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## Faculty Senate Executive Committee Agenda, April 12, 2010

Utah State University

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## FACULTY SENATE EXECUTIVE COMMITTEE

April 12, 2010  
3:00 – 4:30 p.m.  
Champ Hall Conference Room

### Agenda

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- 3:00 Call to Order**.....Ed Heath  
Approval of Minutes March 8, 2010
- 3:05 University Business**.....Stan Albrecht, President  
Raymond Coward, Provost
- 3:20 Announcements**.....Ed Heath  
Next Brown Bag Lunch w/President Monday April 19<sup>th</sup> at noon Champ Hall
- 3:25 Information Items**
- ASUSU Initiative.....Jordan Olsen
  - Calendar Committee Report.....Michelle Larson
  - FDDE Annual Report.....Jennifer Duncan
  - Committee on Committees Annual Report.....Betty Rozum
  - Faculty Evaluation Committee Report on Course Evaluations Pilot Study.....Greg Podgorski
  - BFW Report on Term Faculty Issue.....Vance Grange
- 3:55 New Business**
1. EPC Items.....Larry Smith
  2. Committee on Committees Election.....Betty Rozum
  2. PRPC Items.....John Engler
    - Section 401.6 – 401.11 Composition and Authority of Faculty (Second Reading)
    - Section 402.1 – 402.3 The Faculty Senate and Its Committees (Second Reading)
    - Section 405.6.2(1) Role of the Tenure Advisory Committee (Second Reading)
  3. CEU apportionment on Faculty Senate.....Ed Heath
  4. Propose changes in AFT Committee.....Ed Heath



## **FACULTY SENATE EXECUTIVE COMMITTEE**

### **MINUTES**

**MARCH 8, 2010**

**Champ Hall Conference Room**

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**Present:** Ed Heath (Chair), Byron Burnham, Steve Burr, Renee Galliher, Jerry Goodspeed (excused), Kelly Kopp, Glen McEvoy, Mike Parent, Flora Shrode, Darwin Sorensen, Nathan Straight, Dave Wallace, Vincent Wickwar, President Stan Albrecht (Ex-Officio) (excused), Provost Ray Coward (Ex-Officio), Joan Kleinke (Exec. Sec.), Marilyn Bloxham (Assistant)  
**Guests:** John Engler, Doug Jackson-Smith, Sydney Peterson, Ed Reeve, Betty Rozum, Michael Torrens

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Ed Heath called the meeting to order at 3:00 p.m.

#### **Approval of Minutes**

Mike Parent moved to approve the minutes of February 16, 2010. Motion was seconded by Darwin Sorensen and the motion passed unanimously.

#### **University Business – Provost Coward.**

President Albrecht is not in attendance today. Provost Coward invited Michael Torrens, the Director of Analysis, Assessment and Accreditation to join him. Mr. Torrens has done some analysis on faculty and tenure position trends nationally vs. USU. Nationally tenure-track positions are down 24%. Contingent faculty, instructors, and grad students teaching courses comprise the majority of instructors at 75% and administrative positions are up 41%. At USU over the last 10 years, tenure and tenure-track positions are down about 5%, contingent faculty comprises about 21% of instructional faculty, and administrative positions are down 34%. There was discussion about the positive impact this could have as a marketing tool both nationally for recruitment and politically for the State Legislature.

Steve Burr moved to place the report under Information Items in the Senate agenda. A second was received and the motion passed unanimously.

The State Budget is set and is completing the political process.

#### **Announcements – Ed Heath**

The next Brown Bag lunch will be Thursday March 25 at noon in Champ Hall.

Mike Parent moved to include section 401 as a second reading as an action item for the Senate. Vince Wickwar seconded. Motion passed unanimously.

Mike Parent moved to place the Senate President elections on the agenda as an action item. A second was received and the motion passed unanimously.

The Executive Committee discussed the issues raised by the AFT committee; not enough people on the committee, the possibility of some administrative help, too much time is required of committee members, and so on. Ed Heath will talk with Tony Peacock and ask him to prioritize the issues and then the Executive Committee will consider them. There may be things that could be done independently of senate action. When asked for data about how many cases have been filed historically, the Provost said that there were approximately 15 cases in the last five years and none of them were successful.

#### **Information Items**

**Honorary Degrees and Awards Report – Sydney Peterson.** Sydney Peterson presented the report to the Executive Committee and asked that the contents of the report remain confidential until a formal press release is issued.

Mike Parent moved to place the report on the Senate agenda as an information item. Nathan Straight seconded and the motion passed unanimously.

**Committee on Committees Election Results – Betty Rozum.** Election results are in from all the colleges except Natural Resources. A replacement alternate needs to be elected from Science. Currently the code does not allow for an RCDE representative to be on the Graduate Council. Mike Parent clarified that it is up to each college how many alternates they have and they can be designated rather than elected. There are no alternates for administrative appointments. There was some discussion about how the CEU merger will affect the senate apportionment and how to make the changes to bring them onboard.

Mike Parent moved to include the report as an Information Item on the Senate agenda, Flora Shrode seconded and the motion carried.

**PRPC Annual Report – John Engler.** PRPC has held four meetings this year. They have worked on section 401 and removed any references between resident and non-resident faculty. They have eliminated the definition of “Extension Agents” as it is no longer recognized by HR. The request to form an Ad Hoc Committee to review Term Faculty appointments across campus was discussed and Mike Parent moved to refer the formation of an Ad Hoc committee to BFW. The motion was seconded by Glenn McEvoy and passed unanimously.

Glenn McEvoy moved to include the report in the Consent Agenda, second by Mike Parent, motion carried.

Mike Parent requested the issue of forming an ad hoc committee be placed on the Senate agenda and have the BFW chair report on their discussion.

**Ad Hoc Committee Report on Pre-Tenure Mentoring & Evaluation – Mike Parent.** During the NWCCU accreditation visit, the issue of pre-tenure mentoring and evaluation was raised by faculty as a perceived conflict of interest. This became one of the eight recommendations from NWCCU. A committee was formed to look at the process. Two recommendations have come out of the committee. First, that training should come out of the Provost Office to the chairs of Promotion & Tenure committees. Second, that code language be changed focusing on the role and responsibility of the advisory committee to provide an annual evaluation.

Glenn McEvoy moved to place the report on the agenda as an Information Item, Renee Galliher seconded. Motion carried.

## **New Business**

**EPC Items – Larry Smith.** Ed Reeve presented the report in Larry Smith’s absence. He highlighted a few items from the report. There were about 50 new requests for course changes, fifty-seven were approved at the last meeting. Two course prefix changes were approved, “NFS” to “NDFS” and some courses from “BIE” to “CEE”. A request to implement a Graduate Route to Licensure in TEAL was approved. A request from CS to offer a BS degree in CS in China with an emphasis in Information Technology was approved.

Mike Parent moved to place the report on the Consent agenda, Vince Wickwar seconded and the motion passed unanimously.

**PRPC Code Changes Section 402 – John Engler.** The committee changed a reference to Director referring to Extension and RCDE to VP. Language was revised regarding the way a Senator can be removed from their position. If a senator misses two meetings without having an alternate replace them or if they have alternate representation but miss 4 meetings, they would vacate their seat. In past years, letters have been sent to Senators who have not been attending. The Executive committee discussed whether to handle section 402 changes in pieces or as a whole unit. It was decided to proceed in pieces.

Vince Wickwar moved to place this item on the agenda as an action item, Byron Burnham seconded. Motion passed.

## **Adjournment**

Ed Heath asked for a motion to adjourn the meeting. The meeting adjourned at 4:40 p.m.

## Resolution

Date: April 2, 2010  
Committee: Executive Council

ECR

**WHEREAS** the current class schedule restricts planning of daytime convocations and other educational opportunities

**WHEREAS** attendance at past events has demonstrated the students' unwillingness to return to campus in the evening to attend such events

**WHEREAS** students currently provide the funds to cover the cost of the ASUSU Arts & Lectures series and are forced to choose between going to class or attending events they have in effect paid for through the student activity fee

**WHEREAS** one of the purposes of ASUSU is to enhance student life through increased interaction among students and faculty

**WHEREAS** it is also the purpose of ASUSU to provide supplemental educational opportunities outside of the classroom at a time that is accessible to the majority of the student population

**WHEREAS** this resolution would call for a consistent time slot allowing ASUSU and other organizations to plan and execute convocations and other educational activities at an appropriate time accessible to students, faculty, and all who wish to attend

**WHEREAS** this resolution would call for a consistent time slot that would also allow for students, staff, administration, and faculty to hold meetings and other instructional opportunities outside of normal class time

**WHEREAS** this time allocation would aid professors and faculty in offering students credit to attend activities held at this time

**BE IT THEREFORE ENACTED** that a time be allocated when classes are not scheduled, every Tuesday and Thursday from twelve p.m. to one thirty p.m. for the above mentioned events,

**LET IT BE KNOWN THAT** this resolution will go in effect the 30<sup>th</sup> of August, 2011.

**Sponsor:** Jo Olsen, Arts & Lectures Director

**Co-sponsor:** Erin Reeder, Programming Vice President and  
Kayla Harris, Traditions Director

**REPORT OF THE  
UTAH STATE UNIVERSITY  
CALENDAR COMMITTEE  
to the  
Faculty Senate  
April 2010**

**Committee Members**

Michelle B. Larson, Provost's Office - Chair  
Ben Croshaw, Associated Students of USU  
Dillon Feuz, Faculty Senate  
Stephanie Hamblin, University Advising  
Bill Jensen, Registrar's Office  
Tracy Jones, Classified Employee's Association  
Matt Lovell, Professional Employee's Association  
Gerald McEwen, Graduate Student Senate  
John Mortensen, Registrar's Office  
Sydney M. Peterson, President's Office  
Leonard Rosenband, Faculty Senate  
Blake Tullis, Faculty Senate  
Robert Wagner, Regional Campuses and Distance Education

**Purpose**

The Calendar Committee is charged with the responsibility of reviewing, evaluating, and recommending the University's academic calendar and employee holidays. The actions of this committee are ratified by the Executive Committee upon the advice of the Faculty Senate.

**Spring 2010 Calendar Committee Actions**

1. The Calendar Committee completed academic calendar proposals for the academic year 2013-2014, and summer semester 2013.
2. The committee completed a proposal for employee holidays in 2013.

**Request**

The calendar committee seeks input from the Faculty Senate on the attached proposed calendars. This report was approved by the Calendar Committee on 12 February 2010.

<b>Proposed Academic Calendar 2013-2014</b>	
<b>Summer Session 2013</b>	
1 <sup>st</sup> 4-week session	May 13 – June 7 (18 instruction days, 1 test day)
8-Week Session	June 10 – August 2 (37 instruction days, 1 test day)
2nd 4-week Session	June 10 – July 5 (18 instruction days, 1 test day)
3rd 4-week Session	July 8 – August 2 (18 instruction days, 1 test day)
Summer Session Holidays	5/27 Memorial Day, 7/4 July 4 <sup>th</sup> , 7/24 Pioneer Day
<b>Fall Semester 2013 (70 instructional days, 5 test days)</b>	
Classes Begin	August 26 (M)
Labor Day	September 2 (M)
Friday Class Schedule	October 17 (Th)
Fall Break	October 18 (F)
Thanksgiving Holiday	November 27 – 29 (W – F)
Classes End	December 6 (F)
Final Examinations	December 9 – 13 (M – F)
<b>Spring Semester 2014 (73 instructional days, 5 test days)</b>	
Classes Begin	January 6 (M)
Martin Luther King, Jr. B-day	January 20 (M)
Presidents' Day	February 17 (M)
Monday Class Schedule	February 18 (T)
Spring Break	March 10 – 14 (M – F)
Classes End	April 25 (F)
Final Examinations	April 28 – May 2 (M – F)
Commencement	May 2 - 3 (F – Sa)

\* The week preceding the 1<sup>st</sup> 4-week session, and the week following the 8-week session, are part of the summer session. These weeks are available for 1-week workshops, and students attending classes during these weeks are eligible for financial aid.



## 2013 USU Employee Holidays

1 January – New Year's Day

21 January – Martin Luther King, Jr. Birthday

18 February - Presidents' Day

27 May - Memorial Day

4 July - Independence Day

24 July - Pioneer Day

2 September - Labor Day

28 November - Thanksgiving

29 November - Thanksgiving

24 December – Holiday break

25 December – Holiday break

26 December – Holiday break

Approved by: Calendar Committee (02/12/10); Faculty Senate (\*\*/\*\*/10), Deans Council (\*\*/\*\*/10), Executive Committee (\*\*/\*\*/10).

# **Annual Report for Faculty Development, Diversity and Equity Committee (FDDE) 2010 Annual Report**

## **Report Table of Contents**

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**Prepared by Jennifer Duncan, Chair**

**Faculty Development, Diversity and Equity Committee  
Annual Report, April 2010**

## **INTRODUCTION**

### **Faculty Code Description 402.12.8 Faculty Diversity, Development, and Equity Committee**

The duties of the Faculty Diversity, Development and Equity Committee are to collect data and identify and promote best practices for faculty development, mentoring, and work environment to facilitate the success of diverse faculty at all career levels; provide feedback and advocate processes for faculty recruitment, promotion, and retention that promote diversity, fair pay standards, and work/life balance for the faculty; report on the status of faculty development, mentoring, diversity, and equity; and make recommendations for implementation.

The membership, election, and appointment of members; term of members; officers; and meetings and quorum of the Diversity, Development, and Equity Committee shall be parallel to those of the Academic Freedom and Tenure Committee, as stated in Policies 402.12.3(2) through 12.3(5).

#### **Committee Members 2008-2009**

Kelly Kopp, Faculty Senate Rep., Secretary  
Sherry Marx, Education  
Alvan Hengge, Science  
Renee Galliher, Faculty Senate Rep  
Jennifer Duncan, Library, Chair  
Maria Cordero, HASS  
Christopher Neale, Engineering  
Kathy Chudoba, Business  
Donna Carter, Extension  
Nick Morrison, Faculty Senate Rep.  
Reza Oladi, Agriculture  
Karen Mock, Natural Resources

#### **Term Ends**

2010  
2010  
2010  
2010  
2011  
2011  
2011  
2011  
2012  
2012  
2012  
2012

#### **Meeting Dates 2009-2010**

September 16, 2009  
October 21, 2009  
November 18, 2009  
February 8, 2010  
March 17, 2010 (minutes to be approved in April)  
April 14, 2010 (scheduled)

## ACTIVITIES DURING 2009-2010:

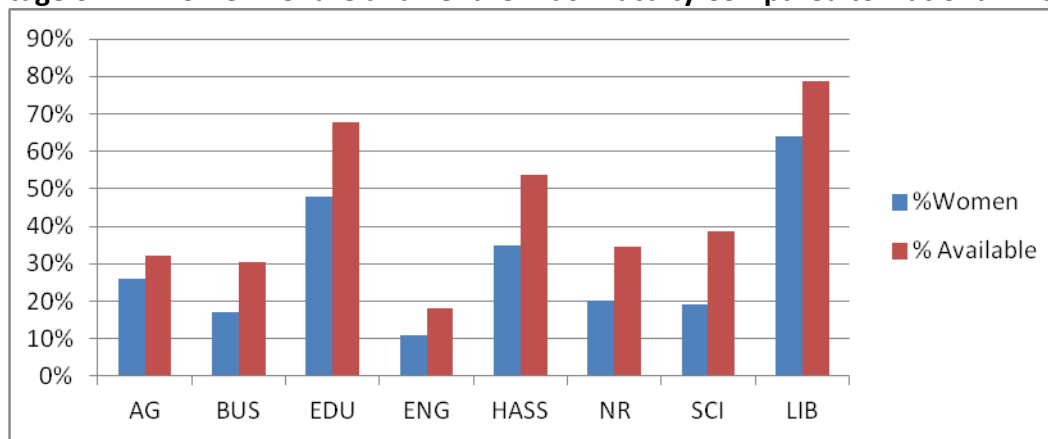
The primary issue with which the committee dealt this year was a series of concerns about the role of the AA/EO office. At our September meeting, several members of the committee expressed concern that there was confusion on campus about the role of this office. Specifically, is the mission of AA/EO to serve as a compliance office or does it have a responsibility for diversity advocacy? Additionally, there were concerns that AA/EO did not respond to concerns brought forward by members of the GLBTQ community because this group is not considered a federally protected class.

The committee met with Maure Smith and Ann Austin to discuss what might be the best way to approach our concerns and ultimately scheduled a meeting with the head of AA/EO and Provost Coward. We have been assured that GLBTQ issues can be addressed through AA/EO as a part of the Faculty Code. However, upon learning that the current configuration of AA/EO is not set up to operate as an advocacy office, 2010 the committee will explore other avenues across the USU campus in order to promote advocacy of these issues.

## DATA GRAPHS

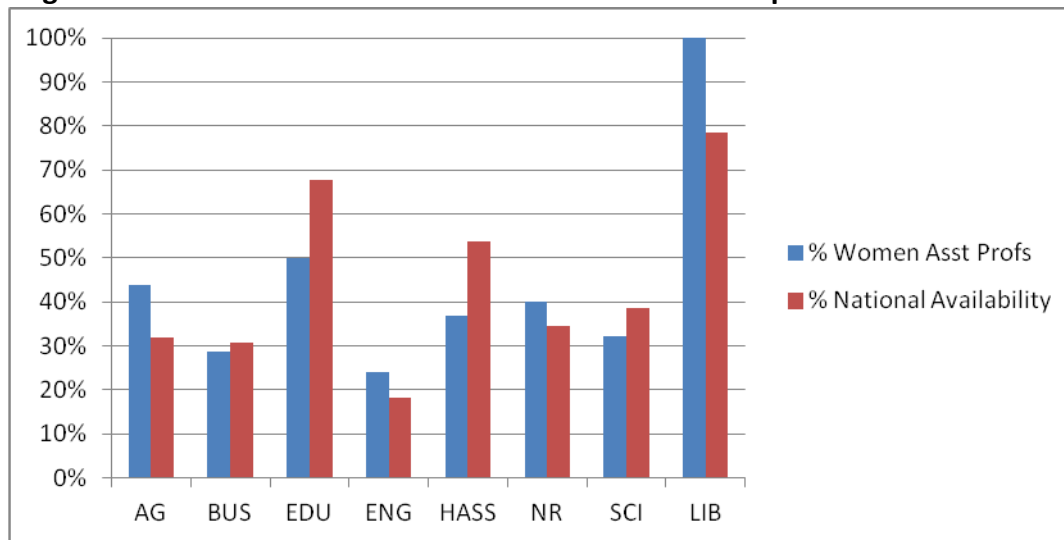
*(NOTE: 2009 non-retirement retention data will not be available until April 12, after this report was due.)*

### Percentage of All Women Tenure and Tenure Track Faculty Compared to National Availability



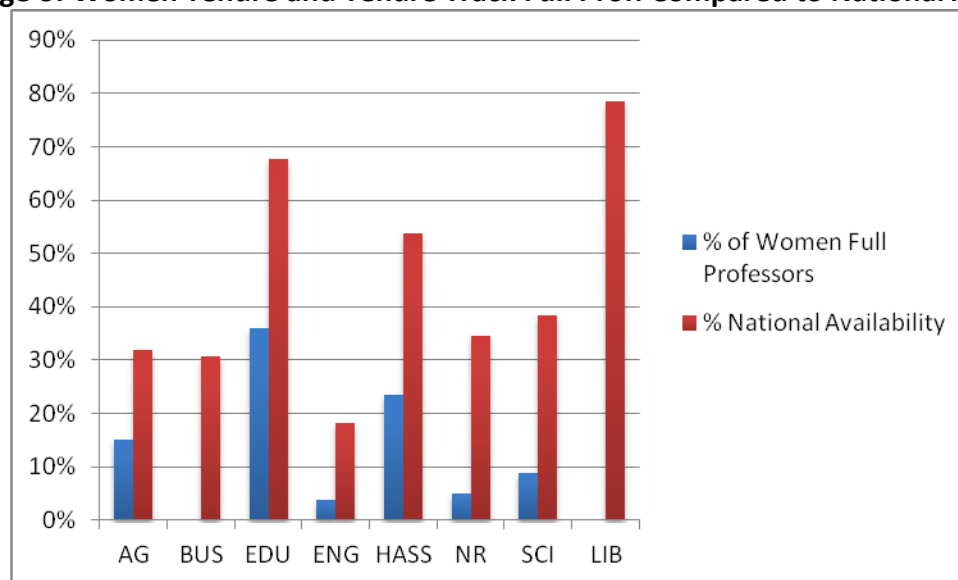
*2009 Faculty numbers from AAA; national availability from AA/EO*

### Percentage of Women Tenure and Tenure Track Asst. Prof. Compared to National Availability



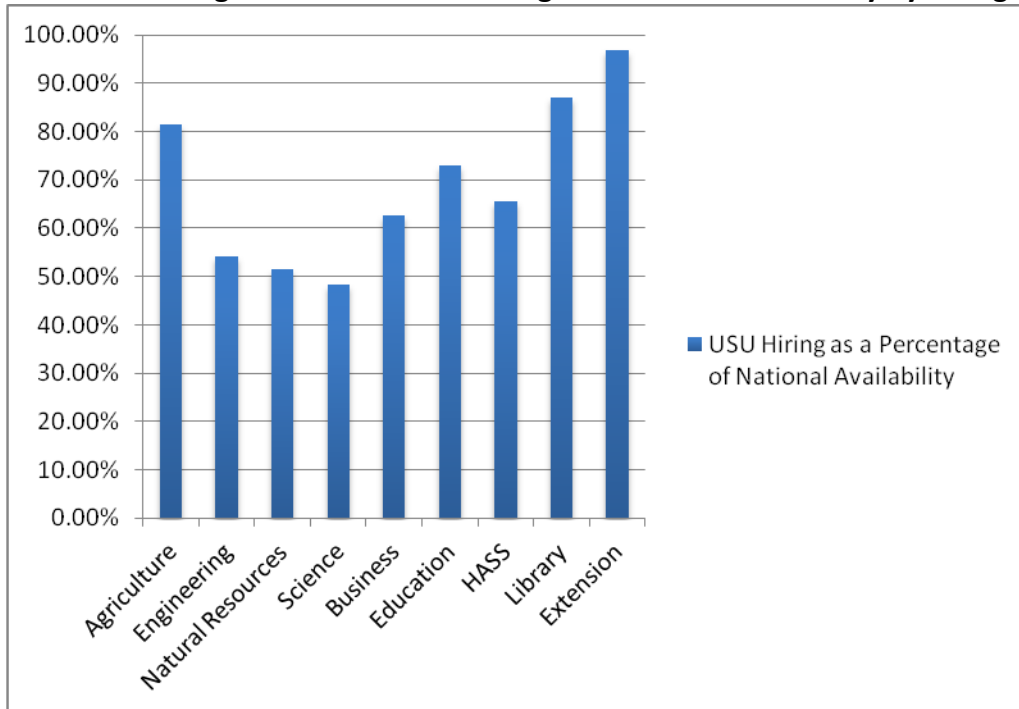
*2009 Faculty numbers from AAA; national availability from AA/EO*

### Percentage of Women Tenure and Tenure Track Full Prof. Compared to National Availability



*2009 Faculty numbers from AAA; national availability from AA/EO*

### Total USU Hiring of Women as Percentage of National Availability by College



*2009 Faculty numbers and national availability from AA/EO*

### 2009 Numbers and Percentages of Women Faculty by College and Rank

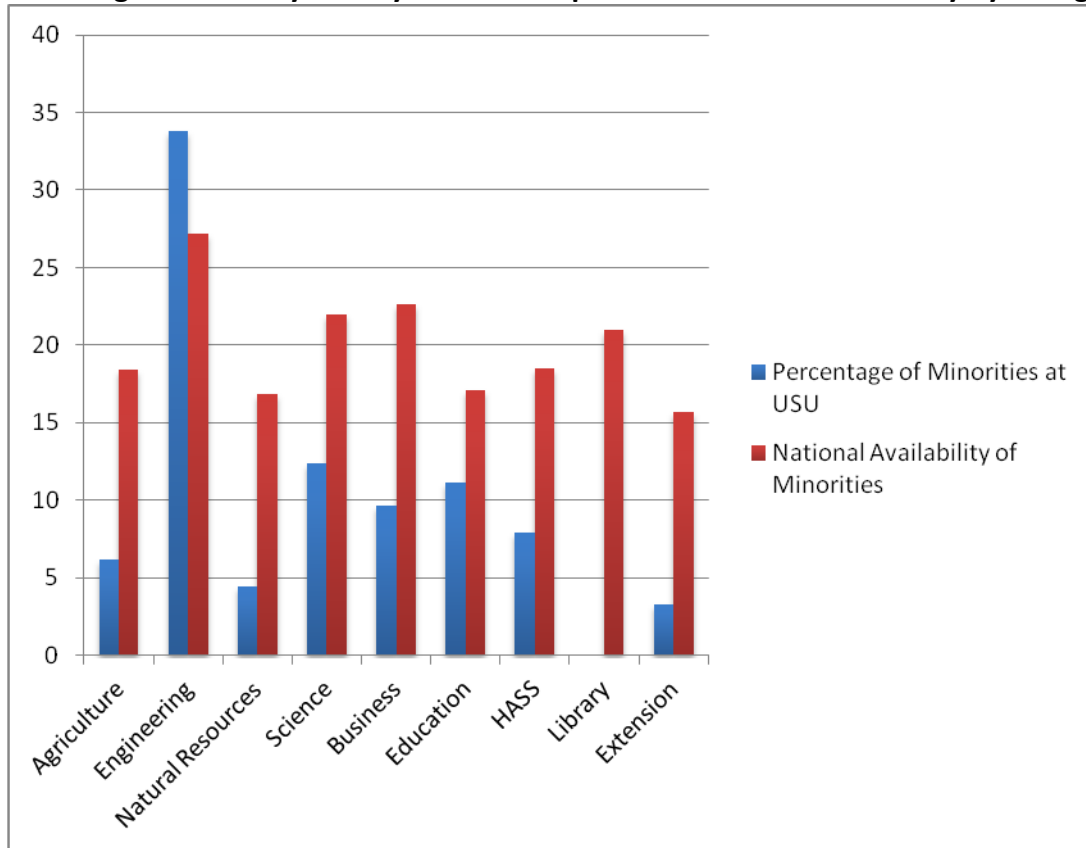
	Women				Percent Women			
	Total	Full	Assoc	Asst	Total	Full	Assoc	Asst
<b>AGRICULTURE</b>	18	5	6	7	26%	15%	32%	44%
<b>BUSINESS</b>	9	0	5	4	17%	0%	33%	29%
<b>EDUCATION</b>	56	14	22	20	48%	36%	58%	50%
<b>ENGINEERING</b>	8	1	1	6	11%	4%	4%	24%
<b>HASS</b>	56	12	30	14	35%	24%	42%	37%
<b>NATURAL RESOURCES</b>	9	1	4	4	20%	5%	29%	40%
<b>SCIENCE</b>	22	5	8	9	19%	9%	26%	32%
<b>LIBRARY</b>	14	0	10	4	64%	0%	63%	100%
<b>TOTAL USU</b>	192	38	86	68	29%	15%	38%	39%

### 2008 Numbers and Percentages of Women Faculty by College and Rank

	Women				Percent Women			
	Total	Full	Assoc	Asst	Total	Full	Assoc	Asst
<b>AGRICULTURE</b>	19	5	5	9	24%	12%	23%	53%
<b>BUSINESS</b>	9	2	2	5	21%	10%	22%	36%
<b>EDUCATION</b>	54	13	23	18	49%	37%	62%	47%
<b>ENGINEERING</b>	7	1	1	5	9%	4%	4%	21%
<b>HASS</b>	65	13	35	17	38%	23%	49%	39%
<b>NATURAL RESOURCES</b>	9	1	4	4	20%	4%	29%	44%
<b>SCIENCE</b>	23	5	8	10	19%	9%	23%	31%
<b>LIBRARY</b>	15	0	11	4	65%	0%	65%	100%
<b>TOTAL USU</b>	201	40	89	72	30%	15%	38%	40%

Note: While the changes in the percentages are not statistically significant, nevertheless, the small change evident still represents a deterioration in progress toward increasing equitable staffing patterns vis-à-vis gender.

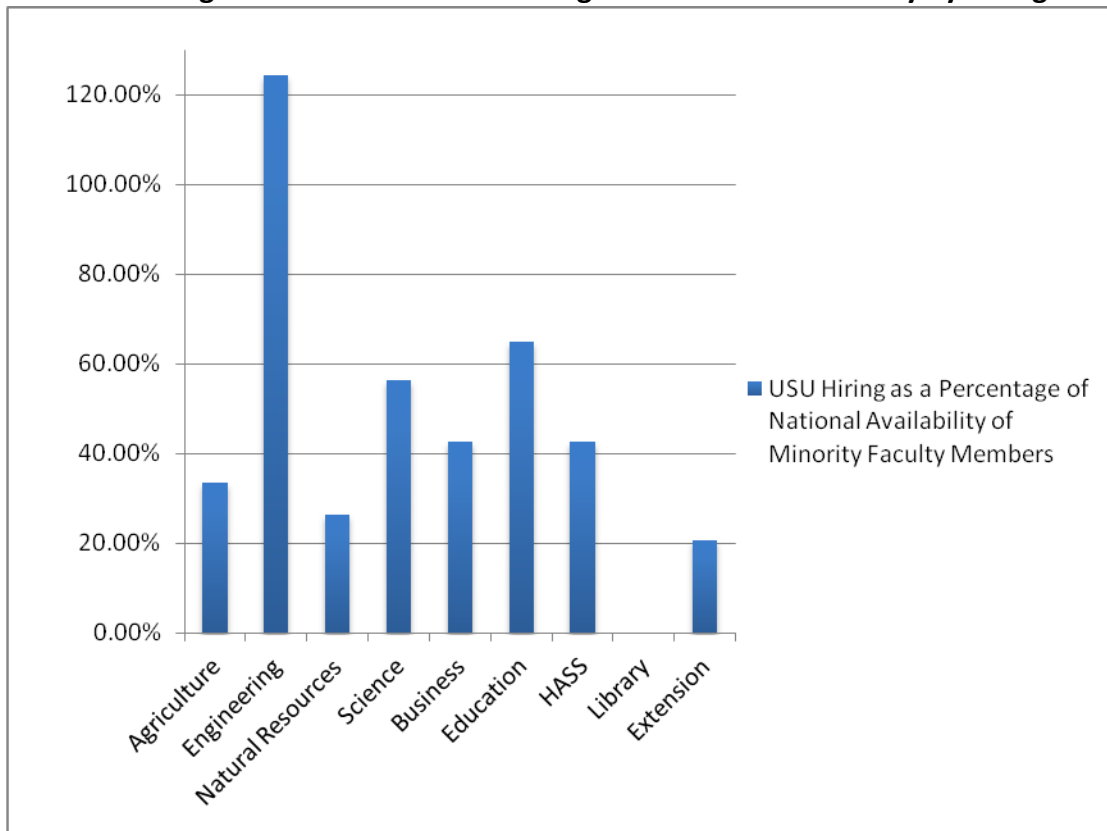
### Percentage of Minority Faculty at USU Compared to National Availability by College



*2009 Faculty numbers and national availability from AA/EO*



### Total Hiring of Minorities as a Percentage of National Availability by College



*2009 Faculty numbers and national availability from AA/EO*

## **Faculty Development, Diversity & Equity Committee Minutes from September 2009 to March 2010**

**16 September 2009**

**FDDE Committee Meeting**

**Library Tech Services Conference Room**

Attendees: D. Carter, K. Chudoba, J. Duncan (chair), R. Galliher, A. Hengge, S. Marx, K. Mock, N. Morrison, C. Neale, R. Oladi

Absent: M. Cordero, K. Kopp

Jennifer Duncan called the meeting to order at 2 p.m. Those in attendance introduced themselves, and new members of the committee were welcomed.

### **Minutes**

Minutes of the April 20<sup>th</sup> meeting were reviewed. Alvan Hengge moved they be approved. Sherry Marx and Chris Neale seconded the motion. Motion passed.

### **Data Indicators**

Jennifer reviewed the history of the Advance grant that looked at retention and P&T issues in the STEM colleges. Kathy reported that the Data Committee, chaired by Ann Austin, will meet later this month to continue its efforts to extend the data analysis to non-STEM colleges. We will be able to request the current year's data from the AA/EO office in late January and can present our analyses to the Faculty Senate in late spring.

### **AA/EO Office**

The Committee discussed concerns that have been raised about the AA/EO Office including the following:

- To what extent do faculty members feel comfortable visiting the office and discussing concerns with staff (e.g., perceptions about the Office's approachability)?
- Are "mixed messages" conveyed during the required Sexual Harassment workshop? Is the seriousness of issues or likelihood they could happen at USU minimized or trivialized?
- To what extent are AA/EO issues addressed appropriately by internal and external search committees?

Jennifer will contact Ann Austin and invite her to our October or November meeting, depending on her availability, to discuss appropriate ways to investigate these issues. Following the discussion with Ann, Jennifer will decide whether BrandE Faupell should be invited to the same meeting.

### **Mentoring for Advancement from Associate to Full Professor**

Jennifer reviewed the history of this issue from last year, including the outcome of a meeting with the Provost in which he said he would consider the issue but was not ready to address it immediately.

There are several other concurrent activities to investigate the P&T process at the University, including the following:

- Kim Sullivan, biology, has a grant to look at the progress women are making through the P&T process.

- The Provost has created a committee to evaluate the P&T process, following concerns raised in the Northwest Accreditation Report.
- Our Committee took initial steps last academic year to look at the issue.

Donna reported that Extension has written guidelines for moving from associate to full professor. The guidelines do not promise a guarantee of promotion but make it easier for a person to determine whether he/she is on track for promotion. She will provide a copy of the guidelines to the rest of the Committee members.

Jennifer will follow up with Kim Sullivan and whoever is chairing the Provost's committee to minimize overlap in how the three groups investigate the issues.

### **Promotion of the Hiring for Excellence Video**

Discussion of this topic was moved to next month's meeting.

### **Diversity and Program Building Group**

There are three groups on campus that consider diversity issues

- FDDE, a Faculty Senate committee
- Ann Austin's Advisory Committee for speakers
- President Albrecht has appointed a Diversity Committee that will be chaired by James Morales, VP for Student Services

Each of the groups appears to have a slightly different charge but there is still some overlap. We want to make sure the three groups know what the others are doing to facilitate joint initiatives and ensure there is no duplication of effort. We will discuss this again at next month's meeting.

### **2009-2010 Priorities**

Last year FDDE accomplished the following:

- LGBT non-discrimination changes to code
- New process to keep unwanted external reviewers out of P&T decisions
- Parental care giving policy updated
- Parking for pregnant and nursing mothers

This year we will focus on the following:

- Issues related to AA/EO Office
- P&T process, especially issues of equity and clarifying metrics in the move from associate to full professor

Other priorities may be added as the academic year progresses.

The meeting adjourned at 3 pm.

Respectfully submitted,

Katherine M. Chudoba

## **MINUTES**

**21 October 2009**

Attendees: Donna Carter, Kathy Chudoba, Maria Cordero, Jennifer Duncan (chair), Renee Galliher, Alvan Hengge, Sherry Marx, Karen Mock, Nick Morrison, Chris Neale, Reza Oladi

Absent: Kelly Kopp

Guests: Ann Austin, Maure Smith

Jennifer called the meeting to order at 2:05 p.m.

### **AA/EO Office**

Several concerns were raised at last month's meeting about the AA/EO Office. Ann Austin came to this October meeting to hear our concerns, and Maure Smith attended to share concerns. Maure shared several stories of faculty members' experiences with the AA/EO Office. When raising issues of discrimination, people relayed to Maure that staff in the office made them feel unwelcome, minimized concerns that were raised, and "didn't get it." Members of the committee shared similar stories. For example, during the sexual harassment workshops, attendees have been told implicitly "This is not a problem here at USU, and we offer these workshops because we have to."

Questions were also raised about the Office's role in advising search committees about AA/EO issues. Several current search committees were not made aware of the videos on reducing bias in the hiring process or encouraged to use them. In one instance, a search committee took the initiative, asked the Office to lead a presentation and viewed videos as a group, but the office did not do an adequate job of leading a discussion about how to appropriately respond should issues arise. Committees have also not been informed about sexual orientation issues and how to ensure their searches reflect the University's position, Faculty Code, etc. Is it the responsibility of the department conducting the search to approach the AA/EO office for guidance or should AA/EO take the initiative?

Others noted that the staff has offered good advice on legal issues and is knowledgeable about federal law. We wondered what an appropriate reporting structure was for AA/EO (e.g., should it report to the Provost or another entity?). What do other universities do and where does AA/EO report?

People also expressed concerns that there is little diversity among the staff in the AA/EO Office, and people have said they do not feel comfortable raising an issue with the Office because of this. The location of the office is also uninviting – it is difficult to find, surrounded by construction, and located in the Military Science Building.

In sum, concerns centered around three areas:

- What is the appropriate role for the AA/EO Office: protect the University's legal

interests or advocate and provide support for those who believe they have experienced discrimination or a hostile work environment? If AA/EO is only meant to provide litigation support to University management, then should there be a separate advocacy office?

- Do people feel comfortable taking their concerns to the AA/EO Office?
- What is the quality of response people receive when they talk with a member of the AA/EO Office?

Together these issues can negatively impact morale and retention. This is problematic because retention is an important focus for the University now, especially for faculty who are members of under-represented groups.

Ann asked us to reflect on how the office has handled issues in the past. The response was that the Office played an advocacy role in the 1980's and 1990's, but one or two administrations ago, the climate changed. The Office had "its hands slapped," and staffing and funding were cut.

Ann and members of the committee suggested that the Provost may not be aware of these issues and concerns. She will meet with him and discuss our concerns. Jennifer offered to participate in a meeting with the Provost and others to represent FDDE.

Ann and/or Jennifer will update the Committee at its next meeting.

On a related topic, a Student Diversity Panel will be held on Wednesday, October 28<sup>th</sup> in the Library, room 154 at 2:30 to talk about experiences as multicultural students or students of diversity. This is primarily for faculty and staff, but students can come too. This is part of the Provost's Lecture Series.

### **Promotion from Associate to Full**

Maria summarized current guidelines for promotion from associate to full professor. A P&T committee must be formed within 3 years of promotion to associate and must meet 6 months before the person submits her or his binder for promotion. Last spring, a proposal was reviewed with the Provost that a P&T committee must meet within 18 months (1.5 years) of promotion to associate for an information and planning meeting and provide guidance about steps the associate professor should take to prepare for promotion to full professor. The Provost was concerned about adding more structure for mentoring and over-burdening senior faculty. In addition, the Northwest Accreditation raised a question in its most recent review because P&T committees currently have dual roles of mentoring and evaluating. The Provost has commissioned a new committee to review the entire P&T process and it has only recently started to gather information. Mike Parent is chair of the committee. As a result of insights gained from the Advance grant, the Provost recognizes that women associate professors feel less confident about the process, are not sure when to go up, and are less likely to know when they're ready for promotion to full. Stories were shared about deans in some colleges who take an advocacy role and personally mentor women and faculty about the process of promotion to full professor. It was generally agreed that deans can do a lot to improve the process by

providing guideposts and active mentoring to associate professors.

Donna shared copies of Extension's Roadmap for Excellence that provides guidelines to navigate the promotion and tenure process.

Jennifer will invite someone from Provost's Committee to come and talk to us about the process. We want to keep in the loop on the process and be available to provide a perspective as it moves ahead with its mission.

### **Minutes of September meeting**

A motion was made and passed to accept the minutes as submitted.

### **New Business: Possible Salary Inequities**

Several committee members shared stories of female colleagues hired at salaries less than male colleagues. Some raised the issue with department heads and/or deans and were told "nothing can be done." Others were concerned about possible repercussions if they raised the issue and have not approached management. There may be some retention money available to remedy inequities, and Jennifer will investigate this. Kathy will raise the issue with the Data Committee (Ann Austin, Craig Petersen, etc.) and see if we can use data from Banner to determine whether there are salary inequities based on gender, rank, etc.

The meeting adjourned at 3:10.

Respectfully submitted,

Katherine M. Chudoba

### **MINUTES**

**18 November 2009**

Attending: Jennifer Duncan, Kathy Chudoba, Kelly Kopp, Christopher Neale, Nick Morrison, Renee Galliher, Alvan Hengge

Excused: Donna Carter, Karen Mock, Sherry Marx, Maria Cordero

Jennifer called the meeting to order at 2:06PM.

Minutes vote: Moved by Renee, second by Nick, motion passes.

Ann Austin has arranged a meeting (December 1) between Jennifer Duncan, Provost Coward, Maure Anderson, herself, and Dave Ottley (perhaps) to address 3 main questions from last meeting:

- *What is the appropriate role for the AA/EO Office: protect the University's legal interests or advocate and provide support for those who believe they have experienced discrimination or a hostile work environment? Related: If AA/EO is only meant to provide litigation support to University management, then should there be a separate advocacy office?*
- *Do people feel comfortable taking their concerns to the AA/EO Office?*
- *What is the quality of response people receive when they talk with a member of the AA/EO Office?*

Discussion of these questions followed.

There was discussion of recruiting diverse applicant pools for positions.

Questions were brought up regarding the video that exists for best hiring practices. The video doesn't seem to exist any longer. It seems that it's not readily available. What is the status/location of the video? Just letting department heads know where it exists and how to make it available to committees would help.

Associate deans in HASS have seen the video online.

Adjourned at 11:00AM.

## **MINUTES**

**8 February 2010**

Attending: Donna Carter, Kathy Chudoba, Reza Oladi, Jennifer Duncan, Christopher Neale, Renee Galliher, Maria Cordero, Sherry Marx, Kelly Kopp

Excused: Alvan Hengge, Nick Flan

Jennifer Duncan called the meeting to order 10:05AM.

Discussion of minutes and suggested changes.

Motion to approve November minutes as revised-Jennifer Duncan, Second-Kathy Chudoba, Passed.

1.) Provost/AAEO meeting now delayed until February 24<sup>th</sup>.

3.) Kathy Chudoba is working with AAA on developing the information we have requested. Ann Austin will be meeting with the new director, Mike Torrens, to discuss the salary inequity question. There was discussion of other possible analyses which focused largely on diversity across all employment levels at USU. Jennifer Duncan will check with Dave Ottley to see what data he keeps.

2.) The Provost has requested FDDE's input on how FDDE might assist the Provost's office in increasing faculty diversity. The question was raised as to whether the Provost's office might have money for targeted hiring to help improve diversity.

There was discussion about the training that search committees receive from AAEO and whether it might follow the model of sexual harassment training, i.e. required attendance once every several years, or possibly model library training to departments. There was the suggestion of providing written materials to search committee members as well.

The issues of retaining diverse faculty members and enhancing their advancement was also discussed.

Adjourned at 11:05AM.



## **Committee on Committee Report to the Faculty Senate**

### **Introduction**

*Charge (from the Faculty Code, 402.12.*

The responsibility of the Committee on Committees is to: (1) apportion Senate elective positions annually; (2) coordinate and supervise the election of members to the Senate; (3) prepare eligibility slates and supervise nominations and elections within the Senate; and (4) recommend to the Senate the appointed members of all Senate committees and the members of university committees that include Senate representatives.

The Committee on Committees shall consist of three (3) elected faculty senators. They are elected according to the same procedures, at the same time, and with the same eligibility restrictions that govern election of the Senate President Elect. See policy 402.10.3 and 7.3. Members of the Committee on Committees serve two-year terms. They elect a chair from within their membership.

Members: Nick Flann (until December 2009), Betty Rozum, Glenn McEvoy (beginning Feb. 2010), Flora Shrode (Beginning March 2010)

### **Meetings**

The committee has only met informally to discuss and address tasks needing attention. No minutes were recorded. Much work has been done via email, since this method has best met our needs.

### **Issues**

Perhaps the largest issue was the loss of continuity resulting for two of the three previous members (Chris Corcoran, Nick Flann) availing themselves of sabbatical opportunities. While an excellent system had been established under Will Poppendorf's leadership, the rapid changeover in committee members resulted in a loss of some information. Efforts were made to update all records and establish new procedures to streamline some of the processes. We have implemented the use of Survey Monkey to determine the interest of Faculty Senators to serve on committees. We hope that by increasing involvement of all members of the committee, we will be able to more successfully pass along the information needed to make this committee run smoothly. We have had to hold special elections to bring the committee to its full membership this year, but everything is in order now.

A few issues pertaining to the code came up this year, and some suggestions were sent to PRPC for consideration (see attached).

### **Recommendations or actions needed before work can continue:**

1. Revisions to the Faculty Code, 402
  - a. With the split of the College of HASS, the code will need to be changed to reflect eight colleges instead of seven (this appears in several places)

- b. With the merger of CEU, the Code will need to be changed to reflect how our colleges will be represented
- 2. It would be nice to have the CEU changes and the HASS changes completed in time for the next generation of the reapportionment table. If the data is not gathered in time, the Committee on Committees will have to develop an alternative method to guarantee appropriate representation.
- 3. Not all committees will have representation from the college formerly known as HASS for FY10/11, since the college felt it would be best to hold off on elections until the separation was complete. Committees without representation for the next year are:
  - a. AFT
  - b. BFW
  - c. PRPC

### Supporting Materials

- 1. Suggestions or questions about code for PRPC
- 2. Survey Monkey form (responses not collected yet)

## Attachment #1

Committee on Committee  
Request for Code Clarification

### **402.3 MEMBERSHIP; ALTERNATES; TERM; VACANCIES**

#### **3.3 Term**

Faculty members elected to the Senate shall serve three-year terms or, as provided in policy 402.3.4, complete the three-year term vacated by a faculty member. Terms shall begin July 1 following elections and are renewable once, after which a faculty member is ineligible to stand for election for one year. The term of office for student members of the Senate shall be one year and shall coincide with the term of ASUSU and GSS officers. The term of office for presidential appointees shall be one year and shall begin July 1. A presidential appointee can be reappointed to consecutive terms, up to a maximum of six years, after which the appointee is ineligible for appointment for one year.

**Suggestion:** change renewable to “may be reelected once”

### **Academic Freedom and Tenure Committee**

Among the other issues you are currently investigating, you may want to look at this one:

According to code, Term Faculty can serve on FS and FS Committees -- 401.5.3(4)  
Limitations on Positions: Faculty with Term Appointments; limitations on faculty participation (inserted here for your reading pleasure)

#### **(4) Limitations on Faculty Participation.**

Faculty with term appointments are eligible to be elected to and to vote for members of the Faculty Senate. The participation in faculty affairs of faculty members holding lecturer, clinical, research, federal research, or teacher positions is subject to the following limitations: (a) they may participate in the processes of setting policy within their academic units only to the extent determined by their appointing departments, colleges, or other academic units; (b) they may serve as members of appointed faculty committees and may vote on all matters except those relating to appointment, retention, tenure, or promotion of tenured and/or tenure-eligible faculty; and (c) they may not be counted among the number of tenured and tenure-eligible resident faculty members for purposes of apportioning Faculty Senate members. Federal Cooperator ranks are exempt from the foregoing limitations on faculty participation with the following exceptions: they may not serve on committees or vote on matters relating to retention or tenure of tenure-eligible faculty.

Note, though, that this section of code says (b) they may serve as members of appointed faculty committees and may vote on all matters except those relating to appointment, retention, tenure, or promotion of tenured and/or tenure-eligible faculty

The code for AFT states

The Academic Freedom and Tenure Committee consists of the following 12 members: (a) seven faculty members, one elected by and from the faculty in each college; (b) one faculty member elected by and from the faculty in Extension; (c) one faculty member elected by and from the faculty of Regional Campuses; (d) one faculty member elected by and from the faculty in the Libraries; and (e) three faculty members appointed from the 55 elected faculty senators by the Committee on Committees.

The code does not specify that they cannot be term faculty, so as it reads, term faculty are allowed to serve on AFT, BUT they would not (as I understand the code) be allowed to participate in any grievance that related to appointment, retention, tenure, or promotion of tenured and/or tenure-eligible faculty

**Suggestion:** Change the code pertaining to AFT to restrict membership to only tenured and/or tenure-eligible faculty.

### **Research Council**

For the Research Council -- it states, "The VP for Research has invited 1 senate rep, who per 105.2.1(8) must be approved by the Senate." The code does not state who is responsible for identifying this representative.

**Suggestion:** Change code to clarify that the Committee on Committees will identify the person for the VP for Research's approval

### **Athletic Council (see also 105.2.1(2))**

**402.13 University Councils and Committees with Faculty Representatives** states "The Senate Committee on Committees recommends to the Senate faculty members to be appointed to the following University councils, boards, and committees..." – included in the list is Athletic Council.

105.2.1(2) states

(11) six faculty members, three men and three women, to be elected by the faculty senate for terms of three years, renewable once, the terms to be staggered so that two retire each year;)

Which part of the code do we obey? Appoint or elect? If electing, do the members then represent Faculty Senate (as opposed to the faculty in general) and therefore need to be sitting Faculty Senators? If elected, could we have the code state an election time frame?

**Suggestion:** Change either 402 or 105 so they are consistent and if elected, clarify if the members need to be Faculty Senators and when the election should be held.

# USU Faculty Sentate Committee on Committees

**Exit this survey**

## 1. Default Section

**\* 1. Last Name:**

**2. First Name:**

**\* 3. Department**

**\* 4. College**

**5. UMC**

**6. Phone**

**\* 7. Email**

**\* 8. Please indicate if you are currently serving on the following committees or your willingness to serve on the following committees.**

	Already serving	Want to serve	Willing to serve	Avoid serving
Academic Freedom and Tenure Committee				
Athletic Council				
Bookstore Committee				
Budget and Faculty Welfare Committee				
Calendar Committee				
Committee on Committees				
Department Teaching Excellence Award Committee				
Faculty Diversity				
Development and Equity Committee				
Graduate Council				
Honorary Degrees and Awards Screening Committee				
Honors Program				
Advisory Board				
Parking/Transportation Advisory Committee				
Professional Responsibilities and Procedures Committee				
Research Council				
Senate Handbook Committee				
University Assessment Coordinating Council				

If already serving on one of the above committees, please indicate the year your term ends.

Done

# Faculty Evaluations Committee Report and Recommendations to the Faculty Senate Executive Committee

## 2009 – 2010 Activities

### *Committee Members:*

2009 - 2010

Greg Podgorski, Chair, Science

Paul Jakus, Agriculture

Konrad Lee, Business

Yanghee Kim, Education and Human Services

Doran Baker, Engineering

Michael Lyons, HASS

Pamela Martin, Libraries

Karen Mock, Natural Resources

Robert Mueller, Regional Campuses and Distance Education

Todd Redmond, ASUSU Academic Senator

Tyler Haws, ASUSU Student Advocate Vice President

Rick Kelly, ASUSU Graduate Student Senate Vice President

Joan Kleinke, Visitor (Advisor, non-voting), Office of Analysis, Assessment & Accreditation

Craig Peterson, Visitor (Advisor, non-voting), former Head, Office of Analysis, Assessment & Accreditation

Michael Torrens, Visitor (Advisor, non-voting), Head, Office of Analysis, Assessment & Accreditation

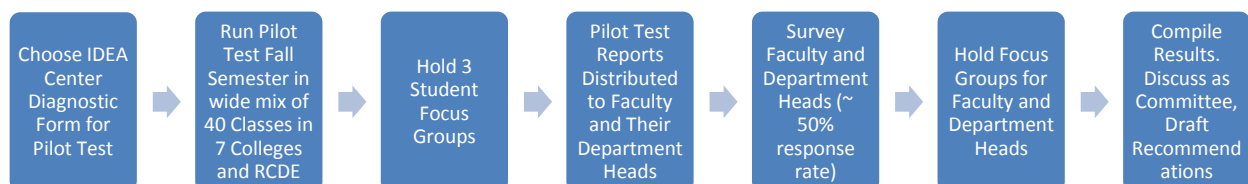
**Faculty Evaluation Committee (FEC) Tasks:** (1) assess methods for evaluating faculty performance; (2) recommend improvements in methods of evaluation; (3) recommend methods of faculty development; and (4) decide university awards for Professor and Advisor of the Year.

**Overview of Report:** This report opens with an overview of the Faculty Evaluation Committee's work in the 2009 – 2010 academic year followed by a set of recommendations regarding a new ratings of instruction instrument. The report concludes with a brief rationale for each of the Committee's recommendations and a cost analysis of implementation.

### **Overview of Committee's Work:**

**Note:** This report focuses only on an assessment of and recommendations for the system of student ratings of faculty instruction. A report of the Committee's 2008 – 2009 work that was presented to the Faculty Senate Executive Committee and Faculty Senate in October, 2009 is available on the Faculty Evaluations Committee website (<http://www.usu.edu/fsenate/Committees/FEC/>). This document provides the history leading to the current report.

### *Workflow*



### *Motivation*

ASUSU student groups have asked for a new instrument for student ratings of instructions. Their concerns have been that the current instrument does not provide useful feedback to faculty and does not improve their instruction. In spring 2007, the Faculty Senate rejected a proposed new ratings form designed by the FEC asked the FEC to consult with a professional evaluator and investigate the use of a commercial form. In fall 2009, a petition was signed by 43 department heads asking for a new ratings instrument that was valid, focused on learning outcomes, and allowed comparisons with national norms.

### *Choosing a Ratings Instrument to Pilot Test*

At the beginning the 2009 – 2010 academic year, the Faculty Evaluations Committee decided to pilot test the IDEA Center's Diagnostic Form of Student Ratings of Instruction. Various options were reviewed, and the IDEA Center instrument was selected based on the committee's evaluation of currently available commercial forms that have been tested for reliability and validity. It is important to note that in the context of ratings instruments, the terms reliability and validity have precise and restricted meanings. Reliability is the ability to accurately and consistently measure a characteristic. Validity is the effectiveness of the instrument in representing the attribute the user is interested in. FEC analysis of the existing USU instrument showed that it reliably measures one major factor (see the 2008 – 2009 FEC report available on the FEC website). However, the current USU ratings form has never been tested for validity.

The Diagnostic Form of Student Ratings of Instruction is one of two forms offered by the IDEA Center. This form is suitable for administrative evaluation of instruction and for formative assessment of teaching by instructors. The IDEA Center also offers a Short Form that is designed primarily for evaluative purposes. Although this form was not in the pilot study, it plays an important part in the FEC recommendations presented later in this report. Both the Diagnostic and Short Forms have been refined through more than 30 years of use and are in use at more than 400 institutions of higher education. A sample of the Diagnostic and Short Forms and the reports generated from their analysis are provided within the "Supporting Documents 2009 – 2010" file found on the FEC website. This bookmark-separated PDF file also contains many other documents relevant to this report.

### *Features of the IDEA Instrument and Report*

Many features distinguish the Diagnostic Form and Report from the system now in use at USU. Unlike the current USU form, faculty are required to decide upon learning objectives for each course as a part of the evaluation preparatory work. Selection of three to five objectives is recommended, with faculty rating these as essential or important. Student responses are analyzed in reference to these learning objectives and a score of Progress on Relevant Objectives is tabulated and used in the overall rating of instruction. Ratings are reported as both raw and adjusted scores. Adjustments are made on the basis of factors known to influence student ratings that are outside the control of the instructor. Factors include class size, level (e.g., lower-level undergraduate, upper-level undergraduate, graduate), student motivation, and whether the course is required or an elective. The report includes a detailed analysis of progress on each course

objective selected by the instructor, a description of the course (amount of reading, amount of work, difficulty, etc.) as perceived by students, and includes suggestions on ways to improve teaching. Recommendations for improved teaching are based on the match between the chosen course objectives and student perceptions of how well these objectives were accomplished. IDEA's paper-and-pencil Diagnostic Form contains one open-ended question, titled "Comments." This is unlike the current USU instrument, which has two directed requests for open-ended student responses: "What aspects of the teaching or content of this course do you feel were especially good?" and "What changes could be made to improve the teaching or the content of this course?"

Two rating items (Excellent Teacher and Excellent Course) are similar to the Overall Quality Of Course and Instructor's Effectiveness items on the existing USU form.

The scores on the Diagnostic Form that would likely be the focus of faculty and administrators are in the categories of Progress on Relevant Objectives, Excellent Teacher, Excellent Course, an average of the Teacher and Course Excellence scores, and finally, a Summary Evaluation Score that is the average of Progress On Relevant Objectives and the Excellent Course/Excellent Teacher average. Examining the sample report on the FEC website is helpful in understanding these scores.

Finally, the IDEA Center provides a Group Summary report that compares the choice of learning objectives and ratings scores of an academic unit (e.g., a USU English or Biology Department) with the USU averages and averages of all institutions in the IDEA data base. A sample group summary report and the USU group summary report from the pilot test are included in the materials on the FEC website. The IDEA Center will also begin offering a feature that would allow comparisons of USU ratings with a group of six to eight institutions selected by USU as peer institutions. If USU were to adopt an IDEA Center ratings instrument, this feature would not become available for two to three years until baseline data for USU were established.

### *The Pilot Test*

The Diagnostic form was pilot tested in 40 USU classes in fall 2009. The FEC sampled classes offered by all USU colleges and Regional Campus and Distance Education. These classes covered the spectrum of courses offered at USU and are listed in the "Pilot Study Courses" portion of the FEC activities document provided on the FEC website. Only tenured faculty with approval of their department head were invited to participate in the pilot test. Faculty were asked to administer the Diagnostic Form as they would the current USU instrument.

In addition to faculty and administrator participation, students were invited to focus groups to discuss their reactions to the Diagnostic Form. Three student focus groups were held.

The results of the pilot (in the form of the Diagnostic Form reports) were sent early in spring semester to participating faculty and their department heads followed by an online survey. The raw survey results and summary reports are available on the FEC website. After completion of the survey, participants were invited to participate in focus group discussions, one for faculty and one for department heads. A synopsis of focus group discussions is provided on the FEC website.



Roughly half of faculty and department heads who participated in the pilot test completed the online survey. Ten faculty, six department heads, and roughly 20 students participated in focus groups. Some of the most significant findings from those surveys and focus groups are provided below:

### *Faculty*

Important findings from the online survey of faculty participants (n=17) include:

- 77% of faculty survey participants (n=13) said that compared to USU's existing evaluation report, the IDEA class diagnostic report was "valuable or quite valuable," with 18% saying "somewhat valuable" and 6% saying "not valuable." More respondents said that the IDEA report was "quite valuable" when comparing it to USU's current report than when rating it in isolation.
- 77% of faculty participants (n=13) said that overall the IDEA class diagnostic report was "valuable or quite valuable," with 18% saying "somewhat valuable" and 6% "not valuable."
- 71% of faculty participants (n=12) said the evaluation of faculty-declared relevant course objectives was "valuable or quite valuable" and 29% said it was "somewhat valuable."
- 82% of survey faculty participants (n=14) said the relevant course objective choices on the IDEA form "highly or moderately matched" their course objectives and 18% said they "slightly matched."
- 65% of faculty participants (n=11) said the adjusted ratings scores, a feature that adjusts raw ratings according to factors that influence student ratings of instruction, were "valuable or quite valuable," with 29% saying "somewhat valuable" and 6% "not valuable."

Open-ended responses (n= 11) on the online survey indicated:

#### ***Positive aspects*** (n= 4)

- The IDEA instrument includes a focus on key course objectives
- The IDEA instrument can be administered online
- The IDEA form has the ability to add customized questions

#### ***Negative aspects*** (n=7)

- The Diagnostic Form is too long
- The Diagnostic Form and report is too complex/complicated
- The paper-and-pencil Diagnostic Form discourages/lacks the feedback provided through directed student comments

The following trends emerged from the faculty focus group:

#### ***Positive aspects***

- Averages and adjusts scores
- Researched and validated
- Makes you select relevant objectives
- Results "make you think about teaching"
- Can be administered on line

#### ***Negative aspects***

- Too long
- Too complex/complicated
- Not all questions asked are relevant
- Lacks opportunity for good comments
- Steep initial learning curve

### *Department Heads*

Some significant findings from the online survey of department heads (n=11) were:

- 82% (n=9) said that compared to USU's existing report, the IDEA reports are: "valuable or quite valuable" and 18% said "somewhat valuable."
- 91% (n=10) said that overall, the IDEA class diagnostic reports are "valuable or quite valuable" and 9% said "somewhat valuable."
- 91% (n=10) said that the evaluation of relevant objectives selected by instructors is "quite valuable or valuable" and 9% said "somewhat valuable."
- 91% (n=10) said relevant objectives "highly matched or moderately matched" their department's learning objectives and 9% said they "slightly matched."
- 82% (n=9) said that as a resource for guidance on teaching improvement, the IDEA reports are "quite valuable or valuable," and 18% said "somewhat valuable."
- 91% (n=10) said that as a resource for departmental discussion and decision making, the IDEA reports are "quite valuable or valuable," and 9% said "somewhat valuable."
- 90% (n=9) said that the information provided by the IDEA report on teaching methods and styles is "valuable or quite valuable," 10% said "somewhat valuable" and 9% had no response.

Open-ended responses (n=7) on the survey indicated:

#### ***Positive aspects*** (n=4)

- The IDEA instrument is normed and allows for real comparisons
- The IDEA instrument can be administered online
- The IDEA instrument includes useful results and tools

#### ***Negative aspects*** (n=4)

- The form is too long/the length of time required for student completion is too long
- The IDEA instrument (form/report) is too complex/complicated
- Not sure IDEA instrument adds much value to USU's current process

The following trends emerged from the faculty focus group:

#### ***Positive aspects***

- Better psychometric properties
- Valuable to have national norms
- Instructor's ability to select important teaching objectives
- It has better potential because it will give new faculty more data
- Gives more detail about what is actually being done in the class

#### ***Negative aspects***

- Too long
- Report too complicated and there are too many variables
- Want IDEA to use more defined CIP codes to identify courses
- No question to focus the students written comments

### *Students*

Student data comes from three focus groups, two with ASUSU leadership groups and one from an undergraduate class (Biol 3060).

The trends were:

#### ***Positive aspects***

- Questions appeared better crafted and more specifically directed at important features of instruction
- Options of questions added by instructor or department is a plus
- Scale (occasionally, almost never, etc.) of Diagnostic Form is better

#### ***Negative aspects***

- Too long.
- Limited space for open-ended questions in pencil-and-paper form is a drawback

### *Summary*

Faculty, department heads, and students saw advantages of the Diagnostic Form, both when viewed independently and in comparison with the current USU instrument. Many expressed an interest in switching from pencil-and-paper instruments completed in class to online forms administered outside of class. There was some concern about online delivery of course ratings forms leading to a reduction in student response rates. In terms of the IDEA instrument itself, the primary negatives expressed by students, faculty, and department heads were the length of the form completed by students, the complexity of the report delivered to faculty and administrators, and the limited space and lack of direction for open-ended questions.

## Committee Recommendations<sup>1</sup>

- Adopt the IDEA Center Short Form for Student Ratings of Faculty Instruction as the USU baseline for student ratings of instruction
- Encourage use of the Diagnostic Form for Student Ratings of Faculty Instruction for pre-tenure and pre-terminal rank term appointment faculty who are developing their teaching and encourage its use for all faculty who desire the richest source of information to improve their instruction. Since the Short and Diagnostic Forms provide the same information needed for administrative evaluation, the decision to use the Diagnostic Form should be left to individual faculty.
- Use the scores for Progress on Relevant Objectives, Excellent Teacher, Excellent Course, and Summary Evaluation common to the Short and Diagnostic Forms as the baseline for comparing student ratings of instruction between courses and instructors across USU
- Switch to an online, outside-of-class administration of the ratings forms, and use structural incentives (e.g., early release of grades for completion of the course rating form) to promote student participation and maintain high response rates
- Add USU's current open-ended questions (What aspects of teaching or content of this course do you feel were especially good? What changes could be made to improve the teaching or the content of this course?) to the IDEA instrument
- Encourage colleges, departments, and instructors to formulate and include additional open-ended questions that aid the assessment and improvement of teaching effectiveness
- Provide training in the administration and use of the new ratings instrument while continuing to emphasize that student ratings of instruction is only one component of assessing teaching excellence

### *Rationale for FEC Committee Recommendations*

#### *Short Form versus Diagnostic Form*

An often expressed concern about the Diagnostic Form was its length. With 47 multiple choice questions, including many that are a fixed part of the form but not always relevant to the objectives chosen by an instructor, faculty expressed apprehension that students would become tired or frustrated when completing the Diagnostic Form for multiple courses, with negative impacts on the results. The IDEA Center offers a Short Form consisting of 18 questions, of which 17 are identical to those of the Diagnostic Form. The Diagnostic and Short Forms and Reports are available for comparison on the FEC website. The information provided by the instructor for the Short and Diagnostic Forms, including choosing course learning objectives, is identical. The Short Form Report provides all the information of the Diagnostic Report except for recommendations for improved teaching effectiveness. Given the general satisfaction

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<sup>1</sup> The Committee met March 9, 2009 with 10 voting members and three visitors (advisors) attending. The vote was 9 to 1 in favor of these recommendations. Two of the non-voting advisors were in favor and one opposed.

with the IDEA report, particularly regarding information about Progress on Relevant Objectives, the committee recommends adopting the Short Form as the USU baseline ratings instrument.

The committee believes that the IDEA Diagnostic Form offers a greater level of specific feedback on instruction, and would be valuable for pre-tenure faculty, lecturers seeking advancement to the Principle Lecturer level, and any faculty seeking guidance on improving teaching effectiveness. If USU chose to allow use of the Short and Diagnostic forms, most students would complete the longer Diagnostic Form for only some of their classes. If educated on the purpose and value of the Diagnostic Form, and the ways it will improve instruction, students are more likely to take the time to complete it thoughtfully. This mixed use of forms at a single institution is not a new idea of the Committee; it is currently employed by other schools that use IDEA Center ratings instruments.

To maintain a uniform standard for evaluation and avoid creating a two-tiered system of administrative evaluation that could be viewed as punitive by faculty, the FEC recommends using only the information common to the Short and Diagnostic Forms for evaluative administrative decisions and having the Diagnostic Form used only at the request of faculty.

#### *Paper-and-Pencil, In-Class Administration versus Online, Outside-of-Class Administration*

Prior to the pilot test, the Committee discussed online, outside-of-class administration of the ratings forms instead of our current paper-and-pencil, in-class administration system. We decided to use in-class administration of the paper-and-pencil forms to avoid changing multiple variables during the pilot test. However, in discussions leading to the pilot test many FEC members expressed a preference for ultimate online administration of USU evaluations.

During the pilot test, we were asked by many students, faculty and department heads why online forms were not being used. The request for online forms was strong and unanimous from RCDE faculty who have students at many sites and currently use a mixture of online and paper-based evaluations.

Our recommendation is to implement the IDEA ratings system in an online, out-of-class environment. This system presents at least four advantages: a) students have unlimited time to complete the evaluation; b) online forms allow unlimited space for answering open-ended questions, and many faculty in the pilot test indicated that the response to these questions provides the most valuable information for improvement of teaching; c) online administration frees up valuable class time; and d) online administration removes the significant challenge of distributing, administering, and collecting pencil-and-paper forms from students spread across the State in courses offered by RCDE and reduces the potential for human error inherent in scanning, processing, and analyzing more than 100,000 paper forms annually.

A challenge of online forms is ensuring an acceptable response rate. We propose adapting a system in place at the University of Utah in which students who complete the ratings form have their grades released two to three weeks earlier than those who do not complete the form. Using this system, the University of Utah achieves an average response rate of 72%, very close to the 75% (fall 2008) average response rate achieved at USU using in-class administration of forms.

### *Open-Ended Questions*

A consistent concern expressed about the pencil-and-paper Diagnostic Form was that it only had a small space for open-ended student comments and there was no guidance for the response. Many of the faculty participating in the pilot said that their primary focus on USU's current form are responses to the questions, What aspects of teaching or content of this course do you feel were especially good? and What changes could be made to improve the teaching or content of this course? Both the Short and Diagnostic Forms allow the incorporation of customized questions in both open-ended and multiple choice formats. Based on faculty input, we recommend that the two open-ended questions of the current USU form be added to the online IDEA Center ratings forms. We also encourage academic units and faculty to consider including their own questions tailored to their unique needs in the online forms.

### *Training*

The Committee believes that the IDEA Center ratings instruments are powerful but complex. Some faculty and department heads stated that the learning curve seemed steep and that the Diagnostic Form Report was overly complex. Training is essential in selecting course objectives, understanding the way scores are analyzed and adjusted, and in how to interpret IDEA Center reports. Faculty should also be instructed on the differences between the Short and Diagnostic Forms so they can decide which is best for their needs. Equally important is education to shift some prevailing views of student ratings reports. In focus groups, the Committee found two disturbing trends. Students uniformly expressed the view that many faculty never read or responded to information in the current Teacher/Course Evaluation Report. It is important that faculty, and the university as a whole, communicate to students in words and actions that student ratings of instruction impact teaching improvement. It is also important for faculty and their supervisors to understand that student ratings of instruction are only one part of the evaluation of teaching effectiveness. Creation of reflective teaching portfolios and carefully structured peer observations of teaching are other, equally important components of teaching evaluation that should not be overlooked in a focus on easily compared summary scores.

### **Implementation Costs**

The direct cost of the using the IDEA Center ratings instruments is estimated to ~ \$29,000/year for USU's current number of courses. The two other commercially available ratings instruments tested for reliability and validity have an estimated cost of \$100,000 and \$120,000 annually. According to USU Office of Analysis, Assessment and Accreditation (AAA) figures, the cost of implementing the IDEA Center ratings system represents approximately 0.0002% of the direct cost of instruction (which was more than \$130 million in FY2009). AAA estimates that their direct cost of administering the current ratings system is between \$8,000-\$10,000, and cautions that this calculation does not include any costs that are currently borne by individual departments, colleges or units. For example, it does not include RCDE's cost to ship evaluations to and from remote sites, or the costs of distribution, administration, and collection of forms at the departmental level, nor does it include data-entry or creating PDFs of individual forms at the departmental level.

**Report from the Educational Policies Committee**  
**April 1, 2010**

The Educational Policies Committee met on April 1, 2010. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page and are available for review by the members of the Faculty Senate and other interested parties.

During the April 1<sup>st</sup> meeting of the Educational Policies Committee, the following discussions were held and key actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of April 1<sup>st</sup> which included the following notable actions:
  - The Curriculum Subcommittee approved 23 requests for course actions.
  - Ed Reeve was elected as the 2010-2011 Curriculum Subcommittee Chair
2. There was no report of a March meeting of the Academics Standards Subcommittee.
3. Approval of the report from the General Education Subcommittee meeting of March 23, 2010. Of note:
  - The following General Education courses were approved:  
  
**GEO/PHYS 3150 (QI) – Approved**  
**GEO/PHYS 3150 (DSC) – Approved**
4. Other EPC Business
  - A motion to approve the Utah State University proposal to administratively move the Department of Landscape Architecture and Environmental Planning to the College of Agriculture was unanimously approved pending review of the proposal by the Budget, Faculty Welfare Committee. The Budget, Faculty Welfare Committee unanimously approved the proposal at their April 5 meeting.

**PRPC Report for Faculty Senate, 12 Mar 2010**

SECOND READING (Sections 401.6 through 401.11)

SECOND READING (Sections 402.1 through 402.3)

1. “VP” written out as “Vice President.”

SECOND READING Revision of 405.6.2(1) from Pre-Tenure Faculty Mentoring and Evaluation Committee

**SECOND READING – Section 405.6.2(1)**

*“The role and responsibility of the Tenure Advisory Committee is to provide an annual evaluation of a faculty member's progress toward tenure and promotion. The Tenure Advisory Committee is responsible for providing clear expectations and an evaluation of feedback to the faculty member's with regard to progress toward meeting those expectationtenure and promotion, and shall recommend (a) to renew the appointment or (b) not to renew the appointment (407.2.1 (5)). In the final year of the probationary period, the committee shall recommend (a) awarding promotion and tenure or (b) denying promotion and tenure (407.2.1 (5)). At any time during the probationary period, the committee can be asked to render judgment on an administrative proposal to grant promotion and tenure in accordance with Section 405.7.3 (1) of the Faculty Code. Under those circumstances, the Tenure Advisory Committee shall recommend (a) to award promotion and tenure or (b) to continue the probationary period.”*



## SECOND READING – Section 401.6 through 401.11

### 401.67 EMERITUS FACULTY

At the time of retirement and upon recommendation of the President and the approval of the Board of Trustees, faculty members may be awarded the honorary rank of Emeritus preceding their final academic rank.

**Comment [JE1]:** PRPC recommends that it remain unspecified who makes these recommendations.

### 401.78 LIST OF FACULTY

Prior to the end of fall semester of each year the University shall publish a list of all faculty which states the faculty category and the academic unit to which they are appointed.

**Comment [JE2]:** It appears this requirement is no longer being met in print, but via the USU online faculty directory

### 401.89 AUTHORITY OF THE FACULTY

#### 89.1 Policy Statement

(1) American Association of University Professors Joint Statement.

~~Although t~~This policy statement may contain some provisions ~~which that~~ are the same or similar to certain principles promulgated by the American Association of University Professors (AAUP). ~~T~~This policy statement is not intended to incorporate AAUP principles and interpretations, and any such incorporation by reference is expressly disclaimed.

(2) Faculty Responsibility for Educational Process.

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter, and methods of instruction, and those aspects of student life which relate to the educational process. In those exceptional circumstances when the power of review or final decision of the President is exercised adversely on these matters, it shall be communicated to the faculty. Following such communication, the faculty shall have the opportunity for further consideration and further transmittal of its view to the President.

The faculty sets the requirements for the degrees offered, determines when the requirements have been met, and recommends to the President that the degrees be granted.

**Comment [JE3]:** In response to a question about which faculty this entails, please see refer to PRPC's Term Faculty Review recommendation.

(3) Faculty Status and Related Matters.

Faculty status and related matters, such as appointments, reappointments, nonrenewals of appointments, terminations, dismissals, reductions in status, promotions, and the granting of tenure are primarily a faculty responsibility. The primary responsibility of the faculty

**Comment [JE4]:** In response to a question about which faculty this entails, please see refer to PRPC's Term Faculty Review recommendation.

for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Determination in these matters should be first by faculty action through established university procedures, reviewed and approved by - the President, followed, where necessary, by the approval of the Board of Trustees and/or the Board of Regents.

#### (4) Collegial Governance of the University.

There is shared responsibility in the governance of the University with a meaningful role for the faculty. This role includes participation in decisions relating to the general academic operations of the University, such as budget matters and the appointment of administrators. The faculty should actively advise in the determination of policies and procedures governing salary increases.

Organizations and methods for faculty participation in the collegial governance of the University should be established wherever faculty responsibility is present. The organizations and methods may consist of meetings of the faculty members of a department, college, library, extension, other academic unit, or the University as a whole; or they may take the form of faculty-elected committees in academic units and a faculty designed, approved, and established through joint effort of the faculty and the administration.

#### (5) Faculty and Administration Communications.

Suggested means of communication among the faculty, the University administrators, and Board of Trustees are:

- (a) circulation of memoranda and reports,
- (b) joint ad hoc committees of the groups,
- (c) standing liaison committees of the groups, and
- (d) membership of faculty members on administrative councils, committees, and other bodies.

### **89.2 Legislative Authority of the Faculty**

Subject to the authority of the Board of Regents, the Board of Trustees, and the President, faculty shall legislate on all matters of educational policy, enact such rules and regulations as it deems desirable to promote or enforce such policies, and decide upon curricula and new courses of study.

The legislative power will normally be exercised by the Faculty Senate. In all matters except those within the authority of the Faculty Senate, the faculty retains original jurisdiction.

~~Whenever the faculty is acting within the scope of its authority, its actions shall be effective.~~

**Comment [JE5]:** PRPC agrees with the recommendation to strike this paragraph.

### **89.3 Appellate Authority of the Faculty:**

#### **Right to Review and to Modify Faculty Senate Actions**

Faculty shall have the appellate power to review all Faculty Senate actions by means of a special meeting. ~~See policy 402.1.~~ Upon the written petition of 10% of ~~resident~~ faculty who are eligible to vote in Faculty Senate elections, or upon the written request of 25 senators, the faculty must meet to reconsider Faculty Senate actions and to ratify, modify, or repeal them. The petition or request must be submitted to the President as chair of the faculty.

**Comment [JE6]:** In response to a question about which faculty this entails, please see refer to PRPC's Term Faculty Review recommendation.

### **401.941 MEETINGS OF THE FACULTY**

**Comment [JE7]:** PRPC recommends hat this sections be placed ahead of the section "Chair of the Faculty" to improve clarity.

#### **941.1 Calling Meetings**

Meetings of the faculty may be convened upon the call of the President. Upon receipt by the President of a written request or a written petition as provided in policy 401.9.3, the President must call a meeting of the faculty within ten working days to discuss and/or act on issues raised in the request or petition.

#### **940.2 Notice**

Faculty must receive individual notice of the meeting and its agenda a minimum of five days before the meeting, unless a majority of them waives that notice prior to or at the meeting or unless the President waives the notice on the grounds of emergency.

#### **491.3 Quorum**

Any number over ten percent of the ~~resident~~ faculty eligible to vote in Faculty Senate elections shall constitute a forum for discussion at faculty meetings, but no vote shall be binding unless a quorum is present. Fifty percent plus one member of the voting faculty shall constitute a quorum. A quorum being present, all actions shall be by majority vote of those in attendance with voting power. Meeting procedures shall be governed by Robert's Rules of Order.

### **401.10 CHAIR OF THE FACULTY; SECRETARY OF THE FACULTY**

The President of the University (and in the President's absence, the Provost) is the chair of the faculty and presides over all ~~its~~ meetings of the faculty.

The President of the University shall appoint a secretary for the faculty who will also be

ex officio ~~E~~xecutive ~~s~~ecretary of the Faculty Senate. The secretary shall record all actions of the faculty when it meets, and shall preserve the records in a form convenient for reference.

[See also policy 402.8](#)

#### **401.112 COMMITTEES OF THE FACULTY**

The faculty may appoint, at any time, such committees as the work of the University may require. These committees must report to the faculty and to the Faculty Senate the progress of their work and the action they have taken.

## **POLICY MANUAL**

### **FACULTY**

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**Number 402**

**Subject: The Faculty Senate and Its Committees**

**Effective Date: July 1, 1997**

**Revision Date: November 16, 2001**

**Revision Date: April 29, 2002**

**Revision Date: January 12, 2007**

**Revision Date April 30, 2007**

**Date of Last Revision: May 6, 2009**

#### **402.1 AUTHORITY OF THE FACULTY TO REVIEW FACULTY SENATE ACTIONS**

Actions of the Faculty Senate (Senate) shall be subject to the appellate power of the faculty, as provided in policy 401.9.3. The agenda and actions of the Senate shall be reported to the faculty as provided in policy 402.4.2(3).

#### **402.2 AUTHORITY OF THE SENATE**

The authority of the faculty is delegated to the Senate. The Senate legislates and sets policy for matters within the collective authority of the faculty. See policy 401.9. The Senate shall have the power to act for and represent the faculty in all matters of educational policy, including requirements for admission, degrees, diplomas, and certificates; and in curricular matters involving relations between colleges, schools, divisions, or departments.

The Senate shall also have the following powers: (1) To receive and consider reports from any faculty committee, and from any council, department, division, administrative officer, library, or college; and to take appropriate action. (2) To consider matters of professional interest and faculty welfare and to make recommendations to the President of the University and other administrative officers. (3) To propose to the President amendments or additions to these policies.

## 2.1 Senate Power of Internal Governance; Referral of Matters to the President

The Senate shall have the power to make rules governing its own procedures and to establish its own order of business. All other matters considered and approved by the Senate shall be forwarded by the Executive Secretary to the President of the University and, in appropriate cases, to the Board of Trustees.

## 2.2 The President, University Administrators, and Board of Trustees

The Senate is an advisory body to the President of the University. While the Senate votes on policy and procedural issues, including but not limited to policy and procedural issues in these policies, these actions and recommendations cannot be implemented without the approval of the President of the University. The Board of Trustees advises the President of the University and approves or disapproves any substantive policy or procedural change, ~~addition or deletion in the policies~~. Approval or disapproval of Senate actions, whether by the President of the University or by the Board of Trustees, shall be reported back to the President of the Senate by the President of the University, or a designee, in a timely manner following the Senate action. When Senate actions receive final approval, it is the responsibility of University administrators and administrative bodies to implement the action.

## 2.3 Senator's Handbook

Each senator shall receive a current Senator's Handbook which explains briefly the role and operation of the Senate. The Handbook will include: (1) provisions of this policy pertinent to Senate proceedings, rules, and membership; (2) a simplified statement of the Rules of Order; and (3) rules for calling meetings. The Senate Executive Secretary must ensure that each newly elected Senator receives a Handbook no later than the September meeting of the Senate.

## 402.3 MEMBERSHIP; ALTERNATES; TERM; VACANCIES

### 3.1 Membership

The Senate shall be composed of the following members: (1) Fifty-five faculty members elected by and from faculty members eligible to vote in Senate elections (see policy 401.6.3(2)(d)); (2) the President and the Provost of the University or their designees; (3) eight appointees of the President of the University who shall be vice presidents and/or deans, six of whom must hold faculty appointments and must be designated annually preceding elections to the Senate; (4) the four chairs of the Academic Freedom and Tenure Committee, the Budget and Faculty Welfare Committee, the Professional Responsibilities and Procedures Committee, and the Faculty Diversity, Development and Equity Committee, if they are not one of the faculty members elected to the Senate; and (5) three students, who shall include the Associated Students of Utah State University (ASUSU) President or a designee, the ASUSU Academic Senate President or a designee, and the Graduate Student Senate (GSS) President or a designee.

**Comment [JE8]:** The question was asked: Why 55 senators? PRPC has no knowledge of where the number originated, nor do we propose a change.

With the exception of faculty holding special or emeritus appointments, any member of the faculty who is not designated as a presidential appointee is eligible for election to the Senate.

### 3.2 Alternates for Elected Members

Senate members are expected to attend its meetings regularly. In cases of unavoidable absence, including sabbatical leave, professional development leave, and unpaid leaves of absence, Senators will arrange for an elected alternate senator to attend in their place. (see policy 402.10.2) The alternate shall have full voting rights.

Senators must notify the Executive Secretary of the Senate in writing (email is acceptable) whenever alternates will replace them. If an absent senator fails to arrange for a substitute more than once during an academic year, then that senators' position will be considered vacant (see policy 402.3.4). Senators are considered absent whenever they are replaced by designated alternates (see policy 402.3.4).

### 3.3 Term

Faculty members elected to the Senate shall serve three-year terms or, as provided in policy 402.3.4, complete the three-year term vacated by a faculty member. Terms shall begin July 1 following elections and ~~may be re-elected~~are renewable once, after which a faculty member is ineligible to stand for election for one year. The term of office for student members of the Senate shall be one year and shall coincide with the term of ASUSU and GSS officers. The term of office for presidential appointees shall be one year and shall begin July 1. A presidential appointee can be reappointed to consecutive terms, up to a maximum of six years, after which the appointee is ineligible for appointment for one year.

### 3.4 Vacancies

A senate seat shall be declared vacant if a senator (1) resigns, (2) is terminated, (3) goes on extended medical leave, (4) will otherwise be unavailable for more than half of the academic year, (5) misses more than one regularly scheduled meeting during an academic year without arranging for an alternate, or (6) misses five-four regularly scheduled senate meetings ~~even when an alternate is arranged during any one academic year, or misses more than one regularly scheduled meeting without arranging for an alternate.~~ The Executive Secretary of the Senate reports all vacancies to the Committee on Committees. For vacancies ~~owing to resignation, termination, incapacitating illness or four absences from regularly scheduled Senate meetings,~~ an alternate elected senator will be appointed by the affected ~~college~~Dean or ~~Director~~Vice President to fill the seat in accordance with policies 402.3.2 and 402.10.1. For vacancies among Presidential appointees, the President shall appoint a new Senator within 30 days.

### 402.4 RECORDS; AGENDA; MINUTES; ORDER OF BUSINESS

#### 4.1 Records

The records of the Senate shall be kept by an executive secretary for the use of the members of the faculty, the President of the University, and the Board of Trustees. Records are public unless otherwise specified by action of the Senate in accord with state law (see policy 402.8).

Under the supervision of the President of the Faculty Senate, the Executive Secretary shall ensure that Senate actions approved by the President of the University, or where necessary by the President and the Board of Trustees (see policy 402.2.2), are published in campus media within an appropriate time frame and included in the Senate records.

**Comment [JE9]:** A question was asked about defining "campus media." PRPC recommends the language stand as is.

#### 4.2 Agenda and Minutes

##### (1) Senate agenda.

The Executive Committee shall meet at least 14 days in advance of regularly scheduled Senate meetings to prepare the agenda and make assignments to those who are to report to the Senate. A copy of the agenda must be sent to each senator at least five days before regularly scheduled meetings.

**Comment [JE10]:** A question was asked if a copy being sent is appropriate. PRPC recommends the language stand as is.

##### (2) Faculty petition to place matter on the agenda.

Any 25 faculty members may petition the Senate to obtain consideration of any matter within the Senate's authority. The petition shall be presented in writing to any Senate member, who shall then give notice of the petition to the Senate or to its Executive Committee. The Executive Committee shall place the matter raised in the petition on the agenda of the next regularly scheduled Senate meeting or, at the discretion of the Senate President, on the agenda of a special meeting called in accordance with the provisions of policy 402.6.2.

**Comment [JE11]:** PRPC was asked if 25 is an appropriate number to require use of senate time. PRPC recommends the language stand as is.

##### (3) Distribution of agenda and minutes.

One week prior to each Senate meeting, the Executive Secretary shall provide each academic unit, for public posting, a copy of the agenda of the next meeting, without attachments, and minutes of the prior Senate meeting.

##### (4) Publicizing and publication of recommended changes in policies or procedures.

Under the supervision of the President of the Faculty Senate, the Executive Secretary shall ensure that Senate actions recommending a change in this policy or in other University policies or procedures are publicized in a timely manner to the campus and reported to campus news media.

#### 4.3 Order of Business



Except as otherwise provided by the Senate, its order of business shall be: call to order (quorum), approval of minutes, announcements, university business, information items, consent agenda, key issues and action items, new business, and old business.

## **USU/CEU Faculty Senate Apportionment Proposal**

All Senators are well aware that a permanent change to our “faculty code” takes much time and attention. However, the recent Legislative action to merge USU and the College of Eastern Utah (CEU) has created an unusual challenge for our Faculty Senate. As of July 1, 2010, CEU faculty will become members of our USU faculty and, therefore, we feel a sense of obligation to have them represented in our Senate. Therefore, the following proposal is presented as a temporary solution that provides two advantages: (1) providing immediate representation for our new colleagues; while (2) affording us the time to be prudent and reflective on how our new colleagues will be integrated into our system of faculty governance.

It is proposed that 3 faculty senators represent CEU, as a unit. These senators shall be elected from the faculty, by faculty at CEU in accordance with election and eligibility rules of the USU Faculty Senate. One of the three shall be selected to serve on the Faculty Senate Executive Committee. Their term of service shall be from August 15, 2010 through June 30, 2011. It is our intention to consider and renew this temporary expansion of Senate membership annually until the recommendations of an ad-hoc committee can be permanently enacted in the University Policy Manual (Faculty Code). The ad hoc committee (with CEU representation) shall be formed and charged with investigating possible changes that would be needed in the code with regard to Faculty Senate apportionment. At this time, there are too many unanswered questions for us to move quickly with confidence and certainty. While answers to these questions will emerge in time, the Executive Committee of the Faculty Senate has concluded that it would be prudent for us to adopt a temporary solution and, during that time, complete our background work to ensure that any permanent changes to the “faculty code” are well considered and position us for long-term success.

Again, this is a temporary solution in order for CEU to participate while permanent code changes are in process.

## **AFT ISSUES INCLUDED IN ANNUAL REPORT (2010)**

The numerous pre-hearings and hearings were very time consuming for everyone on the AFT Committee. Many issues arose. Here's a sample:

- Should the AFT Committee be expanded so that members do not have to spend so much of their year dealing with AFT matters?

### *402.12.3*

*(5) Supplemental appointments. If necessary in order to hear grievances in a timely manner, supplemental members of the Academic Freedom and Tenure Committee may be appointed by the Committee on Committees from the elected members of the Senate. This appointment process shall be initiated by the chair of the Academic Freedom and Tenure Committee. The term of these appointees shall expire June 30 following appointment.*

- In the alternative, should AFT Committee members be remunerated or given a course reduction for their work on the Committee?
- Could an administrative assistant be assigned to work with the AFT committee on hearings to help with logistics (e.g., scheduling, collection and dissemination of documents, reserving meeting rooms, etc.)?
- Should AFT Committee members, or at least the AFT Committee chair, be full professors? AFT Committee members are often put in the predicament of having to oppose administration positions on issues. Perhaps full professors would be better suited for this.

*This would be an easy thing to address.*

- Does USU Policy 407.6, setting out the grounds for grievances, need to be clarified? What, for instance, constitutes "arbitrary or capricious conduct"?
- Should lawyers be involved in grievances—either in the pre-hearing or hearing process? Lawyers often understand USU policy better than faculty and administrators but, on the other hand, they are prone to trying to turn internal administrative processes (grievances) into civil lawsuits, replete with numerous rules of evidence and procedures. Do we want to keep the grievance process purely an internal (USU only) matter?
- Should the Faculty Senate consider establishing an "advocate" office/position for faculty members -- a person(s) who is equally versed in the faculty code as the Provost, Vice-Provost, and other administrators and who can advise faculty on the issues involved in a grievance? This might mitigate or eliminate the problem of grievants showing up to hearings unprepared or ignorant about the faculty code or, alternatively, showing up with lawyers.

*We could find a way to address this issue.*

- What about the grievance process itself? Should it be scrapped or at least part of it scrapped? Do the costs of the process outweigh the benefits? If this seems too extreme, could the grievance process be streamlined? Grievants go into the process thinking they have a good chance of success. The reality is quite otherwise. Rather than going through this extensive and costly process, would it be simpler—and perhaps fairer—to leave parties to resolve their complaints against the university in civil courts? If this seems too drastic—and many faculty believe a grievance process is essential at USU—perhaps grievants could be notified of how difficult it is to succeed with a grievance. For instance, if we had statistics on how seldom grievances succeed, and how compelling a case is necessary for success, this might discourage unnecessary complaints.
- Should more training be given to AFT committee members on what to expect, how to conduct grievance hearings, etc. Similarly, should grievants be educated on what they can grieve and how the grievance process works so that they don't show up to pre-hearings or hearings uninformed?
- Should the AFT Committee be able to dismiss a grievance before or at a pre-hearing if there is no apparent “smoking gun” evidence of capricious or arbitrary behavior?
- Should the faculty code be revised to give the grievance hearing panel clear authority to tightly limit the number of pages of documents that can be introduced in grievances and the time that can be spent discussing issues? What discretionary authority should be given to hearing panels? This might be made more specific in the code.
- Should USU Policy 407.7.2 (Reasons for Non-Renewal) include criteria for pre-tenure termination beyond the current language "Non-renewal prior to the end of the pre-tenure probationary period for tenure-eligible faculty is an administrative decision of the department head, director, dean, or vice president and must be approved by the Provost and President"? There was some concern that this language currently allows for dismissal with minimal justification.
- There was also concern expressed about USU Policy 405.7. For example, in at least two cases this year issues of letters arose. One of these issues had to do with letters from external reviewers. There is considerable murkiness in the statement in the code of how these letters should be solicited and what constitutes a requisite number returned. See section 405.7.2(1).

In addition, there are several statements about letters of evaluation/recommendation (i.e., from heads, deans, etc.)/decisions going to candidates and other parties but there is a lack of clarity about who delivers such

letters and when. See sections 405.7.2(2)-(4) and also 407.6.6(8).

The latter section is now becoming increasingly important, because the Provost has established the precedent (on several occasions) of accepting input from candidates after the dean and/or head has (have) written letters but before the central committee has been convened. There is no provision for this explicitly in the code, but as the precedent has been set it would be difficult to turn back. There was some concern that all candidates should have the ability for input before a final decision is made and that there needs to be a regularization of how information flows to make this most effective.

This is not an exhaustive list of the issues that arose this year during the numerous pre-hearings and hearings but it does address some of the more pressing questions that the AFT Committee has.