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Faculty Senate Agenda, April 7, 2008

Utah State University

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FACULTY SENATE AGENDA

April 7, 2008, 3:00 p.m.

Merrill-Cazier Library, Room 154

- 3:00 Call to Order** Doug Ramsey
1. Approval of [Minutes of March 3, 2008](#)
- 3:02 Announcements** Doug Ramsey
1. Roll Call
- 3:05 University Business** President Albrecht
- 3:15 Information Items**
1. Commencement..... Sydney Peterson
 2. Honorary Degree and Awards Committee Report..... Sydney Peterson
 3. [Academic Integrity Policy](#) Steven Hanks and Jeri Brunson
 4. [Criminal Background Checks](#)..... David Cowley
 5. [Relocation Assistance Policy](#) BrandE Faupell
 6. [FDDE Business Code 405.7.2 Proposal](#)..... Ronda Callister
- 3:45 Consent Agenda** Doug Ramsey
1. [PRPC Annual Report](#)
 2. [EPC Report](#)
- 3:50 Key Issues and Action Items**
1. [Faculty Evaluation Committee Report](#) and [Course Evaluation Form](#) Mike Lyons
 2. Committee on Committees Will Pependorf
 - a. Election of Senate President Elect
 - b. Nominations and Election for Committee on Committees Vacancies
 - c. [Announcement of Senator Interest Form](#)
- 4:10 Adjournment** Doug Ramsey

Mike Parent called the meeting to order at 3:00 p.m.

Approval of Minutes

John Kras motioned that the minutes of February 4, 2008 be approved as submitted. Sylvia Read seconded the motion, but requested that the spelling of her last name be corrected. The motion carried unanimously.

Announcements – Mike Parent

1. Mike Parent reminded everyone to sign the roster.
2. The Graduate Student Senate is hosting the Intermountain Graduate Student Research Symposium on April 2. Geri Brunson gave a presentation on it at the Executive Committee Meeting. If anyone has graduate students that would like to participate, please let them know that abstracts are due on March 7. They are also requesting at least twenty-five volunteer judges for the oral and poster sessions. Please contact them if you can assist.

University Business – President Stan Albrecht

The Legislative session concludes this week. Our two main areas of focus are compensation and a new Agriculture building. The 155 million dollars the Legislature allotted for capital projects was quickly exhausted, but we were able to get the Capital Facilities Appropriation Subcommittee to pass a bonding bill to cover the state side of the funding for our new building. It is written as a challenge bond because now we can go back to the federal side and have them move forward with their side. So it is turning out as well as we could have hoped. As far as compensation goes, there is work yet to be done, but we anticipate a 9.9% increase in health benefits. It will require approximately a 2% salary increase. So we are likely to see something in the 3% range plus some funds to help us with the health benefits side. Things are all very uncertain and anything could change in the next few days, so do not quote him on anything. More information will be forthcoming once things are finalized.

About 30 minutes ago the ODA bill passed which allows those with a concealed weapons permit to carry their weapons openly. However, an amendment was passed which exempts higher education and public education from this bill. The bill from a senator in Utah County that would have totally reorganized the system of higher education did not pass. It was sent to a study committee.

John Smith asked if USU was developing any guidelines for faculty on gun safety. President Albrecht stated that the Executive Committee and several subcommittees were developing guidelines and they will be posted on the web as soon as they are available. Gary Chambers added that they are developing guidelines on how to deal with disruptive students. This information should be available within the next few months. The public safety office has also developed emergency guidelines that are being printed right now and should be available to staff later this week. Mike Parent suggested that these issues be discussed at the fall department head retreat. Provost Raymond Coward agreed that would be appropriate and that he would add it to the agenda. Pat Lambert asked where the guideline information had come from and whether

it had been tested. Gary Chambers stated that it was gathered from police departments across the country and that it had been tested. President Albrecht pointed out that no matter what we do there will be gaps and that to some extent we will be vulnerable no matter what we do. He reiterated that concealed weapons are still allowed on campus, but they cannot be openly carried.

Please remember that Saturday is our 120th Founders Day celebration. He will give an update on his fundraising campaign at the celebration and at our next Faculty Senate meeting.

There are also a number of searches taking place. Provost Raymond Coward stated he was very pleased to announce that Dr. Wes Holley from New Mexico State University has accepted the position of Dean and Executive Director of the Utah State University Uintah Basin Regional Campus. He will begin in September. The search for a new HASS Dean has been narrowed down to four candidates. They will be visiting the campus after spring break.

Information Items

VPR Seed Funding Programs – Jeff Broadbent

Jeff Broadbent stated that he and Brent Miller would like to share significant developments in the way that the research office has restricted the seed grant program. Last year the Research Council and Vice President for Research formed a committee to identify best practices for research at USU to foster growth. They recommended a revision in the administering of seed funding programs. A memo has been distributed to the deans and center directors, so hopefully faculty members have already seen this information, but the research office wants to publicize it even further. The new faculty research grants will be offered in fiscal year 2009. The deadline was last Friday. That program will move forward for one more year. Three new seed grant programs will begin on July 1: Grant Writing Experience through Mentorship (GEM), Research Catalyst (RC), and Seed Program for Advanced Research Collaborations (SPARC). The structure of RC is similar to before with a \$20,000 maximum, but GEM eligibility has been broadened and is targeted for new faculty, and SPARC is designed for large multi-disciplinary research projects and has a higher award level. Faculty must submit an external grant proposal within three months after completion of the seed funding. Additional information is available on their website at http://research.usu.edu/htm/grants_funding/all-programs. The deadlines are posted on the website, but please be aware that individual colleges may have earlier deadlines to allow time for an internal college review. Please share this information with your colleagues. Jeff will be holding a workshop on the new seed program during research week. Please watch for that.

Consent Agenda – Mike Parent

1. Research Council Annual Report
2. Committee on Committees Report
3. BFW Annual Report
4. EPC Business

Steve Burr motioned approval of the reports as submitted in the agenda. John Kras seconded the motion. The motion carried unanimously.

Key Issues and Action Items

1. PRPC Items – Britt Fagerheim
 - a. Representation of Extension and RCDE on Faculty Senate 402.10.1 (*2nd reading*)
Minor changes were proposed from the first reading. Will Poppendorf motioned to approve the changes as submitted. Doug Jackson seconded the motion. The motion carried unanimously.

b. Reasons for Non-Renewal 407.7.2 (2nd reading)

Dallas Holmes motioned approval of the second reading as written. James Sanders seconded the motion. Pat Lambert questioned whether the language was at odds with Section 401.9 – Authority of the Faculty. Nat Frazer felt the term faculty was used so the decision is not made by someone outside of the university. Furthermore, the term faculty is defined in Section 401.1 to include the president, provost, and deans. Pat disagreed and stated that her understanding of the policy is that administration should not be involved in these decisions. Renee Galliher added that faculty is responsible for developing policies and procedures, but they do not have to implement all of them. Pat stated she was just pointing out that the wording implies that it is outside of faculty jurisdiction which is at odds with the tenure decision which invokes the Tenure and Promotion process. She was just questioning whether the Faculty Senate felt the language was strong enough to provide protection for nonrenewal decisions and if they are comfortable with that level of invoking the Tenure and Promotion process. Pat also pointed out that it may not be in a faculty member's best interest to have reasons for nonrenewal conveyed to them in writing because it can be used against them. Once it is in writing it can be legally requested if someone is applying for a job somewhere else. She suggested that the reasons be conveyed in a dialogue and that faculty can request that it be put in writing. She asked that committee members think about these issues before they are put into code. Mike Parent stated there was a motion to approve 407.7.2 as written. Will Poppendorf suggested changing "making this decision" to "making a decision". Mike Parent called for a vote. No one opposed the motion. One person chose to abstain. The motion passed.

New Business – Mike Parent

1. Nomination of Senate President Elect

Mike Parent pointed out that Section 402.10.3 was written when they were on a quarter system and it states that elections to the Senate be made prior to the May meeting. It is on the agenda for today and it is consistent with code and what has been done in years past, so they will proceed with elections. A secret ballot election will be held between now and the April meeting. He opened the floor for nominations for President Elect. It was motioned by John Kras that Ed Heath serve as President Elect. Pat Lambert seconded the motion. Ed accepted the nomination. Doran Baker moved that nominations cease. The motion was seconded and passed unanimously.

2. Nominations for Two Seats on Committee on Committees

Will Poppendorf asked for volunteers, but no one offered. He stated that there were not a lot of meetings because most of the work is done via the internet or phone. Please contact him if you have any questions. This item will be placed on the April agenda.

Adjournment

John Kras motioned to adjourn the meeting. The motion was seconded and carried unanimously. The meeting adjourned at 3:50 p.m.

PAGE 1: Academic Integrity Procedures

Instructor determines an academic integrity violation has occurred and that sanctions are necessary.³ Egregious offenses will also be sent directly to Honor Board.

Notes:

1. AIVF = Academic Integrity Violation Form
2. Days are defined in Section C of the preface of the Student Code.
3. If the Instructor offers the student an alternative (i.e. revising a paper for partial credit) that is designed to be a learning opportunity rather than a sanction, no AIVF is filed.

Instructor submits an online AIVF¹ within **7** days

AIVF is forwarded by email to: Student, Head of department in which class is housed, Dean of college in which class is housed, Executive Director (if RCDE student), and office of VP of Student Services

Student does not respond to email within **7** days

GO TO PAGE 2

Instructor does not submit AIVF within **7** days

If instructor had a rational reason for not filing AIVF within **7** days, instructor must get approval of their dean⁴ to pursue disciplinary actions.

Instructor submits online AIVF

No sanctions or disciplinary penalties may be pursued.

Notes:

4. Dean will determine if the "rational reason" was appropriate
5. If instructor must submit a grade before resolution is reached, they should submit an I/F.

Student responds but refuses to meet with instructor

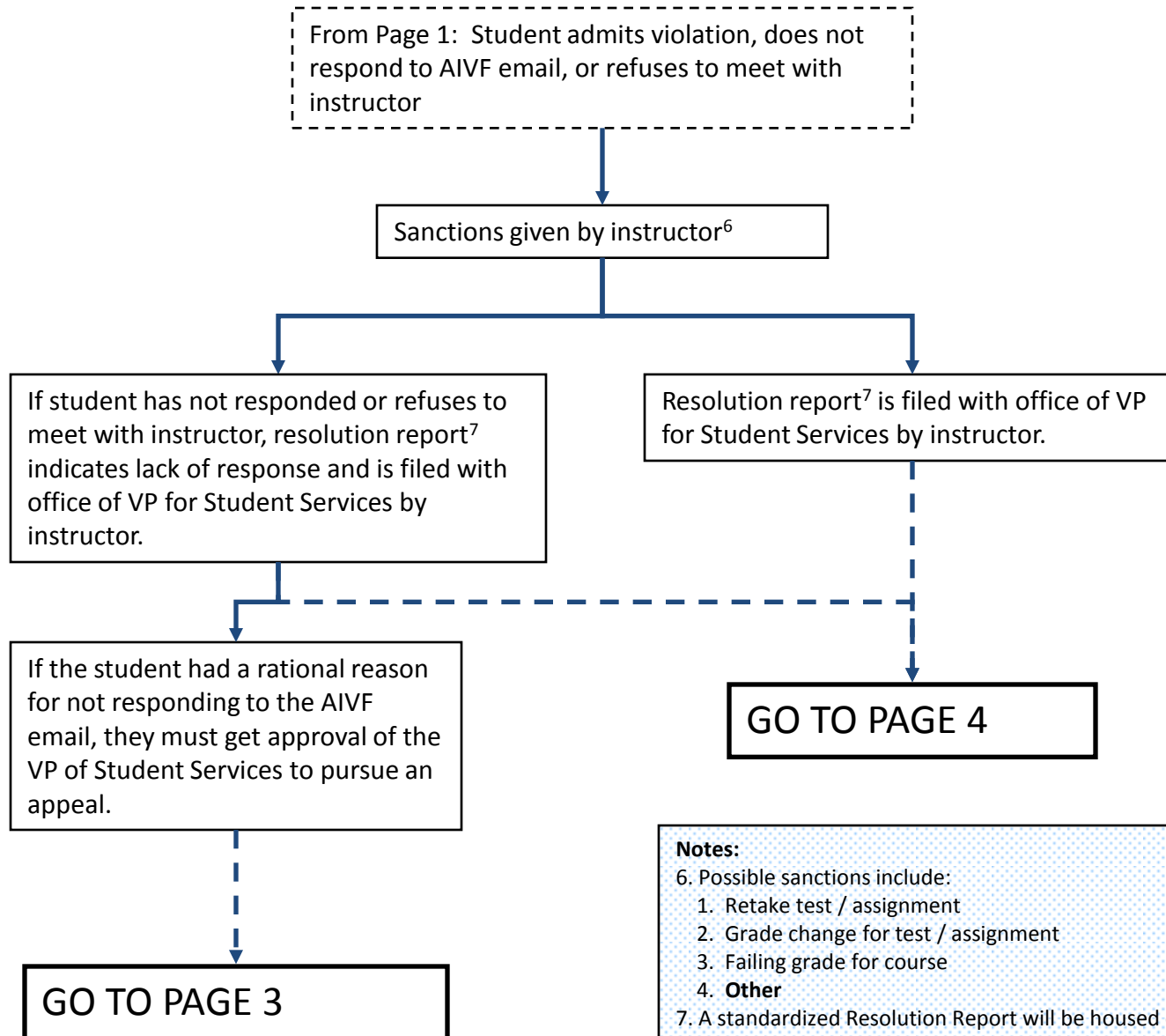
Student responds to instructor within **7** days and schedules a meeting with the instructor

Student admits violation

Student denies violation⁵

GO TO PAGE 3

PAGE 2: Academic Integrity Procedures



Notes:

6. Possible sanctions include:

1. Retake test / assignment
2. Grade change for test / assignment
3. Failing grade for course
4. **Other**

7. A standardized Resolution Report will be housed on the same website as the AIVF. The discussion, any negotiations, and final action will be detailed on that report.

PAGE 3: Academic Integrity Procedures

From Page 1: Student denies violation

From Page 2: Student had an acceptable reason for non-response

Student has **7** days to schedule a meeting between student, instructor and dean (or designee)

No resolution is reached

Student contacts the VP of SS office to request a hearing with Honor Board within **7** days

Honor Board Hearing is held in accordance with code.
Sanctions listed on AIVF may be instituted, upheld, or discarded. The decision of the Honor Board is final.

All parties agree to a resolution. Sanctions may be instituted, upheld, or discarded. Resolution report⁶ is signed by student and instructor.
No further appeal may be filed by the student.

Resolution report⁶ is signed by student and instructor.
No further appeal may be filed by the student.

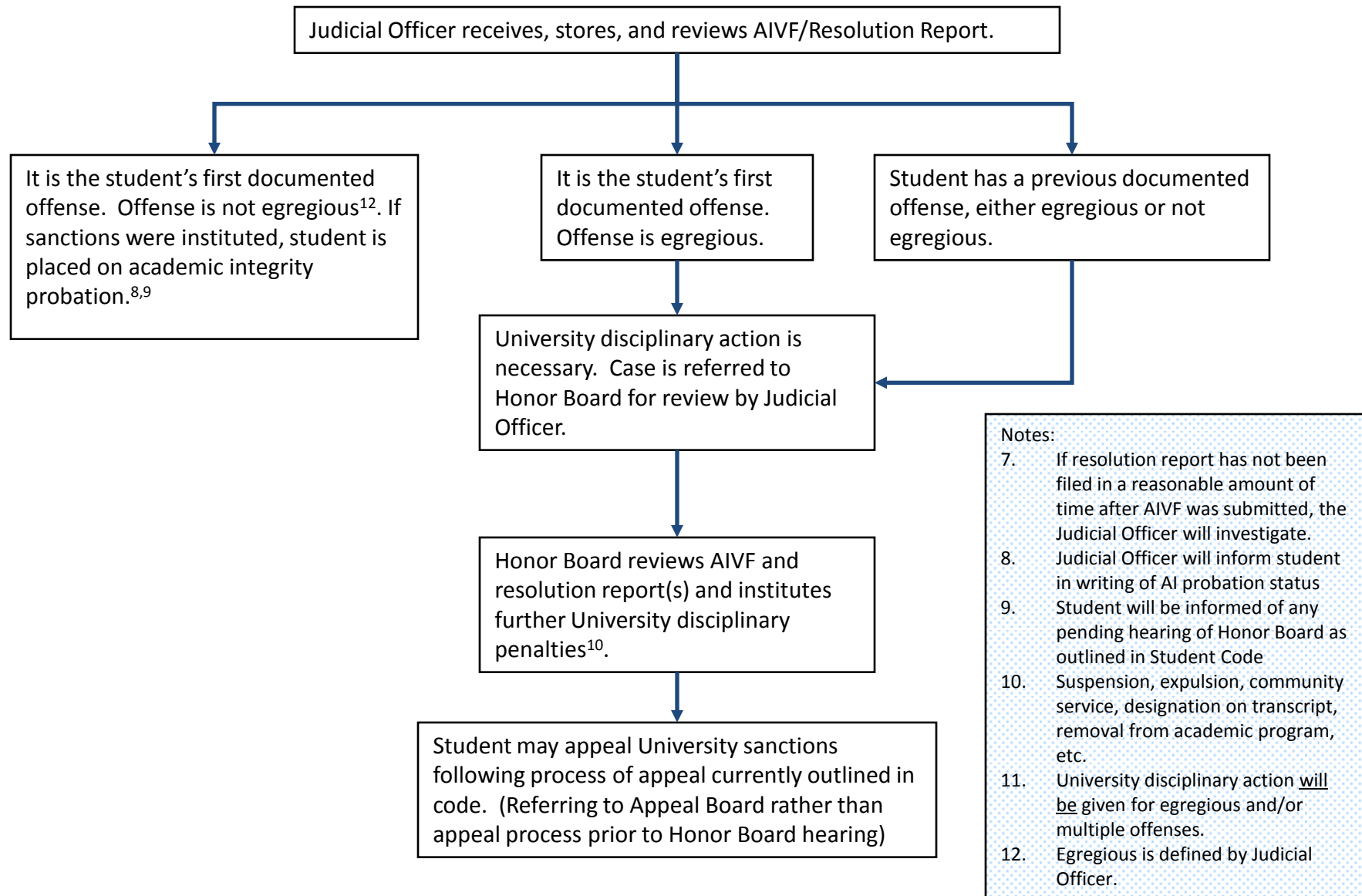
End of Process.
For tracking of repeat offenders GO TO PAGE 4

Grounds for Appeal:

- 1 – Appeal of process (instructor did not file AIVF prior to giving sanctions)
- 2 – Extenuating circumstances for not responding to professor within 7 days
- 3 – Evidentiary appeal. Evidence against student is inclusive or new evidence/witness has been found.

There is factual disagreement between parties.

PAGE 4: Academic Integrity Procedures (University level tracking process)





POLICY MANUAL

OPERATING POLICIES AND PROCEDURES

Number 386

Subject: Background Checks

Effective Date: January 1, 2008

386.1 PURPOSE

In order to promote a safe environment, this policy provides specific procedures for conducting background checks of certain prospective and existing employees of Utah State University as defined below.

386.2 REFERENCES

- 2.1. Board of Regents Policy R847, Criminal Background Checks
- 2.2. Utah Code 53A-3-410 (Criminal background checks on school personnel -- Notice -- Payment of cost -- Request for review)
- 2.3. Utah Code 53B-1-110 (Higher Education Criminal Background Checks)
- 2.4. Board of Regents Policy R165, Concurrent Enrollment

386.3 DEFINITIONS

3.1. Adjunct Faculty - an individual who has an established relationship with an academic department and participates in departmental teaching, research, or service activities with or without remuneration. Adjunct positions are not the major work assignment of the individual, but are adjunct to the person's major role in another area, or they may be individuals whose major roles are external to the University. Adjunct positions are not benefit eligible and are only entitled to those benefits required by law for their specific positions.

3.2. Applicant – an individual offered employment, transfer or promotion, contingent on acceptable results of a criminal background check and other reviews required for the position by the University such as financial/credit checks, degree transcripts or license documentation, or student loan status.

3.3. Background Review Committee - the Background Review Committee reviews the results of criminal background checks where prior convictions exist, assess the risk to the University, and determine whether an individual should be considered eligible to obtain or retain a position. The committee is composed of representatives from employee groups (CEA, PEA and Faculty Senate), Human Resources, and USU Administration.

3.4. Criminal Background Check - a commercial or governmental process of searching public records to determine whether an individual has been convicted of criminal conduct anywhere in the United States of America within the last seven years.

3.5. Employee - an individual who has received and accepted a legitimate benefit-eligible offer of employment from an appropriate hiring authority, whose name will appear in the budget, and whose new hire Electronic Personnel Action Form (EPAF) has been applied to the electronic payroll system.

3.6 Hourly Employee – Any part-time (generally less than 50% time) and/or temporary employee whose name does not appear in the University budget. Hourly employees are not benefit-eligible and are only entitled to those benefits required by law for their specific positions.

3.7. Minor – for the purpose of this policy, Utah Policy defines a minor as a person younger than 21 years of age.

3.8. Reasonable Cause - Where the known facts and circumstances are sufficient to cause a person of reasonable prudence to believe that the employee poses an unreasonable risk to persons or property.

3.9. Security Sensitive Positions - positions whose duties require, provide for, or encompass the potential to incur human, financial or property loss or other harm to the University and its constituents. A security sensitive position should include at least one of the following elements:

3.9.1. access to children, including child care in a child care center, or to diminished capacity adults;

3.9.2. relationships with students where exceptional trust and responsibility are involved, such as instructors, counselors, health care providers, coaches, and residence hall personnel;

3.9.3. responsibility for providing direct medical care, treatment, or counseling and/or access to pharmaceuticals, toxins, hazardous or controlled substances;

3.9.4. direct access to laboratory materials and other property that have the potential of being diverted from their proper use either for financial gain or for harmful, dangerous or illegal purposes;

3.9.5. decision making authority for committing University funds or financial resources through contracts and commitments and/or direct access to or responsibility for handling cash, checks, credit/debit cards or cash equivalents, University property, disbursements or receipts;

3.9.6. access to building and residence hall master control and key systems;

3.9.7. access to confidential information or sensitive personal information such as employment, health, donor, financial and other records, including data that could facilitate identity theft;

3.9.8. access to and responsibility for the maintenance, upgrading, and repair of the University's computer networks and/or information technology systems; and

3.9.9. responsibility for police, security, guard forces, or other significant health or safety issues.

3.10. Significant Contact - an employee position which involves significant contact with minor persons if there is a reasonable expectation that in the course of the normal, routine responsibilities of the position, the employee and a minor would interact on a one-on-one basis. For example, teachers with office hour consultations, mentors, counselors, test center employees, coaches, and advisors could all reasonably expect to interact one-on-one with students as a normal, routine part of their work and hence would have "significant contact" with one or more minor persons during the course of their employment.

386.4 POLICY

In accordance with Board of Regents Policy R847, criminal background checks are required under the following circumstances:

- (a) All new employees whose positions involve significant contact with minors or are considered to be security sensitive must submit to a criminal background check as a condition of employment. Human Resources will determine which positions meet these criteria.

EXCEPTION: Applicants for adjunct faculty (other than concurrent enrollment instructors—see 386.4(c)), temporary, or part-time positions are exempt but are required to self-disclose any criminal background and sign an agreement to conform to University rules.

- (b) An existing employee must submit to a criminal background check where a department administrator, in consultation with Human Resources, determines that reasonable cause exists.
- (c) Concurrent Enrollment Faculty - USU employees, whether full-time or adjunct faculty, who are concurrent enrollment instructors with unsupervised access to K-12 students shall complete a criminal background check consistent with §53A-3-

410 of the Utah Code. (See Policy and Procedures R165, Concurrent Enrollment, paragraph 9.2.)

386.5 PROCEDURES

5.1. Written Release of Information - The University will obtain a written and signed release of information prior to conducting a criminal background check for an applicant. The University will request a written and signed release of information prior to conducting a criminal background check for an existing employee.

5.2. Notice that a Background Check has been Requested - If the existing employee does not provide a written and signed release as requested pursuant to 5.1, the employee shall receive written notice that the background check has been requested.

5.3. Criminal Background Check Requirements - At a minimum, the background check must verify the applicant or employee's social security number, obtain information regarding past employment, and perform a nation-wide search of the individual's criminal background in the individual's counties of residence for the last seven years.

5.4. Payment of Fees - Each department will pay the cost of criminal background checks.

5.5. Risk Assessment - If a criminal background check shows prior convictions within the past seven years, the Background Review Committee will assess the overall risk to the University. That risk assessment will include but not be limited to: (1) number of convictions, (2) severity of convictions, (3) the length of time that has elapsed since the last conviction, (4) likelihood of recidivism, (5) the security sensitivity of the position sought by the applicant or held by the existing employee, and (6) other factors that may be relevant. The Background Review Committee, in consultation with the hiring administrator, will determine whether an individual with a criminal history should be considered eligible to obtain or retain the position, or whether additional documentation is required.

5.6. Opportunity to Respond - Before an applicant is denied employment or an employee is subjected to an adverse employment action based on information obtained in the background report, the applicant or employee shall receive a copy of the report, written notice of the reasons for denial or adverse action, a written description of his/her rights under the Fair Credit Reporting Act, and shall have an opportunity to respond to the contents of the criminal background check and any proposed action taken by the University as a result of this check. Notification of intent to respond must be given to the Human Resources Office within three (3) business days of receiving the report if the applicant or employee desires to

respond to the background report. The University will provide a reasonable opportunity to address the information contained in the report.

5.7. Financial/Credit Check - If an applicant is applying for, or an employee holds, a security sensitive position with access to sensitive personal information or financial responsibilities over the funds of the University, the department administrator, in consultation with Human Resources, may require an additional financial/credit check to be performed.

5.8. Degree Transcripts or License Documentation - If the position requires a degree or license, the department administrator may request a copy of the applicant's degree transcripts or license documentation.

5.9. Student Loan Status - If an applicant or employee has a student loan, the departmental administrator may check on the loan status. The department administrator, in consultation with the Human Resources Department, may deny employment or take adverse employment action if the applicant or employee has a delinquent or defaulted student loan.

5.10. Limitations on the Use of Information - The information contained in the criminal history background check will be available only to those individuals involved in making employment decisions or performing the background investigation. This information will be used only for the purpose of making an employment decision. The applicant may request a copy of the background check.

3/18/2008 4:36 PM



POLICY MANUAL

GENERAL

Number 335

Subject: Relocation Assistance

Covered Employees: Faculty and Professional Employees

Date of Origin: January 24, 1997

Effective Date of Last Revision:

Deleted: July 1, 1999

335.1 POLICY

The payment or reimbursement of moving expenses may be offered to prospective employees when the hiring department believes such an offer is a critical factor in securing a highly qualified applicant for a faculty or administrative position. In determining the appropriate payment amount, the department should consider factors such as unusual qualifications and/or needs of the applicant, competitiveness of the applicable job market, budget available and estimated relocation costs.

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The hiring department head will negotiate with the new employee and determine an agreeable relocation plan in writing prior to the time the move takes place. The hiring department is responsible for covering the agreed upon cost of relocation assistance.

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PAYMENT OR REIMBURSEMENT TO THE NEW EMPLOYEE

The University complies with IRS regulations by reporting payments or reimbursements made directly to the new employee as additional income, including the withholding of payroll taxes.

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Deleted: requisition, and/or temporary salary adjustment. Reimbursement for moving expenses is not to be made by paying salary to the employee for time before he or she actually begins employment with the University.

Deductible moving expenses may be claimed by the employee when filing his/her annual income tax return. (See IRS Publication 521 "Moving Expenses," for detailed information on deductible moving expenses.)

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DIRECT PAYMENT TO MOVING COMPANIES

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Moving expenses paid directly by the University to a commercial moving company are non-taxable to the new employee. If a relocation plan includes direct payment to a moving company from University funds, departments are required to use state contracts available through Purchasing Services unless a less expensive option is more appropriate.

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Relocation expenses may be reimbursed to the employee by the University for such items as:

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- The cost of moving ordinary and customary personal and household goods, including insurance provided by the moving firm for packing, **and** shipping.
- Mileage allowance for the employee and/or family to move to the new location.
- The costs of lodging and food for the employee and immediate family during the relocation trip.
- The costs associated with a trip to locate new housing.

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Code Change Suggestions to 405.7.2(1) and 405.8.3(1)

Rationale: There are a number of reasons why certain outside reviewers might not provide fair, objective external reviews for promotion and tenure. The candidate is in the best position to suggest those individuals who might not provide a fair review. For example, many disciplines are populated by small numbers of notable scholars, but they may have also very strong paradigm differences in research approaches. Asking for reviewers from different paradigmatic perspectives can yield very different conclusions about the quality of the work. Recognizing these perspective differences, some journals and publishers have policies that allow authors to suggest reviewers that should and should not review their work.

OPTION A

7.2 Additional Events During the Year in which a Tenure Decision is to be Made

(1) External peer reviews.

Prior to September 15, the department head or supervisor will make a single solicitation of letters from at least four peers of rank equivalent to or higher than that sought by the candidate. If fewer than four letters arrive, additional letters will be solicited only to attain the minimum of four letters. The reviewers must be external to the University and must be held with respect in academe. The candidate will be asked to submit the names of potential reviewers and to state the nature of his or her acquaintance with each of them. The number of names should be at least equal to the number of letters to be solicited. At least one-half of the reviewers must be selected from the candidate's list. The department head or supervisor and the tenure advisory committee shall mutually agree to the peer reviewers from whom letters will be solicited. The candidate may also submit up to two names of potential reviewers that they do not want contacted. The department head and the tenure advisory committee must abide by this request. A summary of the pertinent information in his or her file initially prepared by the candidate and a cover letter initially drafted by the department head or supervisor with final drafts mutually agreed upon by the candidate, the tenure advisory committee, and the department head or supervisor shall be sent to each reviewer by the department head or supervisor. Each reviewer should be asked to state, at the very least, the nature of his or her acquaintance with the candidate, and to evaluate the candidate's published work and/or creative endeavors, and recognition and standing among his or her peers. Copies of these letters will become supplementary material to the candidate's file.

8.3 Procedures for Promotion

(1) External peer reviews.

Prior to September 15, the department head or supervisor will solicit letters from at least four peers of rank equivalent to or higher than that sought by the candidate. If less than

four letters arrive, additional letters will be solicited only to attain the minimum of four letters. The reviewers must be external to the university and must be held with respect in academe. The candidate will be asked to submit the names of potential reviewers, and to state the nature of his or her acquaintance with each of them. The number of names should be at least equal to the number of letters to be solicited. At least one-half of the reviewers must be selected from the candidate's list. The department head or supervisor and the tenure advisory committee shall mutually agree to the peer reviewers from whom letters will be solicited. *The candidate may also submit up to two names of potential reviewers that they do not want contacted. The department head and the tenure advisory committee must abide by this request.* A summary of the pertinent information in his or her file initially prepared by the candidate and final draft mutually agreed upon by the candidate, the promotion advisory committee, and the department head or supervisor shall be sent to each reviewer by the department head or supervisor. Each reviewer should be asked to state, at the very least, the nature of his or her acquaintance with the candidate, and to evaluate the candidate's published work and/or creative endeavors, and recognition and standing among his or her peers. Copies of these letters will become supplementary material to the candidate's file.

OPTION B

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Professional Responsibilities and Procedures Committee (PRPC)
Annual Report to the Faculty Senate
2007-2008 Academic Year

Members:

Britt Fagerheim, Chair (08) Libraries
David Hole (09) Agriculture
David Paper (10) Business
Susan Turner (10) Education and Human Services
Paul Wheeler (09) Engineering
John Engler (10) Humanities, Arts, and Social Sciences
Robert Schmidt (09) Natural Resources
Scott Cannon (10) Science
Dallas Holmes (09) Extension
Renee Galliher (10) Senate
James Evans (09) Senate
Brett Shelton (09) Senate

This report covers the activities of the PRPC committee since the annual report submitted to the Faculty Senate on April 2, 2007.

PRPC committee meetings: September 17, October 8, December 10, February 11

- I. 402.3.1 and 402.12.8 Faculty Diversity, Development, and Equity Committee: PRPC was charged to write code for the new committee on diversity, development and equity, as per a resolution passed by Faculty Senate. Code changes to 402.3.1 and the code addition of 402.12.8 passed on April 2, 2007.
- II. Senate Standing Committees 402.12.1(2)(b). PRPC was charged to change the wording from 'Vice President' to 'President-Elect' for consistency. PRPC made this change and forwarded the revised code to Faculty Senate Executive Committee.
- III. Faculty Senate Supernumerary 402.3.1. PRPC was charged to add a reference to code 402.7.3 to the bottom of code 402.3.1. PRPC made this change and forwarded the revised code to Faculty Senate Executive Committee.
- IV. Cooperative Extension and RCDE: PRPC was charged to draft code changes to 402.10.1 and 402.12.1(2)(3), adding Regional Campuses and Distance Education and changing the name of Extension to Cooperative Extension. Due to the potential implication of this change, PRPC reviewed all of code 400 and 202 to identify necessary changes. Code changes to 401.2.2, 402.6.4, 402.10.1, 402.10.2, 402.12.1, 402.12.3, 402.12.6, 402.12.7 were passed by Faculty Senate on December 3, 2007.
- V. PRPC endorsed FSEC's proposal to seat a separate, temporary committee whose purpose would be to identify inconsistencies and contradictions within the Code.

- VI. 407.7.2 Reasons for Non-Renewal: Faculty Senate charged PRPC to review code section 407.7.2 and revise the section vesting complete control for a decision of non-renewal with the department head, director, dean, or vice president. The code changes were passed by the Faculty Senate on March 3, 2008.
- VII. 402.10.1. Apportionment of Cooperative Extension and RCDE on Faculty Senate. PRPC was charged to draft code specifying that a faculty member cannot represent more than one unit for matters of Faculty Senate elections and apportionment. Code changes were passed by the Faculty Senate on March 3, 2008.

Report from the Educational Policies Committee March 6, 2008

The Educational Policies Committee met on March 7, 2008. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page¹ and are available for review by the members of the Faculty Senate and other interested parties.

The Educational Policies Committee, after careful review, recommends approval of the following by the Faculty Senate:

- 1) A request from the Department of Animal, Dairy and Veterinary Science to combine the present Horse Production Minor and Horse Training Minor into a single Equine Minor.²
- 2) A request from the Department of Animal, Dairy and Veterinary Science to combine the present General Animal Science Minor and General Dairy Science Minor into a single minor entitled Animal and Dairy Science.³
- 3) A request from the Department of Elementary Education to implement a Kindergarten through Grade 6 (K-6) Licensure program.⁴
- 4) Several new courses were approved. These may be reviewed in the minutes of the Curriculum Subcommittee of the Educational Policies Committee, which are posted on the Curriculum Subcommittee website.⁵

¹ <http://www.usu.edu/fsenate/epc/index.html>

² <http://www.usu.edu/fsenate/epc/curriculum/2007-2008/March/Mar62008ADVSCChangeinMinor-Equine.pdf>

³ <http://www.usu.edu/fsenate/epc/curriculum/2007-2008/March/Mar62008ADVSCChangeinMinor-GeneralAnimalScience.pdf>

⁴ <http://www.usu.edu/fsenate/epc/curriculum/2007-2008/March/Mar62008K-6LicensureProgram.pdf>

⁵ <http://www.usu.edu/fsenate/epc/curriculum/schedule.html>

U.S.U. Faculty Senate Faculty Evaluation Committee Report
April 7, 2008
Michael Lyons, Faculty Senate Faculty Evaluation Committee Chair

Over the past few years, a number of U.S.U. Faculty Senate members have expressed concerns about the U.S.U. teaching evaluation process. Our committee oversees this process. In May 2005, Faculty Senate President Janis Boettinger gave the committee a mandate to consider: 1) how the current U.S.U. teaching evaluation form might be simplified, perhaps drastically; 2) how a perceived bias against rigorous courses and professors with high expectations of students might be minimized; 3) the possibility of moving to on-line evaluation. The focus on form simplification in this mandate reflects a perception that an excessive number of questions on the form prompts many students to treat the evaluation process very casually.

At a meeting in November 2005, the committee concluded that it would be wise to solicit input from the faculty prior to recommending any change in the evaluation process. The committee then drafted a survey designed to gauge faculty satisfaction with the evaluation form. The survey was distributed to the faculty electronically. The response rate to the survey was about 35%—adequate in these circumstances. The results indicated that there is widespread faculty support for simplification of the form, with minimal opposition. The results also suggested that many faculty members are receptive to on-line evaluation, but that potentially this is a contentious issue. Some of the more common specific recommendations about the teaching evaluation form were:

1. To move the “Summary Evaluation” question(s) to the end of the survey.
2. To consolidate the questions dealing with the evaluation of the “course” and the questions dealing with the evaluation of the “instruction.”
3. To eliminate the question dealing with the “course workload” and the question dealing “grading fairness.”
4. To supplement course evaluations with information about course grade distributions when the evaluations are used in the assessment of faculty by the administration.
5. To eliminate the section of the form asking students about their G.P.A. and similar matters, as almost no one is using these data.
6. To preserve the “open-ended” questions on the evaluation form, which were often viewed as the most valuable part of the form by the faculty.

After receiving this faculty input, the committee decided to work on revising the form, setting aside the issue of on-line evaluation for the time being. The committee agreed that the next step was to survey the department heads, the deans, and the Provost to determine how the administration uses the data generated by the teaching evaluation form in tenure, promotion, and salary decisions. The response rate for this survey was over 60%. The results indicated that the administration relies almost exclusively on the summary questions when assessing teaching. Some in the administration did, however, request that we retain on any new evaluation form a question dealing with faculty member responsiveness to students’ comments, as well as a question dealing with faculty member preparation for class.

On March 31, 2006, the committee unanimously agreed to recommend simplification of the form, eliminating many of the scaled-response, closed-ended questions on the front of the form. The committee

members, as well as many of the faculty responding to the committee's survey, think that the responses to these questions provide very little information not already contained in the responses to the open-ended questions. In April 2006, the committee drafted a new form. It then conducted a pilot study, utilizing the new form in the evaluation of several 2006 summer courses taught by committee members. In the pilot study, about 40% of the participating students expressed no preference for either old, longer form, or for the new shorter form, but the overwhelming majority of the students who did have a preference favored the new, shorter form.

At the request of U.S.U. Faculty Senate President Douglas Ramsey, I met as a representative of the Faculty Evaluation Committee with the Faculty Senate Executive Committee last December to discuss our work on a new teaching evaluation form. The Executive Committee asked the Evaluation Committee for a specific recommendation for a new form that could be forwarded to the full U.S.U. Faculty Senate for consideration.

U.S.U. Faculty Senate Faculty Evaluation Committee Teaching Evaluation Recommendation

The committee recommends that U.S.U. adopt a new standard teaching evaluation form, and in the Appendix to this report the committee offers two variations in the wording of the questions and the responses on the form. We recommend the open-ended questions on the current form be preserved, but that the section of the form asking students about their G.P.A. and similar matters be eliminated. In the processing of the forms, we recommend the computation statistical medians in addition to statistical means, and we further recommend that University administrators utilize the medians rather than the means when reviewing faculty teaching. We regard statistical medians as better measures of teaching effectiveness because, unlike means, they do not accord disproportionate weight to the outlying responses, at the extremes of a response distribution.

Appendix

Proposed U.S.U. Course Evaluation Form Version I

Instructor _____ Course _____ Section (If Applicable) _____

Course evaluations affect promotion and salary decisions for faculty members. They also help faculty members to improve their courses. Please take the evaluation process seriously, and respond honestly to the questions. The instructor should not be present when the evaluations are conducted, and the instructor will not see the evaluations until after class grades have been submitted.

Please circle the appropriate rating for various aspects of this course and for the overall quality of instruction, as indicated below.

The highest rating is “10,” corresponding to “Excellent”; the lowest rating is “1,” corresponding to “Very Poor.”

If a question is not applicable to the course, mark "NA."

		Excellent	9	Very Good 8	Good 7	6	Fair 5	4	Poor 3	2	Very Poor 1	NA
1.	How well was the course organized?	10	9	8	7	6	5	4	3	2	1	NA
2.	How clear were the course objectives?	10	9	8	7	6	5	4	3	2	1	NA
3.	How clear were the responsibilities of the students?	10	9	8	7	6	5	4	3	2	1	NA
4.	How well was the instructor prepared for class?	10	9	8	7	6	5	4	3	2	1	NA
5.	How effectively did the instructor explain the course subject matter?	10	9	8	7	6	5	4	3	2	1	NA
6.	How well did the instructor foster critical thinking?	10	9	8	7	6	5	4	3	2	1	NA
7.	Taking the size of the class into account, how responsive was the instructor to students' questions and comments?	10	9	8	7	6	5	4	3	2	1	NA
8.	What was overall quality of instruction in this course?	10	9	8	7	6	5	4	3	2	1	NA

Proposed U.S.U. Course Evaluation Form Version II

Instructor _____ Course _____ Section (If Applicable) _____

Course evaluations affect promotion and salary decisions for faculty members. They also help faculty members to improve their courses. Please take the evaluation process seriously, and respond honestly to the questions. The instructor should not be present when the evaluations are conducted, and the instructor will not see the evaluations until after class grades have been submitted.

Please complete each statement below.

The highest evaluation is “10,” corresponding to “Excellent”; the lowest is “1,” corresponding to “Very Poor.”

If a statement is not applicable to the course, mark “NA.”

	Excellent 10	9	Very Good 8	Good 7	6	Fair 5	4	Poor 3	2	Very Poor 1	NA
1. The course organization was...											
2. The clarity of course objectives was...	10	9	8	7	6	5	4	3	2	1	NA
3. The instructor's explanations of students' responsibilities were...	10	9	8	7	6	5	4	3	2	1	NA
4. The instructor's preparation for class was...	10	9	8	7	6	5	4	3	2	1	NA
5. Taking the size of the class into account, the instructor's responsiveness to students' questions and comments was...	10	9	8	7	6	5	4	3	2	1	NA
6. The instructor's explanations of the course subject matter were...	10	9	8	7	6	5	4	3	2	1	NA
7. The instructor's effectiveness in fostering in critical thinking was...	10	9	8	7	6	5	4	3	2	1	NA
8. The overall quality of instruction in this course was...	10	9	8	7	6	5	4	3	2	1	NA

We will be formally distributing the interest form at the last meeting of year. That meeting will also be the first opportunity for newly elected Senators to express their interest in these committees. However, if you anticipate not being present at that meeting, you may complete the one herein and forward it Scott Deberard at sdeberard@cc.usu.edu.

To complete this form, enter your name, circle the year in which your term ends, and then mark your status or/and preference for each committee or council.

- | | |
|------------------|---|
| already serving | Check this box if you are currently a member of this committee or council. This information will be used to confirm that our committee rosters are correct and up to date. |
| want to serve | Check this box if you have a particular interest in becoming a member of this committee or council. As openings arise, we will give you priority in appointing you to where you want to be. |
| willing to serve | This is the default box. We will assume that you are willing to serve on virtually any of these committees or councils as a part of your Senate role. |
| avoid serving | Check this box if for some reason you really don't want to serve on a particular committee or council. Use this box judiciously and not to avoid all appointments. |

We make every effort to staff each committee and council with Senators who have either an expressed interest or apparent affiliation with the roles of each group. We also try to balance the necessary assignments among all Senators. Thus, expressing no interest is more likely to result in your being appointed at random than you avoiding an assignment altogether.

name _____	circle the year in which your Senate term ends	2008	2009	2010	2011
FACULTY SENATE STANDING COMMITTEES					
Faculty Senate Executive Committee (2-year terms elected by college)	already serving	want to serve	willing to serve	avoid serving	
Committee on Committees (2-year terms)					
Academic Freedom and Tenure Committee					
Budget and Faculty Welfare Committee					
Professional Responsibilities and Procedures Committee					
Faculty Diversity, Development, and Equity Committee					
Senate Handbook Committee (2-year terms)					
UNIVERSITY COUNCILS AND COMMITTEES WITH FACULTY SENATE REPRESENTATION					
Athletic Council	already serving	want to serve	willing to serve	avoid serving	
Bookstore Committee					
Calendar Committee					
Cultural Activities Council					
Facilities Naming Committee					
Graduate Council					
Honorary Degrees and Awards Screening Committee					
Honors Program Advisory Board					
Parking / Transportation Advisory Committee					
Research Council					
Department Teaching Excellence Award Committee					
University Assessment Coordinating Council					