

Utah State University

DigitalCommons@USU

Faculty Senate & Faculty Senate Executive
Committee

Faculty Senate

1-9-2012

Faculty Senate Agenda, January 9, 2012

Utah State University

Follow this and additional works at: https://digitalcommons.usu.edu/fs_fsexec

Recommended Citation

Utah State University, "Faculty Senate Agenda, January 9, 2012" (2012). *Faculty Senate & Faculty Senate Executive Committee*. Paper 446.

https://digitalcommons.usu.edu/fs_fsexec/446

This Faculty Senate Agenda is brought to you for free and open access by the Faculty Senate at DigitalCommons@USU. It has been accepted for inclusion in Faculty Senate & Faculty Senate Executive Committee by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.





FACULTY SENATE MEETING
January 9, 2012
Merrill-Cazier Library, Room 154

Agenda

- 3:00 Call to Order**.....Glenn McEvoy
Approval of Minutes December 5, 2011
- 3:05 Announcements**.....Glenn McEvoy
Be sure to sign the roll
- 3:10 University Business**.....Stan Albrecht, President
Raymond Coward, Provost
- 3:30 Consent Agenda**.....Glenn McEvoy
1. ASUSU Annual Report – Erik Mikkelsen
2. Council on Teacher Education Report – Francine Johnson
3. Scholarship Advisory Board Report – Patti Kohler
4. EPC Items for December
- 3:40 Action Items**
1. PRPC Section 402.3.2 and 402.3.4 Vacancies (Second Reading).....Terry Peak
- 3:45 Information Items**
1. Open Access.....Flora Shrode and Richard Clement
2. Extra-Service Compensation.....Raymond Coward
- 4:30 Adjournment**



**USU FACULTY SENATE
MINUTES**

December 5, 2011

Merrill-Cazier Library, Room 154

Glenn McEvoy called the meeting to order.

Approval of Minutes

A motion to approve the minutes of October 3, 2011 was made by Robert Schmidt and seconded by Vince Wickwar. The motion passed unanimously.

Announcements

- Don't forget to sign the roll.
- The overhead microphones in the room are on and side conversations and shuffling of papers can be heard.
- This is the last meeting of the year, Happy Holidays!
- In January we will start the process for the election of new senators to the Faculty Senate for next year.
- Faculty Forum minutes are posted on the Faculty Senate webpage.
- Key items that came up in the Faculty Forum and how they will be handled are as follows:
 1. There was a discussion of the post tenure review process and there is a task force being formed to work on this issue.
 2. Faculty involvement in campus design and planning which specifically focused on the new Aggie Recreation Center. The Faculty Senate Executive Committee will follow up on this.
 3. There was quite a bit of discussion on overload compensation. Provost Coward has been invited to come to the next Faculty Senate meeting January 9, 2012 to clarify the policy. HR Policy 376 deals with overload compensation.
 4. A Code change dealing with External Review letters is being studied by the PRPC.
 5. There was also discussion of effective integration of faculty at USU Eastern. The Faculty Senate Presidency will travel to Price and discuss these issues to see how they can assist.

University Business - President Stan Albrecht, Provost Raymond Coward

President Albrecht gave an update on the state budget. State revenues are up about \$400 million which is good news. What this means to USU is that we should not have to address any kind of mid-year budget cuts. This seems like a big number but the State has a structural imbalance of under \$100 million that has to be addressed. There are also entitlement fund obligations dealing with Medicare and the constitutionally required weighted pupil increases in education. Senator Hillyard has said that revenues need to be up about \$540 million just to cover needs before there is any new money to start doing other things. Thus, we will still face a rather challenging legislative session. What that means to compensation is yet to be determined but compensation is this administration's highest priority. The other issue that is critical to USU is Operating and Maintenance Funding since we have not been getting O & M funding for buildings. The Governor's budget is suppose to be out on December 12th.

The USU football team will play in the Famous Idaho Potato Bowl on December 17th in Boise. Provost Coward reported on the academic accomplishments of the football team. A couple of colleagues have wondered if our improvement in the area of football has come at the expense of academic standards. The faculty senate committee that oversees the athletic program met earlier today, and reported that the cumulative GPA of the football team is 2.92. Forty-five percent of the players have GPAs above 3. Only 2% of the team had GPAs below 2.0, and these individuals are not eligible to play this semester and are not part of the active team that has won seven games. USU is one of 44 institutions in the country that was honored by the American Football Coaches Association for achieving a graduation rate of 75% or higher over a four year period. These are institutions like Duke, Northwestern, Notre Dame, Stanford, Baylor, North

Carolina, Vanderbilt, and Wake Forest. Only two of the ten top teams in the final BCS rankings achieved a graduation rate of 75% or better.

This is the first semester using the new IDEA course evaluation system. The good news is that with five days left to evaluate classes, we have had 36,000 individual course evaluations done. On a typical year we get about 40,000. Call Michael Torrens if you have any questions about class or department totals. Please encourage students to fill out their course evaluations.

Consent Agenda Items -- Glenn McEvoy

- Faculty Evaluation Committee Annual Report - Pamela Martin
- Athletic Council Report - Ken White
- Retention and Student Success Report - John Mortensen
- EPC Items (October and November) - Larry Smith

A motion to approve the consent agenda was made by Erik Mikkelsen and seconded by Doug Jackson-Smith. The motion passed unanimously.

Action Items - Terry Peak

PRPC - Section 405.7.2, 405.8.3, and 403.3.2 (Second Reading) Title changes for the new Vice President for Research and Dean of the School of Graduate Studies. A motion to approve the changes was made by Robert Schmidt and seconded by Ralph Whitesides. The motion was passed unanimously.

PRPC - Section 402.3.2 and 402.3.4 (First Reading) Vacancies in the Faculty Senate. This language has been brought into line with actual practice when senators make documented efforts to send alternates to meetings if absence is needed. There was a question about the statement "The Faculty Senate Presidency will address other vacancies on a case-by-case basis"; the thought was that it might be too ambiguous. Terry stated that PRPC considered that but was not concerned because unanticipated situations have come up in the past. A point was made that the statement "the affected academic dean or vice president" should also include the regional campus dean and/or vice chancellor." This was included as a friendly amendment. A motion was made to approve the section as amended by Doug Jackson-Smith and seconded by Scott Bates. The motion passed unanimously.

Information Item

The Presidential Task Force on Curriculum - Norm Jones. Students must have 30-34 credits of general education. There are six hours of English composition and these courses are backlogged in terms of students needing these courses. Every student must take quantitative literacy composed of Stat 1040 or Math 1050. Again supply does not meet demand and there is another wait list. Then there are breadth requirements (18-20 credits). The course American Institutions is required by the State of Utah and it is also backlogged. Retention is another concern. USU's six year graduation rate is 57%. We want to retain and graduate more of our students. With that said, our graduation rate is in line with our peer institutions.

Utah has been recognized by the Association of American Colleges and Universities as a LEAP (Liberal Education America's Promise) State. This designation represents a commitment to having well rounded degrees and making sure that majors and general education courses relate well to each other. The Board of Regents has put a policy into place (Regents Policy R470) entitled "Essential Learning Outcomes," and these outcomes are to be achieved in any degree awarded in the state of Utah. The idea is to make sure that degrees mean something and that we can explain what they mean.

There is a good deal of discussion about what the curriculum for the 21st century should look like and how we explain to the public what a degree is and what competencies students must have upon completion of a degree. Norm gave the senators a booklet entitled The Degree Qualifications Profile. This document chronicles a tool that can help transform U.S. higher education, and the USU task force has recommended the adoption of this planning framework. The "DQP" explains the pathway that students take each year to degree completion.

The remainder of this presentation followed the recommendations presented in the document found in the Faculty Senate agenda packet Recommendations of the Presidential Task Force on Curriculum. The task force is looking for

feedback on its recommendations. A senator made the comment that it is hard to give feedback on these broad ideas rather than on specifics, and asked how faculty could help that process. Norm said they have been seeking feedback on the board ideas, and then the next step is to start building some models. There is a process called "tuning" that the Lumina Foundation has been funding. It requires specification of degree outcomes and focuses on what students should know, understand, and be able to do at each level of their education and at graduation. Our physics and history departments have been working on this model for a couple of years. The task force wants feedback to see if they can go on to the next phase of the process. Faculty members should contact Norm at norm.jones@usu.edu with any comments and feedback they want to share.

Glenn McEvoy mentioned that the Faculty Senate Presidency has been invited to participate in a meeting January 13, 2012, with other faculty senate presidents in the state to draft a joint response to proposals that have been prepared by Senator Stephen Urquhart of St. George, Utah. He has a white paper that proposes some interesting, and in some cases fairly dramatic, changes in higher education. Senator Urquhart chairs the Utah Senate Higher Education Committee. If you have a chance to review the white paper and have comments you want to share contact Glenn, Renee or Vince.

Adjournment

A motion to adjourn was made and seconded. The meeting adjourned at 4:05 p.m.

2010-2011 Annual Report

ASUSU

Compiled by: Erik Mikkelsen, President

Membership

President:	Erik Mikkelsen
Executive VP:	Kirsten Frank
Student Advocate VP:	Jason Russell
Athletics VP:	Ryan Baylis
Programming VP:	Zach Larsen
Diversity VP:	Brooke Evans
Service VP:	Maddie Busteed
Academic Senate President:	Tanner Wright
Ag Senator:	Jarvis T. Pace
Art Senator	Mary Jacobson
Business Senator:	Scot Marsden
Engineering Senator:	Riley Bradshaw
Education Senator:	Becky Checketts
HASS Senator	Erika Norton
Natural Resources Senator:	Blake Thomas
Science Senator:	Joe Watson
Grad. Student VP:	Cami Jones
Administrative Assistant:	Jordan Hunt
Public Relations Director:	Hannah Blackburn
Activities Director:	Kellen Hansen
Traditions Director:	Kylie Martinez
Arts & Lectures Director:	Marie Squyres
RCDE Representative:	Justin Watkins

Vision

To create more opportunities for more students to get **FROM** college

Purpose

The Associated students of Utah State university (ASUSU) is an organization that enhances the quality of student life and acts as the liaison with the University staff, faculty, and administration. In order to make this possible ASUSU is organized into three main bodies; Executive council, Academic Senate and Student Traditions Activities and Arts Board (STAB).

Meetings

Executive Council	Tuesdays @ 5:00 PM	TSC Senate Chambers
Academic Senate	Mondays @ 5:00 PM	TSC Senate Chambers
STAB	Wednesdays @ 5:00 PM	TSC Fireplace Room

Initiatives

Executive Council:

Aggie Recreation Center (ARC) & Student Legacy Park:

- ARC
 - Plans for the ARC having been moving forward smoothly. An architectural firm (CRSA) was chosen to complete a feasibility study for the project at the end of the spring 2011 semester. The feasibility study is now completed with digital renderings of the building sitting on the playing field directly west of the HPER building. These plans will be put to a student vote during the ASUSU elections at the end of February 2012.
- Student Legacy Park
 - Student Legacy Park is an arm of the development of the ARC plan. The park will include 250,000 square feet of artificial turf playing fields directly north of the ARC. The project will include one full size soccer field, two flag football fields, and softball fields in the north west and south east corners of the fields. The project will also include an automated lighting system allowing the fields to be used into the night. Around the fields will be other amenities including a running track, outdoor basketball court, and outdoor sand volleyball courts. This project will also be put to a student vote along with the ARC at the end of February 2012.
- Both of these projects will improve the overall experience/retention of students at Utah State.

Leadership Development Course

- In an effort to help students get more out of their involvement experience ASUSU has established a team to start a leadership development lecture series to supplement and give direction to the involvement opportunities that we offer. Students will have the opportunity to listen to professional leadership development lectures 6 -10 times per semester as well as track their service hours to receive internship credit. A pilot program has been developed and is running very smoothly with great feedback.

Education First Petition Drive

- ASUSU participated in a state wide petition drive to support higher education legislatively at the state level. USU was in a competition with the institutions throughout the state and we are proud to say that we were able to collect more petitions per student than any other campus. The final count of petitions from USU was 7,300 which accounts for about 40% of campus.

Academic Senate:

Fund Allocations

- Classroom Improvement Fund: \$74,000
- Sophomore Scholarship: \$10,000
- Academic Opportunity Fund: \$31,000

STAB

This year STAB programs have been bigger than ever. We have seen record attendance at almost every event that has been held. Along with increased attendance there has been a very large increase in demand for involvement opportunities. The STAB board has worked hard to create more positions and delegate more responsibility and are reporting much higher involvement rates

- Activities:
 - Howl:
 - This year the Howl was capped at 6,000 participants and sold out long before the night was over. With some reconfigurations of way finding and line functions the night ran much smoother.
 - Aggie Event Series
 - In an effort to provide more opportunities for students to get involved and a larger diversity of events the activities programmers developed the Aggie Events Series. The Event series has one event every month giving students a lot more to chose from.
 - Aggie Cinema Series
 - The Cinema Series was developed for the same purpose as the event series and has now had two packed out showings in the ballroom.
- Arts and Lectures:
 - Event list:
 - Thriller
 - Zombie Lecturer
 - Tom Kreiglestein; “Dance Floor Theory”
 - Poetry and a beverage
 - International Free Hugs Day

Traditions:

- Homecoming Week:
 - Mr. USU competition: Winner, Kaho Fiefia
 - Battle of the bands
 - Paint dance
 - Street painting
 - Homecoming Dance

Annual Report to the Faculty Senate

From The

University Council on Teacher Education

(One Page Summary)

Academic Year
September 1, 2010 - August 31, 2011

College of Education and Human Services

Utah State University

Activities of the Council

Program Changes

The Council approved two MEd Programs: 1) MEd in Communicative Disorders and Deaf Education, Emphasis in Deaf Education, Concentration in Listening and Spoken Language, 2) MEd in Instructional Leadership

The Council approved program changes to the Social Studies Composite program, Elementary Teacher Education, and Human Movement Sciences, PE Teaching Emphasis

The Council approved the CEU/USU articulations. This approval involves all TEAL CEU/USU, FCHD CEU/USU, and HPER CEU/USU courses. All CEU courses will be listed as lower division. Those that are upper division will be accepted towards the degree, but will retain the CEU course number.

The Council voted to approved the elimination of the Education Specialist in Elementary Education and the Education Specialist in Secondary Education. These two programs will be subsumed in a newly titled degree, Education Specialist in Curriculum and Instruction.

The Council voted to approved the renaming of the Health Education Specialist degree to be Health Education and Promotion.

Policy Changes

The Council voted to approve the removal of the CIL exam requirement as an admission requirement to all Teacher Education programs. A discussion has begun within the Council as to possible replacements for the CIL to facilitate accreditation requirements to document technology competence of our teacher education graduates.

The Council approved to require the Utah State Office of Education's Ethics Review to be completed prior to student teaching.

The Council voted to approve the proposal that Physical Education Teaching majors may waive the INST 4015 course.

The Council approved the Disability Resource Center's request to increase the accommodated time limit for the writing exam be increased from 1½ hour to 2 hours for certain students.

The Council voted to approve a statement be added to all Teacher Education admission applications to require that students self disclose university honor code violations.

Information Items

USU's teacher education programs will be nationally reviewed by the Teacher Education Accreditation Council (TEAC) on March 5-9, 2012

The Utah State Office of Education announced two changes:

- * All foreign language teachers must pass the Oral Proficiency Interview (OPI) at a minimum score of "advanced low" in order to be licensed to teach a foreign language in Utah.
- * Effective Spring 2010, conditional licenses will no longer be available

Carol Lear from the Utah Professional Practices Advisory Council (UPPAC) clarified the procedures for students to self disclose any new charges after passing the background check

Partner departments were reminded that all students must pass a background check prior to completing their clinical experience in the public schools.

Student Profile

There was an increase of 2% in total number of students admitted into Teacher Education programs during the 2010-2011 year. The mean ACT scores (23.89) of new admissions continue to remain comparable to the University's average for mean ACT scores (23.9). There was a 12.7% increase in the number of graduates recommended for educator licensure this year. The pass rate for the Praxis content tests was 84%. The placement rate for those seeking a teaching position was 87%.

Annual Report to the Faculty Senate

From The

University Council on Teacher Education

Academic Year

September 1, 2010 - August 31, 2011

Emma Eccles Jones

College of Education and Human Services

Utah State University

INTRODUCTION

During the past year, September 2010 - August 2011, the University Council on Teacher Education has continued to exercise its responsibility for the coordination and regulation of the Teacher Education Program at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

1. development of teacher education curricula.
2. approval of all teacher education curricula.
3. admission and counseling procedures for students desiring to enter teacher education programs.
4. graduation requirements and the recommendation of graduates for professional licensure.

MEMBERSHIP

The University Council on Teacher Education is composed of 25 voting members consisting of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the Vice Provost for Undergraduate Studies and Research, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their staffs, and appointed by the Senate. The term of office is for three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any

teacher licensure program should receive consideration by the Council prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the State Department of Public Instruction, the Utah Education Association, and the Society of Superintendents are represented on the Council by one voting member from each respective organization. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the Council for the 2010- 2011 academic year is identified on page 12 of the report.

The Council meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of Council members in the affairs of the Council. During the past year, approximately 65 percent of the membership was in attendance at all meetings.

ACTIVITIES OF THE COUNCIL

Action Items

Program Changes

1. The Council approved the following program changes:
 - * A revised Social Studies Composite program to include an increase in geography courses.
 - * The following revisions to the Elementary Teacher Education program:
 - * reduce the number of credits for ITLS 4015 from 3 credits to 1 credit.

This will allow for the integration of a two-credit assessment and differentiation course

- * THEA 3320 as an alternative to PEP 3030, which is a required course in their Elementary Education teaching support minor. The PEP 3050 course has been an extremely difficult course to register for both on and off campus
- 2. The Council voted to approve the CEU/USU articulation. This approval involves all TEAL CEU/USU, FCHD CEU/USU, and HPER CEU/USU courses. All CEU courses will be listed as lower division courses. Those that are upper division will be accepted towards the degree, but will retain the CEU course number.
- 3. The Council voted to approve the following MEd programs:
 - * MEd in Communicative Disorders and Deaf Education, Emphasis in Deaf Education, Concentration in Listening and Spoken Language. This program will service students who do or do not already have the Special Education Birth to 5 licensure.
 - * MEd in Instructional Leadership will become available Fall 2011..
- 4. The Council voted to approved the elimination of the “Education Specialist in Elementary Education’ and ‘Education Specialist in Secondary Education.’ These two programs will now be encompassed in a newly titled degree, ‘Education Specialist in Curriculum and Instruction.’
- 5. The Human Movement Sciences, PE Teaching Emphasis was approved to substitute SecEd 3100 with PE 4350 and SecEd 4210 with PEP 4400. The Council also voted to approve the following required courses to become electives: HEP 2000, PEP 3550, PEP 4000, and PEP 4500. This will reduce the current 150 credit program to be more competitive with other PE teacher education programs throughout the state and country.

6. The Council voted to approve the renaming of the Health Education Specialist degree to Health Education and Promotion.
7. The Council approved proposed curriculum changes by the Departments of Communicative Disorders and Deaf Education; Instructional Technology and Learning Sciences; Mathematics and Statistics; Psychology; Special Education and Rehabilitation; Theater; and the School of Teacher Education and Leadership. These changes involved multiple departmental course approval forms.

Policy Changes

1. The Council voted to approve the removal of the CIL exam requirement as an admission requirement to the Teacher Education programs. This change was necessitated by the university dropping it as a university graduation requirement and no longer providing funds for the CIL.
2. The Council voted to require that the new Utah State Office of Education's Ethics Review to be completed prior to student teaching.
3. The Council approved the following statement to appear on all Teacher Education applications beginning January 2011.

Have you received any honor code violations at Utah State University or any other institution of higher education? *Yes* *No*

Honor code violations are considered when admission decisions are being made. I certify that all the information submitted on this application is complete and true to the best of my knowledge. Knowingly providing false information may result in my forfeiting admission into Utah State University's Teacher Education Programs. Applicant Signature (Required)

4. The Council voted to approve that Physical Education Teaching majors may waive the INST 4015 course. The program documented that the technology skills covered in INST 4015 are covered throughout their PE teacher education course work.

5. The Council approved the Disability Resource Center's request that the accommodated time limit for students with certain disabilities be increased from 1 ½ hours to 2 hours.

The standard time limit for the writing exam is one hour.

Information Items

1. USU's teacher education programs will be nationally reviewed by the Teacher Education Accreditation Council (TEAC) on March 5-9, 2012.
2. The Council has recommended that Praxis reporting should be per student and not by the number of attempts.
3. In light of accreditation requirements, the Council is discussing options to replacing the CIL exam. Accreditation requires that all teacher education programs document the competency of their graduates in the area of technology.
4. The Secondary Teacher Education program announced the Utah Virtual Academy High School, an Ogden charter school, as a new student teaching site.
5. Announcements from the Utah State Office of Education included the following:
 - * Effective Fall 2011 the Utah State Office of Education will no longer be offering the Integrated Science endorsement. In order to teach 7th/8th grade science, students will now be required to obtain a Middle School Science endorsement. This endorsement requires the teacher to have any of the other six science endorsements (chemistry, biology, environmental, earth, physics, or physical science).
 - * New Praxis cut-off scores have been announced. These include: Psychology - 620; School Psychologist - 165; School Guidance and Counseling - 60; Physical

Science: Content Knowledge - 150; Theatre - 630; Agriculture - 520; and
Government/Political Science - 660.

- * All foreign language teachers must pass the Oral Proficiency Interview (OPI) at a minimum score of “advanced low” in order to be licensed to teach a foreign language in Utah.
 - * Effective Spring 2010, ‘conditional licenses’ for students who do not pass their Praxis II exam will no longer be available
6. Carol Lear from UPPAC clarified the procedures for students to self-disclose any new charges after passing the background check.
- * Student contacts their teacher education advisor
 - * Advisor contacts Graduation, Educator Licensing, & Accreditation office. This office will then contact Renate Mullec at the Utah State Office of Education
 - * Renata will send the student a release form, which the student signs and returns with \$69
 - * Renate will then remove the student from the background check database
 - * Student re-does background check. Once notification of failure is complete, students provides necessary information to UPPAC
7. The national ETS testing date for July is July 23, but due to the July 24th holiday in Utah, ETS has given permission for Utah to administer the tests on July 30.
8. Partner departments were reminded that before a student is admitted into a clinical course, a background check must be completed.

STUDENT PROFILE

Students in the Teacher Education Program. Admission into the Teacher Education Program at Utah State University requires formal application to the Office of the Associate Dean for Graduation, Educator Licensing and Accreditation in the Emma Eccles Jones College of Education and Human Services as well as the department where the major work is being offered.

Students are not permitted to enroll in professional courses in education until they have been admitted to the Teacher Education Program. The current admission guidelines require that an applicant have a cumulative 2.75 GPA and a minimum score of 21 in each of three areas (English, Social Sciences, and Natural Sciences) and 25 in Mathematics of the American College Test (ACT). In those areas where the ACT score is below the minimum, the applicant must complete the required General Education course work with a pre-established GPA.

A total of 493 students were admitted into the Teacher Education Program during the period September 1, 2010 through August 31, 2011. This total represents an increase of 2 percent from the previous year. Table 1 presents a comparison of the students admitted into the Teacher Education Program by teaching major for the two-year period 2009-2010 and 2010-2011. Tables 2, 3, and 4 provide comparative data related to the criteria upon which students were admitted into the program and ACT scores of the applicants. Table 5 provides data related to the mean ACT scores, USU GPA, and cumulative GPA.

A review of these data indicate that ACT scores and GPAs of students admitted into the Teacher Education Program continue to compare favorably with the ACT scores and GPAs of their counterparts at the University. Three hundred ninety-three (393) students admitted into the Teacher Education Program during the 2010-2011 academic year submitted ACT scores. The mean composite ACT score of these 393 students was 23.89. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.9. The 493 students admitted into the Teacher Education Program had a mean USU GPA of 3.48 and a mean cumulative GPA of 3.49. The Office of Analysis, Assessment and Accreditation at the University reported the following mean GPAs for all students at USU for the 2010-2011 academic year.

Fall Semester 2010:

Mean GPA =3.54

In addition, there were 165 students admitted to post-bachelors education licensing programs. These programs include: Administrative Supervisory Certificate (AS/C); Endorsements - Secondary Education Graduate Route to Licensure, and School Counseling.

Graduates Recommended for Certification. There were five hundred fifty-eight (558) students recommended for educator licensing and endorsements. This total is an increase of 12.7 percent in 2011 as compared to 2010 (see Table 6). Four hundred sixteen (416) students were recommended for initial licensing in 2011. This total is a decrease of 2.1 percent in the number of initial licenses granted.

Praxis Content Testing. Table 7 shows that there were 527 students who attempted the ETS Praxis II Content test in their major area. Four hundred forty-three (443) or 84% passed and thus will receive NCLB “highly qualified status” when they receive their Utah Level I teaching license. Pass rates for each content area ranged from 50% to 100%. The following content areas had a 100% pass rate: Agricultural Education, Art, Biology, Dual Elementary/Deaf Education, Engineering Technology Education, Family and Consumer Science Education, Geography, Health, Math Level II, Physical Science, School Psychology, Spanish, Special Education and Theatre Arts.

Although students are not required to take the Praxis Principles of Learning and Teaching Test (PLT) until they have received their Level 1 teaching license, USU strongly encourages students to take the exam prior to graduation to enhance their marketability with school districts. Two hundred six (206) students attempted the PLT and 198 passed the exam, resulting in a 96% pass rate.

Placement of Program Graduates. The job placement rate of program graduates continues to be of interest to the Council. In 2011 a total of 536 graduates were recommended to the Utah State Office of Education for initial licensing in new concentration areas. Three hundred twenty-nine (61%) responded to our placement survey. Of these, 255 (76%) were employed in Utah and 20 (6%) accepted teaching contracts out-of-state. These percentages represent an 86 percent placement rate for those seeking teaching positions (see Table 8). The 2011 placement rate is higher than the rate achieved in 2010, which was 84 percent. Some teaching majors have a much higher placement rate than others, and students seeking admission into the pre-service teacher preparation program should be informed that the probability for employment in some majors may not be as favorable as in other teaching areas. Placement rates for each major ranged from 40% to 100%. The following majors had placement rates less than 75%: Administrative/Supervisory, Early Childhood, Engineering Technology Education, Modern Languages, Music and Psychology.

Additional statistics are as follows: twenty (6%) were still seeking a teaching position; seven (2.1%) were not seeking a teaching position; fifteen (4.5%) had secured other employment, and seven (2.1%) were continuing their education.

SUMMARY

This report provides the Faculty Senate with an account of the activities of the University Council on Teacher Education and the status of the Teacher Education Program for the 2010-2011 academic year. The Council's primary activities during this period have been directed at maintaining a quality program.

The membership of the Council is cognizant of the need for improving the quality of education offered by our public, private, and charter schools. This need, as a minimum, requires

the preparation of highly motivated, well-trained professionally competent teachers. In response to this challenge, the University Council on Teacher Education will continue with its efforts to provide leadership, service, and control for the Teacher Education Program at Utah State University. The intent is to maintain a high quality pre-service teacher preparation program that will attract the "best and brightest" potential teachers. The information in this report provides evidence that the academic performance of students in the pre-service teacher education program compares favorably with and, in some instances, exceeds the performance of their peers in other academic programs.

UTAH STATE UNIVERSITY
COUNCIL ON TEACHER EDUCATION MEMBERSHIP
2010-11 through 2012-2013

College and Number	Department or Area	2010-11	2011-12	2012-13
Dean, CEHS (1)	Chairman			Beth Foley
Associate Dean, CEHS (1)				Francine Johnson
Administration (1)	Vice Provost			<i>PENDING</i>
Agriculture (1)	Ag. Education, Family, Consumer Sci	Lindsey Shirley*		
Education (7)	Teacher Education and Leadership			Sylvia Read Martha Dever
	Inst Tech			Sheri Haderlie
	Com Dis & Deaf Education		Lauri Nelson	
	Special Education & Rehabilitation			Ben Lignugaris/Kraft
	HPER			Dennis Dolny
	Psychology	Donna Gilbertson*		
Engineering (1)	ETE			Gary Stewardson
Humanities and Social Sciences	English			Steve Shively
Caine College of Arts (2)	Fine Arts		Leslie Timmons	
	Theater Arts			Matt Omasta
Natural Resources (1)	Geography			<i>PENDING</i>
Science (2)	Mathematics			Jim Cangelosi/ Brynja Kohler
	Biology	Richard Mueller*		
State Department of Public Instruction (1)	Teacher Personnel			Linda Alder
University (1)	Educ. Policy Com.			Scott Hunsaker
UEA (1)	Public Schools			Tom Nedreberg
Society of Supts. (1)	Superintendents			Ron Wolff
ASUSU (1)	ASUSU	Leezanna Hill*		
RCDE	Regional Campus			Martha Archuleta

TABLE 1

**A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION
PROGRAM, 2009-10 AND 2010-2011, BY TEACHING MAJOR**

MAJOR	2009-10	2010-11	DIFFERENCE
Early Childhood	9	31	22
Elementary Education (1-8)	129	133	4
Elementary Education (K-6)	33	21	-12
Dual, Elem Educ & Early Child *	8		
Composite, Elem Educ & Deaf	11	8	-3
Composite, Elem Educ & Spec Educ	18	12	-6
Composite, Spec Educ & Early Child	1	1	0
Special Education	40	80	40
Secondary Education Majors			
Chemistry	0	1	1
English	23	22	1-
Geography	4	1	-3
Health Education	2	8	6
History	15	26	11
Languages	7	2	-5
Mathematics	13	19	6
P.E.	3	15	12
Physics	1	0	-1
Political Science	0	0	0
Psychology	1	6	5
Sociology	0	0	0

TABLE 1 (cont.)

MAJOR	2009-10	2010-11	DIFFERENCE
Composite Majors			
Agricultural Education	13	8	8
Art Education	13	6	-7
Biological Science	14	4	-10
Earth Science	1	1	0
Engineering Technology Educ (ETE-TIED)	6	5	-1
Family & Consumer Sciences Education	24	23	-1
Mathematics/Statistics	19	25	6
Music	19	9	-10
Physical Science	6	2	-4
Social Studies	14	20	6
Theatre Arts	1	4	3
Teacher Education TOTAL	480	493	45
Post Bachelors Licensing Program			
Administrative Supervisory Certificate	57	57	3
Communicative Disorders (SLP)	32	20	-12
Alternative Special Education	n/a	31	31
Graduate Route Licensing SCED	41	1	-40
School Counseling	34	56	22
Post BS TOTAL	268	165	52
Grand TOTAL	748	658	97

*NOTE: Dual Elementary Education/Early Childhood Education is a dual major, student receive two degrees. These numbers have been added to each department.

TABLE 2

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY
ADMISSION CRITERIA
2010-2011**

CATEGORY	NUMBER OF STUDENTS ADMITTED			
	2009-2010	% of Total	2010-2011	% of Total
ACT Scores \geq 21 in <u>ALL</u> four areas	162	34%	222	45%
ACT Scores \geq 21 in at least one area	115	24%	127	26%
ACT Scores < 21 in <u>ALL</u> four areas	6	.01%	16	.3%
BS Degree (GPA of \geq 2.75 on last 45 credits)	2	.004%	48	.1%
No ACT Score available	195	41%	128	26%
TOTAL	480		493	

TABLE 3

**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION
BY TEST AREA
2009- 2010 AND 2010-2011**

ACT TEST AREA	NUMBER OF STUDENTS ADMITTED			
	2009-2010		2010-2011	
	ACT \geq 21	ACT <21	ACT \geq 21	ACT <21
English	235 (83%)	43 (145%)	295 (81%)	70 (19%)
Mathematics	206 (73%)	75 (27%)	277 (76%)	88 (24%)
Social Sciences	242 (86%)	37 (13%)	303 (83%)	62 (17%)
Natural Sciences	233 (82%)	50 (18%)	305 (84%)	60 (60%)
	N=283		N=365	

TABLE 4

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY
ADMISSION CRITERIA, BY MAJOR
SEPTEMBER 1, 2010 - AUGUST 31, 2011**

Teaching Major	Total # of Students Admitted	# students with ACT scores \geq 21 in at least one area	# of students with ACT scores < 21 in all areas	# students with B.S. degree	# of students with no ACT scores
Agricultural Education	8	7	1	0	0
Art Education	6	1	0	2	5
Biological Science	4	4	0	0	0
Chemistry	1	0	0	0	1
Early Childhood	31	25	6	0	0
Earth Science	1	0	0	1	0
Elem Education (1-8)	133	130	3	1	1
Elem Education (K-6)	21	21	0	0	0
Engineering Technology Educ	5	4	0	0	1
English	22	17	0	2	5
Dual, El Ed & ECH *					
Composite, El Ed & Deaf Educ	8	7	0	0	1
Composite, El Ed & Spec Educ	12	11	1	0	0
Composite, Spec Ed & Early Child	1	1	0	0	0
FCSE	23	17	0	0	6
Geography	1	0	0	0	1
Health Education	8	3	1	1	4
History	26	15	0	1	11
Languages	2	1	0	0	1
Math	19	14	1	1	4

Teaching Major	Total # of Students Admitted	# students with ACT scores ≥ 21 in at least one area	# of students with ACT scores < 21 in all areas	# students with B.S. degree	# of students with no ACT scores
Math/Stat	25	21	1	0	3
Music	9	6	0	0	3
Physical Education	15	10	1	1	4
Physical Science	2	2	0	0	0
Physics	0	0	0	0	0
Political Science	0	0	0	0	0
Psychology	6	3	0	0	3
Social Studies	20	13	1	1	6
Sociology	0	0	0	0	0
Special Education	80	35	6	37	39
Theatre Arts	4	2	1	0	1
TOTAL	493	370	23	48	120

*NOTE: Dual Elementary Education/Early Childhood Education is a dual major, student receive two degrees. These numbers have been added to each department.

TABLE 5

**STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,
CUMULATIVE GPA BY MAJOR, AT THE TIME OF ADMISSION INTO THE TEACHER
EDUCATION PROGRAM
SEPTEMBER 2010 THROUGH AUGUST 2011**

Teaching Major	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	8	8	0	0	21	3.26	3.26
Art Education	6	1	5	2	24.5	3.45	3.55
Biological Science	4	4	0	0	26	3.67	3.7
Chemistry	1	0	1	0	n/a	n/a	n/a
Early Childhood Education	31	31	0	0	24	3.18	3.42
Earth Science	1	0	1	1	n/a	3.73	3.64
Elem Education (1-8)	133	133	0	1	26.5	3.49	3.46
Elem Education (K-6)	21	21	0	0	24.25	3.47	3.48
Engineering Tech Ed (ETE)	5	4	1	0	20.5	3.31	3.36
English	22	17	5	2	25.75	3.46	3.44
Dual, El Ed & ECH *							
Composite, El Ed & Deaf Educ	8	7	1	0	25	3.71	3.74
Composite, El Ed & Spec Educ	12	12	0	0	22.5	3.56	3.5
Composite, Spec Educ & EC	1	1	0	0	23.5	3.56	3.5
FCSE	23	17	6	0	23.75	3.59	3.54
Geography	1	0	1	0	n/a	3.069	3.09
Health Education	8	4	4	1	20.25	3.48	3.51

Teaching Major	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
History	26	15	11	1	19.5	3.5	3.46
Languages	2	1	1	0	28.25	3.69	3.63
Math	19	15	4	1	26.5	3.59	3.6
Math/Stat	25	22	3	0	22.75	3.47	3.5
Music	9	6	3	0	22.75	3.45	3.45
Physical Education	15	11	4	1	20.5	3.32	3.33
Physical Science	2	2	0	0	33.5	3.48	3.54
Physics	0	n/a	n/a	n/a	n/a	n/a	n/a
Political Science	0	n/a	n/a	n/a	n/a	n/a	n/a
Psychology	6	3	3	0	27.25	3.49	3.34
Social Studies	20	14	6	1	26.5	3.35	3.37
Sociology	0	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	80	41	39	37	20.28	3.45	3.46
Theatre Arts	4	3	1	0	18	3.66	3.46
TOTAL	493	393	118	48	23.89	3.48	3.49

*NOTE: Dual Elementary Education/Early Childhood Education is a dual major, student receive two degrees. These numbers have been added to each department.

TABLE 6
TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR TEACHER LICENSING
2004-2011

	2004	2005	2006	2007	2008	2009	2010	2011
Composite	29	34	34	34	44	44	31	29
Early Childhood	9	8	3	5	6	0	4	4
Elementary	175	163	151	172	156	149	112	123
Elementary K-6	n/a	n/a	n/a	n/a	n/a	n/a	8	7
Secondary	147	125	92	111	143	113	105	167
Ungraded	43	134	143	127	131	57	46	79
Art	2	8	3	6	3	3	2	8
ComD	28	14	11	16	26	23	13	20
HPER	21	24	24	8	22	16	20	17
Lib Media	17	17	13	6	22	11	15	1
Music	11	13	4	11	9	9	10	10
School Counseling	29	31	32	19	53	18	34	19
School Psychology	4	4	3	4	5	2	1	2
Special Education	93	119	92	123	113	120	94	89
TOTAL	608 (456)	694 (544)	605 (468)	642 (475)	733 (548)	565 (466)	495 (425)	558 (416)

*Numbers in parenthesis indicate the number of **initial** certificates for that year.

Table 7

**PRAXIS RESULTS OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR LICENSING
2009-2011**

Program	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Administrative/Supervisory Certificate	0410-Educational Leadership & Supervision	620	4	#	19	18 (95%)	25	25 (96%)	44	43 (98%)		
Ag Education	0700-Agriculture	520	12	#	3	3	22	20 (91%)	8	8 (100%)		
Art Education	0133- Art: Content Knowledge	159	4	#	3	0 (100%)	18	17 (94%)	7	7 (100%)		
Biology	0235- Biology: Content Knowledge	149	8	8 (100%)	8	8 (100%)	8	8 (100%)	17	17 (100%)		
Business Education Bis Comp & Info Sys	0100-Business Education	590	3	3 (100%)	5	5 (100%)	n/a	n/a	n/a	n/a		
Chemistry	0245-Chemistry: Content Knowledge	151	5	4 (80%)	7	6 (86%)	0	0	9	7 (78%)		
Composite: Early Childhood/Deaf Education*	0014/5014-Elementary Educ: Content Knowledge	150	0	0	0	0	2	2 (100%)	n/a	n/a		
Dual: Early Childhood/Elementary Education*	0014/5014-Elementary Educ: Content Knowledge	150	9	7 (78%)	24	22 (92%)	4	4 (100%)	n/a	n/a		
Composite: Elementary/Deaf Education	0014/5014-Elementary Educ: Content Knowledge	150	3	3 (100%)	6	6 (100%)	6	6 (100%)	10	10 (100%)		
Composite: Elementary/Special Education	0014/5014-Elementary Educ: Content Knowledge	150	8	8 (100%)	16	15 (94%)	9	8 (89%)	14	14 (100%)		
Early Childhood	0014/5014-Elementary Educ: Content Knowledge	150	2	2 (100%)	0	0	16	13 (81%)	21	16 (76%)		
Earth Science	0571- Earth Sci: Content Knowledge	153	1	1 (100%)	2	2 (100%)	0	0	0	0		
Elementary Education	0014/5014-Elementary Educ: Content Knowledge	150	125	109 (86%)	149	140 (94%)	130	125 (96%)	78	74 (95%)		

Program	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Engineering & Technology Education	0050-Technology Education	600	5	5 (100%)	7	7 (100%)	3	3 (100%)	4	4 (100%)		
English	0041-English Lang: Literature & Composition: Content Knowledge	168	27	20 (74%)	22	16 (73%)	44	22 (50%)	32	22 (69%)		
Family & Consumer Science	0120-Family & Consumer Sciences	159	18	#	11	11 (100%)	26	24 (92%)	19	19 (100%)		
French	0173-French: Content Knowledge	161	1	1 (100%)	0	0	0	0	0	0		
Geography	0920-: Geography	630	6	5 (83%)	2	2 (100%)	4	4 (100%)	1	1 (100%)		
German	0181-German: Content Knowledge	153	1	1 (100%)	1	1 (100%)	2	2 (100%)	0	0		
Health Education	0550-Health Educ	670	16	16 (100%)	8	8 (100%)	11	11 (100%)	1	1 (100%)		
History	0941- World & US History: Content Knowledge	156	44	23 (52%)	19	12 (63%)	45	23 (51%)	48	29 (60%)		
Integrated Science	0435-General Sci: Content Knowledge	166	0	0	0	0	0	0	0	0		
Latin	0600-Latin	610	2	1 (50%)	0	0	0	0	0	0		
Marketing Education	0100-Business Educ	#650	3	3 (100%)	n/a	n/a	n/a	n/a	n/a	n/a		
Math Level II Endorsement	0069-Middle School Mathematics	145	10	10 (100%)	15	15 (100%)	14	13 (93%)	51	50 (98%)		
Mathematics/ Math/Stats	0061-Mathematics: Content Knowledge	138	42	31 (74%)	21	20 (95%)	59	48 (81%)	34	26 (76%)		
Music	0113-Music Content Knowledge	156	4	4 (100%)	9	9 (100%)	11	11 (100%)	20	19 (95%)		
Physical Education/ PE/Coaching	0091- Physical Ed: Content Knowledge	152	8	8 (100%)	9	9 (100%)	7	6 (86%)	7	5 (71%)		
Physical Science	0070-Chemistry, Physics, General Sci	570	0	0	0	0	4	2 (50%)	0	0		
Physical Science	0481-Physical Sci: Content Knowledge	150	2	#	1	1 (100%)	3	3 (100%)	1	1 (100%)		

Program	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Physics	0265- Physics: Content Knowledge	136	4	3 (75%)	4	3 (75%)	1	0	4	2 (50%)		
Political Science	0930–Government/ Political Sci	660	6	#	2	1 (50%)	4	3 (75%)	9	7 (78%)		
Psychology	0390- Psychology	620	6	#	1	1 (100%)	2	2 (100%)	4	3 (75%)		
Sch Counseling	0420-Sch Guidance & Counseling	610	1	#	18	18 (100%)	39	38 (97%)	19	18 (95%)		
Sch Psychology	0401- School Psychologist	580	2	2 (100%)	2	2 (100%)	1	1 (100%)	7	7 (100%)		
Social Studies	0081-Social Studies: Content Knowledge	159	8	7 (86%)	6	5 (83%)	11	6 (55%)	22	17 (77%)		
Sociology	0950-Sociology	#550	1	1 (100%)	0	0	0	0	0	0		
Speech	0220-Speech Communication	#570	1	#	0	0	0	0	0	0		
Spanish	0191-Spanish: Content Knowledge	161	3	3 (100%)	13	13 (100%)	21	17 (81%)	3	3 (100%)		
Special Education	0014/5014–Elementary Educ: Content Knowledge	151	22	22 (100%)	41	38 (93%)	28	24 (86%)	22	22 (100%)		
Special Education	0353-Educ of Exceptional Students: Core Content Knowledge	155	13	13 (100%)	22	22 (100%)	17	17 (100%)	0	0		
Special Education	0511-Fundamental Subjects: Content Knowledge	150	25	24 (96%)	38	37 (97%)	n/a	n/a	n/a	n/a		
Special Education	0069-Middle School Math	145	3	3 (100%)	2	2 (100%)	16	14 (88%)	7	7 (100%)		
Special Education	0049-Middle School English/Language Arts	155	1	1 (100%)	1	1 (100%)	13	10 (77%)	2	2 (100%)		
Theatre	0640-Theatre	630	3	#	3	3 (100%)	1	1 (100%)	2	2 (100%)		
		TOTAL	472	352* (85%)	520	482 (93%)	633	530 (84%)	527	443 (84%)		

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012		2013	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Principles of Teaching & Learning: Early Childhood	0521	160	8	7 (86%)	0	0	8	8 (100%)	10	10 (100%)				
Principles of Teaching & Learning: Grades K-6	0522	160	111	104 (94%)	33	32 (97%)	130	117 (90%)	75	72 (96%)				
Principles of Teaching & Learning: Grades 5-9	0523	160	11	9 (81%)	3	3 (100%)	4	4 (100%)	3	2 (67%)				
Principles of Teaching & Learning: Grades 7-12	0524	160	69	66 (96%)	48	48 (100%)	156	144 (92%)	118	113 (96%)				
		TOTAL:	199	186 (93%)	84	83 (99%)	298	273 (92%)	206	198 (96%)				

- No Utah cut-off score established

* - Percent does not include tests with no cut-off score

TABLE 8

**PLACEMENT OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR INITIAL LICENSING FOR THE PERIOD
SEPTEMBER 1, 2010 THROUGH AUGUST 31, 2011**

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Ad/Supervisory	57	26	13	0	5	5	1	2	50%	56%
Ag Ed	14	7	6	1	0	0	0	0	100%	100%
Art Ed	8	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Biological Science	3	3	3	0	0	0	0	0	100%	100%
Chemistry	2	1	1	0	0	0	0	0	100%	100%
Com Dis	20	17	16	1	0	0	0	0	100%	100%
Earth Science	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Composite Majors	29	17	13	1	0	3	0	0	82%	100%
Early Childhood	4	3	2	0	0	0	0	1	67%	100%
Elem Educ (1-8)	123	88	746	3	5	4	0	0	90%	96%
Elem Edu (K-6)	7	4	4	0	0	0	0	0	100%	100%
English	27	13	8	2	0	0	1	1	77%	91%
ETE/ITE/TIED	3	2	1	0	1	0	0	0	50%	50%
FCSE	19	10	8	1	0	0	0	0	90%	90%
Geography	2	2	1	0	1	0	0	0	50%	90%
Health Education	9	6	4	1	1	0	0	0	83%	83%
History	21	14	9	1	0	1	1	0	71%	77%
Mod Languages	9	3	2	0	0	1	0	0	67%	67%
Math	28	15	11	2	0	1	0	0	87%	87%
Music Ed	10	5	2	0	0	1	1	1	40%	67%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
PE	8	6	2	3	1	0	0	0	83%	83%
2Physical Science	2	1	1	0	0	0	0	0	100%	100%
Physics	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Political Science	5	1	1	0	0	0	0	0	100%	100%
Psychology	9	3	0	1	0	1	1	0	33%	50%
School Psychology	2	1	1	0	0	0	0	0	100%	100%
Social Studies	6	3	1	1	0	1	0	0	67%	67%
Special Education	38	27	22	0	0	2	2	1	81%	92%
Special Education Alternative	51	37	35	1	0	0	0	1	97%	100%
Speech/Theater	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Library Media	1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Counselor	19	13	12	0	1	0	0	0	92%	92%
TOTALS	536	329	255	20	15	20	7	7	84%	87%

NOTES: Percent (Column 10) = $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3}}$

Percent (Column 11) = $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3} - \text{Column 8} - \text{Column 9}}$

- No data available

*graduate may be teaching in major or minor content area

SCHOLARSHIP YEAR END REPORT FOR 2010-11

Undergraduate scholarships reported by college. Waivers are awarded according to legislative mandates and university policy. College and departmental awards are determined at the college/department level from endowments or cash sources.

Scholarship Type	# of Recipients	\$AMOUNT	Change from 2009/10, Recipients	Change from 2009/10, Amount
COLLEGE OF AGRICULTURE				
Resident Waivers: University In-State Tuition (10% Waivers)	133	\$ 371,399	-8%	-1%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	63	\$ 462,314	-7%	-8%
Other Admissions Scholarships	152	\$ 375,697	1%	31%
Alumni Legacy Scholarship	34	\$ 281,579	100%	135%
Departmental Scholarships	166	\$ 231,657	-7%	13%
Other USU Scholarships	59	\$ 258,735	-2%	14%
Cash from Outside Sources	125	\$ 227,465	6%	-16%
Total Unduplicated Recipients*	518	\$ 2,208,846	-2%	11%

CAINE COLLEGE OF THE ARTS				
Resident Waivers: University In-State Tuition (10% Waivers)	134	\$ 367,020	The 2010/11 year is the first year the Caine College of the Arts was split from the College of Humanities & Social Sciences.	
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	73	\$ 654,410		
Other Admissions Scholarships	154	\$ 311,729		
Alumni Legacy Scholarship	35	\$ 301,930		
Departmental Scholarships	214	\$ 274,329		
Other USU Scholarships	159	\$ 223,141		
Cash from Outside Sources	95	\$ 235,591		
Total Unduplicated Recipients*	533	\$ 2,368,149		

EEJ COLLEGE OF EDUCATION AND HUMAN SERVICES				
Resident Waivers: University In-State Tuition (10% Waivers)	383	\$ 956,684	-2%	-2%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	146	\$ 1,133,377	-8%	2%
Other Admissions Scholarships	389	\$ 864,040	-12%	-11%
Alumni Legacy Scholarship	110	\$ 953,393	90%	119%
Departmental Scholarships	186	\$ 438,968	-18%	-5%
Other USU Scholarships	130	\$ 245,558	-13%	-15%
Cash from Outside Sources	330	\$ 673,778	3%	9%
Total Unduplicated Recipients*	1,228	\$ 5,265,798	-5%	8%

COLLEGE OF ENGINEERING				
Resident Waivers: University In-State Tuition (10% Waivers)	264	\$ 762,625	14%	22%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	129	\$ 1,083,617	-3%	11%
Other Admissions Scholarships	385	\$ 865,049	13%	23%
Alumni Legacy Scholarship	50	\$ 422,631	39%	51%
Departmental Scholarships	242	\$ 383,619	-13%	-20%
Other USU Scholarships	141	\$ 1,196,650	-18%	-9%
Cash from Outside Sources	181	\$ 434,386	43%	18%
Total Unduplicated Recipients*	852	\$ 5,148,577	2%	8%

COLLEGE OF HUMANITIES & SOCIAL SCIENCES				
Resident Waivers: University In-State Tuition (10% Waivers)	281	\$ 770,769	The 2010/11 year is the first year the Caine College of the Arts was split from the College of Humanities & Social Sciences, thus the figures from the 2009/10 year for comparison purposes are not accurate.	
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	94	\$ 725,948		
Other Admissions Scholarships	338	\$ 779,763		
Alumni Legacy Scholarship	73	\$ 601,373		
Departmental Scholarships	158	\$ 301,197		
Other USU Scholarships	132	\$ 426,206		
Cash from Outside Sources	227	\$ 435,511		
Total Unduplicated Recipients*	929	\$ 4,040,767		

HUNTSMAN SCHOOL OF BUSINESS				
Resident Waivers: University In-State Tuition (10% Waivers)	222	\$ 678,314	-9%	-2%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	81	\$ 654,863	27%	44%
Other Admissions Scholarships	290	\$ 748,934	-3%	6%
Alumni Legacy Scholarship	32	\$ 290,538	33%	49%
Departmental Scholarships	254	\$ 731,406	12%	36%
Other USU Scholarships	240	\$ 1,172,451	4%	13%
Cash from Outside Sources	109	\$ 263,382	-3%	4%
Total Unduplicated Recipients*	793	\$ 4,539,888	2%	17%

Scholarship Type	# of Recipients	\$AMOUNT	Change from 2009/10, Recipients	Change from 2009/10, Amount
COLLEGE OF NATURAL RESOURCES				
Resident Waivers: University In-State Tuition (10% Waivers)	31	\$ 76,903	3%	15%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	19	\$ 143,334	-14%	-1%
Other Admissions Scholarships	33	\$ 91,739	-8%	18%
Alumni Legacy Scholarship	8	\$ 56,078	300%	317%
Departmental Scholarships	69	\$ 161,133	1%	-4%
Other USU Scholarships	19	\$ 19,205	-5%	-21%
Cash from Outside Sources	39	\$ 115,488	26%	40%
Total Unduplicated Recipients*	151	\$ 663,880	1%	15%

COLLEGE OF SCIENCE				
Resident Waivers: University In-State Tuition (10% Waivers)	256	\$ 749,932	-2%	1%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	83	\$ 696,378	2%	1%
Other Admissions Scholarships	323	\$ 682,384	-2%	7%
Alumni Legacy Scholarship	63	\$ 545,630	66%	87%
Departmental Scholarships	95	\$ 171,098	-8%	-21%
Other USU Scholarships	91	\$ 471,441	-17%	2%
Cash from Outside Sources	165	\$ 373,337	21%	18%
Total Unduplicated Recipients*	710	\$ 3,690,200	2%	10%

TRANSITION MAJORS**				
Resident Waivers: University In-State Tuition (10% Waivers)	249	\$ 569,408	34%	74%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	173	\$ 1,253,583	-5%	3%
Other Admissions Scholarships	228	\$ 360,437	10%	1%
Alumni Legacy Scholarship	92	\$ 675,162	67%	80%
Departmental Scholarships	30	\$ 26,848	-21%	-35%
Other USU Scholarships	126	\$ 412,471	38%	203%
Cash from Outside Sources	239	\$ 534,241	33%	84%
Total Unduplicated Recipients*	817	\$ 3,832,150	16%	40%

* Indicates the total unique number of students in each college that received an award.

**Transition Majors include Continuing Education and Undeclared Students.

TOTAL FOR EACH ACCOUNT PLUS GRADUATES AND ATHLETES				
Scholarship Type	# of Recipients ⁷	\$AMOUNT	Change from 2009/10, Recipients	Change from 2009/10, Amount
Resident Waivers: University In-State Tuition (10% Waivers) ²	1,953	\$ 5,303,054	3%	8%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75 ³	861	\$ 6,807,824	-3%	8%
Other Admissions Scholarships	2,292	\$ 5,079,772	-1%	4%
Alumni Legacy Scholarship ⁴	497	\$ 4,128,314	63%	80%
Departmental Scholarships ⁵	1,414	\$ 2,720,255	4%	8%
Other USU Scholarships ⁶	1,097	\$ 4,425,858	-1%	7%
Cash from Outside Sources	1,510	\$ 3,293,179	15%	19%
Subtotal of Undergraduates by Colleges ⁸	6,531	\$ 31,758,255	2%	14%

Graduate Students	1,024	\$ 5,780,136	-1%	11%
Athletes	347	\$ 3,061,144	-1%	15%

Grand Total¹	7,723	\$ 40,599,535	-1%	14%
--------------------------------	--------------	----------------------	------------	------------

LEGEND FOR 2010-11 SCHOLARSHIP REPORT

¹Indicates the total unduplicated number of recipients, total scholarship expenditures, and the overall changes from the 2009/10 year.

²Resident Waivers: Legislative approval for 10% of in-state tuition to be awarded as waivers.

³Nonresident Waivers ISU/USU, 100 Mile Radius, Western Undergraduate Exchange, SB170 & HB75: \$4,824 (ISU), \$2,412 (100) and \$3,738 (WUE) per semester respectively; SB170 & HB75 do not have standard award amounts.

⁴Alumni Legacy Scholarship: Nonresident waiver for students with a parent who is Alumni which allows them to pay resident tuition (nonresident portion waived).

⁵Departmental Scholarships: Funded by endowments, cash or contracts set up by departments.

⁶Other USU Scholarships: Includes Student Support Services, Auxillaries, Special Programs and Categories and other scholarships that are not categorized as Admissions or Departmental.

⁷# of Recipients: A student may be listed in more than one category due to multiple awards.

⁸Subtotal of Undergraduates by Colleges: Recipients are unduplicated in the subtotal amount.

Report from the Educational Policies Committee December 1, 2011

The Educational Policies Committee met on December 1, 2011. 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 December 1 meeting of the Educational Policies Committee, the following discussions were held and key actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of December 1, 2011 which included the following notable actions:

- The Curriculum Subcommittee approved 115 requests for course actions.

2. Approval of the report from the Academics Standards Subcommittee meeting of November 11, 2011 which included the following actions (new language is in red text; deleted text is in red-text):

- **Registration Requirement**

After the first week of classes, all students attending classes **must** be registered. **Students will not be allowed to register for classes after the published deadline found in the semester *Registration Calendar*. ~~Students are officially registered when all tuition and fees have been paid in full.~~** Failure to pay tuition and fees by the published fee payment deadline may result in courses being voided (see *Registration Purge*), **late fees being assessed, and a registration hold being placed on a student's record.** Students are responsible for dropping courses for which they do not wish to receive a grade.

- **No-test Days**

A five-day period designated as No-test Days precedes the five days of final examinations which are normally scheduled at the close of **fall and spring each academic** semesters. During No-test Days, no major examinations, including final examinations, will be given in order that students may concentrate on class work, the completion of special assignments, writing projects, and other preparation for duly scheduled final examinations. Approved exceptions include: final papers; weekly chapter quizzes; **and** quizzes, projects or examinations associated with a lab that does not meet during final examinations; **~~and final examinations for broadcast courses.~~**

- **Auditing Classes**

Admitted students who wish to audit a class must register as auditors. Auditing is dependent on space, resource availability, and instructor approval. No credit or grade points will be granted. The regular tuition and course fees will be assessed. At no future time may students request or receive credit for the audited course by any other means than by officially registering for the course and doing the required work. Audit requests, approved by the instructor, must be submitted to the Registrar's Office and tuition and

fees must be paid before class attendance is permitted. Students are not permitted to register as auditors during Early Registration.

Students who are registered for a class and would like to change to an audit registration may do so *only up through the Adding Classes deadline, which also coincides with the Last Day to Drop without Notation on Transcript*. Students who drop after this period must receive a W (withdrawal) grade and may not register as an auditor.

House Bill 60 (1977) permits Utah residents 62 years of age or older to audit regular university classes offered during the day or offered through Regional Campuses and Distance Education. However, space in many university classes is limited. Classes which are full at the time of an audit request ~~are not available~~ **may not be audited**. Credit seeking, full-tuition paying students shall have first priority in the registration process. A flat fee of \$10 per semester, **plus any course fees or special fees that may be attached to classes** is charged for House Bill 60 registration. HB 60 audit registration is not available until the first day of classes, only if space is available.

3. Approval of the report of the General Education Subcommittee meetings of October 18 and November 15, 2011. Of note:

- The following General Education courses were approved:

ARTH 2730 (BHU)
HIST 3530 (DHA)
HIST 4650 (DHA)
ARTH 4725 (CI)
ARTH 4710 (CI)

4. Other EPC Business:

- The request from the Department of Agricultural Systems Technology and Education to eliminate the emphasis areas in the BS program in Agricultural Education was approved.
- The request from the Department of Communicative Disorders and Deaf Education to implement an American Sign Language (ASL) teaching minor was approved.
- The request from the Department of Health, Physical Education and Recreation to rename the Master of Education in Health, Physical Education and Recreation to Master of Education in Physical and Sport Education was approved.
- The request from the Department of Geology to restructure the wording of the specializations within the existing plan-A Geology MS degree and to add those same updated specializations to the existing Geology PhD was approved.

- The request from the Departments of Geology and Watershed Sciences to add a “Geomorphology and Earth Science Processes” specialization to their respective MS and PhD degrees in Geology and Watershed Science was approved.
- The request from the Department of Instructional Technology and Learning Sciences to rename the Master of Education degree (Med in Instructional Technology) to Master of Education in Educational Technology and Learning Sciences was approved.

The Department of Management in the Jon M Huntsman School of Business submitted a package of five proposals as part of a total department curriculum revision. The EPC took the following actions on the proposals in the package:

- The request to eliminate the Business Major in the Jon M. Huntsman School of Business was approved.
- The request to eliminate the Operations Management Major in the Management Department was approved.
- The request to eliminate the Human Resource Management Major in the Management Department was approved.
- The request to replace the Entrepreneurship Major with an Entrepreneurship Minor in the Management Department was approved.
- The request to create a Hospitality and Tourism Management Minor in the Management Department was withdrawn from the agenda.



Number 402

Subject: The Faculty Senate and Its Committees

Effective Date: July 1, 1997

Revision Dates: November 16, 2001, April 29, 2002, January 12, 2007, April 30, 2007, March 6, 2009, August 13, 2010

Date of Last Revision: July 8, 2011

402.3 MEMBERSHIP; ALTERNATES; TERM; VACANCIES

3.2 Alternates for Elected Members

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

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

3.4 Vacancies

A senate seat shall be declared vacant if a senator (1) resigns from Faculty Senate, ~~(2) is terminated, (3) goes on extended medical leave, (4) will otherwise be unavailable for more than half of the academic year, (2) is no longer a member of the faculty of the academic unit from which he or she was elected, or (5 3)~~ misses two regularly scheduled senate meetings during an academic year without making a documented effort to arrange ~~arranging~~ for an alternate and keeping the Executive Secretary of the Faculty Senate informed in writing (email is acceptable).; ~~or (6) misses four regularly scheduled senate meetings during any one academic year even if he or she has arranged for alternates, or (7) is no longer a member of the faculty of the academic unit from which he or she was elected.~~ The Executive Secretary of the Senate reports all vacancies to the Committee on Committees. The Committee on Committees will then contact For vacancies an alternate elected senator will be appointed by the affected academic dean, or vice president, or, where applicable, the chancellor or regional campus dean, who will appoint an alternate elected senator to fill the seat within 30 days in accordance with policies (see policy 402.3.2). Colleges whose alternates are not responsive to requests to fill in for senators with planned absences or which do not have sufficient alternates will be required to run a replacement election (see policy 402.3.1). The Faculty Senate Presidency will address other vacancies on a

case-by-case basis. For vacancies among Presidential appointees, the president shall appoint a new ~~S~~enator within 30 days (see policy 402.3.1).

Open Access and Authors' Rights

Overview and Explanation of Proposed Policy 327.5

USU Faculty Senate, Jan. 9, 2012

USU has joined ~350 universities and research institutions in the world, 35 of which are in the U.S., in signing the Berlin Declaration, a manifesto that supports open access to research. The declaration was written in 2003 by researchers at the Max Planck Society and the European Cultural Heritage Online.

Open access makes research findings available to scholars, students, and the general public, advancing progress in scientific, social science, and humanities disciplines. While peer-reviewed scholarly articles are straightforward, scholarship in other forms and data sets have great potential for open access distribution as well.

In the last few years dozens of academic institutions, research centers, and funding agencies have established open access policies to encourage authors to make their scholarly publications accessible. USU library faculty members propose adding a policy to USU Policies Manual section 327, which governs intellectual property and creative works. This open access policy will help to establish an efficient mechanism for authors to secure rights and deposit publications in the USU institutional repository, DigitalCommons@USU. The Library will provide faculty members with instructions and assistance in negotiating rights with publishers and will manage content in the repository.

The policy will:

- define scholarly works,
- explain the benefit of authors' retaining rights so that their publications can be made available online,
- specify procedures for faculty members to grant the university a license to make journal articles available online in the DigitalCommons@USU, and,
- allow for a faculty member to opt out if a publisher will not grant the necessary rights, and the faculty member wishes to publish in a particular journal.

After having the benefit of the Senate's discussion and advice—and presuming that the sense of the Senate is to proceed—library faculty members will finalize the draft of the proposed policy and follow procedures outlined in Policy 201.2 for proposing new 300 policies. Under Policy 201.2 the proposed Policy 327.5 will come to the Senate Executive Committee for review.

The following document is intended to help answer questions concerning the proposed policy.

327.5 RETENTION OF AUTHOR'S COPYRIGHT TO SCHOLARLY ARTICLES AND DEPOSIT IN THE UNIVERSITY'S OPEN ACCESS REPOSITORY

Explanation and FAQ

This proposed policy has two distinct parts.

- I. *Retaining Author Rights.* Each faculty member will endeavor to keep as much as possible of his or her copyright to any peer-reviewed journal article rather than automatically sign it away to a publisher or other entity. This policy affirms the right of faculty to publish in any journal or other venue, but requires that each faculty author attach an addendum to the publisher's contract asserting his or her right to keep certain rights (see Addendum details below) and to deposit the published paper in the USU open access repository, Digital Commons. Should a publisher insist on the transfer of copyright as a condition of publication or refuse to permit the deposition of the published version or pre-print version of the scholarly article in the University's open access repository, it is at the faculty member's discretion whether or not to continue with the publication.
- II. *Disseminating USU Research and Scholarship.* Each faculty member grants permission to USU to make a copy of all his or her scholarly peer-reviewed journal articles published while employed at USU available in the University's open access institutional repository, Digital Commons. In legal terms, each faculty member grants to USU a nonexclusive license to exercise any and all rights under copyright relating to each of his or her scholarly articles, in any medium, provided that the articles are not sold for profit, and to authorize others to do the same. This license, effective on adoption of this policy, in no way interferes with the rights of the USU faculty author, but instead promotes enhanced distribution and impact of the author's work. The Provost, or the Provost's agent, will waive application of this license for a particular article or delay access for a specified period of time upon express direction by a faculty author.

This policy will be administered on behalf of the Office of the Provost by the USU Libraries. The Digital Commons website will provide guidance and resources. The Scholarly Communication Librarian will be available for consultation.

Procedures

1. Upon receipt of a contract to publish an article in a peer-reviewed journal, a faculty author will examine the contract to determine if copyright is transferred to the publisher. (If copyright is retained by the author, only section 2 below will pertain.) If copyright is transferred to the publisher, the author will attach an addendum provided by the USU Libraries. The addendum includes the following:

- a. The Author will retain the non-exclusive right to create derivative works from the article and to reproduce, to distribute, to publicly perform, and to publicly display the Article in connection with Author's teaching, conference presentations, lectures, other scholarly works, and professional activities.
- b. The Author will retain the non-exclusive right to distribute copies of any version of the Article, including but not limited to the published version, by means of any web server from which members of the general public can download copies without charge, provided that Author cites the journal in which the Article has been published as the source of first publication, when applicable.
- c. The Publisher will acknowledge that the Author's assignment of copyright or the Author's grant of exclusive rights in the Publication Agreement is subject to the Author's prior grant of a non-exclusive copyright license to USU.

If the publisher rejects the addendum, the author may choose to opt out and sign the contract, thus giving up ownership and/or the ability to deposit the article in Digital Commons. The Scholarly Communication Librarian can provide assistance with interpreting contracts.

- 2. Upon publication, each faculty author will provide an electronic copy of the best available version of the published article (as determined by the contract and in the specified format) to the Library's Digital Commons. If required by the publisher, or upon request of the author, the Library will delay access to an article for a specified period of time. The Library will waive the requirement for deposit for a particular article upon express direction by a faculty author.

FAQ¹

Why such a policy?

Q: What are the benefits of archiving copies of our articles at USU and making them freely available to readers?

A: The evidence to date indicates that providing open access to published journal articles in this manner increases the reading of and engagement with the work, which in our case means further use by educators, scholars, researchers, policymakers, and the interested public (most of whom have no other source of access), as well as colleagues and students here and abroad. Historian Robert Darnton, Director of University Library at Harvard, referred to the similar policy

¹ Based on a FAQ at Stanford University, School of Education, <http://ed.stanford.edu/faculty-research/open-archive/open-access-qa>.

adopted at Harvard in terms of “the democratization of knowledge” and this sums it up well as this initiative follows in the tradition of the land-grant university.

Why such a rights transfer?

Q: My only reservation in supporting such a policy is the part that says we grant to the university a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles, in any medium, and to authorize others to do the same, provided that the articles are not sold for a profit. Why do we need to do that? Can't we just put it in Digital Commons and say anyone can access it as long as they don't sell it. Do we really want to give the university “irrevocable, worldwide license to exercise any and all rights, etc.?” The other issue is won't journals have an opinion about this? I don't think we can supersede their copyright on whatever they own or claim.

A: The reasoning goes like this -- the university asks that you grant to it this non-exclusive right to post your final version to ensure that the copy can be legally posted on a USU site. The majority of publishers (Sage, Taylor and Francis, Springer, Elsevier, etc.) already grant back to authors this right to archive their work, so retaining this non-exclusive right for the university shouldn't be a problem. However, should a publisher insist that it cannot abide by such terms, the author simply seeks a waiver from the Library, which is a right of authors built into the policy.

Q: So then why not grant the right to post your final version to ensure that the copy can be legally posted and represented as USU's contribution to the world. Can't that be done without granting irrevocable, worldwide license to exercise any and all rights under copyright? In other words, grant the right to do specifically what we want done with our contributions to the world--make available to any and all, rather than granting irrevocable any and all rights. It's probably a long-shot, but I can imagine some objectionable scenarios.

A: We could go with such an approach, but before we do it may help to look at it this way. Under current conditions, authors typically transfer an **exclusive and irrevocable, worldwide license to exercise any and all rights under copyright** to journal publishers. What changes with this policy is that prior to transferring the rights requested in the publisher's contract (including, for example, exclusive commercial rights to the work), an author notifies the publisher that the university has been granted a **non-exclusive** right to post on a worldwide basis a copy of the version submitted to the publisher (after peer review). The transfer of this right is **irrevocable** to preclude you or the publisher from arbitrarily changing the terms (by, for example, claiming a licensing fee). This transfer of copyright does not prevent you from, for example, uploading an updated version to Digital Commons to more accurately reflect the content published in the journal version of the work.

*Q: I still don't fully understand this: how can transfer of copyright be **irrevocable**, yet “does not preclude you from, for example, requesting that the work be updated.” What*

if I object that the university wants to make use of my work in a way that I feel is a misinterpretation, mischaracterization, mis-whatever? Can I make them stop it? The only proscription I can see in the policy is "that the articles are not sold for a profit" which is fine, but is that sufficient?

A: The right to post our work does not permit the university to misrepresent or mischaracterize our work. If the university were to misrepresent a work in the eyes of a faculty member, and refused to move on this, it would open itself to a libel suit for damaging, in effect, the faculty member's reputation. This is no different from how the situation stands today with respect to a university's characterizing a faculty member's work in its affiliated website, magazines, and other publications, which it can currently do without requiring the faculty member's prior approval.

What would the lawyers say?

Q: *The other thought I had was I wonder what the Harvard law people who wrote the original policy proposal would say in answer to these questions. Presumably they would know something about the legal ins and outs. I can't imagine that faculty didn't have these and other questions. Although being lawyers, maybe they already knew the answers.*

A: From John Palfrey (Clinical Professor of Law, Harvard Law School; Executive Director, Berkman Center for Internet & Society): "I think your responses to the questions are right. The only thing I can say is that we went around and around on these issues, and resolved that the grant of the nonexclusive license should be very broad, to allow for stability over time, and to rely on trust to large degree as well -- that the university would not abuse the broad right. The policy will be reviewed after 3 years (and could be amended or rescinded then). And the danger of a very narrow right, such as the ones described in there, is that you don't know what the university might want collectively to do down the road, and you'd then have an impossible scenario of going back to collect rights later from those who came before. This was our decision, but others might go another way that's better for you."



POLICY MANUAL

COMPENSATION

Number 376

Subject: Extra-Service Compensation

Covered Employees: Salaried Employees

Date of Origin: January 24, 1997

Effective Date of Last Revision: April 9, 2004

376.1 INTRODUCTION AND DEFINITIONS

1.1 The University recognizes that employees make extraordinary contributions to the University that are both related and unrelated to their Primary Role Assignments. This policy is designed to facilitate an institutional expression of support for appropriate - incentive compatible - performance based standards for extra-service compensation.

1.2 A University employee's "Primary Role Assignment" shall be:

- For faculty that set of duties and responsibilities specifically set out in the **Faculty Role Statement** negotiated between the faculty member and his/her direct supervisor;
- For other salaried employees, that set of responsibilities and duties as included in the employee's position description and as may be further defined through the Performance Appraisal Process.

1.3 "Extra-Contractual Service" shall be any service rendered to the University that is not specifically identified as part of the expected work-load in the employee's primary role assignment, and which is approved as such in accordance with this policy and policy 404.1.2(7).

376.2 POLICY

2.1 Employees may provide services to the University either with or without compensation beyond their primary role assignments. Where conflicts exist they must be disclosed and managed in compliance with USU policy # 307, Conflicts of Interest.

2.2 University employees must be cognizant of their primary responsibilities as expressed in their primary role assignments within their affiliated administrative units. The employee's unit administrator, with the concurrence of the employee, has responsibility for communicating standards of performance through the employee's role statement or the annual performance appraisal process. The unit administrator is required to annually review performance standards and expectations associated with the employee's role assignment. (See policies 329.2.1, 329.2.2, 405.6.1, 405.11.1) Extra-contractual teaching, training, workshops, or international assignments sponsored by the University must not serve to limit standard expectations of performance that are reflected in the faculty member's negotiated role statement.

2.3 Extra-service opportunities that fall outside of an employee's primary role assignments are granted in accordance with Utah Code 67-16-1 et. seq. , "Utah Public Officers and Employees' Ethics Act," and at the University's discretion where clear benefit to the University can be demonstrated.

2.3.1 Extra Service Unrelated to Primary Role Assignment

University employees may receive compensation for services or activities outside an employee's primary role assignment provided that the preparation and performance of such services do not impede the employee's discharge of his/her primary role assignment. (See Policy 377 - Consulting Service.)

2.3.2 Extra Service Related to Primary Role Assignment

University employees may not receive extra compensation for services or activities, which directly contribute to fulfilling obligations incident to their primary role assignment within the University. However, in some cases, expectations identified in the primary role assignment provide significant latitude for employees to exercise extraordinary effort in securing external funding to support the broad institutional mission of discovery, learning and engagement as they are defined within the employee's primary role assignment. Where appropriate, with approval from the employee's department head/supervisor, dean/vice president and the Executive Vice President and Provost in some circumstances, outcomes and activities produced from extra-service opportunities related to the primary role assignment can qualify for extra-service compensation and can be used for promotion, tenure and salary evaluation.

376.3 PROCEDURES

3.1 Requesting Approval

(1) An employee requesting permission to perform extra-contractual service must submit a Request for Extra Contractual Services Form to his/her immediate department head/supervisor, outlining the nature of the extra-contractual service proposed, and the benefit to the University. The recommendation should adequately document that the extra-contractual service is outside the primary role assignment. **If such service is**

requested for successive annual periods there should be documentation indicating why the service should not be redefined within the employee's primary role assignment.

(2) Compensation for extra-contractual services involving contracts and/or grants must receive prior approval through the granting agency, the University Sponsored Programs Office, and the Vice President for Research, and must be in compliance with federal regulations as outlined in appropriate OMB circulars and other government publications.

(3) Absence of a conflict of interest and a conflict of commitment must be established as part of the extra-contractual service request.

(4) For faculty and staff without an administrative appointment the department head/supervisor will forward the completed form, along with the attached agency approval where required, with a recommendation to the appropriate dean or vice president for final approval. In cases where extra service compensation will result in a cumulative annual increment to compensation that exceeds 20% of a 12-month base the Executive Vice President and Provost must also approve the recommendation.

(5) For faculty and staff with an administrative appointment (including department heads /supervisors) the department head/supervisor will forward the completed form, along with the attached agency approval where required, with a recommendation to the appropriate dean or vice president for review and approval. The dean or vice president then forwards the request to the Office of the Executive Vice President and Provost for final approval.

(6) Final written approval must be obtained prior to commencement of extra-contractual service.

(7) Ongoing extra-contractual service must be reviewed and approved on an annual basis with an appropriate determination that the services are outside the employee's primary role assignment.

3.2 Compensation (all salaried employees)

Payment for extra-contractual services, where appropriate, is made by processing a Temporary Salary Adjustment Form with appropriate administrative approval.

3.3 Compensation (faculty only)

When extra-contractual service is determined to adversely impact the ability of faculty to meet their role assignment this conflict cannot be mitigated through the purchase of accumulated leave. It is the general policy of the University not to purchase an employee's annual leave, holidays or weekends. (See policies 345.2.1 and 345.2.2 for exceptions to this general policy.) Annual leave, when awarded, is assumed to provide renewal, and therefore to enhance individual and University productivity.

376.4 RESPONSIBILITY

4.1 Department Heads and Supervisors

Department heads, supervisors, vice presidents and deans are responsible for reviewing extra-contractual service opportunities with employees both as they occur and on an annual basis to ensure that interference or conflict with the employee's primary role assignment is avoided or appropriately managed. The department head/supervisor has primary responsibility for working with employees to ensure compliance with the extra-contractual service compensation policy.

4.2 Employees

Employees are responsible for accurately completing Requests for Extra Contractual Services Forms, for disclosing conflicts of interest as they arise, and obtaining their supervisors' approval at least annually prior to the commencement of extra-contractual service.