

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 Rita Knoll, ext 1-5693.

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

**MINUTES**  
**Faculty Council Meeting**  
**November 5, 2019 – 4:00 p.m. – Clark Building – Room A201**

**CALL TO ORDER**

The Faculty Council meeting was called to order at 4:02 p.m. by Tim Gallagher, Chair.

**ANNOUNCEMENTS**

1. Next Faculty Council Meeting – December 3, 2019 - Clark Building – Room A201 – 4:00 p.m.

Gallagher announced that the next Faculty Council meeting will be held on December 3, 2019 at 4:00 p.m. – Clark Building, Room A201.

2. Executive Committee Meeting Minutes located on the FC website – September 24, 2019; October 8 and 15, 2019  
(<http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/>)

Gallagher announced that the September 24, October 8 and 15, 2019 Executive Committee meeting minutes are posted on the Faculty Council website.

**MINUTES TO BE APPROVED**

1. Faculty Council Meeting Minutes

Gallagher: Any corrections or additions to these minutes?

- September 3, 2019

Antonio Pedros-Gascon (CLA At-Large): Noted a minor spelling correction on page 2.

Faculty Council approved by unanimous consent

- October 1, 2019

Antonio Pedros-Gascon (CLA At-Large): Noted two minor spelling corrections on page 2.

Faculty Council approved by unanimous consent

### **UNFINISHED BUSINESS**

1. None.

### **CONSENT AGENDA**

1. UCC meeting minutes – September 20 and 27, 2019; October 4 and 11, 2019

Brad Goetz spoke for approval of the UCC meeting minutes.

Gallagher: Are there any items to be pulled for separate consideration?

There were none.

Faculty Council unanimously approved the Consent Agenda.

### **ACTION ITEMS**

1. Proposed revisions to the Academic Calendar – Fall Semester 2024 - Summer 2026

Sue Doe spoke to the motion. The highlighted amendments consist of wrong dates or days of the week. The calendar was reviewed by the Registrar's Office. These amendments will be made and the Academic Calendar will be presented to the Board of Governors for approval at the December 5-6, 2019 meeting.

Gallagher: All in favor of the amended Academic Calendar?

Faculty Council unanimously approved.

### **Fall Semester 2024**

Aug. 15, 16	Thursday-Friday	Orientation
Aug. 19	Monday	Classes Begin
Aug. 23	Friday	End Restricted Drop
Aug. 25	Sunday	End Regular Add
Sept. 2	Monday	Holiday - University Offices Closed - No Classes
Sept. 4	Wednesday	Census and Registration Closes – last day For dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 14	Monday	End Course Withdrawal (“W”) Period

Nov. 23	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 28-29	Thursday-Friday	Holiday – University Offices Closed – No Classes
Dec 2	Monday	Classes Resume
Dec. 6	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 9-13	Monday-Friday	Final Examinations
Dec. 13-15	Friday-Sunday	Commencement
Dec. 17	Tuesday	Grades Due
<u>Dec. 25</u>	<u>Wednesday</u>	<u>Holiday – University Offices Closed</u>
Dec. 26-27	Thursday-Friday	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

**Spring Semester 2025**

Jan. 1	Wednesday	Holiday – University Offices Closed
Jan. 16-17	Thursday-Friday	Orientation, Advising and Registration for New Students
Jan. 20	Monday	Holiday – University Offices Closed
Jan. 21	Tuesday	Classes Begin
Jan. 24	Friday	End Restricted Drop
Jan. 26	Sunday	End Regular Add
Feb. 5	Wednesday	Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
<u>Feb. 11</u>	<u>Saturday Tuesday</u>	<u>Founder’s Day</u>
Mar. 8	Saturday	Spring Break Begins – No Classes Next Week
Mar. 17	Monday	End Course Withdrawal (“W”) Period
Mar. 17	Monday	Classes Resume
May 9	Friday	Last Day of Classes; University Withdrawal Deadline
<u>May <del>5-9</del> 12-16</u>	<u>Monday-Friday</u>	<u>Final Examinations</u>
<u>May <del>9-11</del> 16-18</u>	<u>Friday-Sunday</u>	<u>Commencement</u>
<u>May <del>13</del> 20</u>	<u>Tuesday</u>	<u>Grades Due</u>

(79 Days, Including Final Examinations)

**Summer Session 2025**

<u>May <del>12</del> 19</u>	<u>Monday</u>	<u>1st 4 Week and 12 Week Term Begins</u>
<u>May 26</u>	<u>Monday</u>	<u>Holiday University Offices Closed - No Classes</u>
<u>Jun. 6 13</u>	<u>Friday</u>	<u>1st 4 Week Term Ends</u>
<u>Jun. 9-16</u>	<u>Monday</u>	<u>2nd 4 Week Term and 8 Week Terms Begin</u>

Jun 25	Wednesday	Census
July 11	Thursday	2nd 4 Week Term Ends
July 4	Friday	Holiday – University Offices Closed – No Classes
Jul. 7 14	Monday	3rd 4 Week Term Begins
Aug. 4 8	Friday	8, 12 and 3rd 4 Week Terms End
Aug. 5 12	Tuesday	Grades Due

**SUMMER WITHDRAWAL PERIOD:** Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is ten days into the session for a four-week course, 20 days into the session for an eight week course, and 30 days into the session for a 12 week course. If there are any questions, please consult the Registrar’s office.

**Fall Semester 2025**

Aug 14-15-21-22	Thursday-Friday	Orientation
Aug 18-25	Monday	Classes Begin
Aug 22-29	Friday	End Restricted Drop
Aug 24-31	Sunday	End Regular Add
Sept. 1	Monday	Holiday - University Offices Closed - No Classes
Sept 3 10	Wednesday	Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct 13 20	Monday	End Course Withdrawal (“W”) Period
Nov. 22	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 27-28	Thursday-Friday	Holiday – University Offices Closed
Dec 1	Monday	Classes Resume
Dec 5 12	Friday	Last Day of Classes; University Withdrawal Deadline
Dec 8-12-15-19	Monday-Friday	Final Examinations
Dec 12-14 19-21	Friday-Sunday	Commencement
Dec 16 23	Tuesday	Grades Due
Dec. 24-26	Wednesday-Friday	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

**Spring Semester 2026**

Jan. 1	Monday- Thursday	Holiday – University Offices Closed
Jan. 15-16	Thursday-Friday	Orientation, Advising & Registration for New Students
Jan. 19	Monday	Holiday – University Offices Closed
Jan. 20	Tuesday	Classes Begin
Jan. 23	Friday	End Restricted Drop

Jan. 25	Sunday	End Regular Add
<del>Jan 28</del>	<del>Wednesday</del>	<del>Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment</del>
Feb. 4	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	<del>Friday</del> Wednesday	Founder’s Day – CSU’s <del>152nd</del> 156 <sup>th</sup> birthday
Mar. 7 Week	Saturday	Spring Break Begins – No Classes Next
Mar. 16	Monday	End Course Withdrawal (“W”) Period
Mar. 16	Monday	Classes Resume
May 8	Friday	Last Day of Classes; University Withdrawal Deadline
May 11-15	Monday-Friday	Final Examinations
May 15-17	Friday-Sunday	Commencement
May 19	Tuesday	Grades Due
(79 Days, Including Final Examinations)		

**Summer Session 2026**

May 18	Monday	1st 4 Week and 12 Week Term Begins
May 25	Monday	Holiday - University Offices Closed - No Classes
Jun. 12	Friday	1st 4 Week Term Ends
Jun. 15	Monday	2nd 4Week Term and 8 Week Terms Begin
June <del>17</del> 24	Wednesday	Census
Jul. 3	Friday	Holiday – University Offices Closed - No Classes
Jul. 10	Friday	2nd 4 Week Term Ends
Jul. 13	Monday	3rd 4 Week Term Begins
Aug. 7	Friday	8, 12 and 3rd 4 Week Terms End
Aug. 11	Tuesday	Grades Due

SUMMER WITHDRAWAL PERIOD: Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is 10 days into the session for a four week course, 20 days into the session for an eight-week course, 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar’s office.

- Proposed revisions to the *Graduate and Professional Bulletin* – Requirements for all Graduate Degrees and Graduation Procedures – CoSRGE

Melinda, Smith, Chair, CoSRGE spoke to the motion. These proposed revisions will be effective upon approval by Faculty Council.

Gallagher: Any discussion?

Tara Opsal (CLA): Why are the fees in place in the first place?

Mary Stromberger (Dean of Graduate School): It is not uncommon to have the Graduate School in different roles. What is unusual is to have the student previously enrolled. When we adopted this policy, the fee allows the student to be continuously enrolled without paying tuition.

Gallagher: Anymore discussion?

Tara Opsal (CLA): I understand that the focus of the change is clarified, but it seems more of a financial burden on the student than what is currently in place. I was confused by the language change.

Smith: It's in the Rationale. The idea is for clearly defined deadlines and, if they don't meet the deadline, their dissertation will not be approved and they have to apply for continuing registration.

Maura Velazquez-Castillo (CLA): Do we need to burden our students with more fees once they have met their requirements? Why burden our students in general?

Smith: This is not unusual in the Graduate School.

Maura Velazquez-Castillo (CLA): That is not a reason.

Mary Stromberger (Dean of Graduate School): I completely understand your point. We will work as hard as we can and as much as we can to process the dissertations as students' dissertations come in. My staff is becoming overwhelmed, but as long as departments and students understand that we will process things as fast as we can. There are times we cannot meet the last items by the end of the semester.

Sue James (CoE): It's not a new continuous registration fee, it's just if they miss the deadline, correct? It's not a new fee but the student has to pay the continuous registration fee for another semester if they don't meet the deadline.

Gallagher: All in favor?

Faculty Council approved the proposed revisions.

Additions – underlined Deletions ~~overscored~~

## REQUIREMENTS FOR ALL GRADUATE DEGREES

### Continuous Registration

All students admitted to a graduate program at CSU are required to be continuously registered in the fall and spring semester throughout their degree programs. This policy applies from the time of first enrollment through the graduation term. Students may fulfill this requirement by registering for any graduate credit-bearing course (regular or non-regular). As an alternative, students may opt for a Continuous Registration (CR) status. Registration for CR status is accomplished in the same way as registration for courses. Section ID numbers appear in the class schedule under the CR subject code. Students registering for CR will be assessed a fee for each semester of CR registration. Students who register for CR on or after the first day of the term will be charged a Late Registration Fee. Students must be either enrolled for at least one credit or must register for CR during the term (fall, spring, summer) they ~~complete their degree requirements~~ graduate.

### Graduate Enrollment Requirement

Graduate degree candidates must be either enrolled for at least one credit or must register for CR during the term (fall, spring, or summer) they will ~~complete their degree requirements~~ graduate.

## GRADUATION PROCEDURES

### Application for Graduation

A graduate student must apply for graduation by submitting to the Graduate School Office an Application for Graduation (GS Form 25). (Deadlines are available on the [Graduate School website](#).) For students in combined bachelor's/master's degree programs (Integrated Degree Program (IDP) Admissions), an application for graduation from the Graduate School must be either contemporaneous or subsequent to filing an application for receiving the bachelor's degree. Students must be registered during the semester they ~~complete their degree requirements~~ graduate as specified under Graduate Enrollment Requirement above.

### Clearance for Graduation

Departmental requirements (i.e., language requirement, preparation of required papers for publication, return of keys and equipment, cleaning up office and laboratory areas) and discrepancies in grades for graduation term must be completed by the end of the graduation term.

Failure to meet all requirements during the term requested on GS Form 25 will necessitate reapplication for graduation (online). Diplomas will be mailed approximately six to eight weeks after the end of the graduation term to the mailing address on file with CSU.

#### **Rationale:**

According to the current policy, a student who misses the graduation term deadline may avoid the need to register for the subsequent term if they complete all degree requirements by the end of current term. For example, a student who misses the Fall graduation term will not graduate until the following Spring term. However, if the student completes all the degree requirements (defense, submission of thesis/dissertation, necessary forms, clears all discrepancies, etc.) by the last day of finals of the Fall semester, the student does not need to register for credit or Continuous Registration in Spring, the term in which the degree is conferred.

As a result, it is not uncommon for students to submit theses and dissertations the last week of a given semester. This practice puts the Graduate School Staff, who are already taxed with serving many graduates in the last week of the semester, in a position where they are not able to provide the best customer service. Often, the students submitting in the last week of the semester have unrealistic expectations that the Graduate School staff will review and approve the thesis/dissertation, associated forms, and verify the student has cleared all degree requirements in a very short amount of time.

In summary, the current language in the Bulletin sets a deadline for Graduate School staff – not the student who is responsible for submitting all necessary documents by the graduation term deadlines. Revising the language will align tuition/Continuous Registration payment with the graduation term. The change prevents a demand for unreasonable turnaround times for those who will not graduate until the next semester and simply want to avoid fees in their graduate term.

3. Proposed revisions to the *Graduate and Professional Bulletin* – Graduate Certificate Program – CoSRGE

Melinda, Smith, Chair, CoSRGE spoke to the motion. This will become effective after approval of Faculty Council.

Gallagher: Any discussion?

There was no discussion.

Gallagher: All in favor?

The motion was unanimously approved by Faculty Council.

Additions – underlined Deletions ~~overscored~~

## Graduate Certificate Program

Graduate Certificates are optional and are offered by certain departments, special academic units (SAUs), or colleges. A Graduate Certificate consists of a minimum of 9 specified credits and not more than 15 credits. All of the credits must be coursework at the graduate level (500- to 700-level). A student must earn a cumulative GPA of 3.000 or better and a minimum of a “C” in all ~~the~~ ~~courses~~ ~~required~~ in the Graduate Certificate. All coursework must be traditionally graded.

A Graduate Certificate may include courses from one or more academic units or special academic units. For certificates involving courses from two or more units, the coordinating department is indicated in the List of Graduate Certificates.

Guest and degree-seeking students with bachelor’s degrees are eligible to apply to participate in the Graduate Certificate Program. Students must apply for admission into the program and for the conferral of the certificate. Students must be enrolled at CSU to receive and complete the certificate requirements. Graduate certificates by title are noted on the student’s academic record (transcript). For degree seeking students this is at the time of degree conferral. The certificate title is not on the diploma. See the [Graduate School website](#) for details.



**Rationale:**

The current language implies that within a certificate program, some courses may be required and some may be electives. The proposed revision clarifies that all courses taken for the graduate certificate program are required for the certificate, and that a grade of “C” or better must be achieved in all courses of the certificate program.

4. Proposed revisions to the *Graduate and Professional Bulletin* – Scholastic Standards – CoSRGE

Melinda Smith, Chair, CoSRGE spoke to the motion.

Gallagher: The floor is open for discussion of this proposal.

Cini Brown (Ag Sciences): There is a typo. Should say such students “must” achieve not “much” achieve. It’s in the red.

Ruth Hufbauer (Ag Sciences College-at-Large): I am curious about the repeat-delete. Because of cultural misunderstandings, a student plagiarized and will fail, but once this person goes through how the system works here, they should perhaps be able to repeat-delete?

Smith: You’re talking about situations that they don’t have a passing grade in that course.

Ruth Hufbauer (Ag Sciences College-at-Large): It says there is no repeat-delete in the Graduate School.

Mary Stromberger (Dean of Graduate School): For academic misconduct, repeat-delete is not available.

Ali Pezeshik (CoE): The same sentence has a second typo. GPA of 3.0 or higher **in** their first semester.

Smith: It means the same thing written either way.

Gallagher: All in favor of approving the motion?

Faculty Council unanimously approved.

Additions – underlined Deletions ~~overscored~~

## Scholastic Standards

To meet the requirements for graduation and to remain in good academic standing, a student must demonstrate acceptable performance in course work after being admitted to a graduate program. This requires a cumulative 3.000 grade point average (GPA) in each of the following GPA categories:

1. Overall course GPA, defined as the GPA calculated from all regular and non-regular courses graded traditionally (A through F).
  - Regular courses with course numbers less than X82.
  - Non-regular courses with numbers X82 to X99.
2. Regular course GPA, defined as the GPA calculated from all regular courses graded traditionally.
3. Program of Study overall GPA, defined as the GPA calculated from all traditionally graded regular and non-regular courses listed on the approved program of study.
4. Program of Study regular GPA, defined as the GPA calculated from all traditionally graded regular courses listed on the approved program of study.

A minimum GPA of 3.000 in categories 1 and 2 are required to remain in good academic standing. For graduation, a minimum GPA of 3.000 is required in all four categories.

Separate GPAs are calculated based on courses taken as a master's or doctoral student. For example, changing from a master's degree to a doctoral degree, or vice versa, will create separate GPAs based on grades received in coursework taken at each degree level.

In addition, good academic standing requires *satisfactory* progress in the overall graduate program. Students' individual graduate advisory committees may render judgments as to whether satisfactory progress is being made toward the degree, taking into account all aspects of academic performance and promise, not necessarily coursework alone. A positive judgment is required to remain in good academic standing.

Failure to maintain good academic standing due to a cumulative grade point average less than 3.00 results in being placed on academic probation. ~~(New regularly admitted students will not be placed on probation until they have completed 12 regular credits or two semesters of graduate work, whichever comes first. However, students who were provisionally admitted after waiver of the minimum GPA requirement for admission are placed on probation their first semester, regardless of the number of credits taken their first semester.)~~ The probationary period extends for one semester beyond the one in which this status is acquired. **Exceptions to the probationary period are:**

- **New regularly admitted students will not be placed on probation until they have completed 12 regular credits or two semesters of graduate work, whichever comes first, and**
- **Students who were admitted after waiver of the minimum undergraduate GPA requirement are considered provisionally admitted. Such students must achieve a regular and overall GPA of 3.000 or higher their first semester or they will be dismissed from their programs and the Graduate School.**

During ~~this~~ **the** probationary period, the student must register for traditionally graded courses that affect the grade point average. With permission of the student's advisory committee, the student may register for continuous registration instead of traditionally graded courses. Continuous registration may be used to extend the probationary period for a maximum of two semesters, after which traditionally

graded courses must be taken. Students on probation are subject to dismissal by the academic department or the Dean of the Graduate School at the end of the probationary semester unless good academic standing has been regained. This requires adequate improvement in cumulative grade point averages (3.000) and/or satisfactory progress as determined by the student's graduate advisory committee. Students not making satisfactory progress due to their grade point average are encouraged

to contact their advisors and/or advisory committees in order to set up a meeting to create a progress plan. Integrated Degree Program (IDP) students in combined bachelor's/master's degree programs who have accumulated at least 120 credit hours of course work and who fail to maintain a 3.000 GPA in their graduate course work including any courses listed on their GS 6 Form will be placed on probation by the Graduate School and will have one semester in which to improve their cumulative grade point averages to no less than 3.000 in their graduate course work. Failure to bring the cumulative graduate GPA to at least 3.000 will result in dismissal from the Graduate School with no re-enrollment permitted prior to completion of the bachelor's degree. IDP students who are dismissed from the Graduate School, and who are still in good standing within their undergraduate programs, will be permitted to complete their undergraduate degrees. These students can petition the Registrar to reinstate courses to be applied toward their undergraduate degrees.

5. Request for Department/Unit name change in the College of Agricultural Sciences - Change Department of Bioagricultural Sciences and Pest Management to Department of Agricultural Biology – CoFG

Steve Reising, Chair, CoFG spoke to the motion.

Gallagher: You received a copy of this two weeks ago to review because it's a Code change, and 2/3 of the body has to approve this if it is to pass. This is now on the floor for discussion.

There was no discussion.

Gallagher: All in favor of this department name change?

Faculty Council unanimously approved.

MOVED, THAT SECTION C.2.3.1.a of the ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE AMENDED AS FOLLOWS:

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

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

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

- a. College of Agricultural Sciences (*last revised November 5, 2019*)

Comprising the Departments of Agricultural and Resource Economics; Animal Sciences; ~~Bioagricultural Sciences and Pest Management~~ Agricultural Biology; Horticulture and Landscape Architecture; and Soil and Crop Sciences.

- b. College of Health and Human Sciences (*last revised February 6, 2013*)

Comprising the Departments of Construction Management; Design and Merchandising; Health and Exercise Science; Food Science and Human Nutrition; Human Development and Family Studies; Occupational Therapy; the School of Education; and the School of Social Work.

c. College of Business

Comprising the Departments of Accounting; Computer Information Systems; Finance and Real Estate; Management; and Marketing.

d. College of Engineering (*last revised January 27, 2006*)

Comprising the Departments of Atmospheric Science; Chemical and Biological Engineering; Civil and Environmental Engineering; Electrical and Computer Engineering; and Mechanical Engineering.

e. College of Liberal Arts (*last revised March 31, 2019*)

Comprising the Departments of Anthropology and Geography.; Art and Art History; Communication Studies; Economics; English; Ethnic Studies; History; Journalism and Media Communication; Languages, Literatures and Cultures; Philosophy; Political Science; Sociology; and School of Music, Theatre, and Dance.

f. College of Natural Resources (*last revised June 21, 2011*)

Comprising the Departments of Ecosystem Science and Sustainability; Fish, Wildlife, and Conservation Biology; Forest and Rangeland Stewardship; Geosciences; and Human Dimensions of Natural Resources

g. College of Natural Sciences

Comprising the Departments of Biochemistry and Molecular Biology; Biology; Chemistry; Computer Science; Mathematics; Physics; Psychology; and Statistics.

h. College of Veterinary Medicine and Biomedical Sciences

Comprising the Departments of Biomedical Sciences; Clinical Sciences; Environmental and Radiological Health Sciences; and Microbiology, Immunology and Pathology.

Rationale:

1) The current Department of Bioagricultural Sciences and Pest Management would like to change its name to the Department of Agricultural Biology. This new name is more descriptive of what we do, is easier to understand, and will facilitate attracting students, staff and faculty. The members of our faculty are all biologists, and most of them work within agriculture; hence, the name Agricultural Biology is both succinct and descriptive. The name is also easy to remember, and we think that it will resonate better with the citizens of Colorado and the world.

2) A department with similar expertise to ours, at New Mexico State University, uses this name for their undergraduate major, and theirs is one of fastest growing majors across their campus. Therefore, clearly the name has some appeal to undergraduates. We are working to initiate an undergraduate program in Agricultural Biology, and while a match between the name of the major and the department is not absolutely necessary, it will facilitate students finding our program and identifying the department with it. Therefore, we are especially optimistic about the impact on the recruitment of undergraduates to the soon-to-be major.

3) The department voted on a set of possible names, and this one was chosen by a solid margin. Further, the department chairs in the college also approved it enthusiastically.

Last year, the proposal was brought to potentially affected departments and discussed with administration, and approved by them, including:

- Department of Biology
  
- Dean of the College of Agricultural Sciences
- Dean of the College of Natural Sciences
- Provost and the Vice Provost for Faculty Affairs

6. New Degree: Master of Sport Management, Plan C, **to be established effective Fall 2020** in the College of Liberal Arts – UCC

Brad Goetz, Chair, UCC spoke to the motion.

Gallagher: The motion is now on the floor for consideration. Any discussion?

There was no discussion.

Gallagher: All in favor?

Unanimously approved by Faculty Council.

SUBJECT: New Degree: Master of Sport Management, Plan C

The University Curriculum Committee moves Faculty Council adopt the following:

**A new Master of Sport Management, Plan C, to be established effective Fall 2020**  
in the College of Liberal Arts.

According to the request submitted:

Description:

The Master of Sport Management (MSPMT) program provides a mixture of academic and applied education in areas such as sport governance, policy, marketing, and leadership. All curriculum of the program is geared towards providing students with the necessary skills and knowledge to become successful sport industry leaders.

Program Catalog Copy:

Graduates of the MSPMT program become mid-to-high level sport industry leaders in domestic and global as well as private, public, and non-governmental sport organizations. Students are prepared to pursue leadership roles within sport equipped with critical understandings and tools for effective responsiveness to the shifts in industries of sport. Graduates of the sport management master's program will gain practical and theoretical knowledge to pursue a range of mid-high level positions in sport. This specialization has a focus on preparing managers across the sport industry. All curriculum of the program is geared

towards providing students with the necessary skills and knowledge to become successful sport industry leaders.

Rationale:

The proposed MSPMT program aligns with CSU's land-grant mission and the University's strategic plan. This program leverages the world class reputations of Colorado State University System, CSU-Fort Collins campus, the premier franchise of the Denver Broncos professional football organization. The MSPMT is also supported by other sport industry leaders locally within the state of Colorado and stakeholders outside the state regarding support for student experiential learning opportunities and classroom engagement. This program provides a path by which graduates can contribute to problem solving in the public and private sectors of the sport industry. This program will increase graduate student enrollment at CSU by attracting students interested in serving in the multifaceted industry of sport both domestically and internationally.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 10/3/19 and by the University Curriculum Committee on 10/11/19.

7. Faculty Council Resolution on Budget Priorities –  
Executive Committee

Sue Doe spoke to the motion on behalf of Executive Committee, then Chair Gallagher gave a brief synopsis of how the resolution evolved.

Gallagher: This is the motion that you are being asked to approve. The floor is now open in favor of or against this resolution.

Mary Meyer (CNS): As most of you know, I keep track of the academic and athletic issues [Graphs were placed on the overhead for faculty to see] The resolution is about the athletic subsidies. The athletic budget consists of the subsidies and ticket sales and licensing, etc. The subsidy has increased by a factor of 4. There is a big difference between how athletic spending is occurring vs academic spending. It's concerning to me, and especially since we are told to make budget cuts, and have tiny salaries, etc., and meanwhile the athletic subsidies are increasing.

Stephan Kroll (Ag Sciences): We approved the minutes from two months ago. The President said those numbers (\$25 million) are not correct. Is there any reason to believe that she is not correct?

Mary Meyer (CNS): So, these numbers were taken from a report to the NCAA by all the colleges and universities, and are widely available online. Tony Frank said we shouldn't count the scholarships, but the NCAA does. (Meyer diverted the question to Steve Shulman, asking if he ever got an email reply from President McConnell).

Steve Shulman (CLA): I never heard from the President and asked for clarification of published numbers and corrections where needed. I pointed out to her that these were not my numbers but CSU's numbers. The President has never responded.

Antonio Pedros-Gascon (CLA At-Large): We should invite the President back to discuss the figures, given that she said Steve's figures were wrong. I want to let faculty know that I have requested the FCCIA for their figures, and the Chair has refused. Those are my two concerns.

Doug Cloud (CLA): So the argument against the \$25 million dollar number is that you shouldn't include the scholarships? How much would we be excluding from the \$25 million if scholarships were excluded?

Steve Shulman (CLA): I think it's about half, but President McConnell has never explained her reasoning so we really don't know. I don't know why we should take this seriously with what Tony said about not including scholarships. Even back then, when Tony made that claim, it was never clear. He should have taken this back to his own accountants.

Jason Bruemmer (Ag Sciences): I would like to make an amendment. 1) I want us to be clear that this is not an endorsement by the Executive Committee; 2) The title should highlight that there should be an increase in academics without going after anyone else. We need to appreciate that athletics have allowed for students to come to this university and add a great value to this. If the money were cut from athletics, it might not be here at all and might not be directed towards academics. And if it was here, it may not increase toward true academic incomes. I find it ironic that we just voted in a new sports curriculum, and now you say you want to cut sports. I move to amend the proposal by striking numbers 2, 3 and 5, and put "Be it resolved" in front of number 4.

Gallagher: Is there a second for this motion? Melinda Smith seconded.

Gallagher: All in favor of this motion?

The motion was not approved by Faculty Council.

Gallagher: We are now back to considering the main motion.

Ross McConnell (CNS): In 2017, we were in last place for instructional planning. CSU spent 65 cents per tuition dollar collected and tied with the University of Rhode Island. CSU tuition has risen in significant years and student debt has reached crisis. Classes are larger, student debt is higher, and more of my students are stressed and working fulltime. We are

supposed to be here to serve our State and society. We can't afford a top dollar football program. Therefore, I vote in support of this resolution.

Dawn DeTienne (CoB): I don't have enough information to vote on this. So, you are saying that the athletic spending includes scholarships. Do other departments count scholarship aid as spending? Aren't athletic scholarships included as expenses?

Antonio Pedros-Gascon (CLA At-Large): By the way, these are official figures. We can challenge any figures in the chart but we should also challenge any other figures by the administration. I would ask the Provost for clarification.

Provost Miranda: Scholarship money is revenue back to the university. The \$25 million is about \$5-6 million in student fees and about \$10 million comes back in the form of scholarships. You ask the question about scholarships for other students. We have about \$50 million financial aid effort and that money is allocated to students and then comes back to us. This money is issued in the Office of Financial Aid, which sends the money to students, who then pay the university. In one case, that money is part of the athletics budget and the other is part of the Financial Aid Office, so it's not an apples to apples comparison.

Sue James (CoE): I vote to support this resolution. James explained that the original budget had a lot of numbers in it and Executive Committee simplified it. Executive Committee is not endorsing this. It was much more complex and we were worried about getting pulled down by the myriad of numbers. I do believe, in general, I would like to put more in the academics division vs athletics.

Maura Velazquez-Castillo (CLA): Regardless of the exact amounts and coming from the CLA and having tremendous academic needs that never seem to be met, I support this resolution, but I feel it is a very weak one. Looking at the salary of the coach in relation to the faculty--I was just reading an article that the average was a 30% salary increase for faculty; administration was 90% and a 652% increase for coaches, which is ridiculous. The fact that we are not funding things that go with the act of education in the classroom, then I don't know what we are doing.

Raama Vasudevan (CLA): We are living in a context of increasing tuition fees, student debt and political views. The effects have led to stressed students. In such a context, if we are not more transparent on how we spend our resources, we fail our mission. In a polarized climate, we need to do a service to our mission. It's hard to support this lack of transparency.



Melinda Smith (Chair, CoSRGE): I am member of Executive Committee. I am not voting in favor of this resolution, because while I am in support of the academic mission, I don't think that solely targeting athletic subsidies is the way to go. There are many other sports and I was a student that benefited from sports. I would argue that we want to support the academic mission if there are other things to look at rather than targeting athletic subsidies.

Karen Barrett (HHS): I am in favor of the resolution. One of the things that is problematic with football is that the expenditures are greater than all the women sports combined and there should be transparency.

Lisa Langstraat (CLA): Sue James mentioned that on the Executive Committee there were discussions of a number of elements in this resolution. My question has to do with #5, in particular. Why we are ultimately resolving to urge the administration to reduce the subsidies? It is so vague that it may result in no action. Did you have relevant discussions on Executive Committee about this and why?

Sue James (CoE): This is a bit of a memory test. Most of the revisions had to do with reducing from 10 points and from extensively detailed data. It was always a rather wimpy resolution that seeks support of the Faculty Council.

Jason Bruemmer (Ag Sciences): It wasn't our intention that we wanted to get it passed by FC but rather than we wanted it to be ready to sustain debate. We may be setting a problematic precedent.

Jennifer Martin (Ag Sciences): Athletics were my way in. I am able to sit here today as a First Generation female student who only got to go to college because of athletics. We want to support more expenditures with regard to academics so let's quit hiding behind the "athletics" terms and focus on the one problematic area--football.

Mary Meyer (CNS): I think we know that the scientific fact that football causes brain damage and more and more people are going to start questioning this. We are putting our eggs into the football basket. I am not against any women's sports.

Doug Cloud (CLA): As compelling as personal stories are, the personal academic scholarship could be distributed according to academic promise or on the basis of need, rather than athletics, which would seem to be more in keeping with our mission.

Stephan Kroll (Ag Sciences): \$1 from athletic savings will go \$1 to academics. If we cut down on athletic subsidies, is there actually a one-to-one correspondence with where money would go?

Sue James (CoE): Athletics adds value to the university. I do not doubt this, and I support both the resolution and women's athletics.

Antonio Pedros-Gascon (CLA At-Large): This discussion makes it clear that we need to have additional discussions with university administration about budgetary priorities generally. I agree that this is a lukewarm text and I would prefer a clearer one. This was the one we could settle on at Executive Committee, but what we need is additional conversations with university administration.

Gallagher asked if Faculty Council was ready to vote.

Silvia Canetto (CNS): I move we do a paper ballot?

Antonio Pedros-Gascon (CLA At-Large) seconded the motion.

Gallagher: All in favor of a paper ballot?

Faculty Council unanimously approved.

Paper ballots were distributed to faculty members by CoFG representatives (Steve Reising, Chair and Ruth Hufbauer, Vice Chair).

Registered Parliamentarian, Lola Fehr, recommended that the ballots not be folded, just returned upside down for privacy. It's easier to count the results this way.

Gallagher: Vote yes – if approving the resolution; vote no – if you want the resolution defeated.

The tally of votes were revealed by Gallagher: 46 approved; 24 against; 1 abstention.

The resolution passed.

**FACULTY COUNCIL RESOLUTION ON BUDGET PRIORITIES**  
October 2019

(1) WHEREAS instructional spending per student at CSU has remained flat, after accounting for inflation, since 2009;

(2) WHEREAS athletic subsidies have almost doubled during this same period, amounting to \$25.4 million in FY18;<sup>1</sup>

(3) WHEREAS \$5.9 million of these subsidies came from student athletic fees that raised the cost of attendance;<sup>1</sup>

(4) WHEREAS Faculty Council believes that more resources should be devoted to CSU's primary academic mission without increasing tuition and fees;

(5) BE IT RESOLVED that Faculty Council urges the CSU administration to significantly reduce athletic program subsidies, and to use the savings to support the university's primary academic mission.

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#### ENDNOTES

1. Budgetary subsidies are provided by the university to the athletic program to offset athletic program budget deficits. Athletic program budget data from NCAA financial reports, available at <https://sports.usatoday.com/ncaa/finances/>. The FY18 subsidy is reduced by a \$0.5 million transfer from athletics back to the general fund.

#### **F. REPORTS TO BE RECEIVED**

1. Provost/Executive Vice President – Rick Miranda

Miranda reported on the following:

There was a Board of Governors meeting over homecoming week. Everything presented to the Board passed.

Blake Naughton was hired as the new VP for Engagement and Extension. He will be replacing Lou Swanson in that role.

We also hosted the Society for Journalists Conference, which brought in 500 journalists from all over the world. They were happy to come here because of our environmental studies.

Griffin Foundation: Was founded by the resources of Pat Griffin, local entrepreneur of Gasamat. He set up an endowment for higher education and we have benefited over the decades—i.e., library renovation, and in many areas of the campus. Miranda expressed appreciation for the Griffin

family and how they contributed. One of their final acts was to give us the Tamasag (Gasamat spelled backwards) location on the Poudre River.

We had a NTTF Forum session and will follow up with a couple more. Looking forward to those recommendations. Miranda encouraged faculty to attend an upcoming forum and listen. There will be another forum at the end of this week.

Presentation on Qingdao University. We sent a proposal. It doesn't mean that if they fund it, that we are definitely in. It will give us a good start to investigate things.

Launched a search for the next Dean of Agricultural Sciences. James Pritchett has been serving as the Interim Dean.

Miranda and Dan Bush, Vice Provost for Faculty Affairs, had a nice tour with Gwen Gorzelsky and Paula Rodriguez of the University Testing Center located at TILT. It is for students who need or want to take exams outside of classrooms and, for students from the community, this is a resource that has enjoyed expanded space. There are cubicles and it is completely proctored.

President McConnell had three open forums. Faculty attendance wasn't as good. The AP and State Classified attendance was much better.

Budget update: On November 1, the Governor issues the draft budget for the year. It is taken up by the legislature in January. This budget has a 2.5-3% increase to State appropriations; a 2.0-2.5% increase for State Classified; and a cap on tuition increases at 3%. How much will survive legislation remains to be seen.

Gallagher: Any questions for the Provost?

Miranda's report was received.

2. Faculty Council Chair – Tim Gallagher

Gallagher reported on the following:

Gallagher speaks to meeting of implementation of NTTF policies. Alex Bernasek is chairing this task force. A number of department heads that had great ideas also attended. Best practices are being identified. There was a forum by President McConnell, along with two other faculty members. Gallagher took advantage of it to talk about Non-Tenure Track faculty line investment. Tony Frank usually got asked about this topic as

well. The same answer was—the goal is to keep that ratio roughly constant. Well, depending on how you interpret “roughly”, we have failed dramatically to meet that goal. The number of Tenure Track lines has hardly moved at all vs NTTF.

President McConnell received this recommendation favorably and said this should be considered in the strategic process.

Silvia Canetto (CNS): What are the proportions?

Gallagher: I did not bring the numbers today, but I have graphs in my office that are pretty dramatic.

Gallagher’s report was received.

3. Board of Governors Faculty Representative – Stephanie Clemons

Clemons reported on the following:

### **Board of Governors – Faculty Council Representative Report – CSU-Fort Collins**

Respectfully submitted by Stephanie Clemons, Ph.D. CSU Faculty Council Meeting - November 5, 2019

#### **Board of Governors Meeting – October 3-4, 2019 – Location: CSU-Fort Collins Campus**

##### Executive Summary

**CSU-Fort Collins highlights.** Meridian Village (MV) update. Two-phase process. First phase: bring 1,000 beds online in MV; take 400 beds offline in Allison. Allison + Newsom need maintenance. Data indicates grades are higher if students live on campus rather than off-campus. It is projected that MV will offer beds to freshmen and sophomores; with fewer dining seats as more students are choosing “grab ‘n go”. Facility opening: fall 2022. President McConnell’s report: Race, Bias, Equity Initiative discussed. CSU is playing a critical role in “convening” (e.g. Salazar Center, International Symposium on Conservation Impact (SoGES). Medical School Branch: first 4-year cohort starts spring 2021; curriculum accredited through CU Anschutz Medical Campus. Curriculum unique to CSU: One Health framework, access to rural medicine practice in rural communities, access to various research on our campus, and renowned vet school and branch of medical school in same college. College Spotlights: College of Agriculture and Warner Scott College of Engineering. Consent Agenda Items - all approved.

**CSU-Global highlights.** Demographics: 19,000 active students; 71% undergrad + 29% graduate students; 58% female population; 38% first gen students. Growth: 14%. Projecting influx of new students. No tuition increase expected to ensure competitive edge. Rolling out new “E-sports” program. <https://csuglobal.edu/esports-program>. CSU-Global is considering other innovative solutions moving forward.

**CSU-Pueblo highlights.** Demographics: 84% in-state students; graduating more students. Retention rate for Hispanic students is equal to non-Hispanic; atypical of national trend. Some students opting to use online rather than face-to-face. Issue: as students migrate to online, they are paying less fees to support infrastructure; poses a financial issue. Therefore, considering cost avoidance strategies (e.g. wind power). Another goal is to increase summer enrollment. New programs: social work and nurse practitioner. Continuing to move forward with *Implementing Vision 2028*. <https://www.csupueblo.edu/vision2028/>.

**System Highlights: National Western** – Building up community programs to transfer to new physical facilities (e.g. oral histories from students, Platte River activities, community health clinic, and partnership with CU to offer mobile vet clinic). Developing 1) “journey maps” to National Western campus and 2) National Western branding. **Todos Santos** – developing a five-year strategic plan. College of Liberal Arts (CLA) offering first full semester set of courses, fall 2019. See CSU “State” magazine for additional details. Programs at Todos include continuation of “Kids Do it All” CLA program; in sixth year of operation; Todos Santos students team up with CLA theatre students; community loves it! **Sturm Collaboration Campus** opened. Pioneering venture between CSU, Douglas County, and Arapahoe Community College (ACC). It is CSU’s Regional Engagement Hub in Castle Rock. Offers 2 + 2 Program between ACC and Douglas School District. Offers a variety of degrees and certificates within three of ACC’s Pathways: Business, Health, and Technology.

**Discussions** held with representatives from CSU Extension and CSU-Fort Collins Student Veterans.

**Special Reports** received - Engagement/Extension and Annual Public Safety Reports/Clery Reports.

**Standing Committee Reports** received - Academic and Student Affairs Committee, Audit and Finance, Real Estate/Facilities Committee and Evaluation Committee.

**Next BOG Meeting: December 5-6, 2019. Denver – CSU System Office**

Clemons: The medical school curriculum is related to the One Health framework, which gives access to the rural health network, and will have connections to our veterinary school.

CSU Global is starting a new E-Sports program and it is taking off. First Generation students are particularly interested.

CSU-Pueblo has retention rates of Hispanic students that is equal to non-Hispanics and this is unusual.

The 2+2 program with Arapahoe Community College is proceeding.

Clemons’ report was received.

4. Task Force on Institutional Learning Objectives  
-Matt Hickey. Chair, CoTL

Matt Hickey, Chair of CoTL, spoke regarding ILO. The genesis of this report is in the report. Has done considerable homework. The process has been thoughtful and engaged over the last two years. Hickey expressed thanks to Provost Miranda, Kelly Long and Laura Jensen. This report provides a broad framework for curricular revision. Moving forward will require a great deal more work. Curricular changes would run through the standard curricular process. Expects to be back with additional initiatives related to this at later meetings.

Gallagher: Any questions related to this?

There were no additional questions.

The Committee on Teaching and Learning submits the following report from the Task Force on Institutional Learning Objectives (ILOs).

**Background:**

The most recent accreditation visit to CSU from the Higher Learning Commission (HLC) resulted in a suggestion to consider developing ILOs to frame the undergraduate curriculum. By stating the knowledge, skills, attitudes, and habits of mind an institution's graduates should demonstrate, ILOs clarify for current and prospective students, families, instructors, and other internal and external stakeholders the value of an education at that institution. During a 2017 Fall Forum session, Kelly Long, Laura Jensen, and Matt Hickey shared the rationale for developing ILOs, examples of peer institutions' ILOs, and explanations of how these institutions developed their ILOs, then led a discussion of options for how to proceed at CSU. Following the Fall Forum, the Provost's Office asked the Committee on Teaching and Learning (CoTL) to constitute and charge a Task Force with developing ILOs for CSU. The Task Force was constituted in October 2017 and met throughout the Fall 2017 and Spring 2018 terms. In April 2018, the Task Force submitted a preliminary report to CoTL, recommending that stakeholder input be sought on the draft ILOs. From May-October 2018, CoTL solicited and received this stakeholder input. The Task Force was reconvened in November 2018 and used this input to revise the ILOs over the next several months. CoTL received formal recommendations on ILOs from the Task Force in February 2019. The ILOs were discussed and edited in CoTL at the February 25 and March 11 meetings. CoTL formally endorsed the ILOs at the March 11 meeting, and the report was discussed at the September 6<sup>th</sup> UCC meeting. The draft graphic shared on the final page of the report was designed by one of the Task Force members, and simply serves to show the interconnectedness of the ILOs; they are not meant to "stand alone".

**Recommendations regarding Institutional Learning Objectives**

A report created by the CoTL Task Force on Institutional Learning Objectives

**Task Force Members:**

Lumina Albert (Associate Professor, College of Business, Daniels Ethics Fellow, member, CoTL) Shannon Archibeque-Engle (AVP, Strategic Initiatives & Assessment, Office of the

Vice President for Diversity)

Shawn Archibeque (Associate Professor, College of Agriculture and Associate Chair, CoTL) Ben Clegg (Professor, College of Natural Sciences, member CoTL

Maricela DeMirjyn (Associate Professor, College of Liberal Arts) Jody Donovan (AVP, Student Affairs & Dean of Students)

Gwen Gorzelsky (Executive Director, The Institute for Learning and Teaching)

Matthew Hickey (Professor and UDTs, College of Health and Human Sciences, Chair, CoTL) Katie Lloyd (Director of Career Education, The Career Center)

David McKelfresh (Executive Director for Assessment & Research, Student Affairs, Faculty, School of Education)

Latoya Noel (Academic Success Coordinator, Food Science and Human

Nutrition) Branislav Notaros (Professor and UDTs, College of Engineering)

Sara Rathburn (Professor, Warner College of Natural Resources)

Erica Suchman (Professor and UDTs, College of Veterinary Medicine and Biomedical Science) Renae Watson (Assistant Professor, Morgan Library)

Kerry Wenzler (Director, Orientation and Transition

Programs) Theresa Wernimont (Instructor, College of Business)

## **Introduction**

In the Fall 2017 term, the Provost's Office invited the Faculty Council Standing Committee on Teaching and Learning (CoTL) to form a Task Force to develop recommendations regarding Institutional Learning Objectives (ILOs) to help provide a framework for the overall educational mission at CSU. The impetus for developing ILOs arose from the most recent Higher Learning Commission (HLC) accreditation visit, when a suggestion was made that CSU consider developing ILOs. Nationally, many of our peer institutions have articulated ILOs to frame institutional educational objectives and help provide a coherent framework within which individual course and programmatic learning outcomes can be oriented.

ILOs are meant to provide a framework for curricular and co-curricular coherence; in principle, the ILOs are conceptually linked to the university [Principles of Community](#) and individual course-level and program-level student learning outcomes (SLOs). By design, the SLOs within any given course or program may justifiably be aligned with one or more ILOs as part of the overall curricular and co-curricular framework. The alignment between SLOs and ILOs allows for coherent curricular and program mapping and design, affords opportunities for reflection on the relationship between the All-University Core Curriculum (AUCC) and disciplinary coursework, and can provide students a framework for understanding the coherence between AUCC, discipline-specific, elective coursework, and co-curricular learning. Moreover, ILOs make explicit the guiding principles that form the basis of the educational experience at Colorado State University. Colorado State University Institutional Learning Objectives.



An education at CSU is an opportunity for rigorous engagement with people and ideas in an environment built on the foundation of intellectual diversity and the free exchange of ideas that are at the heart of academic and intellectual freedom and oriented toward the common good. The pursuit of learning is rooted in our fundamental commitment to diverse viewpoints, open inquiry, and constructive disagreement in our pursuit of scholarship and learning. This commitment is manifested as the sustained willingness to engage with and understand different perspectives, ideas, histories, and approaches to solving complex social problems - and the attendant responsible exercise of freedom of speech and freedom of association - that form the basis for the vibrant academic life of the university. It is equally manifested through practice in the components of a traditional liberal education - employing the habits of mind, stimulating imagination, developing appreciation for the creative arts, developing the ability to communicate effectively in speech and writing, and understanding the ethical implications and societal applications of discoveries in science and technology. Here, these components are joined with the distinctive features of a CSU education, including the consistent pursuit of environmental sustainability, multidisciplinary approaches to human and animal health, and our sustained commitment to equity and inclusive excellence that is oriented toward expanding educational opportunity and building collaborative communities that apply and adapt knowledge to pursue solutions to the complex problems that impact the citizens of Colorado, the United States, and the world. This commitment reflects our land-grant mission of access, excellence, and engagement to inspire responsible citizenship and promote lifelong learning and community development inside and outside the classroom. As a research-intensive university, CSU is committed to designing and delivering curricula informed by the best scholarship in the art and science of teaching and learning.

This commitment to the science of teaching and learning informs our approach to continuous improvement in delivering on our educational mission. Given these foundational commitments, the CSU Institutional Learning Objectives (ILOs) toward which our educational experience and mission are oriented include:

### **Creativity**

Education for creativity includes the development of an understanding of the ways in which the arts and sciences support expression of the diversity of the human experience and human community, and the development of the ability to apply creative skills in problem solving; it stimulates the imagination to inform new ways of understanding our place in the world and contributes to innovative solutions addressing the challenges we face locally and globally.

### **Reasoning**

Education for reasoning includes the development and application of logic, analytic and synthetic skills, the reflective discovery and use of information, the ability to identify and understand problems, ask effective questions, understand and apply ethical principles appropriate to the task(s) and communities at hand, and the application of requisite knowledge and skills as part of multidisciplinary approaches to key challenges at all levels of society.

### **Communication**

Education for personal and professional expression includes the development of written and oral communication skills for technical, professional, and public audiences. These skills include developing the capacity to listen substantively and communicate effectively and respectfully in settings where a variety of viewpoints, cultures, identities, and objectives may intersect; skills central to effective and equitable communication in a diverse society.

### **Responsibility**

Education for personal and social responsibility is built upon an understanding of the social and educational advantages of viewpoint diversity and the ability to learn from those with perspectives, histories, cultures, and identities different from our own. Personal and social responsibility involves shared deliberation on the just ordering of political and legal systems, the presence of and options for responding to systemic barriers to equity and inclusiveness, and an understanding of the interconnectedness of societies worldwide. Finally, personal and social responsibility also includes understanding and being able to articulate and justify the values and principles involved in personal decision-making, taking responsibility for our own actions, speech, and reasoned convictions, engaging in critical reflection, and as warranted, self-correction or principled dissent; as well as understanding and participating in relevant governance systems.

### **Collaboration**

Education for collaboration is oriented toward the effective and sustainable stewardship of human, economic, and environmental resources. This involves developing cooperative and mutually beneficial relationships with others; understanding of the advantages of shared discourse, open inquiry, and constructive disagreement regarding proposed solutions to social problems; demonstrating skill in guiding and assisting a group, organization, or community in meeting its goals; understanding the dynamics of a group and exhibiting democratic principles as a leader or group member; and communicating a vision, mission, or purpose that encourages commitment and action in others.

In order to deliver on these Institutional Learning Objectives, CSU graduates will throughout their education be immersed in sustained engagement with and reflection upon the interrelated core and discipline-specific knowledge domains including:

### **Creative and Aesthetic Expression**

- **Ethical Foundations of Sciences and Societies**
- **Economic and Financial Literacy**
- **Natural, Physical, Social and Behavioral Scientific Knowledge**
- **Qualitative and Quantitative Methods for Acquiring, Interpreting, and Using Data**
- **Historical Knowledge**
- **Civic and Political Knowledge**
- **Cultural and Global Knowledge** These domains undergird the specific knowledge and skills requisite to contribute to society as graduates of CSU. They are integrated in a curricular and

co-curricular design that prepares students for success both as professionals and as responsible and self-aware community citizens who are equipped to be lifelong learners.

**G. DISCUSSION**

1. None.

Gallagher adjourned the meeting at 5:31 p.m.

Tim Gallagher, Chair  
Sue Doe, Vice Chair  
Rita Knoll, Executive Assistant to Faculty Council

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

ELECTED MEMBERS	REPRESENTING	TERM
<b>Agricultural Sciences</b>		
<b>Stephan Kroll</b>	Agricultural and Resource Economics	2022
<b>Jason Bruemmer</b>	Animal Sciences	2021
<b>Cynthia (Cini) Brown</b>	Bioagricultural Sciences & Pest Management	2021
<b>Kelly Curl</b>	Horticulture & Landscape Architecture	2022
<u>Thomas Borch</u>	Soil and Crop Sciences	2020
<b>Bradley Goetz</b>	College-at-Large	2022
<b>Ruth Hufbauer</b>	College-at-Large	2020
TBD	College-at-Large	2022
<b>Health and Human Sciences</b>		
<b>Vivian Li</b> (Yan Li) FA19; Nancy Miller SP20	Design and Merchandising	2021
<u>Raoul Reiser</u>	Health and Exercise Science	2022
<b>David Sampson</b>	Food Science and Human Nutrition	2022
<b>Karen Barrett</b>	Human Development and Family Studies	2020
<b>Bolivar Senior</b>	Construction Management	2020
<b>Andy Persch</b> (Substituting for Matt Malcolm)	Occupational Therapy	2020
<b>Carole Makela</b> (Substituting for Thomas Chermack)	School of Education	2021
<b>Shannon Hughes</b>	School of Social Work	2022
<b>Business</b>		
<b>Larry Johnson</b>	Accounting	2022
<u>Stephen Hayne</u>	Computer Information Systems	2021
<b>John Elder</b>	Finance and Real Estate	2022
<b>Dawn DeTienne</b>	Management	2021
<u>Kathleen Kelly</u> (excused)	Marketing	2021
<b>Engineering</b>		
<b>Kristen Rasmussen</b>	Atmospheric Science	2021
<b>Margarita Herrera-Alonso</b>	Chemical and Biological Engineering	2022
<b>Peter Nelson</b>	Civil and Environmental Engineering	2021
<b>Ali Pezeshki</b> (Substituting for Siddharth Suryanarayanan)	Electrical and Computer Engineering	2022
<b>Kirk McGilvray</b> (Substituting for Shantanu Jathar)	Mechanical Engineering	2020
<b>Susan James</b>	College-at-Large	2022
<b>Steven Reising</b>	College-at-Large	2022
<b>Jason Quinn</b>	College-at-Large	2021
<b>J. Rocky Luo</b>	College-at-Large	2022

**Liberal Arts**

<b>Michael Pante</b>	Anthropology	2020
<u>Jason Bernagozzi</u>	Art	2022
<b>Ziyu Long</b>	Communication Studies	2022
<b>Ramaa Vasudevan</b>	Economics	2020
<b>Doug Cloud</b>	English	2020
<b>Albert Bimper</b>	Ethnic Studies	2022
<b>Maria Del Mar Lopez-Cabrales</b>	Languages, Literatures and Cultures	2022
<b>Thaddeus Sunseri</b>	History	2020
<b>Jangyul Kim</b>	Journalism and Technical Communication	2020
(Substituting for Michael Humphrey)		
<b>Wes Kenney</b>	Music, Theater, and Dance	2022
<u>Moti Gorin</u> (excused)	Philosophy	2022
<u>Peter Harris</u>	Political Science	2021
<b>Tara Opsal</b>	Sociology	2022
<b>Steve Shulman</b>	College-at-Large	2020
<b>Antonio Pedros-Gascon</b>	College-at-Large	2020
<b>Lisa Langstraat</b>	College-at-Large	2020
<b>Marcela Velasco</b>	College-at-Large	2021
<u>Del Harrow</u>	College-at-Large	2021
<b>Maura Velazquez-Castillo</b>	College-at-Large	2021

**Natural Resources**

<b>Monique Rocca</b>	Ecosystem Science and Sustainability	2020
<b>David Koons</b>	Fish, Wildlife, & Conservation Biology	2021
<u>Seth Davis</u>	Forest and Rangeland Stewardship	2020
<b>Bill Sanford</b>	Geosciences	2020
<b>Tara Teel</b>	HDNR in Warner College	2020

**Natural Sciences**

<u>Jennifer Nyborg</u>	Biochemistry and Molecular Biology	2022
<b>Melinda Smith</b>	Biology	2021
<b>George Barisas</b>	Chemistry	2020
<b>Ross McConnell</b>	Computer Science	2022
<u>Yongcheng Zhou</u>	Mathematics	2020
<b>Dylan Yost</b>	Physics	2021
<b>Silvia Canetto</b>	Psychology	2022
<b>Mary Meyer</b>	Statistics	2022
<u>Chuck Anderson</u>	College-at-Large	2020
<u>Anton Betten</u>	College-at-Large	2022
TBD	College-at-Large	2022
<b>Brad Conner</b>	College-at-Large	2021
<b>Alan Van Orden</b>	College-at-Large	2020

**Veterinary Medicine & Biomedical Sciences**

<u>DN Rao Veeramachaneni</u>	Biomedical Sciences	2022
<u>Kevin Haussler</u>	Clinical Sciences	2022
<u>Elizabeth Ryan</u> (on sabbatical through Spring 2020)	Environmental & Radiological Health Sciences	2020
<b>Tony Schountz</b>	Microbiology, Immunology and Pathology	2021
<b>Noreen Reist</b>	College-at-Large	2020
<u>Jennifer Peel</u>	College-at-Large	2020
<u>William Black</u>	College-at-Large	2020
<u>Marie Legare</u> (excused)	College-at-Large	2022
<u>Adam Chicco</u>	College-at-Large	2022
<b>Christianne Magee</b>	College-at-Large	2022
<b>Candace Mathiason</b>	College-at-Large	2022
<b>Gerrit (Jerry) Bouma</b>	College-at-Large	2021

**University Libraries**

<b>Linda Meyer</b>	Libraries	2022
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***Ex Officio Voting Members***

<b>Timothy Gallagher</b>	Chair, Faculty Council/Executive Committee	2020
<b>Sue Doe</b>	Vice Chair, Faculty Council	2020
<b>Stephanie Clemons</b>	BOG Faculty Representative	2020
<b>Steve Reising, Chair</b>	Committee on Faculty Governance	2020
Todd Donovan, Chair	Committee on Intercollegiate Athletics	2020
Jerry Magloughlin	Committee on Libraries	2020
<b>Jenny Morse, Chair</b>	Committee on Non-Tenure Track Faculty	2020
<b>Hong Miao, Chair</b>	Committee on Responsibilities & Standing of Academic Faculty	2020
<b>Melinda Smith, Chair</b>	Committee on Scholarship Research and Graduate Education	2020
<b>Karen Barrett, Chair</b>	Committee on Scholastic Standards	2020
<b>Joseph DiVerdi, Chair</b>	Committee on Strategic and Financial Planning	2020
<b>Matt Hickey, Chair</b>	Committee on Teaching and Learning	2020
Mo Salman, Chair	Committee on University Programs	2020
<b>Bradley Goetz, Chair</b>	University Curriculum Committee	2020
<u>Susan (Suellen) Melzer</u>	Committee on Non-Tenure Track Faculty	2021
<u>Denise Apodaca</u>	Committee on Non-Tenure Track Faculty	2021
<b>Christine Pawliuk</b>	Committee on Non-Tenure Track Faculty	2022
<b>Leann Kaiser</b> (Substituting for Ashley Harvey)	Committee on Non-Tenure Track Faculty	2022
<b>Daniel Baker</b>	Committee on Non-Tenure Track Faculty	2020
<b>Leslie Stone-Roy</b>	Committee on Non-Tenure Track Faculty	2022
<u>Mary Van Buren</u>	Committee on Non-Tenure Track Faculty	2020
<b>Steve Benoit</b>	Committee on Non-Tenure Track Faculty	2022
<b>Natalie Ooi</b>	Committee on Non-Tenure Track Faculty	2022

***Ex-Officio Non-Voting Members***

Joyce McConnell	President
Rick Miranda	Provost/Executive Vice President
Brett Anderson	Special Advisor to the President
Kim Tobin	Vice President for Advancement
Mary Ontiveros	Vice President for Diversity
Blake Naughton	Vice Provost for Engagement/Director of Extension
Leslie Taylor	Vice President for Enrollment and Access
Dan Bush	Vice Provost for Faculty Affairs
Brandon Bernier/Dawn Paschal	Interim Vice President for Information Technology/Dean Libraries
Kathleen Fairfax	Vice Provost for International Affairs
Pam Jackson	Interim Vice President for External Relations
Alan Rudolph	Vice President for Research
Blanche M. Hughes	Vice President for Student Affairs
Kelly Long	Vice Provost for Undergraduate Affairs
Lynn Johnson	Vice President for University Operations
James Pritchett	Interim Dean, College of Agricultural Sciences
Lise Youngblade	Dean, College of Health and Human Sciences
Beth Walker	Dean, College of Business
David McLean	Dean, College of Engineering
Mary Stromberger	Dean, Graduate School
Ben Withers	Dean, College of Liberal Arts
Jan Nerger	Dean, College of Natural Sciences
Mark Stetter	Dean, College of Vet. Medicine & Biomedical Sciences
John Hayes	Dean, Warner College of Natural Resources
Catherine Douras	Chair, Administrative Professional Council