

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
March 6, 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 - April 3, 2012 - A102 Clark Building - 4:00 p.m.

Gallagher announced that the next Faculty Council meeting will be held on Tuesday, April 3, 2012 in Room A102 Clark Building. The meeting will begin at 4:00 p.m.

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

Gallagher announced that following elections will be conducted at the April 3, 2012 Faculty Council Meeting:

Standing Committee Elections
Grievance Panel Elections
Sexual Harassment Panel Elections
Discipline Panel Elections

- F. Executive Committee Meeting Minutes: January 31, and February 14, and 21, 2012 (view at <http://facultycouncil.colostate.edu/index.asp?url=links>)

Gallagher noted that the Executive Committee meeting minutes can be found on the Faculty Council website.

MINUTES TO BE APPROVED

- A. Faculty Council Meeting Minutes - February 7, 2012

By unanimous consent, the February 7, 2012 Faculty Council Meeting Minutes were approved.

REPORTS TO BE RECEIVED

- A. Provost/Executive Vice President

Rick Miranda, Provost/Executive Vice President reported that the Board of Governors held a retreat last month. During that retreat it was discussed how the presidents of the three institutions in the Colorado State University System should make presentations to the Board of Governors. The Board of Governors also restructured some of its committees, specified how business would be conducted, and how reports should be structured. Miranda noted the Board of Governors would like to focus less on the merits of a decision and more on understanding the decision-making process as that is where its oversight properly belongs.

Miranda reported that Founder's Day was held and it was a very successful event and a great celebration.

Miranda reported that the Council of Deans have met and discussed selected tenure and promotion dossiers. He noted that there were 81 dossiers presented this year.

Miranda reported that the Kennedy Center Theater event was held at Colorado State University this year and involved competitions from students across the United States. Miranda added that it was a very successful event and he heard many comments about what a wonderful facility the University Center for the Arts is.

Miranda reported that events for admitted student visit days are going on now. He is participating in some of these events and noted that they can be disruptive on campus, but asked faculty to be welcoming to the admitted students and their parents.

Miranda reported that he and President Tony Frank are in the process of visiting college executive committee meetings this semester.

Miranda reported that he had a tour of Morgan Library. He noted that the study cube construction is very visible. He stated that inside the library there were/are extensive renovations too, and it is much more functional now than it used to be.

Miranda reported that he has charged a search committee for the position of the Vice Provost of Faculty Affairs.

Miranda reported that the University is moving toward a tuition share model for the summer session. He said that hopefully this will help to grow the summer session through this more entrepreneurial model.

Miranda reported that there will be a Budget open forum tomorrow - March 7, 2012 from 9:00 a.m. to 11:00 a.m. in the Lory Student Center East Ballroom.

Miranda's report was received.

B. Faculty Council Chair

Gallagher reported that the April 3, 2012 Faculty Council meeting will include a report from the President. In addition, the President and Jack Graham, Athletic Director will participate in a discussion session regarding the vision for the Athletic Department and the proposed on-campus stadium.

Gallagher reported that the Executive Committee is still in conversations with TILT regarding the issues surrounding the new student course surveys. Gallagher noted that the good news is that the problems have been identified and there is every indication that they are solvable. Gallagher added that the Executive Committee is cautiously optimistic and will continue to monitor the process.

Gallagher reported that Martin Carcasson, Director of the Center for Public Deliberation (CPD), is doing an excellent job facilitating the on-campus stadium conversation. Gallagher encouraged faculty members to attend the remaining scheduled forums. Gallagher added that the amount of faculty members participating in this discussion exploded once the CPD sent surveys to the faculty and began holding meetings to discuss this issue. In addition, Executive Committee was instrumental in President Frank holding an open forum in early February to speak with the faculty. Gallagher noted that he was disappointed that there was very little faculty representation at this meeting. However, now the faculty are engaging in the CPD process and the CPD is an academically sound group.

Gallagher noted that he was quoted in the *Collegian* today regarding HB1252 which deals with "Transparency in Higher Education Act." Gallagher explained that the bulk of what HB1252 wants to do is good and added that Colorado State University is complying with most of what this bill wants. He pointed out that all salary information at Colorado State University is already public information. Additionally, however, the bill would post all individual reimbursement information for every expense used by a faculty member. The bill would also report the number of classes and contact hour time for faculty member without any contextual information about faculty workload distributions, etc. Gallagher stated that in other states, groups are using this incomplete data to calculate an "hourly wage" for faculty members in ways that are not helpful - counting only student contact hours as work hours. Gallagher noted that this is the background information he shared with the *Collegian* reporter.

C. BOG Faculty Representative

Gallagher noted that Carole Makela's, Faculty Representative Board of Governors, report can be found on pages 15-18 in the agenda materials.

Makela reported that the Board of Governors retreat focused on best practices for the Board of Governors.

Makela reported that HB1220 will lay out CSU-Global Campus' representation on the Board of Governors. It is suggesting that CSU-Global Campus have faculty and student representation on the Board of Governors.

Makela reported that SB15 is focusing on an optional tuition category for those high school students who do not have documented citizenship status. She noted that the Board of Governors have endorsed SB15 in principle.

CONSENT AGENDA

A. Changes in Curriculum to be Approved: University Curriculum Committee Minutes: January 20 and 27, and February 10, 2012

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

Ramsdell's motion was adopted.

ACTION ITEMS

A. Election - Faculty Council Chair - Committee on Faculty Governance

Gallagher turned the meeting over to Karrin Anderson, Vice Chair, Faculty Council to conduct the election for Faculty Council Chair.

Luis Garcia, Chair, Committee on Faculty Governance, presented the Committee on Faculty Governance's nomination for Faculty Council Chair:

Tim Gallagher, Department of Finance and Real Estate

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

Tim Gallagher was elected as Chair of Faculty Council for a one-year term July 1, 2012 through June 30, 2013.

Anderson turned the meeting back to Gallagher to continue.

B. Election - Faculty Council Vice Chair - Committee on Faculty Governance

Garcia, Chair, Committee on Faculty Governance, presented the Committee on Faculty Governance's nomination for Faculty Council Vice Chair:

Mary Stromberger, Department of Soil and Crop Sciences

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

Mary Stromberger was elected as Vice Chair of Faculty Council for a one-year term July 1, 2012 through June 30, 2013.

C. Election - Faculty Council Board of Governors Faculty Representative - Committee on Faculty Governance

Garcia, Chair, Committee on Faculty Governance, presented the Committee on Faculty Governance's nomination for Faculty Council Board of Governors Faculty Representative:

Carole Makela - School of Education

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

Carole Makela was elected as the Faculty Council Board of Governors Representative for a one-year term July 1, 2012 through June 30, 2013.

D. Proposed Revisions to the *General Catalog* - Undeclared Majors - Committee on Teaching and Learning

Dan Turk, Chair, Committee on Teaching and Learning, moved that the faculty Council adopt the proposed revisions to the *General Catalog* - Undeclared Majors to be effective Fall 2012 as follows:

Additions - Underlined Deletions - ~~Strikeouts~~

UNDECLARED ADVISING
Center for Advising and Student Achievement
Offices in Room 121, The Institute for Learning and Teaching
(970) 491-7095
www.casa.colostate.edu

“Undeclared” is a special designation for students who have a rich and diverse set of interests that span the University curriculum and want to explore majors. Through the Undeclared advising process students are able to learn about various academic opportunities while keeping their options open as they begin their college experience. Professional academic advisers in the Center for Advising and Student Achievement (CASA) are knowledgeable about the academic requirements to assist students in the process of selecting a major. Advisors help students plan their schedules, provide information on career options, and refer students to other resources. Students are encouraged to declare a major by the time they earn 45 credits.

Undeclared students, in the semester where their census-date registration would lead them to achieve a total of 60 or more credits, and any semester afterwards, will have a hold placed upon subsequent registrations, and will be required to visit the CASA office to discuss selection of a major and to ensure they are aware of the possible consequences of delaying this choice. Such consequences may include, but may not be limited to, the inability to graduate within 4 years, and loss of the College Opportunity Fund (after reaching the maximum allowed credits) and possibly other financial aid. At this meeting in order to have their hold removed, undeclared students will sign a document indicating that they understand these possible consequences, and will indicate when they intend to select a major, how long it will take for them to complete this major, or how they intend to gain entrance into a competitive major if that is their goal.

Turk explained that in an attempt to minimize the number of undeclared majors at CSU, and to attempt to better motivate those who remain undeclared for longer periods of time and thus to improve 4- and 6-year graduation rates, these revisions and the associated process are recommended.

Turk’s motion was adopted.

E. Proposed Revisions to the *General Catalog* - Undergraduate Planned Leave - Committee on Teaching and Learning

Turk, Chair, Committee on Teaching and Learning, moved that the Faculty Council adopt the proposed addition to the *General Catalog* entitled “Undergraduate Planned Leave” - *Section 1.7, page 4*, to be effective Fall 2012 as follows:

Additions - Underlined - Deletions - ~~Strikeouts~~

Registration Cancellation

Prior to the beginning of the semester, all courses can be canceled via the web registration system with no charge.

Undergraduate Planned Leave

Undergraduate Planned Leave is a status intended to help students more easily and effectively take one semester away from their CSU studies and successfully return again. Students who obtain Planned Leave status and comply with its requirements do not have to re-apply for admission to CSU upon return. In addition, Planned Leave students will be tracked in an attempt to help facilitate their successful and timely return.

All undergraduate students seeking their first Bachelor's degree are requested to communicate their plans when leaving the University in order to determine eligibility for an approved Planned Leave. Students who meet the established eligibility requirements will be granted a Planned Leave for one semester. (A semester is defined as a fall or spring semester and excludes summer sessions; for example, Planned Leave is granted for fall and the student returns the following spring, or is granted for spring-summer and returns the following fall.) Any student leaving for more than one semester should utilize the university 'Returning Student' process via the Office of Admissions when they return. (See <http://admissions.colostate.edu/returning>.) Any student leaving longer than one semester due to military service should work with the Adult Learner and Veteran's Services Office or the Veteran's Benefits Office to discuss available options.

Some examples of situations where Planned Leave might be appropriate include students on domestic internships, official assignment for the University, military service, mission service, leave due to medical reasons, family crisis, financial crisis, work, etc.

Per university transfer evaluation guidelines, students on Planned Leave may enroll at another domestic post-secondary institution during their Planned Leave. Any student planning on going to an international post-secondary institution must have a conversation with, and follow the processes of, the Study Abroad Office to evaluate what, if any, of the credits taken might transfer back to CSU. (See <http://www.studyabroad.colostate.edu/students.aspx>.)

International study while on Planned Leave is not the same as regular Study Abroad. Many different issues arise and processes must be followed by students in the Study Abroad program. Students participating in Study Abroad (for-credit study, intern, volunteer, work, or research abroad programs) have a separate university process for managing planned leave and therefore are not eligible to participate in this policy. See <http://www.studyabroad.colostate.edu/students.aspx>.

In order to be eligible for planned leave, a student must meet all of the following criteria:

- a. Undergraduate Degree Seeking Student (RI & CE) seeking first bachelor's degree (2nd Bachelor students are not eligible)
- b. Academic Standing: good standing or probation one or two

Students interested in obtaining Planned Leave status must apply and be approved before leaving. (See <http://> to be added prior to Catalog publication.)

Student Financial Assistance – Most Financial Aid is handled under Federal Title IV requirements. Students who are receiving financial aid should request information about current and future term eligibility when considering Planned Leave. Students who are receiving scholarships should request information regarding renewability. Students are not eligible for any financial aid disbursements during the semester(s) on Planned Leave. A student on a Planned Leave will be reported to lenders and loan service agencies as “non-attending” and will need to contact his/her lenders for information regarding possible repayment requirements.

International Students – Because there are federal visa requirements International students must discuss their options for Planned Leave with the Office of International Programs (OIP) to determine the impact of the Planned Leave to their immigration status. All international students must be enrolled in a full course of study while in the United States.

Returning from Planned Leave – All students returning from an approved Planned Leave will be required to respond to the safe campus community questions as part of their process for returning to campus. A full set of steps for students returning from a Planned Leave are available on the Planned Leave website at <http://> (to be added prior to Catalog publication).

Turk explained that the proposed new policy will create a system to improve retention rates for undergraduate students by implementing a process by which Colorado State University works with students as they transition out of the University other than by graduation or transfer and plan their subsequent return. This system will allow for targeted outreach and intervention to promote continued enrollment and at the same time remove the barriers students currently face when returning to campus.

Matt Malcolm noted that there are a couple places where website addresses will be added and asked if this information exists somewhere. Turk responded that it is his understanding that this information has not been finalized. Malcolm stated that it is hard to vote on the process if we do not know what the process is. He pointed out as an example acceptable reasons why people might apply for planned leave - what does the "etc." stand for? Alan Lamborn explained that the Registrar's Office is seeking support from Faculty Council on the policy decision that Colorado State University should have planned leave for students. Once Faculty Council adopts this, the Registrar's Office and others will work out the implementation details. Turk added that there are a few number of students who leave Colorado State University and do not get tracked and get lost in the "cracks." He added that the intent of this policy is to give Colorado State University a mechanism for tracking those students and hopefully bringing them back to the University.

Turk's motion was adopted.

F. Proposed Revisions to the *General Catalog* - Colorado State University Core Curriculum Report on Objectives and Criteria - University Curriculum Committee

Ramsdell moved that Faculty Council adopt the proposed revisions to the *General Catalog* - Colorado State University Core Curriculum Report on Objectives and Criteria to be effective Fall 2012 as follows:

To revise Category 2. Additional Communication language of the Colorado State University Core Curriculum Report on Objectives and Criteria and General Catalog.

Deletions are in ~~strikeout~~; Additions are in underline

A. Colorado State University Core Curriculum Report on Objectives and Criteria

II. Advanced Writing 3 Credits

~~H. ADDITIONAL COMMUNICATION 3 credits~~

~~Building on and adapting basic skills and strategies already developed in the course in Intermediate Writing, the objective of the requirement in Additional Communication is structured according to two options:~~

~~**A. Oral Communication** (This option may only be used by students who were enrolled in college and taking classes prior to July 1, 2008)~~

~~The objective of this option is development of effective rhetorical skills in oral communication. Courses designed to achieve this objective should develop students':~~

- ~~a) awareness of and ability to implement basic strategies for rhetorically effective oral communication;~~
- ~~b) command of spoken Standard English syntax and usage;~~
- ~~c) understanding of how modes and styles of the language are appropriate to specific kinds of spoken communication and audiences;~~
- ~~d) awareness of the ways in which strategies and modes of oral communication may be adapted to specific subjects and audiences;~~
- ~~e) confidence in making oral presentations.~~
- ~~f) skills specific to formal modes of oral communication. These must include the ability to:
 - ~~(1) identify a thesis;~~
 - ~~(2) locate and acquire information;~~
 - ~~(3) critically evaluate sources;~~
 - ~~(4) listen to, interpret, and critically evaluate oral communication;~~
 - ~~(5) synthesize information;~~
 - ~~(6) define and develop a main argument;~~
 - ~~(7) structure and organize supportive arguments;~~
 - ~~(8) develop a written outline to structure the main argument and its supporting arguments;~~
 - ~~(9) identify and analyze audience and situation and adapt the message to them;~~
 - ~~(10) phrase information in an intelligible and rhetorically effective manner;~~
 - ~~(11) understand and use appropriate techniques of delivery, including appropriate supporting media;~~
 - ~~(12) read and adapt to audience response;~~~~
- ~~g) understand linkages to Foundations and Perspectives courses.~~

OR

B. Advanced Writing (must be chosen by all students who are newly enrolled, first time college students after July 1, 2008)

The objective of this option requirement is enhancement of skills in written communication. This option requirement further develops the writing competencies of the I.A. requirement. Courses designed to achieve the objective should develop students':

- a) awareness of and ability to implement basic strategies of written communication for specialized purposes, contexts, and media;
- b) command of Standard English syntax and specialized usage;
- c) awareness of which modes and styles of language are appropriate to specialized kinds of communication and audience;
- d) understanding of how specific objectives and audiences determine the choice of strategy, mode, and medium of written communication;
- e) skills specific to the desired effects, presentation strategies, modes, and media of advanced or specialized forms of written communication. These include the ability to:
 - (1) identify a thesis;
 - (2) locate and acquire information;
 - (3) critically evaluate sources;
 - (4) interpret and critically evaluate written texts;
 - (5) synthesize information;
 - (6) define and develop a main argument;
 - (7) structure and organize supportive arguments;
 - (8) develop an outline to structure the main argument and its supporting arguments;
 - (9) identify and analyze audience and adapt the message to them;
 - (10) phrase information in an intelligible and rhetorically effective manner;
 - (11) use appropriate formats of documentation and citation;
 - (12) choose an appropriate style and format of presentation;
 - (13) understand and use appropriate technologies and formats of delivery.
- f) understand linkages to Foundations and Perspectives courses

B. Catalog

(Section 2.3; page 1):

All University Core Curriculum

~~2. Additional Communication (3 credits)~~

~~A. Oral Communication²~~

~~OR~~

~~B. Advanced Writing²~~

~~² First-time students entering a college or university on or after July 1, 2008, must take an advanced writing course (category 2B). Some programs of study have specific requirements. For additional communication, see the particular program of study.~~

(Section 2.3; page 2):

Category 2. ~~Additional Communication: Advanced Writing.~~ (3 credits)

Building on and adapting basic skills and strategies already developed in the course in Written Communication, the objective of this requirement is ~~structured according to two different options:~~

~~4. Oral Communication.[†] Development of effective rhetorical skills in oral communication.~~

~~SPCM 200 Public Speaking 3~~

~~**B. Advanced Writing.[†]**~~

~~enhancement of skills in written communication to extend rhetorical knowledge, to extend experience in writing processes, to extend mastery of writing convention, to demonstrate comprehension of content knowledge at the advanced level through effective communication strategies.~~

BUS	300	Business Writing and Communication (GT-CO3)	3
CHEM	301	Advanced Scientific Writing: Chemistry (GT-CO3)	3
CO	300	Writing Arguments (GT-CO3)	3
CO	301A	Writing in the Disciplines-Arts and Humanities (GT-CO3)	3
CO	301B	Writing in the Disciplines-Sciences (GT-CO3)	3
CO	301C	Writing in the Disciplines-Social Sciences (GT-CO3)	3
CO	301D	Writing in the Disciplines-Education (GT-CO3)	3
CO	302	Writing Online (GT-CO3)	3
JTC	300	Professional and Technical Communication (GT-CO3)	3

~~+ First-time students entering a college or university on or after July 1, 2008, must take an advanced writing course (category 2). Some programs of study have specific requirements for additional communication; see the particular program of study.~~

Ramsdell explained that when the All University Core Curriculum was changed to eliminate the Oral Communication option in Category 2, in accordance with state-mandated Guaranteed Transfer Pathways requirements, it was agreed that the catalog would no longer reflect the former option beginning in 2012. Both options have been included in the catalog up until now for the sake of students who originally enrolled prior to July 1, 2008. At this time, there is no longer a need to retain the previous language. This revision will eliminate confusion regarding the current requirements of Category 2. The Committee also voted to direct the Curriculum and Catalog Office to update programs of study accordingly without requiring submission of change request forms by departments.

Ramsdell's motion was adopted.

- 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, asked that this proposal be pulled from the agenda because of amendments that will be forthcoming on this motion.

Hearing no objections the proposal was pulled from the agenda.

DISCUSSION ITEM

- A. Holistic Review Process for Student Seeking Admission to Colorado State University - Jim Rawlins, Executive Director, Admissions and Renee Orlick, Director of Operations, Admissions

Jim Rawlins, Executive Director Admissions, explained that many changes have occurred in the last four (4) years in admissions. Rawlins stated that admissions has moved more explicitly toward a "holistic review process," not just looking at a few numbers but instead looking at many variables so admission can assess students who can be successful (admitting based not on what students have already done, but on what they are likely to be able to do next). There is a difference between a student's choices and a student's opportunities (not all students have access to AP classes, etc.). It's a purposeful process (individualized, comprehensive).

Rawlins presented the following information to Faculty Council regarding the holistic review process.

Overview

To ensure that each applicant to Colorado State University receives the utmost consideration for admission, the Office of Admissions at Colorado State University utilizes a holistic application review.

This approach recognizes that academic preparation may take several forms and that students contribute to the campus community in a variety of ways.

Reasons for Holistic Review

Academics remain overall most important factor.

Take “non-traditional factors” into account, not just grades, scores and curriculum minimums.

Consider that different students bring different strengths to the class, some of which are not yet evident.

Assess the difference between a student’s choices and opportunities.

Select a person, not just a student - as much about recruitment as it is selection.

Misconceptions about Holistic Review

Makes admission easier.

Makes admission harder.

Is a back door for Affirmative Action.

Is non-predictive.

Is only for highly selective colleges.

What are “the right” Approaches?

Admit students based on future potential, not just past performance.

Carry out a system that is as consistent as possible.

Recognize that “objectivity” is elusive at best.

Shape a class to fit the institution’s mission.

Do not penalize students for things they cannot control.

Know the student’s “local context.”

Assess and refine process each year.

National Factors in College Admission

Number of available student is in flux.

Distribution of students is changing in regard to:

Race/Ethnicity

Socioeconomic Status

Geographic Location

A chart was presented showing the Colorado high school graduates by race/ethnicity - 1991-92 to 2004-05 (actual) and 2005-06 to 2021-22 (projected).

Education in the Local Context (ELC)

What is the average percent of students on free lunch programs at Colorado high schools? - 35 percent

How many high schools are over 50 percent? - 77

How many Colorado high schools offer an IB program? - 22

How many Colorado high schools offer AP courses? - 241

How many Colorado high schools offer only five or fewer sections of AP? - 66

ELC Variance among Colorado High Schools

# of AP Sections Offered	# of high schools	Average % Free Lunch Program
0	146	40%
1-10	69	31%
11-20	54	29%
21-30	27	15%
31-40	6	8.5%
41+	4	16%

High Schools with 41+ Section of AP:

Smoky Hill High School (41) 23%

Eaglecrest High School (45) 22%

Grandview High School (52) 11%

Cherry Creek High School (66) 6%

SES and First-Generation by Race

Race/Ethnicity	% Pell Eligible	% First-Generation	% both
African/American	58%	34%	23%
Asian/American	48%	28%	17%
Hispanic/Latino	44%	33%	18%
Native American	44%	16%	13%
Not Indicated	23%	10%	4%
Pacific Islander	38%	38%	14%
White	19%	15%	5%
Average All Diverse	43%	31%	18%

What are Test Scores Worth?

Standardization is generally a good thing.
 What do these tests measure?
 Are tests inequitable, or do they simply illustrate inequities?

2008 ACT Scores sent to Colorado State University

Self-Report Family Income	CSU Senders	Senders Average	CSU Enrolls	Enroll Average
Less than \$18,000	633	19.5	88	22.4
\$18,000-\$24,000	347	20.2	106	22.9
\$24,000-\$30,000	700	20.6	107	22.8
\$30,000-\$36,000	827	21.2	137	23.4
\$36,000-\$42,000	1075	21.6	205	23.5
\$42,000-\$50,000	1147	22.3	221	24.1
\$50,000-\$60,000	1322	22.8	284	24.2
\$60,000-\$80,000	2014	22.9	431	23.9
\$80,000-\$100,000	1922	23.6	467	24.2
More than \$100,000	3343	24.1	819	24.3
No response	4693	23.0	1060	23.9

What are Grades Worth?

Weighting as help vs. hindrance.
 Connecting to performance at college.
 Class rank often helps.
 Grading practices always reflect a school's culture, not just its rigor.
 Are grades given out equitable and fairly?

Academic Performance

The holistic review approach emphasizes course selection, rigor, and academic performance and de-emphasizes test scores.
 Colorado State University continues to admit students who are academically prepared for the rigors of our classrooms.
 Typical incoming student Fall 2011 (mid 50%)
 GPA: 3.29-2.0
 ACT Composite: 22-27
 SAT Combined: 1040-1240
 22% of admitted students in the top 10% of their class
 53% of admitted students in the top 25% of their class

Academic Rigor

Course selection, including senior year
 Priority Consideration - meets CSU Priority Standards or HEAR 10 Requirements with at least a 3.25 GPA

	English	Math	Natural Sciences	Social Science	Foreign Language	Academic Electives
CSU	4	4	3	3	2	2
HEAR	4	4	3	3	1	2

Level of course work - Honors, AP, IB, college level work
 Consistently good performer or upward trend

Academic Assessment

Based on combination of GPA, test scores, course selection and rigor, applicants are divided into three categories:

Priority Candidates

Move through the process quickly and are considered for scholarship.

Strong Candidates

Might require some additional discussion

Potential Candidates

Require the most discussion

Non-Academic Information Included in the Application for Admission

Personal Statement/Essay

Recommendation

Activities List/Resume

Academic Explanation\

Additional Information Applicants May Choose to Include

Essay Prompts

Describe an opportunity you have had to learn from or to teach someone different from yourself. What did you learn from this experience? How will the experience help you to be successful in your college career and beyond?

Describe an experience or event that has allowed you to demonstrate leadership and/or that illustrates your service to others (family, school, community). What was most meaningful to your about your experience? How will this experience benefit you at Colorado State University, and how might your experience enrich our campus community?

Colorado State University is committed to global citizenship and environmental stewardship. Describe an experience or event where you exemplified either or both of these qualities or that allowed you to take a relevant leadership role. What effect(s) did the experience have on you?

Describe an obstacle or challenge facing you, your family, your school or your community. What have you done (or what do you plan to do) to address this challenge? How does Colorado State University fit into your plan?

Identify a book, song, or movie that changed your life; what was the nature of the impact it has had on you, and how does it inform who you are today? How might it shape who you will be at Colorado State University?

Personal Assessment

Active Participant

Involved in activities outside the classroom through school, church, community of family. Demonstrate commitment to one or more activities/causes.

Community Service

Participates and is involved in the community (school, church, neighborhood). Desire to help or service other, to "give back" or to contribute to the larger society. Demonstrates contribution(s) to the community (service projects, for example).

Leadership

Has demonstrated leadership experience or show interest in taking on leadership roles. Demonstrate responsibility through participation in activities in and out of school, at home, or in the community. Takes initiative.

Other

Demonstrates persistence and an ability to overcome obstacles. Brings a diverse or unique perspective to campus. Contributes to family well being by working or caring for siblings, parents, etc.

Stromberger asked how students interested in the arts fit into the evaluation criteria. Orlick said that is taken into account as those classes are categorized as electives. She added that admissions does look at what students' expressed area of interest is an how that relates to what they choose to take in high school.

Makela asked how this system works for students that are home schooled? Orlick responded that home schooled student must have transcripts and the transcripts are taken at face value. Some home schooled students send portfolios. She added that home schooled students do fare well in a holistic review process. Orlick added that the bottom line on home schooled students is to make sure they have had the core courses needed.

Mary Van Buren asked what is the percentage of acceptance rates for in-state students versus out-of-state students. Rawlins answered that it typically works out to be about the same ratio for in-state and out-of-state students admitted.

Miguel Mostafa asked about quantifiable predictors. Rawlins explained that the senior year schedule is one of the best predictors of success or failure in the freshman year. Any numerical predictor by itself is not sufficient. Orlick added that when students show that they have leadership skills, have a passion for learning, have done activities or taken measures to make them better students and improve their study skills this is a good thing.

Steve Newman asked how 504 or IEP plans play in this system. Orlick explained that is a self-disclosure issue. She added that this is not used as an assessment piece, but students are encouraged to contact Resources for Disabled Students to see if Colorado State University a good fit. Orlick noted that admissions also checks to see whether or not the testing and IEP have led to improved performance and, if so, that's a good sign.

Mostafa asked at what point is information about accepted students available to the colleges and departments? Rawlins stated that admissions has liaisons (admissions advisory council) who get a list of students requesting each major. In addition, some demographic information is provided.

Gallagher thanked Rawlins and Orlick for their presentation to Faculty Council.

The Faculty Council meeting adjourned at 5:45 p.m.

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

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

Agricultural Sciences

Stephen Koontz
Denny Crews
Paul Ode for William Jacobi
Steve Newman
Mary Stromberger
Dana Hoag
Andrew Norton

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

Applied Human Sciences

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

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

Business

Margarita Lenk
Stephen Hayne
Rob Schwebach for Patricia Ryan
Jim McCambridge
Tom Ingram

Accounting
Computer Information Systems
Finance and Real Estate
Management
Marketing

Engineering

Russ Schmacher
Brad Reisfeld
Ken Carlson
J. Rockey Luo for Steve Reising
Don Radford
Eric Maloney
Sudeep Pasricha

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

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
Alex Bernasek

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

Natural Resources

Melinda Laituri
Paul Doherty
Mark Paschke
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
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
Lesley Butler for John Rosecrance
Robert Jones
Terry Nett
Jeffrey Wilusz
C. W. Miller
Anthony Knight
Susan Kraft, Excused
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 Beyroudy

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