

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
February 7, 2006

CALL TO ORDER

The Faculty Council meeting was called to order at 4:15 p.m. by Mr. Robert L. Jones, Chair.

ANNOUNCEMENTS

- A. NEXT FACULTY COUNCIL MEETING - MARCH 7, 2006 - A103 CLARK BUILDING - 4:15 p.m.

Mr. Jones announced that the next Faculty Council meeting will be held on March 7, 2006 in Room A103 Clark Building.

- B. ADMINISTRATIVE/FACULTY COUNCIL DIALOGUE - MARCH 7, 2006 - 3:45 to 4:15 p.m. - MS. LINDA KUK - VICE PRESIDENT, STUDENT AFFAIRS

Mr. Jones announced that the Administrative/Faculty Council Dialogue for the March 7, 2006 Faculty Council meeting will be presented by Ms. Linda Kuk, Vice President, Student Affairs.

- C. FACULTY COUNCIL CURRENT ISSUES TOPIC - MARCH 7, 2006 - To Be Announced

Mr. Jones announced that the Current Issues Topic for the March 7, 2005 Faculty Council meeting will be announced at a later date.

- D. ACTIVE ISSUES TRACKING LIST FOR FACULTY COUNCIL STANDING COMMITTEE

Mr. Jones announced that the active tracking issues list for the Faculty Council standing committees can be found on pages 1-4 of the February 7, 2006 Faculty Council agenda.

- E. FACULTY COUNCIL OFFICERS ELECTION - MARCH 7, 2006 - VICE CHAIR AND BOARD OF GOVERNORS FACULTY REPRESENTATIVE - COMMITTEE ON FACULTY GOVERNANCE

- F. PROPOSED REVISIONS TO THE *MANUAL*, CODE, SECTION C.2.1.9.5.k - UNIVERSITY CURRICULUM COMMITTEE - COMMITTEE ON FACULTY GOVERNANCE

- G. PROPOSED REVISIONS TO THE *MANUAL*, CODE, SECTION C.2.1.9.5.k - UNIVERSITY CURRICULUM COMMITTEE - COMMITTEE ON FACULTY GOVERNANCE

- H. PROPOSED REVISIONS TO THE *MANUAL*, CODE, SECTION C.2.1.3.1 - ELECTED MEMBERS - COMMITTEE ON FACULTY GOVERNANCE

- I. PROPOSED REVISIONS TO THE *MANUAL*, CODE, SECTION C.2.1.9.3 - MEMBERSHIP AND ORGANIZATION - COMMITTEE ON FACULTY GOVERNANCE

- J. PROPOSED REVISIONS TO THE *MANUAL*, CODE, SECTION C.2.4.2.2 - OPERATIONAL POLICIES OF DEPARTMENTS - COMMITTEE ON FACULTY GOVERNANCE

Ms. Sue Pendell, Chair, Committee on Faculty Governance, announced that the elections for the Faculty Council officers - Vice Chair and Board of Governors Representative will be held at the March 7, 2006 Faculty Council meeting. Ms. Pendell also announced that the proposed revisions to the *Manual Code* Sections C.2.1.9.5k, C.2.1.9.5.k, C.2.1.3.1, C.2.1.9.3 and C.2.4.2.2 will be action items at the March 7, 2006 Faculty Council meeting.

MINUTES TO BE APPROVED

A. FACULTY COUNCIL MEETING MINUTES - DECEMBER 6, 2005

Mr. Darrell Fontane moved to approve the December 6, 2005 Faculty Council meeting minutes.

Mr. Fontane's motion was adopted.

REPORTS TO BE RECEIVED

A. BOARD OF GOVERNORS FACULTY REPRESENTATIVE REPORT - DECEMBER 15, 2005 AND JANUARY 27, 2006 - MR. F. C. "TED" WESTON, FACULTY REPRESENTATIVE TO THE BOARD OF GOVERNORS

Mr. Ted Weston noted that his written report regarding the December 15, 2005 Board of Governors meeting can be found on pages 30-31 of the February 7, 2006 Faculty Council agenda materials. Mr. Weston's report for the January 27, 2006 Board of Governors meeting is as follows:

The Board of Governors (BOG) meeting on January 27, 2006 was held at the CSU Denver Center. This meeting was preceded by a dinner on January 26 with several members of the Colorado legislature plus others. This included both Senate and House representatives from Fort Collins and Pueblo. This meeting was also preceded by two Special BOG meetings on January 12 and 24 for the purpose of discussing the selection of an executive search firm for the president of CSU-Pueblo (CSU-P). The agenda for this January 27, 2006 meeting proceeded as follows:

I. Public Comment:

No one requested to participate in the public comment session.

II. Faculty & Student Representative Reports

My report was offered as previously submitted with brief explanation of the two items included. This explanation was to provide context for the two just-confirmed members of the BOG (both present).

III. Consent Agenda

There were twenty-five items on the consent agenda of which nineteen pertained to *Manual* revisions; four from CSU-P and fifteen from CSU. All nineteen *Manual* items were pulled for discussion before voting (very unusual). Three items pertaining to Emeritus designation, changes to sabbatical leave requests, and leave of absence were not pulled. Also, items pertaining to meeting minutes and President's reports were not pulled.

Concerning the *Manual* items pulled from the consent agenda, Provost T. Frank had previously sent a memo to BOG Chair Pat Grant explaining the proposed changes to the *Manual* with the main point that these changes were largely 'housekeeping.' After the items were pulled, Provost Frank reiterated the 'housekeeping' nature of these items with additional comments by me explaining the difference between code changes (Section C) and other items which generally came from CORSAF. After a short discussion, all 25 consent items were approved.

The fifteen Faculty Council items passed as consent agenda items are summarized on the page attached to this report. This page originated in the memo from Provost Frank to BOG Chair Grant and that was included in the BOG meeting materials which preceded the detail presentation of the CSU *Manual* items. See attachment.

IV. Board Chair's Agenda

No written materials were provided by Chair Grant. Note: Chair Grant had previously welcomed the two new members of the BOG, Joe Blake and 'Boney' Cosyleon.

V. Secretary and Treasurer's Agenda

A report of future meeting dates was presented. The next meeting of the BOG is March 3 in Pueblo.

VI. Chancellor's Agenda

Chancellor Penley presented a brief written report covering the following topics:

1. CCHE Update including FY 2005-06 operating budget supplemental request, FY 2006-07 capital construction prioritization, and a report on financial aid.
2. Legislative update. [Note: the prior evening dinner included two members of the firm now serving as a lobbyist for CSU].
3. CSU System Marketing including brand review and marketing director.
4. The new BOG appointments (Joe Blake and 'Boney' Cosyleon confirmed by the State Senate on January 26). Both were present at the BOG dinner on January 26.

Chancellor Penley offered additional comments regarding unfunded enrollment and implications for the FY07 budget if only items recognized by the CCHE as 'mandatory' are funded. A summary of additional budget requests, including agency funding, was offered. Chancellor Penley also offered his thanks to outgoing BOG members Fred Kerst and C.W. Smith.

VII. Institutional Action Items

Tenure Policy Audit Report. Provost T. Frank gave a general review of the CSU tenure process and lead into a discussion of the Tenure Policy Audit Report. There were several questions concerning this report with the main inquiry as to why there was no one from outside the University on the committee. Both Provost Frank and I answered questions concerning the report. The report was accepted with the recommendation to President Penley that the University consider adding outside members to any such committee if this process

was to be repeated in the future. It will be up to President Penley if he wants to extend or expand the scope of the study and/or add an additional review that would include individuals from outside the university.

At a break, I engaged in discussion with both BOG members who had asked questions with the purpose to clarify both the process that this committee undertook and the committee's basis for conclusions that were offered.

VIII. Executive Session

The BOG went into Executive Session. This is the time that personnel and legal matters are discussed.

IX. Institutional Action Items

Several items were reported on including:

1. Contract updates.
2. Easements to CSU property.
3. Naming policy

A handout was distributed entitled "The Case for Innovation and Change in Funding – Colorado Higher Education." Related, a handout was provided prior to the meeting with the title "The CSU System Budget for FY07."

The next meeting of the BOG will be on March 3, 2006 in Pueblo.

Mr. Weston quoted the following information from the handout entitled, "The Case for Innovation and Change in Funding - Colorado Higher Education."

In FYs 02-05 CU's revenue was up 10.6 % and CSU's revenue was down 1.2%
In FYs 02-06 CU's revenue was up 20.8 % and CSU's revenue was up 1.9%

CU - \$101million for 01-05 – CSU - \$5 million

MR. WESTON'S REPORTS WERE RECEIVED.

B. PROVOST/SENIOR VICE PRESIDENT REPORT - MR. TONY FRANK, PROVOST/SENIOR VICE PRESIDENT

Mr. Tony Frank, Provost/Senior Vice President reported that the University Strategic Plan is being finalized and the new version will be distributed hopefully in two weeks. He noted that the changes were mainly editorial and included corrections to metrics; goals regarding "superclusters;" and establishing the process for request for proposals (RFPs) for "superclusters."

Mr. Frank reported that budget retreats for the Vice President units are in process. On March 6, 2006 budget hearings will be held and then the budget will go forward to the Cabinet. Mr. Frank noted that a draft budget should be ready for presentation at the April Faculty Council meeting. Mr. Frank noted the following budget issues have been included in the Academic Affairs budget requests:

1. Library budget issues;
2. 10 new faculty lines;
3. Expand graduate education;
4. Salary increase for adjunct faculty;
5. Faculty salary increase to exceed mandatory base of 3% (4%);
6. \$2 million for added benefits;
7. 1 time funds to upgrade WebCT;
8. Vice President for Research start up costs.

Mr. Frank noted that all of these requests may not be successful but are priorities.

Mr. Frank reported that progress is being made on the searches for the positions of Vice Provost for Outreach and Strategic Partnerships, Vice President for Research and Vice President for Admissions and Access. He is hopeful that candidates for these positions will have campus interviews before finals week so faculty can participate in the interview process.

Mr. Frank reported that progress is being made on the structure for the Center for Pedagogical Advancement and Learning Investigation (CPALI). Mr. Frank noted he is working with Mr. Tom Gorell, Vice Provost for Faculty Affairs, and University Distinguished Teaching Scholars and will be getting input from the Faculty Council Committee on Teaching and Learning regarding this matter.

Mr. Stephen Stack asked Mr. Frank if there are any plans to reconcile the funding differences between CU and CSU. Mr. Frank responded that there are reasons to be optimistic. He noted that the data is being used for making a case to the legislators.

MR. FRANK'S REPORT WAS RECEIVED.

C. REPORT ON UNIVERSITY DIVERSITY - MS. DANA HIATT, DIRECTOR, OFFICE OF EQUAL OPPORTUNITY AND DIVERSITY

Ms. Dana Hiatt, Director, Office of Equal Opportunity and Diversity noted that a written copy of the University Diversity Report can be found on pages 32-49 of the February 7, 2006 Faculty Council agenda materials. Ms. Hiatt noted the following areas of concern:

1. Graduate enrollment for domestic minority student groups.
2. Number of persons of color recommended for promotion/tenure.
3. Are units integrating central/plan for diversity in the Strategic Plan.

MS. HIATT'S REPORT WAS RECEIVED.

D. FACULTY COUNCIL CHAIR REPORT - MR. ROBERT JONES, FACULTY COUNCIL CHAIR - TENURE POLICY AUDIT REPORT

Mr. Jones noted that Executive Committee, at its December 13, 2005 meeting, agreed to present a Current Issues Topic on "Plus/Minus Grading, Minimum Grade Requirements, and the Repeat/Delete Policy" at the March 7, 2005 Faculty Council meeting. Mr. Jones referred Faculty Council members to the December 13, 2005 Executive Committee meeting minutes located in the back of the February 7, 2006 Faculty Council agenda materials for more information discussed at this meeting regarding this issue. Mr. Jones asked Faculty Council members to send comments to the Faculty Council office and also asked that anyone interested in participating should contact the Faculty Council office.

Mr. Jones noted that the Tenure Policy Audit Report can be found on pages 50-52 of the February 7, 2006 Faculty Council agenda materials. Mr. Jones reported that the Tenure Audit Report was requested by the President before revisions to Section E.14 were presented to the Board of Governors. He noted that the audit did not include prior tenure positions and was not an attempt to revise policy. The audit was intended to assist the President in assuring the Board of Governors that faculty is paying attention to the tenure policy. The audit found that the policies/procedures for tenure are generally sound and minor revisions were recommended and the Committee on Responsibilities and Standing of Academic Faculty is currently reviewing these recommendations. The report was presented at the January 27, 2006 Board of Governors meeting.

MR. JONES' REPORT WAS RECEIVED.

SPECIAL ACTIONS

A. CHANGES IN CURRICULUM TO BE APPROVED: UNIVERSITY CURRICULUM COMMITTEE MINUTES: NOVEMBER 14, 28, DECEMBER 5, 12, 2005 AND JANUARY 13, 2006

Ms. Carole Makela, Chair, University Curriculum Committee MOVED THAT THE FACULTY COUNCIL ADOPT THE ACTION ITEMS IN THE NOVEMBER 14, 28 AND DECEMBER 5, 12, 2005 AND JANUARY 13, 2006 UNIVERSITY CURRICULUM COMMITTEE MEETING MINUTES CHANGES IN CURRICULUM.

Ms. Makela noted the following exemptions:

November 14, 2005 University Curriculum Committee Minutes:
Request to Add Organic Agriculture Interdisciplinary Studies Program
Request to Add Merchandising Graduate Interdisciplinary Studies Program
Status of Student Representatives to UCC - This item is for information only to the Faculty Council.

November 28, 2005 University Curriculum Committee Minutes:
Request for Minimum Grade Requirement for Minor - Ethnic Studies

December 5, 2005 University Curriculum Committee
Request for Minimum Grade Requirement - Design and Merchandising

January 13, 2006 University Curriculum Committee Minutes:
Structure and implementation of the All University Core Curriculum

MS. MAKELA'S MOTION WAS ADOPTED.

B. PROPOSED REVISIONS TO THE FRAMEWORK FOR THE ALL UNIVERSITY CORE CURRICULUM - UNIVERSITY CURRICULUM COMMITTEE

Ms. Makela, Chair, University Curriculum Committee, MOVED THAT FACULTY COUNCIL ADOPT THE FOLLOWING REVISIONS TO THE FRAMEWORK OF THE ALL-UNIVERSITY CORE CURRICULUM (AUCC), TO BE EFFECTIVE FALL SEMESTER 2007 AS FOLLOWS:

Additions are in underline, deletions are in ~~overstrike~~.

There is a separate motion to revise the catalog copy relating to the AUCC.

FRAMEWORK FOR THE ALL-UNIVERSITY CORE CURRICULUM (AUCC)¹

1. Basic Competencies
 - A. Written Communication (3-~~6~~ credits)²
 - Introductory Writing – CO 130
 - Intermediate Writing – COCC 150
 - B. Mathematics (3 credits)
2. ~~Core Competencies~~
 - A. ~~Additional Communication (3 credits)~~
 - ~~1. Oral Communication~~
 - ~~2. Advanced Writing~~
 - ~~3. Second Language~~
 - B. ~~Logical/Critical Thinking (3 credits)~~
2. Additional Communication – Advanced Writing or Oral Communication (3 credits)
3. Foundations and Perspectives
 - A. Biological/Physical Sciences (7 credits)
(At least one course will have an associated lab.)
 - B. Arts and Humanities (~~3~~6 credits)^{3,4}
 - C. Social/Behavioral Sciences (3 credits)³
 - D. Historical Perspectives (3 credits)³
 - E. Global and Cultural Awareness (3 credits)³
 - F. ~~U.S. Public Values and Institutions (3 credits)~~
 - G. ~~Health and Wellness (2 credits)~~

4. Depth and Integration
 - A. Each major must designate courses that build upon the Core Competencies of writing, speaking, and problem solving in an integrative and complementary way.
 - B. Each major must designate courses that build upon the foundations of knowledge and intellectual perspectives of Core Category 3 in an integrative and complementary way.
 - C. Every major must require a capstone experience at the senior level that consists of a designated course or sequence of courses that offer the opportunity for integration and reflection on students' nearly completed baccalaureate education.

- ¹ No double-listing (placing a course in more than one category) or double-counting of courses will be allowed.
- ² Students who place into COCC 150 will have the 3 credits for CO 130 waived.
- ³ Courses must include at least 25 percent of final grade based on written work (some of which must be in the form of out-of-class papers).
- ⁴ No more than 3 credits of intermediate foreign languages (200- and 300-level) may be used toward this category.

Category 4 and all existing rules of the All-University Core Curriculum (minimum cumulative grade point average, completion of the English composition requirement and mathematics requirement prior to completion 60 credits) remain the same.

Ms. Makela explained that the performance contract between Colorado State University and the Colorado Commission on Higher Education (CCHE) requires that the All-University Core Curriculum (AUCC) 'satisfies the competencies, expectations and credit hour guidelines of GT (guaranteed transfer) Pathways' for students entering Fall 2007. The University Curriculum Committee recommends the above 31-34 credit framework to replace the existing framework for categories 1-3.

The categories in the gtPathways curriculum include:

Communication – Introductory Writing and Intermediate Writing (6 credits)

Mathematics (3 credits)

Arts and Humanities (6 credits), History (3 credits), and Social and Behavioral Sciences (3 credits). Credits in this category are to total 15. The 3 additional credits needed to total 15 can be from any one of the 3 areas and, to be consistent with AUCC, will be a 'global and cultural awareness' course.

Natural and Physical Sciences (7 credits)

Having evaluated the original intent of AUCC, the importance of program flexibility, simplifying advising,

and maintaining the number of free electives, therefore reducing the administrative burden, the members of UCC recommend the changes as the best alternative.

All courses in AUCC that are being used to fulfill gtPathways must be submitted to statewide faculty review committees (within the CCHE structure) for approval and inclusion in gtPathways. Courses for AUCC categories that are not being used to fulfill gtPathways do not need to be submitted. Beginning July 1, 2007 'all course catalogs and academic transcripts shall clearly designate lower division core courses eligible for statewide guaranteed transfer' and 'all course catalogs and related materials shall clearly designate lower division general education core courses that are not eligible'.

Brief explanations for each of the areas and their credit distribution follow:

Written Communication – Changes from 3 to 3-6 credits to reflect the fact that students who don't place into COCC 150 must take CO 130. Clarifying this fact has the added benefit of making it clear that the AUCC requires both introductory and intermediate writing.

Mathematics – Existing AUCC requirement fulfills gtPathways.

Additional Communication – This category is reduced to two options: advanced writing or oral communication. The second language option will be included within Arts and Humanities per CCHE classification of language courses.

Logical/Critical Thinking – Category is removed from the AUCC. Courses such as PLCC 110 (Logic and Critical Thinking) and SPCC 207 (Rhetoric and Argumentation) can be submitted as Arts and Humanities courses for gtPathways.

Biological/Physical Sciences – Existing AUCC requirement fulfills gtPathways.

Arts/Humanities – Changed to a total of 6 credits (2 courses). The philosophy, speech communication, and foreign language courses (previously in Additional Communication and Logical/Critical Thinking, respectively) may be moved here. No more than 3 credits of intermediate foreign languages may be used toward this category.

Social/Behavioral Sciences – Existing AUCC requirement fulfills gtPathways.

Historical Perspectives – Existing AUCC requirement fulfills gtPathways, but courses are restricted to being submitted as gtPathways' Social and Behavioral Sciences courses.

Global and Cultural Awareness – 3 credits must be submitted as either gtPathways' Arts and Humanities or Social and Behavioral Sciences courses.

The 15 credits in the Arts/Humanities-Social/Behavioral Sciences-Historical Perspectives-Global and Cultural Awareness group must be from courses that have a minimum of 25 percent of the course grade based on writing (in-class and out-of-class).

U.S. Public Values and Institutions – Removed from the AUCC as many of the courses may be submitted for Arts and Humanities or Social and Behavioral Sciences categories or were double-counted with one of those categories.

Health and Wellness – Excluded as an AUCC category. Majors may choose to continue requiring a health and wellness course. Offering departments may submit the courses currently in health and wellness for

approval in one of the other categories.

Depth and Integration – Remains as it is currently in the AUCC.

Mr. James Lindsay asked Ms. Makela to clarify footnote number one: No double-listing (placing a course in more than one category) or double-counting of courses will be allowed. Ms. Makela explained that it is expected that the Global and Cultural will meet requirements in two categories, but will not count credits twice toward required total credits. Mr. Alan Lamborn, Vice Provost for Undergraduate Studies noted that Colorado State University must guarantee to the Colorado Commission on Higher Education 15 credits for Arts and Humanities, Social/Behavioral Sciences, Historical Perspective and Global and Cultural Awareness with no double counting because that would not equal 15 credits.

Mr. David Greene expressed concern about eliminating Health and Wellness from the core. He asked what philosophy the University Curriculum Committee used to support the elimination of Health and Wellness from the core. He also noted that the University Strategic Plan emphasizes health and wellness. Ms. Makela explained that the University Curriculum Committee recognizes the value of all the categories in the core curriculum, but the committee had to deal with credit constraints. She added that when balancing the different demands, the committee did not give the Health and Wellness category a high priority.

Mr. Gay Israel MOVED TO AMEND THE MAIN MOTION AS FOLLOWS:

Additions - Underlined - Deletions - ~~Overstruck~~

FRAMEWORK FOR THE ALL-UNIVERSITY CORE CURRICULUM (AUCC)¹

1. Basic Competencies
 - A. Written Communication (3-6 credits)²
Introductory Writing – CO 130
Intermediate Writing – COCC 150
 - B. Mathematics (3 credits)
2. Additional Communication – Advanced Writing or Oral Communication (3 credits)
3. Foundations and Perspectives
 - A. Biological/Physical Sciences (7 credits)
(At least one course will have an associated lab.)
 - B. Arts and Humanities (6 credits)^{3,4}
 - C. Social/Behavioral Sciences (3 credits)³
 - D. Historical Perspectives (3 credits)³
 - E. Global and Cultural Awareness (3 credits)³
 - F. Health and Wellness (2 credits)
4. Depth and Integration
 - A. Each major must designate courses that build upon the Core Competencies of writing, speaking, and problem solving in an integrative and complementary way.
 - B. Each major must designate courses that build upon the foundations of knowledge and

intellectual perspectives of Core Category 3
in an integrative and complementary way.

- C. Every major must require a capstone experience at the senior level that consists of a designated course or sequence of courses that offer the opportunity for integration and reflection on students' nearly completed baccalaureate education.

- ¹ No double-listing (placing a course in more than one category) or double-counting of courses will be allowed.
- ² Students who place into COCC 150 will have the 3 credits for CO 130 waived.
- ³ Courses must include at least 25 percent of final grade based on written work (some of which must be in the form of out-of-class papers).
- ⁴ No more than 3 credits of intermediate foreign languages (200- and 300-level) may be used toward this category.

Mr. Israel appealed to the Faculty Council to discuss this amendment on merits without bias. The decision on the amendment will affect the future of many students. Mr. Israel noted that poor lifestyles are causing life expectancy to decline. In addition type II diabetes and childhood obesity have become severe problems. He pointed out that public schools have removed physical education and health from their curricula. He added that CSU faculty are facing the same issues and possible consequences. He explained that the core courses in health and wellness fit with the Mission of CSU as reflected in the annual presidential address. The courses provide venue for addressing alcohol awareness and make students aware of physical and mental health resources. He added that getting this education in the first year of college is critical. Mr. Israel noted the top University student health issues are: physical inactivity, weight and obesity, tobacco use, substance abuse, irresponsible sex, mental health, injury and violence, environment quality and immunizations. He added that anonymous surveys of 1000+ CSU freshmen taking core health and wellness courses confirm these health issues. Mr. Israel referred to his handout. Mr. Israel noted that President Penley's inaugural address emphasized health and well being. He added that the University Strategic Plan has three goals related to health and wellness: Goal 16 - Nurture student health, safety and well being; Goal 22 - Research Superclusters: food, nutrition, health and well being; Goal 27: Health - Promote community and public health among Coloradoans - on-going efforts in this area include the research and teaching in the college of Applied Human Sciences - Development of the Colorado School of Public Health. Mr. Israel reiterated that the issue should be what is best for students not an issue of credit constraints.

Mr. Timothy Gallagher said he would vote against this amendment noting that this was not a reflection of the value of health and wellness. Mr. Gallagher questioned whether the health and wellness courses actually affect the students' life style choices. He added if this amendment is adopted, it could make it more difficult for students to take elective courses because some programs have little or no availability for students to take electives. He added this should not be mandated but elective. Mr. Darrell Fontane noted that the College of Engineering has no free electives and if this amendment is adopted it would increase Engineering credits from 129-131 to 130-133 with no flexibility. He added the University Curriculum Committee's recommendations should be supported. He pleaded not to increase the Engineering students credit load.

Mr. Boris Kondratieff expressed support for the amendment, noting that data support students' claim that these courses are important for restructuring lives. Mr. Ray Hogler noted he was against the amendment. He feels that it is more important to have electives. He added that students have the ability to make choices

and we should not take courses away from the students who want to take them as an elective. Mr. Pat Pellicane asked if there is any data showing that these courses have actually changed the behavior of students. Mr. Israel responded that there have been surveys showing that the courses have changed the behavior of students. Mr. David Sampson stated that food science and nutrition mission is important and a well rounded education should be more important than credit counting. Mr. Greene noted that if the courses are taken out of the core there will be no chance to have an impact on students if students do not take the courses, however it may have an impact if students are required to take the courses as part of the core curriculum.

Mr. Stack asked what courses are being referred to and suggested that health and wellness education at the high school level might be more beneficial to students. Mr. Richard Eykholt noted that Physics has only four courses as electives. He stated that he did not think other departments in the University are aware of the constraints of elective credits in the sciences and engineering. He added that credit requirements cause stress on students and required courses are viewed as a burden by students in majors that require large credit requirements. He noted that the health and wellness has been part of the core for six years and alcohol abuse is a bigger problem now. He added that the courses are not fixing the problem. He added that the CCHE requirements did not feel the health and wellness was important enough to include in their core requirements.

Ms. Pam Coke asked what other state institutions are including in their core curricula and if health and wellness is included. Mr. Lamborn replied that he works closely with the CCHE on the GE25 Council and Academic Council. He noted that he has not done a survey and does not know what the other state institutions are requiring. He added that the purpose of these revisions are to streamline the core curriculum to increase transferability. Mr. John Olienyk, member of University Curriculum Committee, noted that the committee considered many trade offs. If the amendment fails, the health and wellness courses will still be available to the students. He added that perhaps there are more effective ways to address these problems (e.g., through student affairs).

Mr. Lamborn emphasized that Faculty Council must decide on a practical mix of what is substantially important for the core curriculum. Mr. Lamborn summarized his negotiations with the CCHE regarding writing and communication. He added that part of his argument to the CCHE was that faculty would resist more than 31 credits in the core. He explained that increasing the credits (e.g., Health and Wellness) weakens the argument about credit counting in writing and may result in ultimately losing the argument regarding credit for writing.

MR. STEVEN NEWMAN MOVED FOR THE QUESTION.

MR. NEWMAN'S MOTION WAS ADOPTED BY THE REQUIRED TWO-THIRDS VOTE.

MR. ISRAEL'S MOTION TO AMEND WAS NOT ADOPTED.

Mr. Philip Chapman MOVED TO AMEND THE MAIN MOTION AS FOLLOWS:

Additions - Underlined - Deletions - ~~Overscored~~

FRAMEWORK FOR THE ALL-UNIVERSITY CORE CURRICULUM (AUCC)¹

1. Basic Competencies
 - A. Written Communication (3-6 credits)²
Introductory Writing – CO 130
Intermediate Writing – COCC 150
 - B. Mathematics (3 credits)
2. Additional Communication – Advanced Writing or Oral/Scientific Communication (3 credits)
3. Foundations and Perspectives
 - A. Biological/Physical Sciences (7 credits)
(At least one course will have an associated lab.)
 - B. Arts and Humanities (6 credits)^{3,4}
 - C. Social/Behavioral Sciences (3 credits)³
 - D. Historical Perspectives (3 credits)³
 - E. Global and Cultural Awareness (3 credits)³
4. Depth and Integration
 - A. Each major must designate courses that build upon the Core Competencies of writing, speaking, and problem solving in an integrative and complementary way.
 - B. Each major must designate courses that build upon the foundations of knowledge and intellectual perspectives of Core Category 3 in an integrative and complementary way.
 - C. Every major must require a capstone experience at the senior level that consists of a designated course or sequence of courses that offer the opportunity for integration and reflection on students' nearly completed baccalaureate education.

¹ No double-listing (placing a course in more than one category) or double-counting of courses will be allowed.

² Students who place into COCC 150 will have the 3 credits for CO 130 waived.

³ Courses must include at least 25 percent of final grade based on written work (some of which must be in the form of out-of-class papers).

⁴ No more than 3 credits of intermediate foreign languages (200- and 300-level) may be used toward this category.

Mr. Chapman explained that this revision would allow statistics and computer science courses that now count toward the eliminated “Logical/Critical Thinking” requirement to be part of the new core (Philosophy and Speech courses are now included in the Arts and Humanities category.) Mr. Chapman noted that if statistics and computer science courses that are currently major requirement cannot be counted

toward the new core, many majors will have difficulty keeping requirements under the 120 credit limit, or may have to severely limit electives to do so. The purpose of this amendment is not to reinstate the old "Logical/Critical Thinking" core requirement in a different form. The "Logical/Critical Thinking" added a breadth requirement; this amended relaxes a requirement by enlarging the category, thereby adding flexibility for faculty designing majors. Mr. Chapman added that including scientific communication in the same category with oral communication is admittedly somewhat of a stretch. However, numerically based arguments and presentations are forms of communication that are increasingly relevant in the modern world. Adding more topics to this category, turning it into a catch-all, would stretch the category beyond what is likely to be acceptable to the CCHE.

Mr. Lamborn explained that part of his agreement with the CCHE was assurance of additional communication in advanced writing and speech. The argument will be weakened by not being able to ensure more communication. This may be difficult to sell to the CCHE. Mr. Lamborn noted that if CCHE would not accept the amended proposal he is not sure how far back things would unravel. Mr. Lamborn noted he is more comfortable with the main motion as written by the University Curriculum Committee and would prefer not to renegotiate with CCHE.

Mr. Richard Eykholt spoke against the motion.

MR. CHAPMAN'S MOTION TO AMEND WAS NOT ADOPTED.

MS. MAKELA'S MAIN MOTION WAS ADOPTED.

C. PROPOSED REVISIONS TO THE *GENERAL CATALOG 2004-06* - ALL UNIVERSITY CORE CURRICULUM (PAGE 79) - UNIVERSITY CURRICULUM COMMITTEE

Ms. Makela, Chair, University Curriculum Committee, MOVED THAT FACULTY COUNCIL ADOPT THE FOLLOWING PROPOSED REVISIONS TO THE ALL-UNIVERSITY CORE CURRICULUM (AUCC) (PAGE 79 OF THE 2004-06 GENERAL CATALOG. THESE PROPOSED REVISIONS WILL BECOME EFFECTIVE FOR THE NEW STUDENTS (FRESHMEN) AND EXTERNAL TRANSFER STUDENTS ENTERING THE UNIVERSITY IN THE FALL SEMESTER 2007 AND WILL BE PUBLISHED IN THE *GENERAL CATALOG* TO BE DISTRIBUTED ON CAMPUS DURING SUMMER 2007. THERE PROPOSED REVISIONS ARE AS FOLLOWS:

Additions are in underline, deletions are in ~~overstrike~~.

ALL-UNIVERSITY CORE CURRICULUM (AUCC)

All Colorado State University students share a learning experience in common and faculty from across the University contribute to that experience.

Each baccalaureate Program of Study must incorporate the following elements:

	<i>Credits</i>
1. <i>Basic Competencies</i>	
A. Written Communication ¹	3-6
B. Mathematics ¹	3
2. <i>Core Competencies</i>	
 A. Additional Communication	3
 B. Logical/Critical Thinking	3

2. Additional Communication: Advanced Writing or Oral Communication 3

3. Foundations and Perspectives

- | | | |
|----|---|--------------|
| A. | Biological/Physical Sciences
(At least one course will have an associated lab) | 7 |
| B. | Arts/Humanities ² | <u>36</u> |
| C. | Social/Behavioral Sciences | 3 |
| D. | Historical Perspectives | 3 |
| E. | Global and Cultural Awareness | 3 |
| F. | U.S. Public Values and Institutions | 3 |
| G. | Health and Wellness | 2 |

4. Depth and Integration

- A. Each major must designate courses that build upon the Core Competencies of writing, speaking, and problem solving in an integrative and complementary way.
- B. Each major must designate courses that build upon the foundations of knowledge and intellectual perspectives of Core Category 3 in an integrative and complementary way.
- C. Every major must require a capstone experience at the senior level that consists of a designated course or sequence of courses that offer the opportunity for integration and reflection on students' nearly completed baccalaureate education.

¹The composition and mathematics requirements **must** be completed within the first 60 credits (CSU and transfer) taken. More information on this requirement is at the end of this section of the catalog.

² No more than 3 credits of intermediate foreign languages may be used toward Arts/Humanities.

Ms. Makela explained that the proposed revisions to the *General Catalog* copy reflect changes to the All-University Core Curriculum (AUCC) necessitated by placing the 31 credit gtPathways curriculum within the AUCC.

Ms. Makela noted that an effective date of Fall Semester 2007, for entering freshmen and external transfer students, will allow departments to adjust their programs of study to reflect the revisions in the AUCC. It will also allow the departments and colleges time to prepare and submit proposals of AUCC courses to the Colorado Commission on Higher Education (CCHE) for inclusion in the gtPathways as mandated by the Performance Contract between Colorado State University and the CCHE.

MS. MAKELA'S MOTION WAS ADOPTED.

D. REQUEST FOR MINIMUM GRADE REQUIREMENT IN ETHNIC STUDIES MINOR - UNIVERSITY CURRICULUM COMMITTEE

Ms. Makela, Chair, University Curriculum Committee MOVED THAT FACULTY COUNCIL ADOPT

THE REQUEST FOR A MINIMUM GRADE REQUIREMENT IN ETHNIC STUDIES MINOR, TO BE EFFECTIVE FALL SEMESTER 2006 AS FOLLOWS:

All Ethnic Studies minor students must receive a grade of "C" (not "C-") or better in each of their Ethnic Studies classes (includes cross-listed classes) used to fulfill the requirements of the minor, to be effective Fall Semester 2006.

Ms. Makela explained that the College of Liberal Arts and the Center for Applied Studies in American Ethnicity believes a minimum grade requirement communicates to students a minimum proficiency level for future benefit.

MS. MAKELA'S MOTION WAS ADOPTED.

E. PROPOSED NEW INTERDISCIPLINARY STUDIES PROGRAM - ORGANIC AGRICULTURE - COLLEGE OF AGRICULTURAL SCIENCES - UNIVERSITY CURRICULUM COMMITTEE

Ms. Makela, Chair, University Curriculum Committee, MOVED THAT FACULTY COUNCIL ADOPT THE PROPOSED NEW INTERDISCIPLINARY STUDIES PROGRAM - ORGANIC AGRICULTURE IN THE COLLEGE OF AGRICULTURAL SCIENCES TO BE EFFECTIVE FALL SEMESTER 2006 AS FOLLOWS:

An Organic Agriculture Interdisciplinary Studies Program be established in the College of Agricultural Sciences, to be effective Fall Semester 2006.

Ms. Makela explained that this program is designed for students interested in alternative agricultural production practices and its focus is on the science of organic agricultural production. The program builds on a base of fundamental agricultural sciences with additional courses focused on organic agricultural production techniques, business management, marketing, and decision making. Ms. Makela added that the program is a cooperative effort of four departments: Agricultural and Resource Economics, Bioagricultural Sciences and Pest Management, Horticulture and Landscape Architecture, and Soil and Crop Sciences.

MS. MAKELA'S MOTION WAS ADOPTED.

F. PROPOSED NEW GRADUATE INTERDISCIPLINARY STUDIES PROGRAM - DEPARTMENT OF DESIGN AND MERCHANDISING - UNIVERSITY CURRICULUM COMMITTEE

Ms. Makela, Chair, University Curriculum Committee, MOVED THAT FACULTY COUNCIL ADOPT THE PROPOSED NEW GRADUATE INTERDISCIPLINARY STUDIES PROGRAM - DEPARTMENT OF DESIGN AND MERCHANDISING TO BE EFFECTIVE SPRING SEMESTER 2006 AS FOLLOWS:

A Merchandising Graduate Interdisciplinary Studies Program be established in the Department of Design and Merchandising, effective Spring Semester 2006.

Ms. Makela explained that this program is the fourth such program at Colorado State University to be offered in an online format by the Great Plains Interactive Distance Education Alliance, a consortium of 10 institutions (Colorado State University, Kansas State University, Montana State University, North Dakota State University, Iowa State University, Oklahoma State University, and Texas Tech University). Ms. Makela explained that the participating students matriculate at one institution, take web-based courses offered by others, and meet requirements at the institution at which they matriculated. Similar graduate interdisciplinary studies programs in community youth development (graduate), gerontology (graduate), and youth program management and evaluation (graduate) previously were approved by Faculty Council. The courses through Colorado State University already have been approved for nontraditional (online)

delivery by the University Curriculum Committee.

MS. MAKELA'S MOTION WAS ADOPTED.

G. PROPOSED REVISIONS TO THE *MANUAL*, SECTION E.10.4 - POLICIES ON CONFERRING TENURE - COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC FACULTY

Mr. Richard Eykholt, Chair, Committee on Responsibilities and Standing of Academic Faculty, MOVED THAT FACULTY COUNCIL ADOPT THE PROPOSED REVISIONS TO THE *MANUAL*, SECTION E.10.4 - POLICIES ON CONFERRING TENURE, TO BE EFFECTIVE UPON APPROVAL BY THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM AS FOLLOWS:

Additions are underlined, and deletions are indicated by ~~strikeouts~~.

E.10 Academic Faculty Tenure Policy~~(last revised June 10, 1998)~~

E.10.4 Policies on Conferring Tenure~~(last revised June 15, 2005)~~

- a. Faculty members on a regular academic appointment with rank of assistant professor or higher (but not instructors or lecturers) shall be considered for tenure based upon evidence of capability for significant professional contributions. The necessity for any particular advanced degree as a prerequisite for tenure shall be decided upon by the eligible faculty of the department concerned. The requirement for a particular advanced degree may vary within a department depending upon the responsibilities of a specific position.
- b. The decision to award tenure may be made after two years from initial appointment. However, a normal probationary period before the award of tenure is six years of continuous employment for a faculty member initially appointed as an assistant professor, four years of employment for an associate professor, and three years of employment for a full professor. The length of the probationary period, the timing of the midpoint review (see Section E.14.2), and the time frame for the tenure application process shall all be stated unambiguously in the appointment letter. The total period of tenure track service at Colorado State University prior to the granting or denial of continuous tenure is limited to seven years (except when extended beyond this as described in Sections E.10.4.c and E.10.4.d), including all previous tenure track service at this institution with the rank of instructor or higher. Since tenure is not granted to instructors, the seven-year limitation requires that an instructor on a regular appointment must be promoted or terminated not later than the completion of seven years of service. When a faculty member has held a temporary or special appointment as an instructor, assistant professor, associate professor, or professor at Colorado State University and is subsequently appointed to a regular faculty position (see Section E.4), up to three years of the earlier appointments may be considered, by mutual agreement between the faculty member and the department head, as part of the probationary period. The details of such credit for prior service, the length of the probationary period, the timing of the midpoint review (see Section E.14.2), and the time frame for the tenure application process shall all

be stated unambiguously in the appointment letter. Before granting credit for prior service, the department head should consult with the departmental tenure committee. Faculty appointed as lecturers shall not acquire tenure, nor shall service in this rank apply at a later date toward tenure.

- c. *no change*
- d. *no change*
- e. *no change*
- f. *no change*
- g. *no change*
- h. *no change*
- i. Service ~~without tenure~~ in a tenure-track faculty position shall apply toward sabbatical leave and all other faculty benefits and privileges.
- j. The foregoing regulations apply to administrative personnel who hold academic rank, but only in their capacity as faculty members. When a faculty member holding an administrative appointment for which additional compensation is provided either relinquishes or is relieved of administrative responsibility, salary may be reduced to properly conform with his or her non-administrative responsibility, upon recommendation of appropriate administrative officers and ~~with the official approval of the Board.~~ The Board has delegated the authority for official approval to the President. If the faculty member relinquishes the administrative appointment voluntarily, or if the termination of the appointment is due to a non-renewal after a specified appointment period to which the faculty member had agreed, then the President has further delegated the authority for official approval to the Provost. ~~Where an administrator~~ If a faculty member alleges that a consideration violative of academic freedom significantly contributed to a decision to terminate ~~his/her~~ his or her appointment to an administrative post, or not to reappoint the individual, ~~he/she~~ he or she is entitled to use of the procedures set forth in Section K.

Mr. Eykholt explained that since it is the departmental tenure committee that will later recommend the granting or denial of tenure, the department head should consult with this committee before granting credit for prior service. The change to Section E.10.4.b makes this explicit. The change to the Section E.10.4.j reflects the delegations of authority for official approval of reductions in salary when the administrative appointment of a faculty member is terminated. The changes to Sections E.10.4.a and E.10.4.i clarify the intents of these two paragraphs.

MR. EYKHOLT'S MOTION WAS ADOPTED.

- H. PROPOSED REVISIONS TO THE *MANUAL*, SECTION K.14.1 - SELECTION, QUALIFICATIONS AND TERM OF THE UNIVERSITY GRIEVANCE OFFICER - COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC FACULTY

Mr. Eykholt, Chair, Committee on Responsibilities and Standing of Academic Faculty, MOVED THAT FACULTY COUNCIL ADOPT REVISIONS TO THE MANUAL SECTION K.14.1 - SELECTION, QUALIFICATIONS, AND TERM OF THE UNIVERSITY GRIEVANCE OFFICER, TO BE EFFECTIVE UPON APPROVAL BY THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM AS FOLLOWS:

Additions are underlined, and deletions are indicated by ~~strikeouts~~.

K.14 University Grievance Officer

K.14.1 Selection, Qualifications, and Term of the University Grievance Officer

A subcommittee of the Grievance Panel shall solicit nominations for the UGO in November of the third year of the UGO's term of office and shall recommend two or three qualified people to the President through the Provost. The UGO shall be selected by the President, after consultation with the subcommittee members of the Grievance Panel, during the second week of February. The selection must be confirmed by a majority vote of those cast by the Faculty Council and the Administrative Professional Council in April, such confirmations being conducted separately. In the event that a majority vote of those cast is not attained by both the academic faculty and administrative professionals, another candidate shall be proposed by the President. The UGO shall take office on July 1 following the vote and shall report to the Provost. The Provost shall keep the President informed regarding the activities of the UGO.

The UGO shall be a tenured, full-time member of the academic faculty with at least the rank of associate professor and shall have no administrative duties (see Section K.12.a) throughout the term of service. The term of office shall be three consecutive one-year appointments. The UGO shall be evaluated annually. In November, by the Executive Committee of Faculty Council and the Executive Committee of the Administrative Professional Council shall each send a written performance evaluation in November, and the results of this performance evaluation shall be reported to the Provost. Based on these two evaluations, the Provost shall forward this evaluation prepare the official evaluation of the UGO and submit it to the President preceding each reappointment. If the position of UGO becomes vacant before expiration of the term, the Grievance Panel shall recommend an interim appointment to the President, through the Provost, to serve until a confirmed UGO, selected the following February, takes office on July 1.

Mr. Eykholt explained that the University Grievance Officer is the same for faculty and administrative professionals, and both Faculty Council and the Administrative Professional Council must approve his or her appointment or reappointment. Thus, both of these groups should have input into the evaluation of the UGO.

MR. EYKHOLT'S MOTION WAS ADOPTED.

THE MEETING WAS ADJOURNED AT 5:55 P.M.

Robert L. Jones, Chair
Kenneth Klopfenstein, Vice Chair
Diane L. Maybon, Recording Secretary

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

Agricultural Sciences

Jerry Eckert	Agricultural and Resource Economics
<u>TBA</u>	<u>Animal Sciences</u>
Louis Bjostad	Bioagricultural Sciences & Pest Management
Harrison Hughes	Horticulture & Landscape Architecture
Greg Butters	Soil and Crop Sciences
<u>Dana Hoag</u>	<u>College-at-Large</u>
Steve Newman	College-at-Large
Phil Westra	College-at-Large

Applied Human Sciences

Molly Eckman	Design and Merchandising
Gay Israel for R. Gotshall	Health and Exercise Science
David A. Sampson	Food Science and Human Nutrition
David Macphee	Human Development and Family Studies
J. Folestad for M. Nobe	Construction Management
David Greene	Occupational Therapy
Jean Lehman (Replace	School of Education
William Timpson Spr. 2006)	
<u>Mona Schatz (Sabbatical Spr.)</u>	<u>School of Social Work</u>

Business

William Mister	Accounting
Dan Turk	Computer Information Systems
Timothy Gallagher	Finance and Real Estate
Ray Hogler	Management
Joe Cannon	Marketing

Engineering

<u>Chris Kummerow</u>	<u>Atmospheric Science</u>
<u>Larry Belfiore</u>	<u>Chemical and Biological Engineering</u>
Ramchand Oad	Civil and Environmental Engineering
H. J. Siegel	Electrical and Computer Engineering
<u>Azer Yalin</u>	<u>Mechanical Engineering</u>
Paul Heyliger	College-at-Large
Darrell Fontane	College-at-Large

Liberal Arts

Lynn Kwiatkowski	Anthropology
<u>Patricia Coronel</u>	<u>Art</u>
Steven J. Shulman	Economics
Pam Coke	English
Michael Abeyta	Foreign Languages and Literatures
James Lindsay for Jared Orsi	History
Jamie Switzer	Journalism and Technical Communication
William Davis	Music, Theater, and Dance

Liberal Arts (continued)

Idris Hamid (Replaced M. Losonsky)	Philosophy
Brad MacDonald	Political Science
Evan Vlachos	Sociology
Kari Anderson	Speech Communication
Elissa Braunstein (Replaced Alexandra Bernasek 2005-06)	College-at-Large
C. Daum for K. Saunders (Replaced Jane Kneller)	College-at-Large
Cindy Christen (Replaced Donna Rouner Spr. 2006)	College-at-Large

Natural Resources

Gary White	Fish, Wildlife, and Conservation Biology
Douglas Rideout	Forest, Rangeland, and Watershed Stewardship
John Ridley (Replaced Sally Sutton Sabbatical 2005)	Geosciences
Maureen Donnelly	Natural Resource Recreation and Tourism
Pat Pellicane	College-at-Large

Natural Sciences

Jennifer Nyborg	Biochemistry and Molecular Biology
Bruce Wunder	Biology
<u>George Barisas</u>	<u>Chemistry</u>
Dale H. Grit	Computer Science
Robert Liebler (Replaced) Kenneth Klopfenstein 05-06)	Mathematics
Raymond (Steve) Robinson	Physics
Peter Chen	Psychology
Phillip Lee Chapman	Statistics
Stephen Stack	College-at-Large
<u>Nancy Levinger</u>	<u>College-at-Large</u>
Richard Eykholt	College-at-Large
Zinta Byrne	College-at-Large

Veterinary Medicine and Biomedical Sciences

George Seidel	Biomedical Sciences
Chris Orton	Clinical Sciences
John Reif	Environmental and Radiological Health Sciences
Julie Inamine	Microbiology, Immunology and Pathology
<u>Gerald Callahan</u>	<u>College-at-Large</u>
Tony Knight	College-at-Large
John Zimbrick	College-at-Large
Sue Deines for S.Vandewoude	College-at-Large
Joel Bedford	College-at-Large

University Libraries

Michelle Wilde	Libraries
Lou E. Anderson	At-Large
Alea Henle	At-Large

Ex Officio Voting Members

Sue Pendell
Harvey Cutler
Katharine Leigh
Richard Eykholt*

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

Kathy Partin
Boris Kondratieff
F. C. "Ted" Weston*
Michael Palmquist
Jeff Collett
Carole Makela

*Indicates Elected Member of Faculty Council

Officers of Faculty Council

Robert L. Jones
Kenneth Klopfenstein
F. C. "Ted" Weston
C. W. Miller, Excused

Chair, Faculty Council
Vice Chair, Faculty Council
BOG Representative
Immediate Past Chair, Faculty Council

Ex Officio Non Voting Members

Larry Edward Penley, Excused
Anthony Frank
Hank Gardner
Linda Kuk
Marc Johnson
April Mason
Ann Gill
Ajay Menon
Sandra Woods
Joyce Berry
Rick Miranda
Lance Perryman
Catherine Murray-Rust
Peter Dorhout

Tom Gorell
Alan Lamborn

President
Provost/Senior Vice President
Interim Vice President for Research
Vice President for Student Affairs
Dean, College of Agricultural Sciences
Dean, College of Applied Human Sciences
Interim Dean, College of Liberal Arts
Dean, College of Business
Interim Dean, College of Engineering
Dean, College of Natural Resources
Dean, College of Natural Sciences
Dean, College of Veterinary Medicine and Biomedical Sciences
Dean, University Libraries
**Vice Provost for Graduate Education
and Assistant Vice President for Research**
Vice Provost for Faculty Affairs
Vice Provost for Undergraduate Studies