWoude**

Animal Population Health Institute  
Animal Reproduction and Biotechnology Laboratory  
Arthropod-Borne and Infectious Diseases Laboratory  
Equine Teaching and Research Center  
Orthopedic Research Center  
Veterinary Diagnostic Laboratories

**Warner College of Natural Resources - Research Associate Dean: Mark W. Paschke**

Applied Isotope Research for Industry and the Environment  
Center for Environmental Management of Military Lands  
Center for Protected Area Management and Training  
Colorado Cooperative Fish and Wildlife Research Unit  
Colorado Forest Restoration Institute  
Colorado Natural Heritage Program  
Environmental Learning Center  
Graduate Degree Program in Ecology  
Larval Fish Laboratory  
Natural Resource Ecology Laboratory

**Office of the Provost/Executive**

Colorado Water Resources Research Institute (Water Center)  
School of Global Environmental Sustainability

**Division of Continuing Education**

Osher Lifelong Learning Institute (OLLI) at CSU

Prince explained that the Committee on University Programs is responsible for reviewing approximately 50 percent of all registered Centers, Institutes, and Other Special Units (CIOSUs) on a biennial basis. Each Administrative Director of each CIOSU selected for biennial review submits a brief biennial report of its activities and accomplishments. Copies of all the biennial reports are deposited in the Office of the Vice President for Research who is responsible for maintaining the updated list of all CIOSUs. After receiving the biennial reports the Overseeing Administrator shall recommend one of three possible courses of action to the Committee on University Programs:

1. Continue the CIOSU with a recommendation either to reappoint the Administrative Director or to appoint a new Administrative Director, and with suggested changes (if any) in the mission, goals, objectives, and/or organization of the CIOSU.
2. Consolidate with existing CIOSUs with similar missions and goals. This recommendation shall require submission and approval of a new proposal for the consolidated unit.
3. Terminate the CIOSU. If there is loss of funding or key faculty members, or the CIOSU is otherwise deemed to be no longer appropriate, the recommendation may be made to eliminate the CIOSU.

The Committee on University Programs reports its recommendation to Faculty Council at its May meeting. After action by Faculty Council, the final recommendation for action is reported to the Responsible Administrator, who shall then decide what final action will be taken.

Prince's motion was adopted.

The Faculty Council meeting adjourned at 5:53 p.m.

Timothy Gallagher, Chair  
Karrin Anderson, Vice Chair  
Diane Maybon, Secretary

ATTENDANCE  
**BOLD INDICATES PRESENT AT MEETING**  
UNDERLINE INDICATES ABSENT AT MEETING

**Agricultural Sciences**

**Stephen Koontz**  
**Denny Crews, Excused**  
William Jacobi  
**Steve Newman**  
**Mary Stromberger**  
Dana Hoag  
Andrew Norton

**Applied Human Sciences**

**Molly Eckman**  
**Tracy Nelson**  
**David Sampson**  
**Jenn Matheson**  
**Scott Glick**  
**Matthew Malcolm**  
**Sharon Anderson**  
Kim Bundy-Fazioli

**Business**

**Margarita Lenk**  
**Stephen Hayne**  
**Patricia Ryan**  
**Jim McCambridge**  
**Tom Ingram**

**Engineering**

**Russ Schmacher**  
**Brad Reisfeld**  
Ken Carlson  
**Steve Reising**  
**Don Radford**  
**Eric Maloney**  
Sudeep Pasricha

**Liberal Arts**

**Mary Van Buren**  
**Eleanor Moseman**  
**Elizabeth Williams**  
**David Mushinski**  
**Louann Reid**  
**Ernesto Sagas**  
**Jonathan Carlyon**  
**Robert Gudmestad**  
**Cindy Christen**  
**Gary Moody**  
Idris Hamid  
**Ursala Daxecker**  
**Ken Berry**  
**Mary Vogl**  
**Eric Aoki**  
**David Mushinski for Alex Bernasek**

**Agricultural and Resource Economics**

**Animal Sciences**  
Bioagricultural Sciences & Pest Management  
**Horticulture & Landscape Architecture**  
**Soil and Crop Sciences**  
College-at-Large  
College-at-Large

**Design and Merchandising**

**Health and Exercise Science**  
**Food Science and Human Nutrition**  
**Human Development and Family Studies**  
**Construction Management**  
**Occupational Therapy**  
**School of Education**  
School of Social Work

**Accounting**

**Computer Information Systems**  
**Finance and Real Estate**  
**Management**  
**Marketing**

**Atmospheric Science**

**Chemical and Biological Engineering**  
Civil and Environmental Engineering  
**Electrical and Computer Engineering**  
**Mechanical Engineering**  
College-at-Large  
College-at-Large

**Anthropology**

**Art**  
**Communication Studies**  
**Economics**  
**English**  
**Ethnic Studies**  
**Foreign Languages and Literatures**  
**History**  
**Journalism and Technical Communication**  
**Music, Theater, and Dance**  
Philosophy  
**Political Science**  
**Sociology**  
**College-at-Large**  
**College-at-Large**  
**College-at-Large**

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**Natural Resources**

Melinda Laituri  
Paul Doherty  
Mark Paschke  
M. Ronayne for Sven Egenhoff  
Stu Cottrell

Ecosystem Science and Sustainability  
Fish, Wildlife, and Conservation Biology  
Forest, Rangeland, and Watershed Stewardship  
Geosciences  
Human Dimensions of Natural Resources

**Natural Sciences**

Eric Ross  
David Steingraeber  
John Wood  
Robert France  
Iuliana Oprea  
R. Eykholt for Raymond Robinson  
Benjamin Clegg  
Philip Chapman  
Steve Stack, Excused  
Mike Steger  
Miguel Mostafa

Biochemistry and Molecular Biology  
Biology  
Chemistry  
Computer Science  
Mathematics  
Physics  
Psychology  
Statistics  
College-at-Large  
College-at-Large  
College-at-Large

**Veterinary Medicine & Biomedical Sciences**

Scott Earley  
Daniel Smeak  
L. Butler for John Rosecrance  
Robert Jones  
Terry Nett  
Jeffrey Wilusz  
C. W. Miller  
Anthony Knight  
Susan Kraft  
William Hanneman

Biomedical Sciences  
Clinical Sciences  
Environmental & Radiological Health Sciences  
Microbiology, Immunology and Pathology  
College-at-Large  
College-at-Large  
College-at-Large  
College-at-Large  
College-at-Large  
College-at-Large

**University Libraries**

Nancy Hunter  
Michelle Wilde

Libraries  
At-Large

**Officers**

Tim Gallagher  
Karrin Anderson  
Carole Makela  
Richard Eykholt  
Diane Maybon  
Lola Fehr

Chair, Faculty Council  
Vice Chair, Faculty Council  
BOG Faculty Representative  
Immediate Past Chair, Faculty Council  
Executive Assistant/Secretary  
Parliamentarian

**Ex Officio Voting Members (\*Indicates Elected Member of Faculty Council)**

Luis Garcia, Chair  
Susan LaRue, Chair, Excused  
Martin Gelfand, Chair  
David Greene, Chair  
Mary Stromberger, Chair\*  
Ketul Popat, Chair  
Tony Maciejewski, Chair  
Dan Turk, Chair  
Eric Prince, Chair  
Howard Ramsdell, Chair

Committee on Faculty Governance  
Committee on Intercollegiate Athletics  
Committee on Libraries  
Committee on Responsibilities & Standing of Academic Faculty  
Committee on Scholarship Research and Graduate Education  
Committee on Scholastic Standards  
Committee on Strategic and Financial Planning  
Committee on Teaching and Learning  
Committee on University Programs  
University Curriculum Committee

**Ex Officio Non-Voting Members**

Torsten Eckstein, Chair

Committee on Special and Temporary Faculty

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

**Anthony Frank, Excused**

**Rick Miranda**

Brett Anderson

Mary Ontiveros

Lou Swanson

Robin Brown

Tom Gorell

Patrick Burns

Jim Cooney

Tom Milligan

Bill Farland

Blanche M. Hughes

**Alan Lamborn**

Amy Parsons

Craig Beyrouty

Jeff McCubbin

Ajay Menon

**Sandra Woods**

Jodie Hanzlik

Ann Gill

Jan Nerger

Lance Perryman

Joyce Berry

**David Mornes**

**President**

**Provost/Executive Vice President**

Vice President for Advancement

Vice President for Diversity

Vice Provost for Engagement/Director of Extension

Vice President for Enrollment and Access

Vice Provost for Faculty Affairs

Vice President for Information Technology/Dean Libraries

Vice Provost for International Affairs

Vice President Public Affairs

Vice President for Research

Vice President for Student Affairs

**Vice Provost for Undergraduate Affairs**

Vice President for University Operations

Dean, College of Agricultural Sciences

Dean, College of Applied Human Sciences

Executive Dean/Dean, College of Business

**Dean, College of Engineering**

Dean, Graduate School

Dean, College of Liberal Arts

Dean, College of Natural Sciences

Dean, College of Veterinary Medicine and Biomedical Sciences

Dean, Warner College of Natural Resources

**Chair, Administrative Professional Council**

**UNFINISHED BUSINESS**  
**BALLOT**  
**Academic Faculty Nominations to Faculty Council Standing Committees**  
**September 4, 2012**

**Committee on Scholastic Standards**

_____	Applied Human Sciences	2015
(Nominated by Committee on Faculty Governance)		
_____	Applied Human Sciences	2015
(Nominated from the Floor)		

**Committee on Teaching and Learning**

_____	Engineering	2015
(Nominated by Committee on Faculty Governance)		
_____	Engineering	2015
(Nominated from the Floor)		

**Committee on University Programs**

<b><u>Frank Peairs</u></b>	Agricultural Sciences	2015
(Nominated by Committee on Faculty Governance)		
_____	Agricultural Sciences	2015
(Nominated from the Floor)		
<b><u>Karyn Hamilton</u></b>	Applied Human Sciences	2015
(Nominated by Committee on Faculty Governance)		
_____	Applied Human Sciences	2015
(Nominated from the Floor)		

**UNFINISHED BUSINESS**  
**BALLOT - UNIVERSITY DISCIPLINE PANEL**  
**Academic Faculty Positions on University Discipline Panel**  
**SEPTEMBER 4, 2012**

**Nominee:**

Steven E. Newman  
(Nominated - Committee on Faculty Governance)

**Term:**

2012-2015

**ONE POSITION NEEDED FOR TERM 2010-2013 (NOT FILLED LAST YEAR)**

2010-2013

\_\_\_\_\_  
(Nominated - Committee on Faculty Governance)

Nominations from the Floor:

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**UNFINISHED BUSINESS  
OFFICIAL BALLOT - BENEFITS COMMITTEE  
SEPTEMBER 4, 2012**

**Nominee:**

**College:**

**Term:**

Luis Garcia

Engineering

2012-2015

**Nominations from the Floor:**

\_\_\_\_\_

\_\_\_\_\_

## Report to the Faculty Council

(May (regular and two special), June, and August meetings of the Board of Governors)

Note: This report is presented by topic and issue, not by meeting. The meeting at which the item was considered is included to allow reference to the Board minutes when applicable.

1. Chancellor Michael Martin began his official appointment August 15, 2012 with the Colorado State University System (CSUS). He is housed at the System office in Denver. He met on campus August 17 meeting with the FC Executive Committee. Chancellor Martin did attend the June Board retreat/meeting.
2. Dr. Rick Miranda is serving as Acting Chief Academic Officer for the CSUS with the completion of Dr. George Dennison's work as CAO on April 30, 2012.
3. Currently there are two Governor positions open on the Board as the result of the resignations of Penfield Tate and Don Elliman. 2012 legislation has designated a faculty and student representative from CSU-Global Campus bringing the faculty and student non-voting membership to 6. New faculty representatives for 2012-13 are Frank Zizza, CSUP, and Richard Weinberger, CSU-Global Campus. Student representatives are Regina Martel, CSU; Logan Gogarty, CSUP; and Kandi Brown, CSU-GC.
4. Following discussions at its February meeting, 2012, the Board has subsequently restructured its committees. The Audit and Finance Committees have been combined into the Audit and Finance Committee, the Academic Affairs and the Student Affairs Committees have been combined into the Academic and Student Affairs Committee. The other committees, Evaluation; Real Estate/Facilities, and Executive Committee, remain as previously. Relevant by-law changes have been approved for this new structure. I have been appointed to the Audit and Finance Committee and to the Academic and Student Affairs Committee (this latter committee includes the six faculty and student representatives). Voting Board member committee assignments are pending identification of new Board members.
5. The Board has adapted a calendar of agenda items on an annual basis, this primarily identifies what reports will be received at each meeting. For example, financial aid reporting by each institution in October; faculty retention and compensation in August. Degree programs and manual changes will be scheduled as received. It is important to recognize that February and June meetings are scheduled as retreats, so a limited amount of usual business is on the agenda.
6. At the August meeting, the Board approved granting authority to the Presidents for emeritus appointments, sabbatical leaves, changes to sabbaticals, and leave without pay requests. These will be reported on an annual basis to the Board as are other personnel actions.
7. Programs approved:
  - a. Master of Tourism Management (May)
  - b. BA in Dance (Aug.)
  - c. BA in Theatre (Aug.)
  - d. BS in Ecosystem Science and Sustainability (Aug.)
  - e. Special Academic Unit: Molecular, Cellular, and Integrative Neurosciences Program (May)
8. Code/Manual changes approved include:
  - a. Section K. Resolution of Disputes (May)
  - b. Section D. Travel Policy (May)
  - c. Section C. Graduate School (Aug.)
  - d. Section E. Guidelines on Teaching and Advising Responsibility (Aug.)
  - e. Section G.1. Study Privileges (Aug.)
  - f. Section I. Academic and Legal Matters (Aug.)

9. Other actions on behalf of CSU
  - a. Approved 2016 to 2018 Academic Calendar
  - b. Approved Student Conduct Code, this is revised on a 3 year cycle
  - c. Adopted Institutional Plan on Student Fees (required by CCHE), also approved CSUP's plan
  - d. Received a report on the Hotline, which CSU has extended to the other CSUS institutions
10. Evaluated President Frank. At the May meeting FC comments were received, the Evaluation Committee met in Executive Session at the August meeting reviewing documentation they had collected after which they met individually with each of the Presidents and Board appointees whom they evaluate. This process will be different in the coming year when the Chancellor has a major role.
11. Met with Lt. Governor Garcia and Deputy Executive Director Gianneschi to review the Master Plan, which will serve as the basis for institutional performance contracts to be prepared/negotiated this fall (June).
12. Other items
  - a. 2020 (June): Each President provided a forward look at their institution, its students, challenges and opportunities to provide quality education. From these reports and at other times, potential collaborations among institutions are explored by the Board.
  - b. Provost/Executive Vice President Miranda presented faculty related reports (Aug.), when questioned on challenges related to faculty he indicated the following: competitive hiring and needed resources; mentoring; compensation; retention; and diversity.
  - c. Reports from the Athletic Directors (Aug.). CSUP and CSU
  - d. Stadium Feasibility (Aug.)
  - e. 150 Anniversary of the Morrill Act (June and Aug.)
  - f. CSU Master Plan (May)
  - g. Legal issues related to the Equine Reproduction Laboratory and the Lower North Fork Fire
  - h. CSUS budget approved (June): \$5.5m for the Offices of Chancellor, Executive Secretary, General Counsel, and Department of Internal Auditing. Campus cost distribution formula is to be presented to the Board by the Chancellor at a later date.
  - i. CSUP has been doing considerable revisions to their manual modeled after ours. Most recently was the academic freedom policy.
  - j. CSUP has had their annual faculty evaluation report questioned because of the portion (95%) of faculty receiving exceptional and exceeds expectation ratings.
  - k. CSU-CG proposed three BS degrees—Marketing, Project Management, Human Services and three masters degrees--Masters of Finance, International Management, Project Management (Aug.). These are subject to CCHE approval and reviews by the Higher Learning Commission (HLC) prior to launch, which is anticipated to be Fall 2013.
13. Next Board Meeting: October 3-4, at CSU (held in the Grey Rock Room, LSC)
  - a. Tentative agenda items
 

Reports: Enrollment/Diversity; Financial Aid and Fees; Outreach  
Chancellor per strategic plans, Board policies, etc.  
Stadium

Submitted for the September 2012 Faculty Council Meeting  
 Carole J. Makela,  
 FC representative to the Board

Date: June 12, 2012  
To: Administrative Professional Council, Faculty Council and Vice President for University Operations  
From: University Benefits Committee  
Subject: FY11-12 Annual Report of the University Benefits Committee

Members: Michelle Glantz and Linda Wardlow (co-chairs), Yongli Zhou, Joanna Holliday, Juliet Gionfriddo, Lois Samer, Gamze Cavdar, Frank Johnston, Robert Meroney, Farrah Bustamente (CPC representative)

Meeting schedule: The UBC met the first Tuesday of every month from 2-3:30 over the 2011-12 academic year. Our last meeting was May 30, 2012.

New co-chairs: Joanna Holliday (AP) and Juliet Gionfriddo (Faculty) will serve as co-chairs for a three year term beginning July 1, 2012.

#### UBC Activities 2010-12

I. Our committee initiated a restructuring that is currently under review by the Committee on Faculty Governance. Our proposed changes will appear in the University Code, and be renamed C.2.1.11.

II. The document entitled University Benefits Committee 2012 Recommendations serves to illustrate the bulk of the committee work over the last two years. Please refer to this document (attached) as a proxy for our year end report.

## University Benefits Committee 2012 Recommendations

May 4, 2012

To: The Faculty and Administrative Professionals Councils  
From: The University Benefits Committee, co-chairs Mica Glantz and Linda Wardlow

Re: This document consists of four new initiatives that the UBC drafted concerning benefits issues. Our goal was to identify and address through policy adjustments areas within the existing benefits structure that require improvement. In drafting these recommendations, we were concerned with three inter-related issues; 1) recruitment, 2) retention, and 3) the ranking of C.S.U. benefits compared to peer institutions. Although none of our recommendations are cost neutral, three of the four have a relatively small fiscal impact on the University.

### Table of Contents

- I. Leave Sharing Program for Faculty and Staff
- II. Post-Retirement Benefits (pre and post 65)
- III. Long-Term Care Insurance
- IV. Defined Contribution Plan improvements

## **I. PROPOSAL FOR TRIAL LEAVE SHARING PROGRAM FOR ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL STAFF**

It is Colorado State University's policy to adopt reasonable measures to support its employees and their families when disaster or hardship strikes. A Leave Sharing program would provide a certain amount of income protection to eligible administrative professional and academic faculty employees who need to be absent from work for a prolonged period of time due to such causes, but who have inadequate paid time-off accumulated (annual leave, sick leave, flex/compensatory time or accrued holiday time) to cover the absences. In addition, the University Benefits Committee and the Commission on Women and Gender Equity view the program as a useful recruiting and retention tool for the University; and see it as another item in the "Commitment to Campus" catalog.

The Leave Sharing Program would cover those instances in which the employee, or an immediate family member of the employee, experiences an unforeseeable life-altering event, is unable to return to work, and has exhausted all of his or her available sick, annual, military or other applicable, accrued leave. The Leave Sharing Program would create a Leave Bank to which administrative professional and academic faculty of Colorado State University may contribute unused annual leave, creating a resource from which leave may be drawn by an eligible employee, in accordance with the proposed policy and its related rules and procedures.

A concern has been expressed about what impact such a program would have on the campus fringe benefit rate. Based on available information, we are estimating that the overall impact to the fringe pool would be comparable, if not less than the impact of the existing leave sharing program has on the State Classified fringe rate (approximately .05% of the total) and are estimating a one-time cost for the two-year pilot study of \$100,000 (\$50,000/year). This estimate is based on what has actually been paid out for the SC Leave Sharing Program for FY10, FY11, and FY12 YTD.

In order to determine the true fiscal impact, the University Benefits Committee, along with the APC Employment Committee, and the President's Commission on Women and Gender Equity, are proposing a two-year trial program for a Leave Sharing Program for Academic Faculty and Administrative Professionals. The trial would be funded using one-time monies and would have no impact on the current or near future Campus fringe pool rate.

The trial program would mirror the newly updated Classified Staff Leave Sharing Program and operating procedures during the trial period. At the end of the trial, the participation rate and benefit to the University would be assessed to determine whether the program should be made permanent.

It is the ultimate desire of these groups, as well as the Classified Personnel Council, to incorporate all Leave Sharing Programs into one operation if the Academic Faculty/Administrative Professional Leave Bank were to become a permanent program.

## II. POST-RETIREMENT BENEFITS (PRE 65 AND POST 65)

### Medicare Supplemental/Advantage Insurance

Employees who will retire under the Defined Contribution Plan will potentially face a large expenditure for health insurance coverage. Those retirees who are 65 and over will have access to Medicare and will receive solicitations for Medicare Supplemental or Medicare Advantage coverage from a variety of vendors. As defined by Medicare, there are several standard options that retirees may select, and each of these options has the same terms for all vendors. However, there are significant cost differences among vendors and not all vendors offer all options. While retirees will have access to supplemental Medicare options, their search to find the specific option that is best for them at the cost level that they can afford can be daunting.

As a possible solution to this we propose that the CSU Benefits Office investigate the possibility that a group affiliation be created so that CSU retirees could reduce their post-retirement health care costs for Medicare Supplemental or Medicare Advantage coverage. It has come to our attention that professional/member organizations such as the American Institute of CPAs and USAA provide access to Medicare Supplemental or Medicare Advantage plans to its members at a cost which is less than what could be purchased on an individual basis. Those retirees from CSU who lack such professional affiliations could face higher premiums for individual coverage. Creation of such a group affiliation is cost neutral in the long term. In the short term, there will be some indirect personnel costs related to time spent investigating and negotiating with the insurance companies who offer the plans. These short term costs are certainly outweighed by the significant benefit the implementation of this policy affords for retirees and as an incentive for recruitment of new personnel.

#### Requested action:

- For retirees age 65 and over – provide an option for Medicare Supplemental or Medicare Advantage coverage. Cost to be borne by the individual, but with the benefit of a group rate.

### Health Insurance – CSU Medical Subsidy

A CSU employee under the defined contribution plan and under age 65 is eligible to enroll in the Green Plan upon retirement. However, the cost of retiree individual coverage significantly exceeds cost as an employee. Upon retirement, the retiree is eligible for a \$200 per month subsidy from the University. Given the rise in insurance costs since this subsidy was established, we believe the University should evaluate the possibility of increasing the subsidy amount per month. This would benefit both those retirees under 65 and those over 65 and serve to incentivize early retirement; a cost saving measure for the University that would potentially outweigh the costs of increasing the subsidy.

#### Requested action:

- Increase the medical subsidy on a proportional basis to the cost of the Green individual plan, i.e. the \$200 subsidy would be increased by the percentage increase in the Green Plan premium annually.



### III. LONG-TERM CARE INSURANCE (LTC)

LTC insurance is not currently offered as a benefit to employees at CSU and thus if they wish to purchase LTC, it must be on an individual basis. Individual long-term care plans vary in scope of coverage (per day benefit for in-home vs. assisted living vs. residential care) and the total paid out over the lifetime of the beneficiary. Premiums for LTC insurance vary according to the benefit plan selected as well as the age at which one enters the plan. The monthly premiums for a specific plan increase incrementally as the beneficiary reaches a defined age group (e.g. age 45-50, 50-55). The younger an employee is when he/she purchases a plan, the lower the monthly premium. Since long-term care in Colorado is extremely expensive it is important for employees at CSU to become aware of the early availability of these policies and have access to affordable plans well before they reach retirement age.

As reported in the Wall Street Journal on March 9, 2012, Prudential Insurance has stopped providing coverage of individuals in favor of employer plans. Prudential Insurance is the underwriter for AICPA long-term care plans. Given industry trends regarding reducing the availability of long-term insurance to individuals, we believe it will become more difficult for individuals to find affordable coverage unless covered by a group or employer affiliation.

Therefore we propose that the CSU Benefits Office investigate the feasibility of a group affiliation so that CSU retirees could obtain long-term care insurance at discounted rates, otherwise unavailable to the individual. Again, aside from the cost of negotiations with the insurance companies, the expenses of the policies would be fully borne by the individual employee, not CSU.

#### **Requested action:**

- Provide an option for Long Term Care coverage at a reduced rate. Cost to be borne by the individual, but with the benefit of a group rate.



### III. RECOMMENDED IMPROVEMENTS TO THE DEFINED CONTRIBUTION PLAN

**Purpose:** The purpose of this recommendation is to improve the retirement benefits offered to CSU employees (Faculty and AP) so that they meet the standards set by a number of peer institutions within Colorado and out-of-state. The overall goal in this regard is to improve employee retention by offering competitive retirement packages.

**Background:** Retirement programs fall into two broad categories: (1) Defined Benefit (DB) and (2) Defined Contribution (DC) plans. These plans significantly differ from each other:

**1. Defined Benefit (DB) Plans:** Although the specifics of how the benefits of each program are calculated may differ, they all share certain characteristics: (a) These plans promise a certain amount of benefit at retirement. Benefits are defined at the outset as they are not subjected to market fluctuations; (b) DB programs are often accompanied by other benefits such as healthcare programs (such as Medicare or Social Security), survivor benefits, disability programs (such as the Supplemental Security Income or Social Security), etc., once a participant is vested. (c) These plans are adjusted to inflation and cost of living. In sum, DB plans guarantee fixed retirement benefit, as they operate outside the market, and therefore are able to offer a predictable income upon retirement. Examples of DB programs include Social Security, which is a federal DB program, and PERA, which is a DB program for public employees of the state of Colorado only operating at the state level.

**2. Defined Contribution (DC) Plans:** Like the DB plans, the specifics of each privately-owned and operated program differ. However, DC plans all operate according to the same logic: (a) Contributions (and their employers' contribution, if relevant) are defined at the outset while the benefits are estimated according to a number of assumptions (inflation, interest rates, living cost, etc.). The attractive aspect of DC plans is that they bring significant revenues to the participants when markets are up, which is absent in the DB programs. However, the downside of these plans is that there is no guarantee that the markets will always be up over the course of one's life, as the current economic crisis has reminded us once again. (b) DC plans are not accompanied by other benefits regardless of how long one stays in the program (no vesting period for other benefits). (c) DC plans are not adjusted to inflation or cost of living.

DB and DC plans are best if used as *supplementary* plans rather than as *substitute* ones. At least, the employer should be able to provide the option to the employee to pick and choose the best programs (or a combination of programs) that suits her/his financial goals.

An examination of the retirement programs in our out-of-state peer institutions demonstrates that DC and DB plans are both offered (please see the Comparison Chart attached). In some cases, employees may enroll in both programs and benefit from them in their intended roles, i.e., as supplementary; in others, employees make a selection between the two programs. In none of the programs offered as comparison is an employee forced into one program over the other.

## How do Colorado State Retirement Benefits compare?

Data collected by Human Resource Services in 2008 (see APPENDIX) and the University Benefits Committee (UBC) in 2010 highlight the important findings below.<sup>1</sup> Our out of state peer institutions meet one of the three categories:

- A. Some offer Social Security (a federal DB plan) combined with a DC plan (s)—Michigan State and University of Nebraska.
- B. Some offer PERA like state-level DB plan along with a DC plan(s)—Ohio State and University of Illinois at Champaign-Urbana.
- C. Some offer two DB plans (SS and a state-level DB program) along with a DC plan—Oregon State University, Texas A&M University, Purdue University, University of California—Davis, North Carolina, Iowa State, Washington State and Kansas State.

The comparison with our peer institutions therefore highlights the following three points:

1. Among our out of state peer institutions, CSU is the only university that does not offer its employees (those hired after 1994) the option of a DB program (either SS or PERA). As listed in Table 1, those who are on the DC plan constitute an overwhelming majority of the employees (88.4 %).

Table 1: CSU Employees—F/AP (as of December 2010)

DCP	3,310
PERA	405
Federal	29
Total Benefits Eligible Employees	3,744

Note: CSU currently employees 2,205 State-classified staff who are only eligible for PERA

2. Out of 13 institutions, CSU ranks 12<sup>th</sup> in total employer contributions. Employees of CSU receive roughly 3% to 11% less than our peers.<sup>2</sup>
3. Compared to other Colorado institutions (n=6), CSU ranks last with regard to total employer contribution to DC retirement plans. Employees of CSU receive from 2.1% to 7.2% less than other Colorado institutions.

<sup>1</sup> The committee's own collection of data largely overlapped with the Human Resources Services' comparison chart prepared in 2008 and we preferred to use the latter, attached. The data compares CSU's employer contribution with both in (6) and out of state (11) peer institutions.

<sup>2</sup> The University of Ill/Champaign-Urbana's State Universities Retirement System (SURS) offers two defined-benefits plans (Traditional and Portable) and one defined contribution plan, which counterbalances the low employer contribution.

To sum, CSU retirement benefits fall well behind those of other institutions within Colorado and our peers. Moreover, the degree to which our benefits diverge from the norm is relatively large.

**Recommendation:** We realize that the introduction of SS or reintroduction of PERA requires legislation at the state level. Although a DB plan along with a DC plan would be ideal, we understand the difficulties associated with such as legislation. In the absence of a supplemental DB plan to our current DC options, **the UBC recommends that the administration commits to increasing the percentage of employer contribution to our DC plans from the current 9% to 14% incrementally over the next three to five years.** Raising the employer contribution to 14% will put roughly 3% percentage point above UNC, CSU-Pueblo, Fort Lewis and State Colleges, all of which currently contribute from 11.1 to 11.5% to employee DC programs. With this change, only CU will contribute more. Currently, CU contributes 16.2% to both DC and DB programs – they are the only Colorado institution that still pays into social security. Raising our contribution to 14% will place us right in the middle among our out of state institutions. To be competitive, the university will have to raise the contribution higher than 14% as to compensate for the lack of a DB plan.

The UBC does not make this recommendation lightly, as we are aware of the costs involved. However, CSU employees are in a uniquely vulnerable situation. Not only do we lack the supplemental support of a DB plan, but also our employer contributes on average 5% less to our DC plans than our peers. In addition, we rank last in retirement benefits in the state of Colorado. Because most of those who chose a DC plan over PERA are still employed, the real impact of a retirement that only relies on a DC plan is not tangible yet. However, we have been approached as the members of Benefits Committee by many of our colleagues who have expressed significant concerns. Some of our colleagues have simply delayed retirement for fear that they will not have enough funds to support a comfortable retirement. This is an important issue for recruitment and retention purposes as well. Certainly the caliber of our university warrants a larger financial commitment to the fiscal health of its employees during retirement.

# Human Resource Services - Retirement Plan Comparison

Based on Data Available February 2008

Comparison of Colorado Institutions with Defined Contribution Retirement Plans					
Institution	Employer Contr.	Employee Contr.	Tot ER/EE Contr.	Soc Sec (6.2%) (does not include Medicare)	Tot Employer Contr.
CSU	9.00%	8.00%	17.00%	No	9.00%
CU	10.00%	5.00%	15.00%	Yes	16.20%
UNC	11.50%	8.00%	19.50%	No	11.50%
CSU-Pueblo	11.10%	8.00%	19.10%	No	11.10%
Fort Lewis	11.40%	8.00%	19.40%	No	11.40%
State Colleges	11.40%	8.00%	19.40%	No	11.40%

Comparison of Peer Institutions Defined Contribution Retirement Plans						
Institution	Employer Contr.	Employee Contr.	Tot ER/EE Contr.	Soc Sec (6.2%) (does not include Medicare)	Tot Employer Contr.	Comments
CSU	9.00%	8.00%	17.00%	No	9.00%	+ 1.9% ER contr. on some(AED)
Iowa State	10.00%	5.00%	15.00%	Yes	16.20%	6.66% on 1st \$4,800 of salary
Michigan State	10.00%	5.00%	15.00%	Yes	16.20%	
North Carolina	11.16%	6.00%	17.16%	Yes	17.36%	
Ohio State	10.50%	10.00%	20.50%	No	10.50%	+ 3.5% ER contr. (like AED)
Oklahoma State	11.50%	0.00%	11.50%	Yes	17.70%	+ 2.5% ER contr. on some(AED)
Oregon State	11.82%	0.00%	11.82%	Yes	18.02%	EE hired before 8/03: 14.03%
Purdue	15.00%	0.00%	15.00%	Yes	21.20%	11% on 1st \$9k of salary
Texas A & M	7.00%	7.00%	14.00%	Yes	13.20%	
Univ of Calif/Davis	funding aspects of plans not comparable			Yes		
Univ of CO/Boulder	10.00%	5.00%	15.00%	Yes	16.20%	
Univ of Ill/Urb-Champ	6.60%	8.00%	14.60%	No	6.60%	ER contr. for DB plan 9.1%
Washington St (35-49)	7.50%	7.50%	15.00%	Yes	13.70%	age rated ER contr: 5/7.5/10%

NOTE: Many plans have complex rules and formulas. Information listed above is our best match to CSU comparative data.

Cost (across all fund sources) to Increase CSU DCP Contribution by 1%- Based on 2008 Data	
DCP Vendor	1% Inc to DCP/yr
- Default (new empl)	\$9,883
- Fidelity	\$626,203
- TIAA-CREF	\$1,020,140
- Valic	\$423,340
TOTAL	\$2,079,565

**COLORADO STATE UNIVERSITY - EXECUTIVE COMMITTEE  
ANNUAL REPORT TO FACULTY COUNCIL - July 1, 2011 - May 8, 2012**

**Executive Committee Membership/Attendance:**

Tim Gallagher, Chair (attendance 21/21)  
 Karrin Anderson, Vice Chair (attendance 19/21 - 2 excused)  
 Carole Makela, BOG Representative (attendance 20/21 - 1 excused)  
 Steve Newman, Agricultural Sciences (attendance 21/21)  
 Molly Eckman, Applied Human Sciences (attendance 21/21)  
 Dave Gilliland/Tom Ingram, Business (attendance 20/21 - 1 excused)  
 Steve Reising, Engineering (attendance 21/21)  
 Alexandra Bernasek/David Mushinski, Liberal Arts (attendance 18/21 - 3 excused)  
 Paul Doherty, Natural Resources (attendance 21/21)  
 Stephen Stack/Iuliana Oprea, Natural Sciences (19/21 - 2 excused)  
 Louise Feldman/Nancy Hunter, University Libraries (21/21)  
 Robert Jones, Veterinary Medicine and Biomedical Sciences (19/21 - 2 excused)  
 Rick Miranda, Provost/Executive Vice President, *Ex Officio* (attendance 21/21)  
 Richard Eykholt, Immediate Past Chair (attendance 21/21)  
 Diane Maybon, Executive Assistant to Faculty Council (attendance 20/21 - 1 excused)

The Executive Committee establishes the agenda for the Faculty Council meetings, directs issues to appropriate Faculty Council Standing Committees, and acts on behalf of the Faculty Council when required. The minutes of the Executive Committee are posted on the Faculty Council website so every member of the Faculty Council can have access to the Executive Committee meeting minutes. Details of the meetings are not repeated in this report. Executive Committee routinely met on the 2nd, 3rd, and 4th Tuesday of each month totaling 21 meetings. The following is an outline of the business conducted by Executive Committee during the 2011-12 academic year.

**Routine Action Items - Executive Committee**

Set Agendas for 2011-12 Faculty Council Meetings  
 Referred Issues, as necessary, to Standing Committees for Action  
 Approved Revisions to Faculty Council Handbook  
 Reviewed and Approved Executive Committee Operating Procedures  
 Reviewed Faculty Council Standing Committees/Advisory Committee Annual Reports

**Weekly Reports to Executive Committee:**

Faculty Council Chair  
 Provost/Executive Vice President  
 Board of Governors Faculty Representative

**Executive Committee Actions/Issues:**

Presidential Annual Evaluation  
 Faculty Council Chair Annual Evaluation  
 University Grievance Officer Evaluation/Appointment  
 Approve Honorary Degree Nominations  
 Budget Issues/University Strategic Planning Process  
 Reviewed Faculty Council Attendance  
 Reviewed Standing Committee Issues  
 Faculty Appointments to University Committees  
 Issues Regarding Newly Implemented Digital Student Course Survey  
 Issues Regarding On-Campus Stadium  
 Review Approval of New Centers, Institutes, and Other Special Units  
 Feedback to the Board of Governors Regarding Chancellor Position Description

**Special Reports Presented to Executive Committee:**

Tony Frank, President (attending three meetings)



**Summary of the Activities of the  
Faculty Council Committee on Intercollegiate Athletics  
2011-12**

**Overview of 2011-2012**

Personnel changes were a major focus for the Department of Athletics in 2011-12. President Tony Frank relieved Paul Kowalczyk of his duties as Director of Athletics on November 30<sup>th</sup> and announced Jack Graham as the new Director of Athletics on December 1<sup>st</sup>. Graham terminated head football coach Steve Fairchild shortly thereafter and conducted a national search for new head football coach Jim McElwain, the former offensive coordinator at the University of Alabama. Following the NCAA Men's Basketball Championships, head men's basketball coach Tim Miles announced his decision to accept the head position at the University of Nebraska. Graham conducted a national search and hired Larry Eustachy, the former head coach at Southern Mississippi. Then in April, Graham and head women's basketball coach Kristen Holt mutually agreed to terms regarding her resignation. Graham conducted a national search and hired Ryun Williams, former head coach at the University of South Dakota.

Facility improvement continued to be a focus for the Department of Athletics, especially with the announcement of a comprehensive and expansive feasibility study to examine the possibility of a new on-campus football stadium to be built with private funding.

Conference realignment in the Mountain West continued to be a major focus. Utah and BYU departed the conference effective July 1, 2011. Utah joined the Pac-12, and BYU elected to go independent in football and joined the West Coast Conference in all other sports. TCU will depart for the Big 12 effective July 1, 2012. Boise State, who joined the MW effective with the 2011-12 year, announced it will depart, along with San Diego State, for the Big East in football (and the WAC and Big West respectively in other sports) effective July 1, 2013. Nevada (Reno) and Fresno State will join as new MW members effective July 1, 2012. Hawaii will also join at the same time, but only in the sport of football. San Jose State and Utah State were added effective with the 2013-14 year, bringing the total full-time membership to 9 and 10 football-playing members effective July 1, 2013. Institutions also continue to discuss future conference membership plans including forming a new intercollegiate athletic association that would begin competition in the 2013-14 year. President Tony Frank will serve as the chair of the MW Board of Directors in 2012-13.

Men's basketball participated in post-season play with its first invitation to the NCAA Championships since 2003. Volleyball won the MW championship and extended its run of consecutive post-season NCAA appearances to 17. Softball finished 2<sup>nd</sup> in the MW, earning its first winning conference record and highest conference finish since 2004. Head coach Jen Fisher (2<sup>nd</sup> year) was named MW Coach of the Year, and Kacie McCarthy was named MW Pitcher of the Year. Women's golfer Brianna Espinoza qualified for the NCAA West Regional for the second year in a row, and men's golf advanced once again to NCAA Regionals. The National Football Foundation/College Football Hall of Fame announced former CSU football player Greg Myers as a member of its induction class of 2012. Myers becomes the third individual in CSU history to be enshrined joining Thurman "Fum" McGraw and Earle Bruce. Myers was inducted into the Colorado Sports Hall of Fame in April.

### Academic Progress

The department continued to post strong NCAA Academic Progress Rate (APR) scores with five teams posting a perfect score of 1000 for 2010-11. No teams were subject to penalties. The 2012 graduation rates report, when publicly released later this year, will show a four-class average for student-athletes of 67% and a cohort rate (2005-06 entering class) of 64%. Figures for the overall student body are 64% for both categories. The Graduation Success Rate (GSR) for student-athletes is 82%. The overall cumulative GPA for all CSU student-athletes following Spring Semester 2012 is 2.917, up from 2.884 following Fall Semester 2011. The Rams are projected to finish the 2011-12 year with 104 MW Academic All-Conference Award Winners (minimum 3.0 cum GPA with significant playing time) and 62 MW Scholar-Athlete Awards (minimum 3.5 cum GPA w/competition in at least one contest).

### Report to Faculty Council, April 3, 2012

Athletic Director Jack Graham presented to the Faculty Council in April. His report focused primarily on financial information including an analysis of student fees and institutional support, revenues, expenses and comparisons with other MW institutions. He also discussed recent coaching changes, the Rocky Mountain Showdown, academics, drug testing and conference changes.

### Sports Sponsorship

The FCCIA had discussions with the department's senior leadership regarding possible future changes in the number and kinds of sports the University sponsors on the NCAA Div. I membership level. FCCIA is supportive of these discussions and the direction the department is moving to secure the best possible sport choices for Colorado State.

### Meetings with Student Athletic Advisory Committee (SAAC)

The committee met with the SAAC students in November and March. In November we reviewed with them the outcome of the annual student surveys. There were no major problems or concerns brought forward by the SAAC students. In the spring they provided us with a list of topics they wanted us to address. Topics included "how to find research jobs with professors during the summer", "Proper etiquette for office hours and emails" and "strategies for obtaining notes when travelling to competitions".

### Committee Members and Attendance

*The full committee met in September, October, December, January, February and May. The committee, excluding the Athletic Department representatives, met in November and April with SAAC students. Attendance and participation were excellent, and all absences were excused.*

*Agricultural Sciences – Craig Bond (6/8); Applied Human Sciences - Karen Hyllegard (5/8); Business- Todd Donovan(); Engineering – Daniel Olsen 5/8(); Liberal Arts –Carl Burghardt (4/8); Natural Resources - Alan Bright 6/8(); Natural Sciences - Greg Florant (6/8); Veterinary Medicine and Biomedical Sciences - Susan LaRue (8); University Libraries – Daniel Draper (7/8); Student Representative Lindon Belshe(undergraduate Fall) (2/4); Robert Duran(Undergraduate, Spring) (3/4); Student Representative (Graduate) – Daniel Hemphill (6/8) ; Intercollegiate Athletics Faculty Representative (no- voting ex officio) – James Francis (6/8); Director, Intercollegiate Athletics (non-voting ex officio) Paul Kowalczyk (3/3); Director Intercollegiate Athletics (non-voting ex officio) Jack Graham (3/3).*

**Faculty Council Committee on Libraries  
Annual Report  
Academic Year 2011-2012**

**Committee Members**

Mary E. Stromberger	Agricultural Sciences
Sue Lynham	Applied Human Sciences
Laurence E. Johnson	Business
David Wang	Engineering
Michael Losonsky	Liberal Arts
Nancy J. Hunter	Libraries
Jerry F. Magloughlin	Natural Resources
Martin Gelfand	Natural Sciences
Noreen E. Reist	Veterinary Medicine & Biomedical Sciences
Patrick J. Burns, Dean (ex officio)	Libraries Administration
Jamie Berringer	Graduate Student Representative
Maria Sekyi	Undergraduate Student Representative

The Committee met eight times (approximately monthly) during the 2011-2012 academic year.

The Committee's discussion during the various meetings focused on these topics:

- Open Access publication (including a pilot program to encourage publication in Open Access journals)
- Electronic Theses and Dissertations (including issues involving embargo periods)
- E-books
- Collection development
- Patron-driven acquisition (including effects on collection usage statistics and costs)
- Library budget planning for FY13
- Library Metrics
- Data Management
- Building renovation
- Shared services
- Elsevier boycott

We benefited from presentations by and discussions with the Libraries faculty and staff, and we appreciate the time they spent with us and in preparing reports for our consideration.

In March 2012, The Committee sent a Memorandum to the Faculty Council Committee on Strategic and Financial Planning with recommendations pertaining to funding for the Libraries.

Professor Jerry Magloughlin was elected chair of the Faculty Council Committee on Libraries for the 2012-2013 academic year.

**Respectfully submitted by Martin P. Gelfand**  
**2011-2012 Chair, Faculty Council Committee on Libraries**



## CoRSAF Annual Report 2011-2012

CoRSAF met 19 times in the 2011-2012 academic year. All University Colleges were consistently represented. Members for this term have been: David Greene (Chair and CAHS), Sue Doe (Liberal Arts), Anthony Knight (Veterinary Medicine & Biomedical Sciences), Dawn Thilmany (Agricultural Sciences), Cameron Aldridge (Natural Resources), Patricia Smith (University Libraries), Jeff Casterella (Business), Paul Heyliger (Engineering), and Geoff Givens (Natural Sciences).

Meeting dates: Aug. 22, 2011, Sept. 12, Sept. 19, Oct. 3, Oct. 10, Oct. 17, Oct. 24, Oct. 31, Nov. 7, Nov. 14, Nov. 28, Dec. 5, Jan. 23, 2012, Jan. 30, Feb. 13, Feb. 20, Feb. 27, March 26, April 16

Here are the items discussed, completed, approved by CoRSAF, forward to Legal Counsel, reviewed by Executive Committee:

- Change in CoRSAF Operating Procedures to create the position of Vice Chairperson of CoRSAF as a voluntary position filled at the request of the Chairperson. Duties of the Vice Chairperson are to assist the Chairperson in one or more of a number of specified duties
- Vote to approve *Manual* Preface changes forwarded from Executive Committee.
- Discussion of rationale for Section K proposed revisions going before Faculty Council for vote in October Faculty Council meeting. Discussion of thoughts on revision of Class C in Section K of *Manual*.
- Discussion of thoughts on proposing revision to *Manual* including research scientist administrative professionals under academic freedom umbrella.
- Review, discuss/edit and decision on proposed Section K.3 changes and D.5 changes; consider UGO's review).
- Discussions of proposals: D.5 At-Will Employment (including "Due Process" regarding termination) and D.6 Appeals Process
- Considered religious observances and non discrimination policies sent for review and comment from CoTL; considered UDTs comment on teaching evaluation
- Discussion of Class C grievable actions revisions in light of addition of D.5 and D.6
- Discussion regarding Section I.4 and reference letters and whether to suggest format in *Manual* for how to word waiver of right to see a reference
- Consideration and discussion of J.3.1 proposal (from Linda Schutjer, Senior Associate Legal Counsel); Linda continued to work on a major revision of Section J of *Manual* and Tim Gallagher and Greene met with her, but nothing returned to CoRSAF in the remainder of the academic year
- Discussions (over weeks) of residency requirements for tenure and the problem of the timeline for obtaining legal residency commonly being longer than the probationary period for tenure. Discussed merits of providing extension of probationary period, including in the hire letter that process for obtaining residency should begin immediately, consideration of granting provisional tenure

contingent on obtaining residency within 2 years. This temporarily took the form of a proposal to change *Manual* section E.10.4.1.2.a: regarding the ISSS process and filing an EB1 or EB2 petition, as well as an E.10.4.c proposal. All of this vetted via formal proposals and conversations with Exec. Committee and Provost on multiple occasions; no formal proposal was generated but Exec. Com. Recommended picking this up again in fall 2012.

- Discussed changes in rationale for D.5 and D.6 proposal as well as changes in conditions under which there must be review of a supervisor's decision and final approval via Provost and President
- Discussed continued waiting for Legal Counsel review of D.5 and D.6 proposals and strategies for action once these reviews were completed, as well as concomitant changes to put forward in Class C grievance (to drop Class C and refer to D.5 and D.6)
- Drafted response to UDTS/TILT Task Force on Assessing Teaching Effectiveness (November 2011): The document does not address assessing teaching effectiveness of non tenure academic faculty who in some Departments teach a substantial percentage of classes. The document should provide means for evaluating special faculty teaching effectiveness. Furthermore, the language should be softened in items #1 and #3 to not use the word "require"! In item #2, peer reviews should be 'Required'!
- Proposed to Faculty Council:
  - **Section I Academic and Legal Matters (Sections I.1 - I.4)**
  - **E.5.3 Guidelines on Teaching and Advising Responsibility (Plus/Minus Grading instructor's decision)**
  - **G.1 Study Privileges (no longer under state fiscal rules)**
  - **D.7.13 Travel Policies (no longer governed by state travel regulations)**
  - ***Manual* Preface (forwarded from Exec. Com.)**
  - ***Manual* Section K (proposed reorganization and revisions reviewed and revised by CoRSAF over past 2 years after begin forwarded for review by then Fac. Council chair Eykholt)**

Respectfully submitted on May 4, 2012 by David Greene, Chair Committee on Responsibilities and Standing of Academic Faculty

**Annual Report for 2011-2012**  
**Standing Committee on Scholarship, Research and Graduate Education**

**1. Members for the Year and the College or Body They Represented Include:**

	<b>CoSRGE 2011-2012</b>	<b>Attending</b>	<b>Term Ending</b>	<b>CoSRGE 2012-2013</b>	<b>Term Expires</b>
<b>Agricultural Sciences</b>	Mary Stromberger (Chair)	8/8/0	2013	Mary Stromberger	2013
<b>Applied Human Sciences</b>	Emily Dakin	7/8/1E	2014	Emily Dakin	2014
<b>Business</b>	Don Samelson	6/8/2E	2012	Don Samelson	2015
<b>Engineering</b>	Karan Venayagamoorthy	8/8/0	2013	Karan Venayagamoorthy	2013
<b>Graduate Student Council</b>	Katherine Zaunbrecher	7/8/1E	2012	TBD	
<b>Liberal Arts</b>	Ruth Alexander	5/8/3E	2013	Ruth Alexander	2013
<b>Natural Resources</b>	Bill Sanford	7/8/1E	2014	Bill Sanford	2014
<b>Natural Sciences</b>	Carl Patton	8/8/0	2012	Carl Patton	2015
<b>University Libraries</b>	Allison Level	5/8/3E	2013	Allison Level	2013
<b>Veterinary Medicine Biomedical Sciences</b>	Mark Zabel	7/8/1E	2012	Mark Zabel	2015
<b>Provost (ex officio)</b>	Rick Miranda			Rick Miranda	
<b>Vice Provost (ex officio)</b>	Jodie Hanzlik			Jodie Hanzlik	
<b>Assistant to Chair</b>	Debbie Sheaffer			Debbie Sheaffer	

Note: E = excused.

**2. Services Rendered**

The committee expresses our thanks to the staff of the Graduate School for their contributions to the agenda, scheduling, and drafting of various agenda items during the year.

**3. Action Items Completed**

CoSRGE met on the first Thursday of each academic-year month

- a. Mary Stromberger was ratified as the Chair of CoSRGE.
- b. Mark Zabel was approved as the summer 2011 Chair of CoSRGE. He will be ratified by vote in September.
- c. CoSRGE members evaluated and ranked Programs nominated for Programs in Research and Scholarly Excellence status, as required every four years.
- d. The committee reviewed and provided feedback to a proposal from Kathy Partin that the Molecular, Cellular and Integrative Neuroscience Program be reorganized as a Special Academic Unit (SAU). The committee approved of the SAU designation in its advisory capacity.
- e. The committee reviewed and approved a proposal regarding thesis embargo requests for theses prepared in the MFA in Creative Writing and the MA in Creative Nonfiction Programs in English. The proposal was agreed upon by the English Department, the Library and the Graduate School, prior to submission to CoSRGE.
- f. The committee reviewed and provided feedback to a proposal from Dr. Sanjay Rajopadhey (Department of Computer Science) to establish a Cotutelle and joint graduate degree with ENS De Lyon.
- g. The committee reviewed and approved, in its advisory capacity, a MOU between the Graduate School and INTO CSU regarding graduate transfer credits sourced from INTO CSU Pathway students.
- h. The committee reviewed and approved, in its advisory capacity, a MOU between the Graduate School and the College of Engineering to allow students in the Systems Engineering and the Computer and Electrical Engineering certificate programs to transfer up to 12 credits into the ME degree program.

- i. The committee reviewed a MOU proposal between the Graduate School and INTO CSU to allow all graduate Pathways students whose previous undergraduate GPA falls below 3.0 to be regularly admitted rather than provisionally admitted. The committee provided feedback and approved of the MOU, pending slight revision, in its advisory capacity.
- j. The committee reviewed a MOU proposal between the College of Business and the Graduate School to allow the College of Business to oversee the application and admission process for all graduate programs offered within the College of Business. The committee provided feedback and approved of the MOU, pending slight revision, in its advisory capacity.
- k. The committee discussed the Graduate School's policy to not accept international three-year bachelor degrees, other than those under the Bologna Agreement. The majority of peer institutions do not accept three-year degrees, and World Education Services (WES) accepts these only from top level international schools and only the best students. The committee will continue to discuss this policy in the fall, and conference with WES representatives, if the University and INTO ask that the policy be changed.
- l. Dean of Graduate School Jodie Hanzlik brought to CoSRGE a faculty's question on whether a final defense exam could be given before the thesis was completed. The committee consulted the Bulletin and noted that Table 2 in section E.4.2 states that the thesis must be submitted to the committee two weeks prior to the final exam. No change to the Bulletin was deemed necessary.

#### **Action Items Regarding the Graduate and Professional Bulletin**

- a. Approved: Change to the *Graduate and Professional Bulletin*: change wording in the Bulletin to have international students send all of their supplemental application materials directly to the department. Delete wording regarding the \$50 application fee because the fee should not be sent to the department and fee instructions on the fee are described elsewhere and do not need to be repeated.
- b. Approved: Changes to the *Graduate and Professional Bulletin*: establish minimum IELTS and TOEFL scores for conditional admissions as 5.5 IELTS, 50 internet based TOEFL and 475 paper based TOEFL.
- c. Approved: Changes to the *Graduate and Professional Bulletin*: change wording regarding traditional grading, satisfactory/unsatisfactory registration and grading, add/drop periods, and conferral of degrees to match wording in the Catalog.

#### **Action Items Regarding Academic Programs**

- a. Approved: proposal from the School of Education to add a new specialization in Learning, Teaching and Culture under the PhD in Education and Human Resource Studies.
- b. Approved: proposal from the School of Education to change the name and curricular requirements of the specialization in Educational Leadership, Renewal, and Change under the PhD in Education and Human Resource Studies.
- c. Approved: proposal from the School of Education to change the curricular requirements for the Organizational Performance and Change specialization under the M.Ed. in Education and Human Resource Studies.
- d. Approved: proposal from the Department of Environmental and Radiological Health to change the curricular requirements for the Toxicology specialization under the Master of Science in Environmental Health for both Plan A and Plan B.
- e. Approved: proposal from Natural Sciences to add a new Plan C degree in Professional Science Masters with a specialization in Zoo, Aquarium and Animal Shelter Management.
- f. Approved: proposal from the College of Natural Sciences to change the curricular requirements in the Master of Natural Sciences Education, Plan C program.
- g. Approved: proposal from the Department of Music to add five specializations.
- h. Approved: a proposal from the English department that Creative Writing students be allowed to request a permanent embargo on their electronic theses and dissertations.
- i. Approved: proposal from the Department of Music, Theatre and Dance to change the Masters of Music, Instrumental Conducting from an option to a specialization and change curriculum requirements.

- j. Approved: proposal from the Department of Design and Merchandising to add a new MS Plan B degree as a distance option.
- k. Approved: proposal from the College of Business to change the curricular requirements for the MSBA in Financial Risk Management.
- l. Approved: proposal from the Department of Human Dimensions of Natural Resources to add a new MS Plan C program in Tourism Management.
- m. Approved: proposal from the College of Agricultural Sciences to change curriculum requirements to the Master of Agriculture Plan B program in Integrated Resource Management.
- n. Approved: proposal from the Department of Anthropology to create four new specializations within the MA program (Anthropology of Health and Wellness, Humans and the Environment, International Development, and Professional Methods and Techniques).
- o. Approved: proposal from the Department of English to change the curriculum requirements of the English M.A. Plan A in Creative Nonfiction program.
- p. Approved: proposal from the Department of Mechanical Engineering to create a Plan C in Engineering Management.
- q. Approved: proposal from the Department of Electrical Engineering to change the curriculum requirements of the PhD and Masters Plan A and Plan B programs. , plus the PhD was discussed.
- r. Approved: proposal from the College of Engineering to change the Independent Study course code to ENGR for the Systems Engineering PhD and Masters Plan A and Plan B programs.
- s. Approved: proposal from the School of Social Work to change the curriculum requirements for the Masters of Social Work.
- t. Approved: proposal from the Office of International Programs to change the curriculum of the Peace and Reconciliation Interdisciplinary Studies program.
- u. Approved: proposal from the College of Business and Department of Computer Information Systems to make curriculum changes to the Computer Information Systems M.S. Plan B program.
- v. Approved: proposal from the Department of Philosophy to make curriculum changes to the MA Plan A and Plan B programs.
- w. Approved: proposal from the School of Education to make curriculum changes to the MEd degree specialization in Organizational Performance and Change.

#### **Action Items Regarding Individuals**

- a. Committee Member Requests Approved: Atmospheric Science request for Dr. Steven Miller to be added to Kimberly Erickson's MS committee. Atmospheric Science request for Dr. Brenda Dolan to be added to Elizabeth Thompson's MS committee. Atmospheric Science request for Dr. Timothy Lang to be added to Tiffany Meyer's MS committee.

#### **Ongoing Activities**

- a. Pending Faculty Council Approval: Changes to the *Graduate and Professional Bulletin*: change wording regarding the Scholastic Standards policy on probationary period.



**FACULTY COUNCIL COMMITTEE ON SCHOLASTIC STANDARDS (COSS)**  
**Annual Report for September 1, 2011 to – June 30, 2012**

**MEMBERSHIP 2011-2012**

Agricultural Sciences	Paul Ode
Applied Human Sciences	Chad Gibbs
Business	Kathleen Kelly (Patricia Ryan SP12)
Engineering	Ketul Popat
Liberal Arts	Janet Pollack
Natural Resources	Liba Goldstein
Natural Sciences	Debbie Crans
Veterinary Medicine and Biomedical Sciences	Melinda Frye
Libraries	Merinda McLure
Office of the Provost (ex officio)	Madlyn D'Andrea, Director, CASA

**I. MEETINGS & ATTENDANCE**

The Committee on Scholastic Standards met 10 times during the 2011-2012 academic year: 8 meetings were held to review retroactive withdrawal requests; 1 was held to review fall term academic dismissal appeals; 1 was held to review spring academic dismissal appeals and retroactive withdrawals. The April 18, 2012 meeting included discussion with invited guest, Jim Weber, the Clinical Director of the University Counseling Center, regarding alcohol/substance abuse issues and retroactive withdrawal requests.

09/27/11	Review of retroactive withdrawal requests Excused absences: Janet Pollack and Melinda Frye
10/25/11	Review of retroactive withdrawal requests Excused absences: Melinda Frye and Merinda McLure
12/06/11	Review of retroactive withdrawal requests Excused absences: Kathleen Kelly, Debbie Crans, Janet Pollack and Liba Goldstein
01/03/12	Review of academic dismissal appeals
01/25/11	Review of retroactive withdrawal requests Excused absences: Melinda Frye
02/22/11	Review of retroactive withdrawal requests Excused absences: Debbie Crans, Ketul Popat, Liba Goldstein, and Janet Pollack
03/28/11	Review of retroactive withdrawal requests Excused absences: Debbie Crans, Paul Ode, and Chad Gibbs
04/18/12	Visit with Jim Weber Excused absences: Debbie Crans, Patricia Ryan, Paul Ode
04/25/11	Review of retroactive withdrawal requests Excused absences: Janet Pollack, Liba Goldstein, Debbie Crans, and Chad Gibbs
5/23/12	Academic Dismissal Appeals and Review of retroactive withdrawal requests Excused absences: Merinda McClure

**II Retroactive Withdrawal Requests**

115 retroactive withdrawal requests were reviewed (93 in 2010/11 and 81 in 2009/10).

- 81 appeals were fully granted on initial consideration (70% vs. 60% in 10/11 and 48% in 09/10).
- 13 appeals were denied on initial consideration (11% vs. 13% 10/11 and 35% in 09/10).
- 17 appeals were tabled for further documentation (15% vs. 24% in 10/11 and 14% in 09/10).
- 4 appeals were given a partial grant and a partial denial\* (stable at 3%).

\*In these cases the student requested multiple semesters, one or more of which was denied and one or more of which was granted.

### III. Academic Dismissal Appeal Decisions

#### A. Fall 2011

Original Appeals:

- 166 total appeals (vs. 131 in fall 2010)
- 8 not eligible and not reviewed (7 GUEST, 1 probation 1)
- 26 earned a cum GPA of 2.0 or higher (did not need to be reviewed)

Of the 132 reviewed:

- 58 granted with an average 4.36 QPD (44% vs. 54% fall 2010)
- 74 denied with an average 19.5 QPD (56% vs. 46% fall 2010)

After initial meeting:

- Granted 4 due to appeal not uploading
- Allowed 1 late appeal/personal hearing (granted?)
- Granted 1 after personal hearing

Last count with changes: 132 appeals reviewed

- 63 granted (48% vs. 54% 2010)
  - 4 received information about investigating a potential retroactive withdrawal
- 69 denied (52% vs. 46% 2010)
  - 15 received information about investigating a potential retroactive withdrawal

#### B. Spring 2012

Original Appeals:

- 59 appeals (vs. 75 in Spring 2011)
- 5 not eligible and not reviewed
- 4 earned a cum GPA of 2.0 or higher (did not need to be reviewed)

Of the 50 reviewed:

- 19 granted with an average 9.9 QPD (38% vs. 38% spring 2011 )
  - 3 received information about investigating a potential retroactive withdrawal.
- 31 denied with an average 19.7 QPD (62% vs. 61.5% spring 2011)
  - 5 received information about investigating a potential retroactive withdrawal.

#### IV. OTHER COMMITTEE BUSINESS

All other committee business undertaken in 2011-2012 was internally generated. No issues were brought to the committee for consideration.

- The committee worked with the new online system for reviewing retroactive withdrawals and found the system to work well with a few additional suggestions for improvement throughout the semester. Mike Brake, Assistant Director at CASA, developed the system.

##### Guests:

**Shawanna Kimbrough from the Academic Advancement Center (AAC)** discussed the Center and to hear what the committee needs for letters of documentation. AAC is a federally funded TRIO Student Support Services program and their mission is to help low-income, first-generation college students and students with disabilities stay in college until they earn their baccalaureate degrees. Shawanna writes most of the letters from the Center and tells students that she will not write them unless she feels they are deserving of such a letter. The AAC does have students sign a "release of information" and they also have documentation pertaining to learning disabilities. She often writes detailed letters and the committee appreciates her efforts in creating quality content.

**Jennifer Van Norman, Director of Student Case Management**, discussed specifically what the committee requires for strong letters of support for students. Neither she nor her staff will submit retroactive withdrawal requests, and will instruct students to speak with an advisor from CASA. Jennifer will only write a letter of support for a student that she supports. She also wanted us to know that if she referred to a specific medical issue or crisis (?), that she and her staff have verified the condition or event.

**Jim Weber, Clinical Coordinator for DAY Programs**, discussed alcohol/substance abuse related requests. He supported the prior decision-making criteria that the committee has used for these requests. He also indicated his willingness to assist the committee in reviewing requests that present a particular challenge.

**Leadership:** Melinda Frye has been approved by the committee to serve as chair for next year. Liba Goldstein will continue as co-chair. Thank you to Ketul Popat for serving as chair this past year. Richard (Chad) Gibbs will complete his term after the May meeting; we will either have a new committee member from the College of Applied Human Sciences or Chad will serve an additional term. Kathleen Kelley will be returning to represent the College of Business, and we have appreciated Patricia Ryan assuming Kathleen's post this past semester.



**Annual Report of CoSTF for the year 2011/2012**

August 14, 2012

**1. 26 meetings were held during the year.****Attendance of Members of CoSTF:**

Jennifer T. Aberle	present: 23	excused: 3	absent: 0
Torsten M. Eckstein	present: 19	excused: 7	absent: 0
Tracy L. Richards	present: 22	excused: 4	absent: 0
Laura Thomas	present: 24	excused: 2	absent: 0
Lisa Dysleski	present: 26	excused: 0	absent: 0
Steven Schaeffer	present: 16	excused: 8	absent: 2
Colleen M. McKee	present: 25	excused: 1	absent: 0
Lori R. Kogan	present: 23	excused: 3	absent: 0
Richard Eykholt	present: 26	excused: 0	absent: 0

**2. Topics discussed**

- Senior Teaching Appointment
- Granting of Senior Teaching Appointment
- Voting Rights in Departments for Regular and Senior Teaching Faculty
- Voting Rights for Senior Teaching and Special Faculty to elect their Representative to Faculty Council
- Professional Development

**3. Discussed Changes to the Faculty Manual**

- C.2.1.9.6.a Committee on Non-Tenure Track Faculty
- C.2.1.3.2 Ex Officio Members
- C.2.1.4. Electorate for Faculty Council and Election Procedures

Respectfully submitted,

Torsten Eckstein, M.D., Ph.D.  
 Assistant Professor  
 Chair of the Committee on Special and Temporary Faculty

# Committee on Teaching and Learning

## *Report to Faculty Council for the Academic Year 2011-2012*

The Committee on Teaching and Learning (CoTL) met 16 times during the 2011-2012 academic year, 6 times in the Fall and 10 times in the Spring. It did not meet during Jul-Aug of 2011 or Jun of 2012.

### 2011-2012 CoTL Members and Attendance:

Name	Representing	Voting	Attended*	Excused*	Absent*
Turk, Dan (chair)	Business	Y	16 (100%)	0 (0%)	0 (0%)
Archibeque, Shawn	Agriculture	Y	13 (81%)	3 (19%)	0 (0%)
Boone, Randy	Natural Resources	Y	11 (69%)	5 (31%)	0 (0%)
Cranston, Cathy	Libraries	Y	14 (88%)	2 (13%)	0 (0%)
Fontane, Darrell	Engineering	Y	15 (94%)	1 (6%)	0 (0%)
Glick, Scott	Applied Human Sciences	Y	9 (69%)	4 (31%)	0 (0%)
Karkhoff-Schweizer, RoxAnn	Veterinary Medicine and Biomedical Sciences	Y	13 (81%)	3 (19%)	0 (0%)
Rickey, Dawn	Natural Sciences	Y	15 (94%)	1 (6%)	0 (0%)
Ryan, Ajean	Liberal Arts	Y	13 (81%)	3 (19%)	0 (0%)
Ewing, Becky	UG Student	Y	11 (69%)	3 (19%)	2 (13%)
Ryals, Anthony	G Student	Y	6 (60%)	4 (40%)	0 (0%)
Hans, Liesel	G Student	Y	3 (75%)	1 (25%)	0 (0%)
Donovan, Jody	Student Affairs	N	14 (88%)	2 (13%)	0 (0%)
Palmquist, Michael	TILT	N	12 (75%)	4 (25%)	0 (0%)
Ackler, Skip	Registrar	N	8 (100%)	0 (0%)	0 (0%)
Seng, Chris (or rep)	Registrar	N	6 (75%)	2 (25%)	0 (0%)

\* Counts and percentages are based on the number of meetings held during which individual had been appointed and were not on Sabbatical. Due to rounding errors totals may not add up to exactly 100%.

### CoTL's Activity in 2011-2012:

1. Received and reviewed UDTS/TILT (University Distinguished Teaching Scholars / The Institute on Learning and Teaching) Report on Assessing Teaching Effectiveness
2. Wrote and sent recommendations to Faculty Council Executive Committee regarding the UDTS/TILT Report on Assessing Teaching Effectiveness.
3. Appointed two CoTL members to sit on Provost's committee to select new University Distinguished Teaching Scholars (UDTS).
4. Approved UCC proposed revision to Catalog regarding 500-level courses as options for UG students.
5. Discussed and approved CRB (Classroom Review Board) proposal regarding to charge departments for unreturned classroom microphones.
6. Discussed and approved CoRSAF proposed revision to Manual section E.5.3 regarding letter grade descriptions, and +/- grading decision by instructor vs department.

7. Discussed and approved proposed Catalog changes for Undergraduate Planned Leave. Sent to Faculty Council Executive Committee. Approved by Faculty Council.
8. Developed and approved proposed Catalog changes for Undeclared Majors. Sent to Faculty Council Executive Committee. Approved by Faculty Council.
9. Discussed ACNS' "TA Defaults" to be used in new RamCT Blackboard.
10. Updated CoTL's official operating procedures.
11. Worked extensively on revision of the Student Course Survey, making an online version of the Survey available, and consolidating the paper and online versions of the Survey. Sent to Faculty Council Executive Committee, and received their recommendations for further revisions.
12. Worked extensively on creation of a Religious Accommodation Policy that more clearly and comprehensively describes the roles, responsibilities, and accommodation and appeal processes for Students and Faculty.
13. Began discussion of whether all courses should have tests proctored in one way or another, especially distance / on-line courses.
14. Began discussion on faculty expectations about student behavior – both within the classroom and out of the classroom as members of the professions they are entering.
15. Discussed and declined to add an additional ex-officio member to CoTL from Continuing Education.
16. Discussed and declined the value of allowing annotations to transcripts. (Rank in class, etc.)

### **CoTL's Selected Items Carrying Forward to 2012-2013:**

1. Revision of the Student Course Survey, making an online version of the Survey available, and consolidating the paper and online versions of the Survey.
2. Creation of a Religious Accommodation Policy that more clearly and comprehensively describes the roles, responsibilities, and accommodation and appeal processes for Students and Faculty.

**Committee on University Programs  
2011-2012 Annual Report**

The Committee on University Programs is responsible for reviewing all registered Centers, Institutes, and Other Special Units (CIOSUs) on a biennial basis. Each Administrative Director of each CIOSU selected for biennial review submits a brief biennial report of its activities and accomplishments. Copies of all biennial reports are kept in the Office of the Vice President for Research, who is responsible for maintaining the updated list of all CIOSUs.

**Committee Members**

Agricultural Sciences	Frank Peairs
Applied Human Sciences	Karyn Hamilton
Business	Steve Laposa
Engineering	Steve Reising
Liberal Arts	Eric Prince (Chair)
Natural Resources	Stu Cottrell
Natural Sciences	Colleen Webb
Veterinary Medicine and Biomedical Sciences	Dan Smeak
University Libraries	Patty Rettig
Student Representative (Undergraduate)	Mallorie Fairchild
Student Representative (Graduate)	Katherine Zaunbrecher
Office of the Vice President for Research (non-voting ex officio)	Hank Gardner, Associate Vice President for Research

Ongoing review procedures and committee business have been generally conducted online via email. A full meeting of the committee took place on March 23<sup>rd</sup> 2012 to review progress and update members on issues as well as to assign Centers, Institutes, and Other Special Units for review to individual members of the committee. The meeting was attended by Faculty Council Chair, Tim Gallagher.

Dr Eric Prince was re-elected Chair of CUP for 2012-13 via email ballot of the committee.

The final recommendations of the CUP (listed in detail below) were adopted at the Faculty Council meeting of 5/1/2012.

**Biennial Reviews for Discontinuance and Continuance of Centers, Institutes, and Other Special Units (CIOSUs) for the academic year 2011-2012 .**

**New CIOSUs**

The Committee on University Programs approved the following CIOSUs during the 2011-2012 reporting year:

**Center for Agricultural Energy (CAE)** – approved September 2011  
**CSU STEM Center** - approved September 2011

#### **Closed CIOsUs**

**Riparian Ecology and Management** – inactive as of 2012

#### **Existing CIOsUs**

The Committee on University Programs reviewed biennial reports for 45 existing CIOsUs. The results of the 2012 review are as follows:

#### ***Recommended for Renewal***

**Agricultural Sciences - Research Associate Dean: Lee Sommers**  
 Institute for Livestock and Environment

**Applied Human Sciences - Research Associate Dean: Pat Kendall**  
 Assistive Technology Resource Center  
 Center for Community Partnerships  
 Human Service Assessment Project

**Business - Research Associate Dean: Dan Ganster**  
 Center for Marketing and Social Issues

**Engineering - Research Associate Dean: Wade Troxell**  
 Colorado Space Grant Consortium  
 Industrial Assessment Center  
 Center for Sustainable & Intelligent Transportation Systems (formerly Mountain Plains Consortium)  
 Sustainable Bioenergy Development Center (SBDC)

**Liberal Arts - Research Associate Dean: Stephen Weiler**  
 Center for Fair and Alternative Trade  
 Center for Literary Publishing  
 Center for Public Deliberation  
 Center for Research on Communication and Technology  
 Center for Studies in Beckett and Performance  
 CSU Bioanthropology Laboratory  
 Institute for Society, Landscape and Ecosystem Change  
 International Center for German-Russian Studies

**Natural Sciences - Research Associate Dean: Jim Sites**  
 Center for Applied Statistical Expertise  
 Central Instrument Facility  
 College of Natural Sciences Education and Outreach Center  
 Colorado Injury Control Research Center  
 Florescence Microscopy/Image Analysis Center  
 Franklin A. Graybill Statistical Laboratory  
 Magnetic Materials and Applied Magnetism Laboratory  
 Software Assurance Laboratory  
 Tri-Ethnic Center for Prevention Research

**Veterinary Medicine and Biomedical Sciences - Research Associate Dean: Sue VandeWoude**

Animal Population Health Institute  
 Animal Reproduction and Biotechnology Laboratory  
 Arthropod-Borne and Infectious Diseases Laboratory  
 Equine Teaching and Research Center  
 Orthopedic Research Center  
 Veterinary Diagnostic Laboratories

**Warner College of Natural Resources - Research Associate Dean: Mark W. Paschke**

Applied Isotope Research for Industry and the Environment  
 Center for Environmental Management of Military Lands  
 Center for Protected Area Management and Training  
 Colorado Cooperative Fish and Wildlife Research Unit  
 Colorado Forest Restoration Institute  
 Colorado Natural Heritage Program  
 Environmental Learning Center  
 Graduate Degree Program in Ecology  
 Larval Fish Laboratory  
 Natural Resource Ecology Laboratory

**Office of the Provost/Senior Vice President - Research Associate Dean: Jodie Hanzlik**

Colorado Water Resources Research Institute (Water Center)  
 School of Global Environmental Sustainability

**Division of Continuing Education - Research Associate Dean: Lou Swanson/Karla Cummings**

Osher Lifelong Learning Institute (OLLI) at CSU

UNIVERSITY CURRICULUM COMMITTEE  
ANNUAL REPORT FOR 2011-2012  
(August 26, 2011 through May 4, 2012)

Members	Attendance
Brad Goetz, Agricultural Sciences	30
Carole Makela, Applied Human Sciences	30
Paul Mallette, Business	30
Patrick Fitzhorn, Engineering	30
Walt Jones, Liberal Arts	28
Alan Bright, Natural Resources	29
Steven Strauss, Natural Sciences	28
Howard Ramsdell, Veterinary Medicine and Biomedical Sciences, Chair	30
Jeff Bullington, University Libraries	28
Graduate Representative Katherine Zaunbrecher (8/26/11-9/30/11)	5
Graduate Representative Erin Hicks (9/30/11-5/4/12)	18
Undergraduate Student Representative Shadi Barzideh (9/16/11-2/3/12)	7
Undergraduate Student Representative Audrey Purdue (2/17/12-2/24/12)	1
Undergraduate Student Representative Perdeep Badhesha (3/9/12-5/4/12)	5
Alan Lamborn (ex officio), Vice Provost for Undergraduate Studies	20
Tom Hoehn, Secretary/Curriculum Specialist	29

**1) Transmitted to the Faculty Council as special action items:**

- a) Add a Master of Professional Natural Sciences, Plan C (M.P.N.S. degree) (9/30/12)
- b) Add a Plan B to the Master of Science in Design and Merchandising, Apparel and Merchandising specialization, Distance Education—Merchandising option (M.S. degree) (11/18/11)
- c) Create a Molecular, Cellular and Integrative Neurosciences Program special academic unit (12/02/11)
- d) Revise *Category 2. Additional Communication* language of the *Colorado State University Core Curriculum Report on Objectives and Criteria* (2/3/12)
- e) Revise *Category 2. Additional Communication* language of the *Colorado State University Core Curriculum General Catalog Copy* (2/3/12)
- f) Add a Linguistics and Culture interdisciplinary minor (2/17/12)
- g) Add a major in Ecosystem Science and Sustainability (B.S. degree) (3/23/12)
- h) Add a Film Studies interdisciplinary minor (3/30/12)
- i) Add a major in Dance (B.A. degree) (4/13/12)
- j) Add a major in Theatre (B.A. degree) (4/13/12)

**2) Other major actions submitted to Faculty Council through the minutes:**

- a) Move the jurisdiction for subject code AMST from the College of Liberal Arts to the Department of English (8/26/11)
- b) Add a specialization in Learning, Teaching and Culture under the Ph.D. in Education and Human Resource Studies (10/21/11)
- c) Add the Choral Conducting specialization; Collaborative Piano specialization; Music Education specialization; Music Therapy specialization, Plan A; Music Therapy specialization, Plan B to the Master of Music (M.M. degree program) (10/21/11)
- d) Add a specialization in Zoo, Aquarium, and Shelter Management under the Master of Professional Natural Sciences, Plan C (M.P.N.S. degree) (10/28/11)
- e) Add the Biomass for Biofuels and the Soil Ecology concentrations to the major in Soil and Crop Science (11/11/11)
- f) Add the Instrumental Conducting specialization to the Master of Music (M.M. degree) (11/18/11)



- g) Move the administration of the interdisciplinary minor in Religious Studies from the Department of Philosophy to the Department of History (12/02/11)
- h) Move the administration of the Environmental Affairs Interdisciplinary Minor from the Department of Sociology to the Department of Political Science (1/27/12)
- i) Add the EAP (English for Academic Purposes) subject code (2/24/12)
- j) Add the LEAP (Leadership Entrepreneurship, Advocacy, Performance) subject code (2/24/12)
- k) Add an Engineering Management specialization to the Master of Engineering (M.E. degree, Plan C) (3/2/12)
- l) Add the ESS subject code (Ecosystem Science and Sustainability) (3/2/12)
- m) Add an option in Jazz Studies under the Performance concentration, Music major (B.M. degree) (3/2/12)
- n) Add The Anthropology of Health and Wellness; Humans and the Environment; and Professional Methods and Techniques; specializations to the Master of Arts in Anthropology, Plans A and B (M.A. degree) (3/9/12)
- o) Drop the Language and Quantitative Option under the major in History, Liberal Arts concentration (3/9/12)
- p) Rename the Liberal Arts concentration to General History concentration in the History major (3/9/12)
- q) Add the Language and Social/Behavioral Sciences concentrations under the History major (3/9/12)
- r) Change the grading from satisfactory/unsatisfactory (S/U) to traditional for most VM courses (3/23/12)
- s) Drop the Business Education option, Accounting concentration; the Marketing Education option, Marketing concentration; Business Education option, Organization and Innovation Management concentration in the Business Administration major (B.S. degree) (4/13/12)

### 3) Processed the following course actions:

College	Experi- mental	New	Major	Minor	Drop	AUCC	Incomplete Submissions*	Grand Total
Agricultural Sciences	10	10	14	14	3	3	5	59
Applied Human Sciences	9	16	66	6	4	0	3	104
Business	0	0	3	5	1	0	2	11
Engineering	16	26	28	12	1	0	1	84
Liberal Arts	12	48	38	0	10	17	9	134
Natural Sciences	10	9	26	10	1	0	9	65
Provost /Exec Vice President	4	3	3	1	0	0	1	12
Veterinary Med. & Biomedical Sci.	9	4	56	1	1	0	2	73
Warner College of Natural Resources	11	26	27	6	4	0	1	75
<b>Grand Total</b>	<b>81</b>	<b>142</b>	<b>261</b>	<b>55</b>	<b>25</b>	<b>20</b>	<b>33</b>	<b>617</b>

\*Includes submissions with unresolved problems, withdrawn submissions, and submissions too late to be considered during 2011-2012.

### 4) Processed the following program actions:

College	New	Major	Minor	Drop	Incomplete Submissions*	Grand Total
Agricultural Sciences	2	2	9	0	0	13
Applied Human Sciences	5	10	4	0	0	19
Business	0	0	8	3	1	12
Engineering	2	2	8	0	0	12
Liberal Arts	20	28	17	6	0	71
Natural Sciences	4	8	1	0	0	13
Intra-university (Provost /Exec Vice President)	1	8	3	0	0	12
Veterinary Medicine and Biomedical Sciences	2	3	0	0	0	5
Warner Natural Resources	7	2	6	0	0	15



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Grand Total	43	63	56	9	1	172
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\*Includes submissions with unresolved problems, withdrawn submissions, and submissions too late to be considered during 2011-2012.

**5) Approved for inclusion, removal or moved between categories in the All-University Core Curriculum:**

11 courses in category 4A

1 courses in category 4B

5 courses in category 4C

## MEMORANDUM

DATE: August 21, 2012  
 TO: Timothy Gallagher, Chair, Faculty Council  
 FROM: Howard Ramsdell, Chair, University Curriculum Committee  
 SUBJECT: Proposed Changes in Curriculum – April 20, 27 and May 4, 2012

**CURRICULAR REQUESTS – APRIL 20, 2012**

The following curricular requests were approved.

**New Courses****Effective Date**

**ECE 430/MATH 430 03(3-0-0). Fourier and Wavelet Analysis with Apps. S.** Spring Semester 2013  
 Prerequisite: MATH 345. Credit not allowed for both ECE 430 and MATH 430.

Fourier analysis and transforms, FFTs; sampling theorems, computational algorithms; wavelets; applications to communication, imaging, and compression.

**MATH 430/ECE 430 03(3-0-0). Fourier and Wavelet Analysis with Apps. S.** Spring Semester 2013  
 Prerequisite: MATH 345. Credit not allowed for both MATH 430 and ECE 430.

Fourier analysis and transforms, FFTs; sampling theorems, computational algorithms; wavelets; applications to communication, imaging, and compression.

**Major Change to Courses****Effective Date**

**CIVE 330 02(2-0-0). Ecological Engineering, change to:**

Spring Semester 2013

**CIVE 330 03(3-0-0). Ecological Engineering. S.** Prerequisite: (BZ 110; BZ 111) or BZ 120 or LIFE 102; CHEM 113.

Principles of ecological engineering and design of sustainable ecosystems.

**Major Changes to Curricula**

College of Liberal Arts  
 Department of Economics  
 Major in Economics

Effective Spring 2013

(The entire program is shown. Deletions are in ~~strikeout~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
CO 150 <sup>P</sup>	College Composition	3	1A
ECON 202 <sup>P</sup>	Principles of Microeconomics	3	3C
<i>Select one course from the following:</i>			
MATH 141 <sup>P</sup>	Calculus in Management Sciences	3	1B
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	1B
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	1B
	Arts and Humanities <sup>1</sup>	6	3B
	Historical Perspectives <sup>2</sup>	3	3D
	Electives <sup>3</sup>	11-12	
	TOTAL	30	
<b>SOPHOMORE</b>			
ECON 204 <sup>P</sup>	Principles of Macroeconomics	3	3C

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<i>Select one of the following courses:</i>			
STAT 201 <sup>P</sup>	General Statistics	3	
STAT 204 <sup>P</sup>	Statistics for Business Students	3	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
	Biological/Physical Sciences <sup>4</sup>	7	3A
	<u>Global and Cultural Awareness<sup>5</sup></u>	3	3E
	Additional social sciences <sup>6</sup>	6-9	
	Minor/second major/interdisciplinary studies program minor <sup>7,5</sup>	6	
	Electives <sup>3</sup>	2-5	
	TOTAL	30	
<b>JUNIOR</b>			
<i>Select one of the following:</i>			
CO — 300 <sup>P</sup>	Writing Arguments	3	2B
CO — 301A-D <sup>P</sup>	Writing in the Disciplines	3	2B
CO — 302 <sup>P</sup>	Writing Online	3	2B
JTC — 300 <sup>P</sup>	Professional and Technical Communication	3	2B
ECON 304 <sup>P</sup>	Intermediate Macroeconomics	3	
ECON 306 <sup>P</sup>	Intermediate Microeconomics	3	4A, 4B
<i>Select one course from the following:</i>			
ECON 332 <sup>P</sup> /	<u>International Political Economy</u>	3	
POLS 332 <sup>P</sup>			
ECON 372 <sup>P</sup>	History of Economic Institutions and Thought	3	
ECON 376 <sup>P</sup>	Marxist Economic Thought	3	
ECON 379 <sup>P</sup> /	<u>Economic History of the United States</u>	3	
HIST 379 <sup>P</sup>			
ECON 474 <sup>P</sup>	Recent Economic Thought	3	
ECON 335 <sup>P</sup> /	Introduction to Econometrics	3	
AREC 335 <sup>P</sup>			
	Economics <sup>8,7</sup>	3-6	
	Minor/second major/interdisciplinary studies program minor <sup>7,5</sup>	6	
	<u>Advanced Writing<sup>9</sup></u>	3	2
	Electives <sup>3</sup>	3-6	
	TOTAL	30	
<b>SENIOR</b>			
ECON 492	Seminar	3	4A, 4B, 4C
	Economics <sup>10,8</sup>	6	
	Minor/second major/interdisciplinary studies program minor <sup>5,7</sup>	12	
		9-15	
	Electives <sup>3</sup>	96-12	
	TOTAL	30	
<b>PROGRAM TOTAL = 120 credits</b>			

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Select two courses from the list in category 3B in the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for arts and humanities may come from intermediate (L\* 200 and L\* 201) foreign language courses.

<sup>2</sup> Select from the list of courses in category 3D in the AUCC.

<sup>3</sup> Because of the possibilities of double-counting courses, the number of free electives can vary. Students should take elective credits to get to a minimum of 120 total credits and 42 upper division credits. One elective course (3 credits) must fulfill the AUCC global and cultural awareness requirement (category 3E) unless that requirement has been met in economics, second major, minor, certificate, or additional social sciences. Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper division.

<sup>4</sup> Select a minimum of seven credits from the list of courses in category 3A in the AUCC. At least one course must have a laboratory component. Select seven credits (including one course with a lab) from the list of courses in category 3A in the AUCC.

<sup>5</sup> Select from the list of courses in category 3E in the AUCC. This course (except ECON 211) may also fulfill the Additional Social Sciences requirement. See footnote 6. This course may also fulfill a requirement within a minor.

second major, or interdisciplinary minor. See footnote 7. If ECON 211 is chosen, it may also be used to fulfill the Economics requirement in footnote 8. If selecting a course that will double count for requirements within this major, then select enough elective credits to bring the program total to 120.

<sup>6</sup> Select any 3 courses from the following department list for a minimum of 9 credits (AUCC category 3E courses except ECON 211 may count toward the 9 credit requirement): One must fulfill the AUCC global and cultural awareness requirement (category 3E) unless that requirement has been met in economics, additional arts/humanities, minor, second major, or electives.

Any AUCC category 3E course except ECON 211

AGRI 270;

AMST 100, AMST 101;

Any ANTH course *except*: ANTH 120, ANTH 121, ANTH 370, ANTH 372, ANTH 373, ANTH 374, ANTH 375, ANTH 376;

BUS 205, BUS 260;

Any ETST course *except*: ETST 205, ETST 344, ETST 424, ETST 430;

Any GR course *except*: GR 210;

Any HDFS course;

Any HIST course not used to satisfy the AUCC 3D requirement;

Any IE course *except*: IE 116;

JTC 100, JTC 311, JTC 316, JTC 411, JTC 412, JTC 413, JTC 414, JTC 415;

NR 120A-B, NR 320, NR 330;

Any POLS course;

Any PSY course;

Any SOC course;

SOWK 110, SOWK 150, SOWK 233, SOWK 350, SOWK 352, SOWK 410;

WS 200, WS 472

<sup>75</sup> Students must complete a minor, second major, or interdisciplinary studies certificate program minor. A minimum total is 21 credits of which 12 are upper division. See the *General Catalog* for requirements for each of these choices.

<sup>87</sup> Select any 2 ECON courses.

<sup>9</sup> Select from the list of courses in category 2 of the AUCC.

<sup>108</sup> Select any 2 upper-division (300- or 400-level) ECON courses.

**Department of Philosophy  
Master of Arts in Philosophy, Plan A**

**Effective Fall 2012  
Grandfather**

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>
Any courses required to address deficiencies must be completed before graduation. Credits taken in such courses do not count toward the M.A. degree.		
<b>REQUIRED COURSES</b>		
PHIL 500 <sup>P</sup>	Seminar in Major Philosophical Texts	3
PHIL 547 <sup>P</sup>	Seminar in Meta-Ethics	3
	<b>TOTAL</b>	<b>6</b>
<b>PHILOSOPHY ELECTIVES</b>		
PHIL ***	Philosophy Electives <sup>1,2,3,4</sup>	12-21
	<b>TOTAL</b>	<b>12-21</b>
<b>OUT-OF-DEPARTMENT COURSES</b>		
	Out-of Department Courses <sup>2</sup>	0-9
	<b>TOTAL</b>	<b>0-9</b>
<b>THESIS</b>		
PHIL 699	Thesis	3-9
	<b>TOTAL</b>	<b>3-9</b>

**PROGRAM TOTAL = minimum 30 credits<sup>5</sup>**

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup>.Select courses with PHIL subject code. A minimum of 6 credits must be taken as regular courses (courses ending in -00 through -79) at the 500 to 600 level.

<sup>2</sup>Students may select a maximum of 6 credits total within the program at the 400-level with approval of advisor and graduate committee.

<sup>3</sup>A maximum of 6 credits may be taken as PHIL 695, Independent Study, and/or PHIL 697, Group Study.

<sup>4</sup>A maximum of 2 credits may be taken as PHIL 684, Supervised College Teaching.

<sup>5</sup>Students must complete the minimum number of credits specified in the official program of study as approved by the University Curriculum Committee, and all credit requirements specified in the Graduate Bulletin for their degree.

## Master of Arts in Philosophy, Plan B

Effective Fall 2012  
Grandfather

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>
Any courses required to address deficiencies must be completed before graduation. Credits taken in such courses do not count toward the M.A. degree.		
<b><u>REQUIRED COURSES</u></b>		
PHIL 500 <sup>P</sup>	Seminar in Major Philosophical Texts	3
PHIL 547 <sup>P</sup>	Seminar in Meta-Ethics	3
	<u>TOTAL</u>	<u>6</u>
<b><u>PHILOSOPHY ELECTIVES</u></b>		
PHIL ***	Philosophy Electives <sup>1,2,3,4</sup>	15-24
	<u>TOTAL</u>	<u>15-24</u>
<b><u>OUT-OF-DEPARTMENT COURSES</u></b>		
	Out-of Department Courses <sup>2</sup>	0-9
	<u>TOTAL</u>	<u>0-9</u>
<b><u>RESEARCH</u></b>		
PHIL 698	Research	3-6
	<u>TOTAL</u>	<u>3-6</u>
<b><u>FINAL EXAMINATION</u></b>		
		0
<b><u>PROGRAM TOTAL = minimum 33 credits<sup>5</sup></u></b>		

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup>.Select courses with PHIL subject code. A minimum of 6 credits must be taken as regular courses (courses ending in -00 through -79) at the 500 to 600 level.

<sup>2</sup>Students may select a maximum of 6 credits total within the program at the 400-level with approval of advisor and graduate committee.

<sup>3</sup>A maximum of 6 credits may be taken as PHIL 695, Independent Study, and/or PHIL 697, Group Study.

<sup>4</sup>A maximum of 2 credits may be taken as PHIL 684, Supervised College Teaching.

<sup>5</sup>Students must complete the minimum number of credits specified in the official program of study as approved by the University Curriculum Committee, and all credit requirements specified in the Graduate Bulletin for their degree.

## Requests to Offer Experimental Courses for a Third Time

A request from the Department of Civil and Environmental Engineering to offer experimental courses CIVE 481A1, Transportation Engineering Fundamentals, and CIVE 580A3, Models and Computational Methods in Civil Eng., for a third time each was approved. The effective date for both courses is Fall Semester 2012.

A request from the Department of Biology and the Office of the Provost/Executive Vice President to offer LIFE 180A1, Bridging Biology/Chemistry Gulf—Prehealth Majors, was approved, effective Fall Semester 2012.

## CURRICULAR REQUESTS – APRIL 27, 2012

NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

### New Courses

### Effective Date

**EDOD 675 03(3-0-0). Design, Develop, Implement Workplace Learning.** S, Summer Semester 2013  
SS. Prerequisite: EDOD 674.

Design, develop, and implement workplace learning and performance interventions drawing on foundational principles. (NT-O)

[Approved as a traditional and nontraditional online course.]

**EDOD 676 03(3-0-0). Evaluate Workplace Learning.** F, SS. Prerequisite: Summer Semester 2013  
EDOD 675 or concurrent registration.

Evaluate workplace learning and performance interventions drawing on foundational principles. Examine satisfaction, learning, and performance results. (NT-O)

[Approved as a traditional and nontraditional online course.]

**EDOD 677 03(3-0-0). Action Learning and Inquiry.** S. Prerequisite: EDOD Spring Semester 2014  
671.

Literature reviews and data collection methods as a basis for diagnosing organizational learning and performance issues. (NT-O)

[Approved as a traditional and nontraditional online course.]

### Major Change to Courses

### Effective Date

EDOD 674 03(3-0-0). Analysis in Organizations, **change to:** Spring Semester 2013

**EDOD 674 03(3-0-0). Analyze Workplace Learning.** S. Prerequisite: EDOD  
506 or concurrent registration.

Analyze workplace learning and performance issues drawing on foundational principles. (NT-O)

[Approved as a nontraditional online course.]

### Request to Offer Experimental Courses a Third Time

A request by the Department of Horticulture and Landscape Architecture to offer experimental courses HORT 480A1/ HORT 580A1, Plant Growth Regulators in Ag and Horticulture and Advanced Plant Growth Regulators in Ag and Hort, a third time was approved, effective Fall Semester 2012.

## CURRICULAR REQUESTS – MAY 4, 2012

NT-V, offered as nontraditional, video/DVD course.

NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

### New Courses

### Effective Date

**EDOD 678 03(3-0-0). Assess Change Interventions.** S, SS. Prerequisite: EDOD 673. Summer Semester 2014

Assess and institutionalize change interventions to improve organizational learning and performance. (NT-O)

[Approved as both a new traditional and a new nontraditional online course.]

**ESS 524 03(3-0-0). Foundations for Carbon/Greenhouse Gas Mgmt.** F. Spring Semester 2013  
Prerequisite: Upper division coursework in biology, ecology, or chemistry.

Foundations for understanding greenhouse gas emissions management and accounting. (NT-O)

[Approved as both a new traditional and a new nontraditional online course.]

**LIFE 162 02(2-0-0). Bridging Biol/Chem Gulf for Pre-Health Majors.** F. Fall Semester 2013  
Prerequisite: Enrollment in the KEY Health Professions Learning Community.

Connections between chemistry and biology through inquiry-based exercises centered around societal and health issues.

### Major Change to Courses

### Effective Date

**BUS 626 02(2-0-0). Managing Human Capital, change to:**

Spring Semester 2013

**BUS 626 02(2-0-0). Managing Human Capital.** S. Prerequisite: Admission to a graduate program in Business.

Management of human capital for competitive advantage and superior results. (NT-V)

[Approved as a nontraditional video/DVD course.]

**EDHE 676 03(3-0-0). Organizational Behavior in Student Affairs, change to:**

Summer Semester 2014

**EDHE 676 03(3-0-0). Organizational Behavior in Student Affairs.** S, SS. Prerequisite: Enrollment in SAHE program.

Understanding and application of basic organizational behavior principles within administration of student affairs in higher education. (NT-O)

[Approved as a nontraditional online course.]

**EDOD 506 03(3-0-0). Human Resource Development, change to:**

Spring Semester 2013

**EDOD 506 03(3-0-0). Human Resource Development.** S. Prerequisite: Admission to the Organizational Performance and Change specialization.

Human resource development foundational theory, research, and techniques for workplace and organizational learning and performance. (NT-O)

[Approved as a nontraditional online course.]

Fall Semester 2013



EDOD 671 03(3-0-0). Performance Consulting and Causal Analysis, **change to:**

**EDOD 671 03(3-0-0). Establish Relations, Diagnose Organizations. F.**  
Prerequisite: EDOD 506.

Build relationships with clients and examine current practices to diagnose organizational learning and performance issues. (NT-O)

[Approved as a nontraditional online course.]

EDOD 673 03(3-0-0). Organizational Intervention Strategies, **change to:**

Spring Semester 2014

**EDOD 673 03(3-0-0). Plan and Implement Change Interventions. S.**  
Prerequisite: EDOD 677 or concurrent registration.

Plan strategies and facilitate change interventions to improve organizational learning and performance. (NT-O)

[Approved as a nontraditional online course.]

EDOD 692 Var. Seminar—Human Resource Development, **change to:**

Fall Semester 2013

**EDOD 692A-B 03(0-0-3). Seminar: HRD Concepts. F, SS.** Prerequisite: 6 credits of 500-level or above EDOD courses.

A) Workplace Learning. (NT-O) B) Organizational Learning. (NT-O)

[Approved as a nontraditional online course.]

## Major Changes to Curricula

College of Applied Human Sciences

School of Education

Master of Education in Education and Human Resource Studies

Organizational Performance and Change Specialization

Effective Spring 2013

(The entire program is shown. Deletions are in ~~strikeout~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>
<b>General Foundations (3 credits)</b>		
<del>EDRM—600</del>	<del>Introduction to Research Methods</del>	<del>3</del>
	<b>OR</b>	
EDRM—602 <sup>P</sup>	Action Research	3
<b>Program Course Requirements (30 credits)</b>		
<del>EDCO—500<sup>P</sup></del>	<del>Career and Employment Concepts</del>	<del>3</del>
	<b>OR</b>	
<del>EDAE—668<sup>P</sup></del>	<del>Cognitive Theory and Learning Transfer</del>	<del>3</del>
EDOD 506 <sup>P</sup>	Human Resource Development	3
<del>EDOD—670<sup>P</sup></del>	<del>Strategic Human Resource Development</del>	<del>3</del>
<del>EDOD—671<sup>P</sup></del>	<del>Performance Consulting and Causal Analysis</del>	<del>3</del>
<del>EDOD—672<sup>P</sup></del>	<del>Change Facilitation</del>	<del>3</del>
<del>EDOD—673<sup>P</sup></del>	<del>Organizational Intervention Strategies</del>	<del>3</del>
<del>EDOD—674<sup>P</sup></del>	<del>Analysis in Organizations</del>	<del>3</del>
<del>EDOD—692<sup>P</sup></del>	<del>Seminar—Human Resource Development</del>	<del>3</del>
<del>EDRM—666<sup>P</sup></del>	<del>Program Evaluation</del>	<del>3</del>
EDOD 671 <sup>P</sup>	<u>Establish Relations, Diagnose Organizations</u>	3
EDOD 673 <sup>P</sup>	<u>Plan and Implement Change Interventions</u>	3
EDOD 674 <sup>P</sup>	<u>Analyze Workplace Learning</u>	3
EDOD 675 <sup>P</sup>	<u>Design, Develop, Implement Workplace Learning</u>	3
EDOD 676 <sup>P</sup>	<u>Evaluate Workplace Learning</u>	3
EDOD 677 <sup>P</sup>	<u>Action Learning and Inquiry</u>	3
EDOD 678 <sup>P</sup>	<u>Assess Change Interventions</u>	3
EDOD 692A <sup>P</sup>	<u>Seminar: HRD Concepts—Workplace Learning</u>	3
EDOD 692B <sup>P</sup>	<u>Seminar: HRD Concepts—Organizational Learning</u>	3



<u>Course</u>	<u>Title</u>	<u>Cr</u>
<b>Research (3 credits)</b>		
EDRM 698	Research	3
<b>PROGRAM TOTAL = 33 credits</b>		

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu/> to see the course prerequisites.

**Office of the Provost/Executive Vice President**  
**Minor in Military Science**

**Effective Spring 2013**

(The entire program is shown. Deletions are in ~~strikeout~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>
<b>LOWER DIVISION</b>		
<i>Select 8 credits from the following:</i>		
MLSC 101	Leadership and Personal Development	2
MLSC 102	Introduction to Tactical Leadership	2
MLSC 201	Innovative Team Leadership	2
MLSC 202	Foundations of Tactical Leadership	2
MLSC 250	Basic Camp Leader Internship <sup>1,2</sup>	2-8
MLSC 295	Independent Study	1-2
	Credit awarded for prior military service <sup>3</sup>	2-8
	<b>TOTAL</b>	<b>8</b>
<b>UPPER DIVISION</b>		
<i>Select <u>14</u> a minimum of <u>3</u> credits from the following:</i>		
<del>MLSC 301<sup>P</sup></del>	<del>Adaptive Tactical Leadership*</del>	<del>3</del>
<del>MLSC 302<sup>P</sup></del>	<del>Leadership in Changing Environments*</del>	<del>3</del>
<del>HIST 339<sup>P</sup></del>	<del>World War II in Europe<sup>4</sup></del>	<del>3</del>
<del>HIST 345<sup>P</sup></del>	<del>Civil War Era<sup>4</sup></del>	<del>3</del>
<del>HIST 357<sup>P</sup></del>	<del>The American Military Experience*<sup>4</sup></del>	<del>3</del>
<del>MLSC 357<sup>P</sup></del>	<del>Pacific Wars: Philippines—WWII<sup>4</sup></del>	<del>3</del>
<del>HIST 464<sup>P</sup></del>	<del>Pacific Wars: Korea and Vietnam<sup>4</sup></del>	<del>3</del>
<i>Select a minimum of <u>11</u> credits without corequisites from the following:</i>		
<del>MLSC 301<sup>P</sup></del>	<del>Adaptive Tactical Leadership<sup>4,5</sup></del>	<del>3</del>
<del>MLSC 302<sup>P</sup></del>	<del>Leadership in Changing Environments<sup>4,6</sup></del>	<del>3</del>
<del>MLSC 386<sup>P</sup></del>	<del>Advanced Camp Practicum<sup>4,7</sup></del>	<del>8</del>
<del>MLSC 395</del>	<del>Independent Study<sup>8</sup></del>	<del>1-3</del>
<del>MLSC 401<sup>P</sup></del>	<del>Developing Adaptive Leaders*<sup>4,9</sup></del>	<del>3</del>
<del>MLSC 402<sup>P</sup></del>	<del>Leadership in a Complex World*<sup>4,10</sup></del>	<del>2</del>
<del>MLSC 495</del>	<del>Independent Study<sup>8</sup></del>	<del>1-3</del>
	<b>TOTAL</b>	<b>14</b>
<b>PROGRAM TOTAL = 22 credits without corequisites and prerequisites</b>		

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu/> to see the course prerequisites.

\*Additional course work may be required because of prerequisites/corequisites.

<sup>1</sup> Taken between the student's sophomore and junior years, the five-week Basic Camp (MLSC 250) will meet commissioning requirements for MLSC 101, MLSC 102, MLSC 201, MLSC 202. The number of 100- and 200-level MLSC courses taken will determine the number of credits awarded for MLSC 250.

<sup>2</sup> Students who have taken all of the Basic Course (MLSC 101, MLSC 102, MLSC 201, MLSC 202) or have completed Basic Training as a prior service member are not eligible to take MLSC 250.

<sup>3</sup> Students may be given transfer credit for prior military service that can be applied to lower division credits.

<sup>4</sup> Additional course work may be required because of prerequisites/corequisites.

<sup>5</sup> Students must take MLSC 396, Military Science Group Study V, for one credit, as a corequisite to MLSC 301.

<sup>6</sup> Students must take MLSC 397, Military Science Group Study VI, for one credit, as a corequisite to MLSC 302.

<sup>74</sup> Attendance at the five-week Army ROTC Advanced Camp (MLSC 386) is normally the summer between the junior and senior years.

<sup>8</sup> Students must have written approval from the department head of Military Science to take this course.

<sup>9</sup> Students must take MLSC 496, Military Science Group Study VII, for one credit, as a corequisite to MLSC 401.

<sup>10</sup> Students must take MLSC 497, Military Science Group Study VIII, for one credit, as a corequisite to MLSC 402.

### **Request to Offer Experimental Course for a Third Time**

A request by the Department of Soil and Crop Sciences to offer experimental course SOCR 680A3, Research Proposal Development, for a third time was approved, effective Fall Semester 2012.

## MEMORANDUM

Date: August 21, 2012  
To: Faculty Council Voting Members  
From: Timothy Gallagher, Chair, Faculty Council  
Subject: Confirmation of the Appointment of Faculty Council Secretary - Diane Maybon

Tim Gallagher, Chair, Faculty Council, MOVES THAT THE FACULTY COUNCIL CONFIRM THE APPOINTMENT OF DIANE MAYBON AS THE FACULTY COUNCIL SECRETARY BEGINNING JULY 1, 2012 AND ENDING JUNE 30, 2013.

***Rationale:*** According to the *Manual*, Code, Section - *C.2.1.3.4 Appointed Positions*:

a. *Secretary*

The secretary of the Faculty Council shall be appointed by the Chairperson, subject to confirmation by the Faculty Council at the first meeting each Fall semester. The secretary shall perform the usual duties of the office.

## MEMORANDUM

Date: August 21, 2012  
To: Faculty Council Voting Members  
From: Timothy Gallagher, Chair, Faculty Council  
Subject: Confirmation of the Appointment of Faculty Council Parliamentarian - Lola Fehr

Tim Gallagher, Chair, Faculty Council, MOVES THAT THE FACULTY COUNCIL CONFIRM THE APPOINTMENT OF LOLA FEHR AS THE FACULTY COUNCIL PARLIAMENTARIAN BEGINNING JULY 1, 2012 AND ENDING JUNE 30, 2013.

***Rationale:*** According to the *Manual*, Code, Section - C.2.1.3.4 *Appointed Positions*:

b. *Parliamentarian*

The parliamentarian of the Faculty Council shall be appointed by the Chairperson, subject to confirmation by the Faculty Council at the first meeting each Fall semester. The parliamentarian shall perform the usual duties of the office.

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Memo

TO: Tim Gallagher, Chair, Faculty Council

FROM: Mary Stromberger, Chair, Committee on Scholarship, Research and Graduate Education

DATE: May 3, 2012

RE: Revisions to the *Graduate and Professional Bulletin* –  
E.1.3 SCHOLASTIC STANDARDS - “GRADUATE STUDY”

THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO THE SECTION “GRADUATE STUDY” – E.1.3 SCHOLASTIC STANDARDS – OF THE *GRADUATE AND PROFESSIONAL BULLETIN* TO BE EFFECTIVE UPON FACULTY COUNCIL ADOPTION EFFECTIVE IMMEDIATELY AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORED~~

Failure to maintain good academic standing results in being placed on academic probation. (New regularly admitted students will not be placed on probation until they have completed 12 regular credits or two semesters of graduate work, whichever comes first.) The probationary period extends for one semester beyond the one in which this status is acquired, and During this probationary period, which the student must registers for traditionally graded courses that affect the grade point average (i.e., traditionally graded regular and non-regular courses). With permission of the student's advisory committee, the student may register for continuous registration instead of traditionally graded courses. Continuous registration may be used to extend the probationary period for a maximum of two semesters, after which traditionally graded courses must be taken. ~~The period allowed between being placed on probation and registering for courses that affect the grade point average shall be limited by the student's advisory committee within their criteria for determining satisfactory progress.~~ Students on probation are subject to dismissal by the academic department or the Dean of the Graduate School at the end of the probationary semester unless good academic standing has been regained. This requires adequate improvement in cumulative grade point averages (3.000) and/or satisfactory progress as determined by the student's graduate advisory committee. Track III students in combined 16 bachelor's/master's degree programs who have accumulated at least 120 credit hours of course work and who fail to maintain a 3.000 GPA in their graduate course work including any courses listed on their GS 6 Form will be placed on probation by the Graduate School and will have one semester in which to improve their cumulative grade point averages to no less than 3.000 in their graduate course work. Failure to bring the cumulative graduate GPA to at least 3.000 will result in dismissal from the Graduate School with no re-enrollment permitted prior to completion of the bachelor's degree. Track III students who are dismissed from the Graduate School, and who are still in good standing within their undergraduate programs, will be permitted to complete their undergraduate degrees. These students can petition the Registrar to reinstate courses to be applied toward their undergraduate degrees.

A student's graduate advisory committee or an appropriate departmental graduate committee may recommend immediate dismissal upon a finding that the student is making unsatisfactory progress toward the degree and that satisfactory progress cannot reasonably be anticipated. Such a recommendation must be documented in writing with substantive justification for this action in lieu of probation. It must be referred to the Department Head for approval and the Dean of the Graduate School for final action. The student may appeal such an immediate dismissal through the existing Graduate School appeals procedure. Departments which invoke this process must have published guidelines explaining the performance indicators which lead to immediate dismissals.

RATIONALE:

This wording change clarifies the original intent of the probationary period, which gives the student a chance to bring up their grade point average and continue on to earn their degree. The added sentence clarifies that the student can delay taking course work by registering for continuous registration instead of traditionally graded courses, but that continuous registration can be used only for a maximum of two semesters.

The deleted sentence is not needed because the Bulletin and not the student's committee is setting the period between being placed on probation and registering for traditionally graded courses.

# CoTL's Recommendations Regarding the UDTS/TILT Taskforce on Assessing Teaching Effectiveness

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2012 Jun 29

## Recommendations from UDTS / TILT Taskforce on Assessing Teaching Effectiveness

In December of 2012, CoTL (the Committee on Teaching and Learning) received a report<sup>1</sup> from the UDTS / TILT (University Distinguished Teaching Scholars / The Institute for Learning and Teaching) Task Force on Assessing Teaching Effectiveness. This group (UDTS/TILT) had been asked by CoTL the previous Spring to look into how to assess the teaching effectiveness of faculty members. The taskforce's four general recommendations were:

- Teaching effectiveness should be assessed in part through the use of teaching portfolios during merit, promotion, tenure, and post-tenure reviews. The University should develop a Web-based portfolio system that will allow faculty members to provide evidence of teaching effectiveness.
- Teaching effectiveness should also be assessed through peer-observation of teaching.
- Assessments of teaching effectiveness should include the faculty member's reflective statements on teaching performance and activities.
- Existing professional development programs supporting teaching effectiveness—in TILT, in the Colleges and Departments, and in Student Affairs—should be continued or enhanced. These groups should collaborate on the development of new professional development programs supporting teaching effectiveness.

## Recommendations from CoTL

The CoTL has discussed this report and these recommendations a number of times since December 2011, and advocates the following:

1. Support the four UDTS/TILT recommendations, but with the following additional suggestions.
2. Encourage instructors to pay conscious attention to their approaches to teaching.
3. Develop, maintain, and promote a centralized location where (portfolios of) instructional best practices are archived.

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<sup>1</sup> See separate report, "UDTS/TILT Task Force on Assessing Teaching Effectiveness", November 2011, Rich Feller, Kate Kiefer, Mike Palmquist, Erica Suchman, Ray Whalen, and Toni Zimmerman.

4. Collect, disseminate, and rely on evidence supporting instructional best practices.
5. Encourage departments to build a culture of regularly (annually, etc.) focusing on teaching effectiveness.
6. Emphasize the use of peer reviews and evaluations.
7. Focus consciously on “outputs” of the teaching process, not just “inputs”.
8. Recommend these good ideas, but do not mandate them, until teaching is recognized more significantly in evaluations and in the University’s evaluation/reward structure.
9. Direct TILT to implement the recommendations that are under its purview.

## Further Detail on Select Recommendations

Some of the above ideas are expanded in more detail here.

1. Develop, maintain, and promote a centralized location where (portfolios of) instructional best practices are archived. This could be a searchable on-line archive, and a reference for all teachers on campus.
  - a. This system might summarize, describe, and illustrate some best practice course-learning mechanisms, such as giving pre-trial low-stakes practice exams before the real high-stakes exam.
    - i. This is an example of how giving meaningful feedback can help improve the learning process.
    - ii. This is an example of how giving meaningful feedback before the drop date might lead to better retention.
  - b. Master Teacher presentations could be recorded and stored in this archive.
  - c. Etc.
2. Develop an online system where faculty can store a portfolio of their best teaching practices as one evidence of teaching effectiveness.
  - a. Care should be given so that this does not just become a dumping ground for everything all teachers do, and thus not so useful. Rather, it should probably be a portfolio of best practices that can be referenced by others and a helpful tool in sharing these best practices.
  - b. This must be easier than what is already being done for annual evaluations.
  - c. This could follow a systematic approach, starting from the first year of tenure-track faculty member, developing and creating a concrete exhibit of what the faculty member has done with regard to teaching.
  - d. The process and expectations should be made clear up front, taking away as much of the mystique and uncertainty of what is required as possible.
  - e. The process and website should be easily accessible and available.

- f. There should be yearly feedback from departmental colleagues.
3. Recognize teaching more significantly in the University's evaluation and reward structure.
    - a. Look into how to emphasize the role of teaching in tenure & promotion and the annual & 5-year evaluations. (See [http://www.provost.colostate.edu/files/Resources/ptapplication\\_11\\_11.doc](http://www.provost.colostate.edu/files/Resources/ptapplication_11_11.doc), <http://www.provost.colostate.edu/files/PTatCSU.pdf>, <http://www.facultycouncil.colostate.edu/files/manual/sectione.htm#E.10>, <http://www.facultycouncil.colostate.edu/files/manual/sectione.htm#E.12>, and <http://www.facultycouncil.colostate.edu/files/manual/sectione.htm#E.13> .)
    - i. Universally-applicable ideas should/could go in the Manual.
    - ii. Department-specific ideas should/could go in Departmental Codes.
    - iii. Recommendations should eventually be made regarding what departmental codes should be allowed to choose and what should be specified University-wide at the Faculty Manual level.
    - b. Emphasize the use of peer reviews and evaluations.
      - i. One example of how this could work might be to develop a set of personally-chosen peer-collaborators who would work together throughout a semester (or longer timeframe) whose focus would be on how to improve each other's teaching.
    - c. One way the University could increase attention on teaching might be to focus on specific changes an instructor makes each year in attempts to make learning easier or more effective. The instructor could compare what they did in a subsequent semester/year with what they did the prior semester/year. They could try things like pre-post tests, introducing I-clickers, etc. As best practices are identified, they could be stored in the archive described above and/or included in the instructor's reflection statement described in the UDTS/TILT report.
  4. Consciously focus on "outputs" (student-demonstrated knowledge and/or skills) of the teaching process, not just on "inputs" (syllabus, etc.). The current UDTS/TILT recommendation has both, but at first glance it can seem to appear more "input" oriented.

## Support for Peer Reviews

TILT will provide references supporting the UDTS/TILT task force recommendations, especially the peer review / evaluation approach, on request.



## UDTS/TILT Task Force on Assessing Teaching Effectiveness

### November 2011

**Taskforce Members:** Rich Feller, Kate Kiefer, Mike Palmquist, Erica Suchman, Ray Whalen, and Toni Zimmerman

### Introduction

In spring 2011, the Faculty Council Committee on Teaching and Learning asked the University Distinguished Teaching Scholars and staff from the Institute for Learning and Teaching (TILT) to develop a set of recommendations for assessing teaching effectiveness. A TILT taskforce was established and met during the summer and into the fall. This report provides recommendations emerging from the Task Force. Those recommendations are:

1. Teaching effectiveness should be assessed in part through the use of teaching portfolios during merit, promotion, tenure, and post-tenure reviews. The University should develop a Web-based portfolio system that will allow faculty members to provide evidence of teaching effectiveness.
2. Teaching effectiveness should also be assessed through peer-observation of teaching.
3. Assessments of teaching effectiveness should include ~~should include~~ the faculty member's reflective statements on teaching performance and activities.
4. Existing professional development programs supporting teaching effectiveness—in TILT, in the Colleges and Departments, and in Student Affairs—should be continued or enhanced. These groups should collaborate on the development of new professional development programs supporting teaching effectiveness.

Below, we take up each of these recommendations in turn. We conclude with recommendations regarding potential changes to the Manual and suggest strategies for supporting the professional development activities described in this report.

### Background

As we met, the following issues were raised and discussed. Our discussions of these issues shaped—to greater and lesser extents—the recommendations that follow.

**Defining Teaching Effectiveness.** The first issue we took up was, simply, the question of what is meant by “teaching effectiveness.” Teaching is bound up tightly with learning, yet it is clear that learning outcomes—what students take away from a course in terms of knowledge, skills, attitudes, and abilities—are not synonymous with teaching effectiveness. Although they are closely linked, it is possible (albeit rare) to teach a course well without necessarily achieving the learning outcomes associated with course goals. Student attitudes and motivations (or the lack thereof), demands on student time that reduce the attention and effort they can devote to a course, and a range of environmental variables (such as problems with a course management system used in an online course or poor acoustics in a lecture hall) can affect learning outcomes in a course that is taught “effectively.” With that in mind, we

concluded that any evaluation of teaching effectiveness must take into account not only what is learned by students but also, and importantly, the manner in which a course is designed, content is selected and delivered, and students are engaged in learning activities, among other issues. In addition, we concluded that any assessment of teaching effectiveness must consider the conditions under which a course is taught, such as its role in the AUCC core or in a particular major or minor, the technology used to support the course, the physical setting in which the course is taught, and the students who typically enroll in the course.

**The Role of Professional Development.** Our discussions were shaped by a shared belief—backed up by statements from a number of professional organizations—that ongoing professional development is a central part of being an effective teacher. We concluded that, as an institution, we should encourage faculty members to participate in professional development and reward them for doing so.

**Institutional and Disciplinary Culture.** Any attempt to assess teaching effectiveness must take into account institutional and disciplinary culture. Simply put, the agreed upon “best practices” in one discipline might be viewed with suspicion in another, most often because of long-standing agreements within a group about methods but also, and perhaps more importantly, because of genuine differences in content and methods across disciplines. As a result, we believe that teaching effectiveness is best assessed within a disciplinary or departmental context. This implies the central role of peer review within any assessment process and our recommendations are founded on the assumption that assessment must be grounded in agreed-upon standards that are likely to vary widely across the University.

We also recognize the likely impacts that institutional changes in how we assess teaching effectiveness will have on programs, departments, colleges, and the institution as a whole. The fact that this discussion is being initiated by Faculty Council will cause members of the Colorado State University community to pay attention to the issue. Some members of the community will react with concern, while others might see this as an opportunity to effect changes in their working conditions. If the recommendations we make below are put into effect, then we are likely to see changes in the reward structure at the University—with some faculty members viewing this as a gain and others perhaps seeing it as a loss. We urge Faculty Council to consider, as a result, both the conditions under which change might take place in our assessment of teaching effectiveness and the changes in institutional culture that might accompany implementation of those changes.

**Position Descriptions and Career Path.** We believe that an assessment process should take into account factors such as the position description of the faculty member and the point at which they find themselves in their careers. It would be wise to consider whether different assessment processes might be applied to faculty who are seeking tenure, already tenured, or in a non-tenure-line appointment. For example, it is possible that tenure-line faculty members entering a third-year review might find themselves in a position in which they have been given reduced teaching assignments so that they might focus their attention more fully on establishing their research agenda. As a result, they might have taught only a handful of courses. How might peer reviewers address a situation like this? We believe

that a rigorous peer-review process would consider the nature of the appointment as well as the point at which faculty members find themselves in their careers.

**Types of Courses.** Courses should be rigorously taught, regardless of whether they are first-year survey courses, senior capstones, or graduate seminars, whether they are required or elective, whether they are offered at a distance or face-to-face. That said, the teaching practices used in these types of courses are likely to vary widely. Any assessment process should consider the unique demands of a given course and factor those demands into the peer-review process.

**Larger Debates about Teaching Effectiveness.** Our discussions were also influenced by ongoing debates outside the University about assessing the effectiveness of primary and secondary teachers. Those debates range from calls to base assessment in large part on measures of student performance (most often as measured through standardized tests such as the CSAP and typically with an eye toward removing poor teachers from classrooms) to calls for a more contextually nuanced approach to assessment (almost always with a focus on using assessment to enhance teaching abilities). The latter perspective is the one with which we align ourselves and we ask that you consider the following recommendations within a framework that views teaching as a complex process that develops over time and requires a great deal of knowledge (both of course content and teaching practices). In the past few years, largely as a response to growing calls for assessing teaching performance within a “value-added” framework, a number of professional organizations have released statements defining teaching effectiveness. We are sympathetic to these definitions, which typically call for assessments that are:

- comprehensive (focusing on knowledge of subject matter, knowledge of teaching practices and learning theory, and teacher efforts to improve their practices through professional development);
- based on evidence (drawing on a wide range of information sources, including classroom observation, information provided by the faculty member, student work, and student performance on tests and other assessments);
- linked to professional development; and
- equitable and ethical (carried out without bias, respecting privacy, taking into account the context in which teaching takes place, and based on clearly defined criteria—and, in the case of higher education, on criteria developed by the faculty).

The following recommendations were shaped in part by our discussions of these considerations. They also reflect our experiences as teachers, researchers, and members of the faculty at Colorado State University.

## **Recommendation 1. Develop and Require a Web-based Teaching Portfolio**

We recommend that departments make teaching portfolios a central part of their assessment processes. Ideally, the University should invest in a portfolio system that could be used across departments and colleges. Such a system might also serve as the foundation for an online review system that could be used for merit, promotion, tenure, and post-tenure performance reviews.

Many of the elements of a teaching portfolio are outlined in Section E.12.1 of the Manual and are included in the current tenure and promotion form. The elements listed below are broken out into recommended and suggested categories. Our expectation is that some of the elements—but by no means all—would be included in a given faculty member’s teaching portfolio.

We anticipate that the system would be designed to allow faculty members to access “help” documents describing these elements and explaining their potential contributions to teaching and learning. In addition, we expect that professional development materials and workshops would be created to help faculty use the portfolio system effectively.

### **Recommended Evidence of Teaching Effectiveness**

- A list of courses taught during the evaluation period (for each course, provide course name and number, enrollment, credit hours, and whether the course was co-taught)
- Curriculum development and course materials
  - Course proposals
  - Course syllabi
  - Lesson plans
  - Handouts
  - Web-based materials
  - Courseware
  - Evidence of dissemination of course materials
  - Assignments
  - Assessments (exams, quizzes, etc.)
- Evidence of integration of critical thinking activities into courses
- Evidence of effective technology use in teaching and learning
- Evidence of use of engaging activities outside of class sessions (e.g., group projects, support for formation of study groups, discussion forums, ePortfolios, wikis)
- Evidence of innovations in courses (e.g., improvements on past practices or efforts to incorporate new knowledge and processes within the discipline)
- Student course surveys
- Teaching awards
- Evidence of participation in professional development activities related to teaching and learning

- Contributions to the teaching culture in the program or department (such as mentoring colleagues, contributing to program development, sharing instructional materials, participating in TA or GTA training, serving on pedagogically oriented committees)

### **Suggested Evidence of Teaching Effectiveness**

- Video recordings of class sessions or work in other teaching settings
- Summaries of mid-semester feedback sessions, if available
- Samples of instructor feedback on student work
- Samples of student work demonstrating critical thinking, creativity, collaboration, or other desired learning outcomes
- Samples of student self-assessments of their work
- Signed recommendations and letters from students
- Evidence of attention to academic integrity and disciplinary ethics in courses
- Descriptions or recordings of learner-centered teaching strategies, such as
  - Efforts to foster student questions (in-class or out-of-class)
  - Efforts to respond to student questions
  - Collaborative / cooperative activities in courses (in-class or out-of-class)
  - Integration of active and experiential learning activities into courses (as appropriate)
- Efforts to increase student engagement in courses, including
  - Integration of service learning
  - Integration of undergraduate research activities
  - Integration of tutoring and/or study groups into courses
- Evidence of engagement with the Scholarship of Teaching and Learning, such as
  - Publications or works in progress related to teaching and learning (e.g., articles, textbooks, conference papers and other presentations)
  - Reports of studies of teaching and learning conducted by the faculty member
  - Application of relevant research (disciplinary and SoTL) to instructional activities
- Reports of consultations about teaching and learning issues conducted by the faculty member in other departments or programs or at other institutions

## **Recommendation 2. Encourage Peer-Review of Teaching Performance**

We recommend that the faculty member's colleagues should participate in peer reviews of teaching performance (observing classroom instruction of various kinds). Depending on the departmental review process, the chair, members of the tenure and promotion committee or members of a periodic post-tenure review committee, or perhaps even the faculty member should provide reports written by colleagues who visited the faculty member's class sessions. These visits should be conducted by colleagues in their department or in a closely related program and should include a written report that describes the classes that were observed, identifies strengths, and addresses areas that would benefit from additional attention by the faculty member. Ideally, the report should provide an assessment of the quality of the teaching that was observed.

As is the case with our first recommendation, we expect that professional development materials and workshops would be developed to support peer review of teaching. Although TILT has made some progress in providing this support, more can be done.

## **Recommendation 3. Require the Production and Review of Reflective Statements on Teaching**

We recommend that faculty members under review provide a reflective statement on teaching performance and activities. The faculty member should reflect on their work as a teacher, calling attention to their performance in courses, the activities in which they've engaged, and their contributions to their department's teaching mission. The faculty member should also address teaching goals (short term and long term) and reflect on their efforts to enhance teaching and learning in specific courses. The reflection should be tied to the Teaching Portfolio. The reflection could be provided in written form or as an audio or video clip.

We also support the develop of professional development initiatives supporting this recommendation.

## **Recommendation 4. Assess Existing and Develop New Professional Development Programs Supporting Teaching Effectiveness**

We recommend assessing existing professional development programs and, as appropriate, developing additional forms of support. Below, we outline existing programs at TILT, in the colleges, and in the departments.

### **Existing Programs at TILT**

- Master Teacher Initiative (operating in all eight colleges, the library, and in Student Affairs)
- Let's Talk Teaching (a mentoring program that could be expanded significantly)



- Professional Development Institute (offered annually, reaching roughly 800 members of the University community, but able to be developed further to support teaching and learning issues)
- Summer Conference and Workshop (offered every other spring, reaching roughly 150 instructors; workshops are offered annually, supporting roughly 40 instructors)
- Summer Retreat on Teaching and Learning (a new program that offers three to four days of concentrated professional development on specific teaching and learning issues)
- TILT Short Courses (seminars addressing key teaching and learning issues, typically offered across three to five meetings)
- TILT Workshops (a general category of professional development activities covering a range of issues over the course of the academic year)
- Instructional Designer Consultations (one-on-one support for the development and enhance of courses, improvement of teaching practices, and/or use of instructional technology)
- Custom Workshops for Programs and Departments (an option for departments with specific needs and interests, this program could be expanded significantly to support the recommendations in this document)
- Course Design Initiatives (currently, the Provost's Course Redesign Competition and support for online courses offered through DCE)
- Grants and Awards (currently offered in the areas of Service Learning and innovative use of instructional technology)
- Teaching Guides
- Teaching Tips
- Support for Scholarship of Teaching and Learning (offered in the form of support for working groups, pilot projects, and other initiatives focusing on enhancing pedagogy through research)

#### **Existing Programs in the Colleges and Departments**

- Awards for Excellence in Teaching
- Mentoring
- RamCT Support
- Support for Travel to Conferences and Workshops

#### **Existing Programs Elsewhere in the University**

- Awards (including the designation of University Distinguished Teaching Scholars)

## Recommendations for Improving Professional Development Programs

Options include the following:

- Identifying individuals who are coming up for review (e.g., annual merit reviews, third-year comprehensive reviews, tenure and promotion reviews, and post-tenure review) and targeting them as an audience for specific professional development programs. Individuals could be encouraged to participate in these programs by department heads, deans, and other University leaders.
- Consulting with college tenure and promotion committees, department chairs, and associate deans to determine which activities might be most effective for individuals who are preparing for reviews.

### Recommended New Programs at TILT

- **Workshops on the tenure and promotion process.** TILT might, for example, ask Deans to recommend faculty who could serve as leaders of such workshops – ideally, faculty who exemplified strong performance in the areas of teaching, research and artistry, service, and engagement. TILT could conduct workshops in broad disciplinary areas and could partner with the STEM Center on some workshops.
- **Online guides to the tenure and promotion process.** Exemplary past candidates could be asked to share their teaching materials and to comment on the development of the materials and their applications. The guides could provide access to textual materials, video interviews, and examples of effective materials.
- **Summer retreat on teaching excellence.** TILT could sponsor a retreat that brings together a group of scholars from other institutions to explore how to assess teaching effectiveness. With proper planning and execution, CSU might become a recognized location for studying and investigating this issue.
- **Other professional development workshop and materials.** TILT could offer workshops and materials addressing the development of teaching portfolios, effective peer review of teaching, and the creation of reflective statements on teaching.

## Updates to the Manual and Support for Professional Development Initiatives

We suggest that the Faculty Council Committee on Teaching and Learning, cooperating with or consulting with other relevant Faculty Council standing committees, develop language for section E.12.1 outlining recommended processes for implementing a teaching portfolio system at the department, college, and University levels. We also suggest that the Committee determine whether other sections of the Manual should be revised to support the recommendations found in this document.

We ask the Committee to work with the Chair and Associate Chair of Faculty Council, the Faculty Council Executive Committee, and the Office of the Provost / Executive Vice President to ensure that resources are available to support expansion of professional development programs in this area.