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Faculty Senate Executive Committee Agenda, February 17, 2009

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FACULTY SENATE EXECUTIVE COMMITTEE

February 17, 2009
3:00 – 4:45 p.m.
HASS Conference Room (Main 338)

Agenda

- 3:00 Call to Order**
Approval of Minutes January 20, 2009.....Mike Parent
- 3:05 University Business**.....Stan Albrecht, President
Raymond Coward, Provost
- 3:30 Announcements**.....Mike Parent
- Next Brown Bag Lunch w/President & Provost, Monday March 16, 2009
 - The next FSEC meeting is Monday, March 23, 2009 back in Champ Hall
 - Time table for nominating Senate President-Elect
- 3:35 Information Items**
FEC – Course Evaluation Update.....Greg Podgorski
Research Council Report.....Brent Miller
Budget and Faculty Welfare Committee Report.....Vance Grange
Academic Freedom and Tenure Committee Report..... ?
ASUSU Tobacco Policy.....Jeremy Jennings
ASUSU Excused Absence Policy.....Jeremy Jennings
- 4:00 Old Business**
PRPC Items.....Scott Cannon
- Grievance Policies and Procedures – 407.1.2 (Calendar Change – language about availability of committee) [second reading]
 - Code Section 202
- 4:15 New Business**
EPC Items.....Larry Smith
FDDE Code Change Proposal 405.6.2(2) and 405.8.2(2).....Ronda Callister
Classroom Racial/Cultural Discrimination Issues.....Mike Parent
- 4:45 Adjournment**.....Mike Parent



FACULTY SENATE EXECUTIVE COMMITTEE

MINUTES

JANUARY 20, 2009 3:00 P.M.

Champ Hall Conference Room

Present: Mike Parent (Chair), Steve Burr, Maria Cordero, Renee Galliher, Jake Gunther, Jerry Goodspeed, Ed Heath, John Kras, Glen McEvoy, Nathan Straight, President Stan Albrecht (Ex-Officio), Provost Ray Coward (Ex-Officio), Joan Kleinke (Exec. Sec.), Marilyn Bloxham (Assistant)
Guests: Scott Cannon, Larry Smith.

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

Approval of Minutes

Byron Burnham moved to approve the minutes of December 8, 2008. Motion was seconded by Steve Burr and the motion passed unanimously.

University Business

President Albrecht informed the Executive committee that USU has been successful in getting a strong endorsement from the Salt Lake Chamber of Commerce. They have endorsed our agenda as we enter this legislative session. They have also endorsed state bonding in order to leverage other types of funds, and have listed the USU Business Building as one of the projects that should be considered for bonding.

USU has also submitted a list of projects to the Governor for the stimulus package. These include the Agricultural Science Building, the Emma Eccles Jones Building, the Equine Education Building, the Bingham Building and other various projects.

Ronda Menlove is taking the lead in creating a higher education caucus. The caucus will meet every Wednesday throughout the session. This caucus is reaching out and engaging community leaders and business leaders in support of higher education funding.

President Albrecht stated that there is a fine line between being transparent in creating a sense of open communication and not creating fear and panic as we discuss the budget issues. The legislative session begins next week and nothing will be certain until the middle of February.

Announcements

- The next Brown Bag Lunch with the President and Provost is Tuesday February 10, 2009.
- The Faculty Senate Executive Committee will meet again on Tuesday February 17, 2009 in the College of HASS Conference Room, Old Main Room 338.
- The Level 1 Code Changes have been completed. The information will remain on the Faculty Senate website.
- A draft of an announcement that can be appended to syllabi regarding information for students if they feel discriminated against will be presented at the next Faculty Senate Executive meeting.
- ASUSU will present a student resolution on tobacco use at the Senate meeting in March.

Information Items

Bookstore Report. Betty Rozum was unable to attend. Mike Parent spoke in her stead. The bookstore would like to survey the faculty. This issue will be added to the Senate Executive Committee agenda next fall.

John Kras moved to add the Bookstore Report to the Consent Agenda, seconded by Steve Burr. Motion carried.

Old Business

PRPC, Grievance Policies and Procedures Policy 407.1.2 (calendar change – for second reading). Moved and seconded to place this on the Senate Agenda as a key issues and action item. Motion carried.

New Business

PRPC, Grievance Policies and Procedures – Policy 407.1.2 (Language about availability of committee) [first reading]. Scott Canon represented PRPC. The Faculty Senate asked PRPC to modify the last paragraph of the change so that the calendar may be suspended for a reasonable time if key participants are not available. PRPC advises that the words summer or holidays remain in the wording or that other specific language be included to be clear and less open to interpretation, possibly causing grievances spawning other grievances.

Provost Coward questioned the intent of the wording “key participants are not available”, does this require face to face availability? Scott Cannon’s interpretation is that participants could be available by any means; phone, letter, video conference etc. The Executive Committee wishes to have availability defined. It is believed the real concern of the Senate is availability not time.

PRPC will rewrite the alternatives to include more specific language about what availability means and possible examples of means of communication and have it ready to present to the Faculty Senate at the next meeting.

Steve Burr moved to place the item on the key issue and action items as a first reading, second by John Kras. Motion carried.

EPC Items. Larry Smith presented the recent EPC actions. The Nutrition and Food Science department requested a name change to the Department of Nutrition, Dietetics and Food Science. New abbreviation would be NDFS.

EPC approved a request from the College of Natural Resources for the departments of Environment and Society and Watershed Science to jointly offer the Geography degree.

The General Education sub-committee is methodically looking at the CIL requirement. A survey is being prepared to distribute to faculty on the current state of the CIL exam. The committee will have other action items very soon.

There was a question about the Sustainability Committee and its work. The committee is not yet ready to make recommendations on how to incorporate sustainability into the General Education system. They are trying to get a sense of what is currently being done. Several ideas are on the table and being discussed. Feedback is coming from sub-committees of the General Education Subcommittee, and the possibility of surveying the faculty to find out if sustainability is a part of their courses.

John Kras moved to accept the EPC Report as part of the Consent Agenda, second by Jerry Goodspeed. Motion carried.

Adjournment

John Kras made a motion to adjourn, second by Glenn McEvoy. The meeting adjourned at 3:52 p.m.

Minutes Submitted by: Joan Kleinke, Faculty Senate Executive Secretary, 797-1776

Faculty Evaluation Committee Meeting
February 9, 2009

Present: Greg Podgorski (chair), Doran Baker, Yong Kim, Joan Kleinke, Crag Peterson, Tamara Vitale, and Ronda Olsen.

Jamison Fargo's analysis of the fall 2008 Faculty Evaluation data was presented and is appended at the bottom of these minutes.

In a nutshell, our existing course evaluation form seems reliable at measuring whatever it is that's being measured. The statistical analysis can't tell us what it is that the form assesses – this is largely subjective. If three questions are dropped from subscale III (Information about the Instruction; the questions are indicated in the later portion of the attachment), Jamison found that the existing form becomes even more reliable.

The committee members present felt that it is time to report our progress and share our findings with the Faculty Senate. I met with Mike Parent, Faculty Senate President yesterday afternoon to discuss possible plans. I'll be presenting a report to the Faculty Senate Executive Committee a week from today.

At this meeting, I'll report that:

- We've met with a professional consultant (Dr. Arreola)
- We've investigated the use of commercial forms (and these are prohibitively expensive)
- We've analyzed the existing form and found it to be a reliable instrument
- We see three options (and would like some advice for the Executive Committee)
 - Leave the existing reliable form as is
 - Modify the existing form modestly (for example, drop redundant questions, reduce the number of response categories to 4 or 5, improve the wording of some questions, move the overview questions of instructor and course effectiveness to the end of the form or drop the altogether)
 - Create a new form (after considering things such as who the results serve, what it is we seek to measure, and choosing and testing validated questions from existing, available lists)

I will emphasize the amount of work involved in this last option and say that we will need a clear, stationary target to aim for (not one that moves with every senate meeting or election) if we are to even think of making changes to the form.

I'll let you know what the Executive Committee has to say after the presentation.

Look for an e-mail following this on another topic related to the Faculty Evaluations Committee – selection of Teacher of the Year and Advisor of the Year.

Submitted by Greg Podgorski 2/10/09

Analysis of Fall 2008 USU Teacher/Course Evaluations (N = 50,962)

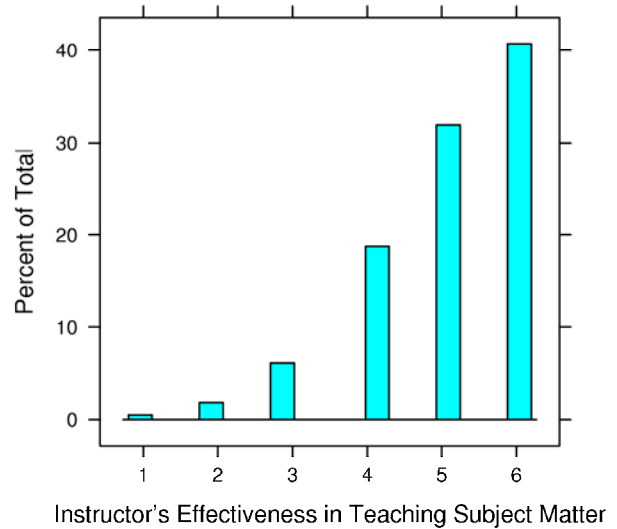
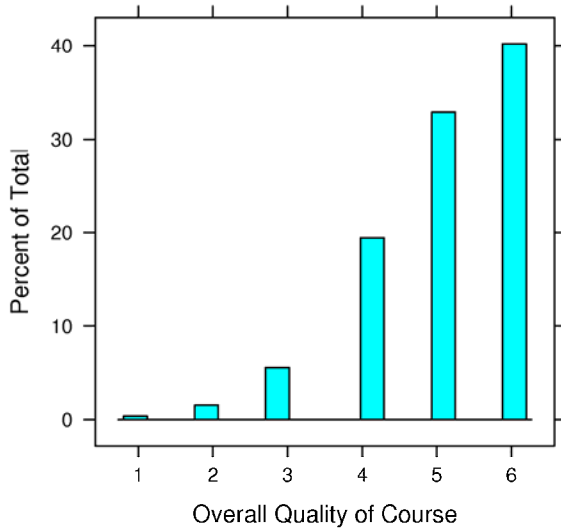
Jamison D. Fargo, PhD, Assistant Professor of Psychology, Utah State University

February 2009

I. General Evaluation (2 items)

	M	SD	0%	25%	50%	75%	100%	n	NA
Q1_1	5.04	1.00	1	4	5	6	6	50877	85
Q1_2	5.08	1.06	1	4	5	6	6	50473	489

Histograms for q1_1 and q1_2:



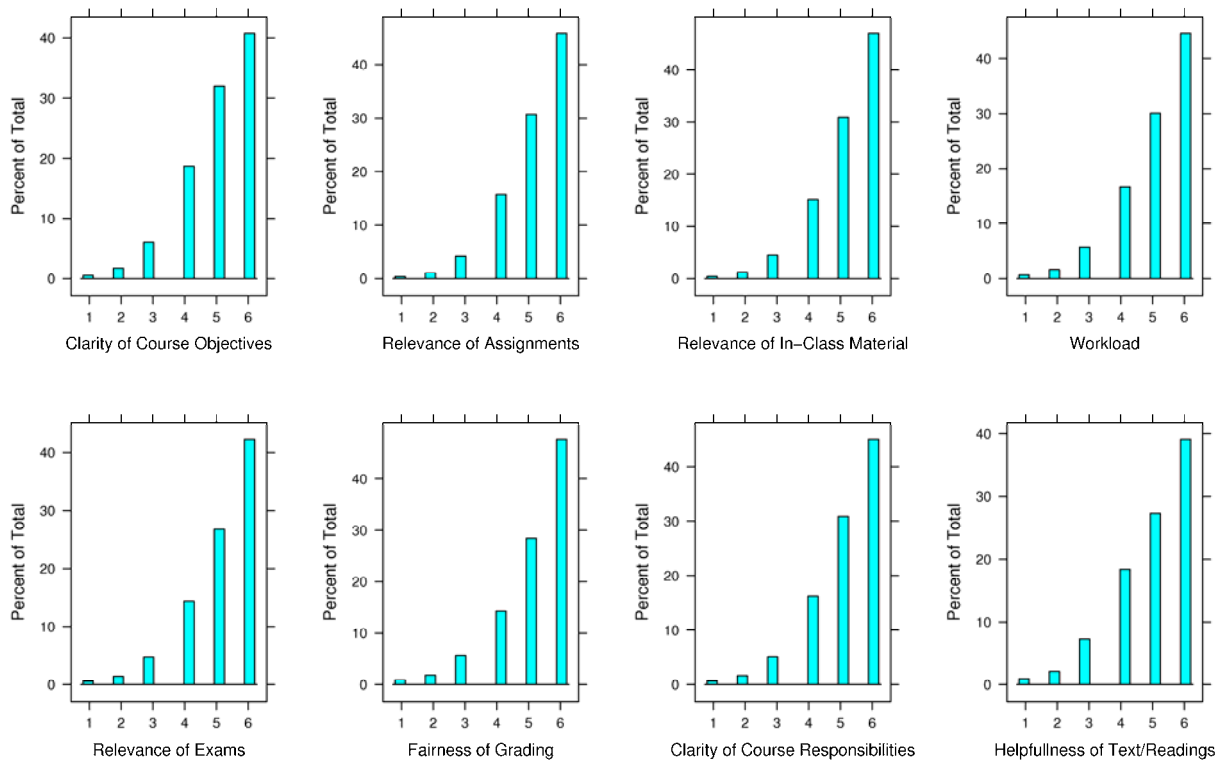
Correlation between q1 and q2: 0.85

Cronbach alpha (**Internal Consistency Reliability**) for q1 and q2: 0.92

II. Subscale I: Information about the Course (8 items)

	M	SD	0%	25%	50%	75%	100%	n	NA
Q2_1	5.03	1.04	1	4	5	6	6	50810	152
Q2_2	5.18	0.96	1	5	5	6	6	49872	1090
Q2_3	5.18	0.98	1	5	5	6	6	50608	354
Q2_4	5.09	1.05	1	5	5	6	6	50551	411
Q2_5	5.13	1.03	1	5	5	6	6	45912	5050
Q2_6	5.13	1.07	1	5	5	6	6	50330	632
Q2_7	5.11	1.03	1	5	5	6	6	50707	255
Q2_8	4.96	1.12	1	4	5	6	6	48461	2501

Histograms for q2_1 thru q2_8:



Correlation matrix for q2_1 through q2_8:

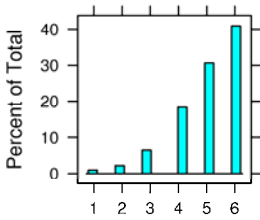
	Q2_1	Q2_2	Q2_3	Q2_4	Q2_5	Q2_6	Q2_7
Q2_2	0.73						
Q2_3	0.75	0.78					
Q2_4	0.66	0.70	0.70				
Q2_5	0.69	0.70	0.73	0.72			
Q2_6	0.66	0.66	0.67	0.68	0.73		
Q2_7	0.78	0.71	0.73	0.69	0.72	0.74	
Q2_8	0.66	0.67	0.69	0.64	0.66	0.63	0.71

Cronbach alpha (**Internal Consistency Reliability**) for q2_1 thru q2_8:
0.95

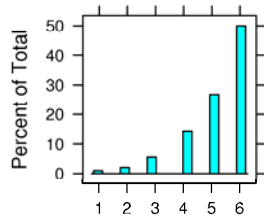
III. Subscale II: Information about the Instruction (10 items)

	M	SD	0%	25%	50%	75%	100%	n	NA
Q3_1	4.99	1.10	1	4	5	6	6	50707	255
Q3_2	5.15	1.09	1	5	6	6	6	50724	238
Q3_3	5.25	1.00	1	5	6	6	6	50679	283
Q3_4	5.15	1.07	1	5	5	6	6	50688	274
Q3_5	5.46	0.88	1	5	6	6	6	50778	184
Q3_6	5.20	1.04	1	5	6	6	6	50724	238
Q3_7	5.39	0.89	1	5	6	6	6	50755	207
Q3_8	5.34	0.93	1	5	6	6	6	50762	200
Q3_9	5.32	0.97	1	5	6	6	6	50644	318
Q3_10	5.13	1.07	1	5	5	6	6	49659	1303

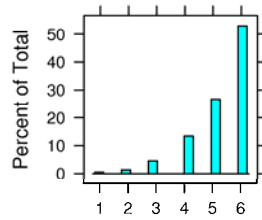
Histograms for q3_1 thru q3_10:



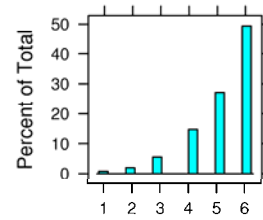
Course Org Helped Learning



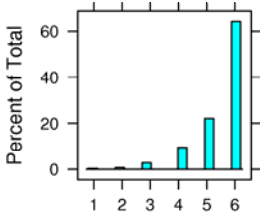
Helpfulness of Explanations



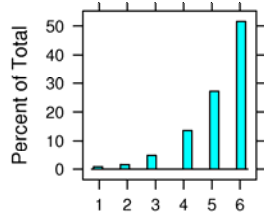
Use of Examples



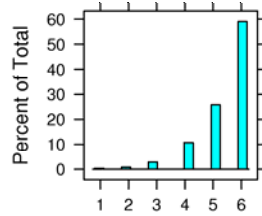
Use of Class Time



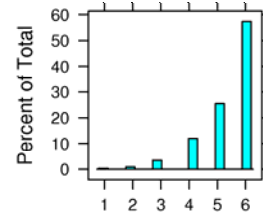
Enthusiasm



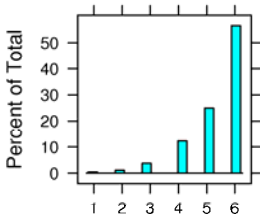
Helpfulness of Resolving Questions



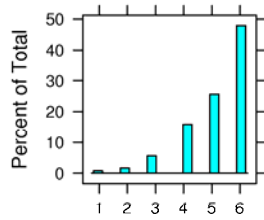
Prepared for Class



Opportunity to Ask Questions



Opportunity to Comment/Express Opinion



Availability of Extra Help

Correlation matrix for q3_1 thru q3_10:

	Q3_1	Q3_2	Q3_3	Q3_4	Q3_5	Q3_6	Q3_7	Q3_8	Q3_9	
Q3_2		0.78								
Q3_3		0.75	0.84							
Q3_4		0.76	0.78	0.80						
Q3_5		0.62	0.67	0.70	0.68					
Q3_6		0.72	0.84	0.79	0.76	0.71				
Q3_7		0.69	0.70	0.72	0.73	0.71	0.73			
Q3_8		0.62	0.69	0.67	0.66	0.64	0.73	0.67		
Q3_9		0.61	0.67	0.66	0.63	0.62	0.71	0.64	0.86	
Q3_10		0.63	0.67	0.64	0.64	0.60	0.71	0.62	0.70	0.69

Cronbach alpha (**Internal Consistency Reliability**) for q3_1 thru q3_10:
0.96

IV. Confirmatory Factor Analysis (Construct Validity)

A. Existing Instrument

CFI/TLI

CFI	0.923
TLI	0.912

RMSEA (Root Mean Square Error Of Approximation)

Estimate	0.069	
90 Percent C.I.	0.069	0.070
Probability RMSEA <= .05	0.000	

SRMR (Standardized Root Mean Square Residual)

Value	0.033
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STANDARDIZED MODEL RESULTS

				Two-Tailed	
	Estimate	S.E.	Est./S.E.	P-Value	
COURSE	BY				
Q2_7	0.862	0.002	481.581	0.000	
Q2_1	0.849	0.002	472.153	0.000	
Q2_2	0.843	0.002	420.085	0.000	
Q2_3	0.871	0.002	523.114	0.000	
Q2_4	0.798	0.002	327.814	0.000	
Q2_5	0.836	0.002	372.133	0.000	
Q2_6	0.798	0.003	316.128	0.000	
Q2_8	0.789	0.003	311.884	0.000	
INSTRCT	BY				
Q3_2	0.899	0.001	680.818	0.000	
Q3_1	0.843	0.002	443.102	0.000	
Q3_3	0.887	0.002	566.902	0.000	
Q3_4	0.867	0.002	502.118	0.000	
Q3_5	0.776	0.003	273.545	0.000	
Q3_6	0.893	0.001	633.962	0.000	
Q3_7	0.817	0.002	346.197	0.000	
Q3_8	0.799	0.003	295.295	0.000	
Q3_9	0.779	0.003	266.241	0.000	
Q3_10	0.770	0.003	282.212	0.000	
INSTRCT W/	COURSE	0.901	0.002	590.036	0.000

R-SQUARE

Observed Variable	Estimate	S.E.	Est./S.E.	Two-Tailed P-Value
Q2_1	0.722	0.003	236.076	0.000
Q2_2	0.710	0.003	210.042	0.000
Q2_3	0.759	0.003	261.557	0.000
Q2_4	0.637	0.004	163.907	0.000
Q2_5	0.698	0.004	186.067	0.000
Q2_6	0.637	0.004	158.064	0.000
Q2_7	0.743	0.003	240.790	0.000
Q2_8	0.622	0.004	155.942	0.000
Q3_1	0.710	0.003	221.551	0.000
Q3_2	0.808	0.002	340.409	0.000
Q3_3	0.787	0.003	283.451	0.000
Q3_4	0.751	0.003	251.059	0.000
Q3_5	0.601	0.004	136.773	0.000
Q3_6	0.798	0.003	316.981	0.000
Q3_7	0.667	0.004	173.098	0.000
Q3_8	0.639	0.004	147.648	0.000
Q3_9	0.607	0.005	133.120	0.000
Q3_10	0.594	0.004	141.106	0.000

FACTOR RELIABILITY

COURSE: 0.978
 INSTRUCT: 0.982

B. Revised Instrument (Items 3, 6, and 9 removed from Subscale II)

MODEL FIT

CFI 0.956
 TLI 0.949

RMSEA (Root Mean Square Error Of Approximation)

Estimate 0.056
 90 Percent C.I. 0.055 0.057
 Probability RMSEA <= .05 0.000

SRMR (Standardized Root Mean Square Residual)

Value 0.025

STANDARDIZED MODEL RESULTS

				Two-Tailed	
	Estimate	S.E.	Est./S.E.	P-Value	
COURSE	BY				
Q2_7	0.862	0.002	483.527	0.000	
Q2_1	0.850	0.002	476.721	0.000	
Q2_2	0.842	0.002	419.088	0.000	
Q2_3	0.872	0.002	529.467	0.000	
Q2_4	0.798	0.002	327.339	0.000	
Q2_5	0.835	0.002	371.341	0.000	
Q2_6	0.797	0.003	314.859	0.000	
Q2_8	0.790	0.003	313.045	0.000	
INSTRCT	BY				
Q3_2	0.879	0.002	563.608	0.000	
Q3_1	0.864	0.002	497.459	0.000	
Q3_4	0.872	0.002	521.876	0.000	
Q3_5	0.768	0.003	263.858	0.000	
Q3_7	0.820	0.002	353.006	0.000	
Q3_8	0.774	0.003	267.849	0.000	
Q3_10	0.765	0.003	273.410	0.000	
INSTRCT W/	COURSE	0.919	0.001	646.287	0.000

R-SQUARE

Observed Variable	Estimate	S.E.	Est./S.E.	Two-Tailed P-Value
Q2_1	0.723	0.003	238.360	0.000
Q2_2	0.709	0.003	209.544	0.000
Q2_3	0.761	0.003	264.734	0.000
Q2_4	0.636	0.004	163.670	0.000
Q2_5	0.697	0.004	185.671	0.000
Q2_6	0.635	0.004	157.430	0.000
Q2_7	0.743	0.003	241.763	0.000
Q2_8	0.623	0.004	156.523	0.000
Q3_1	0.746	0.003	248.729	0.000
Q3_2	0.773	0.003	281.804	0.000
Q3_4	0.760	0.003	260.938	0.000
Q3_5	0.590	0.004	131.929	0.000
Q3_7	0.673	0.004	176.503	0.000
Q3_8	0.599	0.004	133.925	0.000
Q3_10	0.585	0.004	136.705	0.000

FACTOR RELIABILITY

COURSE: 0.978

INSTRUCT: 0.976

V. A Few Recommendations for Retooling Existing Instrument:

- 1) Modifications to Subscale II:
 - a. Several items are highly intercorrelated, suggesting redundancy: Items 2 and 3 are correlated @ .84; items 2 and 6 are correlated @ .84; 3 and 4 are correlated @ .80; 8 and 9 are correlated @ .86.
 - i. Combine items 2, 3, and 6 into 1 item (or drop items 3 and 6).
 - ii. Combine items 8 and 9 into 1 item.
 1. Cronbach alpha for subscale II without items 3, 6, and 9 is: 0.94
 - iii. Construct validity improves when items 3, 6, and 9 are removed: Model fit increases .91 to .95, reaching acceptable levels.
- 2) Either switch to a 5-point scale: "Excellent, Good, Average, Poor, Very Poor" or keep 6-point scale, but change labels so distribution is more balanced. Use of an even-numbered scale is traditionally intended to eliminate a neutral or "middle of the road" option: "Excellent, Good, Above Average, Below Average, Poor, Very Poor".
- 3) Due to skewness and ordinality of distribution, present Medians in addition to or in place of Means.
- 4) Elimination of several items per subscale would create flexibility for individuals colleges/units to add customized items of their own.

Research Council Report to Faculty Senate
Executive Summary
Prepared by Brent C. Miller, Vice President for Research
February 3, 2009

Executive Summary

The annual report to the Faculty Senate covers the major activities of the Vice President for Research (VPR) and the Research Council from July 1, 2007 through June 30, 2008. It is a summary of all service units for which the VPR has responsibility and includes Sponsored Programs Office, Environmental Health and Safety Office, Institutional Review Board, Laboratory Animal Research Center, Center for High Performance Computing and International Program Development. It also includes a summary of all units for which the Office of the Vice President for Strategic Ventures and Economic Development has responsibility including the Innovation Campus, Technology Commercialization Office and the Utah Science, Technology and Research Initiative (USTAR).

Mission of the Office of the Vice President for Research

Utah State is a research-intensive land-grant university that supports faculty and student researchers, solves problems, and contributes to the economy.

Research Office Mission Statement

It is the mission of the Research Office at USU to facilitate and stimulate research, scholarship, and creative activities by:

- Providing resources to recruit, retain, and recognize outstanding faculty and student researchers.
- Providing research support services that are highly responsive and efficient.
- Providing leadership to identify and pursue promising research opportunities and to grow external research funding.
- Fostering a culture of academic research integrity and promoting the responsible conduct of research.
- Fostering the creation of intellectual property and supporting appropriate technology commercialization.
- Fostering the expansion of international research projects and programs.
- Communicating the value of USU research throughout the state, nation, and the world.

Mission of the Office of the Vice President for Strategic Ventures and Economic Development

The mission of the Office of Vice President for Strategic Ventures and Economic Development is to enhance University driven economic development by:

- Identifying, protecting, and, where appropriate, commercializing intellectual properties for the benefit of authors/inventors, the university, and society.

- Coordinating the technology commercialization activities in order to streamline the evolution of research to patent to spinout companies or licenses to existing companies.
- Creating an effective work environment to conduct knowledge-based research for state-of-the-art technology enterprises, research institutes and laboratories.
- Implementing the USTAR economic development initiative at USU.
- Programming for the new USTAR building at USU.
- Creating outreach, not only from entrepreneurs to University Researchers, but from researchers to entrepreneurs, fostering as much economic development as possible.

Research Council

The Research Council (See Appendix A for a list of Committee members) provides advice and recommendations to the Vice President for Research. Additionally, members of the Council provide direct and important channels of communication between researchers and those who make decisions affecting research at USU. See Appendix B for a complete summary of major issues addressed by USU's Research Council in FY2008.

Research Performance Indicators

The Vice President for Research developed the Research Dashboard in order to more easily communicate USU's research performance and to facilitate comparison of data from one fiscal year to the next. The dashboard for FY2008 is shown in Appendix C.

See/view the entire FY2008 Vice President for Research Annual Report, go to (link not yet available)

APPENDIX A

UNIVERSITY RESEARCH COUNCIL Membership (2007-2008)

		Phone Ext.	UMC
Brent C. Miller	Vice President for Research, Chairman	1180	1450
Clifford Skousen	College of Business	2331	3500
Jeff Broadbent	Associate Vice President for Research	1199	1450
Byron Burnham	School of Graduate Studies	1191	0900
Noelle Cockett	College of Agriculture	2201	4900
Ray Coward	Executive Vice President and Provost	1167	1435
Jim Dorward	College of Education & Human Services	1469	2800
Mary Hubbard	College of Science	3515	0305
Nat Frazer	College of Natural Resources	2452	5200
Douglas Lemon	Space Dynamics Laboratory	4501	9700
H. Scott Hinton	College of Engineering	2776	4100
M. K. Jeppesen	Information and Learning Resources	2630	1495
Yolanda Flores-Niemann	College of Humanities, Arts, & Social Sciences	1195	0700
Joyce Kinkead	Associate Vice President for Advancement and Student Research	1706	1450
James MacMahon	Ecology Center	2555	5205
Mac McKee	Utah Water Research Laboratory	3188	8200
Vincent Wickwar	Faculty Senate	3641	4405
H. Paul Rasmussen	Agricultural Experiment Station	2207	4810
Bryce Fifield	Center for Persons with Disabilities	1982	6800
 <u>Student</u>			
Adam Fowles	ASUSU Graduate Studies VP	1736	0105

APPENDIX B
Summary of FY2008 Research Council

The following are selected major issues addressed by USU's Research Council in FY2008:

- **Growing Research at USU** -The Fostering Research Focus Group, chaired by Dr. Jeff Broadbent, met regularly over the summer months to discuss strategies for growing research at USU. Each college and major research center at USU was invited to participate on this committee. The mission statement is to: *Identify opportunities and best practices to increase research of all kinds, especially sponsored research, and research where USU can capture recovered overhead dollars by at least 25% over the next five years.*

The committee highlighted USU's strengths as talented and productive faculty, numerous research and scholarly centers, prominent research facilities, international presence, and USTAR. USU continues to be positioned well to compete for increased dollars with some agencies like DoD, NASA, and NSF. Industry sponsored research is an area identified with growth potential as this currently only represents ~ 2% of USU's current funding. The committee determined that in order to improve success rates with grant proposals, it would be necessary to restructure existing seed funding (NFRG & CURI) and ***target new programs with specific missions/goals and expected outcomes.*** New funding programs were outlined to USU's Executive Committee and the following programs were approved:

- Grant-Writing Experience Through Mentorship (GEM)
- Research Catalyst (RC)
- Seed Program to Advance Research Collaboration (SPARC)
- Grant Writer's Institute

The CURI program was suspended to allow available funding for the new opportunities, and it was announced that the NFRG for 2008/2009 would end on June 30, 2009. The new programs will be offered semi-annually with award dates of January 1 and July 1 of each year. See web link: http://research.usu.edu/htm/grants_funding

- **Faculty Activity Data Base** – Digital Measures was selected as USU's vendor to develop a web-based software management tool for data collection. A contract has been signed between both parties and customization and beta testing is underway.
- **Undergraduate Research Advisory Board** –This new board was established at USU in October, 2007, with Lisa Berreau, Associate Dean in the College of Science, appointed as Chair. Representation includes each college, students, library, Honors Office, Provost Office, V.P. for Research Office, and the USU Chapter of Sigma Xi. This Board has been organized to expand ideas on current successes as well as ideas that will improve undergraduate research at USU. See presentation of activities and recommendations from Research Council (October 2007 & November 2008) minutes. Website reference: http://research.usu.edu/htm/research_areas/research_council/minutes

- **Reimbursed Overhead on State & Local Government Contracts** – The effective rate is a critical part of recovering the costs of research. As indirect cost funds are collected, USU is able to invest in seed programs, startup packages, and equipment. Unfortunately, USU's current effective rate of 15.4% is very low as compared to USU's peer institutions. The State of Utah policy, R537 – Reimbursed Overhead on State and Local Government Contracts, outlines the following: *Institutions of higher education shall charge, as partial reimbursement of costs incurred, a ten percent overhead rate on all contracts with state and local government agencies funded from non-federal sources, unless an overhead charge is expressly prohibited in the RFP issued by the state or local government agency.* This policy also addresses “flow through federal funds”, and clarification on retaining ten percent overhead on all contracts from non-federal sources. USU has some cases with federal flow through funds, but faculty (and agencies) erroneously relay that the contract doesn't carry any overhead. This outcome significantly hinders USU's ability to recover full indirect costs and reduces available funding for startup packages and seed grants. This information was relayed to the colleges to help assure the R537 policy is followed so USU can collect the full overhead where possible.
- **Center of Excellence Program (COEP) Applications and Review Procedures** - The Governor's Office for Economic Development (GOED) implemented significant changes to available COE funding for FY2009 as follows:
 - No new university centers will be awarded in the next fiscal year, but existing centers may apply for yearly renewal.
 - Available funding will be targeted to companies who are a licensee under a university within the state.

USU's Electrical and Computer Engineering Department will be able to participate in the FY2009 funding proposal phase, but many questions remain with this funding decision as the program now resembles a Small Business Innovation Research (SBIR) concept. These new changes to the COE proposal process are firm for FY2009.

- **Shared Credit for Co-Investigators on Joint Projects** –Research Council participants, along with several college representatives, requested that USU's reports associated with sponsored program efforts be adjusted to more accurately reflect joint contributions of individual faculty members. Current University practice has been to allocate credit for an entire research project only to the project's principal investigator. This has resulted in under reporting research awards and proposal information, as well as research expenditure data for some colleges and over-reporting in others. Reporting only PI funding can negatively impact the colleges as program support to individual colleges is prorated based upon the amount of indirect cost generated by the college in relation to the other colleges. Improvements were implemented that included USU transitioning to a web-based portal to allow proposal and award changes/updates in a timely manner. The SP01 form was also modified so that investigators can now designate when a budget split is necessary, and what proportion of the funding each coinvestigator is responsible for.

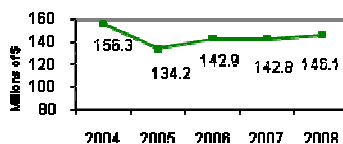
- **Graduate Student Health Insurance** - First Risk (part of United Health Care) was selected as USU's graduate student health insurance vendor. Coverage was implemented around August 15, 2008; however, graduate students who arrived in FY2008 were given coverage options at a pro-rated amount. This coverage is mandatory for graduate students. Should a graduate student have other insurance coverage, they are required to provide proof of alternate insurance in order to bypass this coverage.
- **Responsible Conduct of Research (RCR) Training** - USU's interest in RCR training stems back to 1992 when the federal government passed a requirement that anyone receiving a NIH training award was also required to acquire RCR ethics training. In the year 2000, NIH sought to extend that requirement to all grantees, but it was later suspended. In 2004, USU began to offer a Research Integrity course (6900); however, the course has received low participation. In 2007, Byron Burnham, School of Graduate Studies dean, approached the research office to discuss the possibility of the two offices partnering together to expand RCR training at USU. Utah State's RCR training is currently voluntary; however, the America Competes Act, which was passed this last year, increased NSF's budget over the next 3 years. Part of the requirements associated with this new act is that all undergraduate, graduate, or postdoc researchers who are supported by an NSF grant must receive RCR training from their institution. Information will be provided to USU researchers who need this training so that they are aware of the requirement and programs available to assist them. Work will continue to expand the RCR program at USU based on best practices nationally.
- **Accreditation Activities** - The Human Research Protection Program (HRPP) protects the rights and welfare of human participants in university research activities. At USU this program encompasses many different institutional levels organized under the Vice President for Research. USU's IRB has an essential role in this program to review and monitor human research under USU policy and assure USU personnel receive on-going training and certification before any human research begins. USU decided to apply for accreditation of its HRPP through the Association for the Accreditation of HRPP (AAHRPP). Benefits of AAHRPP accreditation include:
 - Increased protection of human participants in research programs
 - Streamlined process for USU researchers
 - Meeting the expectations of sponsoring agencies
 - USU's differentiation as an accredited non-medical land-grant university
 - Less likely audits, investigations, fines

USU completed the pre-application in October 2007 with the final application submitted on March 5, 2008. The accreditation site visit took place in October 2008 and USU hopes to receive accreditation when the AAHRP Council meets in June 2009.

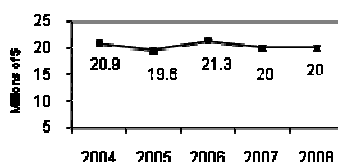
USU RESEARCH PERFORMANCE DASHBOARD – FY 2008 (Appendix C)

Research Funding

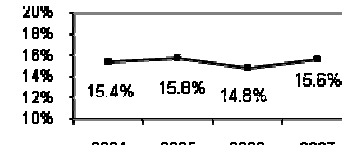
Total Research Expenditures¹ ▲



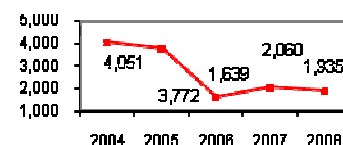
F&A (Indirect Costs) Recovered ●



Effective F&A Rate² ●



USU Non-Student Research-Related Jobs ▼

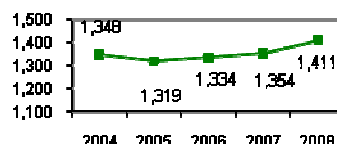


Funded Utah Centers of Excellence ▲

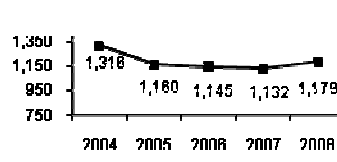


Sponsored Programs

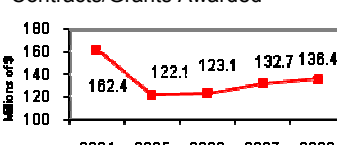
Number of Proposals Submitted³ ▲



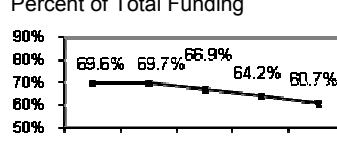
Number of Grants Awarded³ ●



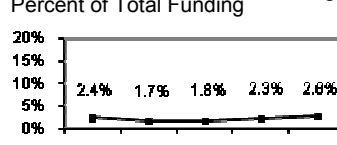
Total Amount of Contracts/Grants Awarded⁴ ▼



Federal Funding as a Percent of Total Funding ●

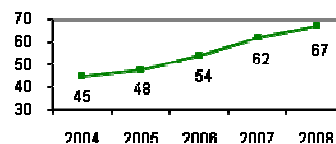


Industry Funding as a Percent of Total Funding ●

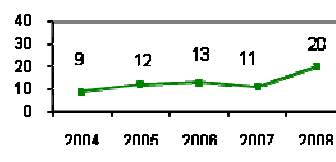


Tech. Commercialization

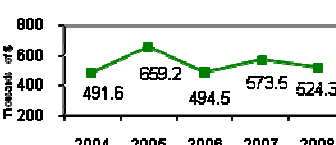
Number of Invention Disclosures ▲



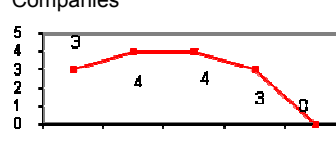
New Patents Filed ▲



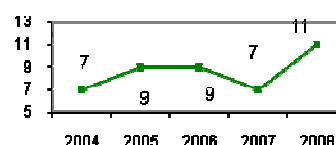
Gross License Income ▲



Number of New Start-Up Companies ▼

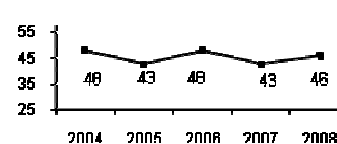


Licenses/Options Executed ▲

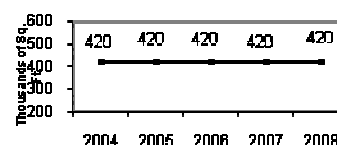


Innovation Campus

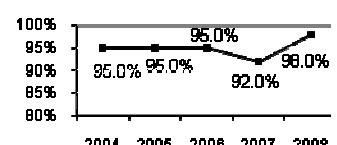
Tenants ●



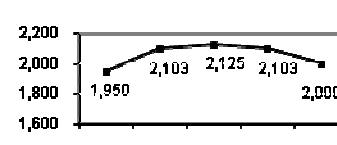
Total Square Feet ●



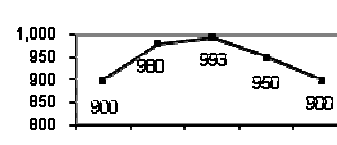
Percent Net Occupancy ●



Employees ●

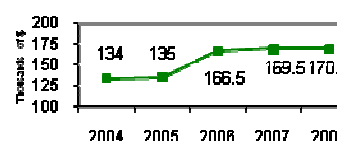


Student Employees ●

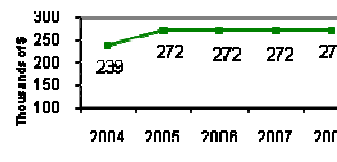


Student Research

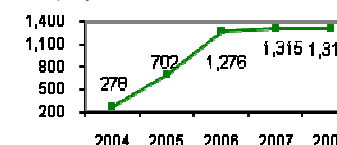
Funding for Undergraduate Research ▲



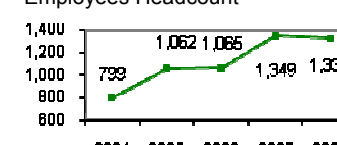
Funding for Graduate Research⁵ ▲



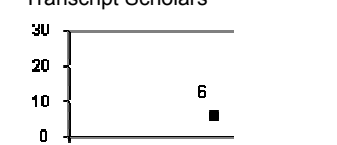
Undergraduate Research Employees Headcount ▲



Graduate Research Employees Headcount ▲



Undergraduate Research Transcript Scholars⁶ ●



TREND KEY:

▲ higher

▼ lower

● no change

green = better

red = worse

black = neutral

FOOTNOTES:

¹ According to NSF Report

² Some funding agencies by policy limit the recovery of F&A costs to less than the negotiated rate. Effective F&A is the ratio between modified total direct costs and actual F&A collected.

³ One proposal can be awarded in multiple years.

⁴ The largest SDL project, RAMOS, was canceled in 2005.

⁵ Graduate research funding includes: fellowships, travel, and graduate student recruitment.

⁶ 2008 number includes students who graduated in December 2007 and May 2008.

**Budget & Faculty Welfare Committee Report
To the Faculty Senate
March 2, 2009**

Committee Members:

Jolene Bunnell (10) Extension
Daren Cornforth (09) Senate
Ted Evans (10) Science
Vance Grange (11) Chair, Business
Rhonda Miller (11) Agriculture
Charles Salzberg (09) Education & Human Services
James Sanders (10) Senate
Gene Schupp (09) Natural Resources
Gary Stewardson (10) Vice Chair, Engineering
Steve Sturgeon (11) Libraries
Vince Wickwar (09) Senate
Tim Wolters (11) HASS

Issues Considered This Year:

1. Received a welcome and explanation of duties from Faculty Senate President Mike Parent
2. Discussed salary compression and inversion (Provost Raymond Coward met with Committee)
3. Received an explanation from David Cowley (Senior Associate VP for Business & Finance) and BrandE Faupell (Human Resources Director) about several new or newly revised fringe benefits:
 - A. Elective group Medicare Advantage insurance coverage that will be made available to retirees
 - B. Upgraded elective long-term care coverage
 - C. New retirement investment options available through Fidelity
4. Conducted a brief follow-up discussion on a Caregiving Leave with Modified Duties Proposal from the April 2008 BFW Committee meeting
5. Briefly discussed the five-year post-tenure review for faculty members
6. Discussed the reorganization of the departments in the Huntsman School of Business
7. The primary topic discussed has been and will continue to be budget cuts
8. Identified additional topics for future discussions and assigned primary responsibility for each topic

Issues to be considered in future meetings:

1. Budget cuts
2. Monetary rewards for 5-year reviews (full professors)
3. Salary compression and inversion
4. Mental health coverage

5. Double coverage (expensive for benefit provided?)
6. Clarifying emeritus status (what are the benefits?)
7. Regional campus budget issues
8. Prescription coverage and limitations

UtahState University

February 5th, 2009

Dear Colleagues,

During the 07-08 school year the Associated Students of Utah State University passed a resolution (Attached ECR 08-05) which stated:

“That ASUSU supports a policy that would prohibit the use of tobacco products anywhere on campus. That ASUSU supports discontinuing the distribution or selling of any tobacco products on campus.”

This resolution created a great deal of controversy and garnered resistance and support at various levels around the university. Following a decision by Administration not to pursue a total ban, ASUSU was charged with proposing a more feasible response to this issue. It is in fulfillment of this charge that I present to you the enclosed revision to the Student Code.

This revision is the product of extensive efforts to please interested parties and represents a great deal of compromise by all involved. It is anticipated that this proposed legislation will be viewed as it is intended, to create a more caring community where the well being of each community member is sensitively supported along with a disciplined community where individuals accept their obligations to the group. (Student Code, Preface)

I thank you in advance for your favorable consideration,

Jeremy Jennings, Academic Senate President

2008-2009 ASUSU Tobacco Policy Revision

Existing Policy in Student Code Section V-3:

5. Smoking in (or within 25 feet of an entry to) any building owned or controlled by the University (including the football stadium) or, if under the age of 19, smoking or otherwise using any cigar, cigarette, or tobacco product in any form. Selling, offering for sale, giving, or furnishing (1) any cigar, cigarette, or tobacco product in any form to any person under 19 years of age, or (2) any "clove cigarette" (as defined by state law) to any person, either on campus (or property owned or controlled by the University, including athletic events) or at any off-campus University-sponsored function or event.

Proposed Revision to Student Code Section V-3: (Changes Underlined)

5.
 - a. Smoking in (or within 25 feet of an entry to) any building owned or controlled by the University (including the football stadium), in courtyards or other areas where air circulation may be impeded by architectural, landscaping, or other barriers (such as, but not limited to, the Taggart Student Center Patio and bus stop enclosures) or, if under the age of 19, smoking or otherwise using any cigar, cigarette, or tobacco product in any form.
 - b. Selling, offering for sale, giving, or furnishing (1) any cigar, cigarette, or tobacco product in any form to any person under 19 years of age, or (2) any "clove cigarette" (as defined by state law) to any person, or (3) selling, offering for sale, or free sampling any cigar, cigarette, or tobacco product in any form or items depicting tobacco logos, symbols and or manufacture names to any person, either on campus (or property owned or controlled by the University, including athletic events) or at any off-campus University-sponsored function or event.
 - c. Smoking in areas reserved for events that do not have fixed seating but for which a mass gathering of greater than 50 individuals will congregate. Such as but not limited to: Outdoor concerts, A-Day, WOW, and Groundbreaking ceremonies.
 - d. Advertising of any tobacco products; including but not limited to logos, symbols, and or manufacture names; in any Utah State University publication, internet site, or on campus (or property owned or controlled by the University, including athletic events) or at any off-campus University-sponsored function or event.



February 5th, 2009

Dear Colleagues,

Attached you will find two resolutions modifying the excused absence policy in the Student Code.

- The first adds a provision for students who are interviewing for professional school, graduate school, or internships.
- The second came along in a similar fashion as the University Ambassador program has developed and now requires students to travel for recruiting trips.

After consultation with faculty we have built in checks to avoid potential abuse.

I thank you in advance for your favorable consideration,

Jeremy Jennings, Academic Senate President

Supporting Document for ASR 09-01 and ASR 09-02

Highlighted = Addition to code

Underline = ASR 09-01

Italics = ASR 09-02

SECTION IV-5. Regulations Pertaining To Student Organizations

The following regulations shall apply to ASUSU and to all student organizations.

A. Student organizations that own or rent real property of any kind shall be responsible for its maintenance and for all activities that take place on such premises.

B. Organizational activities that are held off campus or interfere with students' attendance at scheduled classes (the final examination period is considered part of the regularly scheduled class period) shall be regulated by the following:

1. For a competing group, one coached and financed by the University or ASUSU for the purpose of competing with groups from other universities and colleges:

a. The coach or supervisor of the competing group shall file a schedule of the semester's activities with the appropriate dean, director, or vice president at the beginning of each semester.

b. One week prior to an intended activity, the coach or supervisor should file a roster of the participating students with the appropriate dean, director, or vice president stating the details and times of the proposed absence.

c. Students should notify their instructors at least one week prior to any such planned absence.

d. Students absent from class while engaged in activities of the competing group shall be permitted to make up missed assignments in a timely manner agreed upon by their instructors.

2. For a performing group, one which has been requested by an appropriate office of the University to appear before an audience:

a. The advisor or supervisor of the performing group shall file a schedule of the semester's activities with the appropriate dean, director, or vice president at the beginning of each semester.

b. A roster of the performing students, the names of the supervisors or advisors, and the details and times of the activity should be submitted to the appropriate dean, director, or vice president one week prior to any such planned absence.

c. Students should notify their instructors at least one week prior to any such absence.

d. Students absent from class while engaged in activities of the performing group shall be permitted to make up missed assignments in a timely manner agreed upon by their instructors.

3. For ASUSU elected officers and their committee members, whose programs are financed by ASUSU for the purpose of administering the responsibilities of an ASUSU elected office:

a. Approval must be received from the appropriate director or vice president one week prior to the activity. Short leave-time requests may be initiated by the University President, Provost, or the Vice President for Student Services.

b. A roster of officers and their committee members, the name of the supervisor, and the purpose of an activity should be submitted to the appropriate director or vice president.

c. Students should notify their instructors at least one week prior to any such absence.

d. ASUSU elected officers and their committee members who are absent from class while engaged in ASUSU-related activities shall be permitted to make up missed assignments in a timely manner agreed upon by their instructors.

4. For a scheduled class group, one directed by a departmental instructor for the purposes of a scheduled class, or a student participating in an academic activity (e.g., presentation of a paper or participation in an experiment):

a. The instructor shall obtain approval from the academic dean, who shall concur that the activity is essential to the scheduled class group or student.

b. In no case shall the academic dean grant permission to a student to be absent from other scheduled classes. It is the student's responsibility to contact each instructor for his or her classes one week prior to any absence to discuss the intended absences.

c. Students shall be permitted to make up missed assignments in a timely manner agreed upon by their instructors.

d. In situations of conflict, it is appropriate to work with the department head and dean to resolve the matter.

5. For all other student organizations:

- a. A group registered by ASUSU shall submit to the Vice President for Student Services a request to leave the campus, or otherwise miss scheduled classes, two weeks prior to the intended activity.
- b. All non-ASUSU groups shall submit to their advisors a request to leave the campus, or otherwise miss scheduled classes, two weeks prior to the intended activity.
- c. A group granted permission to participate in an activity shall in no case be granted permission to be absent from classes by any person other than the class instructors.
- d. One week prior to an activity, students shall discuss the terms of intended absences with their instructors, who will decide what course of action should be taken.

6. For all students interviewing for professional school, graduate school or internships:

- a. The student shall obtain approval from their academic advisor, who shall concur that the interview is essential to the student.
- b. It is the student's responsibility to contact each instructor for his or her classes one week prior to any absence, providing documentation from the advisor.
- c. Students absent from class while attending such interviews shall be permitted to make up missed class work in a timely manner agreed upon by their instructors.

7. For all students assisting in university recruiting and university development sponsored by either college ambassadors or university ambassadors:

- a. The student shall obtain approval from his or her respective ambassador advisor, who shall concur that the scheduled event is required of the student.*
- b. It is the student's responsibility to contact each instructor for his or her classes one week prior to any absence, providing documentation from the advisor.*
- c. Students absent from class while attending such recruiting assignments shall be permitted to make up missed class work in a timely manner agreed upon by their instructors.*

8. Although the University administration shall not grant excuses from classwork, it shall intercede when an instructor refuses to permit a student to make up work missed while engaged in a competing group, in a performing group, as an ASUSU officer or committee member, in a scheduled class group, advisor approved interview, or as a university or college ambassador. In such cases, the student may appeal to the department head, who shall, with the student's academic dean, intercede with the instructor for the student to make up missed work. The student may appeal to the Provost if necessary.

9. Upon request, the appropriate dean, director, or vice president shall supply to instructors and students verification of student absences for participation in a competing group, in a performing group, as an ASUSU elected officer or committee member, in a scheduled class group, advisor approved interview, or as a university or college ambassador.

EDUCATIONAL POLICIES COMMITTEE MINUTES
5 February 2009

A meeting of the Educational Policies Committee was held on 5 February 2009 at 3 p.m. in Old Main 136 (Champ Hall Conference Room).

Present: Larry Smith, Chair
 Ed Reeve, Curriculum Subcommittee Chair and Engineering
 Scot Allgood, Academic Standards Subcommittee Chair and
 Emma Eccles Jones College of Education and Human Services
 Richard Mueller, General Education Subcommittee Chair and
 Science
 David Hole, Agriculture
 David Olsen, Business
 Christine Hult, HASS
 Nancy Mesner, Natural Resources
 Flora Shrode, Libraries (representing Erin Davis)
 Bill Strong, Regional Campuses and Distance Education
 (representing Ronda Menlove)
 Jeremy Jennings, ASUSU Academic Senate President
 Adam Fowles, Graduate Student Senate President
 Bill Jensen, Registrar's Office
 Cathy Gerber, Registrar's Office

Absent: Susan Crowley, Graduate Council
 Grady Brimley, ASUSU President

Visitors: Michael Freeman, Associate Dean, Emma Eccles Jones College of
 Education and Human Services
 Vince Lafferty, Executive Director, RCDE

I. Minutes of the 8 January 2009 meeting

Nancy Mesner moved to approve the minutes of the 8 January 2009 meeting. Richard Mueller seconded; motion carried

II. Subcommittee Reports

A. Curriculum Subcommittee

Ed Reeve reviewed the Curriculum Subcommittee business.

All courses were approved. HIST 4840, 4841 and ID 4730 were removed from the agenda. The request from the Management Information Systems Department to revise the curriculum for the BS/MIS degree by changing from three emphases to a single designation as an MIS major was approved.

The request from the Department of Economics and Finance that an emphasis in International Economics and Trade be added to the existing Bachelor of Science Degree in Economics was approved with advisory comments.

The request from the School of Teacher Education and Leadership to create a specialization in Instructional Leadership within the Masters of Education Program was approved.

Jeremy Jennings moved to approve the business of the Curriculum Subcommittee. Scot Allgood seconded; motion carried.

B. Academic Standards Subcommittee

January 13, 2009 3 p.m.
Snow Room, Family Life Building

The meeting was called to order by Scot Allgood at 3 p.m.

Attendance: Vincent Lafferty, Ed Glatfelter, Chris Call, Pete Campbell, Ann Roemer, Scot Allgood, John Mortensen, Janis Winkler, Michael Lyons

The minutes from the last meeting held November 13, 2008 were approved.

Action Items:

1. TOEFL – IELTS discussion led by Ann Roemer-
A motion was made and passed to raise the test scores to the following effective 2010-2011:
TOEFL- IBT- 71
TOEFL- PBT- 525
IELTS – 6.0 with a minimum of 5 on each of the four subscales
(listening, reading, writing, speaking)
2. Associate of Science Degree discussion led by Vince Lafferty
It is anticipated that this policy will affect less than 100 students per year. The Associates degree as currently constructed is not meeting its intended purpose-serving as a transition degree for off campus students. Students who complete this

degree anticipate that they will only need two years to complete a Bachelor's degree and this is seldom the case.

At the present time, in order to fulfill the requirements for the AS degree a student must:

1. Complete all of the current General Education courses in the different areas including the CIL exam.
2. Have a cumulative GPA of 2.0.
3. Complete up to sixty (60) credits.

Students that complete the minimum requirements listed above are not ready to declare a major which must occur at USU after 60 credits and usually are not any closer to graduation with a bachelor's degree than students that complete General Education only.

Proposed Change: The request is to change the requirements to attain the AS degree to:

1. Complete all of the current General Education courses in the different areas including the CIL exam.
2. Have a cumulative GPA of 2.0.
3. Complete up to sixty (60) credits of which **20 credits must be in the major requirements of an approved bachelor's degree or at the 2000 level or above.**

Rationale: This change will force students who wish to complete a Bachelors degree to think carefully about a major to transition into as well as spur students to complete the required courses that allow them to declare a major. This in turn not helps retention but time to graduation. A student who is majors in Engineering or Business might be encouraged to complete the entry level Calculus series for instance or entry level engineering courses. This change in the AS degree has been discussed with the Executive Director of the Branch Campuses and the Vice Provost for Regional Campuses. All are in agreement.

It should also be noted that a letter of completion (Gen Ed and 60 hours) is still available and will qualify high school students for the New Century Scholarships.

The motion was made and passed to approve the above changes to the Associates degree.

Bill Strong moved to approve the business of the Academic Standards Subcommittee. Ed Reeve seconded; motion carried with revision of the third proposed change to the AS degree.

C. General Education Subcommittee

Meeting Minutes

January 20, 2009 - 8:30 a.m.

Champ Hall Conference Room #136

Present: Richard Mueller (Chair), Larry Smith, Wendy Holliday, Craig Petersen, Rhonda Miller, Cathy Hartman, Brian McCuskey, Christie Fox, John Mortensen, Brock Dethier, Wynn Walker, Vince Lafferty, Gary Straquadine, Dan Coster, Rob Barton, Jackson Olsen (for Grady Brimley), Richard Cutler (guest)

Absent: Shelley Lindauer, Nancy Mesner, Ryan Dupont, Tom Peterson, Stephanie Hamblin, Mary Leavitt

I. Approval of Minutes

Brian McCuskey motioned that the minutes of December 16, 2008, be approved as submitted. The motion was seconded by Rhonda Miller and was unanimously approved.

II. Course Approval

- a. *PEP 4100: Edward Heath, Exercise Physiology*
Pending revisions to Rhonda Miller's subcommittee
- b. *THEA 3230: Colin Johnson, Survey of Western Theatre*
Pending revisions to Rhonda Miller's subcommittee
- c. *COMD 3100: Dee Child, Anatomy of the Speech Mechanism*
Pending review by Ryan Dupont's subcommittee
- d. *NFS 5410: Korry Hintze*
Pending review by Rhonda Miller's subcommittee
- e. *PRP 4100: unknown instructor*
Pending review by Rhonda Miller's subcommittee
- f. *PRP 3050: unknown instructor*
Pending review by Dan Coster's subcommittee

III. Syllabus Approval

- a. *USU 1330: All Syllabi, Creative Arts*
Dick Mueller reported that Tom Peterson is still working on getting more information from the instructors. Item is to be removed from agenda until further notice.
- b. *USU 1330: David Sidwell, Creative Arts*
Pending revisions
- c. *USU 1330: Victoria Berry and Elaine Thatcher, Creative Arts*
Dick Mueller reported that Tom Peterson said that this may be withdrawn. He is awaiting a reply and will talk to the HASS dean to see if she wants to continue with this request.

IV. Other Business

- a. **CIL Faculty Survey.** Rob Barton stated the survey is almost done and will be sent to this subcommittee for their review and comments this week. Dick will write a cover letter to be sent out through the Provost's office. Cathy suggested announcing it at Faculty Senate too. Jackson Olson stated he was representing Grady Brimley. He stated that last month the ASUSU Executive Council and Academic Senate passed a resolution against mandating the CIL exam for graduation. Dick stated that when it was presented at Staters Council the President and Provost told him that they could not act on the resolution until it had been reviewed by the proper channels. One of them is the General Education Subcommittee and that is what we are doing this year. Jackson stated that the two major issues were cost and irrelevance. Dick asked that if Grady had any more information to share on the subject that it be sent to him and he would put it on the agenda.

- b. **Integrating Information Literacy into Breadth Courses.** Wendy Holliday stated that a few years ago the library collected course syllabi from most general education breadth and depth courses to see if information literacy was being included. In many cases they found that it was not. Last year they reviewed the wording requirements for information literacy and found that the language seemed too broad and did not require any action. They proposed the following change: Students will develop their information literacy skills by **completing a project (or assignment) that requires them to explore** the nature, organization, and methods of access and evaluation of electronic or traditional resources in the subject area. See attached document for the rationale. Dick stated that if the change was adopted, the resource webpage (<http://libguides.usu.edu/gened>) should be linked to the General Education webpage. Please discuss this change with your subcommittees for their input and we will discuss it again next month.
 - c. **Modification to General Education Subcommittee Course and Syllabus Approval Process to Include Distance Delivery Concerns.** Last month Dick proposed adding wording regarding online delivery to the General Education Subcommittee Course and Syllabus Approval Process instruction sheet. Vince suggested adding pedagogy and the same criteria for all classes, not just distance education. Dick stated that it was discussed last month at the Curriculum Subcommittee meeting and they felt that the pedagogy criteria in terms of team work were less addressed in RCDE proposals due to the difficulty of students in different places and they did not want to incorporate anything like that into the general approval process. They thought it was more specific to the USU type courses that come through this committee. It is not singling them out for extra work; it is asking them to address the criteria ahead of time so as not to delay the approval process. It is not to hold them to a different standard, but to make it more explicit what needs to be done. The proposed change was withdrawn without any action.
 - d. **Modification to QL/QI Accommodation Process.** Last month Dick distributed suggested changes to a document called Guidelines for Students Encountering Challenges in Meeting the University Studies Quantitative Literacy and Quantitative Intensive Requirements for everyone's review. It establishes a formal process for students to petition the General Education Subcommittee chair if they have a documented quantitative disability. Dan Coster motioned approval. The motion was seconded by Rhonda Miller and was unanimously approved. It will now go to the EPC and Faculty Senate for their review.
 - e. **Math 1030, 1050 and Stat 1040 Scheduling.** Richard Cutler stated that due to budget cuts they are discontinuing Math 1030 after this academic year and changing five courses into a large lecture format and adding mandatory recitation sections for Stat 1040, Stat 3000, Math 1100, Math 2250, and Math 1050. Some of these courses are offered through RCDE for students that have scheduling issues.
 - f. **Sustainability Criteria Update.** Breadth Designation Subcommittee Chairs reported that they are not getting buy-in on this language from their subcommittees. They are fine with the general initiative, but not having it mandated. The objective is to incorporate sustainability into course curriculum, but it may already be happening. Perhaps incorporating it into the college's exit interview would reveal whether it is happening or not. It was decided that more study and discussion is required.
 - g. **LEAP Learning Outcomes and USU Citizen Scholar Objectives.** Please review the documents before our next meeting so we can discuss whether there is a need to update our citizen scholar objectives.
- V. **Next Meeting – February 17, 2009 – in the large HASS Conference Room (Old Main 338).**

Breadth Course Information Literacy Requirement Proposed Changes

Existing language:

Students will develop their information literacy skills, including an understanding of the nature, organization, and methods of access and evaluation of both electronic and traditional resources in the subject area.

Proposed change (change highlighted):

Students will develop their information literacy skills by **completing a project that requires them to explore** the nature, organization, and methods of access and evaluation of electronic or traditional resources in the subject area.

Rationale:

In 2006 librarians completed an analysis of syllabi for approved general education courses. The analysis found that only around half of the syllabi contained any assignment or instruction that supported the required information literacy pedagogy. Faculty who teach general education courses noted that one barrier to meeting the requirement was the broad nature of the language. The existing language does not require a specific kind of activity to take place. The language also suggests that students should master some fairly complicated skills about information in specific disciplines.

In 2008 the library selected three faculty members to serve as Information Literacy Fellows and help librarians design instruction to better integrate information literacy into breadth courses. They also worked with librarians to propose new language for the information literacy requirement. The proposed changes highlight the introductory and exploratory nature of teaching information literacy at the breadth level and the need for students to actually complete some kind of project that requires them to “roll around” in the information sources relevant to particular disciplines.

To further clarify the proposed changes to the information literacy requirement, librarians and faculty developed more specific language outlining what students should be able to do or understand in the context of information literacy, by the end of a breadth course and guidelines for creating meaningful and effective instructional activities and assignments. These guidelines can be found at <http://libguides.usu.edu/gened>.

- Students need to understand, preferably through hands-on use, that there are a variety of information sources, many available only through the library.
- Students need to have a very basic understanding of how information gets produced and disseminated in a discipline in order to differentiate between opinion, informed opinion, research-based findings, etc.
- Students need to be introduced to librarians who specialize in different subjects so that they understand that librarians are available for help.

Guidelines for Students Encountering Challenges in Meeting the [University Studies](#) Quantitative Literacy & Quantitative [Intensive Requirements](#)

Advice to Students

The [University Studies](#) program, along with study in the major, is designed to assist students in achieving the Citizen Scholar Objectives. The University enacted [these](#) requirements to ensure that all Utah State University undergraduate students develop intellectually, personally, and culturally, so that they may serve the people of Utah, the nation, and the world. USU prepares citizen-scholars who participate and lead in local, regional, national, and global communities. The University Studies program is intended to help students learn how to learn not just for the present but also for the future. A critical element of [the program](#) is demonstrated competency in Quantitative Literacy ([Math 1030, Math 1050, Stat 1040, satisfactory test score, or more advance Math/Stat course](#)) and [Quantitative Intensive courses](#),

The vast majority of students who experience difficulty in fulfilling the Quantitative Competencies will experience success by employing a number of academic support and/or advising strategies. Advice to students is provided below.

Quantitative Literacy Requirement

Students may encounter challenges in fulfilling the QL (Quantitative Literacy) requirements due to lack of adequate preparation, anxious reactions to math content/exams, and/or disability-related difficulties, among other reasons. Despite these challenges, such students are often able to fulfill the University's QL requirements by utilizing instructional support available to *all* USU students, including:

Courses taught at the Bridgerland Applied Technology College at their Academic Learning Center

- Math 0800 Fundamentals of Math
- Math 0850 Foundations of Algebra
- Math 0900 Elements of Algebra
- Math 1010 Intermediate Algebra
- Math 1050 College Algebra

Courses taught at Utah State University

- Math 0900 Elements of Algebra
- Math 1010 Intermediate Algebra
- Math 1030 Quantitative Reasoning
- Math 1050 College Algebra
- Stats 1040 Intro to Statistics
- Math 0920 Math Review

Tutoring services through the Academic Resource Center
(10 Week ARC – Strategies for Success Group)

Meetings with the instructor and/or private math tutors

Enrollment in Student Support Services/courses if eligible

Reduced course load

REACH Peer Relaxation Training

- Stress Management Workshop at the Counseling Center
- Mindfulness Training at the Counseling Center

Academic Accommodation

In a limited number of cases involving a significant disability the graduation expectations for the quantitative skills has been a barrier to degree completion. In an effort to respond to the extraordinary circumstances of some students while maintaining the academic integrity of [University Studies](#) program requirements, the University has established a policy and procedures for considering academic accommodation to [these](#) requirements that would remove this barrier. It should be noted that the University provides a range of academic support for all students and provides appropriate support and reasonable accommodations for students with documented disabilities as defined by state and federal statutes.

Academic accommodations are only considered after a student has demonstrated that he or she is unable to complete the competency at the University. These situations will involve a student with a significant disability whose documentation and educational history provide compelling evidence that an academic accommodation is reasonable. Academic accommodations are granted only when it is clear that the completion of the requirement is impossible due to a disability. Waivers of [University Studies](#) [competencies](#) are never granted.

Academic accommodations are granted on a case-by-case basis and may include [the substitution of](#) an approved alternative course for a required course. Each academic accommodation will be based on the individual case and should not compromise the academic integrity of the requirements for a specific major or degree.

The following rules will apply:

If quantitative competency is deemed as an essential element of a program or course of study, then a substitution is not permitted. The question of "essential element" will be decided by the _____ Department Head.

Academic accommodation will not reduce the number of courses/credits normally required to complete the [University Studies](#) requirements.

If the student changes his or her college, major, or program of study, academic accommodations will be reviewed by the appropriate [Department Head](#) in the new college.

Students should submit a petition for accommodation to his or her Academic Advisor, who will forward it along with a formal recommendation to the Chair of General Education. All decisions involving academic accommodations will be determined by the [Chair of General Education in consultation with the](#) Academic Advisor [and/or](#) Department [Head](#). Decisions will be communicated in writing to the student and his or her [Advisor](#).

It is in the best interest of the student to determine at the earliest possible time whether to apply for an academic accommodation. Failure to do so in a timely fashion may delay graduation.

PETITION FOR STUDENTS SEEKING AN ACADEMIC ACCOMMODATION TO
THE UNIVERSITY STUDIES QUANTITATIVE COMPETENCY REQUIREMENTS

Academic Accommodation Petition Checklist

- ___ A signed *Academic Accommodation Petition* cover sheet (this page)
- ___ A personal statement outlining the reasons for the request and an [explanation of the difficulties](#) you have experienced in quantitative courses
- ___ A complete listing of the quantitative courses you have attempted to date
- ___ Unofficial transcripts from all colleges and high schools you have attended
- ___ Evidence that you have actively pursued academic support; which may include letters of support from professors, high school teachers, tutors, math instructors, lab instructors, Student Support Services, Disability Resource Center, Academic Resource Center and/or academic advisors
- ___ A letter with a student release of information form documenting your need for an academic accommodation from the Disability Resource Center.

Procedures

Consideration for an academic accommodation is done on a case-by-case basis. You should initiate the process through your Academic Advisor as soon as it is apparent that an academic adjustment needs to be considered and after a plan of study has been selected.

This *Academic Accommodation Petition* should be prepared as early as possible in your undergraduate career and certainly no later than the semester prior to your last year so that you will have ample time to complete the requirements, whether accommodation or not. You should submit all materials to your Academic Advisor, [who will then forward them to the Chair of General Education](#). Please note that academic accommodations if granted do not guarantee a degree especially if you later change majors or institutions.

Student Name: _____
[First] [Middle] [Last]

Student Major: _____

Student banner ID _____

Student Contact Information:

Phone: _____

Mailing Address: _____

Email Address: _____

Student Signature [date] Advisor Signature [date]
(indicating awareness of submission of this petition)

Bill Strong moved to approve the business of the General Education Subcommittee. Scot Allgood seconded; motion carried.

Meeting adjourned at 4:05 p.m.

Larry Smith conducted the meeting.

Cathy Gerber recorded the minutes.

Proposed Code Change

405.6 TENURE, PROMOTION AND REVIEW: GENERAL PROCEDURES

6.2 Advisory Committees

.....

(2) Promotion advisory committee.

When a faculty member without tenure is to be considered for promotion, the tenure advisory committee shall also serve as a promotion advisory committee. The term of this committee shall expire when the faculty member is awarded tenure.

Following tenure, if a faculty member so desires, he/she may request in writing to the department head or supervisor that a promotion advisory committee be formed and meet with the faculty member. ~~In any case, the promotion advisory committee should be formed and hold the informational meeting outlined in Policy 405.8.2(1) by December 1st no later than one and a half years following tenure.~~ This shall be done by the department head in consultation with the faculty member and the director (where applicable), dean or vice president, and vice provost. ~~within 30 days of receipt of the written request. The promotion advisory committee must be formed by February 15th of the third year following tenure and it is recommended that the informational meeting outlined in Policy 405.8.2(1) above be held at this time.~~

~~If the promotion advisory committee meets for the first time in the fifth year post tenure, this committee would also perform the functions of the post-tenure review committee. If this committee has met prior to the fifth year~~ This committee or a three member subcommittee may form the post-tenure review committee and carry out the Quinquennial Review of Tenured Faculty (Policy 405.12.2).

The promotion advisory committee shall be composed of at least five faculty members who have tenure and higher rank than does the faculty member. The department head or supervisor shall appoint a chair other than him/herself. Normally, two academic unit members of higher rank who have served on the candidate's tenure advisory committee shall be appointed to the promotion advisory committee, and at least one member shall be chosen from outside the academic unit. If there are fewer than four faculty members in the academic unit with higher rank than the candidate, the department head or supervisor shall, in consultation with the director (where applicable), dean or vice president, complete the membership of the committee with faculty of related academic units. Department heads and supervisors of the candidate shall not serve on promotion advisory committees, and no committee member may be a department head or supervisor of any other member of the committee. The appointing authority for each committee shall fill vacancies on the committee as they occur. In consultation with the faculty member and the director (where applicable), dean or vice president, the department head or supervisor may replace members of the promotion advisory committee. The candidate may request removal of committee members subject to the approval of the department head or supervisor and the director (where applicable), dean or vice president.

When a department head or supervisor is being considered for promotion, the director (where applicable), the appropriate dean or vice president, shall appoint the promotion advisory committee; when a director (where applicable), dean or vice president is being considered, the Provost shall appoint the promotion advisory committee. ~~When a faculty member with tenure wishes to be considered for promotion, at the request of the candidate for promotion, the department head or supervisor shall, by February 15 of the spring semester six months prior to that consideration, convene the promotion advisory committee to meet with the candidate.~~

Comment [R1]: This sentence is completely redundant with a sentence in in 405..8.2(1)

405.8 PROCEDURES SPECIFIC TO THE PROMOTION PROCESS
.....

8.2 Faculty with Tenure

The promotion advisory committee shall meet upon request of the faculty member to consider a recommendation for promotion.

The department head or supervisor, director (where applicable), dean or vice president, Provost, or President may propose promotion. Such a proposal shall be referred to the promotion advisory committee for consideration and all procedures of Policy 405.8.3 shall be followed.

(1) Meetings of the promotion advisory committee.

When the promotion advisory committee, formed by the department head or supervisor in consultation with the faculty member, meets for the first time, the purpose of this meeting, similar to the first tenure meeting, will be to ensure that an appropriate role statement is in place and to provide information to the faculty member about promotion to full professor. This information could include historical information about the records of the last several department members promoted to full professor or information about the committee's understanding of what is necessary for promotion to full professor. All promotion advisory committee members shall participate interactively in all committee meetings, either physically or by voice conferencing, at the appointed date and time. Ombudspersons must be present in person, with the exception of meetings for field-based Extension faculty, when they may participate by voice conferencing. Subsequent to this first meeting, the faculty member may request additional meetings with the promotion advisory committee if desired.

When the faculty member is ready to be considered for promotion to full professor, the promotion advisory committee shall meet upon request of the faculty member to consider a recommendation for promotion to full professor the following fall. This initial meeting shall take place by February 15, six months before the faculty member submits materials for consideration and review.

(2) Report of the promotion advisory committee

After the meeting with the faculty member for the first time, the ~~newly reconstituted promotion~~ advisory committee shall write a letter in which they report on the guidance given to the faculty member. The primary purpose of this report is not to evaluate the faculty member but to inform the department head of the information and guidance provided to the faculty member about promotion to full professor. Department heads, supervisors, deans or vice presidents, or vice provosts may not use this letter as an evaluation of a faculty member's progress toward full professor unless the faculty member explicitly requests that the meeting be evaluative and chooses to provide a curriculum vita to the committee. Copies of the report signed by the committee members shall be provided to the faculty member, the department head or supervisor, and the director (where applicable), the dean or vice president, and the vice provost. ~~If this meeting occurs in the fifth year, the letter should cover both the requirements of post-tenure review and the summary of the guidance given to the faculty member as outlined above.~~

Comment [R2]: The promotion advisory committee is not reconstituted, it has just been formed.