

To Faculty Council Members: Your critical study of these minutes is requested. If you find errors, please call, send a memorandum, or E-mail immediately to Diane L. Maybon, ext 1-5693.

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

***MINUTES***  
***FACULTY COUNCIL***  
*December 7, 2004*

***CALL TO ORDER***

The Faculty Council meeting was called to order at 4:15 p.m. by Mr. C. W. Miller, Chair.

***ANNOUNCEMENTS***

Mr. Miller announced that the next regularly scheduled Faculty Council meeting will be held on Tuesday, February 1, 2005 in Room A103 Clark Building at 4:15 p.m.

Mr. Miller announced that Mr. Peter Nicholls, Provost/Academic Vice President will present the Administration/Faculty Council Dialogue for February 1, 2005. He will discuss the status of the Colorado Commission on Higher Education (CCHE) performance contract negotiations and fee for service.

Mr. Miller announced that the Faculty Council Current Issues Topic for February 1, 2005 will be announced at a later date. He noted that if a Faculty Council member wanted a specific issue discussed at this meeting to contact the Faculty Council office.

***MINUTES TO BE APPROVED***

A. FACULTY COUNCIL MEETING MINUTES - NOVEMBER 2, 2004

Mr. James Lindsay MOVED TO APPROVE THE FACULTY COUNCIL MEETING MINUTES OF NOVEMBER 2, 2004.

THE NOVEMBER 2, 2004 FACULTY COUNCIL MINUTES WERE APPROVED.

***REPORTS TO BE RECEIVED***

Mr. Miller asked for unanimous consent to add an additional oral report to the December 7, 2004 Faculty Council agenda from Mr. Paul Kugrens, Faculty Representative to the Board of Governors, regarding a special Board of Governors meeting held on November 18, 2004. There were no objections.

A. BOARD OF GOVERNORS MEETING - NOVEMBER 18, 2004 - MR. PAUL KUGRENS, FACULTY REPRESENTATIVE TO THE BOARD OF GOVERNORS.

Mr. Miller recognized Mr. Kugrens to present a report. Mr. Kugrens reported that a special meeting to discuss the University Strategic Plan was held by the Board of Governors on November 18, 2004 in Denver.

Mr. Kugrens reported that the Board of Governors held a special meeting on Thursday, November 18, 2004 from noon to 2:00 p.m. to discuss the University Strategic Plan. Following that meeting the Board of Governors held a Budget Committee meeting. Mr. Kugrens noted that the Board of Governors is taking a very active role

in the proposed University Strategic Plan. They specifically requested that the administration identify five to ten priorities that are most valuable to the University and to formulate a Mission Statement based on these priorities. This new Mission Statement will be presented to the Board of Governors for its approval. The Board of Governors noted that its priorities would be undergraduate education, access to higher education for the Colorado citizens, then discovery. Mr. Kugrens explained that the Board of Governors is actively involved and all members seem to be of same mind on this issue.

Mr. F. C. "Ted" Weston stated the Board of Governors seems to be focused on undergraduate education, but the CSU administration seems to be focused on research. Mr. Phil Westra noted that he attended a function where President Penley spoke and noted that President Penley stated that he is committed to high quality undergraduate education in a research university. Mr. Kugrens said that the Board of Governors does not want to neglect research. Mr. Weston asked what the Board of Governors' position is on increasing the amount of resources. Mr. Kugrens said he could not respond because this issue has not been discussed by the Board of Governors. However, Mr. Kugrens noted that the Board of Governors has asked for a 21 percent tuition increase. Mr. Bill Timpson said it seems that research and undergraduate education are on a collision course. He asked if the Board of Governors has read literature regarding this issue. Mr. Kugrens noted that the Board of Governors members have asked for input on this issue.

MR. KUGRENS' REPORT WAS RECEIVED.

B. PROVOST/ACADEMIC VICE PRESIDENT REPORT - MR. PETER NICHOLLS, PROVOST/ACADEMIC VICE PRESIDENT

Mr. Miller recognized Mr. Peter Nicholls, Provost/Academic Vice President to present a report.

Mr. Nicholls reported on the following ongoing position searches:

Dean of Engineering - Search Committee formed - closing date January 2005.

Vice Provost for Faculty Affairs - search will begin in Spring 2005.

Vice Provost for Graduate Studies and Assistant Vice President for Research - search will begin in Spring 2005.

Executive Director of International Programs - Mr. Ajay Menon, Dean of Business, Chairing Search Committee.

Mr. Rick Simpson has been hired as the new Director of Continuing Education.

Mr. Nicholls reported that performance contract negotiations are ongoing. He noted that all Colorado institutions are involved in performance contract negotiations. He added that the administration is very sensitive to the questions regarding curriculum, core, and transferability of courses in the performance contract negotiations. In addition, the fee for service contract will be negotiated in Spring 2005.

Mr. Weston asked if there has been any change in the Governor or CCHE positions regarding undergraduate education since the election. Mr. Nicholls responded he has not detected any position changes. Mr. Miller noted that a recent Silver and Gold article stated that 40-senior faculty at CU-Boulder were offered positions outside of Colorado this year, and 16 of the faculty members accepted those new jobs, which is twice the average turnover at the campus. Mr. Miller asked if there is data regarding this issue for Colorado State University. Mr. Nicholls noted that Mr. Tom Gorell, Interim Vice Provost for Faculty Affairs is currently gathering information regarding this issue. Mr. Timpson asked if the administration has considered replacing vacant administrative position by recruiting faculty members to serve in this capacity on a part-time basis. Mr. Nicholls said that was a good point and added that Mr. Gorell and Ms. Sandra Woods acting as co-interim Vice Provosts for Faculty Affairs has worked well. He added that he was open for discussion regarding this issue.

MR. NICHOLLS' REPORT WAS RECEIVED.

### SPECIAL ACTIONS

- A. CHANGES IN CURRICULUM TO BE APPROVED: UNIVERSITY CURRICULUM COMMITTEE MINUTES: OCTOBER 8, 22, and NOVEMBER 5, 2004

Mr. James Lindsay, Chair, University Curriculum Committee, MOVED THAT FACULTY COUNCIL ADOPT THE ACTION ITEMS IN THE OCTOBER 8, 22, and NOVEMBER 5, 2004 UNIVERSITY CURRICULUM COMMITTEE MEETING MINUTES CHANGES IN CURRICULUM.

Mr. Lindsay noted the following exemptions in the November 5, 2004 University Curriculum Committee minutes on page 2 - Request to Change Catalog Copy and GUIDE.

MR. LINDSAY'S MOTION WAS ADOPTED WITH THE EXEMPTIONS.

- B. PROPOSED REVISIONS TO THE *GENERAL CATALOG* - MINIMUM GRADE REQUIREMENT FOR CHEMISTRY MINOR - UNIVERSITY CURRICULUM COMMITTEE

Mr. Lindsay, Chair, University Curriculum Committee, MOVED THAT FACULTY COUNCIL ADOPT THE PROPOSED REVISIONS TO THE *GENERAL CATALOG* - MINIMUM GRADE REQUIREMENT FOR CHEMISTRY MINOR TO BE EFFECTIVE SPRING SEMESTER 2005 AS FOLLOWS:

Deletions ~~overscored~~ Additions - Underlined

A minimum grade of C<sub>2</sub> is required in all of the chemistry courses required for the minor in chemistry.

MR. LINDSAY'S MOTION WAS ADOPTED.

- C. REVISIONS TO THE *MANUAL*, CODE, SECTION C.2.3.1 - COLLEGES AND ACADEMIC DEPARTMENTS - COMMITTEE ON FACULTY GOVERNANCE

Mr. Stephen Davies, Chair, Committee on Faculty Governance, MOVES THAT FACULTY COUNCIL ADOPT THE PROPOSED REVISIONS TO THE *MANUAL*, CODE, SECTION C.2.3.1.e - COLLEGES AND ACADEMIC DEPARTMENTS AND THAT THE REVISIONS BECOME EFFECTIVE JULY 1, 2005 AS FOLLOWS:

Deletions ~~overscored~~ Additions underlined

#### **C.2.3.1 Colleges and Academic Departments**

The colleges, each organized under their respective academic dean, have general charge over their respective undergraduate and/or professional degree programs. These are:

- e. College of Engineering: Comprising the Departments of Atmospheric Science; Chemical and Biological Engineering; Civil Engineering; Electrical and Computer Engineering; and Mechanical Engineering.

Mr. Davies explained that there is a national trend in Chemical Engineering to recognize the increasingly significant role that the biological sciences are playing in this discipline. More than 30 chemical engineering departments in the United States have already changed their names to include some form of "bio," most notably chemical and biological engineering, chemical and biomolecular engineering, and chemical and biochemical

engineering. Since the faculty in this department are involved in engineering research on biological systems this name change to Chemical and Biological Engineering is appropriate. It would also help the department to remain competitive in recruiting students. This proposal was approved by the University Curriculum Committee on August 27, 2004.

Mr. Bruce Wunder noted that the major currently requires chemistry courses but does not require biology, microbiology, or biochemical courses. He added that if the department requests a name change for this major to correspond with the new department name, the curriculum should also be reviewed.

MR. DAVIES MOTION WAS ADOPTED BY THE NECESSARY TWO-THIRDS VOTE.

D. REVISIONS TO THE *MANUAL*, CODE, SECTION C.2.1.3.3 - OFFICERS - COMMITTEE ON FACULTY GOVERNANCE

Mr. Davies, Chair, Committee on Faculty Governance, MOVES THAT FACULTY COUNCIL ADOPT THE PROPOSED REVISIONS TO THE *MANUAL*, CODE, SECTION C.2.1.3.3 - OFFICERS AND THAT THE REVISIONS BECOME EFFECTIVE UPON BOARD OF GOVERNORS APPROVAL AS FOLLOWS:

Additions - Underlined Deletions - ~~Overscored~~

C.2.1.3.3 *Officers (last revised March 19, 2002)*

- a. *Chairperson* - The Chairperson of the Faculty Council shall be elected from the academic faculty who are current or former members of the Faculty Council at the regularly scheduled March meeting. The Chairperson shall serve a ~~two~~ one year term beginning in July and shall relinquish representation of a department or college (if serving in that capacity) to become a representative and member of the Council. ~~No person shall serve consecutive terms.~~ The Chairperson shall be eligible to serve four consecutive years. The Chairperson shall preside at meetings of the Faculty Council, serve as Chairperson of the Executive Committee and as Faculty Council representative to the Colorado Faculty Advisory Committee, and discharge the usual duties of the office. In the event that the elected Chairperson is unable to complete his or her term of office, new elections will commence at the next Faculty Council meeting, or as soon as possible thereafter, to fill the unexpired term according to the procedures outlined in section C.2.1.3.3.d.
- b. *Vice Chairperson* - The Vice Chairperson of the Faculty Council shall be elected from the academic faculty who are current or former members of the Faculty Council at the regularly scheduled March meeting. The Vice Chairperson shall serve a one year term beginning in July and shall relinquish representation of a department or college (if serving in that capacity) to become a representative and member of the Council. ~~No person shall serve more than two consecutive terms.~~ The Vice Chairperson shall be eligible to serve four consecutive years. In the absence of or at the request of the Chairperson, the Vice Chairperson shall assume the duties of the Chairperson. In the event that the elected Vice Chairperson is unable to complete his or her term of office, new elections will commence at the next Faculty Council meeting, or as soon as possible thereafter, to fill the unexpired term according to the procedures outlined in section C.2.1.3.3.d.

- c. *Faculty Council Representative to the Board* - The Faculty Council shall elect an academic faculty member holding the rank of associate professor or professor and who is a current or former member of the Faculty Council to serve as a non-voting member of the Board and as an officer of the Faculty Council. The election shall occur at the regularly scheduled March meeting. The faculty representative shall serve a one year term beginning in July and shall relinquish representation of a department or college (if serving in that capacity) to become a representative and member of the Council. No person shall serve more than two consecutive terms. In the event the elected representative is unable to complete his or her term of office, new elections will commence at the next Faculty Council meeting, or as soon as possible thereafter, to fill the unexpired term according to the procedures outlined in Section C.2.1.3.3.d.
- d. *Voting Procedures* - The Committee on Faculty Governance will present one or more nominees, and nominations may be made from the floor. Voting will be by written ballot unless otherwise specified. If only one candidate is nominated, voting can be by voice vote. The candidate receiving a majority of votes cast will be elected. In the event that no candidate receives a majority, a second ballot will consist of two candidates receiving the highest number of votes. On the second ballot, the candidate receiving the highest number of votes will be elected.

Mr. Davies explained that it has become apparent that Faculty Council office needs more consistent and experienced leadership with elected officers. Currently, the Faculty Council Chair serves a two-year term. The Faculty Council Vice Chair serves a one year term and is eligible to an additional term but cannot serve more than two consecutive terms. The Faculty Council Chair and Vice Chair terms need to be parallel. In addition, it is becoming more and more apparent that in order to build effective relationships with the administrators and the Board of Governors longer terms are necessary. This can be accomplished by electing the Chair and Vice Chair to one year terms with eligibility to serve four consecutive years. Mr. Davies noted that past Chairs were interviewed regarding the term limit and all agreed that the two-year limit was too short. He added that the Board of Governors Representative is limited to two one-year terms by State statute and cannot be revised.

MR. DAVIES' MOTION WAS ADOPTED BY THE NECESSARY TWO-THIRDS VOTE.

#### **CURRENT ISSUES TOPIC**

- A. "COPING WITH SENSITIVE ISSUES IN THE CLASSROOM" - MS. ANNE HUDGENS, EXECUTIVE DIRECTOR JUDICIAL AFFAIRS, MS. MONA SCHATZ, PROFESSOR, SCHOOL OF SOCIAL WORK; MS. ANGIE PACCIONE, STATE REPRESENTATIVE AND RESEARCH ASSOCIATE, SCHOOL OF EDUCATION; MS. COURTNEY CAGE, DIRECTOR OF ACADEMICS, ASSOCIATED STUDENTS OF COLORADO STATE UNIVERSITY AND MR. STEVEN SHULMAN, PROFESSOR DEPARTMENT OF ECONOMICS, MODERATOR

Mr. Miller introduced Mr. Steven Shulman, Professor, Department of Economics. Mr. Shulman explained that the panel will discuss how to deal with controversial or sensitive issues in the classroom in a constructive and positive fashion. Mr. Shulman introduced the panel members. Ms. Angie Paccione, Representative to the Colorado General Assembly. Ms. Paccione's Ph.D. dissertation focused on multi-culturalism in the classroom.

Ms. Mona Schatz, Professor, School of Education. Ms. Schatz has written about creating ground rules in the classroom. Ms. Courtney Cage, Associated Student of Colorado State University, Director of Academics and Ms. Anne Hudgens, Executive Director Judicial Affairs - Conflict Resolution and Student Conduct Services. Mr. Shulman asked each of the panelists to present a short presentation regarding their expertise.

Ms. Paccione explained that she was asked to participate in a discussion held at the State Capital regarding the "Academic Bill of Rights." She noted that she preferred to call this the "Cleansing of Politics from Education." She explained that a student from Colorado State University had raised concerns about a political sensitive issue raised in a class and it escalated into a special hearing at the State Capital. She was invited to participate because she was affiliated with Colorado State University and her Ph.D. dissertation was based on multiculturalism in the classroom. Ms. Paccione noted that at the hearing she heard stories from students about faculty that made the students felt as if they were being threatened, demeaned and in a hostile learning environment. She noted that sometimes a professor does not deliberately promote a hostile environment but faculty should know how to address this issue when it unintentionally occurs. One of the responsibilities of professors is to create a safe learning environment. Ms. Paccione added that there can be merit in dissonance in the classroom but you need to be careful in how to process this learning experience and the student must be aware without feeling they are being manipulated or that their rights are being violated. She did question whether or not students testifying at this special hearing had used the processes in place for filing a grievance against a faculty member. It was noted that the students did not always use the process in place. She said that she encouraged the students to do so in the future and if the process fails to then go to the legislature for intervention. She pointed out that at the special hearing it was noted that the processes were readily available to students and in the University General Catalog.

Ms. Schatz explained that in her view, the academic arena should function in an environment of social civility, based on our early American ideals for a democracy. This position promotes a process of regard for others in the public sphere, of which the classroom is part of the public sphere. She spoke to this environment of social civility as different from learning environments that are autocratic, with "my way, or the highway" learning frameworks. Social civility operates as social interaction in an atmosphere of respect for the individual without regard for race, gender, religious involvement and affiliation, lifestyle orientation, and the like. Mr. David Bohm (1986; 1996) offers a model that has been a part of her approach to classroom discussions. He wrote about the dialogue approach. The key concepts of this approach include:

- Authenticity of oneself
- Respect for and with others
- Thoughtfulness for others
- Processes that include everyone
- Openness—of ideas, views, opportunities for reflection...

Ms. Schatz added that when applied to the classrooms, these concepts are valuable when embedded into the course syllabus of the instructor. The instructor can also invite other "rules" that the class will create to promote a safe, comfortable, and enjoyable learning environment.

Second, as instructors, we might also utilize dialogue in conjunction with topic areas where students are expected to be prepared for discussions, having read prerequisite materials, thus, a dialogue approach does not suggest that "opinions" are okay—justified or not.

Third, Ms. Schatz considers the process of class discussion valuable to a democratic way of life. Democracy is not inherently autocratic; in fact, our academic institutions are learning environments for citizenship. Thus, we must consider what democratic participation means.

Ms. Schatz added that some ideas that could be next steps for Colorado State University and its faculty can include:

1. creating opportunities for faculty, including part-time, adjunct, and non-tenured, to engage in discussions about managing classrooms when topics and areas of focus have aspects of sensitivity, are of a volatile nature, etc.; we may need to learn how to even assess class room experiences so that we can better understand how to support constructive learning processes.
2. creating academic learning environments where we can get support from our peers and colleagues, giving us feedback around how we can better manage classroom environments that promote safety, respect, and civility.
3. re-create opportunities from programs such as the "Curriculum Infusion Project" that helped many faculty on campus learn to better address topics related to diverse populations; we need to learn strategies that may include de-escalations related to students who become angry or emotionally charged in other ways
4. create research projects that may help with academic rights, respect, and responsibility legislation, as addressed by Representative Paccione.

Ms. Cage explained that the students at Colorado State University feel that the quote published by the American Association of University Professors labeled, *The 1940 Statement of Principles on Academic Freedom and Tenure*, embodies how students feel concerning sensitive issues in the classroom. The excerpt asserts, "Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole." This statement explicitly affirms that professors are not in the classroom to further their personal interests. She pointed out that students view professors as mediators of the discussion in their classes, and it is important for faculty members to remember that they are the chairs of the debate, not an active role in the debate. Although critical thinking and academic challenges are also encouraged, it is essential that students on both ends of the spectrum are challenged; otherwise students may conclude that biases are being made. In other words, if a professor is willing to oppose one viewpoint and not the other, it can be concluded by a student that the teacher agrees with the contradicting position. In many cases this may be seen as promoting a personal interest outside the scope of a class discussion. Students should be presented with conflicting material in a factual, informative perspective that will mature their own critical thinking and decision making skills. Ms. Cage added that another aspect that must be considered is the assumption that some freedoms of a University associated faculty member are forfeited due to their connection with Colorado State University. Therefore, when a professor is lecturing, it is important that they do not divulge personal opinions without labeling those opinions as so. If this step is not taken, a student may assume that the opinion is from the University, not from the individual. In the end, this can have serious consequences. Ms. Cage noted that intentionality is another underlying concern when discussing sensitive issues in the classroom. Some professors may claim that they unintentionally reveal their political beliefs without realizing that they are imposing these ideas onto their students. In this case, many faculty members are excused from their actions. Although a one time coincidence may be pardoned, it is important that behavioral patterns are recognized and dealt with. Because all of these arguments affect both professors and students, developing multiple strategies to confine these problems are necessary. Formulating formal discussion techniques and requiring that faculty members and students hold themselves to a higher standard when participating in classroom discussions can help eliminate uncomfortable encounters. In closing, Ms. Cage explained that as students, we want to work together in order to build bridges leading to academic excellence, while facilitating diversity in thought through mutual respect.

Ms. Hudgens explained that the conflict resolution office is like a clearing house for students seeking advice regarding how the student grievance process works. She noted that the complexity of student behavior, over the years, has become increasingly complex. She added that most faculty members have reported student behavior such as emotional outbursts, rudeness, disrespect, and civility in the classroom. Ms. Hudgens explained that this issue is very difficult for faculty to manage. She stated that part of her job is to use de-

escalation strategies to recognize a problem and to achieve a solution to the problem. She added that students desperately want faculty to be in control, have constructive debate, be able to express different opinions, and be in a safe learning environment. Most everyone believes in the first amendment, but - each of us has a different interpretation of the first amendment. What are the limits for civility in the classroom, to suppress opinions or an actionable event?

Mr. Evan Vlachos stated that societal issues can cause problems in the classroom. He added that opinions pass for knowledge and there is a lack of creative dialogue and civility in the classroom. More emphasis needs to be placed on interpersonal dialogue as communication in class is minuscule and there is a lack of intellectual stamina. Ms. Schatz noted that the panel would like to emphasize that it is necessary for the instructor to provide the students with background materials and a variety of views so students can be prepared for dialogue in the class. She added that good citizens must be well read to keep up with issues facing society. Mr. Steve Robinson asked for specific examples of sensitive issues in the classroom. Ms. Hudgens noted that faculty are reporting annoying student behavior such as coming to class late, intoxicated, reading newspapers in class, falling asleep in class to more serious issues such as students insulting each other and using profanity, stealing tests and master keys. Some of the student issues concerning faculty are using grades to intimidate, using profanity, threatening students, and physically pushing students. Ms. Hudgens pointed out that some of this behavior is because of the age of the student and they do grow out of some of these behavioral issues as they mature. Mr. Robinson noted that these examples are all behavioral - he asked for specific examples of sensitive issues being taught in the class. Ms. Paccione responded that some sensitive issues being taught in the class are related to race, religion, sexual orientation, and political philosophy. She added that comments made in the classroom by the instructor may be general but a student could take the comments personally. Students should be asked to listen to a view different from their personal opinion. Ms. Schatz gave an example in one of her classes where she invited a panel of cross-dressers for a presentation. She noted that she had two graduate students from Saudi Arabia in the class and discussed the presentation with them to ensure that they were aware that the purpose of the panel presentation was to introduce the students to a very difficult issue and to provide exposure to diversity - not to identify what is right and wrong. She added that discussing sensitive issues such as religious and sexual orientation helps students to accept new ideas and mold the learning environment and shift perspectives - this is the job of an instructor. There is also a responsibility, on the part of the instructor, to protect the panelists invited to participate in the presentations of sensitive issues. A professor pointed out that he teaches in ecology and the courses are founded upon the theories of Darwin versus creationism. The courses are based upon the scientific process of evaluating what data supports and sometimes it is difficult to present alternative views. This could be perceived by a student as offensive. Ms. Cage pointed out that a professor still needs to be sensitive to a student's values and beliefs. The professor who teaches evolution must allow the student to decide if they believe in evolution or not. A professor cannot relay their personal beliefs into what they teach. However, students should feel challenged. Mr. Bill Timpson suggested that faculty members review the literature information found on pages 27 to 29 of the Faculty Council agenda. Mr. Phil Westra pointed out that students can get different viewpoints from different classes and the mix of classes causes diversity in learning. Ms. Paccione noted that students should have an open mind when attending a controversial class and if they feel discriminated against for some reason they should use the procedures in place at the University to file a grievance against a professor, and not go to the legislature. She added that there are perceptions that there are too many "liberals" in the classroom and that conservatism is not being presented. However, the mission of the University is to test ideas against one and another. Mr. Shulman stated that faculty must also acknowledge that students have a reason to sometimes feel threatened. Professors must remember that students are in a different environment than home when attending college and when they feel threatened you need to recognize the different environment that students are in. Ms. Hudgens pointed out that the development of cognitive abilities and a biological shift is occurring in students. Their ability to see the world in gray - not black and white - and to recognize to not take something personally is still developing. Therefore, professors must remember where students are developmentally. Ms. Cage reiterated that professors need to clarify any statements, made in the classroom, that are a personnel opinion and that discussions should always be relevant to the course material. Ms. Schatz agreed that you cannot censor speakers invited to a class but after the speaker has done their presentation you could discuss and get opinions from the students regarding the



speaker's presentation. She also suggested that professional development is needed for faculty to learn how to deal with sensitive issues in the classroom. Mr. Richard Eykholt pointed out that large classes may be offensive to more students because in larger classes it is more difficult to ask for individual comments. The professor does not have the time or resources to do so. You can respond to this problem by backing off of what is being taught.

THE MEETING WAS ADJOURNED AT 6:50 P.M.

C. W. Miller, Chair  
Robert Jones, Vice Chair  
Diane L. Maybon, Recording Secretary

ATTENDANCE

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

**AGRICULTURAL SCIENCES**

<b>Jerry Eckert</b>	<b>Agricultural and Resource Economics</b>
<u>J. Daryl Tatum</u>	<u>Animal Sciences</u>
<b>Louis Bjosted</b>	<b>Bioagricultural Sciences &amp; Pest Management</b>
<b>Harrison Hughes</b>	<b>Horticulture &amp; Landscape Architecture</b>
<u>Keith Paustian</u>	<u>Soil and Crop Sciences</u>
<b>Steve Newman</b>	<b>College-at-Large</b>
<u>Dana Hoag</u>	<u>College-at-Large</u>
<b>Phil Westra</b>	<b>College-at-Large</b>

**APPLIED HUMAN SCIENCES**

<b>Molly Eckman</b>	<b>Design, Merchandising, and Consumer Sciences</b>
<b>Robert Gotshall</b>	<b>Health and Exercise Science</b>
<b>David A. Sampson</b>	<b>Food Science and Human Nutrition</b>
<b>David Macphee</b>	<b>Human Development and Family Studies</b>
<b>Michael Nobe</b>	<b>Construction Management</b>
<b>David Greene</b>	<b>Occupational Therapy</b>
<b>William Timpson</b>	<b>School of Education</b>
<b>Robert Seiz</b>	<b>School of Social Work</b>

**BUSINESS**

<u>William Mister</u>	<u>Accounting</u>
<b>F.C. "Ted" Weston</b>	<b>Computer Information Systems</b>
<b>Timothy Gallagher</b>	<b>Finance and Real Estate</b>
<b>Jackie Hartman, Excused</b>	<b>Management</b>
<u>Kathleen Kelly</u>	<u>Marketing</u>

**ENGINEERING**

<b>Chris Kummerow</b>	<b>Atmospheric Science</b>
<b>A. Ted Watson</b>	<b>Chemical Engineering</b>
<b>Ramchand Oad</b>	<b>Civil Engineering</b>
<b>H. J. Siegel</b>	<b>Electrical and Computer Engineering</b>
<b>Azer Yalin</b>	<b>Mechanical Engineering</b>
<u>TBA</u>	<u>College-at-Large</u>
<b>Darrell Fontane</b>	<b>College-at-Large</b>

**LIBERAL ARTS**

<b>N. Valdez for Michelle Glantz</b>	<b>Anthropology</b>
<b>Gary Keimig</b>	<b>Art</b>
<b>Steven J. Shulman</b>	<b>Economics</b>
<b>Pam Coke</b>	<b>English</b>
<b>S. Sargent for Michael Abeyta</b>	<b>Foreign Languages and Literatures</b>
<b>Diane C. Margolf</b>	<b>History</b>
<b>Jamie Switzer</b>	<b>Journalism and Technical Communication</b>
<u>William Davis</u>	<u>Music, Theater, and Dance</u>
<b>Michael Losonsky</b>	<b>Philosophy</b>
<b>Brad MacDonald</b>	<b>Political Science</b>
<b>Evan C. Vlachos</b>	<b>Sociology</b>

**Eric Aoki** **Speech Communication**  
**LIBERAL ARTS - Continued**  
**Alexandra Bernasek, Excused** **College-at-Large**  
**Jane Kneller** **College-at-Large**  
**Donna Rouser** **College-at-Large**

**NATURAL RESOURCES**

**Barry Noon** **Fishery and Wildlife Biology**  
**Douglas Rideout** **Forest, Rangeland, and Watershed Stewardship**  
**Sally Sutton** **Geosciences**  
**Alan Bright** **Natural Resource Recreation and Tourism**  
**Glenn Haas** **College-at-Large**

**NATURAL SCIENCES**

Jennifer Nyborg Biochemistry and Molecular Biology  
**Bruce Wunder** **Biology**  
Rich Finke Chemistry  
**Dale H. Grit** **Computer Science**  
**Kenneth Klopfenstein** **Mathematics**  
**R. "Steve" Robinson** **Physics**  
Peter Chen Psychology  
**Philip Lee Chapman** **Statistics**  
Norman Curthoys College-at-Large  
Donald Estep College-at-Large  
**Richard Eykholt** **College-at-Large**  
**Zinta Byrne** **College-at-Large**

**VETERINARY MEDICINE AND BIOMEDICAL SCIENCES**

**George Seidel** **Biomedical Sciences**  
**Chris Orton** **Clinical Sciences**  
**Susan LaRue** **Environmental and Radiological Health Sciences**  
**Julie Inamine** **Microbiology, Immunology and Pathology**  
**Gerald Callahan** **College-at-Large**  
**Tony Knight** **College-at-Large**  
Edward Dudek College-at-Large  
**Carol Blair** **College-at-Large**  
Joel Bedford College-at-Large

**UNIVERSITY LIBRARIES**

**Donnice Cochenour** **Libraries**  
**Lou Anderson** **At-Large**  
**Michelle Wilke** **At-Large**

**EX OFFICIO VOTING MEMBERS** (*\*Indicates Member of Faculty Council*)

<b>Stephen Davies</b>	<b>Chair, Committee on Faculty Governance</b>
<b>Jackie Hartman, Excused*</b>	<b>Chair, Committee on Intercollegiate Athletics</b>
<u>Todd Queen</u>	<u>Chair, Committee on Libraries</u>
<b>Richard Eykholt*</b>	<b>Chair, Committee on Responsibilities &amp; Standing of Academic Faculty</b>
<b>Jerry Eckert*</b>	<b>Chair, Committee on Scholarship Research &amp; Graduate Education</b>
<u>Boris Kondratieff</u>	<u>Chair, Committee on Scholastic Standards and Awards</u>
<b>Kirk Hallahan</b>	<b>Chair, Committee on Strategic and Financial Planning</b>
<b>James Madl</b>	<b>Chair, Committee on Teaching and Learning</b>
<b>Philip Chapman</b>	<b>Chair, Committee on University Programs</b>
<b>James Lindsay</b>	<b>Chair, University Curriculum Committee</b>

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<b>Robert Jones</b>	<b>Vice Chair, Faculty Council</b>
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**NON-ELECTED NON-VOTING MEMBERS**

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<b>Peter J. Nicholls</b>	<b>Provost/Academic Vice President</b>
<b>Anthony Frank</b>	<b>Senior Vice President and Vice President for Research and Information Technology</b>
<u>Linda Kuk</u>	<u>Vice President for Student Affairs and Dean of Admissions</u>
<u>Marc Johnson</u>	<u>Dean, College of Agricultural Sciences and Vice Provost for Outreach</u>
<u>April Mason</u>	<u>Dean, College of Applied Human Sciences</u>
<u>Heather Hardy</u>	<u>Dean, College of Liberal Arts</u>
<u>Ajay Menon</u>	<u>Dean, College of Business</u>
<u>Steven Abt</u>	<u>Interim Dean, College of Engineering</u>
<u>Joyce Berry</u>	<u>Dean, College of Natural Resources</u>
<u>Rick Miranda</u>	<u>Dean, College of Natural Sciences</u>
<u>Lance Perryman</u>	<u>Dean, College of Veterinary Medicine and Biomedical Sciences</u>
<u>Catherine Murray-Rust</u>	<u>Dean, University Libraries</u>
<u>Peter Dorhout</u>	<u>Vice Provost for Graduate Studies and Assistant Vice President for Research</u>