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## Faculty Senate Executive Committee Agenda, April 13, 2009

Utah State University

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## FACULTY SENATE EXECUTIVE COMMITTEE

April 13, 2009  
3:00 – 4:30 p.m.  
Champ Hall

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### Agenda

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- 3:00 Call to Order**  
Approval of Minutes March 23, 2009.....Mike Parent
- 3:05 University Business**.....Stan Albrecht, President  
Raymond Coward, Provost
- 3:35 Announcements**.....Mike Parent  
Next Brown Bag Lunch w/President & Provost, Wednesday April 15, 2009 (new date)  
Next year's Faculty Senate Calendar is posted on FS Webpage  
Motion Tracking of FSEC and FS meetings from 2003-04 to the Present
- 3:40 Information Items**  
Committee on Committees Report.....Chris Corcoran  
FDDE/ADVANCE Committee Report.....Ronda Callister  
Calendar Committee Report.....Michelle Larson  
Northwest Commission on Colleges and Universities –  
Tenure Advisory Committees.....Raymond Coward Provost
- 4:20 Old Business**  
PRPC Items.....Scott Cannon
- Section 406 Program Discontinuance, Financial Exigency and Financial Crisis – Level 2 changes
- The next section level II changes.....Mike Parent
- Policy 407 Grievance Policies and Procedures - Suggested revisions.....Mike Parent
- 4:35 New Business**  
EPC Items.....Larry Smith
- 4:45 Adjournment**.....Mike Parent



## **FACULTY SENATE EXECUTIVE COMMITTEE**

### **MINUTES**

**MARCH 23, 2009 3:00 P.M.**

**Champ Hall Conference Room**

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**Present:** Mike Parent (Chair), Byron Burnham, Steve Burr, Maria Cordero, Renee Galliher, Jerry Goodspeed, Ed Heath, Kelly Kopp, John Kras, Glenn McEvoy, Betty Rozum (for Flora Shrode), Nathan Straight, Vince Wickwar, President Stan Albrecht (Ex-Officio), Provost Ray Coward (Ex-Officio). Guests: Ronda Callister, Scott Cannon, Sydney Peterson, Russ Price, Larry Smith.

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Mike Parent called the meeting to order at 3:01 p.m.

### **Approval of Minutes**

A motion was made and seconded to approve the minutes of February 17, 2009. The motion passed unanimously.

### **University Business**

President Albrecht gave an update on the responses to proposed code changes. The excused absence policy will be presented to the Trustees. The tobacco policy was unanimously supported as far as a ban on sales and advertising and will be sent to the Trustees for approval. The second part of the proposal, a ban on smoking on the TSC patio, was not approved pending the investigation of additional options.

The 2010 budget reduction will be a 9% cut on the base. The furlough was successful in providing the one-time money to cover the cuts made in January. Approximately 3.5 million dollars was generated from the five day furlough. However, the furlough will not be looked at as an option in 2010. A question was raised as to how conservative the legislature has been in projecting the budget for 2009-2010. If revenue numbers continue to be below estimates the legislature will cover the deficit and not pass on any further cuts to institutions for the 2009 fiscal year. The legislature believes the ongoing 17% reduction provides a base below the worst possible scenario and they have been conservative in protecting the rainy day funds.

Other legislative issues that impact USU are the passage of a bill that includes a Legacy component. This allows children of USU alumni wherever they live to attend Utah State at in-state tuition rates. Also, a bill was passed granting presidents temporary authority to move money across lines. This will give institutions more flexibility as they deal with budget cuts.

Provost Coward informed the committee that 36 sabbaticals were approved for next year. Tier II money increases for Promotion and Tenure raises will be at the same level as the last three years. There will be approximately \$500,000 for the third payment on the electronic journals. There were 1,336,161 hits on the electronic journals last year. If the athletic referendum passes the Tier II increase will probably be 4-5%, if the referendum does not pass then there will be an increase of approximately 6-7%.

There were 258 applicants for the voluntary separation program, and about 100 of them are still under consideration. The estimated savings will be in the 2.5 million dollar range for the individual colleges. A ten day extension was made available for employees who were subject to a reduction in force previously announced.

Undergraduate applications are up about 13%, and the university is conservatively estimating a 1-2% increase in enrollment. The impact of 1% enrollment increase and 4% Tier II increase makes about a \$550,000 difference in dollars that are generated, and a 6% increase yields about a \$700,000 increase. The impact is significant because the university receives the entire new student's tuition not just Tier II money.

## Announcements

- The next Brown Bag Lunch with the President will be Thursday, April 16, 2009 at 12:00 noon.
- Chris Corcoran has communicated with the colleges about the elections needed for representatives for Faculty Senate and Senate committees. The Senate has been reapportioned, one college gained one representative and one college lost one representative. Science changed from 9 to 8 and RCDE changed from 1 to 2.

## Information Items

PRPC Annual Report – Scott Cannon. The committee presented a printed summary of activity for the last year. There is one matter still in process, Section 406, but the committee hopes to have it completed by the end of the year.

John Kras moved to accept the PRPC report and place it on the consent agenda, second by Steve Burr. Motion carried.

Honorary Degrees and Awards – Sydney Peterson. The Trustees approved, at their last meeting, the Commencement speaker and Honorary Degree and Awards recipients. Senator Robert F. Bennett will be the Commencement Speaker and will also receive an honorary degree. Marc C. Bingham, Huey D. Johnson, Bonnie D. Parkin, Bertrand D. Tanner are the Honorary Degree recipients. Faculty Senators are encouraged to attend commencement and be supportive of Senator Bennett. Public Relations and Marketing is working on a press release to make an official announcement.

Vince Wickwar moved to place this item on the agenda as an information item. Second by Byron Burnham, motion carried.

Human Research Protection Program, Policy Changes – Russ Price. The accreditation body for accreditation of the Human Research Program was on campus recently. Recommendations on policy changes were made. A paragraph was added to Policy 307 indicating that any conflict of interest that exists that may impact human research would be ruled on by the Conflict of Interest Committee before going to the Institutional Review Board for a final determination. Other changes included clarification that no official of the university can approve research that has been prohibited by the IRB, and placing into policy other items that are current practice.

Ed Heath moved to place the item on the consent agenda, second by John Kraus. Motion carried.

## Old Business

PRPC Items – Scott Cannon. PRPC is not yet prepared to present recommendations to Section 406 Level 2 changes.

FDDE Promotion Advisory Committee Code Change – Ronda Callister. The primary purpose of the code change is to require a meeting of the Promotion Committee. The code change came about because of the ADVANCE program. Faculty indicated that USU does a good job of helping people through the tenure process, but not much is done to help faculty through the promotion process. It is currently difficult to get the committees to meet because of their heavy work load. Following lengthy discussion and debate it was decided that this proposal may not be the best answer to the problem.

Ed Heath moved to send the issue back to FDDE to identify and address other possible alternatives, John Kras seconded and the motion carried.

## New Business

EPC Items – Larry Smith. EPC approved a request from Mechanical and Aerospace Engineering to offer a Master of Science degree. There was no meeting of the Academic Standards Subcommittee. The General Education subcommittee is still working on the CIL exam issue. They are examining the collected data and hope to have more to report on that at the next meeting. In November the Commissioner of Higher Education held a General Education conference for the State of Utah. There was a workshop specifically on learning outcomes on the General Education curriculum at Utah colleges and universities. All colleges and universities were asked to consider their learning outcomes and general education curriculum. Utah State already has Citizen Scholar objectives. The General Education Subcommittee reviewed the objectives and offered some revisions.

John Kras moved to place this report on the consent agenda, Jerry Goodspeed seconded, motion carried.

**Adjournment**

Mike Parent asked for a motion to adjourn the meeting. The meeting adjourned at 4:16 p.m.

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

**Committee on Committees**  
**Annual Report to the Faculty Senate**  
**DRAFT FOR FSEC – 7 April 2008**  
**(Pending completion of Senate and standing committee elections.)**

By Faculty Code 402.12.2, the responsibility of the Committee on Committees (FSCC) 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."

There have been some mid-year changes to the make-up of the Committee on Committees. For 2008-2009, the following faculty members served in some capacity on the FSCC:

|                |                    |                  |
|----------------|--------------------|------------------|
| Scott Deberard | College of Ed & HS | Term ending 2010 |
| Chris Corcoran | College of Science | Term ending 2010 |
| Nick Flann     | College of Science | Term ending 2011 |
| Betty Rozum    | Library            | Term ending 2011 |

Due to his sabbatical, Scott Deberard stepped down from his Senate responsibilities in the fall of 2008, and in late fall Chris Corcoran agreed to replace Scott as FSCC Committee Chair during the remainder of the academic year. We are grateful for the help of the past chair of the FSCC, William Popendorf, for continuing to serve in an advisory capacity during this transition. (Nick Flann will serve as Committee Chair during 2009-2010 during Chris Corcoran's sabbatical).

New appointments were made in late spring and replacement appointments were made in the fall according to code 402.11.2. We have continued the policy of making these appointments on the basis first of each Senator's interests expressed via our Senator Interest form, second to balance the committee workload of each Senator, and third by striving to achieve diversity of college representation within each committee. [The updated assignments to Senate standing committees and to the University councils and committees with Faculty Senate representation will be included as an attachment, following completion of elections. Open cells in this list in the 2009-2010 column will represent positions to be filled by next fall.]

To generate a list of eligible faculty for purposes of apportioning Senators among the various colleges and administrative units, we arranged with the Provost's Office and the Office of Analysis, Assessment, and Accreditation to generate the 2009-10 Faculty Senate Reapportionment Summary by Administrative Unit; see attachment . This reapportionment required the loss of one College of Science Senator.

This reapportionment and committee openings information was transmitted to the deans and administrative heads with instructions for the election/re-election of new senators and committee members. [The results of these elections are still being returned, and the list of Faculty Senate Members and Alternates for 2009-2010 will be included as an attachment]. We are also requesting a list from the University President of his presidential appointments to the Senate for 2009-2010.

Past problems have been reported in previous annual reports of the FSCC with the inability of Banner to identify faculty assigned to RCDE. This is not an issue that has been discussed further by the FSCC during this past academic year, but should be resolved during the coming year. FSCC also recognizes that no new appointments have been made to the Faculty Senate Handbook Committee (for the past several years), to the DEED subcommittee (for the past three years), or during the past two years to the University Assessment Coordinating Council.

**Utah State University**  
**2009-10 Faculty Senate Reapportionment Summary by Administrative Unit**

**Table 1. 2008-09 Reapportionment**

| Administrative Unit                    | Faculty      |             | Senators     |           |
|--|--------------|-------------|--------------|-----------|
|  | Number       | % of Total  | Un-rounded   | Rounded   |
| Agriculture                            | 78.0         | 11%         | 5.84         | 6         |
| Business                               | 56.0         | 8%          | 4.20         | 4         |
| Education                              | 109.0        | 15%         | 8.17         | 8         |
| Engineering                            | 69.0         | 9%          | 5.17         | 5         |
| Humanities, Arts, and Social Sciences  | 161.0        | 22%         | 12.06        | 12        |
| Natural Resources                      | 45.0         | 6%          | 3.37         | 3         |
| Science                                | 115.0        | 16%         | 8.62         | 9         |
| <b>Total Colleges</b>                  | <b>633.0</b> | <b>86%</b>  | <b>47.43</b> | <b>47</b> |
| Cooperative Extension                  | 67.0         | 9%          | 5.02         | 5         |
| Library & Instructional Support        | 19.0         | 3%          | 1.42         | 2         |
| Regional Campuses & Distance Education | 15.0         | 2%          | 1.12         | 1         |
| <b>TOTAL</b>                           | <b>734.0</b> | <b>100%</b> | <b>55.00</b> | <b>55</b> |

**Table 2. 2009-10 Reapportionment**

| Administrative Unit                    | Faculty      |             | Senators     |           |
|--|--------------|-------------|--------------|-----------|
|  | Number       | % of Total  | Un-rounded   | Rounded   |
| Agriculture                            | 80.0         | 10%         | 5.56         | 5         |
| Jon M. Huntsman School of Business     | 53.0         | 7%          | 3.68         | 4         |
| EEJ Coll. Of Education & Human Svcs.   | 126.0        | 16%         | 8.75         | 9         |
| Engineering                            | 76.7         | 10%         | 5.33         | 5         |
| Humanities, Arts, and Social Sciences  | 184.0        | 23%         | 12.78        | 13        |
| Natural Resources                      | 47.3         | 6%          | 3.29         | 3         |
| Science                                | 124.6        | 16%         | 8.65         | 9         |
| <b>Total Colleges</b>                  | <b>691.6</b> | <b>87%</b>  | <b>48.04</b> | <b>48</b> |
| Cooperative Extension                  | 77.0         | 10%         | 5.35         | 5         |
| Library & Instructional Support        | 23.2         | 3%          | 1.61         | 2         |
| Regional Campuses & Distance Education |              | 0%          | 0.00         | 0         |
| <b>TOTAL</b>                           | <b>791.8</b> | <b>100%</b> | <b>55.00</b> | <b>55</b> |

**Table 3. Comparison of Number of Faculty and Senators, 2008-09 and 2009-10**

| Administrative Unit                    | 2008-09      |           | 2009-10      |           | 1-Year Change |          |
|--|--------------|-----------|--------------|-----------|---------------|----------|
|  | Faculty      | Senators  | Faculty      | Senators  | Faculty       | Senators |
| Agriculture                            | 78.0         | 6         | 80.0         | 5         | 2.0           | (1)      |
| Jon M. Huntsman School of Business     | 56.0         | 4         | 53.0         | 4         | (3.0)         | 0        |
| EEJ Coll. Of Education & Human Svcs.   | 109.0        | 8         | 126.0        | 9         | 17.0          | 1        |
| Engineering                            | 69.0         | 5         | 76.7         | 5         | 7.7           | 0        |
| Humanities, Arts, and Social Sciences  | 161.0        | 12        | 184.0        | 13        | 23.0          | 1        |
| Natural Resources                      | 45.0         | 3         | 47.3         | 3         | 2.3           | 0        |
| Science                                | 115.0        | 9         | 124.6        | 9         | 9.6           | 0        |
| <b>Total Colleges</b>                  | <b>633.0</b> | <b>47</b> | <b>691.6</b> | <b>48</b> | <b>58.6</b>   | <b>1</b> |
| Extension*                             | 67.0         | 5         | 77.0         | 5         | 10.0          | 0        |
| Library & Instructional Support        | 19.0         | 2         | 23.2         | 2         | 4.2           | 0        |
| Regional Campuses & Distance Education | 15.0         | 1         | 0.0          | 0         | (15.0)        | (1)      |
| <b>TOTAL</b>                           | <b>734.0</b> | <b>55</b> | <b>791.8</b> | <b>55</b> | <b>57.8</b>   | <b>0</b> |

\* Non-Resident Extension Faculty were accepted as members of the Faculty Senate in 2001-02. In prior years, only Resident Extension Faculty were members.

Note 1: Faculty include tenured and tenure-eligible faculty in the Human Resource System (HRS) file between 7/1/08 and 11/01/08.

Note 2: "Full-time" for 9-month faculty is defined as 1.00 FTE and for 12-month faculty as 0.75 to 1.00 FTE.

Note 3: The faculty in the jointly administered department of Economics was assigned equally to the administering colleges during 2008-09. As of 2009-10, the department of Economics is not jointly administered, but rather split into two separate departments in the College of Agriculture and the Jon M. Huntsman School of Business.

Note 4: The green figures in the rounded senators' number columns indicate adjusted numbers.

Note 5: In 2006-07, Extension split into Cooperative Extension and Regional Campus & Distance Education

Note 6: Faculty in Regional Campuses & Distance Education are now tenured in regular academic departments and do not show up in their own line.

# **Annual Report for Faculty Development, Diversity and Equity Committee (FDDE) 2009 Annual Report**

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**Prepared by Ronda Callister, Chair**





### FDDE accomplishments for January 2008- March 2009

1. Gathered information from each of the college, extension and library on faculty concerns and began addressing those issues. The most frequently mentioned concern was childcare.
2. Wrote a proposal for a Caregiving with Modified Duties policy that was approved by BFW (Faculty Benefits and Welfare Committee) and forwarded to Faculty Senate Executive Committee in the fall for the next step in the approval process.
3. Recommended that Faculty Senate consider minority representation on important faculty committees especially the committee examining faculty teaching evaluations.
4. Proposed changes to faculty code that would prohibit discrimination based on gender identity, sexual orientation and gender expression. This has passed the first approval in Faculty Senate and had been forwarded to PRPC for review and will be returned to Faculty Senate for approval of the precise language in the fall.
5. Proposed changes to faculty code that would allow faculty going forward for promotion or tenure to propose names of faculty that they did not want to be external reviewers on their promotion files. This has been approved on the first reading in Faculty Senate and forwarded to PRPC and will be returned to Faculty Senate in the fall for approval.
6. Negotiated with the Provost that FDDE will have access to query the faculty database that has been developed by ADVANCE in order to best ascertain changes in the status of women and minority faculty at Utah State University – as ADVANCE finished their final year and transfers the data to the Provost's office for subsequent analyses.

#### Received Presentations and Input From:

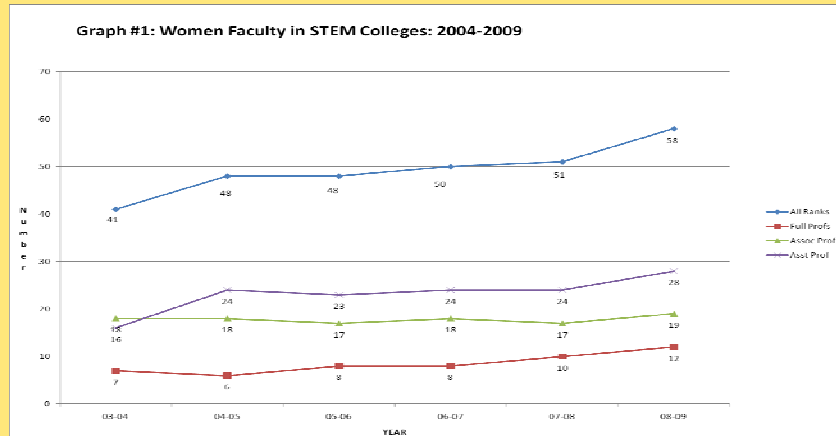
1. Julie Gast, Women and Gender Research Institute
2. Ann Austin, Vice Provost for Faculty Development and Diversity
3. Renee Galliher and Maure Smith from Allies and the GBLTA
4. Diane Baum, Disability Resource Center

## FDDE Accomplishments from September 2008-March 2009

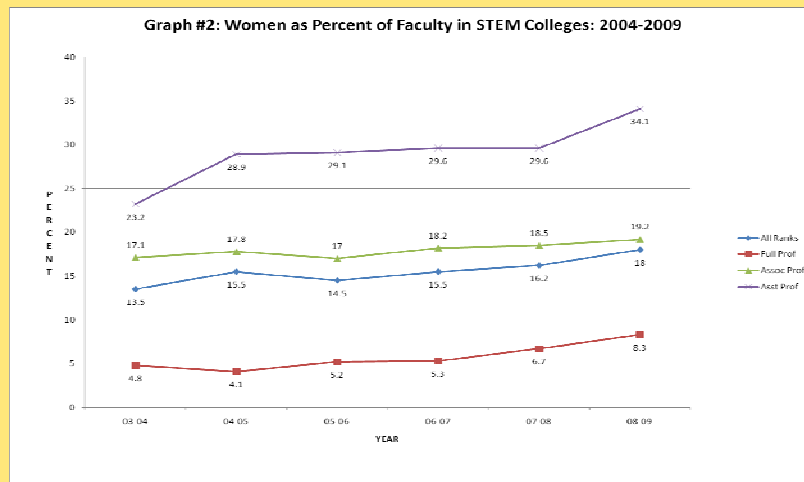
1. **LGBT non-discrimination** policy was approved by the Board of Trustees on March 6, 2009. Including changes in 403.3(1), 407.6.5 and 407.9.5. These changes will be added to the code after they are forwarded to HR.
2. **External reviewers** may be listed for the department head's consideration on promotion and tenure packages that candidates do not want to review their materials. These changes were approved by the Board of Trustees on March 6, 2009 to 405.7.2(1) and 405.8.3(1)
3. **Parental Caregiving Policy** – reviewed and feedback provided by FSEC, PEA-EC, and CEA-EC. No substantive changes. The University Executive Committee advised waiting until the worst of the budget crisis was past to put this policy in place. It may be used informally until that time. A copy of this policy is included in this report.
4. The **Eldercare** portion of this policy was dropped because no adequate usage data was found that would provide a reliable estimate of the cost of this portion of the policy in place. This may be possible to add to the Parental Caregiving Policy when usage data is obtained
5. **Data Indicators** – a committee was formed by Vice Provost Ann Austin that included Craig Peterson of the AAA office, several members of FDDE, and several data management consultants from campus including on occasion Jodi Morgan from HR. This committee worked all year to facilitate the transfer of the data analysis function that ADVANCE has been performing for five years to the AAA office with oversight from the Provost's office. Then FDDE would receive the data each year and analyze and report on changes that have occurred. If these changes occur in a direction that is not good for faculty diversity. FDDE will make recommendations at least annually in their report to Faculty Senate each April.
6. **Teacher Ratings.** Several members of FDDE met with Dr. Arreola prior to his speech about teacher ratings. He made a strong case for nationally standardized teacher ratings. FDDE members plan to track what the Faculty Senate decides to do with teacher ratings
7. **Hiring for Excellence** –FDDE committee members tested and provided feedback on the online training program for search committee members. It worked effectively with professional facilitation of the follow up discussion. Dave Ottley and Jodi Morgan performed this facilitation. The online training is not effective on a standalone basis as it is currently written.
8. **Ombudsperson program** – complaints were brought to the committee about problems in ombudsperson training and coordination. A DVD that was produced by ADVANCE for dissemination to other universities has been modified by Robert Mills to be used as part of the Utah State online training for Ombudspeople. Ronda Callister will follow through to try to ensure that it is added and the current training is updated.

9. **Parking for pregnant and nursing mothers.** After inquiries were made by FDDE, Vice Provost Ann Austin's office was able to get approval for special parking permits for pregnant and nursing mothers for both staff and faculty.
10. **Promotion Committee.** A code change was proposed to require that promotion committees be formed and meet one and a half years after tenure to provide mentoring and guidance to newly tenured faculty 405.6.2(2) and 404.8.2(2). This proposal was forwarded to Faculty Senate Exec Committee, where it was returned to FDDE for additional consideration of alternatives.

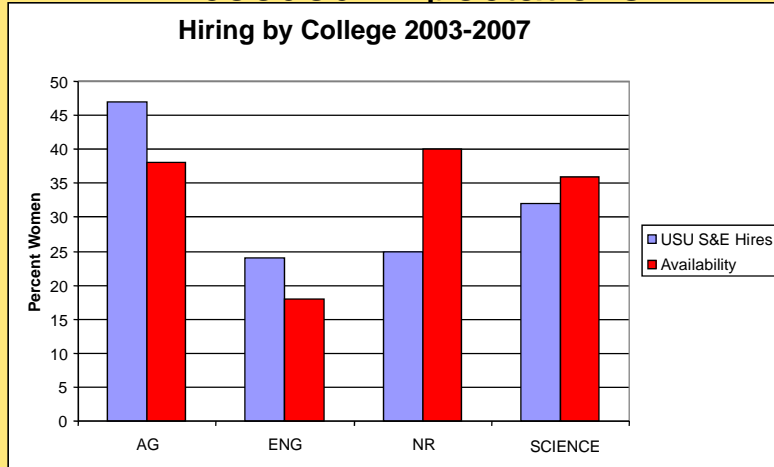
## Steady Improvements in Recruiting and Retention



## Percent Women STEM Faculty



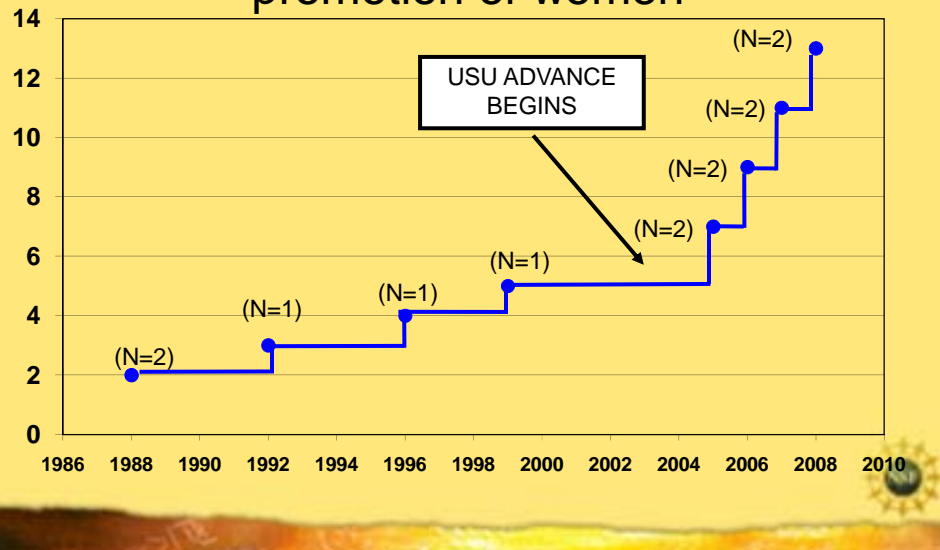
## Hiring Women in Two Colleges Exceeded Expectations



## Retention Improved: Women now leave at rates comparable to men



## Significant Improvement in the rates of promotion of women



### **403.3 PROFESSIONAL RESPONSIBILITY; STANDARDS OF CONDUCT**

#### **3.3 Standards of Conduct - Responsibilities to the Institution**

(1) Faculty members conduct themselves in an open, fair, civil, and humane manner both in general and when making decisions or recommendations concerning admissions, employment, promotion, retention, tenure, and other professional matters. Faculty members do not harass or discriminate against anyone on the basis of race, color, religion, sex, national origin, age, veteran status, or marital or parental status; the presence of any sensory, physical or mental disability or handicap; or for any other reason impermissible under applicable constitutional or statutory provisions. *In addition, USU also prohibits discrimination on the basis of sexual orientation, gender identity, or gender expression.*

#### **407**

##### **6.2 Grievance Statement**

The grievance statement must include a specific identification of the grievance, a concise summary of the evidence with supporting documentation, and a list of individuals (i.e., respondents) who are asked to respond to the grievance statement. Five copies plus an additional copy for each respondent must be filed with the chair of the Academic Freedom and Tenure Committee.

If a faculty member asserts a violation of statutory or constitutional civil rights in any of the protected categories of race, color, religion, sex, national origin, age, disability, marital or parental status, veteran's status, in his/her grievance statement (or at any time during the course of the proceeding), such claims shall be immediately referred in writing to the AA/EO Office by the chair of the Academic Freedom and Tenure Committee. *In addition, violations based on sexual orientation, gender identity, or gender expression shall be referred to the AA/EO Office by the chair of the Academic Freedom and Tenure Committee.* All such *USU policy*, statutory and constitutional civil rights claims shall be handled as outlined in policy 407.9.5. The chair of the Academic Freedom and Tenure Committee shall inform the faculty member in writing.

#### **9.5 Procedures for Inquiry into Allegations of Sexual Harassment, Other Violations of Statutory and Constitutional Civil Rights, and Harassment or Discrimination Based on Sexual Orientation, Gender Identity, or Gender Expression**

##### **(1) Initiation.**

A complaint that the provisions of this policy have been violated may be brought by any member of the University community, including any academic or administrative officer or organizations such as the Women's Center. The complaint shall be filed with the AA/EO Office. The complaint must be filed within 120 calendar days of the last alleged occurrence. Alleged incidences outside the timeline should nonetheless be brought to the attention of the AA/EO Office for review.



Recommended Changes to Human Resource Policy – not addressed yet

### **303: Affirmative Action/Equal Opportunity**

#### **1.1 Equal Opportunity**

Equal Opportunity in employment and education is an essential priority for Utah State University and one to which the University is deeply committed. Utah State University is dedicated to providing an equal opportunity climate and an environment free from discrimination and harassment. In accordance with established laws, the University prohibits discrimination based on race, color, religion, sex, national origin, age, disability, or veteran's status. In addition, discrimination on the basis of sexual orientation, *gender identity*, or *gender expression* for employees in all aspects of employment and for students in academic programs and activities is prohibited.

#### **305.1 POLICY**

Utah State University is committed to providing an environment free from harassment and other forms of discrimination based on race, color, religion, sex, national origin, age (40 and older), disability, or veteran's status. USU also prohibits discrimination on the basis of sexual orientation, *gender identity*, or *gender expression* in employment and academic related practices and decisions. This policy is in accordance with applicable federal, state, and local laws, orders and policies, which include, but are not limited to: Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; Vietnam Era Veterans' Readjustment Assistance Act of 1974; Executive Order 11246 (as amended); the State of Utah Anti-Discrimination Act; and others as applicable.

Utah State University employees and students cannot, because of race, color, religion, sex, national origin, age, disability, veteran's status, *sexual orientation*, *gender identity*, or *gender expression*, refuse to hire; discharge; promote; demote; terminate; discriminate in compensation; or discriminate regarding terms, privileges, or conditions of employment, against any person otherwise qualified. Employees and students also cannot discriminate in the classroom, residential halls, or in on/off-campus, USU-sponsored events and activities.

#### **305.2 PROCEDURES**

##### **2.1 Filing a Complaint**

(1) Any USU employee, job applicant, or student who feels he or she may have been the victim of discrimination, unfair employment practice, or sexual harassment may file a complaint with the Affirmative Action/Equal Opportunity (AA/EO) Office within 180 calendar days of the last alleged occurrence.

(2) The complaint is discussed by the complainant (employee, student, job applicant) and the AA/EO Director. If the information given by the complainant is sufficient to establish that a potential violation of the law or of relevant USU policy has occurred, the AA/EO Director will explain what options are available to address the alleged violation. The complainant will then fill out, sign, and date a written complaint form outlining the issues, facts, and circumstances surrounding the alleged discrimination/harassment.

## **Faculty Development, Diversity & Equity Committee**

### **Minutes since the committee's inception in January 2008 to March 2009**

#### **FDDE Meeting**

**January 8, 2008**

Attendees: Ronda Callister, Lisa Pray, Scott Williams, Jennifer Duncan, Christopher Neale, Robert Schmidt, Alvan Hengge, Kathy Chudoba

Absent: Maria Cordero, Pat Evans

#### **General discussion on what committee will do.....**

1) ADVANCE is ending in September. They have been collecting data related to this committee's charge (see faculty code 402.12.8), but that will now move to Provost's office. This includes data on diversity, hiring, and retention.

FDDE can look at this data and make sure that quality is maintained. Some qualitative data has been collected, but mostly quantitative data now. So far gender has been the focus since it's hard to look at ethnicity because of low numbers on campus.

Could we call for certain kinds of analysis? Ronda is working on that with Provost's office.

2) Another thing we could do is be a resource for people to pass information along about issues that they observe or hear about, inequities, etc.

Are there any legal constraints that we would need to be aware of? The expectation is that we would assure anonymity and not use their name in any way.

EEOC has a very legal focus and they are very short-staffed.

Could we seek out collaboration with their office? Yes. We also have university counsel to give us legal opinion. We can fill a different role, as faculty-to-faculty communication.

JDuncan-A proactive approach would be good. RC-Kim Sullivan is looking at best practices at other universities.

LPray-We should be consistent across colleges about the information we put out or request.

3) We need to elect a vice chair and a chair. RSchmidt pointed out that the chair becomes a member of faculty senate. Some of us already are on Faculty Senate.

RSchmidt-What are the terms of the chair and vice chair positions? Chair is for 1 year through July 1<sup>st</sup>. Some time before May 10<sup>th</sup> we elect a new chair for the following year. We also need to figure out how to stagger the terms.

Nominations? What qualities are we looking for in a chair? This individual will run and schedule meetings, develop agendas, go to Faculty S executive committee meetings to present reports.

Ronda volunteers as chair. Motion is made, she is elected.

Kelly will be vice chair (mostly takes notes). Motion is made, she is elected.

Discussion about having Ronda as chair and losing potential vote on the Faculty Senate. Sticking with Ronda for first 6 months.

4) An additional item was presented to Ronda. A concern has been expressed by a GLBT member of the faculty about making sure that someone on this committee represents that group. She's asking for a non-discrimination policy that specifically mentions sexual orientation to be developed. She was particularly concerned that there was not a GLBT person on the committee. Suggestions?

This committee was set up like all the other Faculty Senate committees, not specifically to include diverse perspectives, just representatives from colleges, etc. We could certainly change the code and how the committee is formed.

LPray-We could work in tandem with other organizations on campus, i.e. Allies, we could ask for their specific feedback. We could also get comments from our individual colleges as well.

We do have one Hispanic member on FDDE (Maria), however, there is not a single faculty member identified as African-American, not sure about Native American.

LPray-We could ask campus organizations to give feedback.

RSchmidt-Maybe we have underrepresented groups address our committee for ½ hour per month.

KKopp-But the person who asked about it wanted a GLBT person to sit on this committee. She was not elected in her college and didn't know about it until after the fact.

RCallister-Code does say that it was supposed to be an elected position. We should make that clear to the colleges.

RSchmidt-I was appointed by my college.

LPray-What about a subcommittee made up of underrepresented groups who could advise us and attend meetings?

JD-Would a code change required?

RCallister-I don't think so.

AHengge-Is it necessary to set up a subcommittee? If meetings are open, we could just invite people to the meetings.

Discussion of the possibility of open meetings.

LPray-The person who brought this up has a valid concern. How are we going to be balanced in what we do? We have to be creative in how we get input from marginalized groups. We need to be very thoughtful about it so that they are providing real contributions.

RCallister-Her 3 suggestions were:

- A) Enact employment non-discrimination policy w/sexual orientation.
- B) Create a task force to organize and conduct surveys and focus groups of underrepresented groups on campus.
- C) Presentation of the findings from survey and task force.

LPray-We could divide the tasks of talking to Allies, WGRI, etc, among the committee.

5) Best practices for faculty development, mentoring, and work environment to facilitate the success of diverse faculty at all career levels?

RSchmidt-Some of us have been involved in recruitment, interview, etc. He will bring those to our next meetings.

LPray-EEOC comes and talks to committees.

RCallister-SERT has written up best practices beyond EEOC guidelines.

JDuncan-Will contact EEOC about best practices related to diversity.

Discussion of lack of African-American faculty and collection of that sort of data.

LPray-What IS diverse faculty??

RCallister-Discussion of gender issues across campus. There is a threshold after which women are no longer token representatives of their gender, but just another person in the department.

LPray-There are still issues even when there are large numbers of women, though.

KKopp-What about looking at demographics, maybe nationally?

RCallister-We can look at the demographics of who's graduating with PhD's.

KKopp-But even that would not include GLBT, ability, gender, etc.

JDuncan-What about maternal profiling?

RSchmidt-Maybe our homework should be to try to develop a list of groups we need to include, ask "who do you think represents you on campus"?

RCallister-We could also write an email, as Lisa suggested, to be sent to the faculty that would describe our work and ask for input and suggestions for policy, concerns, and recommendations. We might have some feedback, maybe not much, we could also talk face to face.

LPray-Can someone take a shot at a first draft?

Ronda will and then ask for input from the committee.

RSchmidt-Maybe we should have a discussion at our next meeting about the issue of confidentiality and what it means to us so that we can be frank with each other. Mardyne Matthews has had to deal with this a lot on search committees.

Christy Glass has looked at people who have turned down jobs at USU and she's reporting on that to ADVANCE.

RCallister-She could present a summary to this committee.

CNeale-If we are going to be a committee that can be approached, we do need to have confidentiality. That should be included in first email.

RCallister-It becomes challenging when need to share a story without revealing them.

RSchmidt-What about publishing stories from a fictitious university as examples?

SWilliams-We should let our colleagues know about our charge as a committee. If we're doing our jobs and we are sympathetic to the needs of various groups, i.e. GLBT, do we really need to bring them into meetings? Do we emphasize that group at the expense of others?

RCallister-We haven't been able to figure out a way to include EVERYONE. When people rotate off, we should make clear that nominations and elections are needed.

LPray-That could be a recommendation for a best practice.....people should be allowed to self-nominate to be on this committee.

RSchmidt-We used to get a faculty newsletter bi-weekly. Had sabbatical housing, etc. We have no method to communicate anymore. Discussion.

Scheduling of next meeting: February 5, 3:30PM, Business 409.

## **FDDE Minutes**

**February 5, 2008**

Attendees: Maria Cordero, Christopher Neale, Kathy Chudoba, Robert Schmidt, Jennifer Duncan, Ronda Callister, Kelly Kopp, Lisa Pray, Scott Williams, Diane Baum (Disability Resource Center, ADA Coordinator)

Minutes approval: Moved by Jennifer Duncan, Second by Kathy Chudoba, Passes

Discussion/Amendment: Let's be less specific on the minutes especially where it relates to confidentiality. Agreed.

AAEO Check: There isn't really anything in print or anything that Dave Ottley could give out. Some materials from other institutions were gathered and handed out. Dave Ottley later called back and wanted to make sure that we knew AA/EO cared, they will put something together.

Comment: Used to be a Diversity Committee on campus, created Diversity Award, strong for first 3 years. Would have been more responsive to issues that came up than current committee.

"Diversifying Faculty" book has been requested for the library.

Email requests for feedback went to: Faculty Senate, Engineering, Agriculture, Education, Business, Natural Resources, Library, and Extension. Still checking on Science and HASS.

Confidentiality issue: USU doesn't have a specific confidentiality statement, handout of confidentiality ideas. Also distribution of a regular newsletter that USU had. Addressed benefits issues, faculty meetings, etc. Nothing like that exists now and information is power. Always had sabbatical housing advertisements. Also allowed letters to the editor. We'd just need an administrative assistant to collect the information.

Add to list of "Great Ideas"....

Anne Austin is scheduled to come to April meeting(VP for Faculty Development)

Newsletter would be a great means to get various sorts of information out there. Great for new faculty who may not be in the loop.

More info related to prioritizing our tasks:

At January faculty senate meeting, it was announced that Eccles will fund child care center as part of new education donation. How much infant care? That is a good question. Unclear whether faculty will be able to contribute to planning process. Past plans under Kermit Hall were unworkable. Early childhood care faculty will be involved. Unclear about other faculty involvement. Continuing to move forward with AggieCare for interim care. Also, some kids don't do as well in a more institutional facility and AggieCare can provide an option.

Is it just for employees? Probably not. In the end there will be incredible competition for those infant spots. Think Edith Bowen.....More of an issue for faculty than staff. Often staff are local and have a family network to rely on. Faculty are almost always from somewhere else and need other means of support.

More information for the group on how important child care is for improving faculty diversity. For example, U of U has 5 child-care centers. There's a child-care center at the Brigham City regional campus. Regional centers have had much more financial support recently. Both the U and BYU offer one semester teaching leave when a child is born or adopted. Would make a huge difference in that first semester post birth. Here we have 6 weeks disability, calling it a disability is an issue in itself. Department

head has a responsibility to find replacement during that time, a hard to cover period of time (6 weeks).

Ronda Callister brought this up to Faculty Senate Executive Committee (providing a break from teaching for a semester when a baby is born or adopted) . Provost Coward questioned this asking why we'd want to take away a faculty member' option to negotiate a preferred package. Now a faculty member can already negotiate adding time to tenure clock. May be preferable to automatically extend the tenure clock, rather than making it optional. Faculty are still concerned that more will be expected or it will be viewed negatively.

**Diane Baum**-Mainly works on student issues, but today will address employee issues for the committee....

We have a number of employees with serious and some with not as serious disabilities. Biggest problem in recruiting them is finding them. Some don't make it to higher levels of education and there are lots of disincentives to work for people with serious disabilities. For example, if Medicare or social security benefits are lost, they may never get them back.

Comment from disabled USU faculty that Diane has heard:

"For the first 3 years of employment here, I made more on social security than salary."

"When I buy a car, I HAVE to spend \$60,000.....I have no choice." So these folks cannot lose other agencies of support.

Most folks don't have severe disabilities and these disabilities may be invisible to the institution and faculty probably will not disclose unless they have to. We can't ask about disability in the hiring process. At the time of hire, we can ask "Can you do this job with or without reasonable accommodation?" Perhaps an individual gets an offer and then asks for reasonable accommodation. We have deaf, vision-impaired faculty who can be accommodated. May be more difficult to provide accommodation in some cases, perhaps for psychiatric disabilities.

Some disabilities almost force the institution to discriminate, i.e. cost of accessible cars, travel assistance, etc. Additional expenses can be problematic for departments. We function under ADA. One reason it's difficult to add disabled employees is that it's difficult to find them. Unknown if there's a US counterpart to Canadian Association of Professionals with Disabilities (handout). Canadian handout talks about why disabled folks may be reluctant to seek employment. Canadian website has PDFs on sensitivity training and awareness training. Good tools.

Questions for Diane Baum:

Is USU friendlier or less friendly than our peer institutions for folks with disabilities?

DB-I talk more with people who became disabled once they were already employed here. A lot of legal cases come down related to medical students. Now you "almost have to be dead" before you're considered disabled. There is work being done on a new definition of disability. Don't want to go to far the other way, though. Diane Baum is a strong advocate for the disabled, but we do need rules.

Some discussion of ADA law.

Is there information on the number of doctoral graduates that are disabled? Like we have for race and gender?



DB-It's impossible to say, because we cannot ask people if they have a disability or ask them to disclose. Sometimes senior students may not come in until they need extra time for the GREs. Faculty may also be less likely to disclose because of stigma.

Do you feel the code supports disabled faculty?

DB-I don't know if it even addresses it. USU chooses to fall back on ADA rather than faculty code. What if a faculty member becomes disabled, but they don't want to leave? How do we handle it? Not everyone who becomes disabled recognizes their level of impairment. We don't want to violate anyone's rights, but the employer has rights too. What recommendation would you make to us as a committee?

DB-I may get a call from a department where a faculty member is losing their vision, however, assistive technology may cost more than a department can handle. We don't have a central fund to draw from. All accommodations are the responsibility of individual departments. If they can't handle it, they go up the chain. The law does say that we don't need to make accommodations that cause undue hardship or burden. Process of determining what is an undue burden ultimately rests with the president. How about drug abuse and alcoholism?

DB-We have to comply with the drug free workplace act. If someone imbibes on weekend, but can do job during week, we have no involvement. Illegal activity is also not covered under the act. May need to accommodate employee who needs time off for treatment. Also may need to accommodate time during the day for treatment. Not so much of an issue with faculty because they have flexible work schedules. Do not accommodate illegal behaviors at all, kleptomania, pyromania, pedophilia, and the "nasties".

But alcoholism is not in this category, right? DB-Right.

Is any part of pregnancy ever called a disability? DB-Could be depending on associated health issues.

DB-I had a pregnant student come in who wanted classes taped because she had morning sickness, not a true disability issue. However, what if pre-eclampsia occurs? Short-term disability covers it for faculty. Human resources is supposed to be letting people know that they should be signing up for short term disability to help cover pregnancy related problems. It lasts for 5 months. With long-term disability, you're terminated. During short-term disability, department is "holding its breath" and waiting to see what happens with you. Perhaps more information for faculty would be helpful. Also, a centralized pool for funding accommodations. There was a deaf PhD student a number of years ago, and we provided interpreter services for her because we had enough funding. Can be VERY pricey, though. Also, not always available. It can be a disincentive for employment.

Do you know why USU does not allow one employee to transfer sick leave hours to another employee?

DB-I've heard of it happening, department heads or deans may need to approve it, but I've heard of it.

Can't you max out on sick leave?

There's no fund associated with sick leave that can be transferred to another department or employee. This may be the issue with transferring leave.

What lessons can be learned from the grievance process?

DB-Document, document, document....the last one I was involved in, I had made notes, but did not date them. Being able to document a clear timeline of events is important. Also, don't do it without consultation. For example, if you have a student you're going to throw out of your program. Have you talked to Craig Simper about it? The attorneys WILL help you and will walk you through the process. Talk with human resources or your department head. Many have been through similar situations and can help. Have to follow through on gut feelings, don't want to violate rights or jump to conclusions, but need to address potential problems.

If you are a USU employee in need of psychiatric services all we can do is send you off campus, right?

DB-Yes.

No one on campus is available?

DB-Only on a crisis basis. In crisis, faculty can call the counseling center. Our insurance will cover private providers as well as hospitalization. Would like to see an Employee Assistance Program.

Diane is excused.

As we have people address the committee, are we going to develop some kind of proposal sheet or proposal of action for the administration?

Would like to see a priority list created with action items. Perhaps organize by constituency, but definitely have action items. With action items, try to figure out which direction to go. Some things can be addressed by code changes. Other things may be quite costly. Still working on how money is allocated. Where is the appropriate place to pitch funding requests? Code changes take a lot of time, 6 months or more, but budgeting system is more unknown. We might discuss with Ann Austin. We can begin by using the issues we've collected and the ideas to deal with them.

Dual career assistance

Across the country, the language is changing. "Accommodation" often has a derogatory connotation. Trying to change to "assistance". One comment received by the committee was from a faculty member who had issue of 2 part time offers for partner. It's CRITICAL for administrators to be involved.

Challenging if department head is not their advocate. Also, the time to ask is when the position is offered. "Can you check right now to see if there's an opportunity before I accept this offer?" Every department would want to know beforehand. Also, there are some things we simply don't do at USU....urban planning, dance.

What if partner is not a potential faculty member? Doesn't matter. Can even pursue opportunities off campus. At best we may hit 50% dual career assistance success. We're a small community and it can be difficult. We actually seem to be doing well compared to other universities.

SERT Committee discussion....funded by ADVANCE grant.

Also, there's not a timeline associated with dual career assistance anymore. Used to be a 2-year timeline associated, but it was taken out of the code.

If proposals for faculty code changes come out of this committee it carries more weight than if an individual proposes it. A suggestion that was made yesterday in the Faculty Senate meeting...in tenure process, you can recommend external reviewers.

Department head and P&T committee come up with list and candidate also submits list of reviewers. Half of the reviewers must come from candidate list. Allowing candidates

to select up to 2 people who should NOT be asked for review could be helpful. Ronda Callister will write it up and submit to faculty senate. Support from this committee would make it stronger.

Motion to send forward, Ronda Callister. Second from Kathy Chudoba.

Work will continue on active service, modified duty language. Many universities are already doing it, the U and BYU. A parental option, not strictly maternal option.

What about a mother and father staggering their semester of teaching leave?

Priorities from agenda.....

Most comments on child care, so that's first priority.

Can we listen to other speakers before we rank priorities? Yes. We'll continue to list good ideas as we go along.

We do need to discuss/determine terms of service for this committee as well.

There is a committee was working on reviewing the faculty code. The current code does not list sexual orientation as a protected class. If this committee were to support inclusion of sexual orientation protection in the faculty code it would carry a lot of weight.

This item will be added to the agenda for next time.

Next meeting is scheduled for March 4<sup>th</sup> at 3:30PM in Business 409.

Minutes FDDE Meeting

March 4, 2008

Attendees: Kathy Chudoba, Lisa Pray, Alvan Hengge, Jennifer Duncan, Ronda Callister, Kelly Kopp, Maria Cordero, Christopher Neale

Motion to approve: Kathy Chudoba

Second: Alvin Hengge

Passes.

Active duty/ modified service idea discussion. BFW committee discussed and may need to go through EBAB which won't meet until legislature ends for the year. Will need to work with the benefits budget that results. We would need some cost estimates. Would need to find out how many children were added in 2007 as one way to estimate the numbers (by faculty) and then an estimate of how many people would be eligible to use this. Also need to know how much it costs to cover a class. This will vary widely from department to department. Is it an adjunct, graduate student? All will make a difference. Will need to contact budget officer for each college to see.

Two possible directions: 1) Use disability insurance to fund this, get 2/3 salary through this, get 6 weeks off, could be used to partially fund teaching. A disadvantage would be that it is only for a woman who delivers a child.....no adoptions, no fathers. Also, you can only use it so often. 2) U of U has central admin contribute \$3000 and the faculty member applies for this and takes 95% of salary during this time and department picks up the rest. Then average salary is needed to estimate this cost. At the U, if you have a 2/1 course load, you get your smaller semester load covered, not your larger one.

This is going to come down to money and no one is comfortable with calling this disability. Are there limits to using disability insurance that would affect this? The limit here is one use every 2 or 3 years. If someone has a "real" disability, there could be a problem. How viable would it be to have a bigger cut in pay?

A department could reduce pay further and then extend leave. There is precedence for this. Right now, standard is 66.6% of salary for 6 weeks (standard delivery). If you're primary breadwinner, can be more of a challenge to take the cut for a long period of time.

At MIT, when they added this benefit, almost exclusively men were taking it and were using it for research, not to stay home or otherwise care for children. 95% of salary seems like a reasonable request from faculty.

Determining the number of children being born here is going to be interesting. It has to be increasing with the number of women faculty being hired.

EBAB committee is staff and faculty and this would need to be approved by them. With budgetary implications it goes to VP for Finance. We can put together a proposal. It's a money and retention issue. We know that child care is a huge stress. If we could ease that time period, maybe it would help other child care stresses later on.

Even though success may be long in coming or difficult to achieve, we could still "prime the pump". ADVANCE expires in September, but pieces of it will move into other offices, departments. This committee is the most logical place for this type of proposal to come from. When Kermit Hall was here there was a committee that was pursuing the Viagra vs. birth control debate. He solved it immediately.

Do we know how friendly the current administration is to a maternity leave policy?

Moderately, because of budget concerns. Will need to see what happens with a more polished proposal. May not work the first time, but we can persist with it.

Best Practices were also sent out to be used for research in search committees. SERT wanted feedback on these. It seems we have a good start, with improvements ongoing. It would be nice to have something on retention as well. Also, what happens at the 3<sup>rd</sup> year in terms of diversity?

Some analysis has been done in the STEM colleges, eliminating retirements. Estimating the costs, particularly when startup costs are considered. Staggering numbers, but not a lot of responses. In a salary inversion situation, retention is tricky. 60-70% of those with offers, leave. The other university wants them and convinces them.

At one mid-western university, when a new hire was made, everyone received a raise in response to their salary. Can be the result of additional available monies when a senior faculty member leaves/retires and a new faculty member is hired at a lower salary. Discussion of diversity training. Understanding diversity as an asset. Not making decisions on whether or not this person is like me. Best time to look for diversity is during application process. Personal contact is best way to get diversity of applicants. Would this committee be the means for introducing committee chair/department head training? Would be a bit difficult for this committee. Some training is happening, but we may not have a lot of influence on that. We can ask what is being done. We could mention the questions we've had from our constituents.

#### **Maure Smith and Renee Galliher from Allies on Campus**

GLBTA Center and its services, but they are seeking ideas and feedback for the center, the Allies program, and they've done a brief review of the faculty code related to gender, orientation.

Maure started in July, first paid programmer in the position. A lot of the things currently in place are there because of voluntary actions previous.

Voluntary lending library is in Center office, available to students, faculty, staff, and community. Also talking to library about including the items in catalog.

Panel presentations have also been happening, GLBTA students attend classes and tell their coming out stories. Called Outspoken.

Safe place sanctuary, people can eat, hang around, used a lot by students, not so much by faculty and staff. 10-15 students come in regularly. Students feel safe, can ask questions, etc.

Maure offers advocacy and mediation as well, if there are staff or faculty issues related to GLBT issues. Has also given cards to AAEO office to be used if searches think a candidate may have questions.

Brown bag discussion group every Tuesday at noon. LuAnn Helms is there in case a counselor is needed. Those are the regular activities. Also have Allies on Campus. 8 sessions per year, 178 trained so far. 125 new ones this year.

Renee-Can talk a bit about Allies. Was founded in 2004 by LuAnn Helms and Sarah Benanti? To provide a means for people to get training on providing a safe and supportive environment and resources to GLBT students. Rene's role is to nurture the Allies. In the training, many activities are geared toward working with students. The presence of the stickers is a support for students, as well as faculty and staff. Open to other ideas of ways to reach out to faculty and staff.

Maure knows of a case in which there was a problem, faculty was told that you don't need to worry, we have Allies on Campus. However, we're not necessarily equipped

to deal with faculty and staff problems. More students are in crisis. Allies has it's strengths, but it can't guide you through a discrimination grievance. Student piece is pretty solid, but how can we help faculty and staff? Has talked with Ann Austin and the provost about policy review. AAEO policy 303, does include language about sexual orientation. They're not sure if AAEO is prohibited from following up because the office must follow federal policy. Can they choose to pursue allegations? Not sure. Sense is that AAEO offices can vary depending on guidance they get from upper administration and funding. They are small here on campus and seem to address lawsuit-type issues, less pro-active on this campus. What can we do to make sure the university doesn't get sued?

Sexual orientation is not mentioned anywhere in the faculty code so pursuing issues through faculty senate is not possible. That's something this committee can pursue. If this committee brings it forward, it has more weight behind it than if it comes from an individual faculty senator. No real sense of how support would be in the faculty senate. Can be hard to tell sometimes.

Discussion of ombudsperson process in faculty senate.

Rene could draft language and we will discuss it at our next meeting and can then go on to faculty senate executive committee meeting. Could happen this academic year.

Could also be rolled over to next fall. Eventually would go on to board of trustees.

If this does go through, are we still subject to federal law? How would the code be enforced here? An adverse job impact would go through the regular grievance process.

We can support the language change and then see where the faculty code subcommittee goes with it. Our voice as a body will be stronger.

Discussion of faculty senate process.

Maure and Renee excused.

What about including Allies training along with diversity training?

Ann Austin will be here next time. We need a sense of how we might present that idea to the Provost.

Could happen as part of DH or Dean retreats. Could be suggested strongly.

The Inclusion Center does diversity training. There may be other resources that we could gather.

The attitude toward that type of training will probably be proportionate to the "teeth" in the AAEO office.

Discussion of sexual harassment training on campus. Would be nice to have something inspiring and motivational instead of the "dry" version we get now.

Term limits need to be set. Alvan was also elected for 3 years. Christopher will be in 2011, Alvan will be in 2010, Kathy 2011, Scott 2009.

Ronda is on exec committee agenda for next time (March 24<sup>th</sup>) for code change proposal for allowing P&T candidates to submit names NOT to be included.

### **New Business**

Committee member brings up....a colleague who is a minority woman did a cursory review of teaching evaluations for women of ethnicity and found that across the board, the scores for such women tended to be lower. Colleagues in other departments found the same thing. These are used to determine merit wage increases. Peer evaluations are incorporated into P&T decisions, but not in other circumstances. Reason is that peer evaluations can't be statistically viable. You'd need so many people coming in to

review that it wouldn't be feasible. Not everything should be riding on them. They are a barometer, but not everything should be riding on them. Course content can have a bearing. Has been brought up with faculty evaluation committee. Response was that the committee was done and that no further action would be taken. Was faculty senate made aware? What is the makeup of that committee? Are there any minorities on that committee?

Research on bias would suggest that there will be bias against people who are not typically holding that type of position, i.e. white male. For example, a firefighter application that has a female name will be rated lower than the identical resume with a male name. Same result in faculty test. So questions might not have bias, but the bias is in the student.

Could adjustments be made? Could we look at that?

## **FDDE Minutes**

**April 1, 2008**

Attendees: Ann Austin, Julie Gast, Ronda Callister, Lisa Pray, Kathy Chudoba, Jennifer Duncan, AlvanHengge

Motion to approve minutes: Jennifer Duncan

Second: Kathy Chudoba

Passes.

Ann Austin has been invited, Vice Provost for Faculty Development and Diversity, so that we can learn what the provost's office can help us with as opposed to other mechanisms for action.

Ann Austin: Glad to see this committee alive and functioning and looking forward to extra feedback. I'm not full time over in Old Main. I'm ½ time research, ½ time Vice Provost. I have learned that College's may crash, positions may close, but the research goes on (so she continues to perform her own research). She has received the lists of concerns that we sent along from FDDE and has been trying to work on critical thinking this year, programs, workshops, etc.

FDDE: This is the first time that USU has found monies to support these types of programs.

Ann Austin: Yes, and we've typically had between 30-60 people in the workshops. The provost says that these numbers are impressive. In March there was supposed to be a New York Times workshop that didn't happen, she'll be here on April 22<sup>nd</sup> to put that on. There are 4 openings for that. It's noon to 1:30PM. Email Ann's assistant if interested. She tries to put a lot of effort into helping new faculty come up to tenure and promotion, binder workshops, etc. She has college representatives speak about what they did coming into the third year review. The Provost prefers that she focus on junior faculty right now. She also contacts new faculty before they arrive to answer questions. She does not sit on Central P&T Committee, so many faculty will talk to her about questions about their applications for tenure and promotion. She can do research on each case and see how she can help. She also has a research office as well as her Old Main office, many faculty go to her research office to meet, which is fine. She also has a newsletter on webpage, strictly electronic. Had been sending out emails as broadly as possible, but comments came back that there were too many emails. So now, they come just through dean's offices.

In the newsletter: Working primarily on teaching, but also working on developing a scholarly program. Larry Smith has a column to address commonly asked P&T questions. Will be addressing stopping the tenure clock in the next issue. Also has GaryStraquadine'sFaculty Code Quiz. Lyle McNeal was Utah Carnegie Professor of the Year this year. Julie Gast will be feature writer for April 10<sup>th</sup> and will summarize information on self-assessment letter from brown bag. May have part 2 of that brown bag next fall. She also works on work/life balance issues and dual career accommodation with Mardyne Matthews. It's not always successful, but many universities don't do it at all. ADVANCE (Kim Sullivan) has found that we do better than many other universities on dual career accommodation. She looked at websites, for example.

GLBTQ, sits on advisory board. Have looked at suggested code changes. Provost is very supportive of this effort.



STAC committee in place now. Scholarly Teaching Advisory Council has been formed and she welcomes participation and comments. It includes information for different areas of scholarly teaching. As much as she's benefitted from various programs, it's been a bit scattered. This is meant to pull things together. Scott Hunsaker and Sylvia ?are chairs. It pulls together sources of information. Hopefully it will help to frame the workshops in a logical way. It includes information on learners, teaching, curriculum, leadership and teaching. Hopes to expand this to scholarship area as well. Welcomes participation on scholarship council in the future as well. FDDE: Is Aggiecare going to have a component to help find care for in your own home?

Ann Austin: We have information on finding in-home caregivers, but that's it right now.

FDDE: What about networking to get people together who want to share care?

AA: Becky Hunter may help to put people in touch with each other but can't really help with background checks and the like. Risk management has advised Aggiecare not to address those issues. She has 5 adult children and has always worked, couldn't afford in-home care. Shared care lessens costs.

Concerns have been expressed about in-home care people really being in it just as a supplement to their income, for "mad money".

We can see if risk management will allow us to address those issues a bit. Becky is interested in linking faculty members.

Discussion of ideas for parent networks to help with these questions.

FDDE: The Inclusion Center provided a department retreat for diversity to a department here on campus. They provide a participatory workshop to help you reflect on diverse practices. Done in teacher ed. program. Could be helpful to administration.

Ann Austin: Provost is very interested in diversity and committed.

### **Julie Gast from WGRI**

Has been a long-standing concern about child care on this campus. Talked with Steering Committee and friends about this issue. Has heard about the "big lie" that starts when women are recruited to this campus. Some people come here because of the reputation as a "family friendly" place. People are shocked to find themselves on their own trying to get child care, dealing with sick children. It's friendly in that our kids can be in our offices (some departments).

One thing to think about is collecting data...the loss of faculty, productivity, this is a huge stress for people. It's the worst thing to have to worry about for working mothers. Not sure about working fathers.

FDDE: In 2003 climate survey, work/family stress for assistant male professors was high.

Julie Gast: There are retention issues, transportation time, lost productivity to consider. For example, going home to cover 15 minutes in between sitters, the cancelled classes, we need data to show them that this is an issue.

FDDE: It does factor into P&T issues. You should not have to choose between work and having a family. So if we need data, it's presumably to make an argument to the powers that be that we need to address this. Haven't there been a number of surveys about this in the business and academic community about workplace child care? Do we still need to prove the issue?

Julie Gast: I think so. We hear over and over that we don't have the space and funds. We should show them the numbers.

FDDE: Maybe it's just gathering information that's out there and presenting it to the administration. Right now we're trying to get data on how many babies were born in the past 2 years.

Julie Gast: There's no formal structure to help women out and many of us have moved here from elsewhere, so we don't have the informal/family network either. The support we do have is each other, but we are ALL busy working. Data talks, money talks. The cost-benefit analysis should be done. What about a case-study or two of individual faculty members?

FDDE: The key is to not make it a women's problem. So let's not express it that way. Broader data might be useful in relation to active duty/modified service idea. Faculty who wanted to use it would go to 90% pay during the semester. \$3500 from Provost's office, department would pick up the rest. Provost wanted numbers and total cost. Scheduled to present to Benefits and Faculty Welfare committee in May. The idea is trying to preserve faculty research productivity. But when faculty life gets stressed, research is what suffers. Also, it could be automatic. Also, any other stressful event...family illness, etc. But we do need numbers and data on how many people and how much it will cost.

Julie Gast: A concern for WGRI is that the new center won't be prioritized for faculty. Also, is there going to be equitable access? Will it be used as a recruiting tool? Also, sick care is needed. Presents an example of cooperation with a hospital. Sick kids can go there.

FDDE: The more specific the suggestions, the better, hospital cooperation, costs, etc. What about contracting with local schools?

Julie Gast: Central clearinghouse for sitters/nannies idea. In-home care is preferred so why not have a referral service for that? Berkley list is like a Craig's List for childcare issues, school questions, doctor questions.

FDDE: This is particularly a problem for new people.

Julie Gast: Another huge thing is that people with infants and toddlers really want to be near their young children. Can there be small infant care places around campus? A large space is not really needed.

FDDE: One idea was posted to parking to get special parking for nursing mothers. Lisa Leishman turned it down since she couldn't find precedent at other institutions. It would take a couple of mothers to be on the parking committee to get that fixed. New faculty park in the boondocks and they're the ones nursing.

Julie Gast: We do need data to express these pressing needs. Aggiecare will work for some, but there are many more women with different needs. It's not family friendly here unless you're the "right" kind of family.

FDDE: Part of it is strategy, networking is a great idea, how would you suggest approaching the website? Could this be added to WGRI website? Or linked? What about the sick care?

Julie Gast: A needs assessment would be necessary.

FDDE: There are students who can do that sort of thing. Also have to consider how much monitoring of chats is needed. Assuming it's going to have a USU affiliation, Risk

Assessment may need to be involved. Could do a Google group as a test. No cost option.

When do we want to have our last meeting of the year? May 6<sup>th</sup> is one option. Could also meet on April 29<sup>th</sup> at 3PM. We need a chance to consider everything we've heard and prioritize what we want to do next year.

Ronda Callister moves to support code changes including sexual orientation language. AlvanHengge seconds.

All present voted in favor of motion.

Who's keeping list of ideas we've had after our speakers have met with the committee? It's in the minutes, but we could also send a list around by email and solicit comments from the group.

Is anyone willing to serve as chair of this committee if Ronda can't next year? Please think about the possibility.

Motion to adjourn: Kelly Kopp Second: Ronda Callister Passes.

## **FDDE Minutes**

**September 10, 2008**

Ronda Callister, Christopher Neale, Jennifer Duncan, Robert Schmidt, Scott Williams, Cathy Chudoba, Alvan Hengge, Maria Cordero, Rene Galliher, Kelly Kopp.

Meetings will be every second Wednesday.

### **Updates**

GBLT policy and code change went to PRPC and will be back to Faculty Senate at the next meeting. Senators get 1 month to discuss with constituencies. Then FS will vote, then Provost, the Board of Trustees, then into the code. Have to double check along the way with the policy. It can fall out of process at any stage if not checked.

In Section 405, where candidates can submit names of people to NOT review, it wasn't mentioned in Faculty Senate. Will be brought up in PRPC.

Caregiving Policy was voted on by BFW and was lost over the summer and didn't get to FSEC. New head of BFW, Vance Grange, didn't have it. Fell through the cracks a bit. Involves money, so needs support of Provost. BFW is continuing to discuss it.

Last year we discussed teaching evaluations. Ronda reviewed a book, but it didn't have anything on ethnicity. What about gender? What about orientation? Raoul Arreola is speaking on campus on the 24<sup>th</sup> on the topic of evaluation. Can we get some time with him? Ronda will look into it.

### **ADVANCE Annual Report**

Includes data for the past 5 years. Data comes to ADVANCE in January of each year. Data is usually riddled with errors and has to be cleaned up due to regular turnover of staff and lack of understanding of positions, etc. We now know what the common errors are and can fix them. The agreement with Provost's Office is that the processed data will be transferred to the Provost's Office. Also agreed to expand to the other colleges. This year is meant to clean up previous data from other colleges but it's not going as smoothly as had hoped because of issues between Provost's Office and Office of Analysis and Assessment. Provost wants them (AAA) to do it and is putting pressure on them, thinks they should do their job. They are butting heads at this point. Could also have every department head check their data. General information would be immediately known to them.

Ethnicity data still needs to be cleaned up.

There have been increases in women faculty, percentages, faculty hiring compared to availability.

No women have been hired at the associate rank. This may be due to the job descriptions, but it has happened for men. What about availability of associate women? Women may be applying at a lower rate, could be invitation to known colleagues (more men may be known). Pool data is much harder to come by. This doesn't come from AAA, has to come from HR. Should be able to get data from Banner. Questions about hiring and the process. At the Department Head level, tend to have fewer women applying for DH positions that are external candidates. When calling women to apply, they have said they're tied to their local area. There tend to be family constraints more often for women that prevent their application. It may also be that we're just not recruiting at the associate level, costs? What about associates coming in without tenure?

Hiring by college, non-retirement attrition (unhappy, better jobs?)....

Question is which data is important to continue to maintain and obtain?

Though there are more women in HASS, they are probably facing same issues as STEM colleges.

We could recommend to FSEC that Faculty Forum discuss a timeline for other colleges to be included in these programs.

Cumulative number of women promoted to full....

Kim Sullivan just got NSF/PAID grant for working with 6 universities on promoting women to full. ADVANCE in 2003 hosted lunch for associate women and VP over faculty about promotion to full. Of that group, most were promoted. As a university, we're better with assistant professors. For associate's, don't really know. May want to revisit code that addresses committee for associate's AND meeting. There is nothing explicit about taking too long to go up for full, but there is the idea of getting too far away from productivity/research.

Analysis by gender and ethnicity alone, and the interaction. Idea is to have full data by the spring, while we still have the ADVANCE team in place to help.

Discussion of County extension faculty and promotion.

Priority will be other colleges, then RCDE, then Extension. Transition from ADVANCE to FDDE would make sense.

Any other priorities for this year? Family friendly policies? With caregiving leave, don't think approval will go through HR. Because it's just for faculty, should go through Faculty Senate.

Priorities: Code changes, student evaluations, data indicators, family friendly policies

#### **Others issues**

Does special parking for nursing moms apply to staff? Ronda will follow up with Ann.

## FDDE Minutes 10 08 08

1. Review code changes:
  - a. GLBT nondiscrimination code passed by faculty senate on Monday,
  - b. Change allowing tenure candidates to submit names of people that do not want to be contacted as external reviewers – approved on first readings with additional phrase “for the department head and tenure committee consideration”
  - c. Caregiving policy: has hit unexpected roadblocks 1) where does it belong in the code? Would prefer it to be in the faculty senate section of the code, but some argue that it belongs in the HR section of the code where other references to leave and benefits are. BrandE Fapell argues that it goes in faculty code b/c it only effects faculty and not staff. Ronda has a meeting scheduled with HR and Mike Parent this month. Issues that will likely be raised – why only faculty and not staff as well?
2. October 20-FSEC will meet to set agenda for Faculty Forum. Need to address placing caregiving policy on faculty forum agenda. Concern is that there are several other competing topics – T & P process transparency, internationalization, student ratings,
3. Parking for pregnant and nursing mothers does in fact apply to both staff and faculty.
4. Rauol Arreola’s talk: most of the people at the talk left with the sentiment that professionally developed ratings are the best solution; informal communication with the Provost suggests that he is supportive of professional rating forms, and is willing to work toward financing the change. The primary factors identified that influence ratings are required/not required status, quantitative vs. nonquantitative, level of class (freshman, sophomore, etc.); gender and ethnicity has not been identified as a highly salient issue in faculty ratings nationally. Need to determine if faculty senate ad hoc committee addressing student ratings is still in place, and if so begin planning for pilot test of standardized rating.
5. Currently testing an online system for evaluating hiring processes in each department and college. Each committee member completes open ended form online about hiring process. This will be followed by a cross campus meeting aimed at identifying similarities and differences across departments in the hiring process. Initial pilot testing has identified biases, and striking differences in approaches to gathering and using information about candidates. FDDE members will access the demo by next meeting so that we can discuss it next meeting.
6. Concern raised about process for training ombudspersons – estimated that about 50% of current ombudspersons have not been through the training. Larry Smith

is over the ombudsperson program, Maria has agreed to ask him for the list of approved ombudspersons which we can then compare those to our own college lists.

Priorities for this year:

- 1) Follow through on code changes
- 2) Continue discussions about student ratings -if the ad hoc committee from last year has been disbanded, FDDE will likely take on this issue this year – Maria and Robert have agreed to spearhead this task
- 3) Data indicators – faculty data are collected in October every year and given to analysis and assessment office. It has been observed that these data are full of errors, which Advance has cleaned every year of its existence before analysis. Ann Austin's office has agreed to work with the assessment office to make sure that the data are cleaned before they are forwarded to her office and the Provost's office.
- 4) Family friendly policies to be made more explicit – Ann Austin's office is hosting a family forum next week and we can address these issues more explicitly

FDDE November 12, 2008

Attending: Maria Cordero, Jennifer Duncan, Sherry Marx, Alan Hengge, Robert Schmidt, Pat Evans, Ronda Callister, Renee Galliher, Kathy Chudoba

Presenters: Jodi Morgan HR, Dave Ottley, AAEO

Brief discussion of Caregiving

Discussion of the new training program for search committees: Hiring for Excellence (HFE). Ideal would be if the person taking the training could print out their answers and bring them to the search committee meeting.

Reports of error messages when hitting enter after typing in answers. Jodi Morgan received 3 and 4 copies of the same answers.

1. Job description and advertisement, matrix, and role statement. The committee used an old ad and did not include teaching in their job description.
2. Advertising – print ad is important in order to get HB1 visas for international faculty that are hired -- very short print ads are fine. A full job description is posted on USU HR website. Personal contacts are ideal for recruiting all candidates and especially those that are underrepresented.
3. Screening the file – screening criterion were not clearly agreed upon. The chair was taking full responsibility for initial screening. Negative: interpretations of why the person is applying judging their motives.
4. Identifying the short list – the matrix should have been developed earlier To more fairly screen candidates.
5. Interview – social setting graduate student asks inappropriate questions. Share AAEO appropriate questioning strategies with everyone that will attend. But the main issue is how the personal information is used. The information must not be used in decision-making discussions.
6. Making the decision – sex description, national origin description, health discrimination – most discussion not focused on the job description

Suggestion to developers: 1. Add the sentences “All answers notes will be shared in groups in an anonymous format.

2. It would be ideal if the faculty member could print out a list of their comments and bring them with them to the discussion meeting. Or that HR could bring multiple copies of the total comments to handout.

Jennifer will bring refreshments next time

**Next meeting Dec. 10<sup>th</sup> at 9:00 in B202a**



Attendees: Cathy Chudoba, Ronda Callister, Jennifer Duncan, Robert Schmidt, Pat Evans, Renee Galliher, Alvin Hengee, Sherry Marx, Maria Cordero, Chris Neale, Kelly Kopp

Approval of minutes. Passed.

1. GLBT language approved by Faculty Senate, now goes to Provost, then Board of Trustees. Any suggestion that there might be any trouble? Not that anyone is aware of. Could ask Provost. Discussion of Board of Trustees possible action. In the past some history of conservative decision-making but the Provost is strongly supportive. Do they have an understanding of gender expression? Was passed unanimously by Senate.

Human Resources Code: On the Caregiving Leave policy, HR is supportive, but it is often preferable for a tenured faculty member to take the lead.

Historically, it's been tenured, women faculty who have moved changes in policy on campus.

2. Change on submitting names NOT to be sent for review passed Faculty Senate.

3. Inconsistencies of calendars. Tabled at last Faculty Senate meeting. Both sides are arguing for their plan as a way of protecting faculty members. Arguing for having a consistent calendar is less confusing, but it needs some flexibility. Discussion of FSEC meeting relating to topic. Diane Calloway-Graham will be asked to give the presentation again, or designate someone else to do it. Fairness should be first consideration. This is where there can be some conflict between faculty and administration, fairness vs. efficiency. Discussion of mechanisms for filing extensions. Each party, faculty or Provost, has a different priority. Need to protect fairness of process for faculty.

Questions about why tenure decisions are made late in the year. Discussion of calendar for the process. Board of Trustees role. Board of Trustees is really a rubber stamp. They ARE political appointees. In practice, if there are problems, it's typically known well in advance of final Board of Trustees decision.

4. Care-giving Leave Policy-Faculty Forum presentation. Concern about elder care.

What would it take to re-instate it? Questions from Provost about opening university up for liability, also costs. Bonnie Glass-Coffin found that 2% of population might need this policy at any given time. Using that standard, it might take burden from dean and Provost in making the decision. This translates to 7 instances per year which would not quite double estimates for covering child care. Provost didn't trust those numbers. In the state of CA, 70-80% of their support went to childbirth, but those numbers were also considered questionable. His other argument was that with the parental policy we are behind other universities, but with the elder care policy, we are not. There were lists of comments of people's personal experiences, none of which met criteria. Provost felt childcare was more of a recruitment tool. When it went to FSEC, all agreed on parental but disagreed on elder care.

Professional Employees Association (PEA) was concerned about equity after article in newspaper came out. The chair met with them and explained impact on students and they understood. Someone suggested including instructors and the chair suggested to PEA that they do an analysis. Not sure how it would work with instructors because there are many different ways that instructors function. PEA asked for one change from "may" to "will" continue their other duties, a reasonable request.

Classified Employees Association (CEA) were most upset and wanted to complain that they had no feedback. The chair suggested that they consider writing a code change themselves to negotiate a reduced load during FMLA time frame.

Discussion about PEA and CEA making efforts in this area.

The chair is meeting with HR this afternoon to plan meeting with the University Executive Committee. Should be OK with strong support of Provost. Question about how this can be used in recruitment.

Discussion of meeting time availability. Will go out through Doodle.

### **Priorities**

1. Student Ratings-Discussion of multi-cultural aspect of student ratings. There are student ratings available online for the past several years. It would be nice to analyze that data to look for issues and trends. How is minority defined? Would be good to be able to quantify responses here on campus or at least raise awareness. Would need to know the gender and ethnicity of instructors along with student ratings. A validated form for evaluation would be ideal. Would need to come from FS, Provost would like to see it. Funding may be a question. How to move forward? Particularly given the current economic situation. Could try to get on FSEC agenda.

2. Data Indicators-ADVANCE data is being used. Want to transfer ADVANCE data to BANNER system. Committee is working on it, includes Ronda and Cathy Chudoba. Working toward expanding to all colleges, then Office of Accreditation and Assessment (OAA) will produce charts and tables for FDDE for annual review. Can then evaluate what changes may need to be made.

Questions about current budget situation.

3. Ombudsperson Follow-up and Training

4. Situations at the Hub with faculty and international students. A faculty member was contacted about it. He was meant to follow up with HR. Is sensitivity training for staff in TSC in working with international students possible? Police were involved in this situation but it came back to the university. Discussion of peer support for these students and actions to help the situation.

Adjourned.

FDDE  
Minutes for January 26, 2009

Attending: Ronda Callister, Kathy Chudoba, Renee Galliher, Jennifer Duncan, Sherry Marx

1. The minutes for the December 2008 FDDE meeting were approved with some changes to protect confidentiality.
2. Update on the status of the two code changes which originated in FDDE and passed the faculty senate last semester including the LGBT non discrimination change and the change allowing faculty candidates for promotion and tenure to suggest names they do not want to review the package. Both have been approved by the President and forwarded to the board of Trustees for their March 9<sup>th</sup> meeting.
3. Parental Caregiving Proposal was presented to the university Vice Presidents. They were supportive, but postponed formal action until later after the budget issues are clearer.
4. Maria Cordero's presentation on student ratings was postponed until next time because she was unable to attend.
5. We discussed Ombudsperson training, Renee and Kathy volunteered to check on their colleges to find out if an Associate Dean is in charge and if so who it is. Also find a list of who has been trained and what the ratio of ombudsperson's is to the total faculty in the college or ideally the ration of ombudspersons to assistant professors. We will continue this discussion next time.
6. New code change proposal on the first promotion advisory committee meeting 405.6.2(2)  
– The proposal was reviewed and suggestions incorporated. The revised version will be emailed to the full committee for additional suggestions and a vote.
7. No new business was discussed. Meeting was adjourned.
8. Next meeting

**FDDE Meeting Minutes**  
**March 16, 2009 Business 202a**

Present: Kathy Chudoba, Alvan Hengge, Robert Schmidt, Sherry Marx, Renee Galliher, Jennifer Duncan, Maria Cordero, Ronda Callister (chair)

- 1.) Approval of the Minutes of February 9<sup>th</sup> (Renee moved, Kathy seconded)
- 2.) Non-agenda item: Discussion of the Board of Trustees Meeting attended by Ronda. Both code changes put forward by FDDE were approved (external reviewers as well as the LGBT non-discrimination language). The next step is to follow-up with HR to make sure changes are actually incorporated.
- 3.) Non-agenda item: Maria reported on the most recent Faculty Senate Exec meeting, where there was a discussion of the suggested code change to 405.6.2 and 8.2, *requiring* a meeting of the promotion committee for faculty by December 1st within one and a half years of their advancement to Associate. At that meeting, concern was expressed that this would require an excessive number of meetings for full professors and that the workload would be unreasonable. We estimate that there would only be about 20 meetings campus-wide per year. It's possible that Exec just needs to see the numbers to realize that this is not an unwieldy burden. Because we need FS Exec to send this on, Ronda will take it back to that body and try to re-explain the rationale as well as the anticipated workload.
- 4.) Updates on future priorities:
  - a. Christopher Neale and Scott Williams were not in attendance so we held over the discussion on how the Ombudsperson program is working in their colleges
  - b. Ronda Callister on improving the Ombudsperson program. Ronda will continue discussions with the Provost's office over the summer about improving the Ombudsperson program because it is such an asset to women and minorities. Ronda suggested that it might be useful to have a meeting on this subject with each of the Associate Deans on an annual basis. The website also needs to be updated. ADVANCE has a video that can be used for training purposes. We agreed that it might be good to have everyone train upon promotion to Associate but have a subset that takes on the responsibility for (perhaps) a three-year term.
  - c. Kathy Chudoba on Data Indicators. The process is moving forward positively. A month ago they looked at the information coming out of Banner now that it has clean data and it looks good. Only 3 out of 300 were miscoded. We should get the data in time for Ronda to give ADVANCE and FDDE reports at the last Faculty Senate meeting. This will be baseline data and we can track moving forward. AAA will produce annual reports going forward and data will be available for query.
- 5.) Maria Cordero on Student Ratings. Maria will actually probably need to go through Provost Coward if the goal is to ask for national ratings. Robert asked what committee currently has this charge and Renee reported that it was an ad hoc committee of Faculty Senate. Our current data appears to be reliable but not valid. Renee thinks we probably are moving toward a national test but that it will have to go through Faculty Senate, and it may hit snags in the approval process. Maria will follow up and figure out whom to talk to about keeping this on the table. Maria is also going to take a reading group idea to the WGRI director and the Provost's office to see if there is money for a speaker

## DRAFT

### Proposed Code Change

#### 405.6 TENURE, PROMOTION AND REVIEW: GENERAL PROCEDURES

##### 6.2 Advisory Committees

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(2) Promotion advisory committee.

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

Following tenure, if a faculty member so desires, he/she may request in writing to the department head or supervisor that a promotion advisory committee be formed and meet with the faculty member. In any case, the promotion advisory committee should be formed and hold the informational meeting outlined in Policy 405.8.2(1) by December 1st approximately one and a half years following tenure. This shall be done by the department head in consultation with the faculty member and the director (where applicable), dean or vice president, and vice provost. within 30 days of receipt of the written request. The promotion advisory committee must be formed by February 15<sup>th</sup> of the third year following tenure and it is recommended that the informational meeting outlined in Policy 405.8.2(1) above be held at this time.

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

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

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

#### **405.8 PROCEDURES SPECIFIC TO THE PROMOTION PROCESS**

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##### **8.2 Faculty with Tenure**

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

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

##### **(1) Meetings of the promotion advisory committee.**

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

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

##### **(2) Report of the promotion advisory committee**

After the meeting with the faculty member for the first time, the newly reconstituted promotion advisory committee shall write a letter in which they report on the guidance given to the faculty member. The primary purpose of this report is not to evaluate the faculty member but to inform

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



## **POLICY MANUAL**

### **BENEFITS**

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**Number 366**

**Subject: Parental Caregiving with Modified Duties (PCMD)**

**Covered Employees: Tenured and Tenure-Track Faculty**

**Date of Origin:**

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#### **366.1 POLICY**

Parental caregiving with modified duties (PCMD) is designed to allow tenured and tenure-track faculty to continue to perform selected job responsibilities, but upon request provides relief from teaching for one semester (or the equivalent release time for non-teaching faculty) for the birth or adoption of a child. The faculty member will continue other professional activities (e.g., research, working with graduate students).

An eligible faculty member is only guaranteed one semester of PCMD for a given qualifying event. The maximum amount of time that may be used for one qualifying event is 16 weeks, regardless of the type of leave used in combination with PCMD.

PCMD under this policy shall begin no more than three (3) months prior to the expected birth/placement of a child and no more than twelve (12) months following the birth/placement.

##### **1.1 Eligibility**

- (1) Tenured and tenure-track male and female faculty are eligible for parental caregiving with modified duties.
- (2) The faculty member must be the primary caregiver for the newborn or adopted child during the period that PCMD is in place.
- (3) An adopted child must be under the age of six or a special-needs child under 18 years of age. A special needs child is one who is incapable of self-care on a daily basis because of physical or mental disability.



- (4) A faculty couple jointly sharing responsibility as primary caregivers for a child member may split the use of PCMD and each receive relief from one-half of their teaching for a semester.

## **366.2 PROCEDURES**

### **2.1 Initiating Parental Caregiving with Modified Duties Benefit**

- (1) To initiate this policy, the faculty member will submit a formal request as soon as possible on the PCMD form provided by Human Resources stating the dates during which he/she will activate this policy and affirm that the faculty member will be the primary caregiver for the child during the semester in which the PCMD is used.
- (2) The request will be signed by both the Department Head and Dean and submitted to Human Resources.

### **2.2 Exceptions or Policy Alterations**

Not all events surrounding pregnancy, childbirth, or adoption can be fully anticipated for purposes of this policy. Requests for exceptions or alterations to this policy should be directed to the Dean with final approval residing with the Provost.

### **2.3 Tenure and Post-Tenure Review Extensions**

- (1) Upon approval of a PCMD request, a tenure-track faculty member will also automatically receive a one-year extension of her/his overall timetable for retention, promotion and tenure (Policy 405.1.4 Tenured and Term Appointments: Evaluation, Promotion and Retention). An extension will extend both the date for the final tenure review as well as any intervening formal review.
- (2) A faculty member has one year from the start of parental caregiving to rescind the tenure extension, if it is deemed unnecessary. If the tenure extension is rescinded, the tenure decision date will return to the original date and the candidate will not be considered as going forward early for tenure.
- (3) For tenured faculty, the PCMD request will postpone post-tenure review by one year, unless the faculty member specifically states in writing that the review should not be postponed.

### **2.4 Obligation to Return**

The faculty member is obligated to return to University service for at least one semester following the use of PCMD. If the faculty member does not return to University service, he/she will owe the University the full amount of salary paid when PCMD was utilized.

### **2.5 Relationship to Other Policies**

- (1) Family and Medical Leave Act – Parental caregiving with modified duties under this policy will run concurrently with FMLA leave (Policy 351 Family and Medical Leave). For this policy, no intermittent leave may be used.
- (2) Sabbatical or Other Leave - Other leave that has been taken or is scheduled to be taken by a faculty member shall not preclude eligibility for PCMD benefits under this policy. Parental caregiving taken under this policy shall have no bearing on eligibility for subsequent sabbatical leave for the faculty member.
- (3) Sick or Annual Leave - If available, sick leave or annual leave may be used as part of this policy according to the limits described in Sick Leave Policy 363.2.4. It may be coordinated with PCMD but only in full day increments. For this policy, no intermittent sick or annual leave may be used.

For example, a faculty member may have 240 hours of sick leave. He/she may choose to use 80 hours of sick leave at full pay and 14 weeks of PCMD at 90% pay. The faculty member would then still have 160 hours of sick leave for future use which may be used according to Sick Leave Policy 363. Faculty will continue to accrue sick leave during PCMD. Faculty members using sick or annual leave as part of this policy are required to fill out a leave slip.

- (4) Short-Term Disability Leave – If eligible, a faculty member may coordinate short-term disability with other types of leave.

## **2.6 Funding this Benefit**

This benefit will be funded from three sources:

- (1) The faculty member receives 90% of base salary during the 16-week semester that he/she is on PCMD. If a portion of the compensation is received from grants or contracts, that portion must be based on actual effort performed for the award and all award requirements must be met.
- (2) The remaining 10%, less payment for any sick or annual leave that is used, will remain in the department to be used to cover the costs of the faculty member's teaching replacement (or equivalent time-release for non-teaching faculty).
  - a. Central administration will contribute 70% of the costs to cover the wages of the teaching replacement (or equivalent time-release for non-teaching faculty).
  - b. The faculty member's department will contribute the remaining 30% of the costs to cover the wages of the teaching replacement (or equivalent time-release for non-teaching faculty).

## **2.7 Unbalanced Teaching Loads**

For teaching loads that are unbalanced across the academic year, arrangements will be negotiated with the department head.

### **366.3 RESPONSIBILITY**

#### **Department Heads or Supervisors**

Department heads or supervisors are required to find faculty or instructors to cover the courses the faculty member using PCMD would normally have taught for the semester.

#### **Faculty Member**

An eligible faculty member should notify her/his department head of a request for PCMD as soon as possible. This notice would normally be no fewer than four months prior to the expected arrival of the child if possible; although with adoptions, it may not be possible to provide this much notice.

#### **Human Resources**

Human Resources will provide an application form for faculty to request approval of this policy and will keep a record of all uses of PCMD and annually provide a report to the Provost's office on the usage of this policy.

TABLE 1 -- Number and Percent of Women Tenured and Tenure-Track Faculty in STEM

REVISED

October 2008 Data

|  | Total |      |       |      | Women |      |       |      | Men   |      |       |      | Percent Women |      |       |      |
|--|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|---------------|------|-------|------|
|  | Total | Full | Assoc | Asst | Total | Full | Assoc | Asst | Total | Full | Assoc | Asst | Total         | Full | Assoc | Asst |
| <b>TOTAL--College of Agriculture</b>       | 80    | 41   | 22    | 17   | 19    | 5    | 5     | 9    | 61    | 36   | 17    | 8    | 24%           | 12%  | 23%   | 53%  |
| ADVS                                       | 18    | 7    | 7     | 4    | 3     | 1    | 0     | 2    | 15    | 6    | 7     | 2    | 17%           | 14%  | 0%    | 50%  |
| ASTE                                       | 8     | 3    | 3     | 2    | 2     | 0    | 1     | 1    | 6     | 3    | 2     | 1    | 25%           | 0%   | 33%   | 50%  |
| AP ECON                                    | 10    | 7    | 3     | 0    | 1     | 0    | 1     | 0    | 9     | 7    | 2     | 0    | 10%           | 0%   | 33%   | NA   |
| NFS  | 17    | 10   | 1     | 6    | 6     | 2    | 1     | 3    | 11    | 8    | 0     | 3    | 35%           | 20%  | 100%  | 50%  |
| PSB  | 27    | 14   | 8     | 5    | 7     | 2    | 2     | 3    | 20    | 12   | 6     | 2    | 26%           | 14%  | 25%   | 60%  |
| <b>TOTAL--College of Natural Resources</b> | 46    | 23   | 14    | 9    | 9     | 1    | 4     | 4    | 37    | 22   | 10    | 5    | 20%           | 4%   | 29%   | 44%  |
| ENVS                                       | 14    | 5    | 5     | 4    | 3     | 0    | 1     | 2    | 11    | 5    | 4     | 2    | 21%           | 0%   | 20%   | 50%  |
| WATS                                       | 9     | 5    | 1     | 3    | 3     | 0    | 1     | 2    | 6     | 5    | 0     | 1    | 33%           | 0%   | 100%  | 67%  |
| WILD                                       | 23    | 13   | 8     | 2    | 3     | 1    | 2     | 0    | 20    | 12   | 6     | 2    | 13%           | 8%   | 25%   | 0%   |
| <b>TOTAL--College of Engineering</b>       | 77    | 27   | 26    | 24   | 7     | 1    | 1     | 5    | 70    | 26   | 25    | 19   | 9%            | 4%   | 4%    | 21%  |
| BIE  | 12    | 6    | 1     | 5    | 0     | 0    | 0     | 0    | 12    | 6    | 1     | 5    | 0%            | 0%   | 0%    | 0%   |
| CEE  | 26    | 11   | 10    | 5    | 3     | 0    | 1     | 2    | 23    | 11   | 9     | 3    | 12%           | 0%   | 10%   | 40%  |
| ETE  | 7     | 2    | 3     | 2    | 0     | 0    | 0     | 0    | 7     | 2    | 3     | 2    | 0%            | 0%   | 0%    | 0%   |
| ECE  | 15    | 4    | 4     | 7    | 1     | 0    | 0     | 1    | 14    | 4    | 4     | 6    | 7%            | 0%   | 0%    | 14%  |
| MAE  | 17    | 4    | 8     | 5    | 3     | 1    | 0     | 2    | 14    | 3    | 8     | 3    | 18%           | 25%  | 0%    | 40%  |
| <b>TOTAL--College of Science</b>           | 122   | 55   | 35    | 32   | 23    | 5    | 8     | 10   | 99    | 50   | 27    | 22   | 19%           | 9%   | 23%   | 31%  |
| BIOLOGY                                    | 34    | 17   | 10    | 7    | 9     | 2    | 4     | 3    | 25    | 15   | 6     | 4    |               |      |       |      |
| CHEM                                       | 16    | 8    | 5     | 3    | 2     | 0    | 1     | 1    | 14    | 8    | 4     | 2    | 13%           | 0%   | 20%   | 33%  |
| CS   | 19    | 3    | 7     | 9    | 3     | 0    | 2     | 1    | 16    | 3    | 5     | 8    | 16%           | 0%   | 29%   | 11%  |
| GEOLOGY                                    | 11    | 5    | 3     | 3    | 4     | 2    | 0     | 2    | 7     | 3    | 3     | 1    | 36%           | 40%  | 0%    | 67%  |
| MATH/STAT                                  | 26    | 12   | 7     | 7    | 5     | 1    | 1     | 3    | 21    | 11   | 6     | 4    | 19%           | 8%   | 14%   | 43%  |
| PHYSICS                                    | 16    | 10   | 3     | 3    | 0     | 0    | 0     | 0    | 16    | 10   | 3     | 3    | 0%            | 0%   | 0%    | 0%   |
| <b>TOTAL STEM</b>                          | 325   | 146  | 97    | 82   | 58    | 12   | 18    | 28   | 267   | 134  | 79    | 54   | 18%           | 8%   | 19%   | 34%  |

Includes department heads, associate deans, deans, and other administrators who are tenured or tenure-track

TABLE 2 -- STEM Faculty by Gender

REVISED

October 2008 Data

|  | Tenured & Tenure-Track |       |         | Non-Tenure Track |       |         | Non-Tenure Track          |
|--|------------------------|-------|---------|------------------|-------|---------|---------------------------|
|  | All                    | Women | % Women | All              | Women | % Women | Women as a % of All Women |
| <b>TOTAL--College of Agriculture</b>       | 80                     | 19    | 24%     | 34               | 15    | 44%     | 44%                       |
| ADVS                                       | 18                     | 3     | 17%     | 16               | 4     | 25%     | 57%                       |
| ASTE                                       | 8                      | 2     | 25%     | 5                | 3     | 60%     | 60%                       |
| AP ECON                                    | 10                     | 1     | 10%     | 0                | 0     | NA      | 0%                        |
| NFS  | 17                     | 6     | 35%     | 8                | 7     | 88%     | 54%                       |
| PSB  | 27                     | 7     | 26%     | 4                | 1     | 25%     | 13%                       |
| AES  | 0                      | 0     | NA      | 1                | 0     | 0%      | NA                        |
| <b>TOTAL--College of Natural Resources</b> | 46                     | 9     | 20%     | 3                | 2     | 67%     | 18%                       |
| ENVS                                       | 14                     | 3     | 21%     | 0                | 0     | NA      | 0%                        |
| WATS                                       | 9                      | 3     | 33%     | 0                | 0     | NA      | 0%                        |
| WILD                                       | 23                     | 3     | 13%     | 3                | 2     | 67%     | 40%                       |
| <b>TOTAL--College of Engineering</b>       | 77                     | 7     | 9%      | 14               | 2     | 14%     | 22%                       |
| BIE  | 12                     | 0     | 0%      | 5                | 2     | 40%     | 100%                      |
| CEE  | 26                     | 3     | 12%     | 2                | 0     | 0%      | 0%                        |
| ETE  | 7                      | 0     | 0%      | 3                | 0     | 0%      | NA                        |
| ECE  | 15                     | 1     | 7%      | 4                | 0     | 0%      | 0%                        |
| MAE  | 17                     | 3     | 18%     | 0                | 0     | NA      | 0%                        |
| <b>TOTAL--College of Science</b>           | 122                    | 23    | 19%     | 24               | 10    | 42%     | 30%                       |
| BIOLOGY                                    | 34                     | 9     | 26%     | 7                | 4     | 57%     | 31%                       |
| CHEM                                       | 16                     | 2     | 13%     | 2                | 0     | 0%      | 0%                        |
| CS   | 19                     | 3     | 16%     | 2                | 1     | 50%     | 25%                       |
| GEOLOGY                                    | 11                     | 4     | 36%     | 1                | 1     | 100%    | 20%                       |
| MATH/STAT                                  | 26                     | 5     | 19%     | 6                | 3     | 50%     | 38%                       |
| PHYSICS                                    | 16                     | 0     | 0%      | 4                | 1     | 25%     | 100%                      |
| CASS                                       | 0                      | 0     | NA      | 2                | 0     | 0%      | NA                        |
| <b>TOTAL STEM</b>                          | 325                    | 58    | 18%     | 75               | 29    | 39%     | 33%                       |

Non-Tenure Track includes: researchers, clinical, lecturers, instructors, emeritus, visiting

**TABLE 3 -- Number and Percent of Women Tenured and Tenure-Track Faculty in STEM AND NON-STEM**

**October 2008 Data**

|                          | Total |      |       |      | Women |      |       |      | Men   |      |       |      | Percent Women |      |       |      |
|--------------------------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|---------------|------|-------|------|
|                          | Total | Full | Assoc | Asst | Total | Full | Assoc | Asst | Total | Full | Assoc | Asst | Total         | Full | Assoc | Asst |
| <b>AGRICULTURE</b>       | 80    | 41   | 22    | 17   | 19    | 5    | 5     | 9    | 61    | 36   | 17    | 8    | 24%           | 12%  | 23%   | 53%  |
| <b>BUSINESS</b>          | 43    | 20   | 9     | 14   | 9     | 2    | 2     | 5    | 34    | 18   | 7     | 9    | 21%           | 10%  | 22%   | 36%  |
| <b>EDUCATION</b>         | 110   | 35   | 37    | 38   | 54    | 13   | 23    | 18   | 60    | 26   | 14    | 20   | 49%           | 37%  | 62%   | 47%  |
| <b>ENGINEERING</b>       | 77    | 27   | 26    | 24   | 7     | 1    | 1     | 5    | 70    | 26   | 25    | 19   | 9%            | 4%   | 4%    | 21%  |
| <b>HASS</b>              | 172   | 56   | 72    | 44   | 65    | 13   | 35    | 17   | 109   | 45   | 37    | 27   | 38%           | 23%  | 49%   | 39%  |
| <b>NATURAL RESOURCES</b> | 46    | 23   | 14    | 9    | 9     | 1    | 4     | 4    | 37    | 22   | 10    | 5    | 20%           | 4%   | 29%   | 44%  |
| <b>SCIENCE</b>           | 122   | 55   | 35    | 32   | 23    | 5    | 8     | 10   | 99    | 50   | 27    | 22   | 19%           | 9%   | 23%   | 31%  |
| <b>LIBRARY</b>           | 23    | 2    | 17    | 4    | 15    | 0    | 11    | 4    | 8     | 2    | 6     | 0    | 65%           | 0%   | 65%   | 100% |
| <b>TOTAL USU</b>         | 673   | 259  | 232   | 182  | 201   | 40   | 89    | 72   | 478   | 225  | 143   | 110  | 30%           | 15%  | 38%   | 40%  |

Includes department heads, associate deans, deans, and other administrators who are tenured or tenure-track  
 For Library, ranks are Senior Librarian, Associate Librarian, and Assistant Librarian

**TABLE 4--STEM AND NON-STEM Faculty by Gender****October 2008 Data**

| COLLEGE                  | Tenured & Tenure-Track |       |         | Non-Tenure Track |       |         | Non-Tenure Track Women<br>as a % of All Women |
|--------------------------|------------------------|-------|---------|------------------|-------|---------|---|
|                          | All                    | Women | % Women | All              | Women | % Women |   |
| <b>AGRICULTURE</b>       | 80                     | 19    | 24%     | 34               | 15    | 44%     | 44%   |
| <b>BUSINESS</b>          | 43                     | 9     | 21%     | 20               | 7     | 35%     | 44%   |
| <b>EDUCATION</b>         | 110                    | 54    | 49%     | 58               | 45    | 78%     | 45%   |
| <b>ENGINEERING</b>       | 77                     | 7     | 9%      | 14               | 2     | 14%     | 22%   |
| <b>HASS</b>              | 172                    | 65    | 38%     | 41               | 30    | 73%     | 32%   |
| <b>NATURAL RESOURCES</b> | 46                     | 9     | 20%     | 3                | 2     | 67%     | 18%   |
| <b>SCIENCE</b>           | 122                    | 23    | 19%     | 24               | 10    | 42%     | 30%   |
| <b>LIBRARY</b>           | 23                     | 15    | 65%     |                  |       |         |   |
| <b>TOTAL USU</b>         | 673                    | 201   | 30%     | 194              | 111   | 57%     | 36%   |

Non-Tenure Track includes: researchers, clinical, lecturers, instructors, teachers

**Table 5--Faculty Leadership Positions****As of October 2008**

| Position  | Total USU |       |     | STEM Colleges |       |     | Non-STEM Colleges |       |     |
|---|-----------|-------|-----|---------------|-------|-----|-------------------|-------|-----|
|   | Total     | Women | Men | Total         | Women | Men | Total             | Women | Men |
| Tenured Full Professors                               | 267       | 39    | 228 | 146           | 12    | 134 | 121               | 27    | 94  |
| Academic Dept. Heads                                  | 41        | 6     | 35  | 19            | 0     | 19  | 22                | 6     | 16  |
| Associate Deans                                       | 17        | 7     | 10  | 8             | 3     | 5   | 9                 | 4     | 5   |
| College Deans   | 7         | 4     | 3   | 4             | 2     | 2   | 3                 | 2     | 1   |
| President, Provost, Vice Presidents,<br>Vice Provosts | 12        | 3     | 9   | NA            | NA    | NA  | NA                | NA    | NA  |
| Associate Vice Presidents                             | 12        | 4     | 8   | NA            | NA    | NA  | NA                | NA    | NA  |
| Endowed/Named Chairs                                  | 4         | 0     | 4   | 0             | 0     | 0   | 4                 | 0     | 4   |
| Central P&T Committee                                 | 7         | 2     | 5   | 4             | 1     | 3   | 3                 | 1     | 2   |

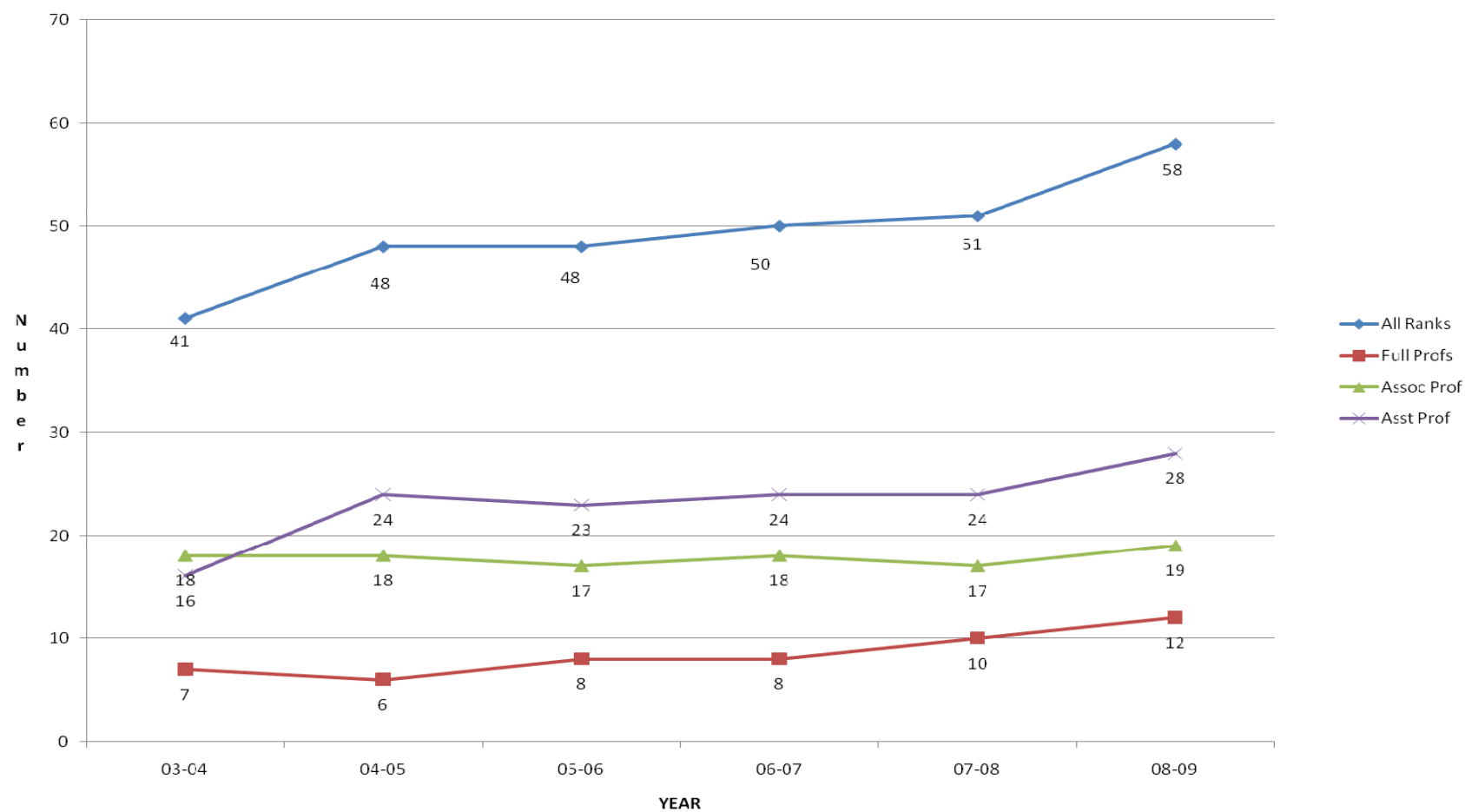
CENTERS: STEM--CASS, Biotech, AES, Ecology, Water Lab, Foundation/SDL  
Non-STEM--Epidemiology, CPD, IELI, Hearing Center

Endowed/Named Chairs: Education (2), Religious Studies (2)

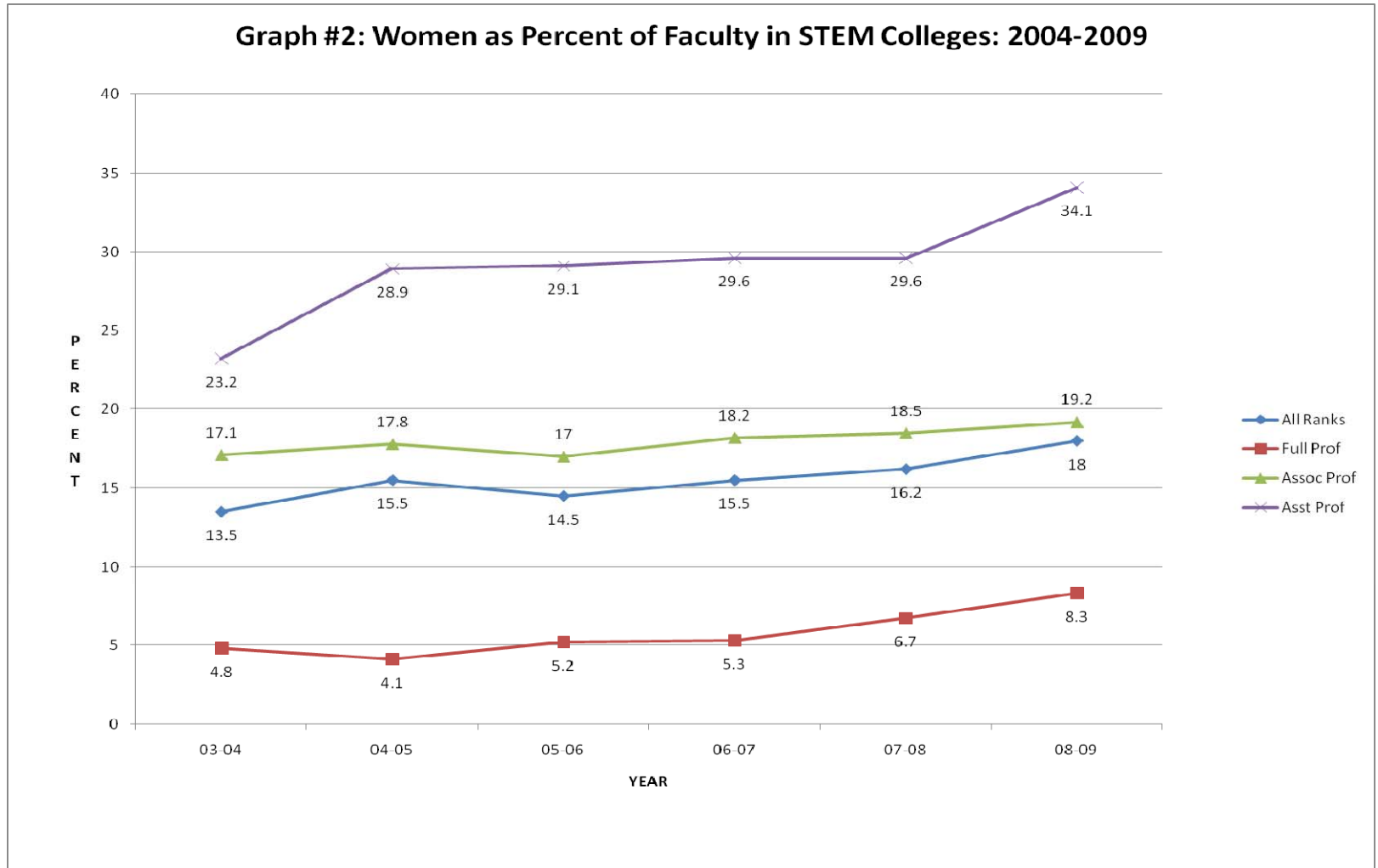
Central P&T Committee: Faculty Members Only



**Graph #1: Women Faculty in STEM Colleges: 2004-2009**



Graph #2: Women as Percent of Faculty in STEM Colleges: 2004-2009



**REPORT OF THE  
UTAH STATE UNIVERSITY  
CALENDAR COMMITTEE  
to the  
Faculty Senate  
April 2009**

**Committee Members**

Michelle B. Larson, Provost's Office - Chair  
Dillon Feuz, Faculty Senate  
Adam Fowles, Graduate Student Senate  
Stephanie Hamblin, Advising and Transition Services  
Bill Jensen, Registrar's Office  
Enid Kelley, Classified Employee's Association  
Robert King, Faculty Senate  
Tom Lachmar, Faculty Senate  
Matt Lovell, Professional Employee's Association  
John Mortensen, Registrar's Office  
Sydney M. Peterson, President's Office  
Ben Pollock, Associated Students of USU  
William Pependorf, 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 2009 Calendar Committee Actions**

1. The Calendar Committee completed academic calendar proposals for the academic year 2012-2013, and summer semester 2012.
2. The committee completed a proposal for employee holidays in 2012.

**Request**

The calendar committee seeks input from the Faculty on the attached proposed calendars. This report was approved by the Calendar Committee on 19 March 2009.

| <b>Proposed Academic Calendar 2012-2013</b>                      |  |
|--|--|
| <b>Summer Session 2012</b>                                       |  |
|  |  |
| 1 <sup>st</sup> 4-week session                                   | May 14 – June 8 (18 instruction days, 1 test day)              |
| 8-Week Session   | June 11 – August 3 (37 instruction days, 1 test day)           |
| 2nd 4-week Session   | June 11 – July 6 (18 instruction days, 1 test day)             |
| 3rd 4-week Session   | July 9 – August 3 (18 instruction days, 1 test day)            |
| Summer Session Holidays  | 5/28 Memorial Day, 7/4 July 4 <sup>th</sup> , 7/24 Pioneer Day |
|  |  |
| <b>Fall Semester 2012 (70 instructional days, 5 test days)</b>   |  |
|  |  |
| Classes Begin  | August 27 (M)  |
| Labor Day  | September 3 (M)  |
| Friday Class Schedule  | October 18 (Th)  |
| Fall Break   | October 19 (F)   |
| Thanksgiving Holiday   | November 21 – 23 (W – F)                                       |
| Classes End  | December 7 (F)   |
| Final Examinations   | December 10 – 14 (M – F)                                       |
| Commencement   | December 14 – 15 (F – Sa)                                      |
|  |  |
| <b>Spring Semester 2011 (73 instructional days, 5 test days)</b> |  |
|  |  |
| Classes Begin  | January 7 (M)  |
| Human Rights Day   | January 21 (M)   |
| Presidents' Day  | February 18 (M)  |
| Monday Class Schedule  | February 19 (T)  |
| Spring Break   | March 11 – 15 (M – F)  |
| Classes End  | April 26 (F)   |
| Final Examinations   | April 29 – May 3 (M – F)                                       |
| Commencement   | May 3 - 4 (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.

## 2012 USU Employee Holidays

16 January - Human Rights Day

20 February - Presidents' Day

28 May - Memorial Day

4 July - Independence Day

24 July - Pioneer Day

3 September - Labor Day

22 November - Thanksgiving

23 November - Thanksgiving

24 December – Holiday break

25 December – Holiday break

26 December – Holiday break

31 December – New Year's Eve

Approved by: Calendar Committee (03/19/09); Faculty Senate (), Executive Committee ().

## **Report from the Educational Policies Committee April 2, 2009**

The Educational Policies Committee met on April 2, 2009. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page<sup>1</sup> and are available for review by the members of the Faculty Senate and other interested parties.

During the April 2<sup>nd</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 which included the following notable actions (Curriculum Subcommittee minutes<sup>2</sup>):
  - The Curriculum Subcommittee approved 49 requests for course actions (see minutes<sup>2</sup>).
  - The request from the Department of Health, Physical Education and Recreation to change the name from BS in Physical Education to BS in Human Movement Science was approved.
  - The request from the Department of Plants, Soils and Climate to offer a Stand-Alone Minor in Climate Change and Energy was approved.
2. During the March 19<sup>th</sup> meeting of the Academic Standards Subcommittee the following key actions were taken.
  - Addition of language in the university catalog regarding academic standing for concurrent enrollment students:

### **Current Language:**

#### **“Good Standing**

An undergraduate student is considered by the University to be in *good standing* when his or her cumulative GPA is 2.0 or higher. An undergraduate student whose USU cumulative GPA is *less than* a 2.0 is placed on *academic warning* or *academic probation*, based on the student’s class rank, admission status, and the USU cumulative GPA. A **freshman** with a USU cumulative GPA of less than 2.0 is placed on *academic warning*. A **sophomore, junior, senior, or any student with a standing of provisional admission**, with a USU cumulative GPA of *less than* 2.0 is placed on *academic probation*.”

### **Approved Addition:**

“Students who are taking courses through USU concurrent enrollment will not have academic standing noted on their transcripts until they have earned nine or more credits.”

- Revision of “A” Pin Eligibility Criteria:
  - 1) 4.0 for two consecutive semesters.
  - 2) Fifteen graded credit hours must be carried each semester that is to be counted in the two consecutive semesters.
  - 3) "P" grades, audited courses, "I" grades, or Independent Study courses cannot be counted toward the required fifteen hours.
  - 4) Summer semester may count towards the two consecutive semesters, if at least fifteen hours

are carried.

5) Part-time semesters (less than 15 credits) are considered as follows:

- Part-time semesters with any grades of less than an "A" breaks the consecutive structure, and the student must start over.
- Part-time semesters with all A grades are not counted, but they do not break the consecutive structure.

6) Individual courses can only count in any one semester, and individual semesters can only count once in this scholarship program.

7) This recognition is for admitted undergrad students. Second Bachelor and Grad students are not included.

8) W's will not count, but can be ignored as long as there are still fifteen graded credits with a 4.0.

9) Split forms are all right as long as they both total fifteen credits together with a 4.0.

10) IELI only students are eligible as long as they meet the requirements.

11) If there is an IF in the semester, the semester does NOT qualify.

3. Approval of the report of the February General Education Subcommittee. Of note:

- An expanded CIL Committee has been charged to assess the validity and appropriateness of the CIL exam with respect to student competencies and to report back to the General Education Subcommittee early next fall.
- A motion was made and passed to revise catalog language for integrating information literacy into Breadth Courses to read:

*"Students will develop their information literacy skills **by exploring** the nature, organization, and methods of access and evaluation of both electronic and traditional resources in the subject area."*

- The university general catalog language has been change to provide clarity with respect to meeting general education deficiencies from student transfers holding Associates degrees. The language will now read:

*"The General Education portion of the University Studies requirements may be satisfied by an Associate of Arts or Associate of Science degree from one of the following approved transfer institutions. A registrar's certification, stating that the student has completed the General Education requirements of one of these transfer institutions, will also be acceptable. However, Utah State University will require students to satisfy the Breadth American Institutions requirements, if an equivalent course has not been completed. Also, students must satisfy any deficiencies in General Education requirements, including Communications Literacy; Quantitative Literacy; and Breadth courses in the Creative Arts, Humanities, Life Sciences, Physical Sciences, and Social Sciences categories. USU advisors reserve the right to review the student's associate degree to determine which additional courses may be required for meeting these deficiencies."*

1. <http://www.usu.edu/fsenate/EPC/2008-2009/Minutes/Apr22009EPCminutes.pdf>
2. <http://www.usu.edu/fsenate/EPC/curriculum/2008-2009/Minutes/Apr22009ccminutes.pdf>