

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 6, 2007

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 6, 2007 - A102 Clark Building - 4:15 p.m.

Mr. Jones announced that the next Faculty Council meeting will be held on Tuesday, March 6, 2007 in Room A102 Clark Building.

- B. Administration/Faculty Dialogue - March 6, 2007 - 3:45 to 4:15 p.m. - Mr. Peter Dorhout, Vice Provost for Graduate Affairs - "Vision for Graduate Education"

Mr. Jones announced that Mr. Peter Dorhout, Vice Provost for Graduate Affairs, will present the March 6, 2007 Administration/Faculty Council Dialogue regarding the "Vision for Graduate Education."

- C. Current Issues Topic - March 6, 2007- Mr. Tom Gorell, Vice Provost for Faculty Affairs, Mr. Rick Simpson, Executive Director, Division of Continuing Education, and Mr. Mike Palmquist, Director, The Institute for Learning and Teaching - "Issues Concerning Continuing Education"

Mr. Jones announced that the March 6, 2007 a Current Issues Topic will be presented by Mr. Tom Gorell, Vice Provost for Faculty Affairs, Mr. Rick Simpson, Executive Director, Division of Continuing Education, and Mr. Mike Palmquist, Director, The Institute for Learning and Teaching regarding "Issues Concerning Continuing Education."

- D. Active Issues Tracking List for Faculty Council Standing Committees

Mr. Jones announced that the Active Issues Tracking List for the Faculty Council Standing Committees was distributed in the agenda materials and can be found on pages 1-3.

- E. Proposed Revisions to the *Manual*, Code, Section C.2.1.3.1 - Elected Members - Committee on Faculty Governance

- F. Proposed Revisions to the *Manual*, Code, Section C.2.1.4 - Electorate for Faculty Council and Election Procedures - Committee on Faculty Governance

Mr. Raymond 'Steve' Robinson, Chair Committee on Faculty Governance, announced that proposed revisions to the *Manual*, Code, Sections C.2.1.3.1 - Elected Members and C.2.1.4 - Electorate for Faculty Council and Election Procedures will be action items at the March 6, 2007 Faculty Council meeting.

- G. Faculty Council Officers Election March 6, 2007 - Chair, Vice Chair, and Board of Governors Representative - Committee on Faculty Governance

Mr. Robinson, Chair Committee on Faculty Governance, announced that elections for the Faculty Council Chair, Vice Chair, and Board of Governors Faculty Representative will be held at the March 6, 2007 Faculty Council meeting. He noted that information regarding all the nominations will be sent to all voting members of the Faculty Council via email after the nominations are closed on February 9, 2007. Mr. Robinson added that nominations can be made from the floor of Faculty Council at the March 6, 2007 meeting.

MINUTES TO BE APPROVED

- A. Faculty Council Meeting Minutes - December 5, 2006

Mr. George Seidel moved to approve the December 5, 2006 Faculty Council meeting minutes.

Mr. Seidel's motion was adopted by unanimous consent.

REPORTS TO BE RECEIVED

- A. Provost/Senior Vice President - Mr. Tony Frank, Provost/Senior Vice President

Mr. Tony Frank, Provost/Senior Vice President welcomed the faculty members back after the Winter recess. Mr. Frank reported that the proposed FY2007-08 budget is now in the General Assembly. He added that information regarding revenue figures is pending. He noted that last Fall the Colorado Commission on Higher Education recommended an increase of \$20 million and the Board of Governors requested a \$45 million increase for Colorado State University. Of course, the increase in the budget is still flexible and unknown at this time. He noted that the Colorado Commission on Higher Education has changed its name to the Department of Higher Education and reported that the department is optimistic about the budget and continues to work with the Joint Budget Committee. Mr. Frank reported that in the mandatory costs for the budget there is a 4.5 percent salary increase for faculty. He added that an additional 1 percent could be added to that increase if Colorado State University is awarded a higher budget than anticipated. Mr. Frank reported that discussions are underway with the Associated Students of Colorado State University (ASCSU) regarding tuition increases and the possibility of differential tuition charges.

Mr. Frank announced that Mr. Joe O'Leary has accepted the position of Dean of the Warner College of Natural Resources and will assume his duties on May 1, 2007. Mr. Frank thanked Mr. Ed Redente and Ms. Sally Sutton for their willingness to serve as interim deans for the Warner College of Natural Resources during the search process.

Mr. Frank announced that three candidates have been identified for the position of Vice President for Administrative Services. These candidates will be coming to Colorado State University for campus interviews during February. He urged faculty members to participate in these interviews and attend the open forums planned for each candidate.

Mr. Jones asked Mr. Frank if there would be an increase to faculty benefits. Mr. Frank noted that a \$1.8 million increase has been requested for faculty benefits.

MR. FRANK'S REPORT WAS RECEIVED.

B. Faculty Council Chair Report - Mr. Robert Jones, Faculty Council Chair

Mr. Jones reported that the Department of Higher Education approved revisions to GT/Pathways to allow advanced writing. Colorado State University's All University Core Curriculum is now in compliance and no other revisions should be required in the foreseeable future.

Mr. Jones reported on legislation that concerns the re-codification of the State statutes governing the Colorado State University System. He reported that C.R.S. 23-31-114 "Faculty to make rules" will be repealed. That statute reads as follows:

"The faculty shall pass all needful rules and regulations necessary to the government and discipline of the university, regulate the routine of labor, study, meals, and the duties and exercises, and all such rules and regulations as are necessary to the preservation of all morals, decorum, and health."

Mr. Jones added that C.R.S. 23-31-105 (formerly 23-31-115) "Duty of faculty" will be revised to read as follows:

"The faculty shall have ~~charge of the laboratories, library, and museums~~ the responsibility for making academic policy and governing the academic affairs of the ~~institution~~ Colorado State University."

Mr. Jones reported that May 9 has been set for a special report from the President to the faculty. More information will be forthcoming on this event. Mr. Jones added that President Penley will also present the Administration/Faculty Council dialogue at the April 3, 2007 Faculty Council meeting.

Mr. Jones noted that several emails have been distributed to eligible faculty members in each college through the Faculty Council office regarding vacancies on the Faculty Council Standing Committees, the Grievance Panel, and the Sexual Harassment Panel. He encouraged faculty members to consider these positions and stressed the importance of participation in shared governance. He added that self-nominations are welcomed.

MR. JONES' REPORT WAS RECEIVED.

C. Board of Governors Faculty Representative Report - December 6, 2006 - Mr. F. C. "Ted" Weston

Mr. F. C. 'Ted' Weston, Faculty Representative to the Board of Governors, noted that his report on the December 6, 2006 Board of Governors meeting can be found on pages 20-22 of the February 6, 2007 Faculty Council agenda.

Mr. Weston reported that the next Board of Governors meeting will be held in Sterling, Colorado on Wednesday, February 7, 2007. He added that a Board of Governors Finance Committee meeting is scheduled for February 12, 2007, a Real Estate Committee meeting is scheduled for February 15, 2007. In addition, the budget planning process for FY2008-09 will begin this Spring.

MR. F. C. 'TED' WESTON'S REPORT WAS RECEIVED.

SPECIAL ACTIONS

A. Changes in Curriculum to be Approved: University Curriculum Committee Minutes: November 13 and 27, and December 4 and 11, 2006

Ms. Carole Makela, Chair, University Curriculum Committee, MOVED THAT THE FACULTY COUNCIL ADOPT THE ACTION ITEMS CONTAINED IN THE NOVEMBER 13, 27, AND DECEMBER 4, 11, 2006 UNIVERSITY CURRICULUM COMMITTEE MEETING MINUTES - CHANGES IN CURRICULUM.

Ms. Makela noted the following exemptions in the November 27, and December 11, 2006 University Curriculum Committee Minutes:

The request to rescind the minimum grade requirement for all BK/MKT courses in Marketing.
The request to drop the B.S. Degree Program in Fishery Biology.
The request to change the name of the B.S. Degree Program in Wildlife Biology.

The request to change the minimum grade requirement in the Department of Fish, Wildlife, and Conservation Biology.
The request to change the Review Course Statement for the Major in Fish, Wildlife, and Conservation Biology.

MS. MAKELA'S MOTION WAS ADOPTED.

B. Request to Eliminate the Minimum Grade Requirement in Marketing Concentration - 2006-07 General Catalog (page 176) - University Curriculum Committee

Ms. Makela, Chair, University Curriculum Committee, MOVED THAT THE FACULTY COUNCIL ADOPT A REQUEST BY THE DEPARTMENT OF MARKETING TO RESCIND ITS MINIMUM GRADE REQUIREMENT - TO BE EFFECTIVE UPON ADOPTION BY FACULTY COUNCIL AS FOLLOWS:

Additions - Underlined Deletions - ~~Strikeout~~

~~No BK course with a grade of C (- C minus) may count toward graduation requirements for the marketing concentration in the major in business administration.~~

Ms. Makela explained that the Department of Marketing offered the following rationale for this request. The minimum grade requirement is confusing to the students. Colorado State University has requirements for graduation so the double set of standards makes interpretation difficult. There is the problem of plus/minus grading across multiple sections of courses. There is also the problem of how rigorously different instructors might grade across these sections. It is difficult to administer because students who drop below the requirement have to be identified manually. Some instructors have allowed exceptions to the requirement when confronted by students. Other instructors were not aware of the special treatment given to selected students. The requirement came to be perceived in the department as a straw man for not having to fail a student. The department believes that this is an inappropriate use of a minimum grade policy. Students who make a passing below-requirement grade, in their last semester, can be prevented from graduating.

MS. MAKELA'S MOTION WAS ADOPTED.

C. Request to Drop the B.S. Degree Program in Fishery Biology and Change the Name of the B.S. Degree in Wildlife Biology - University Curriculum Committee

Ms. Makela, Chair, University Curriculum Committee, MOVED THAT THE FACULTY COUNCIL ADOPT THE FOLLOWING TO BE EFFECTIVE FALL SEMESTER 2007:

The major in fishery biology (B. S. Degree Program) be dropped effective Fall semester 2007.

The name of the B.S. Degree Program in Wildlife Biology be changed to Fish, Wildlife, and Conservation Biology effective Fall semester 2007.

Ms. Makela explained that according to the rationale submitted by the Department of Fish, Wildlife and Conservation Biology the revisions are necessary because of its new departmental name. The department is dropping the Fishery Biology major and creating one major by renaming the Wildlife Biology major to Fish, Wildlife, and Conservation Biology. The new major will include three concentrations. Two concentrations will replace the current Fishery Biology and Wildlife Biology majors. The University Curriculum Committee approved the three new concentrations at its December 11, 2006 meeting. They include Conservation Biology, Fisheries and Aquatic Sciences, and Wildlife Biology.

MS. MAKELA'S MOTION WAS ADOPTED.

D. Request to Change the Minimum Grade Requirement in Fish, Wildlife, and Conservation Biology - University Curriculum Committee

Ms. Makela, Chair, University Curriculum Committee, MOVED THAT THE FACULTY COUNCIL ADOPT THE REQUEST FROM THE DEPARTMENT OF FISH, WILDLIFE, AND CONSERVATION BIOLOGY TO REVISE ITS MINIMUM GRADE REQUIREMENT TO BE EFFECTIVE WHEN THE DROP OF THE FISHERY BIOLOGY MAJOR AND NAME CHANGE OF THE WILDLIFE BIOLOGY MAJOR ARE APPROVED AS FOLLOWS:

Additions - Underlined Deletions - ~~Strikeout~~

“A minimum grade of C (2.000) is required in all biological, mathematical/statistical, physical science, ~~fishery and wildlife biology~~ fish, wildlife, and conservation biology, and natural resource courses used to meet graduation requirements for the ~~fishery biology major and wildlife biology major~~ fish, wildlife, and conservation biology major. This minimum grade applies to courses taken as substitutions for meeting these requirements. The minimum scholastic average acceptable for graduation is 2.000, computed only for courses attempted at Colorado State University.”

This minimum grade revision would apply to the major in fish, wildlife, and conservation biology and the three concentrations within the major - conservation biology, fisheries and aquatic sciences, and wildlife biology.

Ms. Makela explained that the revision reflects a recent name change for the department and a proposed name change for the major in wildlife biology.

MS. MAKELA'S MOTION WAS ADOPTED.

E. Request to Change the Review Course Statement in Fish, Wildlife, and Conservation Biology - University Curriculum Committee

Ms. Makela, Chair, University Curriculum Committee, MOVED THAT THE FACULTY COUNCIL ADOPT THE REQUEST FROM THE DEPARTMENT OF FISH, WILDLIFE, AND CONSERVATION BIOLOGY TO REVISE ITS REVIEW COURSE STATEMENT TO BE EFFECTIVE WHEN THE DROP OF THE FISHERY BIOLOGY MAJOR AND NAME CHANGE OF THE WILDLIFE BIOLOGY MAJOR ARE APPROVED AS FOLLOWS:

Additions - Underlined Deletions - ~~Strikeout~~

“~~MCC117, MCC118, MCC120A-B, MCC 121, and MCC 125~~ MATH 117, 118, 124 and 125 are considered review courses by the Department of Fish, Wildlife, and Conservation Biology. Credits in these courses, either by examination or completion, may not be used toward a degree in ~~this department~~ fish, wildlife, and conservation biology.”

This review course revision would apply to the major in fish, wildlife, and conservation biology and the three concentrations within the major - conservation biology, fisheries and aquatic sciences, and wildlife biology.

Ms. Makela explained that this revision reflects a proposed name change for the major in wildlife biology and the current numbering of the mathematics courses.

MS. MAKELA'S MOTION WAS ADOPTED.

- F. Proposed Revisions to the *Manual*, Section E.5.2 - Joint Academic and Administrative Professional Appointments - Committee on Responsibilities and Standing of Academic Faculty

MOVED, THAT FACULTY COUNCIL ADOPT THE PROPOSED REVISIONS TO THE *MANUAL*, SECTION E.5.2—JOINT ACADEMIC AND ADMINISTRATIVE PROFESSIONAL APPOINTMENTS, 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.5 Other Kinds of Academic Faculty Appointments

E.5.2 Joint Academic and Administrative Professional Appointments

A joint academic and administrative professional appointment may be given to a University administrative professional if the qualifications of that individual are judged to be acceptable by the academic department concerned. The awarding of a joint academic and administrative professional appointment is dependent on the approval of both the academic department and the individual's administrative supervisor. ~~Certain a~~ Additional conditions must be met as delineated below: regarding such appointments are as follows:

- a. The academic component of a joint academic and administrative professional appointment may be established for any fraction of time that is less than fifty (50) percent the fraction of time for the administrative professional component.
- b. Persons holding such appointments are not eligible for tenure ~~and must be reappointed annually.~~
- c. The academic component of a joint academic and administrative professional appointment may be made for up to three (3) years and may be terminated at any time without cause.
- d. If the administrative professional component of a joint academic and administrative professional appointment is terminated, then the academic component shall be terminated as well.
- ee. Holders of joint academic and administrative professional appointments are eligible for fringe benefits and participation in a retirement program based on the type of their administrative professional appointment.

- df. The manner in which a person's salary is budgeted is not changed in the awarding of a joint academic and administrative professional appointment if the academic duties are mutually agreed to be minimal; otherwise, appropriate budgetary adjustments should be made.

Mr. Eykholt explained that the proposed revisions are necessary because administrative professionals no longer receive annual appointments, so joint academic and administrative professional appointments need not be restricted to annual appointments. Since appointments for affiliate faculty may be made for up to three years, it seems reasonable to make the situation for joint academic and administrative professional appointments parallel to this. In addition, having three-year appointments would make service on graduate committees by people with joint academic and administrative professional appointments less problematic. Finally, for a joint academic and administrative professional appointment, the primary appointment is still the administrative professional appointment, so this component should be the larger fraction of the overall appointment.

MR. EYKHOLT'S MOTION WAS ADOPTED.

- G. Proposed Revisions to the *Manual*, Section E.6 - General Policies Relating to Appointment and Employment of Academic Faculty - Committee on Responsibilities and Standing of Academic Faculty

Mr. Eykholt, Chair, Committee on Responsibilities and Standing of Academic Faculty MOVED, THAT FACULTY COUNCIL ADOPT THE PROPOSED REVISIONS TO THE *MANUAL* SECTION E.6 – GENERAL POLICIES RELATING TO APPOINTMENT AND EMPLOYMENT OF ACADEMIC FACULTY, 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.6 General Policies Relating to Appointment and Employment of Academic Faculty *(last revised June 22, 2006)*

- a. The conditions and expectations of every appointment shall be confirmed in writing. Any subsequent modifications of the appointment shall also be confirmed in writing after the faculty member and the administrator have mutually determined the new conditions. The faculty member shall receive a copy of these documents.
- b. All academic faculty members who are on regular full-time or regular part-time appointments and who have not acquired tenure, ~~all faculty members on temporary appointments, and all instructors~~ shall be appointed on a contractual basis not exceeding one (1) year. All academic faculty members on special or temporary appointments shall be appointed "at will."
- c. If the department head does not propose to reappoint ~~an untenured~~ a non-tenured faculty member holding a regular full-time or regular part-time appointment, the faculty member shall be informed in writing that the contract will not be renewed. This must be done by March 1 during the first year of employment, by December 15 during the second year, and at least twelve (12) months before the expiration of the appointment in succeeding years.
- d. If a decision made at a higher administrative level will have the effect of altering or reversing a decision made at a departmental level regarding conditions of employment, including reappointment, tenure, promotion, and salary, then, before this change can take effect, the department head must be notified in writing of both the proposed change and the reasons for this change, and he or she must be given the opportunity to submit a written reply.

Mr. Eykholt explained that proposed revisions to Section E.6 clarify that all faculty members on special or temporary appointments are "at will" employees.

MR. EYKHOLT'S MOTION WAS ADOPTED.

- H. Proposed Revisions to the *Manual*, Section E.10.3 - Administrative Responsibilities in Relation to Tenure - Committee on Responsibilities and Standing of Academic Faculty

Mr. Eykholt, Chair, Committee on Responsibilities and Standing of Academic Faculty, MOVED THAT FACULTY COUNCIL ADOPT THE PROPOSED REVISIONS TO THE *MANUAL* SECTION E.10.3 – ADMINISTRATIVE POLICIES IN RELATION TO 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.10.3 Administrative Responsibilities in Relation to Tenure

- a. The head of the department and the faculty member on probationary status are jointly responsible for discussing, at least once annually, prior to the time for the decision on tenure, the faculty member's development and fitness for the position involved and prospects for eventually acquiring tenure. The department head shall provide the faculty member and the dean of the college concerned a written summary of the evaluation at the time of the conference. (~~For temporary and special appointments, the termination date is specified on the appointment form.~~)
- b. The head of the department shall make every effort to encourage and assist the faculty member to fulfill the conditions which will qualify him or her for tenure. After consulting with the departmental tenure committee, the department head shall as part of the annual evaluation inform faculty members in writing of progress toward tenure and of any perceived problems with their performance that might jeopardize their prospects for tenure.
- c. The head of the department is responsible for making explicit at the time of employment to the faculty member in that unit the conditions which normally must be met for the acquisition of tenure, the procedures by which tenure is awarded, denied, terminated, or withdrawn, and the procedures by which the faculty member may challenge such decisions.

Mr. Eykholt explained that the revisions to this section of the Manual are necessary because it addresses issues related to tenure and it applies only to regular faculty members. Thus, the deleted statement regarding temporary and special faculty is inappropriate. Furthermore, the deleted statement is no longer true.

MR. EYKHOLT'S MOTION WAS ADOPTED.

CURRENT ISSUES TOPIC

- A. Ms. Robin Brown, Vice President for Admissions and Access, Ms. Blanche M. Hughes, Vice President for Student Affairs, Mr. Paul Thayer, Assistant Vice President for Student Affairs/Assistant to the Vice Provost for Undergraduate Affairs, and Mr. Alan Lamborn, Vice Provost for Undergraduate Affairs - "Student Access, Retention, and Success"

Mr. Jones introduced Ms. Robin Brown, Vice President for Admissions and Access, Ms. Blanche M. Hughes, Vice President for Student Affairs, and Mr. Paul Thayer, Assistant Vice President for Student Affairs/Assistant to the Vice Provost for Undergraduate Affairs, and Mr. Alan Lamborn, Vice Provost for Undergraduate Affairs.

Mr. Alan Lamborn, Vice Provost for Undergraduate Affairs, presented a power point overview of the study regarding student access, retention and success.

Mr. Lamborn explained that in the Fall of 2005, President Penley asked Mr. Tony Frank, Provost/Senior Vice President to form a retention working group to evaluate three institutional dimensions of “student success.”

1. Freshman to Sophomore Retention
2. Persistence - Staying Enrolled on a Path Toward Graduation
3. Graduation Rates (within 4, 5 and 6 years)

The working group reviewed the scholarly literature, information on nationally identified “best practices,” and data on Colorado State University and peer institutions. It also made several site visits to institutions that had significantly raised their retention and graduation rates. The group submitted its final report - “A Plan for Excellence: Enhancing Undergraduate Education and Student Success.” Mr. Lamborn presented an overview of that report.

Mr. Lamborn explained that it is possible to significantly improve retention, persistence, and graduate with an integrated set of strategies that:

1. Create opportunities for exceptional educational experiences across the breadth of the University.
2. Create a community-wide culture of high expectations for student involvement in curricular and co-curricular activities that combine intellectual challenge with opportunities for personal enrichment and development.

Mr. Lamborn noted that it takes a systematic web of interconnected initiatives (it is about interdependent, interactive effects). Isolated initiatives cannot move something as big and complex as a major University. It will also take a significant increase in our data analytic capacities to identify what works and what does not work.

Mr. Lamborn explained that the best way to enhance the rate of student success is to do what we want to do anyway: enhance the quality of the educational opportunities at Colorado State University and change the culture of expectations about student engagement and performance. It is about increasing what we expect not only from ourselves, but also from our students.

Mr. Lamborn explained that after the working group’s report was presented to the Cabinet, Board of Governors, and the Council of Deans, the President asked that the Provost form a follow-up task force to make recommendations on the specific initiatives and how these initiatives should be prioritized and implemented. A committee entitled the “Coordinating Committee on Undergraduate Student Success” was created. Co-Chairs of the committee were Ms. Blanche M. Hughes, Vice President for Student Affairs, Ms. Robin Brown, Vice President for Admissions and Access, and Mr. Alan Lamborn, Vice Provost for Undergraduate Affairs. These units are responsible for student success and how the students are connected to the curricular and co-curricular experiences on campus after their arrival.

The Coordinating Committee for Undergraduate Success received reports from six sub-committees as follows.

Learning Communities
Course Redesign
Campus Climate
Learning Center
Advising, Early Warning, Advising Policies
Pre-College Programs

The Coordinating Committee for Undergraduate Success will make its recommendations within the next month. The following are four questions that will be addressed.

1. Why should one care about enhancing freshman retention, persistence, and graduation rates (or, to use the umbrella term: student success)?
2. Can Colorado State University really affect whether students stay or leave? What affects student success rates?
3. How is Colorado State University doing in absolute numbers and relative to its peers?
4. What can Colorado State University realistically hope to accomplish if it implements a comprehensive set of initiatives?

Mr. Lamborn offered the following comments on question number 1.

The evidence is clear if the initial match of students to institution is right, having a full-fledged “entering freshman to graduating senior” experience at one institution produces the richest educational experience and the most enduring set of personal relationships. In addition, the better Colorado State University does on these nationally tracked indicators of student success, the easier it will be to recruit better and more engaged students from Colorado, the rest of the States, and the World. Improving retention-to-graduation rates will generate new resources and free up existing resources for redirection. Mr. Lamborn noted that it costs less to keep a student than to recruit a new student. At Colorado State University professors are currently teaching almost 1.4 students in lower-division courses for every student graduating. In addition, improved graduation rates will make it easier to recruit non-resident students.

Mr. Lamborn added that there are some students who are going to leave no matter what is done. There are other students that will stay no matter what is done. In between, there is some leverage. The incentive structure students confront and their perceptions of the options that are available to them can be changed. In addition, the educational opportunities offered, the academic and personal support provided, the campus climate fostered, and the connections available to help students build can be changed.

Mr. Lamborn explained that while high school grades are good indicators of academic preparation and the potential for long-term academic success, there is both national and state-wide evidence that they are not strong predictors of first semester grades. Moreover, the national and Colorado State University evidence suggest that standardized test scores do not reliably predict graduation rates. Mr. Lamborn added that over two-thirds of the students leaving, leave in good academic standing. About 83 percent of the students who do not complete their degrees leave Colorado State University during their first four semesters. Mr. Lamborn explained that when one combines the fact that two-thirds of students who leave are in good academic standing with the fact that 83 percent of the students who leave depart in their first two years, it is likely that a significant chunk of the retention-to-graduation puzzle involves personal and sociological factors that affect how easy it is for different students to adjust successfully to college life and become part of the University community.

Mr. Lamborn explained that data on the sociological aspects are more readily available than data on personal dimensions. He presented charts showing Cumulative Graduation Rates for four, five and six years among gender, resident and non-resident students, non-minority and minority students, first generation scholarship students, and Pell recipients. The cumulative graduation rate by gender shows the really significant difference is in how fast men and women students graduate, not in whether they get there eventually. The cumulative graduation rate comparison between resident and non-resident students showed a ten percentage point gap at the end of six years with the non-resident students. The cumulative graduation rate comparison between non-minority and minority students showed an eight percentage point gap at the end of six years with the minority students. The cumulative graduation rate comparison among all students and first generation scholarship students showed a seven percentage point gap at the end of six years for the first generation scholarship students. The cumulative graduation rate comparison among all university students and Pell recipient students showed an 8.2 percentage point gap at the end of six years for the Pell recipient students.

Mr. Lamborn continued with data collected controlling simultaneously for multiple factors - odds of graduating within six years in relation to a comparison group.

Race/Ethnicity - After adjusting for effects due to all other variables (gender, residency, first generation, and index), the odds of a minority student graduating within six years are from .567 to .727 as great as for a non minority student.

Resident Student/Non Resident Student - After adjusting for effects due to all other variables (ethnic/racial group, gender, first generation, and index), the odds of graduating (within six years) in relation to a non resident student is 1.268 for the resident student.

Non First Generation Students/First Generation Students - After adjusting for effects due to all other variables (ethnic/racial group, gender, residency, and index), the odds of graduating (within six years) in relation to a student who is not a first generation is 0.616 for the first generation student.

Female Students/Male Students - After adjusting for effects due to all other variables (ethnic/racial group, residency, first generation, and index), the odds of graduating (within six years) in relation to a male student is 1.180 for a female student.

Index Scores - After adjusting for effects due to all other variables (ethnic/racial group, gender, residency, and first generation), the odds of graduating (within six years) in relations to a student with a one-point lower index score is 1.032. Note: Almost all of the positive effect of Index is attributable to the high school GPA factor within the index. The standardized tests (ACT or SAT scores) contribute little to the prediction.

Mr. Lamborn pointed out that given the critical importance of improving access and recruiting a more geographically, culturally, and ethnically diverse student population, these data lead to the following conclusion:

Enhancing undergraduate student success at a major public research university is as much about what can be done to facilitate and support transitions to the university life as it is about the average test scores and grades of the entering class.

Mr. Lamborn noted the importance of:

Collaborating with K-12 to enhance academic preparation and survival skills.

Expanding bridge programs that introduce students to the University community while strengthening skills in writing, science, and math.

Restructuring and increasing financial aid.

Recruiting students that are a good fit for the University.

Enhancing the effectiveness of orientation activities at Preview and Ram Welcome.

Strengthening first-year programming and support services as part of an integrated system that can help sustain students (and their parents) through the major personal transitions that occur between matriculation and graduation.

Mr. Lamborn added that while the Student Affairs and Enrollment/Access dimensions are necessary pieces in a comprehensive strategy to enhance student success, the ultimate goal is increased student learning. Therefore, what happens when faculty and students engage and challenge each other to learn and grow intellectually is absolutely critical. Mr. Lamborn noted the national and local evidence suggest opportunities where Colorado State University can do better. For instance, the opportunities that Colorado State University provides for first-year students to interact with faculty are limited and the first year seminars are an incomplete work in progress. This suggests that Colorado State University should look for ways to use the projected increase in faculty (which is twice as big as the projected increase in students under the stretch goals) to decrease lower-division course size. In addition, first year courses should provide more options reflecting the distinctive cultures and curriculums of our colleges rather than the one-size-fits-all courses offered. Plus, increase the number of Residential Learning Communities and opportunities for students to register for thematically linked courses and participation in Freshman Interest Groups.

Mr. Lamborn explained that many of Colorado State University's large foundational and gateway courses at the lower division level have exceptionally large numbers of unsuccessful students. Some of that absence of success is a function of inadequate preparation and talent. Some of it is a function of failed personal transitions to college life. But there is substantial evidence that Colorado State University can improve academic performance through initiatives that faculty and academic administrators can control. These include:

1. Better advising and academic planning.
2. Proactive intervention.
3. Increased tutoring and supplemental instruction.
4. Enhanced opportunities for experiential learning.
5. Teaching innovations that:

Increase students' engagement within the context of a culture or high expectations.

Provide early and frequent feedback so that students can make adjustments before it is too late.

Place challenging material within the range of students' "proximate understanding."

Promote higher order learning skills.

Increase students' retention of key content knowledge and the ability to apply that knowledge.

Mr. Lamborn added that these possibilities bring him to the last two questions: How is Colorado State University doing in absolute number and relative to its peers? What can Colorado State University realistically accomplish if it implements a comprehensive set of initiatives?

Absolute Numbers:

Mr. Lamborn presented a chart showing the retention rate at Colorado State University from 1998 to 2005 as follows:

1998 - 82 percent
1999 - 82 percent
2000 - 81 percent
2001 - 82 percent
2002 - 82 percent
2003 - 83 percent
2004 - 82 percent
2005 - 82 percent

Mr. Lamborn noted that the Department of Higher Education's goal for retention at Colorado State University is 85.1 percent by December 2008.

Mr. Lamborn presented a chart showing the six-year graduation trend at Colorado State University from 1990 through 2000.

1990 - 53.2 percent
1991 - 57.4 percent
1992 - 60.3 percent
1993 - 59.6 percent
1994 - 61.9 percent
1995 - 61.9 percent
1996 - 63.0 percent
1997 - 61.7 percent
1998 - 63.5 percent
1999 - 62.5 percent
2000 - 63.1 percent

Mr. Lamborn noted that the Department of Higher Education's goal for six-year graduation at Colorado State University is 63.6 percent by December 2008.

Mr. Lamborn presented that following information regarding comparison to our peers.

A. When controlling for some entering characteristics of students and some institutional factors:

Difference between predicted and actual graduation rate:

U.S. News and Work Reports - +3 percentage points

Colorado State University - +6.5 percentage points

B. Relative to national average for all 4-year public, doctoral granting selective universities:

Colorado State University Retention and Graduation: National Comparison with 4-Year, Public, Selective, Doctoral Granting Institutions (ACT, 2005)

Retention:

National - 81.6 percent
CSU - 81.9 percent

5-Yr Graduation:

National - 52.3 percent
CSU 58.0 percent

C. Compared to specific peers:

Peer Comparisons: 6-Yr Graduation

University of California-Davis - 81.1 percent
University of Illinois - 80.7 percent
Texas A&M - 75.2 percent

Michigan State University - 69.5 percent
University of Colorado - 67.8 percent
Purdue University - 67.2 percent
Iowa State University - 65.7 percent

North Carolina State - 62.8 percent
Colorado State University - 62.1 percent
Ohio State University - 62.1 percent
Oregon State University - 60.6 percent
Washington State University - 60.0 percent
Oklahoma State University - 58.3 percent

Mr. Lamborn noted that the University of Washington increased its six year graduation rate trend from 60.4 percent in 1984 to 73.8 percent in 1999 - graduation gain over fifteen years - 13.4 percentage points. The University of Maryland (College Park) increased its six year graduation rate trend from 64.7 percent in 1995 to 76.2 percent in 1999 - graduation gain over five years - 11.5 percentage points.

Mr. Lamborn stated that if Colorado State University implements a comprehensive set of initiatives that realistically Colorado State University should accomplish a six year graduation rate close to 70 percent.

Ms. Blanche Hughes, Vice President for Student Affairs explained that the Division of Student Affairs central role is to provide services and programs to create a campus environment that fully engages students in the development of their potential and enables the students to be successful graduates. Student Affairs takes care of the personal affairs of students and its specialty is "students." The Division of Student Affairs working with Academic Affairs would like to improve the access, retention and graduation rates for all students by:

Creating and enhancing mentoring programs.

Creating and enhancing academic achievement programs.

Creating and enhancing intervention programs focusing on retaining students and enhancing their success.

Implementing career development initiatives targeted at first year students.

Ms. Hughes added that the campus culture needs to change and raise expectations that students are engaged, prepared, and successful. She added that it is important for faculty members to assess student needs, issues, levels of engagement, and satisfaction to ensure that the campus learning environment is supportive of the students' collegiate experience. She encouraged faculty members to contact Student Affairs with any concerns or questions they may have concerning students. She added that it is important to foster a campus community that provides a welcoming environment, attracts and supports a diverse student body, and promotes a diverse culture in which to study and learn.

Ms. Robin Brown, Vice President for Admissions and Access explained the goals for the admissions process.

Enrollment Goals

- Increase non-resident student enrollment
- Increase Pell Grant student enrollment
- Increase First Generation and diversity student enrollment

Ms. Brown added that she wants to avoid the "revolving door" and retain students because having higher retention rates allows for easier recruitment.

Ms. Brown noted that a new position - Director of Enrollment Communications has been created. This position will be responsible for getting the message out regarding the expectations of students, understanding the culture of the collegiate experience by sharing stories from students, faculty, and alums.

Ms. Brown added that her definition of enrollment begins from the first contact with a student through that student's graduation. She stressed the importance of excellent customer service and added that a happy graduate usually gives back to the University. Ms. Brown encouraged faculty members to contact her with any questions, suggestions or concerns they may have.

The question was asked what is the approximate cost to implement this plan. Mr. Lamborn answered approximately \$2.7 million. However, if Colorado State University increases its retention, the payback would be significant.

Mr. Jones thanked Mr. Lamborn, Ms. Hughes, Ms. Brown, and Mr. Thayer for their informative presentation.

The Faculty Council meeting adjourned at 5:30 p.m.

Robert L. Jones, Chair
Kirk Hallahan, Vice Chair
Diane L. Maybon, Recording Secretary

ATTENDANCE

BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

Agricultural Sciences

G. Kipperberg for Steve Davies
John Scanga
William Jacobi
Harrison Hughes, Excused
Greg Butters
Dana Hoag
Steve Newman

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
L. Cordain for Robert W. Gotshall
David A. Sampson
C. Fruhauf for Thao Le
Michael Nobe
David Greene
Cliff Harbour
Maria Puig

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

William Mister
Robert Rademacher for Dan Turk
Timothy Gallagher
Jackie Hartman
John Ingram for Joe Cannon

Accounting
Computer Information Systems
Finance and Real Estate
Management
Marketing

Engineering

Chris Kummerow
Larry Belfiore
Tom Sanders
Steve Reising for H. J. Siegel
Azer Yalin
Paul Heyliger

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

Liberal Arts

Lynn Kwiatkowski
Patricia Coronel
Steven J. Shulman
Carol Cantrell
Frederique Marie Andree Grim
Jared Orsi
Jamie Switzer
William Davis
Michael McCulloch
Bradley MacDonald
Evan Vlachos
Kari Anderson
Elissa Braunstein
Kyle Saunders
Donna Rouner

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

Natural Resources

Gary White
Mark Paschke
John Ridley
Maureen Donnelly

Fish, Wildlife and Conservation Biology
Forest, Rangeland, and Watershed Stewardship
Geosciences
Natural Resource Recreation and Tourism

Natural Sciences

Jennifer Nyborg
David Steingraeber
George Barisas
Dale H. Grit
Kenneth Klopfenstein
Raymond 'Steve' Robinson
Peter Chen
Phillip Lee Chapman
Stephen Stack
Richard Eykholt
Zinta Byrne
TBD

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

Veterinary Medicine and Biomedical Sciences

George Seidel
Chris Orton
John Reif
Ramesh Akkina
Tony Knight, Excused
John Zimbrick
Susan Deines for Sue Vandewoude
Joel Bedford
C. W. Miller

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

University Libraries

Michelle Wilde
Lou E. Anderson

Libraries
At-Large

Ex Officio Voting Members

Raymond 'Steve' Robinson*
Harvey Cutler
Katherine Leigh
Richard Eykholt*
Kathy Partin
Patrick McCarthy
F. C. 'Ted' Weston*
Bolivar Senior
Catherine Cranston
Carole Makela

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

**Indicates Elected Member of Faculty Council*

Officers of Faculty Council

Robert L. Jones
Kirk Hallahan
F. C. 'Ted' Weston
Paul Kugrens
Diane Maybon

Chair, Faculty Council
Vice Chair, Faculty Council
Board of Governors Faculty Representative
Parliamentarian
Executive Assistant

Ex-Officio Non-Elected Non-Voting Members

Larry Edward Penley, Excused

Anthony Frank

Robin Brown

Bill Farland

Blanche M. Hughes

Tom Gorell

Peter Dorhout

Louis 'Lou' Swanson

Alan Lamborn

Marc Johnson

April Mason

Ann Gill

Ajay Menon

Sandra Woods

Rick Miranda

Lance Perryman

Sally Sutton

Catherine Murray-Rust

President

Provost/Senior Vice President

Vice President for Admissions and Access

Vice President for Research

Interim Vice President for Student Affairs

Vice Provost for Faculty Affairs

Vice Provost for Graduate Affairs/Assistant Vice President for Research

Vice Provost for Outreach and Strategic Partnerships

Vice Provost for Undergraduate Affairs

Dean, College of Agricultural Sciences

Dean, College of Applied Human Sciences

Dean, College of Liberal Arts

Dean, College of Business

Dean, College of Engineering

Dean, College of Natural Sciences

Dean, College of Veterinary Medicine and Biomedical Sciences

Interim Dean, Warner College of Natural Resources

Dean, University Libraries