

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

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

***MINUTES
FACULTY COUNCIL
February 7, 2012***

CALL TO ORDER

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

ANNOUNCEMENTS

- A. Next Faculty Council Meeting - March 6, 2012 - A102 Clark Building - 4:00 p.m.
- Gallagher announced that the next Faculty Council meeting will be held on Tuesday, March 6, 2012 in Room A102 Clark Building. The meeting will begin at 4:00 p.m.
- B. Elections Faculty Council Chair, Vice Chair, and Board of Governors Faculty Representative - Committee on Faculty Governance
- Gallagher announced that the election for Faculty Council officers will take place at the March 6, 2012 Faculty Council meeting.
- C. Executive Committee Meeting Minutes - November 15, 29, 2011 and January 17, 24, 2012
- Gallagher noted that the Executive Committee meeting minutes can be found on the Faculty Council website.

MINUTES TO BE APPROVED

- A. Faculty Council Meeting Minutes - December 6, 2011
- By unanimous consent, the December 6, 2011 Faculty Council Meeting Minutes were approved.

REPORTS TO BE RECEIVED

- A. Provost/Executive Vice President
- Rick Miranda, Provost/Executive Vice President announced that Mark Stetter has accepted the position as the new Dean of the College of Veterinary Medicine and Biomedical Sciences. Miranda stated that Stetter was the Director of Animal Operations for the Walt Disney Company. Miranda added that he will begin working in May and will take over as Dean in July.
- Miranda reported that an honorary degree was given to Pete Coors by the College of Business at the December commencement. Miranda added that the College of Business has also requested to have its master degree students go through its commencement and not through the Graduate School commencement. Miranda noted that this will be tried out at the Spring commencement.
- Miranda reported that the President has scheduled open forums this spring. The open forum for faculty was held last week on Thursday, February 2, 2012. Additional open forums are scheduled for student, administrative professionals and state classified personnel. There is also an open forum scheduled for everyone on Monday, May 7, 2012 from 4:00 to 5:00 p.m. in the Cherokee Park Room.

Miranda noted that last month he attended several diversity related meetings. Recently, a social was held for multi-cultural student and faculty. Miranda reported that, on January 11, he attended a dinner and presentation in Denver for high ability Latino students. Miranda added that, last night, the graduate students of color had a working meeting to discuss issues that group wanted to bring to the attention of the administration. In addition, two weeks ago, a conference was held dedicated to military veteran students in Colorado.

Miranda reported that he attended the National Conference for Science and the Environment held January 18-20. He also attended the American Mathematics Society meeting held January 4-6.

Miranda reported on the strategic planning and budgeting process. He explained that the SPARCFest was held on January 18 and the budget hearings were held on January 25-26. He explained that at the budget hearings the deans and vice presidents were asked to present budgets reflecting three percent (3%) budget cuts. The next steps will include the SPARCs revising the goals and the strategic plan and then work will then begin to homogenize the documents and create a single document. Miranda added that the President has asked that a preface be included for long-range planning. On the budgeting side the administration is still considering a nine percent (9%) resident tuition increase. In addition, a three percent (3%) raise is penciled in for faculty and administrative professionals (this does not include state classified personnel). Plus the administration is still heavily invested in financial aid, etc. to re-invest in the quality in education. Miranda noted that, after all that, the budget will still be off by approximately three percent (3%). He added that the numbers from the State will fluctuate until the March 20 revenue forecast which will determine the cuts to higher education.

Miranda reported that he has joined the Master Planning Committee for Facilities. This committee is in the process of drafting a master plan that will go to Colorado Commission on Higher Education in 2014. He added that this master plan must also be approved by the Cabinet and the Board of Governors.

Miranda noted that the celebration of Colorado State University's 142 anniversary is February 10 (Founder's Day) and will be held at the State Capital in Denver. He added that in 2020 Colorado State University will be celebrating 150 years.

Miranda reported that the INTO contract is still being negotiated, but the recruiting staff is visiting the campus this week and they are having a positive experience.

Miguel Mostafa asked if there a law that does not allow Colorado State University to have contracts for more than a year. Miranda responded, no, this is not applicable with companies.

Phil Chapman asked how long (years) the INTO contract is. Miranda responded that it is a thirty (30) year period with an extensive review after ten (10) years.

Ben Clegg asked about Miranda's recent quotation in the *Collegian*. He added that there seems to be a disconnect between what the students know and what the university is doing. Miranda responded that the administration is trying to communicate information with the students as best we can. Miranda noted that he recently spent two (2) hours with the student fee review board explaining revenues, expenses, etc. He added that the President has sent emails, etc. Miranda said that it is an imperfect mechanism and not all the students get the information. Miranda added that Financial accountability reports are posted on the Office of Budgets and Finance website and that a separate accountability page off the President's website is available.

Mostafa asked if there were any issues raised when he met with diverse students that faculty should be aware of. Miranda responded, yes, but unfortunately he was not there for that part of the process.

Miranda's report was received.

B. Faculty Council Chair

Gallagher reported that President Tony Frank and the new Athletic Director Jack Graham will be attending to the April 3, 2012 Faculty Council meeting. The President will be presenting a report and the Athletic Director will be presenting a discussion item on athletics.

Gallagher gave an update on concerns that were discussed in Executive Committee related to the student course surveys. Gallagher explained that the Faculty Council Executive Committee sent an email to Mike

Palmquist. The email requested that due to the problems some faculty members seem to be having getting access to their scanned student course surveys, Executive Committee of Faculty Council requested that no hard copies from this past Summer or Fall semesters be shredded and that until all this gets sorted out that the hard copies be preserved. Gallagher also requested that faculty members be given advanced notice if and when the hard copies are destroyed. Gallagher asked Richard Eykholt to present some additional information. Eykholt reported that many of the problems from last Spring have been addressed. However, there were new problems this Fall semester. Eykholt noted that the question is, are things going to get corrected or is this system just not working? He added that the Executive Committee is interested in to what extent things are working or not. Eykholt explained that this Fall semester's problem was related to the software and to the fact that multiple courses were batched together. He added, that the forms have now been re-scanned. Eykholt noted that, informally, it seems that the re-scanning fixed the problem for many courses, but there are still one to two thousand forms in a "problem child" box. Eykholt stated that the staff will look through those boxes if you ask, but they will not if not asked. In addition, the Summer forms are there but in storage. Eykholt asked that faculty check for their individual evaluations and report to your respective Executive Committee members so it can be determined whether or not this is heading in the right direction.

David Greene pointed out that you can search for other people's evaluations. Steve Robinson asked if the Spring 2011 forms are still accessible? Eykholt responded probably not.

Gallagher reported that an email was sent through the Office of General Counsel regarding political speech. Gallagher reported as follows:

The wording Gallagher is commenting on from the original message is in **bold**. Gallagher's comments are in *italics*.

Message from the Office of the General Counsel

Colleagues,

Now that the 2012 Colorado legislative session is in full force, it may be helpful to review related University policies and practices:

All members of our campus community are encouraged to be involved in the political process on their own time. However, please be careful to represent your personal, political views as your own, and not those of the University. *This encouragement comes from Section D.7.8.1 of the Faculty/AP Manual.*

- If you write to your representative on any issue, do not use CSU letterhead and do not represent yourself as speaking for the institution or in your professional capacity as a CSU employee.

- Faculty and staff may occasionally be called upon to offer expert testimony on a piece of legislation. The Board encourages employees to make their expertise available to legislative committees. **In order to coordinate CSU's legislative activities, please contact the Office of the President at 970-491-6211 before agreeing to testify.** *One could contact the President's Office as a courtesy, and the President's Office may be able to provide some helpful information to you, but such contact is not required. Also, individual faculty members are certainly free to speak out against the official lobbying position of the university. Coordinating with CSU officials on legislative activities is not required.* Also, when appearing before a committee, you should make it clear that you are speaking as an individual or as a professional offering expertise related to your discipline, but not on behalf of the University.

- If you are interested in seeing a piece of legislation brought forward on behalf of your department, the University, or any University entity, contact the Office of the President. University faculty and staff are not authorized to represent the institution in contacts with individual legislators.

- If you wish to request that the University take a position on a piece of legislation relevant to the institution, please contact the Office of the President.

The University and the Board of Governors of the CSU System are represented at the Colorado Legislature by designated CSU System staff and a contract lobbying team. The University's official position on any legislative matter is determined only by the CSU president, who consults with vice presidents, deans, faculty, staff, agency heads, and others on specific pieces of legislation before formulating a University position. *All this is true and in no way does it affect the right of individual faculty members to make their views known as individuals, even if those views are diametrically opposed to the official university lobbying position.*

Gallagher's report was received.

- C. Board of Governors Faculty Representative - Carole Makela

Gallagher noted that Makela's report can be found on pages 22-23 of the agenda materials. He noted that Makela was unable to attend the Faculty Council meeting because she is in Pueblo attending the Board of Governors meeting.

Makela's report was received.

- D. Committee on Strategic and Financial Planning - Tony Maciejewski

Tony Maciejewski, Chair, Committee on Strategic and Financial Planning, reported that the Committee has been involved in the University budget planning process. He added that the budget planning tool on the website is useful and may be helpful for the students as well. Maciejewski added that the Committee endorses the faculty raises for 2012. Maciejewski reported that the Committee has been involved in the overview of funding for campus construction projects. He also explained that the Committee has representatives on the SPARC committees. Maciejewski reported that the Committee has also reviewed financial implications of all proposed new degree programs and new Centers, Institutes, and Other Special Units (CIOSUs). Maciejewski reported that the Committee has also been involved in INTO discussion and will be involved in future discussions of athletic plans for Colorado State University.

Maciejewski's report was received.

CONSENT AGENDA

- A. Changes in Curriculum to be Approved: University Curriculum Committee Minutes: November 11, and 18, December 2 and 9, 2011

- B. Approval of Degree Candidates - Spring and Summer Semesters 2012

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

Ramsdell's motion was adopted.

ACTION ITEMS

- A. Request to Create a Special Academic Unit - Molecular, Cellular and Integrative Neuroscience Program of Research and Scholarly Excellence - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that Faculty Council approve the request to create a special academic unit - Molecular, Cellular and Integrative Neuroscience Program of Research and Scholarly Excellence to be effective Fall Semester 2012 as follows:

The Molecular, Cellular and Integrative Neurosciences Program shall be established as Special Academic Unit effective Fall Semester 2012.

Ramsdell explained that the rationale for this request is the Molecular, Cellular and Integrative Neurosciences Program (MCIN) is seeking status as a Special Academic Unit in order to be able to become an interdepartmental degree granting unit of the University. The MCIN currently offers a Graduate Interdisciplinary Program, with active faculty from ten (10) departments in five (5) colleges. Three (3) to five (5) PhD students are accepted annually to complete two (2) semesters of neuroscience courses and do

experiential lab rotations in three (3) labs that they select from among the MCIN faculty. Students are then matched to a faculty lab and select a departmental Ph.D. program for the completion of their degree.

The present proposal does not include any changes to the existing Graduate Interdisciplinary Program. Recognition as a Special Academic Unit would allow MCIN to offer a graduate or undergraduate major in the future, subject to the curricular review and approval process, as a degree-granting unit under the provisions of Section C.2.2 of the *Academic Faculty and Administrative Professional Manual*, as amended May 3, 2011.

The request was reviewed and approved by the Committee on Scholarship, Research, and Graduate Education on October 6, 2011 and the University Curriculum Committee on December 2, 2011.

Ramsdell motion was adopted.

- B. Request to add a Plan B - Master of Science Degree Program in Design and Merchandising - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that the Faculty Council adopt a request as follows:

Add a Plan B to the Master of Science in Design and Merchandising, Apparel and Merchandising specialization, Distance Education option, effective Spring Semester 2012.

Ramsdell explained that according to the request submitted by the department - the department proposes a Plan B in the Master of Science degree to meet the career goals of those students interested in applied careers in Apparel & Merchandising in which research is not a part of the job description. The proposed Plan B involves all students in research-related activities in support of the department's focus to apply creative, interdisciplinary research to solve social problems. Plan A is still targeted to those student planning to pursue a Ph.D. seeking a research career in the academy. This proposal was reviewed and approved by the Committee on Scholarship, Research, and Graduate Education on November 3, 2011 and by the University Curriculum Committee on November 18, 2011.

Ramsdell's motion was adopted.

- C. Request to Create a Plan C Master of Tourism Management Degree Program - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that the Faculty Council adopt the request as follows:

To create a Plan C Master's Program - Tourism Management (M.T.M.) in the Warner College of Natural Resources to be effective Fall Semester 2012.

Ramsdell explained that according to the program proposal this program will prepare students for career entry or mid-level management positions in public, commercial, or nonprofit organizations providing visitor/tourism, including graduate courses in a) the concepts that guide decision-making for tourism practitioners and the interdependence of the diverse sectors of the tourism industry; b) the economic, social, and environmental impacts of tourism on society and the impact of uses of land and natural resources on tourism; c) the foundations of sustainable tourism development; and d) the identification and understanding of international policies, trends and challenges facing the tourism industry and organizations.

Ramsdell's motion was adopted.

- D. Request to Add a Minimum Grade Requirement for the Ethnic Studies Major and Minor - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that Faculty Council adopt a request as follows:

Request to add a minimum grade requirement of C for each Ethnic Studies Major and Minor courses.

Ramsdell explained that the Department of Ethnic Studies would like to institute a minimum grade requirement of “C” for each Ethnic Studies course that is required for the Ethnic Studies Major and Minor. Because the student in the Major and Minor are required to take courses from each of the five track-based courses, it is imperative they demonstrate competence in each area. These track-based courses build toward the core courses that are designed as comparative ethnic and racial studies. Thus, the department would like to ensure that Ethnic Studies majors and minors have adequate understanding of each of the major groups’ experience by implementing a minimum grade requirement for each of the Ethnic Studies courses.

Alan Lamborn noted that if the State were to decide to develop a state-wide articulation agreement and if Colorado State University participates in this agreement, transfer students with a grade of C- would have to have that course counted. Lamborn added that this is not a reason to vote against this proposal, just “FYI,” that at some point the State might supercede this rule. David Greene asked about cases where C- is in the D range on the transcript. Lamborn explained that by State procedure, C- grades become Cs for transfer purposes even in cases when the grade point average is below 2.0.

Ramsdell’s motion was adopted.

E. Proposed Revisions to the *Graduate and Professional Bulletin* - Section H.3.8 - Degree Conferral - Committee on Scholarship, Research, and Graduate Education

Mary Stromberger, Chair, Committee on Scholarship, Research, and Graduate Education, moved that the Faculty Council adopt the proposed revisions to the section entitled, “Enrollment and Academic Records” H.3.8 Degree Conferral, of the *Graduate and Professional Bulletin* to be effective upon Faculty Council approval as follows:

Additions - Underlined - Deletions ~~Overscored~~

H.3.8 DEGREE CONFERRAL

Degree conferral only occurs three times each year, after the conclusion of the Fall, Spring, and Summer terms. The conferral date is the date which will be posted on the official transcript and the diploma. This is the date when the degree is considered officially awarded. A degree is a credential. There are three documents that provide evidence of that credential: an official transcript, a diploma, and a formal letter of completion from the Graduate School. CSU degrees will not be posted on the student’s record until the official degree conferral date has been reached for the semester in which the degree is being awarded. Completion of all requirements prior to the official degree conferral date will not result in early conferral of the degree. A student in this situation may request an official “Letter of Completion” from the Graduate School showing pending conferral of the degree. The degree will be conferred for the term in which the requirements are completed.

Stromberger explained that this revision is needed to update and be in agreement with the *General Catalog*. (Faculty Council approved on April 5, 2011 the *General Catalog* change and the overall rationale.

Stromberger’s motion was adopted.

F. Proposed Revisions to the *Graduate and Professional Bulletin* - Section D.5 - Application: International Students - Committee on Scholarship, Research, and Graduate Education

Stromberger, Chair, Committee on Scholarship, Research, and Graduate Education, moves that the Faculty Council adopt the proposed revisions to the section “Admissions Requirements and Procedures” – D.5 Application: International Students - of the *Graduate and Professional Bulletin* to be effective upon Faculty Council adoption as follows:

Additions - Underlined - Deletions ~~Overscored~~

ADMISSIONS REQUIREMENTS AND PROCEDURES (*Graduate and Professional Bulletin*)

D.5 APPLICATION: INTERNATIONAL STUDENTS

Application procedures are similar to those for U.S. citizens or permanent resident students. Refer to U.S. Citizens or Permanent Residents information for on-line World Wide Web instructions.

The following materials must be sent directly to the department in which the applicant plans to study (see Programs and Degrees webpage for the mailing address at <http://graduateschool.colostate.edu/prospective-students/degrees.aspx>.)

1. An official transcript of all collegiate work completed along with a certified translation into English.
2. ~~Certified proof of financial support along with the GS Form 3F.~~
3. Scores on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Track III Admissions are not required to take either the TOEFL or the IELTS exam.
4. A statement of purpose.
5. Three letters of recommendation.

Required items for Immigration Document Issuance. These items are not required for the application review process, but will be required if officially admitted. The following materials must be sent directly to the department in which the applicant plans to study (see Programs and Degrees webpage for the mailing address at <http://graduateschool.colostate.edu/prospective-students/degrees.aspx>.)

1. Certified proof of financial support – Graduate Student Certification for Issuance of Immigration Document (GS3F form) and supporting financial documents
2. Passport copy

Departmental requirements for additional materials such as standardized tests (e.g. GRE or GMAT) are the same as for U.S. students. Regulations regarding deadlines and application fees are likewise the same as for U.S. students.

Information on application deadlines and application fees is contained in the U.S. Citizens or Permanent Residents section.

The U.S. Bureau of Citizenship and Immigration Services requires the University to have proof of financial support (~~item 3 above~~) before immigration documentation can be issued. Immigration documentation is needed to obtain a visa. All international students and their accompanying dependents are required to maintain adequate health insurance during their stay at the University.

Only persons with degrees equivalent to U.S. bachelor's degrees are qualified to apply for admission except for Track III applicants described above. Further, it is a University regulation that international applicants should be among the top students in their classes.

Colorado State University requires that proficiency in English language be demonstrated either by the TOEFL or IELTS tests prior to admissions. The minimum TOEFL score for admission without condition is 213 (computer-based); 550 (paper-based) or 80 (internet-based). The minimum IELTS score for admission without condition is 6.5. Official scores, taken within two years prior to admission, must be submitted directly from the testing agency.

To be considered for conditional admission, a student must have a minimum TOEFL score of 475 on the paper based test or 50 on the internet based test, or minimum IELTS score of 5.5. After receiving conditional admission, the student must satisfactorily complete the University Intensive English Program. Conditional admission is possible for students with TOEFL scores between 133 and 212 (computer-based) or IELTS scores between 4.0 and 6.5 with the provision that they must achieve adequate proficiency in English (TOEFL score of 213 or IELTS of 6.5) before registering for courses or that they satisfactorily complete the University's Intensive English Program. Enrollment in regular University academic courses is at the discretion of the Intensive English Program. Approval of both the department and the Vice Provost for Graduate Affairs is necessary for such conditional admission.

Stromberger explained that these revisions separate the requirements for the application process from those items required for immigration document issuance. In addition, the process maintains the flow of all documents through the department for consistency and simplicity for the student.

The changes regarding TOEFL scores is an update, since computer based scores have been replaced by internet-based.

Conditional admits regarding English require satisfactory completion of the University's Intensive English Program (IEP). Specifics required for conditional admits were updated.

Stromberger's motion was adopted.

G. Proposed Revisions to the *Manual*, Section D.7.13 - Travel Policies - Committee on Responsibilities and Standing of Academic Faculty

David Greene, Chair, Committee on Responsibilities and Standing of Academic Faculty, moves that the Faculty Council adopt the proposed revisions to the *Manual*, Section D.7.13 – Travel Policies to be effective upon approval by the Board of Governors of the Colorado State University System as follows:

Additions underlined - Deletions ~~overscored~~

D.7.13 Travel Policies

Participation in professional ~~meetings activities~~ is recognized as ~~increasing~~ enhancing staff competence and adding to the University's stature. Travel for such purposes is authorized to the limit of funds available, insofar as these authorizations are consistent with University policies and CSU System Fiscal Rules State regulations. ~~University policy provides that State travel regulations shall apply for all travel whether performed with State, Federal, or other funds. An up to date copy of the travel rules, regulations, and procedures may be secured from the Department of Business and Financial Services.~~

Greene explained that the University is no longer governed by State travel regulations.

Greene's motion was adopted.

DISCUSSION ITEM

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

Gallagher explained that the Faculty Council Executive Committee was getting comments from members of the University Curriculum Committee (UCC) about people who were not filling out proposals correctly. Gallagher pointed out that some of the rules that the UCC must follow are mandated by the State, GTPathways, etc. so if the forms are not correctly completed the UCC must send them back for correction. Gallagher noted that, at the same time, Faculty Council Executive Committee received comments from faculty that proposals to UCC were being rejected and the rejection was not because of Higher Learning Commission, State mandated, or other requirements. Executive Committee has concerns and questions arose regarding what is in the purview of UCC and what was in the purview of Faculty Council regarding curriculum. Gallagher added that the UCC works hard (every Friday afternoon) and needs procedures so they can do their job. On the other hand, academic policies are the purview of Faculty Council. Gallagher explained that all the Faculty Council standing committee are advisory with the exception of the Committee on Scholastic Standards which has some independent jurisdiction. Gallagher stated that the goal here is to have a nice respectful, healthy discussion regarding curriculum policies and procedures.

Ramsdell presented the following presentation:

The duties of the University Curriculum Committee:

1. To receive or initiate recommendations pertaining to each and every course and program offered for academic credit by any unit of the University.
2. To evaluate all proposal for new undergraduate courses and programs as well as changes in existing courses and programs for correlation with other department before consideration and approval by the Faculty Council.
3. To evaluate all proposals for new graduate courses and programs as well as changes in existing courses and programs for correlation with other departments. Review of graduate programs is conducted after the Committee on Scholarship, Research, and Graduate Education has recommended approval prior to their submission to the Faculty Council for approval.

Federal Laws and Regulations:

- Credit Hour
- Distance Education Definition
- Financial Aid Policies

State Laws and Regulations:

- Guaranteed Transfer
- Approval of Degree Programs
- Minimum Credit Requirements

Regional Accreditation

- Documentation of Curriculum
- Faculty Oversight
- Level and Quality of Instruction

Colorado State University

- Curriculum

Faculty Council Policies

- All University Core Curriculum

Jones discussed the Higher Learning Commission's role in accreditation. Jones presented the following presentation:

Mission of the Higher Learning Commission:

- Assuring and advancing the quality of higher learning.

Accreditation through peer review.

Criteria for accreditation:

- Compliance with Federal minimum requirements.
- Assumed practices (minimum expectations).
- Criteria core components constructed by identifying "best practices" as defined by >1000 member institutions.

Institutional Accreditation:

- Besides assessing formal education activities, it evaluates such things as governance and administration, financial stability, admissions and student services, institutional resources, student learning, institutional effectiveness, and relationships with internal and external constituencies.

- Policies - Procedures - Performance.

Specialized Accreditation:

- Evaluates particular units, schools, or programs within an institution.
- Also known as program accreditation because it focuses on specific degree programs.

- Curriculum content - learning objectives.

Federal Compliance:

- Credit hour definition.

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of class student work each week for approximately fifteen weeks for one semester.

- Verify Student Identity for Distance Education:

- Secure login and password, proctored examinations, other technologies.

- Financial Aid Regulations:

- Attendance and satisfactory progress.

- Campus Crime Information

An HLC Definition:

“*faculty* and *instructors* refer to all those an institution employees or assigns to teach students. *Faculty* is used to refer to the group rather than to each individual instructional staff member, typically to distinguish faculty from administration.”

“Governance of a quality institution of higher education will include a significant role for faculty, in particular with regard to currency and sufficiency of the curriculum, expectations for student performance, qualifications of the instructional staff, and adequacy of resources for instructional support.”

“The institution follows established academic policies and procedures that reflect commonly accepted practice in higher education.”

Assumed Practices:

“Faculty participate substantially in:

1. oversight of the curriculum - its development and implementation, academic substance, currency, and relevance for internal and external constituencies;
2. assurance of consistency in the level and quality of instruction and in the expectations of student performance;”

“Instructions communicate course requirements to students through syllabi.”

Criteria Components:

“The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, etc.)”

“The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs.”

Assessment:

“The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution’s goals for student learning are clearly stated and processes for assessment of student learning and achievement of learning goals are effective.
2. The institution assess achievement of the learning outcomes that it claims for its curricular and co-curricular programs.”

Lamborn provided some examples of what the State requires in particular courses.

Ramsdell talked about how UCC policies and procedures fit into the State requirements, etc.

From Course Proposal to Registration:

Faculty members develops course proposal
Proposal approved by department and colleges
Submission to Curriculum and Catalog Office
Review for completeness
UCC approval
Faculty Council approval
Curriculum and Catalog Office enters course into ARIES and adds course to the General Catalog

Course Proposals:

	2010-11	2011-current
Total Course Proposals	836	457
New Courses	108	115
Major Course Changes	143	185
Course Drops	82	22
All University Core Curriculum	15	19
Experimental and Minor Changes	377	103
Incomplete submissions	111	13

Program Proposals:

	2010-11	2011-current
Total Program Proposals	213	133
New Programs	28	34
Major Changes	70	49
Minor Changes	64	42
Drops	10	7
Incomplete Submissions	41	1

Total Proposals handled by Curriculum and Catalog Office - 1,049

Challenges:

- Proliferation of external mandates
- Growing number of new courses and programs
 - Large increase in courses offered in multiple forms
- Students want increased transparency and accountability
 - Online access to course outlines
- Submission of incomplete or incorrect forms
 - Over half of submissions to the Curriculum and Catalog Office require follow up for clarification and/or revision
- Revision of programs without review
 - Advising check sheets that do not match the approved Program of Student
 - Advertising degree programs that do not officially exist

Responses:

- Updating curriculum forms
 - Simplify curriculum request process
 - Streamline review and approval process
 - Reduce administrative burden
 - Improved documentation of curriculum
- Revision of Procedures
 - Reduce information required for review
 - Provide more pre-submission support
 - Improve quality of review by college curriculum committees

Margarita Lenk stated that she was on Human Subjects Committee for 13 years and that committee had a similar reputation. She explained that the committee conducted a strategic review and realized that it could use its members to be internal consultants and review proposals before they went to committee and this increased response time. Ramsdell responded that the UCC college members are on their college curriculum committees, but some colleges are larger and have more of a burden (example College of Liberal Arts). The UCC is trying to improve the quality of review in college curriculum committees. Ramsdell added that UCC would like department representatives to do that very thing, but assignment to this committee is often seen as a "punishment" duty.

Stephen Hayne noted that "IRB" is a workflow software that could possibly be applied for the UCC. He explained that the software requires that all information is in the necessary format. He added that this can be subverted. Ramsdell agreed, but added, that resources are needed to implement that kind of system. Lamborn stated that this is harder than it seems. Lamborn added that Tom Hoehn has been trying to do that since he took over the Curriculum and Catalog Office. Lamborn said that information technology people were supposed to help, but when they reviewed the information they said it was a much bigger project than what they thought. Lamborn added that "off the shelf" software is not what is needed and costs around \$70-80 thousand a year and the software still does not work as needed. Lamborn added we're trying, but it has not been an easy job. Ramsdell added that the mechanics could be easier but it is still a requirement to collect information so that the institution has the documentation it needs for the Higher Learning Commission audit committee. Lamborn noted that all the forms that the UCC has been developing are designed to accommodate all these challenges and meet these multiple needs. But the purpose of changing the forms is to handle the multiple accountability demands.

David Greene had a question regarding the volume of material needed now. Greene explained that the forms ask for reading lists, 15-week schedule, etc. Ramsdell responded that the readings, grading scale, etc. requirements are now gone and the UCC does not want a syllabus just curricular information. Lamborn added that while the UCC does not need to know lots of details, if the institution is going to show the Feds and Higher Learning Commission that our courses meet credit-hour requirements (2 hour work outside class per credit), we do need a rough idea of the workload. In addition, the institution needs to be able to tell students what will be taught by everyone who teaches the class.

Richard Eykholt expressed that much of what is being described here is academic policy and asked if Faculty Council should be reviewing these issue, not just the UCC. Eykholt gave an analogy that the Committee on Teaching and Learning has operating procedures regarding changes to the *General Catalog* and these proposal come to Faculty Council as special actions. In addition, the Committee on Scholarship, Research, and Graduate Education has procedures regarding revisions to the *Graduate Bulletin* and these proposals come to Faculty Council as special actions. Eykholt suggested an analogous process for the UCC - some kind of curricular procedures handbook that the Faculty Council approves, at the very least so that the faculty are informed. Ramsdell responded that this is an important question to make a distinction between procedural rules and academic policies. Ramsdell noted that it may be helpful if the University Code in the *Manual* states that the UCC must operate according to State mandates. Ramsdell added that what Eykholt is calling UCC procedures, is seen by the UCC as a policy mandated by State, Higher Learning Commission, etc.

Eykholt responded that there is a division between policies and procedures and this not a fair distinction. Eykholt opined that the institution has a *Manual* and that is required to abide by State and Federal regulations and is revised frequently to comply with regulations as they change. Ramsdell responded that the current Curriculum Handbook has many policies and procedures. Ramsdell explained that the UCC would like to have a "how to" section (procedures) and then have a policies section that is reviewed by Faculty Council. Lenk added that as a business process specialist, she would look at what are the UCC's goals, processes, and risks. She added that the process needs to be handled correctly to avoid unintended risks. Lenk added that if this is part of the University's brand, she would like to recommend that a staff position be added to the Curriuclum and Catalog Office to review standards and policies so that it's not an undue burden on faculty representatives.

Steve Robinson stated that many examples of division of labor (procedures vs. *Manual* policy) have been presented. He suggested that the UCC use the same procedures as the other Faculty Council standing committees. Lamborn responded that the UCC has heard this concern and is committed to reviewing its handbook and creating an opportunity for people to suggest what is policy and what is procedure. Lamborn added that this could be more difficult than we think it will be.

Gallagher thanked everyone for a great discussion.

The Faculty Council meeting adjourned at 6:15 p.m.

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

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

Agricultural Sciences

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

Agricultural and Resource Economics

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

Applied Human Sciences

Molly Eckman
Tracy Nelson for R. Gotshall
David Sampson
Jenn Matheson
Scott Glick
Matthew Malcolm
Sharon Anderson
Louis Quijano for Kim Bundy-Fazioli

Design and Merchandising

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

Business

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

Accounting

Computer Information Systems
Finance and Real Estate
Management
Marketing

Engineering

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

Atmospheric Science

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

Liberal Arts

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

Anthropology

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

Natural Resources

Melinda Laituri
K. Huyvaert for Paul Doherty
Mark Paschke
Sven Egenhoff
Stu Cottrell

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

Natural Sciences

Eric Ross
David Steingraeber
John Wood
Robert France
Iuliana Oprea
Raymond Robinson
Benjamin Clegg
Philip Chapman
Steve Stack
Mike Steger
Miguel Mostafa

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

Veterinary Medicine & Biomedical Sciences

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

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

University Libraries

Nancy Hunter
Cathy Cranston for Michelle Wilde

Libraries
At-Large

Officers

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

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

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

Luis Garcia, Chair
Susan LaRue, Chair
Martin Gelfand, Chair
David Greene, Chair

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

Mary Stromberger, Chair*

Ketul Popat, Chair
Tony Maciejewski, Chair
Dan Turk, Chair
Eric Prince, Chair
Howard Ramsdell, Chair

Ex Officio Non-Voting Members
Torsten Eckstein, Chair, Excused

Committee on Special and Temporary Faculty

Ex-Officio Non-Elected Non-Voting Members

Anthony Frank, Excused

Rick Miranda

Brett Anderson

Mary Ontiveros

Lou Swanson

Robin Brown

Tom Gorell

Jodie Hanzlik

Patrick Burns

Jim Cooney

Tom Milligan

Bill Farland

Blanche M. Hughes

Alan Lamborn

Amy Parsons

Craig Beyrouy

Jeff McCubbin

Ajay Menon

Sandra Woods

Ann Gill

Jan Nerger

Lance Perryman

Joyce Berry

David Mornes

President

Provost/Executive Vice President

Vice President for Advancement

Vice President for Diversity

Vice Provost for Engagement/Director of Extension

Vice President for Enrollment and Access

Vice Provost for Faculty Affairs

Interim - Vice Provost for Graduate Affairs

Vice President for Information Technology/Dean Libraries

Vice Provost for International Affairs

Vice President Public Affairs

Vice President for Research

Vice President for Student Affairs

Vice Provost for Undergraduate Affairs

Vice President for University Operations

Dean, College of Agricultural Sciences

Dean, College of Applied Human Sciences

Executive Dean/Dean, College of Business

Dean, College of Engineering

Dean, College of Liberal Arts

Dean, College of Natural Sciences

Dean, College of Veterinary Medicine and Biomedical Sciences

Dean, Warner College of Natural Resources

Chair, Administrative Professional Council