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FACULTY SENATE EXECUTIVE COMMITTEE

January 23, 2012
3:00 - 4:30 p.m.
Champ Hall

Agenda

- 3:00 Call to Order**.....Glenn McEvoy
Approval of Minutes December 12, 2011
- 3:05 Announcements**.....Glenn McEvoy
- Next Brown Bag Lunch w/President Tuesday January 24 noon Champ Hall
 - February Brown Bag Lunch w/President Wednesday February 22 noon Champ Hall
- 3:10 University Business**.....Stan Albrecht, President
Raymond Coward, Provost
- 3:30 Information Items**
1. Bookstore Report.....Alan Blackstock, David Parkinson
 2. Graduate Program Review.....Janis Boettinger
 3. Implementation of Commons Hour.....John Mortensen
- 4:00 New Business**
1. EPC Items.....Larry Smith
 2. PRPC Section 405.7.2(1) External Review Letters.....Terry Peak
 3. AFT Code Change Recommendations (405.7.2(1)).....Glenn McEvoy
 4. Policy 327.5 Open Access Policy.....Flora Shrode
 5. Robins Award for Contribution to Shared University Governance.....Glenn McEvoy
- 4:30 Adjournment**



FACULTY SENATE EXECUTIVE COMMITTEE MINUTES
DECEMBER 12, 2011 3:00 P.M.
Champ Hall Conference Room

Present: Glenn McEvoy (Chair), Alan Blackstock, Richard Clement, Renee Galliher, Nancy Hills, Lyle Holmgren, Doug Jackson-Smith, Yanghee Kim, Pam Miller, Mike Parent (excused), Robert Schmidt (excused), Todd Crowl (attended for him), Flora Shrode, Blake Tullis, Dave Wallace, Ralph Whitesides, President Stan Albrecht (Ex-Officio) (excused), Provost Ray Coward (Ex-Officio), Vincent Wickwar (Past President), Joan Kleinke (Exec. Sec., excused), Marilyn Atkinson (Assistant) **Guests:** Erik Mikkelsen, Francine Johnson, Patti Kohler, and Larry Smith.

Glenn McEvoy called the meeting to order at 3:00 p.m.

Approval of Minutes

Ralph Whitesides made a motion to approve the minutes of November 21, 2011. The motion was seconded by Vince Wickwar and passed unanimously.

Announcements

The next Brown Bag Lunch with the President will be January 24, 2012 at 12:00 noon in Champ Hall.

University Business – President Albrecht and Provost Coward.

President Albrecht told the committee that the Governor's budget will be released today but they have not seen a final copy yet. He also commented on the memo that went out from his office on December 8, 2011 which announced that we will have a reduction in work time during the holiday break as the University will be closed on December 30, 2011.

Provost Coward presented response rates for the new IDEA Course evaluation system that the University implemented fall semester. He compared it with response rates of the former paper system for the past two years. These numbers are for the Logan Campus only.

	Completion Rate	Number of Evaluations Completed
2009 (Paper Evals)	74.6%	37,248
2010 (Paper Evals)	73.5%	40,524
2011 (IDEA Online Evals)	70.4%	42,502

RCDE numbers and USU-E campus numbers are slightly lower. The initial reaction to the new evaluation system is mostly positive from both students and faculty.

Information Items

ASUSU Report – Erik Mikkelsen. Erik highlighted a few items from the report. The Aggie Recreation Center and Student Legacy Fields plan is moving along. A feasibility study has been completed and a fee referendum will be presented to the students in February. They are also working with Larry Smith and with the School of Business and Speech Communication department on developing leadership courses for student leaders and ASUSU officers. They are implementing smaller events for a more diverse population and the activities are being very well attended. The ASUSU constitution has not yet been updated to include students in Regional Campuses and USU-E, but this is in process.

A motion to place the report on the consent agenda was made by Renee Galliher and seconded by Vince Wickwar. The motion passed unanimously.

Council on Teacher Education Report – Francine Johnson. The council approved two new Masters of Education programs, one a Masters of Education in Communicative Disorders and Deaf Education, the second in Instructional Leadership. The Instructional Leadership program licenses principals and superintendents. The teacher education programs will be nationally reviewed in March by the Teacher Education Accreditation Council. There was a 2% increase in student admissions in teacher education; the number of licenses issued is up 12.7%.

When looking at these numbers keep in mind that many of the programs are cohort programs and as such numbers will likely decline in the next year. The Praxis Exam pass rate is 84%. The teaching placement rate is at 87%.

A motion to place this report on the consent agenda was made by Vince Wickwar and seconded by Flora Shrode. The motion passed unanimously.

Scholarship Advisory Board Report – Patti Kohler. Overall the scholarship recipient numbers are steady with a 14% increase in the total amount awarded. This is attributed primarily to the increase in tuition and a large increase in the Alumni Legacy Scholarship. There was an increase in the number of transition majors (continuing education and undeclared majors) this last year. The International Education Office brought in more students thus the increase in awards for international students.

A motion to place this report on the consent agenda was made by Dave Wallace and seconded by Doug Jackson-Smith. The motion passed unanimously.

New Business

EPC Items – Larry Smith. The curriculum subcommittee approved 115 course actions, 45 of those were from the Department of Management. The Academic Standards subcommittee actions dealt with refinement and clarification of language in the general catalog regarding registration, no test days, and auditing. The General Education Subcommittee passed several course approval actions. In other EPC business there were eleven R(401) proposals, all of which followed the short form template. Five of them were packaged together in a curriculum revision by the Department of Management as they undergo a restructuring of their undergraduate offerings. The EPC website has undergone a total revision and more information on EPC activities can be found there: <http://www.usu.edu/epc/>.

A motion to place the report on the consent agenda was made by Dave Wallace and seconded by Ralph Whitesides. The motion passed unanimously.

PRPC 402.3.2; 402.3.4 Vacancies (second reading) – Terry Peak. The document that was sent to the Senators prior to the meeting was an incorrect version. Under a friendly amendment, Terry Peak will make two minor corrections; adding a comma and removing the word “or.”

A motion to place this as an action item on the agenda for a second reading was made by Flora Shrode and seconded by Doug Jackson-Smith. The motion passed unanimously.

Open Access – Richard Clement and Flora Shrode. The Library’s goal is to help faculty as authors learn about how to retain some of their copyright options so they can then provide open access to their publications and peer reviewed research articles. In October, Provost Coward signed the Berlin Declaration on Open Access. This added USU to a group of 350 worldwide institutions who commit to use the power of the internet to make research findings and publications available around the world. The hope is to help authors negotiate rights with publishers to use their documents in further teaching and to be deposited as a PDF file in a digital repository (e.g. Digital Commons). The next step will be to establish a policy to make faculty aware of the opportunity and to encourage them to participate in this program. The policy change would fit nicely under Section 327 of the Code dealing with intellectual property and copyright. Procedurally, 300 level code changes are to be presented to the Director of Human Resources, who would determine the groups affected by the changes, in this case the faculty. After review by the Faculty Senate, changes then proceed to the administration, Board of Trustees and the Regents. The library staff would like to receive more feedback from faculty before a policy is drafted. After some discussion it was decided that an informational presentation to the senate would be helpful.

A motion to place this on the agenda as an information item was made by Vince Wickwar and seconded by Renee Galliher. The motion passed.

Overload Compensation – Raymond Coward. Provost Coward provided an explanation of the Extra Service Compensation policy to the Executive Committee as a follow up to issues raised during the November Faculty Forum. The issue regards Extra Service Compensation for teaching, for full-time faculty. The Provost would like to put more information out to the faculty about the policy as it seems the policy is not being strictly followed or enforced uniformly across campus. The University currently pays over 6 million dollars in extra service compensation per fiscal year, and 200 faculty have extra service teaching responsibilities. There was a lengthy discussion regarding the policy, when it was changed and implemented, and the lack of consistent enforcement

across campus. The Provost would like to make a presentation to the full Faculty Senate in January and provide time for questions from the faculty on this issue.

A motion to place this issue as an information item on the Senate agenda was made by Doug Jackson-Smith and seconded by Vince Wickwar.

Adjournment

Glenn McEvoy asked for a motion to adjourn the meeting. The meeting adjourned at 5:00 p.m.

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

USU Bookstore Committee Report to Faculty Senate Executive Committee

Monday, January 23, 2012

Introduction

The Bookstore Committee establishes and promotes communications and understanding between the Bookstore and the faculty and students. The Committee includes two faculty appointed by the Senate. The committee is chaired by one of the two faculty members.

USU Bookstore Committee 2011-2012		
Name	Role	email
Alan Blackstock	Faculty Senate/Chair '11-'12	alan.blackstock@usu.edu
Dan Murphy	Faculty Senate, member '11-'12	jerome.murphy@usu.edu
David Parkinson	Ex-Officio, Director of Bookstore	david.parkinson@usu.edu

Outline of Meeting Facts and Discussions

The committee met three times via phone conference: October 19, 2011, December 2, 2011, and January 19, 2012. A summary of the meetings follows.

October 19, 2011 meeting

Present: Alan Blackstock

Dan Murphy

David Parkinson

Discussion:

- 1) The committee discussed the recommendation from last year's report that a compromise be made regarding compliance with the textbook order deadlines mandated by the Higher Education Opportunity Act. David Parkinson reported that the deadlines for textbook orders have been pushed back in response to this recommendation.
- 2) David outlined recent innovations in the bookstores:
 - a. Textbook rental available online or in-store
 - b. Price comparison service on webpage
 - c. Books alphabetized by author and title
 - d. Personal bookstore staff representative for each department
3. Dan Murphy asked about plans to create a bookstore location in the Art building. David replied that this is still under consideration, but funding is not available at present.
4. The committee agreed to meet again during the week after Thanksgiving.

December 2, 2011 meeting

Present: Alan Blackstock
Dan Murphy
David Parkinson

Discussion:

1. David Parkinson reported the following:
 - USU is leading the way on meeting deadlines for textbook orders (90% compliance).
 - USU textbook sales are even, as opposed to other universities where sales are down 30-40%.
 - The Roosevelt bookstore will be closed—Roosevelt students will still be able to get books via Bookit or pickup and at the Vernal store.
 - 50% of students express a desire for electronic texts. The bookstore currently offers 350+ titles as e-books.
 - USU Bookstore averages \$70,000 in annual concessions revenue.
2. The committee identified two questions as needing further discussion and study:
 - a. How to stay ahead of the curve (changing paradigm from monopoly retailer to service organization)
 - b. How to better communicate bookstore services and features to students
3. The committee agreed to solicit student input on these questions and meet again in January to prepare a report for the Faculty Senate.

January 19, 2012 meeting

Present: Alan Blackstock
David Parkinson

The committee discussed the results of the informal survey Alan Blackstock conducted online in three USU classes with students at sites throughout the state, including Logan, Brigham City, Tooele, Roosevelt, Vernal, Castle Dale, and Richfield. Students were invited to respond to three questions:

1. How easy or difficult have you found it to order books and materials through the USU bookstore?
2. Have you had any specific problems in ordering books or materials through the USU bookstore?
3. What suggestions do you have for the bookstore?

Responses indicated in general a high degree of satisfaction with USU Bookstore services and staff, both at the Logan and at the regional campuses. Students were especially pleased with the price-comparison feature, the Bookit and autofill services, and the availability of book rentals and e-books (though not all students were aware of all these options). Areas of concern for students were the price of books, insufficient stock at the regional campus stores, the change from shelving books by course to alphabetical order, and unhelpful or discourteous staff in some instances. David noted that he takes every comment seriously and responded to each of the stated concerns, explaining that the bookstore aims to keep prices competitive and that the shelving order change was needed to eliminate duplicate shelving of titles used in more than one course, as well as making service easier at small stores that provide counter service. As to the question of stocking regional campus stores, David identified this as an ongoing problem owing to the difficulty of knowing which students will be taking a broadcast course at which sites, and the financial necessity to reduce orders from 200% of what will be sold to 120%. David also described an ongoing effort to increase effectiveness of floor staff, 50% of whom are temporary employees, through enhanced training and supervision. And to address both stocking and staffing issues at regional campuses, a director of regional campus bookstores has recently been appointed to standardize bookstore procedures throughout the USU system.

Recommendations/Actions

The committee and the bookstore director should continue to solicit input from students and faculty about their level of satisfaction with bookstore services and staff. The USU Bookstore will continue pursuing avenues to change the mindset and culture of its clientele, helping it adapt to shifting paradigms, and will work to improve internal and external communication and customer service, making use of the Shingo Prize model to instill a culture for process improvement.

Supporting Materials

Student responses to the survey accompany this report in a separate file.

Bookstore Survey

Questions

How easy or difficult have you found it to order books and materials through the USU bookstore?

Have you had any specific problems in ordering books or materials through the USU bookstore?

What suggestions do you have for the bookstore?

Student Responses

I have found the bookstore staff to be very helpful and accommodating when it comes to finding books for my classes. My first semester (last semester) attending USU Vernal, I had some minor issues ordering books. Somehow I was ordered the wrong book twice. The person helping me was very apologetic but it was a little frustrating being one of the last to have a book in my class. I can't think of any suggestions right now other than maybe developing a more precise program or protocol for ordering books. Other than that we have a great bookstore!

I have found it easy to request a book to be ordered from the bookstore; however, receiving it is another story.

Some books have been delivered to the Roosevelt book store instead of Vernal, where I live, and I was expected to pick them up from there. On several occasions the wrong book was given to me and I did not receive the correct one until after class had started. However, I recently had a great experience in customer service at the new Vernal book store/

Perhaps having more stock available in the book stores would be more advantageous to the students needs.

I used to find it very easy to find books, but after switching to alphabetical by author, it's impossible to find books without printing the book list. I think this is irritating.

2. I haven't ordered any books through the bookstore, but have ordered my textbooks online for pick up in the bookstore (Book It). While this purchase was very easy online, I don't think the bookstore was actually prepared for the students actually picking up their orders. I've heard about lines going out the bookstore and down the hall in the TSC. I waited roughly 20 minutes in line and got half-way to the counter when they finally started sending people down the line for order numbers to try to speed things up. Hopefully they become better prepared and get more staffing and a better location for pick ups in the future.

3. I don't have any specific suggestions for the bookstore, but really love the link on the website for comparison shopping. I used to do this on my own, but the link cut my time to a fraction of what it used to take. :)

Hi i'm Karla, from Logan Utah campus.

I bought my books just about two days ago at the book store and I didnt find it difficult in anyway in getting my material form there and ordering. I havent had any sort of problems with the process of getting my material from them. I think one main thing I do suggest is just get more books in the store.

1. It is very easy to order books through the USU bookstore online or on campus.
2. I have not had any specific problems, although it did take a while to receive my ebook verification code via email.
3. I think a few ways to improve the bookstore would be to send the ebook verification code immediately after online purchase, and (although not a bookstore issue) make it easier to find the required book through the class description in the catalog instead of having to go through banner.

1. I have not yet had to order materials or books through the bookstore. The few times I have purchased at the bookstore the items were already in stock.
2. I have had no problems with ordering. To be frankly honest I use every possible source of obtaining the materials and books I need other than using the bookstore. Their prices are consistently higher than any other source. I have even attempted to use the buy back program and was frustrated because brand new books that had been purchased the prior semester were no longer acceptable and the books that were bought back were not returned for a fair price compared to other resources for selling my old materials and books.
3. My only suggestion is that the bookstore is far too overpriced and therefore other resources are going to be pursued to obtaining the needed materials. As an example, I purchased one text from USU bookstore less than one year ago. Inside the cover of the text was a sticker accidently left by the bookstore that showed the book had previously been sold by another university for almost half the cost of the USU bookstore. This sort of practice is reprehensible.

How easy or difficult have you found it to order books and materials through the USU bookstore?

Yes, I do find it difficult. Majority of the time they do not have my books available and I must use another resource. I now use USU bookstore as the last resort for books. Due to price, lack of availability, etc.

Have you had any specific problems in ordering books or materials through the USU bookstore?

-Yes, I did. This semester the bookstore listed my books incorrectly so for 2 differently classes I got the wrong edition. I had to send my books back to the rental facility I use. Then wait weeks for another one. The Professors have informed me it was the bookstore's fault.

What suggestions do you have for the bookstore?

-To actual have the books available that I need. Last semester I was able to rent all my books through the bookstore and there were no screw ups. This semester, I couldn't rent one and have to use an outside source... It would also be nice for the books that we buy if would could actually return them. I tried last semester and they would not take anything back.

To answer the questions that you presented, I found that the initial visit to the bookstore was a little time consuming. When I asked the staff for help with finding out the books that I needed, they were either too busy or just assumed that I knew what to do when I was presented to the computer. I had not gone to the site before and found it frustrating. After I left and went back with my list of books that I needed, I was able to pick up the books that were available after a little more help from one of the staff. When I returned to pick up my final 2 books, the staff was too busy to help me and I had to get one's attention to be helped. She still didn't know the books I was referring to. I finally got the help from the staff member that had helped me with my initial purchase and was able to leave with all my books. The only suggestion is that the staff be a bit more courteous and knowledgeable about the tasks that they are responsible for. I hope this helps.

- 1) It is very easy to order materials and books through the USU bookstore. The book-it program is especially helpful.
- 2) I have never had any problems when ordering books. It has been very easy and someone is always there to help if you have a problem.
- 3) I do not have any suggestions for the bookstore. I really like that they have the comparison shopping tool now. That was a very good idea.

These are my answers to your three questions:

1. I have not had to order books this semester but in the past I found it to be very easy.
 2. I had no problems when I ordered from the USU bookstore!
 3. The only suggestion I have is I wish it stayed open one hour later for those of us that work past 5.
- I would like to add that when I have been to the bookstore the staff has been very pleasant and helpful!

. How easy or difficult have you found it to order books and materials through the USU bookstore?

i found it really easy i like how it pops up your book list for you and has options to buy used books instead. i also love how you can ship them right to your house instead of to a usu bookstore.

2. Have you had any specific problems in ordering books or materials through the USU bookstore?

the only problem i found was that if we need an access code for the class and already bought the book somewhere else we cant just buy the access code we have to buy both the book and access code.

3. What suggestions do you have for the bookstore? i think that they should stock up before the semester ends because when they run out of the book its a pain to wait for it to be shipped to you that my only suggestion!

1). I have found it fairly easy to order books from the usu bookstore.

2) i have had a problem ordering a book from the bookstore because i went there to get the book but it wasn't there and i had to wait 2 weeks for it to arrive.

3) I would suggest that the bookstore should order books that are not there ahead of time so students have there books on time for classes.

I have only used the bookstore to purchase computer software and my Mac pro computer. I also purchased a single text book, however I was very impressed with several of the options available to me. This is my first semester in college and being able to view prices on the online bookstore vs Amazon or Half.com was amazing. I was able to look up my books, see my professor and price check it against new and used books. Checking out was even easier, the links took me directly to the site and my book was already in que, I just needed to pay and ship. Done.

As I entered the book store yesterday, it dawned on me that I had no clue what book I was looking for. I hadn't written down the information. I had no issues utilizing the neat tool on the computer for finding text books and printing them. Finding a book took me a second to realize it was by author instead of title, but I found the book within minutes and checked out quickly.

The guys at the computer portion of the store were amazing. I know a lot about computers, but never used a Mac before. They were very knowledgable and didn't try to "sell" me on something I didn't need. They helped me pick applicable software and even a case that would fit my new computer. Overall the customer service is great, the ease of finding books and the computer system to find your book information is absolutely wonderful for first time students like myself. The flow of traffic for checking out was quick and easy.

I went to Staples for my notebooks and pens, but now that I know USU bookstore carries those items, I will definitely go there instead.

I think the bookstore is doing a great job, they even call when you order a book online to make sure you know its there and ready for pickup. I like that because I have a busy schedule and sometimes I forget things. I would say out of most stores, USU bookstore is great. If they could compete with some of the pricing of Amazon I wouldn't have to buy my books anywhere else. Half.com wasn't easy to use and their customer service was poor to say the least. I spent extra dollars just so I didn't have to use Half.com. I hope this helps.

I found it very easy to order on-line. But I could not cancel on-line. I also think the bookstore or whoever is in charge of the Book list should verify with the Professor's choice of books, to make sure that the book they will be using is the correct book. I mean both books for your class were listed incorrectly. One we did not need and the SKU number was wrong for the Curious Writer. I barely have enough money to pay for them, I can only imagine how tough it is for younger college students. I also think that renting books and ebooks will be the future.....:)

I don't think that you can improve on a good thing every time I have ordered something from the bookstore I have gotten what i ordered and they were very polite and incredibly helpful.

1. Sometimes it can be overwhelming to find the books and supplies I need, but I feel like the staff make it MUCH easier.
2. I actually had a staff helping me and I ended up with the wrong curious writer for your class.
3. The supplies seem to be spread out. It would be nice if all the notebooks of all types are together and things like that. Some of the supplies seem to have somewhat random placement.

It has been very easy ordering books through the bookstore. The only problem that I have come across is that sometimes they sell you more textbooks than you need. I think it's important that they know which textbooks are needed for which classes because some people drive further than others to pick them up. Other than that, it is a nice bookstore!

1. Very difficult, because they overcharge and they do not have the required books.
2. Bookstore listed the wrong edition of book
3. Provide renting for books and provide student discount for books.

1. I find it rather difficult to find books in the USU bookstore.
2. Since they moved everything around so that the books are organized by authors versus subject I have had to frequently ask for help.
3. Change the books to be organized by subject.

I had a strange experience with the bookstore at the Brigham campus. When I went in I was told that they would have to order one of my books online. However when I went back a couple of days later they had the book I needed, which was good because I had forgotten to order it. The computer system had said they didn't have it, and it was filed wrong. It was strange.

1. I find it easy to order books through the USU bookstore.
2. The only problem I had was self-inflicted (I forgot the author name, but was still able to locate the book I needed).
3. Only suggestion I'd give is make books cheaper, haha!

As far as the ease of ordering books, etc. through the USU bookstore goes, my first couple of semesters using the website was difficult. It seemed to get jammed up a bit. This does seem to have eased in recent semesters though. Also, when I've tried to purchase books at the USU Tooele, they have not always received the books from the Logan branch in a timely enough manner. It seems like sometimes it is a week or two into the semester before all the texts are in stock. Because of these concerns and also because most texts are less expensive when ordered through Amazon, I generally purchase my texts through Amazon now. In addition to the prices being lower by going this route, the shipping charges are a great deal more reasonable as well.

In the USU bookstore's favor, I do have to say that I appreciate that they are listing the ISBN #'s of the texts when students have the list of required texts automatically populated. It makes it simple to make certain that I am ordering the correct text, regardless of where I choose to purchase it. I also have to say that almost all of the USU Tooele bookstore staff have been both friendly and helpful. I don't have any specific suggestions for the bookstore. I realize that there are a lot of moving parts and that regional campus stores are rather dependent upon the Logan branch for timely stocking of texts.

1. It has been relatively easy to order books through the USU bookstore. The ordering part is the easy part.
2. The main problem is the stock of books they keep at the store and the amount of time one must wait to receive books that they are currently out of stock on. For example, this semester, every time I looked on the web, all the books for my classes were listed as out of stock, new and used. So, I waited to order thinking I had to wait for them to be in stock. This is not the case. However, if they are out of stock, it takes twice as long for them to find the book and ship it. Also, just because a student orders a used book, does not mean they will get one, and if the student is not careful to keep extra money in their bank account, they can experience a shortage of funds, or not have enough to cover the cost of the books in the account.
3. One idea, if not already being done, would be to keep in stock an equal number of books to the number of students registered for a certain course.

I must also give credit where credit is due. The bookstore has some of the best customer service I have experienced anywhere. They are friendly, courteous, and generally prompt in all their correspondence. People notice this, and it really stands out.

I haven't had any problems with the bookstore. They have had what I needed on the shelf. I know someone who actually drove up to Logan though to pick up a book. Of course, her son lived up there so I don't know how hard she tried to get it sent to Tooele.

1. It was fairly easy to find and order books through the bookstore, although the website feature that compares prices to other websites tends to be tedious; when separating categories for each specific subject.
2. No problems ordering books, although the normal ones will arise. Such as bookstores running out of books and having to wait four or more days to receive the books.
3. A suggestion for the bookstore is to perhaps offer a little more than half the money, when re-buying used books. It seems like almost no money is gained from re-selling my books back to the bookstore.

1. This semester I found it very easy to order through the bookstore. I love the autofill option. I ordered an ebook for the first time and had no trouble at all downloading it. The other two books I ordered came very quickly.
2. When I first started at USU three years or so ago I hated to order from the bookstore because I could never get the website to work and the books were all so much more expensive than anywhere else I looked, so I would get my list of books off the USU bookstore website but then order them from Amazon. Last Summer however I tried again and was pleasantly surprised to find books to rent, the option to buy used books, and this semester I discovered the ebook option. When I price matched with Amazon I actually found three of my five books for this semester were actually cheaper through the bookstore.
3. As far as suggestions I'd say whatever is being done is right on track. In my opinion the bookstore is becoming much more competitive with outside textbook sources. I personally would prefer to order my books from USU just because I'd like to support the school but I don't want to pay an exorbitant amount

in order to do so. Like I said, the availability of ebooks and the option to buy used or to rent really makes books more affordable.

I find it pretty easy to order books or find the books that I am looking for. I love going on the *website, typing in my A number and it showing me what books I need for my classes. Last year I* had all of my books the week of my classes and this semester it took 5 minutes to walk in and out with the books I needed. I have never come to a problem when ordering books. Maybe a suggestion for the bookstore is to space it out a little so it is not so crowded to get to the help desk to find a book to the cash register. I like how the store is formed and how everything is in alphabetical order but it is crowded. I hope this helps!

I've found that obtaining books is much easier at USU than at WSU. I've had a good experience.

I really haven't had any problems when I order my books, but I would like to see the price of textbooks go down. I can order them from amazon for a lot cheaper as long as they are not the newest editions. I really like the that I can enter in my A# and it will automatically pull up the list of books that I need for the next semester. I guess that is about all that I have to say on the bookstore issue.

In response to your bookstore input request I have only used the actual USU bookstore for a couple things because I live far from Logan, but I have been happy with the service I recieved. When renting or buying books online, I was pleased with the quality of the books and how quickly I recieved them. I have never been in the bookstore to be able to give many suggestions on what could make it better, but I am please with how it works online.



Email that was distributed to each department on December 15th starting the self-study process:

Dear Department Head,

As you are well aware, back in October we commenced a year-long process to review graduate programs at USU. Your leadership at the department level is critical to successful attainment of our goal to enhance graduate education across the institution.

The process we have chosen to use is a faculty driven, self-study method guided by a faculty task force. The task force, led by Dr. Janis Boettinger, has representation from each of USU's schools and colleges. A complete list of the task force members is in your attached data file.

The task force has been the guiding hand in drafting the self-study. They will also be reviewing departmental responses and giving direct feedback to each department. The faculty task force will also help develop a best practices forum that will showcase strategies for accelerating the development and quality of graduate programs. Finally, the task force will guide the request for departmental five-year plans for improvement. The entire process is aimed at a total quality management of the department degree-awarding process...our goal is to ensure that all degrees are delivered in a manner that is world-class!

The due date for your self-study is March 1. The timeline of this process started in October of 2011 and ends with a May 31 due date for the departmental five-year plans for improvement in all graduate programs. The entire timeline is also in your attached data file.

If I can give you one encouragement in this process, it is this: Please be sure that this remains a faculty-owned, faculty-driven, honest self-study. Core to our belief is that the faculty should own the quality of the degree and, outside of many affecting forces, ultimately the quality of our degrees are due to the care and effort of our faculty to make the degree world-class training. There needs to be ample time for faculty discussion, discussions that should also examine big picture questions such as "Should we create a new degree or specialization?" or "Are there degrees or specializations that we should stop offering?" or "Should our credits to degree be reduced?" Your faculty must own these discussions so that the self-study reflects their assessment.

Finally, there are continuing comments and questions about what will happen with these reviews. Will some sort of ax fall? The intent of this approach from the Office of Research and Graduate Studies is intense self-improvement. We are convinced that your self-study and the resultant five-year plan of improvement will be a huge win for your department and the university. It is a self-improvement process that encourages creative changes in the department programs. School or college deans will be looking at your self-study results and your five-year plans with an eye towards making a difference for their entire unit. Their role is important, and they will be engaging, as they see appropriate, from the perspective of school-wide or college-wide quality. Ultimately we are all in the game of seeking world-class graduate training – it's about quality.

I am sure that, after reviewing the guide, instructions, and data in the attached zip file, many of you may have questions. As this process is largely driven by the faculty task force; I will ask that you direct your questions to the task force through their chair, Dr. Boettinger (Janis.Boettinger@usu.edu). She has promised to be responsive to you.

We will be sharing this letter to you, and the study guide, with all faculty and your graduate coordinators in the coming weeks. You have the responsibility of launching this process in the department and ensuring that it leads to a successful engagement of the faculty. Dr. Boettinger and her task force will be interacting with the department heads during your workshop with the provost on January 12, 2012. Additionally, she will be scheduling a faculty open forum in order to answer any questions of a general nature from the faculty at large.

We know that this represents a challenging amount of work for the department. It is also a unique time in our history across the university. We have here a chance to change the direction of our graduate programs, if desired, and to set ourselves on a path of genuine improvement.

I wish you the best in this endeavor.

Sincerely,



OFFICE
of **RESEARCH** *and*
GRADUATE STUDIES

UtahStateUniversity

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Current Timeline and Task Force Committee List

Timeline:

- Oct 15: Task force members are selected and invited to serve.
- Oct 15 – Nov 30: Task force meets to design and develop departmental self-study guide.
- Dec 15: Departments receive self-study guide.
- Jan 1 – Mar 1: Departments conduct self-studies and submit reports to task force.
- Mar 1 – Mar 31: Task force reviews departmental self-studies, prepares feedback reports.
- Apr 1 – Apr 30: Task force recommends set of best practices for graduate programs.
 - Culmination will be Best Practices Forum.
- May 1 – May 31: Departments submit five-year plan for graduate programs.
 - Five-year plans to include actions and measurable milestones for improvement.

Task Force Members:

James Bankhead

Department Head, Department of Music

Janis Boettinger, **Chair**

Faculty, Department of Plants, Soils, and Climate Department

Rosemary Fullerton

Faculty, School of Accountancy

Ron Gillam

Faculty, Department of Communicative Disorders and Deaf Education

Chuck Hawkins

Faculty, Department of Watershed Sciences

Alan Savitzky

Department Head, Department of Biology

David Tarboton

Faculty, Department of Civil and Environmental Engineering

Jeannie Thomas

Department Head, Department of English

Graduate Degree Program Self-Study

Department
Degree Program

For each graduate degree program in your department, complete this self-study by entering responses and data in the table boxes in this document. Please respond as concisely as possible. The total length of this completed document should not exceed 14 pages, 12-point font.

The self-study is organized into questions regarding the overall nature of each graduate degree program and the critical components of recruiting, mentoring, management, and funding.

Overall

What is the purpose and mission of this graduate degree program?

--

What are the core strengths of this graduate degree program?

--

What are the primary needs to achieve and advance the purpose/mission of this degree program?

--

Recruiting

Recruiting criteria include, but are not limited to, academic preparedness (GPA, standardized test scores, prerequisite degrees); diversity (gender, race, ethnicity, citizenship); number of applied/admitted/enrolled students

What types and numbers of students are you targeting for this graduate degree program?

--

What recruiting strategies are you currently using?

--

How effective are these strategies?

--

How do you evaluate recruiting effectiveness?

--

What would be required to be more effective in recruiting students for this graduate degree program? (list in rank order)

1.
2.
3.
Extend list as needed

Mentoring

Mentoring criteria include, but are not limited to, preparation for future career; scholarly development; professional community participation; appreciation for diversity; collaborative opportunities

Please provide the following supporting data on students in this graduate degree program:

	2008-2009	2009-2010	2010-2011
Number of research/scholarly presentations (or exhibitions, performances, etc. as appropriate) made by students in this program at state, regional, national, or international meetings			
Total number of peer-reviewed publications whose primary author is a student in this program			
Total number of peer-reviewed publications where a student in this program is a co-author			
Number of students from the previous year's graduating class that have found employment in the field			

Comment on data relevant to mentoring students in this degree program not captured in the table above.

--

What mentoring strategies are you currently using?

--

How effective are these strategies?

--

How do you evaluate mentoring effectiveness?

--

What would be required to be more effective in mentoring students in this graduate degree program? (list in rank order)

1.
2.
3.
Extend as needed

Management

Management data and criteria include, but are not limited to, the faculty and their scholarship, opportunities for and placement of graduates; average time to degree completion; degree completion rates; frequency of course offerings; graduate enrollment numbers (headcount and FTE); retention; number of degrees conferred; credit requirements; specializations offered; faculty resources

Please provide the following supporting data on faculty with a terminal degree who teach courses or mentor students in this graduate degree program:

	2008-2009	2009-2010	2010-2011
Number of faculty			
Average number of peer-reviewed publications (or books, exhibitions, performances, etc. as appropriate) per faculty member			
Number of faculty who received extramural grants for research			
Average dollar amount per faculty member of extramural grants received			

Comment on the data relevant to managing this graduate degree program not captured in the table above.

What are the professional/career opportunities for graduates of this degree program? Comment on the need for and viability of this program in terms of the graduate placement market.

How is this information communicated to potential and current students?

What strategies are used to keep this degree program current in terms of its:

a) Philosophy?

b) Methodology?

c) Technology?

What is the targeted time to completion for students in this degree program?

How is this information communicated to potential and current students?

In the past 3 years, how many students have completed their degrees within this targeted time? (numbers of students completing on time vs. total number of students)

What are the factors that affect completion?

If improvements are needed, what are they?

What is the minimum number of credits currently required for this graduate degree program?

How does the number of required credits comply with standards in the discipline/field (e.g., accrediting agency, professional certification board and/or peer degree program)? Would you increase or decrease required credits to degree, and why?

What changes, if any, should be made to the current specializations offered for this degree?

What would be required to make this graduate degree program more effective?

Funding

Funding criteria include, but are not limited to, funding sources (departmental, institutional, contracts, grants); percentage of students receiving support via tuition awards, assistantships, fellowships; average level and duration of support; selection process for tuition awards, fellowships, assistantships

Please fill in the following chart to show the number of students funded by type and level of funding (FTE), and the average amount of funding per student for 2008-2009, 2009-2010, and 2010-2011:

		2008-2009	2009-2010	2010-2011
Number of students funded by type and level of funding (FTE) per year		#	#	#
a) Externally funded fellowships, traineeships, & internships only	Full support (0.5 FTE)			
	Partial support (<0.5 FTE)			
b) USU fellowships only	Full support (0.5 FTE)			
	Partial support (<0.5 FTE)			
c) Teaching assistantships (departmental) only	Full support (0.5 FTE)			
	Partial support (<0.5 FTE)			
d) Research assistantships from internal sources only (UWRL, UAES, department, etc.)	Full support (0.5 FTE)			
	Partial support (<0.5 FTE)			
e) Research assistantships from external grant/contract sources only	Full support (0.5 FTE)			
	Partial support (<0.5 FTE)			
f) Administration or other assistantships only	Full support (0.5 FTE)			
	Partial support (<0.5 FTE)			
g) Combination of external support (a) <u>with</u> fellowships (b), or assistantships (c, d, e, &/or f)	Full support (0.5 FTE)			
	Partial support (<0.5 FTE)			
i) Combination of USU fellowships (b) <u>with</u> assistantships (c, d, e, &/or f))	Full support (0.5 FTE)			
	Partial support (<0.5 FTE)			
j) Combination of different types of assistantships (c, d, e, &/or f)	Full support (0.5 FTE)			
	Partial support (<0.5 FTE)			
k) Other Describe:	Full support (0.5 FTE)			
	Partial support (<0.5 FTE)			
Number of <u>self-funded</u> students per year				
Total numbers of students per year				
Average amount of funding per student per year		\$	\$	\$
a) Full support (0.5 FTE)				
b) Partial support (<0.5 FTE)				

Comment on data relevant to funding students in this graduate degree program not captured in the table above.

--

Comment on the sources and relative proportions of funding available to students in this graduate degree program.

--

Describe the adequacy and appropriateness of the current level of funding for recruiting and retaining graduate students to completion in this degree program.

--

Describe the adequacy and appropriateness of the current level of funding for recruiting and retaining faculty to build and sustain this degree program.

--

What could be done to more effectively fund graduate students in this degree program? (list in rank order)

1.
2.
3.
Extend list as needed

Are there any important aspects in evaluating this graduate degree program that have not been captured in the information above? If so, please comment.

--

Common Hour and Classroom Scheduling

Common Hour

W 11:30 – 12:45

Fall/Spring MWF Bell Times

MWF 7:30 – 8:20

MWF 8:30 – 9:20

MWF 9:30 – 10:20

MWF 10:30 – 11:20

MF 11:30 – 12:45

MWF 1:00 – 1:50

MWF 2:00 – 2:50

MWF 3:00 – 3:50

MWF 4:00 – 4:50

Fall/Spring TR Bell Times

7:30 – 8:45

9:00 – 10:15

10:30 – 11:45

12:00 – 1:15

1:30 – 2:45

3:00 – 4:15

4:30 – 5:45

Classes should not be taught during the Common Hour. Exceptions are:

- Labs that are longer than 90 minutes in length
- Classes that are longer than 90 minutes in length that use a specialty room
- Classes that are over 3 hours in length
- Classes designed to give common hour credit

Report from the Educational Policies Committee January 17, 2012

The Educational Policies Committee met on January 12, 2012. 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 January 12 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 January 12, 2012 which included the following notable actions:
 - The Curriculum Subcommittee approved 17 requests for course actions.
2. There were no action items to report from the Academic Standards Subcommittee.
3. There were no action items to report from the General Education Subcommittee.
4. Other EPC Business:
 - The request from the Department of Management to create a Hospitality and Tourism Management Minor was approved.
 - The request from the Department of Environment and Society to discontinue the PhD in Recreation Resource Management was approved.

1. <http://www.usu.edu/fsenate/epc/archives/index.html>

The problem: Current Code refers only to research when discussing external review letters. How can we accommodate the increasingly large number of USU faculty for whom research is a relatively minor part of their role statement?

405.7.2(1)

Current wording

Each reviewer should be asked to state, at the very least, the nature of his or her acquaintance with the candidate, and to evaluate the candidate's published work and/or creative endeavors and recognition and standing among his or her peers.

Change recommended by provost and deans

Each reviewer should be asked to state the nature of his or her acquaintance with the candidate. In addition, external reviewers will be asked to evaluate the performance, record and accomplishments of the candidate in both the major area of emphasis in his or her role statement, and, where appropriate, a second professional domain. Performance in the primary area of emphasis must reach or exceed the standard of excellence; while performance in the second domain must reach or exceed the standard of effectiveness (as required in Section 405.2.2). Finally, the external reviewers will be asked to evaluate the recognition and standing of the candidate among his or her peers.

Change recommended by PRPC December 13, 2011

Each external reviewer should be asked to state the nature of his or her acquaintance with the candidate. In addition, reviewers will be asked to evaluate the candidate based on the Faculty Code criteria (405. 2-6) and documentation provided. The external reviewers should evaluate the recognition and standing of the candidate relative to his or her peers.

**Academic Freedom and Tenure Committee
Committee Background Discussion on Proposed Code Revisions
December 2011**

Compiled by Richard Jenson, AFT Chair

[Note: The following discussion is provided as background for the proposed amendments to the Faculty Code].

Excerpts from AFT Minutes (January 24, 2011)

- _____ also proposed changes in the code governing the solicitation of external reviews. His proposed changes would require that the initial reviewer solicitation list be expanded to six (the required number of returned letters remains at four) with at least half of the potential reviewers from the candidate's. David suggested that this addresses the problem of failing to have four reviewers returned from the initial solicitation. There were concerns from some AFT Committee members that increasing the original solicitation to six may create waste in the process due to the imposition on reviewers who may not be necessary.
- _____ raised the issue of using external review letters from research collaborators noting that the code does not restrict this. Nevertheless, the central promotion and tenure committee has communicated a doctrine of "arms length" although it is not codified. Because of a relatively small research community in some cases, candidates may need, or find it advantageous to use collaborators as outside reviewers. However, it will be necessary in such cases to provide a context when they are used. Scott Budge was assigned to explore some wording that might be added to the code to address this situation.

Excerpts from AFT Minutes (October 13, 2011)

- It was moved that the AFT forward a recommendation to the Faculty Senate Executive Committee that 405.7.2(1) be amended to increase the initial solicitation of external reviewers to six letters, at least half from the candidate list (the required minimum number of returned letters in the binder remains at four). If fewer than four letters are returned, additional reviewers will be solicited, at least half coming from the from the candidate list. Also, wording was inserted stating that potential reviewers shall not be excluded from consideration solely because they have professional contact with the candidate. This motion passed.

Excerpts from AFT Minutes (November 10, 2011)

- The committee revisited the proposal approved during the October 13th meeting with respect to increasing the initial solicitation of external review letters from four letters to six [405.7.2(1)]. Those raising concerns about the change cited the additional effort on the part of department heads and reviewers to request, and for reviewers to write the additional letters. It was also argued that requiring six letters may not be necessary

because many department heads are likely to obtain commitments from reviewers in advance. Arguments in favor of six letters included: (1) would possibly lessen the impact of one negative letter; (2) reduce concerns about meeting tenure and promotion deadlines; and (3) many department heads are already requesting more than four letters. After this discussion no motion was made to amend, and therefore the previously approved recommendation will stand.

**ACADEMIC FREEDOM AND TENURE COMMITTEE
PROPOSALS FOR CODE REVISIONS
CARRY-OVER FROM 2010-11**

Proposal 2. Recommendation for changes to the Code related to solicitation of external review letters.

405.7.2(1) External peer reviews.

Prior to September 15, the department head or supervisor will make a solicitation of letters from at least ~~six~~four peers of rank equivalent to or higher than that sought by the candidate. ~~If fewer than four letters arrive, additional letters will be solicited only to attain the minimum of four letters.~~ The reviewers must be external to the university and must be held with respect in academe. The candidate ~~shall~~will be asked to submit the names of potential reviewers and to state the nature of his or her acquaintance with each of them. ~~The number of names should be at least equal to the number of letters to be solicited. At least one-half of the reviewers must be selected from the candidate's list. The candidate may also submit names of potential reviewers that he or she does not want contacted, although this list is not binding on the department head or supervisor. Potential reviewers shall not be excluded from consideration solely because they have a professional contact with the candidate, such as co-authorship or creative collaboration. The candidate may also submit names of potential reviewers that he or she does not want contacted, although this list is not binding on the department head or supervisor. The intent of the solicitation is to obtain at least four review letters. For this purpose the initial letters should be solicited from six peers. At least one-half of the potential reviewers must be selected from the candidate's list. If fewer than four letters arrive, additional letters shall be solicited, at least half of which must be selected from the candidate's list. This process shall be repeated as necessary but only to attain the minimum of four letters. Letters arriving after the tenure advisory committee has reviewed and submitted its recommendation to the department head or supervisor (see Code 405.7.2(2)), shall not be considered.~~

The department head or supervisor and the tenure advisory committee shall mutually agree to the potential peer reviewers from whom letters will be solicited. A summary of the pertinent information in his or her file initially prepared by the candidate and a cover letter initially drafted by the department head or supervisor with final drafts mutually agreed upon by the candidate, the tenure advisory committee, and the department head or supervisor shall be sent to each reviewer by the department head or supervisor. Each reviewer should be asked to state, at the very least, the nature of his or her acquaintance with the candidate, and to evaluate the candidate's published work and/or creative endeavors, and recognition and standing among his or her peers. Copies of these letters will become supplementary material to the candidate's file (see Code 405.6.3).

A waiver of the external review process may be granted by the president when such a process is operationally not feasible for a particular set of academic titles and ranks.

327.5 RETENTION OF AUTHOR'S COPYRIGHT TO SCHOLARLY ARTICLES AND DEPOSIT IN THE UNIVERSITY'S OPEN ACCESS REPOSITORY [DRAFT JANUARY 10, 2012]

5.1 Definition

For purposes of this policy scholarly articles refer to articles presented in peer-reviewed scholarly journals. Popular writings, commissioned articles, fiction and poetry, as well as instructional materials, such as textbooks, courseware, tests and lecture notes are exclusive of this policy.

5.2 Policy

In harmony with the University's mission of serving the public through learning, discovery, and engagement, faculty members are committed to the wide dissemination of their scholarly articles, including utilizing new technologies to facilitate the open sharing of their scholarly articles.

5.2.1 Policy: Author's Rights

The University recognizes the importance of copyright and urges faculty members to retain rights to their own scholarly articles. Therefore, if the publisher of a peer-reviewed journal requires the transfer of copyright, the University expects faculty members to negotiate the terms of the publisher's contract. The University requires faculty members to attach an addendum to the publisher's contract asserting the faculty member's right to retain the copyright and /or the right to deposit the published version or pre-print version of the of the scholarly article in the University's open access repository. 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.

5.2.2 Policy: Deposit in the University's Open Access Repository

Each faculty member grants permission to the University to make a copy of all his or her scholarly peer-reviewed journal articles published while employed by the University available in the University's open access institutional repository. 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 faculty author as the copyright holder of the work, but instead promotes a wide distribution and increased 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.

5.3 Procedures

5.3.1 Procedures: Author's Rights

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 5.3.2 below will pertain. If copyright is transferred to the publisher, the author will attach an addendum provided by the USU Libraries. This addendum

1. will retain for the author 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 the author's teaching, conference presentations, lectures, other scholarly works, and professional activities;
2. will retain for the author 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 the author cites the journal in which the article has been published as the source of first publication, when applicable; and
3. will require the publisher to 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 (5.2.2).

If the publisher rejects the addendum, the author may choose to request a waiver and sign the contract, thus giving up ownership and/or the ability to deposit the article in the University's open access repository.

5.3.2 Procedures: Deposit in the University's Open Access Repository

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 University's open access repository. If required by the publisher, or upon request of the author, the University's open access repository will delay access to an article for a specified period of time.

5.4 Responsibilities

This policy will be administered on behalf of the Office of the Provost by the USU Libraries.

Memorandum of Understanding

Robins Award for Faculty Contribution to Shared University Governance

January 11, 2012

The leadership of the Utah State University Faculty Senate wants to recognize a faculty member each year at the Robins Awards for their contribution to shared university governance. One of the university values in the Code is the commitment by faculty and the administration to share governance. It is essential to have civil discourse and a functioning governance system. As such we have created the Award for Faculty Contribution to Shared University Governance. This award and our commitment to pay for the trophy each year has been discussed with Student Activities Administration and the Student Leadership Board via Linda Zimmerman, and permission was given to the Faculty Senate to create such a Robins Award on January 10, 2012. We will pay for the trophy each year, and there has been an agreement that it will be presented as part of the Robins Awards. The Faculty Senate will set up criteria for the award and have one of its standing committees participate in the selection of the recipient each year. The Faculty Senate will notify the Robins Awards Committee of the recipient each year in accordance with the Robins Committee's schedule.

Signed:

Joan A. Kleinke, Faculty Senate Executive Secretary
(Contact Person - 797-1776)

Date

Glenn McEvoy, Faculty Senate President

Date

Vincent Wickwar, Faculty Senate Past-President

Date

Renee Galliher, Faculty Senate President-Elect

Date