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FACULTY SENATE
April 27, 2009
3:00 – 4:30 P.M.
Merrill-Cazier Library Room 154

Agenda

- 3:00 Call to Order**
Approval of Minutes April 6, 2009.....Mike Parent
- 3:05 Announcements**.....Mike Parent
- Roll Call
 - FS amendments to the Code are on Human Resources webpage under Policies
 - Motion Tracking of FSEC and FS meetings from 2003-04 to present on FS webpage
 - Faculty Senate Election Results on FS webpage
- 3:10 University Business**.....Stan Albrecht, President
Raymond Coward, Provost
- 3:30 Consent Agenda**
- Committee on Committees Report.....Chris Corcoran
 - FDDE Report.....Ronda Callister
 - Calendar Committee Report.....Michelle Larson
 - EPC Items.....Larry Smith
- 3:40 Information Items**
- FSEC Response – Classroom Issue.....Mike Parent
 - Northwest Commission on Colleges and Universities –
Tenure Advisory Committees.....Raymond Coward, Provost
 - ADVANCE Report.....Ronda Callister
 - Committee on Committees Election.....Mike Parent
- 4:10 Key Issues and Action Items**
- PRPC Items
- Section 407 Grievance Policies and Procedures –
Suggested revisions (final reading).....Mike Parent
 - Section 406 Program Discontinuance, Financial Exigency and Financial Crisis-
Level 2 changes.....Scott Cannon
- 4:45 Concluding Remarks and Adjournment**.....Mike Parent



**USU FACULTY SENATE
MINUTES
APRIL 6, 2009
Merrill-Cazier Library, Room 154**

Mike Parent called the meeting to order at 3:02 p.m.

Approval of Minutes

John Kras moved to approve the minutes of March 2, 2009. Byron Burnham seconded. Steve Burr asked if the Legacy bill covered both children and grandchildren of alumni. Originally the bill included both, but before passage was limited to just children of alumni. Motion carried.

Announcements

1. **Roll Call.** Senators are reminded to sign the roll.
2. **Faculty Senate 2009-10 Calendar.** The 2009-10 Calendar is now available on the Faculty Senate website. http://usu.edu/fsenate/Calendar/FSenate_2009-2010_Calendar.pdf
3. **Senate and Senate Committee Elections.** Elections have taken place. Not all results have been reported to Chris Corcoran, Chairman of Committee on Committees. If you are unsure of the results for your college, contact the administrative officer for your college, and make sure the results are forwarded to Chris Corcoran and Joan Kleinke.

University Business - President Albrecht

President Albrecht is currently in the process of meeting with all of the colleges individually to provide as much budget detail as possible and provide an opportunity for questions. The deans and vice presidents will be working with faculties and will bring recommendations to the Provost and Budget Committee by April 15, 2009. The Committee will forward their recommendations to the President by May 1, 2009. Ronda Callister asked for clarification on the recycling fee. This fee is still in place and has been reduced for the last 3 or 4 years. This is a carryover from previous serious budget cuts and revenue reductions. A strategy was in place that another two or three years would have resolved this, but it will take longer now because of the current budget reductions.

Provost Coward updated the Senate on the VP of Student Services search. There were four candidates recommended to the President. Since then, one candidate has pulled out, one has had a family emergency and had to withdraw, the other two candidates have been on campus for a tour, and one of those candidates was invited back with his family. The final decision will be made in the next week to 10 days.

Consent Agenda Items

One item of interest on the consent agenda is the changes associated with the Human Research Protection Program. Please look at these and share them with your colleagues. Motion to approve the consent agenda was made by John Kras, seconded by Vance Grange. Motion carried.

Information Items

Honorary Degrees – Sydney Peterson. Paul Parkinson was the chair of the honorary degrees committee this year. The Chair rotates between a faculty member and a Board of Trustee member in order to provide continuity. Sydney Peterson presented the report in Paul's absence. Senator Robert Bennett will be the Commencement speaker and receive an honorary degree. The other honorary degree recipients are: Mark Bingham, was instrumental in the new Bingham Energy and Entrepreneur building in Vernal; Hughie Johnson, graduate of College of Natural Resources, environmentalist and conservation pioneer; Bonnie Parkin, 14th General President of the Relief Society and involved in several outreach and humanitarian projects; Burt Tanner, USU graduate, Vice President of Campbell Scientific. Burt Tanner was nominated to receive an honorary degree before he passed away suddenly.

Commencement – Sydney Peterson. Graduate Hooding is Friday, May 1. Line-up for students and faculty will be in the Fieldhouse at 12:30 p.m., the procession will begin at 1:00 p.m., and the ceremony at 1:30 p.m. in the Spectrum. Saturday, May 2 the line-up will be on the Quad at 8:30 a.m. for faculty and students, procession at 9:00 a.m., and the ceremony at 9:30 in the Spectrum. In case of inclement weather the line-up will be in the Fieldhouse.

New Business

Nominations for Faculty Senate President-Elect. Mike Parent reminded the Senate of Code that states that nominations will be made from the floor during the April Senate meeting and then went over eligibility guidelines.

Scott Cannon nominated David Paper. The nomination was seconded. David declined the nomination.

John Kras nominated Vince Wickwar. The nomination was seconded by Pat Lambert. Vince accepted the nomination. No other nominations were made.

A motion to close nominations was made by John Kras and seconded by Ronda Callister and Betty Rozum. Motion carried.

Adjournment

John Kras moved to adjourn and a second was received. Meeting adjourned at 3:20 p.m.

**Committee on Committees
Annual Report to the Faculty Senate
7 April 2009**

(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 2008-09, the following faculty members served in some capacity on the FSCC:

Scott Deberard	College of Ed. & HS	Term ending 2009
Chris Corcoran	College of Science	Term ending 2010
Nick Flann	College of Science	Term ending 2010
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 Pependorf, for continuing to serve in an advisory capacity during this transition. (Nick Flann will serve as Committee Chair during 2009-10 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 and an additional Senator for Regional Campuses and Distance Education.

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 2009-10 will be included as an attachment]. We are also requesting a list from the University President of his presidential appointments to the Senate for 2009-10.

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 (which was dissolved by the Senate his year), 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	
	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
Total Colleges	633.0	86%	47.43	47
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
TOTAL	734.0	100%	55.00	55

Table 2. 2009-10 Reapportionment

Administrative Unit	Faculty		Senators	
			Number	
	Number	% of Total	Un-rounded	Rounded
Agriculture	79.0	10%	5.49	6
Jon M. Huntsman School of Business	52.0	7%	3.61	4
EEJ Coll. Of Education & Human Svcs.	115.0	15%	7.99	8
Engineering	76.7	10%	5.33	5
Humanities, Arts, and Social Sciences	175.5	22%	12.19	12
Natural Resources	44.3	6%	3.08	3
Science	121.1	15%	8.41	8
Total Colleges	663.6	84%	46.09	46
Cooperative Extension	77.0	10%	5.35	5
Library & Instructional Support	22.2	3%	1.54	2
Regional Campuses & Distance Education	29.0	4%	2.01	2
TOTAL	791.8	100%	55.00	55

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	79.0	6	1.0	0
Jon M. Huntsman School of Business	56.0	4	52.0	4	(4.0)	0
EEJ Coll. Of Education & Human Svcs.	109.0	8	115.0	8	6.0	0
Engineering	69.0	5	76.7	5	7.7	0
Humanities, Arts, and Social Sciences	161.0	12	175.5	12	14.5	0
Natural Resources	45.0	3	44.3	3	(0.7)	0
Science	115.0	9	121.1	8	6.1	(1)
Total Colleges	633.0	47	663.6	46	30.6	(1)
Extension*	67.0	5	77.0	5	10.0	0
Library & Instructional Support	19.0	2	22.2	2	3.2	0
Regional Campuses & Distance Education	15.0	1	29.0	2	14.0	1
TOTAL	734.0	55	791.8	55	57.8	0

* 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 Campusus & Distance Education

Note 6: Faculty in Regional Campuses & Distance Education are now tenured in regular academic departments, but have been slotted in their own line based on department a

Faculty Development, Diversity and Equity Committee

2009 Annual Faculty Senate Report

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

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

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

Committee Members 2008-2009	Term Ends
Ronda Callister, Faculty Senate Rep, Chair	2009
Scott Williams, Extension	2009
Pat Evans, Agriculture	2009
Robert Schmidt, Natural Resources	2009
Kelly Kopp, Faculty Senate Rep., Secretary	2010
Sherry Marx, Education	2010
Alvan Hengge, Science	2010
Renee Galliher, Faculty Senate Rep	2010
Maria Cordero, HASS	2011
Christopher Neale, Engineering	2011
Kathy Chudoba, Business	2011
Jennifer Duncan, Library	2011

First Year Meeting Dates 2008-2009

2008	2009
January 8	January 26
February 5	February 16
March 4	March 15
April 1	April 21
September 10	
October 8	
November 12	

ACCOMPLISHMENTS 2008-2009:

1. LGBT non-discrimination changes to 403.3(1), 407.6.5 and 407.9.5 approved by the Board of Trustees on March 6, 2009. Prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression. FDDE recommends a similar policy be put in place in HR code for the classified and profession staff.
2. Unwanted External reviewers changes to 405.7.2(1) and 405.8.3(1) approved by the Board of Trustees on March 6, 2009 Faculty going forward for promotion or tenure may submit names of external reviewers that they do not want to review their portfolio (in addition to those they do want to review) to their department head for consideration.
3. Parental Caregiving Policy – update: not in policy yet, but make inquiries with the appropriate dean if someone needs this policy. The recommendation will be to move forward with approval of this policy with the current budget crisis has passed. This policy will code in HR code. Simultaneously there will need to be a faculty code change passed that will reference tenure clock extensions that may be used for this purpose.
The Eldercare portion of this policy has been dropped for now until we can find an estimate of usage that will accurately estimate usage at a university.
4. Parking for pregnant and nursing mothers
After concerns were reported to FDDE and inquiries were made. 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.

ISSUES ADDRESSED AND STILL IN PROGRESS 2008-2009:

Ombudsperson program – concerns were brought to the committee about the ombudsperson program. There are differences in the way the program has been implemented across colleges. FDDE recommends that efforts be made to share best practices across colleges to help ensure more uniform success in our ombudsperson program.

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 for ways that important information can be transferred to Associate Professors about the requirements for promotion to full.

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. FDDE plans to continue to monitor and encourage changes to teacher ratings – especially in terms of comparing USU ratings to national standards.

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 training program is available to search committees.

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. FDDE would receive the data each year and report on changes that have occurred. FDDE plans to make recommendations as they review the data.

Topics Brought to FDDE and addressed January 2008- May 2008

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. In response to this concern Ronda Callister 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 was returned to Faculty Senate for approval of the precise language in the fall 2009.
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 was been approved on the first reading in Faculty Senate and forwarded to PRPC and returned to Faculty Senate in the fall for approval.
6. Worked with the Provost and AAA to FDDE determine how to access the Banner faculty database to continue the data analysis and reporting that has been developed by ADVANCE in order to track changes in the status of women and minority faculty at Utah State University – as ADVANCE finished their final year and transfers responsibility to the AAA office and 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

**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.

Proposed Academic Calendar 2012-2013	
Summer Session 2012	
1 st 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 th , 7/24 Pioneer Day
Fall Semester 2012 (70 instructional days, 5 test days)	
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)
Spring Semester 2011 (73 instructional days, 5 test days)	
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 1st 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 page¹ and are available for review by the members of the Faculty Senate and other interested parties.

During the April 2nd 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 minutes²):
 - The Curriculum Subcommittee approved 49 requests for course actions (see minutes²).
 - 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 19th 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>

Faculty Senate Executive Committee
Recommendation to the Provost

Last semester during a casual lunch, President Albrecht and Provost Coward informed several members of the Faculty Senate Executive Committee of a classroom incident. The incident while not one which rose to the level of discrimination or harassment was nevertheless thoughtless, based on ignorance, and hurtful to those who did understand its significance. A student not knowing how to address the issue asked to meet with the President, which she did. And subsequently after learning about the issue, we sought a meeting with the student and some of her colleagues who are officers of the Black Student Union. We learned a great deal. Sections of both the Student and Faculty (Policy Manual) Codes contain strongly worded statements and policies concerning discriminatory behavior and civility. The Student Code incorporates the Carnegie Commission's Statement as its philosophy and also details student responsibilities and rights with respect to the university learning environment. The Faculty Code does much the same and includes specific remedies for willful discrimination. While the Student Code and University Policy Manual (Faculty Code) address discriminatory behavior and civility, the questions raised by the student in the class were who the student could contact and what was the process to remedy this or a similar incident. Two related questions were: how can this be communicated to students and how can the possibility of such incidents be reduced if not eliminated?

From the perspective of the student in this class, her concern turned to frustration when she tried to discover who she could talk to regarding the incident. For the record once informed, the response was more than just sufficient. Briefly, responsible administrators, the instructor, and trained facilitators organized a "teaching opportunity" and addressed the incident and issue from an historical perspective. Our discussions with those involved suggest that an effective learning environment was created consistent with the ideals articulated in various places within the Student and Faculty Codes.

The previous paragraphs make it sound as if our meetings with students were part of a fact finding investigation. They were not. Rather, our meetings were a continuation of the "teaching opportunity" motivated by a desire to address the communication issue and to create a learning environment that measures up to the goal we've set for ourselves as an academic community. **"The community values diversity and respect, without which there can be no collegiality among faculty and students."** So, these are some of the things we've learned and the recommendations we make as a result.

- If an incident should occur in class, it is often not possible for a student to address the issue with the instructor for many understandable reasons. It may even be the case that an instructor may seek expert assistance to deal with an issue. Where does one turn? Our discussion focused on the need to have a single location; where someone was specifically charged with the responsibility; who was knowledgeable concerning the University's structure and governance process; whose position was visible; and, who with sufficient foresight and planning in place could respond immediately. Moises Diaz, Director of

Multicultural Student Services, joined our discussion one afternoon. He reported a number of initiatives which would support the kind of “teaching opportunity” employed in this case. MSS and Moises particularly would answer the question: where does one turn?

- Any activity addressing instructor/classroom issues must have immediate involvement coordinated through the Provost’s Office. In this case it was the Vice-Provost, Ann Austin, who quickly supported the “teaching opportunity” and made the necessary contacts. The lessons learned and information forthcoming from students who were directly and indirectly involved support a recommendation that the Vice-Provost’s office and Ann in particular be charged with the formal responsibility to coordinate the appropriate response and involve others as necessary.

Responding to the frustration of not knowing who to contact; disseminating information on that process; and more effectively educating faculty, staff, and students about the shared responsibility we have to sustain an environment where actions and words that are thoughtless, even though a consequence of ignorance, cannot be tolerated, is not an insignificant undertaking. There are multiple approaches to addressing this. The following recommendations are the result of several discussions.

- Connections: We learned that more than 1700 students attended connections last year. It should be possible through a brief role playing activity, discussion or case study to sensitize incoming students to the issues and appropriate response including the availability of a team at MSS. Over several years a majority of students in any class will know what no one knew this fall.
- Provost’s Teaching Academy: New faculty have available to them a very valuable experience by virtue of the mentoring process recently put in place by the Provost’s Office. By including discussion about these issues and the process, both new faculty and those who are mentors will be more aware and hopefully prepared to invoke teaching opportunities as needed.
- Department Heads’ Conference: At the annual fall conference, the Provost could share information about the classroom issue this fall, and how the process evolved to respond. By discussing both the content and process, this information can be brought back to the Colleges and Departments when each has its fall retreat.
- Syllabus: Instructors routinely attach generic information to our syllabi. An example would be for students who may have learning disabilities, there is a description of possible help administered through the Disability Resource Center along with contact information. A similar attachment could direct a student to the MSS and or others who could quickly respond. An example of such a statement could be as follows: “Regardless of intent, careless or ignorant remarks can be very offensive and detrimental to others. If you feel

uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, immediately contact: Moises Diaz, Director of Multicultural Student Services (435) 797-1733 moises.diaz@usu.edu; Gary Chambers, Vice President of Student Services (435) 797-1712 gary.chambers@usu.edu; Steven Russell, Student Advocate (435) 797-1720 s.r.@aggiemail.usu.edu. Learn your student rights by visiting: www.usu.edu/studentservices/studentcode.”

- Web-Site: As most web pages are revised periodically, it should be possible to have a list of who to contact in response to a section including “frequently asked questions.” These could even have links to more complete information on specific topics. For example, one might even find a link to a pdf file including material from the Connections course on respect and civility in the classroom.

May 13, 2009

Recommendation Number 8: The Committee recommends that the University review for possible revision and for consistent implementation the pre-tenure faculty mentoring and evaluation policies and procedures for post-tenure faculty evaluation policies and procedures, including institutional involvement in implementing plans for improvement (Standard 4.A.5 and Policy 4.1.a-d).

Reference to this Recommendation in the Text of the Report

The text of the confidential report prepared by the evaluation site visit committee contained the following comments about the underlined portion of the recommendation above:

- *“The faculty plays a central role in the tenure and promotion process through the Promotion and Tenure Committee, although some confusion or disagreement exists concerning the dual roles of the pre-tenure Committee members as mentors and judges. (See Recommendation Number 8 in the Conclusion below).” (p.46).*
- *“Interviews with both faculty and administrators at USU revealed recognition that the current practice of assigning a single committee to mentor a new faculty member and then evaluate that faculty member for tenure and promotion does not work as planned. Committee members become invested in the faculty member’s success during the mentoring phase, then find it understandably difficult to recommend against approval when the time comes. Given the significant increase in new faculty in the near future, addressing this issue quickly has become a high priority. (See Recommendation Number 8 in Conclusion below).” (p. 48).*
- *“The conflicting responsibilities frequently, if not universally, result in recommendations favoring the award of tenure with too little regard to actual performance. Faculty members have strong feelings regarding the dual roles of the committees – first as advisory and later as evaluative – because of the potential for conflict as the relationships become adversarial. Positive comments reference the committee as a source of mentorship and direct guidance. Negative comments reference the fact that faculty serving as mentors have difficulty in becoming objective when the candidates apply for tenure. Clearly this procedure merits review for clarification or possible revision, given the disparity of opinions and the extent of confusion regarding the authority and role of the promotion advisory committees. (See Recommendation Number 8 in Conclusion below.)” (p. 48).*

Evaluation Committee Meetings with Faculty

As part of the site visit, the evaluation committee hosted open, non-agenda meetings with the faculty in each of the seven academic colleges. The reports of three of those meetings contained references to the underlined portion of this recommendation.

- College of Engineering: *“Nonetheless, Committee members discussed concerns heard from some faculty members regarding the dual role (mentoring and promotion/tenure evaluation) played by the Department committee. (See Recommendation Number 8 in Conclusion below.)” (p. 20).*

- College of Humanities, Arts and Social Sciences: *“The faculty also believes that the practice of conjoining the mentoring and tenure evaluation functions leads to less than acceptable faculty involvement in either function.” (p. 23).*
- College of Natural Resources: *“Considerable uneasiness exists about the dual roles of the committee that provides guidance towards the tenure decision and then performs the evaluative function.” (p. 25)*

ADVANCE & Faculty Development, Diversity and Equity (FDDE)

Annual Report

Ronda Callister
Utah State University



Accomplishments of FDDE 08-09

- 1. LGBT non-discrimination** changes to 403.3(1), 407.6.5 and 407.9.5 approved by the Board of Trustees on March 6, 2009.
- 2. Unwanted External reviewers** changes to 405.7.2(1) and 405.8.3(1) approved by the Board of Trustees on March 6, 2009
- 3. Parental Caregiving Policy -- update**
- 4. Parking for pregnant and nursing mothers**

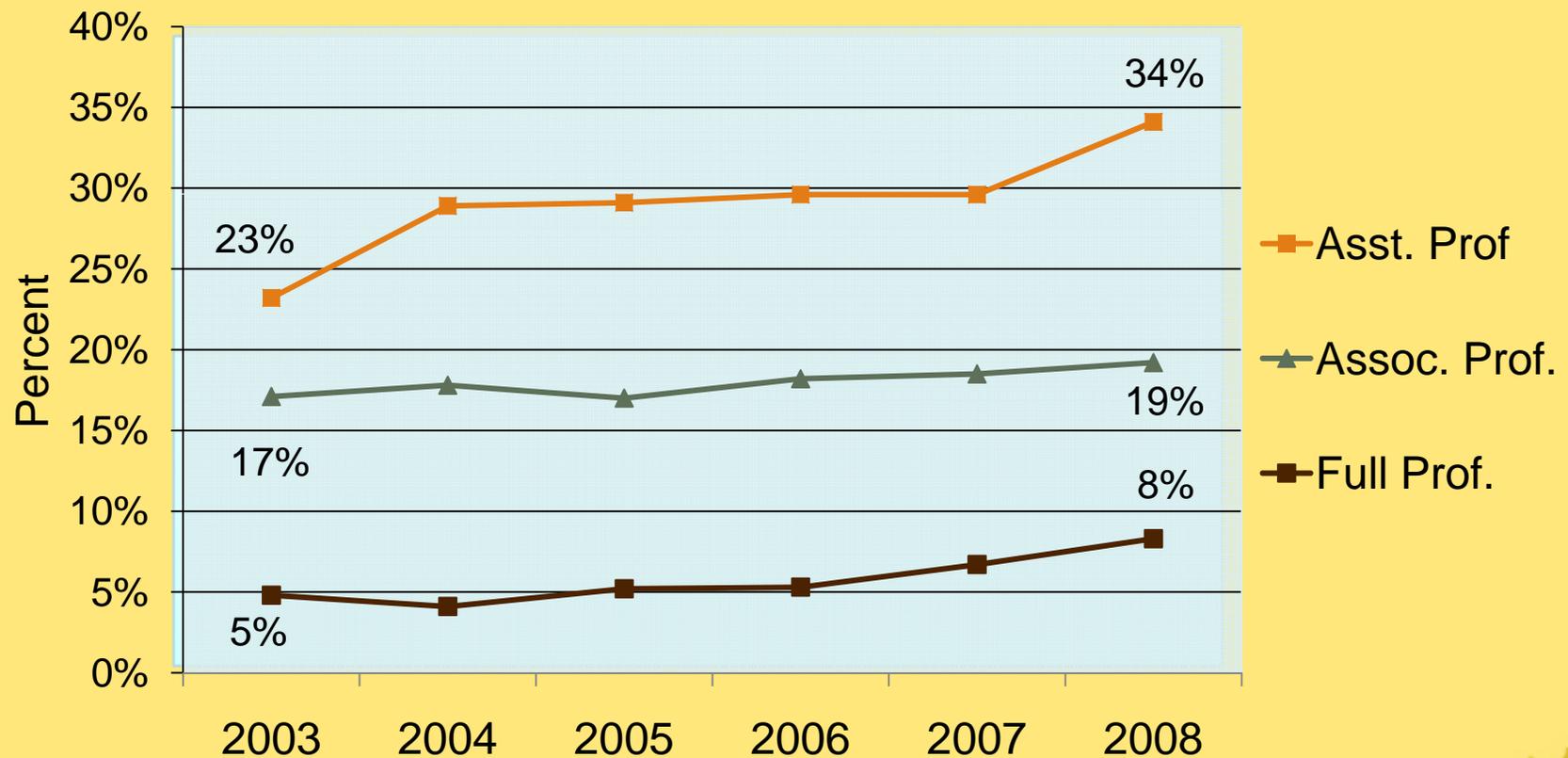


Issues Addressed

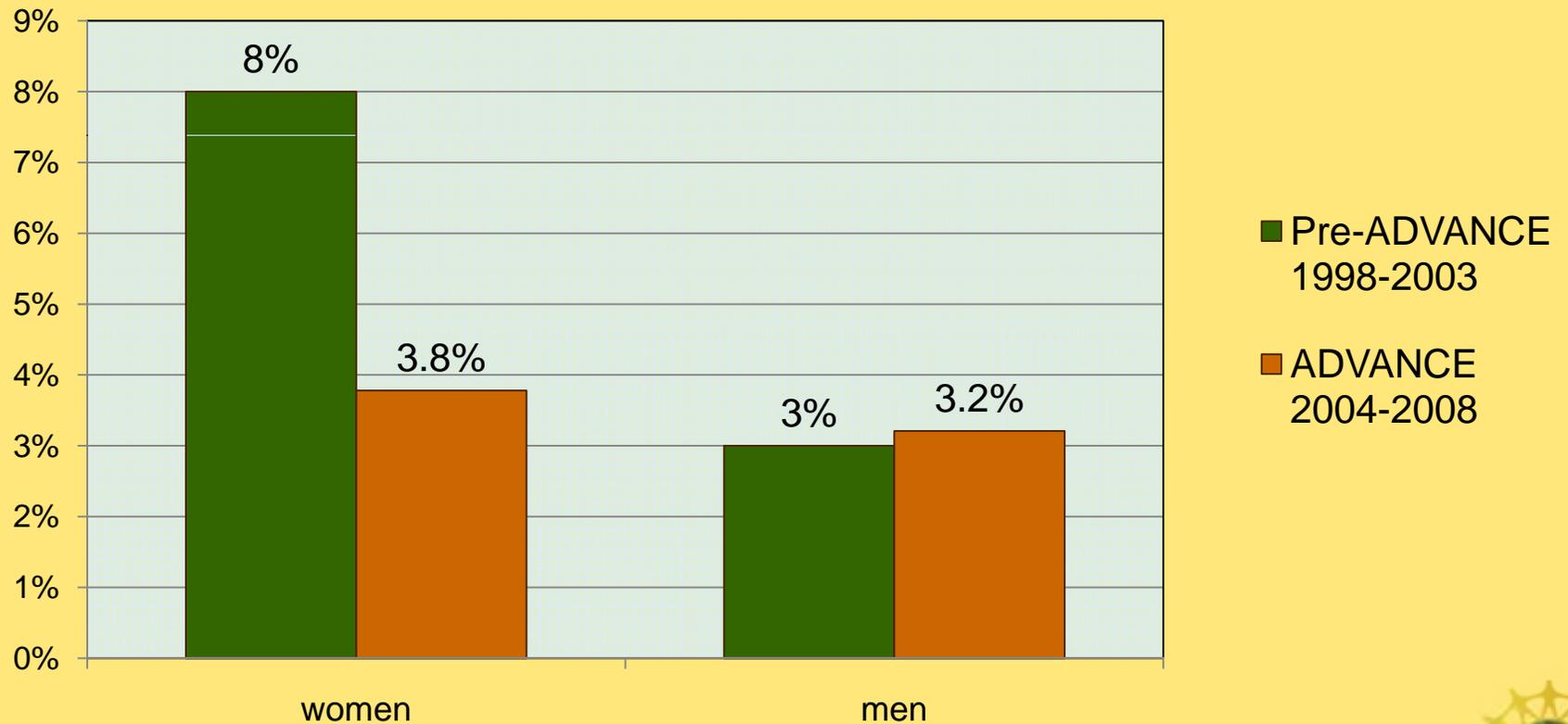
- 1. Ombudsperson program** – Differences in the way the program is implemented in the colleges. Some are working better.
- 2. Hiring for Excellence (HFE)** – Online training tested and available to search committees
- 3. Promotion committees** – Getting information to Associate Professor on promotion
- 4. Data Indicators** – transfer from ADVANCE to FDDE with AAA & HR



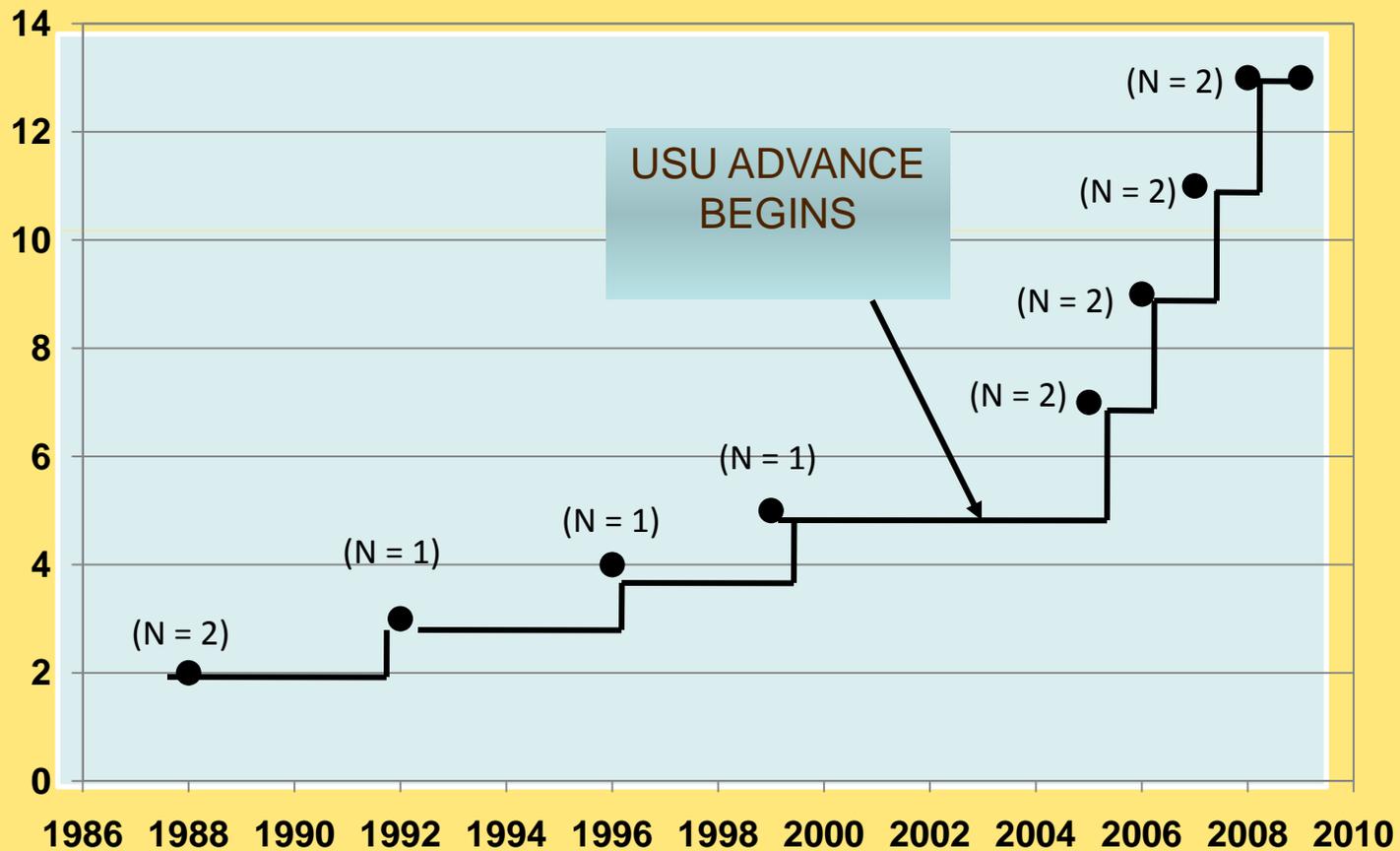
Advancement and Retention: % Women S&E Faculty



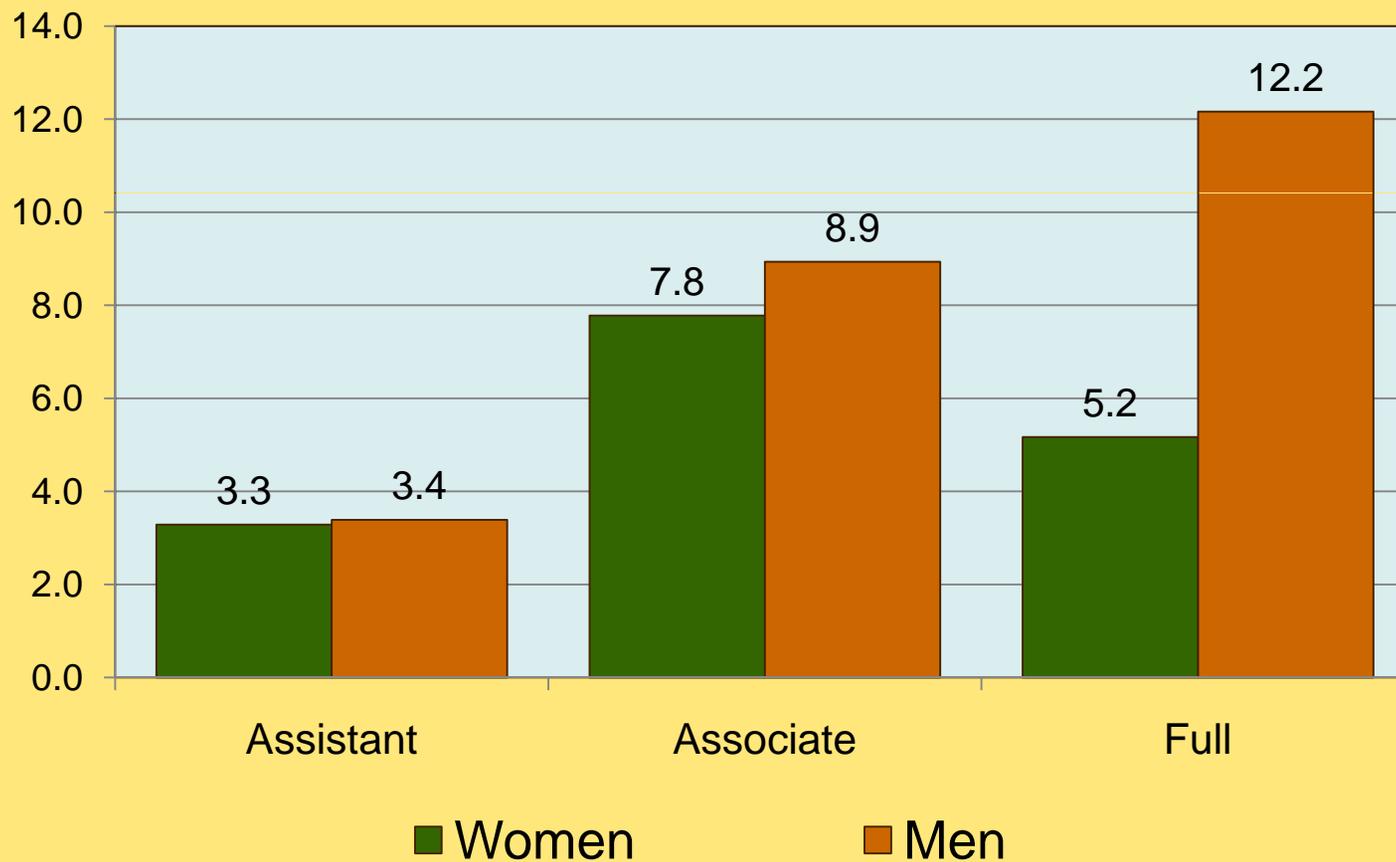
Retention Improved: Women now Leave at Rates Comparable to Men



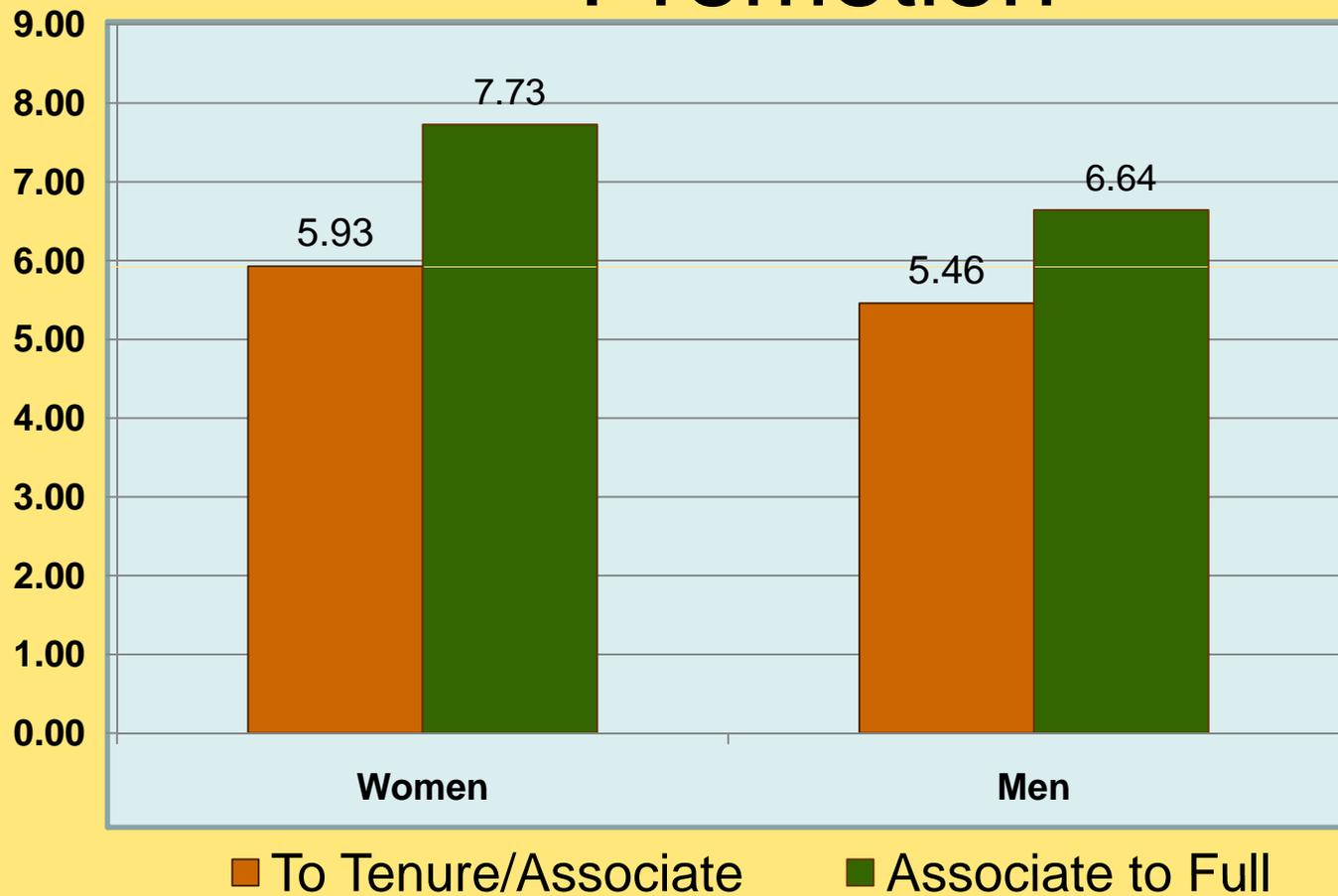
Significant Improvement in the Rates of Promotion of S&E Women



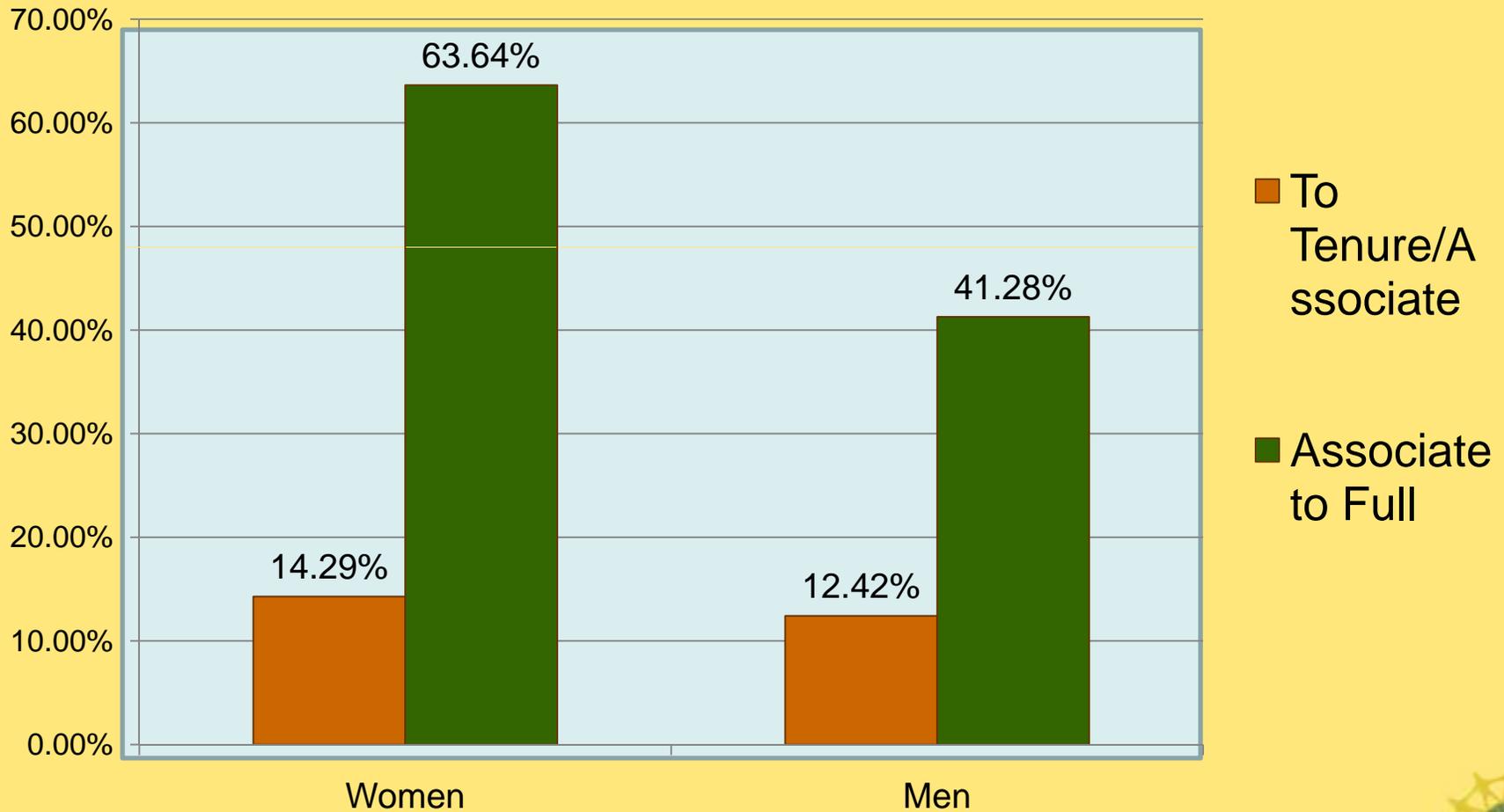
S & E Average Years in Rank by Gender



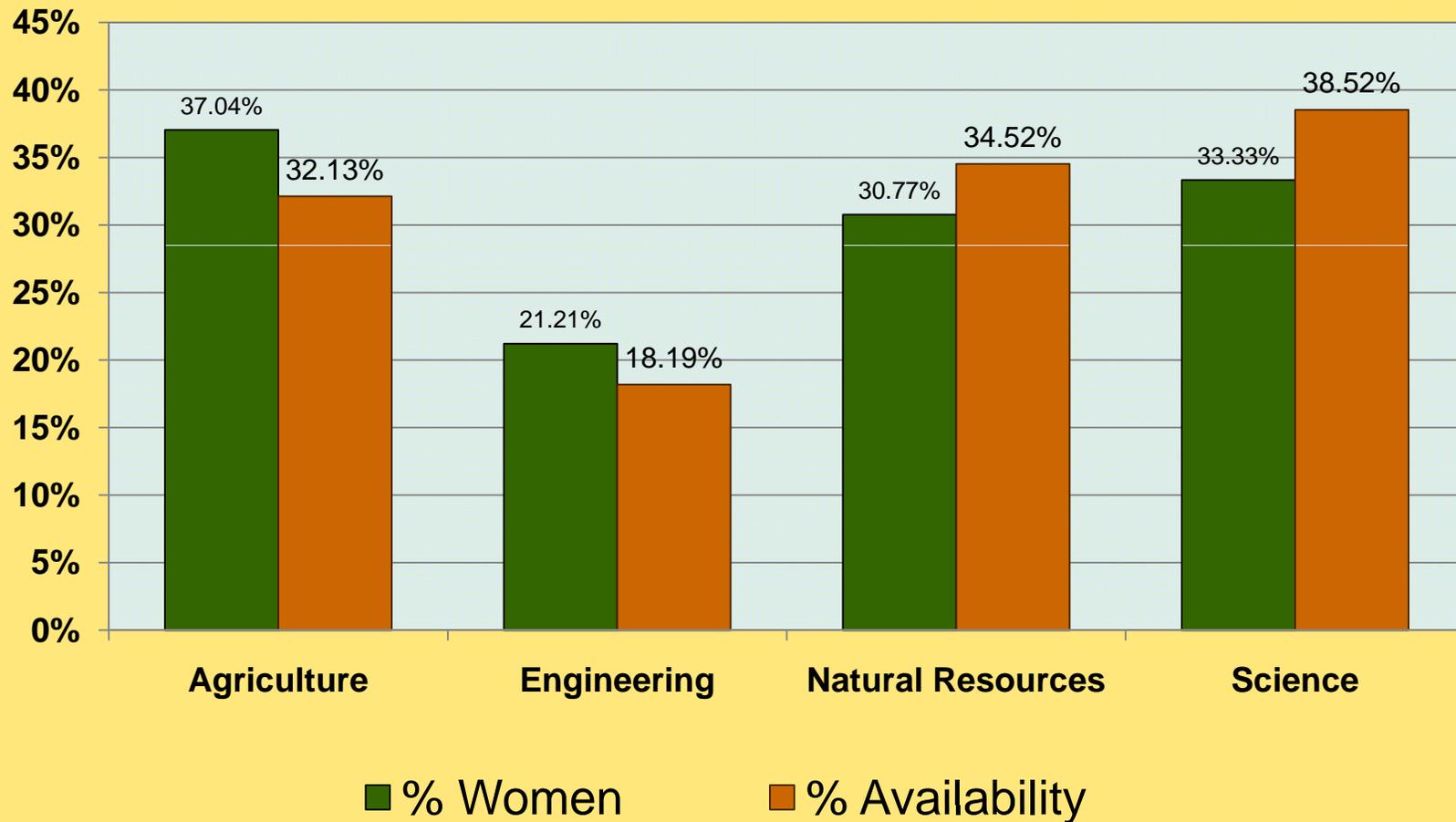
S & E Average Years in Rank to Promotion



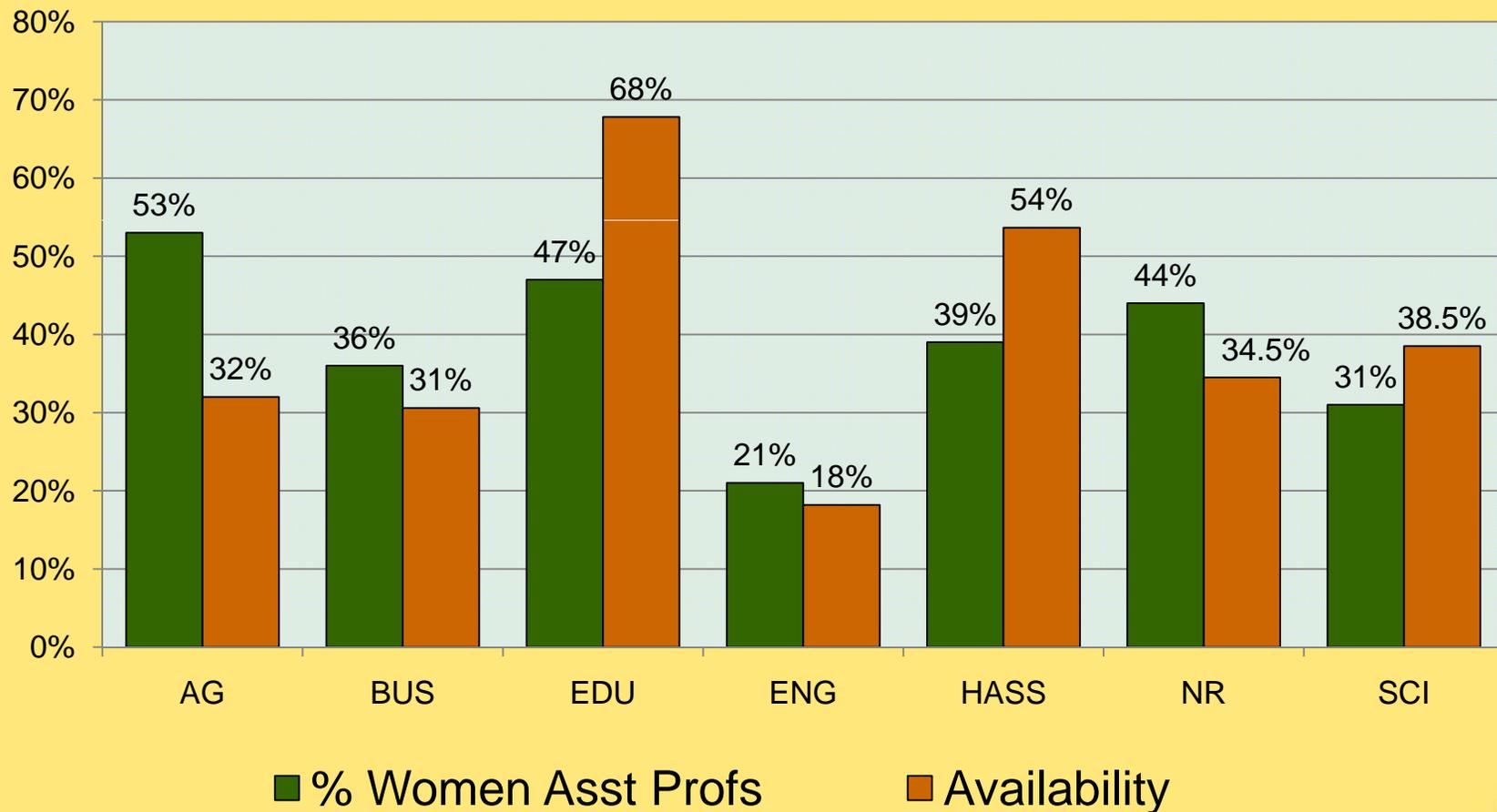
Proportion of S&E Faculty in Rank > 6 years Before Promotion



S&E Women New Hires vs. Availability: 2003-2008

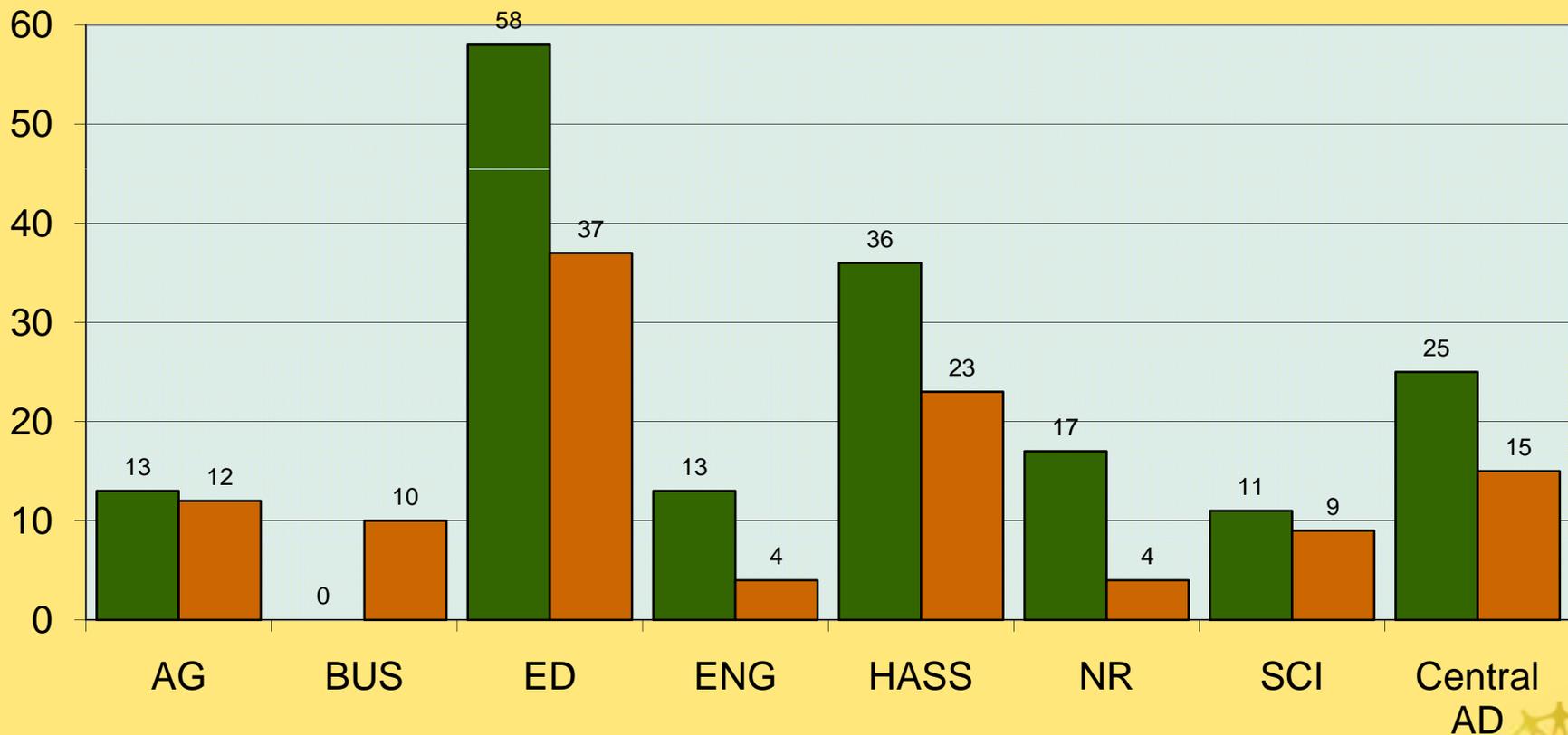


Recent Hiring Patterns: Women Asst Professors vs. Availability



Leadership

■ % women administrators ■ % women full professors



2008



PRPC Recommendation for Issue #1

407- Academic Due Process: Sanctions and Hearing Procedures

1.2 Definitions of Days

In all proceedings under Policy 407, a day is defined as a calendar day (Sunday through Saturday) ~~unless expressly stated as a working day (Monday through Friday, excluding holidays).~~

Proposed New Language for Issue #2

407.4 PROCEDURES FOR SANCTIONS AND OTHER REPRIMANDS

4.3 Schedule of Events

(final paragraph)

The **schedule of events** for sanctions may be suspended for a reasonable time if key participants are not available either in person, by teleconference, by letter, or other appropriate means. The hearing panel, appointed by the chair of the Academic Freedom and Tenure Committee, will determine by a majority vote whether a suspension of the **schedule of events** for sanctions is warranted.

Proposed New Language for Issue #2

407.6 GRIEVANCES

6.1 Initiation

(final paragraph)

Proceedings for grievances may be suspended for a reasonable time if key participants are not available either in person, by teleconference, by letter, or other appropriate means. The hearing panel, appointed by the chair of the Academic Freedom and Tenure Committee, will determine by a majority vote whether a suspension of grievance proceedings is warranted.

Number 406.[2, 4, 6]

Subject: Program Discontinuance, Financial Exigency and Financial Crisis

Effective Date: July 1, 1997

Date of Last Revision: July 1, 1999

PRPC Draft Revision A: April 8, 2009 *Following up on level-2 recommended changes*

406.2 PROGRAM DISCONTINUANCE FOR ACADEMIC REASONS

2.3 Terminations; Reductions in Status

(2) Definition of termination and reduction in status.

Termination means the ending of employment of a tenured faculty member (or one with term appointment) for medical ~~reasons incapacity~~, program discontinuance, financial crisis, or financial exigency [see also Policy 407.2.1(5)]. Reduction in status means a decrease in annual time the faculty member is contracted to the University.

Comment [SC1]: PRPC recommends change to conform with 407 definition of medical incapacity

(6) Appeal.

Within 30 calendar days of receiving notice from the President of termination or reduction in status, a faculty member who intends to appeal must notify, in writing, the President and the Academic Freedom and Tenure Committee of the intent to appeal. The formal appeal, with supporting documentation, must be filed with the Academic Freedom and Tenure Committee within 60 calendar days of receipt of notice from the President. A hearing will then be conducted in a timely manner by the Academic Freedom and Tenure Committee, in accordance with procedures established by that committee.

Comment [SC2]: See reviewer comment A5. Calendar days is in agreement with 407.1.2

406.4 FINANCIAL EXIGENCY

4.3 Program Elimination or Reduction Because of Financial Exigency

(1) Iterative process.

After declaration of financial exigency by the Board of Regents, an iterative process of University program elimination or reduction may begin. ~~The intent of this process is to best insure This process should be carried out in a manner that best insures~~ the continuing integrity of academic programs and the overall mission of the University. The first step in this process shall be for every administrative, academic, non-academic, and structural component of the University to assess its programs with regard to legal mandate, essentiality to the mission/role of the University, and quality. During subsequent steps, support services shall be reduced to the extent feasible while preventing significant impairment of the University's ability to fulfill its mission/role.

Comment [SC3]: PRPC feels this description better addresses the intent of the para, but recommends against trying to define "best insures"

(2) Administrative and support services.

The President will ask the Provost and the appropriate vice presidents to develop reduction and/or elimination plans in the areas of University-wide support services and nonacademic programs. Such plans will be reviewed by the Administrative Council, the Deans' Council, the Budget and Faculty

Welfare Committee, and the relevant committees of the Professional Employees Association and the Classified Employees Council, and will be integrated with academic elimination or reduction plans in light of the overall academic mission of the University.

Comment [SC4]: PRPC recommends no changes. Reviewer comment A7 may have been due to having a partial copy.

If a non-academic program has been reduced or eliminated, University-wide support services must be re-evaluated and reduced as appropriate. These reductions shall precede further reductions in or elimination of academic programs.

(3) Academic program elimination or reduction.

The President, after consultation with the Executive Committee, the Deans Council, and the Budget and Faculty Welfare Committee, shall direct the Provost to develop plans for academic program elimination or reduction ~~plans~~. These plans shall include a timetable for their implementation.

The development of academic program elimination or reduction plans must involve consultation among departmental and college faculties to identify areas under consideration for academic program eliminations or reductions. The following criteria and information sources shall be considered by those making judgments about which programs should be eliminated or reduced because of financial exigency: (a) legal mandate; (b) the general academic quality of the program with regard to scholarship, teaching, and service; (c) the extent of importance that the program has for the mission of the University; (d) the mission and goals of the University; (e) Graduate Council review; (f) findings by national accreditation bodies; (g) reports by appropriate national ranking sources; (h) such other systematically derived information, based on long-term considerations of program quality, as may be available; (i) the capacity of the program to generate external funding; (j) faculty/student ratios; (k) cost effectiveness when compared to similar programs at other universities; and (l) relationship to the Board of Regents Master Plan for Higher Education in the State of Utah. The above list is not ranked and is not inclusive.

If an academic program is eliminated or reduced, those support services and administrative oversight associated with it shall be re-evaluated and reduced if appropriate. ~~These~~ Any reductions in support services shall precede further reduction or elimination of academic programs.

Comment [SC5]: PRPC recommendation for clarity. See reviewer comment A8

(4) Review.

If a plan calls for the elimination or reduction of a specific program, center, institute, school, department, or college, that element of the plan shall be reviewed by the Budget and Faculty Welfare Committee; the Educational Policies Committee; the Graduate Council, where appropriate; the faculty members and/or faculty committee most directly involved in the program; the appropriate director, department head, and dean; relevant college committees or councils; relevant committees of the Professional Employees Association and the Classified Employees Association; and relevant student advisory committees. The views of these bodies shall be forwarded to the Faculty Senate for its consideration within the time periods prescribed by the President. The conclusions of the above bodies and the Faculty Senate shall be forwarded to the Provost who shall consider them and forward them, along with his/her own recommendation, to the President. When the President's recommendations are submitted to the Board of Trustees and the Board of Regents, they shall be accompanied by the Faculty Senate's recommendations. After the Board of Regents has approved the plan by the University to eliminate a program, the appropriate dean or vice president of the program, center, institute, school, department, or college shall give written notice of the elimination to all persons, including students, in the program, center, institute, school, department, or college.

(5) Timetable.

Once financial exigency has been declared, the President shall submit to the Faculty Senate a timetable for relieving the state of exigency. Further, he/she shall report progress in this endeavor to the Faculty Senate on a quarterly basis.

406.6 MAJOR FINANCIAL CRISIS

6.1 Definitions

(1) Major financial crisis.

To constitute a major financial crisis, a situation facing the University shall: (a) be significantly and demonstrably more than a minor, temporary, and/or cyclical fluctuation in operating funds; and (b) involve substantial risk to the survival of department, colleges, or other major academic components of the University. A substantial risk to survival is considered one where a substantial reduction occurs in (a) the ability to fulfill the mission of the academic unit, (b) the number of students served by the academic unit, or (c) the number and quality of course offerings.

Comment [SC6]: PRPC recommendation to define "substantial risk to survival". see reviewer comment A9

(2) Academic program.

See Policy 406.2.1(2).

6.3 Program Elimination or Reduction Because of Major Financial Crisis

(1) Strategies.

When the President has declared the existence of a major financial crisis, he/she shall consult the Executive Committee, the Deans Council, the Graduate Council, appropriate directors of non-academic programs, the Budget and Faculty Welfare Committee, and the Educational Policies Committee concerning strategies for dealing with the crisis. These shall include examination of feasibility of all of the following: restrictions on enrollment, reductions or elimination of non-academic programs, across-the-board budget reductions, phased reductions, attrition, reductions in supplies, and, finally, reduction or elimination of academic programs. The President will then outline to the Faculty Senate the strategies he/she proposes to follow in developing a specific plan for coping with the crisis. After receiving input from the groups above, the Faculty Senate will make whatever recommendations it deems appropriate concerning such strategies.

The policies below apply when, after receipt of the recommendations of the Faculty Senate, the President has concluded that a declared major financial crisis entails academic program reduction or elimination.

(2) Iterative process.

After declaration of a major financial crisis by the President, an iterative process of University program elimination or reduction may begin. This process should be carried out in a manner that best insures the continuing integrity of academic programs. The first step in this process shall be for every administrative, academic, non-academic, and structural component of the University to assess its

programs with regard to quality and essentiality to the mission of the University. During subsequent steps, support services shall be reduced to the extent feasible to prevent significant impairment of the University's ability to fulfill its mission/role.

Comment [SC7]: PRPC recommends no changes. Reviewer may have had an incomplete copy.

(3) Administrative and support services.

The President will ask the Provost and the appropriate vice presidents to develop reduction and/or elimination plans in the areas of University-wide support services and nonacademic programs. Such plans will be reviewed by the Administrative Council, the Deans' Council, the Budget and Faculty Welfare Committee, the Professional Employees Association, and the Classified Employees Council, and will be integrated with academic elimination or reduction plans in light of the overall mission/role of the University.

If a non-academic program has been reduced or eliminated, University-wide support services must be re-evaluated and reduced as appropriate. ~~These reductions~~ Any reductions in support services or administrative oversight shall precede further reductions in or elimination of academic programs.

Comment [SC8]: PRPC recommendation for clarity. See reviewer comment A11

(4) Academic program elimination or reduction.

The President shall direct the Provost to assist academic departments in developing plans to implement academic program elimination or reduction. The individual academic departments of the University shall be asked to evaluate their programs, consider alternatives to program reduction or elimination, and examine possible timeframes (including multiyear) for accomplishing possible budget reductions. The dean of each college shall review the departmental reports and comment upon them. The departmental reports and deans' comments shall be forwarded to the Administrative Council, the Deans' Council, the Graduate Council where appropriate, and the Educational Policies Committee for their review and statement of reactions.

Comment [SC9]: PRPC recommends no change. Reviewer may have had an older copy.

The following criteria and information sources shall be considered by those making judgments about which programs should be eliminated or reduced because of a major financial crisis: (a) legal mandate; (b) the general academic quality of the program with regard to scholarship, teaching, and service; (c) the extent of importance that the program has for the mission of the University; (d) the mission and goals of the University; (e) Graduate Council review where appropriate; (f) findings by national accreditation bodies; (g) reports by appropriate national ranking sources; (h) such other systematically derived information, based on long-term considerations of program quality, as may be available; (i) the capacity of the program to generate external funding; (j) faculty/student ratios; (k) cost effectiveness when compared to similar programs at other universities; and (l) relationship to the Board of Regents' Master Plan for Higher Education in the State of Utah. The above list is not inclusive.

Comment [SC10]: PRPC recommends no changes. Reviewer may have had an incomplete copy.

If an academic program is eliminated or reduced, those support services associated with it shall be re-evaluated and reduced if appropriate. These reductions shall precede further reduction or elimination of academic programs.

Comment [SC11]: PRPC recommends no changes. Reviewer may have had an incomplete copy.

Unless financial exigency is declared, tenured faculty members may not be terminated because their program was reduced, except when program elimination has occurred.

(5) Review.

If a program calls for the elimination or reduction of a specific program, center, institute, school, department, or college, that element of the plan shall be reviewed by the Budget and Faculty Welfare Committee; the Educational Policies Committee; the Graduate Council; the faculty members and/or faculty committee most directly involved in the program; the appropriate director, department head, and dean; relevant college committees or councils; and relevant student advisory committees. The views of these bodies shall be forwarded to the Faculty Senate for its consideration within the time periods prescribed by the President. The conclusions of the above bodies and the Faculty Senate shall be forwarded to the President who shall consider them in his/her review of the proposed plan. The views of the Faculty Senate on the plans shall be forwarded to the Board of Trustees and/or to such other body as may be required by state law or University policy.

(6) Timetable.

Once a major financial crisis has been declared, the President shall submit to the Faculty Senate, the Professional Employees Association, and the Classified Employees Association a timetable for relieving the crisis. Further, he/she shall report progress in this endeavor to the Faculty Senate, the Professional Employees Association, and the Classified Employees Association on a quarterly basis.

6.4 Terminations; Reductions in Status

The procedures described in Policy 406.4.4 shall apply, except that the appointment of a faculty member with tenure will not be terminated in favor of retaining a faculty member without tenure unless program elimination has occurred; ~~reference to financial exigency shall mean major financial crisis.~~

Comment [SC12]: PRPC recommends deleting this phrase. These terms have been adequately defined and compared in earlier paragraphs.