

Utah State University

DigitalCommons@USU

---

Faculty Senate & Faculty Senate Executive  
Committee

Faculty Senate

---

10-4-2010

## Faculty Senate Agenda, October 4, 2010

Utah State University

Follow this and additional works at: [https://digitalcommons.usu.edu/fs\\_fsexec](https://digitalcommons.usu.edu/fs_fsexec)

---

### Recommended Citation

Utah State University, "Faculty Senate Agenda, October 4, 2010" (2010). *Faculty Senate & Faculty Senate Executive Committee*. Paper 422.

[https://digitalcommons.usu.edu/fs\\_fsexec/422](https://digitalcommons.usu.edu/fs_fsexec/422)

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](mailto:digitalcommons@usu.edu).





## **FACULTY SENATE MEETING**

October 4, 2010

3:00 - 4:30 p.m.

Merrill-Cazier Library, Room 154

### **Agenda**

---

- 3:00 Call to Order.....Vince Wickwar**  
Approval of Minutes September 13, 2010
- 3:05 Announcements.....Vince Wickwar**
- Roll Call
  - Parliamentary Search
  - Faculty Forum November 1, 2010 (TSC Auditorium)
- 3:10 University Business.....Stan Albrecht, President**  
Raymond Coward, Provost
- 3:40 Consent Agenda.....Vince Wickwar**
- Educational Policies Committee Report
  - Honors Program Report
  - Library Advisory Council Report
  - Parking Committee Report
  - EPC Items
  - ADVS's Proposal for a Doctor of Veterinary Medicine degree
- 3:45 Information Items**
1. Summer School Calendar.....James Morales and Raymond Coward
- 4:05 Action Items**
1. PRPC Section 402.3 - 402.9 The Faculty Senate and Its Committees.....Bob Parson
- 4:30 Adjournment.....Vince Wickwar**



**USU FACULTY SENATE  
MINUTES  
SEPTEMBER 13, 2010  
Merrill-Cazier Library, Room 154**

Vince Wickwar called the meeting to order at 3:04 p.m.

**Approval of Minutes**

Byron Burnham made a motion to approve the minutes of April 26, 2010. Motion was seconded and passed unanimously.

**Announcements – Vince Wickwar**

**Roll Call.** Members are reminded to sign the role sheet at each meeting.

**Broadcasting all FS and FSEC meetings to Senators at a distance.** We will be broadcasting our meetings this year to the CEU campus, RCDE and Extension sites. Please be aware of open microphones around the room. Whispered comments may be picked up by them as well as shuffling of papers etc.

**FS Website.** Most information that you need to know for all FS meetings is available on the FS website. This includes the calendar, members roster, committee assignments and the handbook. <http://usu.edu/fsenate/>

**Parliamentarian.** A parliamentarian is needed to serve with the Faculty Senate. They do not have to be an elected senate member. Let Vince know of anyone who would be willing and qualified to serve.

**University Business – President Stan Albrecht.**

President Albrecht highlighted several items. The final audit numbers were good news for USU. The existing deficits should be covered by rainy day funds, but we are not ready to declare victory yet.

Enrollment is up in all areas. When comparing Day 9 to day 15 last year, we are up about 800 head count on the Logan campus and about 400 on the RCDE campuses. All indicators are very positive. The freshman class is up about 6% and transfers are up about 7%. Minority students have increased about 17% on the Logan campus and 62% on the RCDE campuses.

A committee has been looking at how to improve the enrollment and programs during summer semester and a report will be presented to the Faculty Senate in a future meeting.

Four ribbon cuttings are taking place on new facilities this month.

The campaign has passed the \$300 million mark over the summer and is on track to meet the \$400 million goal.

The CEU transition is going very well and there has been great cooperation among all parties.

### **Consent Agenda Items – Vince Wickwar.**

A motion to approve the consent agenda was made by Glenn McEvoy and seconded by Doug Jackson-Smith. Motion passed.

### **Information Items**

**Ad Hoc Code Compliance Committee – Ed Heath.** This committee arose from concerns expressed in last year's faculty forum. Some faculty members were not comfortable bringing issues forward about the code not being followed by administrators. This process was put into place as another option other than going through the grievance process. Faculty present their information and concerns to the Faculty Senate President who then takes it to the committee. The committee evaluates the concerns and if deemed necessary, passes the information along to the lowest level administrator and then works through the appropriate channels. The committee is composed of three members; the immediate Past President of the Faculty Senate, and elected members from BFW and AFT. The committee is still working through one of the issues brought forward last year.

**Learning Management System (LMS) – Robert Wagner.** USU is part of a multi institutional consortium, UEN, that contracts for our learning management system. Since fall 2007 the consortium has used the LMS entitled Blackboard Vista. The contract for Blackboard Vista will end at the end of June 2012, and the company will no longer support it. Therefore a new LMS needs to be selected. Representatives from each of the institutions have been meeting as a committee to identify new LMS options. In June the committee identified six LMS products to consider and looked at all of them very closely over the summer. USU chose to get faculty involved, and with the help of the FACT center identified the top three options available. Faculty were provided opportunities for training and were able to use these products over the summer. The options USU focused on were Blackboard 9, Desire to Learn, and an open source product called Moodle.

The consortium has given Blackboard an opportunity to present a contract extension proposal, which would also include the bundling of several other products that USU licenses from Blackboard but currently pays for separately. An RFP is being drafted as well in case the contract proposal is not satisfactory. A decision is anticipated on the Blackboard extension in the immediate future; if the RFP process becomes necessary a decision could be reached by the end of the fall. There will then be an 18-month migration, starting January 1, 2012, for training and courses to whatever system is selected.

### **Ad Hoc Committee to Recommend Code Changes to Integrate USU-CEU – Vince Wickwar.**

This committee is required by the MOU, at the direction of the Regents. It was also something that was promised in the Senate Resolution brought forward last year when three additional senators from CEU were added to the Faculty Senate. There are two members from CEU on the ad hoc committee and a number of people with extensive faculty senate experience. This committee will work intensively until at least February, or later if needed.

### **New Business**

**Research Council Member Approval – Glenn McEvoy.** Bob Pack has agreed to serve on the Research Council. The Senate must give formal approval. Glenn McEvoy moved to accept Bob Pack as a member of the Research Council, a second was received and the motion passed unanimously.

### **Adjournment**

Motion to adjourn at 4:25 p.m.

**2009-2010 ANNUAL REPORT OF THE  
EDUCATIONAL POLICIES COMMITTEE**

**Laurens H. Smith Jr., Chair**

**September 7, 2010**

## **2009-2010 Annual Report of the Educational Policies Committee September 7, 2010**

### **Membership:**

#### **The membership of the 2009-2010 Utah State University Educational Policies Committee**

Larry Smith, Chair, Provost's Office  
David Hole, Agriculture, Academic Standards Subcommittee Chair  
David Olsen, Business  
Scot Allgood, Education and Human Services  
Ed Reeve, Engineering, Curriculum Subcommittee Chair  
Ed Glatfelter, Humanities, Arts and Social Sciences  
Nancy Mesner, Natural Resources  
Richard Mueller, Science  
Norm Jones, General Education Subcommittee Chair  
Ronda Menlove, Regional Campuses & Distance Education  
Erin Davis, Libraries  
Susan Crowley, Graduate Council  
Tyler Tolson, ASUSU President  
Ben Croshaw, ASUSU Academic Senate President  
Rick Kelly, Graduate Student Senate President  
Bill Jensen, Staff (ex officio member)  
Cathy Gerber, Staff (ex officio member)

### **Meetings:**

The Educational Policies Committee (EPC) is a standing committee of the Faculty Senate. During the 2009-2010 academic year, the EPC met on the first Thursday of every month at 3:00 p.m. in the Champ Hall Conference Room in Old Main.

The EPC is supported by following three subcommittees.

Curriculum Subcommittee	Ed Reeve, Chair,
General Education Subcommittee	Norm Jones, Chair
Academic Standards Subcommittee	David Hole, Chair

### **Actions:**

The EPC took the following actions in 2009-2010:

## A. Originating from the Curriculum Subcommittee:

Table1. EPC actions during the 2009-2010 academic year.

UNIT	EPC APPROVED ACTION
Biological & Irrigation Engineering	Change Department Name to Biological Engineering
Biological & Irrigation Engineering	Move M.S. and Ph.D. Irrigation Engineering to Department of Civil and Environmental Engineering
Computer Science	New B.S. degree in Computer Science (China)
Family, Consumer, Human Development	New M.S. in Marriage and Family Life
Health, Physical Education and Recreation	Rename M.S. to Health and Human Movement
Health, Physical Education and Recreation	Rename Teaching Emphasis to Physical Education Teaching Emphasis in Human Movement B.S.
Landscape, Architecture, and Environmental Planning	Administratively Move Department to the College of Agriculture
Nutrition, Dairy, and Food Sciences	Discontinue Culinary Arts and Food Services Management option in NDFS B.S.
Plants, Soils, and Climate	New Major in Plant Sciences
Regional Campuses and Distance Education	New Associates Degree in Pre-Engineering
Teacher Education and Leadership	Graduate Route to Licensure

Other actions:

The Curriculum Subcommittee approved a total of 453 course changes (new and deleted courses, prerequisite changes, prefix and title changes, etc.).

### EPC Report, December 7, 2009

- It was the decision of the Curriculum Subcommittee to list inactive courses in the General Catalog at the end of the course descriptions under a separate heading titled “Inactive Courses”. Presently, they are listed among a department’s course offerings with the language “This course is not currently being taught” in the description, causing confusion. The “Inactive Courses” heading will include the statement, “these courses are not currently being taught”.

## B. Originating from the General Education Subcommittee:

Table 2. Courses approved by the EPC for General Education use.

Course Prefix and Number	Course Title	Course Designation	Department
APEC 5015	Firm Management, Planning, and Optimization	Quantitative Intensive	Applied Economics
APEC 5020	Strategic Firm Management	Communications Intensive	Applied Economics
GEO/PHYS 3150	Energy in the Twenty-first Century	Quantitative Intensive	Geology/ Physics
GEO/PHYS 3150	Energy in the Twenty-first Century	Depth Life and Physical Science	Geology/ Physics
HIST 4840	The American Republic in the World to 1920	Depth Social Sciences	History
HIST 4841	The American Republic in the World Since 1890	Depth Humanities and Creative Arts	History
HONR 1300	U.S. Institutions	Breadth American Institutions	Honors
HONR 3030	Special Topics: Social Sciences	Depth Social Sciences	Honors
PRP 3050	Evaluation of Recreational Services	Quantitative Intensive	Health, Physical Education and Recreation
SOIL 5750	Environmental Quality: Soil and Water	Communications Intensive	Plants, Soils, and Climate
SPCH 1020	Public Speaking	Breadth Humanities	Language, Philosophy, and Speech Communication
SPCH 2110	Interpersonal Communications	Breadth Humanities	Language, Philosophy, and Speech Communication
SPCH 4200	Language, Thought, and Action	Depth Social Science	Language, Philosophy, and Speech Communication
SSWA/ENVS 5640	Conflict Management in Natural Resources	Communications Intensive	Sociology, Social Work, and Anthropology
USU 1300	U.S. Institutions	Breadth American Institutions	General Education University Studies
USU 1320	Civilization: Humanities	Breadth Humanities	General Education University Studies



Other actions:

EPC Report, November 5, 2009

- Expiration date for General Education Courses: The General Education Committee voted unanimously to impose a 15 year shelf life on courses articulated for general education. Those wishing to use credits older than that may appeal to the Chair of the General Education Committee.

### **C. Originating from the Academic Standards Subcommittee:**

Actions taken by the Academic Standards Subcommittee include the following:

EPC Report, October 6, 2009

- Changes to the E-mail Communication Policy were approved to now read:

*All students enrolled at USU must specify a preferred e-mail address in the central system of record. A university-provided account or a commercial service provider e-mail account may be specified. A preferred e-mail addresses may be specified or changed at <http://id.usu.edu/>. University officials, including advisors, professors, administrators, and various office personnel, may use a student's preferred e-mail account as an official means of communication. It is the responsibility of all students to check their e-mail accounts on a regular basis. Students will be held accountable as being officially notified when any correspondence is sent by University representatives to their preferred@ e-mail accounts.*

This change allows students to use an email account of their choice as their preferred account rather than that provided by the university.

- FERPA training policy: Current policy states that deans and department heads insure that faculty are trained in FERPA procedures and the Human Resources office tracks this training. A motion was passed that deans and department heads will be notified of faculty who need training and that the training will be effective for three years. After three years, if the faculty member is not retrained, they will lose access to confidential records. The training will be available on-line and provided by the Registrar's office. It was recommended that this policy go into effect in October 2010.

EPC Report, December 7, 2009

- Current Academic Standing: The committee approved a motion to use attempted hours rather than earned hours in the calculation of a student's academic standing. Briefly, the change is that a student will be allowed up to 36 attempted credit hours rather than 30 earned hours before a GPA of less than 2.00 triggers an official academic warning. The rationale for this proposed change is to give students more warning when they are in academic trouble so they have a greater chance of recovering. (The entire proposed academic policy language change can be found on the Academic Subcommittee website).

EPC Report, January 19, 2010

- The Academic standards subcommittee approved the following language changes for the General Catalog concerning second bachelor's degrees.

**Current Language:**

***Second Bachelor's Degree***

*Applicants for a second bachelor's degree must file an application with the Admissions Office and obtain the recommendation of their academic dean prior to being admitted. A second bachelor's degree is available only to those on whom a first bachelor's degree has been conferred by a regionally-accredited institution. Students must complete a minimum of 30 USU credits beyond those applied toward the first bachelor's degree, 18 of which must be earned in department approved upper-division courses related to the major. USU credits may be earned in courses completed at USU's Logan campus or at designated centers, or through classes offered by Regional Campuses and Distance Education through USU. Candidates for a second bachelor's degree must have met the American Institutions requirement in the first bachelor's degree, or complete the requirement before receiving the second bachelor's degree.*

**Note:** *The first bachelor's degree must have been awarded by a regionally-accredited college or university.*

**Revised Language** (Changes to existing language underlined.):

***Second Bachelor's Degree***

*Applicants for a second bachelor's degree must file an application with the Admissions Office and obtain the recommendation of their academic dean prior to being admitted. A second bachelor's degree is available only to those on whom a first bachelor's degree has been conferred by a regionally-accredited institution. Students must complete a minimum of 30 USU credits beyond those applied toward the first bachelor's degree, 18*

*of which must be earned in department-approved upper-division courses related to the major. USU credits may be earned in courses completed at USU's Logan campus or at designated centers, or through classes offered by Regional Campuses and Distance Education through USU.*

*Students may apply for a second bachelor's degree only if the major is different from the major in the first bachelor's degree. Candidates for a second bachelor's degree must have met the American Institutions requirement in the first bachelor's degree, or complete the requirement before receiving the second bachelor's degree.*

**Note:** *The first bachelor's degree must have been awarded by a regionally-accredited college or university.*



## **Honors Program Annual Report 2009-2010**

**PURPOSE:** The Honors Program provides students with an enhanced track and customized opportunities for their lower and upper-division course requirements. Students and faculty work together in intensive seminars, experimental classes, interdisciplinary courses, writing projects, and special activities. Members of the program earn Honors credit on their transcripts and pursue one of three different Honors degrees.

**PERSONNEL:** Dr. Christie Fox, Director; Amber Summers-Graham, Coordinator of Programs; Beth Heaton, Staff Assistant; Student Peer Advisors: Nikelle Holbrook; Leah Whitchurch.

### **HONORS FELLOWS 2009-2010:**

Marti Bowles  
Karmella Dolcheck  
Muriel McGregor  
Kaylee Savage  
Morgan Summers

Cyri Dixon  
Jylisa Doney  
Lance Petersen  
Darcy Stewart  
Leah Whitchurch

### **OVERVIEW**

The Honors Program at Utah State was founded in 1964, and has evolved into a growing, thriving Program that helps high ability students achieve success.

Honors graduated 34 students this academic year. Their senior theses are available on the Merrill-Cazier Library's Digital Commons. We have now graduated more than 660 students. The fall 2009 freshman class comprised 5% of the overall freshman class. Overall, Honors students comprised 3.5% of the undergraduate population at the USU Logan campus. This is in line with national best practices.

The fall of 2009 marked the first time we welcomed our newer, more selective freshman class. More than 140 students were selected from a potential pool of 800 students. After contacting these 800 students repeatedly as part of the Admissions Office communication plan, we received 242 completed applications. Approximately 58% of these students enrolled in our class. While high, this is a good response from an abbreviated season. We only started recruiting students to this newer class and rolling out the new—more difficult—application in the spring semester of 2009. These 140 students enrolled in smaller breadth courses: Honors breadth courses are now capped at 25, while the depth courses remained capped at 15. We believe this allows us to give students a higher quality experience in classes sized to facilitate student involvement, interaction, and discussion.

The Honors Research Fund continued its success, although student participation remains smaller than we would like. Honors funded 18 students, up from 14 in 2008-2009. Honors students received a total of \$7646. Honors annually budgets \$15,000 for the Honors Research Fund, and

thus would like to see more students apply so that the full budget amount may be utilized each year. This Fund offers awards of up to \$800 to Honors students who are pursuing their own research; are studying or volunteering abroad; who need matching funds to attend a national conference. The students are selected by a faculty committee and submit a written report at the end of their research period/study abroad/conference.

This year, Honors offered Honors Lab sections for BIO 1610 and BIO 1620. These labs enable Honors students to participate in the general BIO classes, but to interact with other Honors students in the hands-on portions of the class.

## **HIGHLIGHTS:**

### **Selected Faculty Highlights:**

**Ann Anderson**, Professor for the Department of Biology, was awarded the 2010 Undergraduate Mentor of the Year Award for the College of Science.

**Anne Austin**, Vice Provost for Faculty Development and Diversity and Faculty for the Department of Family Consumer and Human Development, was named founding director of the new USU Center for Women and Gender.

**James P. Evans**, Professor of Structural Geology, received Utah State University's Outstanding Graduate Mentor of the Year award.

**Barbara Fiechtl**, Clinical instructor and Honors Departmental advisor for the Department of Special Education and Rehabilitation, was named a Group Fellow at the Center for Persons with Disabilities.

**Lee Rickords**, Associate Professor and Departmental Honors Advisor for the Department of Animal, Dairy and Veterinary Sciences, was named the 2010 Undergraduate Research Mentor of the Year for the College of Agriculture.

**Susan Shapiro**, Associate Professor for the Department of History, has had her HONR 1320: Ancient World through Film syllabus posted on the National Collegiate Honors Council (NCHC) website.

**David Peak**, Professor and Departmental Honors advisor of physics, was named Utah's 2009 Carnegie Professor of the year.

**Wayne Wurtsbaugh**, Professor and Departmental Honors advisor for the Department of Watershed Sciences, received a Fulbright Senior Fellowship to teach and conduct research at Argentina's Universidad Nacional de Córdoba in spring 2011.

### **Selected Student Highlights:**

110 Honors students received 4.0 GPAs

47 Honors students participated at Student Showcase in March 2010.

39 Honors Students received the prestigious A Pin.

16 Honors students participated in Research On Capitol Hill in Salt Lake City.

8 Honors students participated in the Utah Conference on Undergraduate Research.

6 Honors students participated in the 2010 National Conference for Undergraduate Research in Missoula, Montana.

5 Honors students received Undergraduate Research and Creative Opportunity (URCO) Grants.

Justin Koeln was selected as a 2010 Goldwater Scholar. (Daniel Fenn was also awarded a Goldwater Scholarship. He is not currently an Honors student.)

Robert Call received a 2010 Goldwater Honorable Mention.

Kayla Woodring was recognized as a Harry S. Truman Scholarship Finalist. She was USU's first finalist since 2002 and the university's first female finalist.

Tyler Larsen was the only student from USU selected to attend the 2010 "Posters on the Hill" event in Washington, D.C.

Honors alumni Krista Viau, Jessie Oliver, and Heidi Moss's article, "Warfarin Knowledge in Patients with Atrial Fibrillation: Implications for Safety, Efficacy, and Education Strategies" will be published in the international journal *Cardiology*.

Cody Tramp was awarded a Phi Kappa Phi Fellowship (\$5,000) for graduate study during the 2010-2011 academic year as well as being named as a Yoerger Presidential Fellow.

Linsey Johnson received a first place "Focus on Children Award" from the Utah chapter of Family, Career and Community Leaders of America.

### **Undergraduate Researchers of the Year:**

Kayla Woodring	College of Humanities, Arts, and Social Sciences
Darcy Stewart	Jon M. Huntsman School of Business
Alex Hatch	College of Engineering
Danielle Babbel	College of Natural Resources
Sherry Baker	College of Science

The following Honors students placed in the annual Robins Awards:

Bill Robins Memorial Award  
Danielle Babbel      Anthropology & Geography

Achievement of the Year Award  
Lance Larsen      Business Administration

Talent of the Year Award  
Jennifer Ewell      Graphic Design

Utah State University's International Genetically Engineered Machine (iGEM) team competed against more than 110 other teams at MIT during the 2009 jamboree, winning a gold medal. Honors Program Team members included Sean Bedingfield, Cole Peterson, and Alex Hatch.

James Wilson and Alex Hatch were two of ten students from USU that received Engineering Undergraduate Research Program (EURP) Awards.

Jen Ewell, Katherine Webb, Sean Bedingfield and Nathan Israelsen presented at the Western Regional Honors Council 2010 Conference in Jackson Hole, Wyoming.

Two Honors students placed at the Northwest Forensic Conference as part of the USU Speech and Debate Team: Justin Hinh and Justin Jerez.

Members of Utah State University's Get Away Special "GAS" student team of nine students including Honors students Justin Koeln (2010 Goldwater Scholar) and Travyn Mapes were among 14 university teams awarded a spot with NASA's Reduced Gravity Student Flight Opportunities Program, also known as "Microgravity University," where they were able to ride on the "vomit comet."

Karmella Dolecheck was selected as one of the student ambassadors of the College of Agriculture for the upcoming 2010-2011 school year.

Sherry Baker and Lyndie Jensen participated in USU Biology Department's Spring Undergraduate Research Symposium each receiving outstanding poster awards.

Ruth Hilton, Amber Rasmussen, and Kandace Shoell received Academic All-WAC Honors for spring 2010.

Sean Bedingfield's research poster was awarded second place in his division at the regional Institute of Biological Engineers (IBE) hosted by USU.

Tasha Falslev and Jylisa Doney were honored as Outstanding Undergraduate Teaching Fellows for 2010.

Tessa Ryser published her interview with young adult literature author Michael Spooner in *Authors Unleashed*. This project was as part of her Honors contract in English 3510.

Lance Peterson and Robert Call were officers of Utah State University's chapter of the Society of Physics Students that, for the fourth year in a row, has been designated an "*Outstanding Chapter*" by the society's national office.

Derek Kent and Vikki Ballard competed and placed first in sports management marketing and international business and marketing concepts, respectively, at a state business competition.

Cyri Dixon was sworn in as Residence Hall Association President for the 2010-2011 school year. A program she developed also received a Top 10 award at Intermountain Affiliate of College and University Residence Halls (IACURH) Regional Conference at Northern Arizona University in Flagstaff.

## **DATA:**

- I. Curricular Activities, 2009-2010
- II. Extracurricular Activities, 2009-2010
- III. Appendices

## **I. CURRICULAR ACTIVITIES, 2009-2010**

### **A. Students in the Honors Program**

Entering 1<sup>st</sup>-years

Fall 2009	142
Fall 2008	315
Fall 2007	327
Fall 2006	424
Fall 2005	350



Students in Honors Courses	Fall Classes	Fall Contracts	Spring Classes	Spring Contract
2009-2010	313	70	264	106
2008-2009	545	104	310	103
2007-2008	505	147	326	125
2006-2007	522	104	414	98
2005-2006	609	143	347	138

## **B. Honors Graduates**

Number of students who received Honors degrees in 2009-2010: 34

The names of 2009-2010 Honors degree recipients and the titles of their senior Honors theses/projects appear in Appendix A.

## **C. Honors Courses**

Number of compensated course offerings in 2009-2010: 36 (including 5 sections of Honors Connections) (2005-2006: 42; 2006-2007:43; 2007-2008: 52; 2008-2009, 47)

Note on compensation: The Honors Program compensates courses listed with the HONR prefix, plus 2-4 sections of ENGL 2010H, and two-three Math courses per year: Math 1220H and Math 2210H. In conjunction with the Huntsman School of Business, we offered an Honors section of ACCT 2010, and some Honors seats in MGT 3110.

A list of 2009-2010 Honors courses and enrollment statistics appear in the Appendix B of this report.

## **D. Honors Degrees Offered**

Students work towards one of three Honors degrees. These degrees appear on the students' transcripts and diplomas.

University Honors: 27 total Honors credits, comprising lower-division Honors credits from the program's approved course list plus completion of an individually designed upper-division plan (including a senior thesis/project).

Honors in University Studies with Department Honors: 27 total Honors credits, comprising lower-division Honors credits from the program's approved course list plus completion of an approved upper-division Department Honors Plan (including a senior thesis/project).

Department Honors: 15 total Honors credits in an approved upper-division Department Honors Plan (including a senior thesis/project).

### **E. Faculty Participating in Honors**

USU faculty participate in the Honors Program in a number of ways:

- teaching compensated lower-division Honors classes;
- working with upper-division Honors students in upper-division classes on a contract basis;
- serving on the Honors Advisory Board (Appendix);
- serving as Department Honors Advisors – guiding upper-division students through their Department Honors Plans (see list - Appendix);
- advising students in their Senior Honors Projects/Theses;
- serving on Rhodes, Goldwater, and Truman campus committees and advising students in the completion of their applications.

Appendix C lists faculty teaching Honors courses; serving as thesis/project advisors; working with Honors students on a contract basis; serving on the Honors Advisory Board; and as Department Honors Advisors.

## **II. EXTRACURRICULAR ACTIVITIES, 2009-2010**

### **A. Fellowships, Scholarships, and Research Programs National and International Scholarship Programs:**

The Honors Program serves as an information and processing center for national scholarship programs, including Rhodes Scholarships, British Marshall Scholarships, Harry S. Truman, Morris K. Udall, and Barry Goldwater Scholarships. As of Fall 2005, the Fulbright Graduate Fellowships are administered through the office of the Vice Provost for International Programs.

We invite faculty to nominate exceptional students for these awards and to encourage qualified students to apply. Our office provides materials outlining each award, and we provide application feedback and mentoring for qualified applicants. The Truman and Goldwater programs provide awards for undergraduates nominated in their sophomore or junior years. Other programs are designed for students continuing on to graduate school.

In 2009-2010, four students were nominated for the Barry M. Goldwater Scholarship, and three of them received recognition from the Foundation: Daniel Fenn (Physics) and Justin Koeln (Mechanical Engineering) received the award, and Robert Call (Physics) received an honorable mention.

Kayla Woodring (Political Science) was a finalist for the Harry S. Truman Scholarship and participated in an interview in Phoenix, Arizona. Only students who make it through the first round of consideration are chosen for an interview.

Trenton Olsen represented USU in the British Marshall Scholarship competition, and Grayson Weeks represented USU in the Rhodes Scholarship competition.

### **Honors Program Scholarships**

Through generous donations, Honors has established several endowed scholarships. The Helen B. Cannon and Lawrence O. Cannon Awards carry a monetary stipend of \$500 at the time of the award and \$500 upon the student's graduation.

Lance Petersen	2010 Lawrence O. Cannon Scholar
Jonathan Chambers	2010 Helen B. Cannon Scholar
Kayla Woodring	2010 Douglas D. Alder Scholar
Robert Call	2010 Douglas D. Alder Scholar

Drs. Joseph G. and Karen W. Morse established the Morse Scholarship to assist future generations of students in the Honors Program at Utah State University. Joe and Karen came to USU in 1968. While at USU, Joe was Director of the University Honors Program and Associate Professor of Chemistry. Dr. Karen Morse formerly served as USU's Provost and recently retired from the position of president of Western Washington University.

The 2010 recipient of the Morse Scholarship was Jylisa Doney.

The Koch Study Abroad Scholarship (formerly known as the Honors Study Abroad Scholarship), supported by Art and Mary Heers, provides funds for students to pursue opportunities abroad. This year's winner, Mackenzie Van Engelenhoven, will be studying at the University of Chester in Chester, England, for the academic year.

### **B. Last Lecture**

The 35<sup>th</sup> annual "Last Lecture" was given April 13<sup>th</sup> in the TSC West Ballroom by Dr. Charles M. Swenson, Director of the Center for Space Engineering and Professor of Electrical and Computer Engineering. Dr. Swenson was chosen by a committee of USU Honors students to give his theoretical "last lecture" to students and his faculty peers. His lecture, "We Choose to Go to the Moon," can be heard by visiting [honors.usu.edu](http://honors.usu.edu).

## **V. APPENDICES**

### **Appendix A.**

#### **2009-2010 Recipients of Honors Degrees and Titles of Honors Senior Projects**

##### **College of Agriculture**

Christine Arnold	<i>Vitamin D Deficiency in the United States: How Common is it?</i>
Jennifer Day	<i>Evaluation and Validation of BODPOD Body Scan Method as Compared to DEXA, Effect of Calcium and Caloric Intake in Female Collegiate Track Athletes</i>
Mary Dimmick	<i>An Investigation of Dietary Supplement Action as a Potential Source of Nutrition Misinformation Hindering the Development of Healthy Eating Habits in the College Population</i>
Kelsey Eller	<i>Weight Discrimination: Why Current Perceptions Need to Change</i>
Hyrum Gillespie	<i>Lifespan of Prokaryote Model Organism Escherichia Coli K-12</i>
Brittany Sagers	<i>Significant Interactions With the Most Commonly Used Herbal and Nonherbal Supplements Impact Warfarin Safety and Efficacy</i>
Christy Somsen	<i>To What Extent Do Local Farmers' Markets, Community Supported Agriculture Programs, and Community Gardens Help Low-Income Families Improve Access to Fresh, Local Produce?</i>
Erin Young	<i>Discovering Metabolic Networks of Bovine Fertilization</i>

##### **College of Business**

Vikki Ballard	<i>History, Culture, and Chinese Business Practices: Using Sociological Awareness to Avoid Common Faux Pax</i>
Austin Bowles	<i>The Temple Recommend: A Solution to the Free-Rider Problem</i>
J. Myles Powell	<i>The Impact of Virtual Private Network (VPN) on a Company's Network</i>

##### **College of Education and Human Services**

Danielle Jensen	<i>Parental Perspectives of Play with Preschool Children</i>
Lindsay Neidrich	<i>Reflective Practice in Anti-Bias Education</i>

##### **College of Engineering**

Jake Erramouspe	<i>Autonomous Security Patrol System</i>
-----------------	--

David F. T. Carvajal *Wavelets as a Denoising Approach of Cartilage Displacement Fields Determined by MRI*

### **College of Humanities, Arts and Social Sciences**

Danielle Babbel *Perspectives on the Interpreting Program for Spanish Speakers at Logan Regional Hospital and Access to Health Care*

Courtney Edwards *Looking Past, Seeing Through: The Translations of Jess Collins*

Jennifer Ewell *Apogee - a card company*

Justin Du Mouchel *What's Going On in the Macomb, Wayne, and Pakland Counties; Is there a Link Between Arab American Acculturation and Perceived Prejudice?*

Kirianna Florez *The Weeping Land: Postcolonialism in La Llorona*

Katie Fredrickson *Implicit and Explicit: Sexual Awakening in Summer and Forever*

Dione Garlick *An Analysis of Sources in Journalism on the Supreme Court*

Jacquelyn Goates *Manuscripts, Illuminated: A Collection of Ekphrastic Poems*

Melissa Jackson *Bracketing the Age of the Great Gallery Rock Art Panel in Horseshoe Canyon, Utah by OSL Dating of Associate Alluvial Terraces*

Muriel McGregor *Dido: Power and Indulgence in Le Roman D'Eneas*

Jeremy Nelson *Historical Restoration of USU's Passive Recreation Garden*

Katherine Reeves *Media Gender Bias in the 1984 and 2008 Vice Presidential Elections*

Janae Sirrine *Invisible Abuse: Utah's Response to Emotional Child Abuse*

Grayson Weeks *Justice*

### **College of Science**

Sherry Baker *Metastasis Suppression in Carcinoma and Melanoma Cells*

Jeffrey Davis *Rhes Attenuates Dopamine 2 Receptor (D2R)- Mediated Inhibition of N-Type (CAV2.2) Voltage-Gated Calcium Channels*

Anna Hegsted *Acyl Homospherine Lactone Signaling in Pseudomonas Chlororaphis 06*

Christina Howell *Diffusion Monte Carlo Studies of Quantum Solvation: Finding Nodal Functions of Wavefunctions Using a Genetic Algorithm*

Cody Tramp *Genetic and Biochemical Studies of Plasmid pIR52-1 in Lactobacillus Helveticus*

## **Appendix B. 2009-2010 Honors Courses**

### **Fall 2009**

HONR 1300 US Institutions  
HONR 1320 Humanities  
HONR 1330 Creative Arts  
HONR 1340 Social Systems and Issues  
HONR 1350 Integrated Life Science  
HONR 1360 IPS: Planet Earth  
HONR 3020 Current Events / Humanities  
HONR 3900 Preparing for Scholarships  
ECON 1500H Economic Institutions  
ENGL 2010H Intermediate Writing

MATH 1220H Calculus II  
BIOL 1610H Laboratory  
MUSC 1010H Intro to Music  
PE 1520H Hiking

USU 1010 H (Connections)

Clinton Pumphrey  
Susan Shapiro  
Nancy Hills  
Nick Eastmond  
John Barrett  
James Evans  
Christie Fox  
Jennifer Bowman  
Tyler Bowles  
Dustin Crawford  
Susan Nyikos  
Bryan Bornholdt  
Gregory Podgorski  
Chilali Hugo  
Cole Peterson  
Peter Griffin  
John Barrett  
Joyce Kinhead  
Karin Dejonge-Kannan  
Paul Schreuders  
Stacey Hills & Shannon Peterson

### **Spring 2010**

HONR 1330 Creative Arts  
HONR 1360 IPS Climate Change  
HONR 2100 Honors Inquiry

HONR 3030 Special Topic - Social Sciences  
HONR 3900 Thesis Preparation  
ENGL 2010H Intermediate Writing

ACCT 2010H Survey of Accounting  
MGT 3110H Managing Organizations/People  
FCHD 1500H Human Development across the lifespan  
MATH 2210H Multivariable Calculus  
BIOL 1620H Laboratory

Nancy Hills  
Lawrence Hipps  
Chris Fawson  
Kaelin Olsen  
Keith Gibson  
Christie Fox  
Lawrence Hipps  
Daryll DeWald  
Felix Tweraser  
Wendy Holliday and Flora Shrode  
Robin Parent  
John Engler  
Christopher Skousen  
Chad Albrecht  
Ann Austin  
Bryan Bornholdt  
Gregory Podgorski

## Enrollment Statistics

Fall 2009	Enrollment	Spring 2010	Enrollment
HONR 1300	21	HONR 1330	27
HONR 1320	19	HONR 1360	13
HONR 1330	28	HONR 2100	117
HONR 1340	13	HONR 3030	11
HONR 1350	28	HONR 3900	11
HONR 1360	10	ENGL 2010H	19+20 (39)
HONR 3020	12	ACCT 2010H	9
HONR 3900	11	MGT 3110H	6
ECON 1500H	34	FCHD 1500H	7
ENGL 2010H	20+19 (39)	MATH 2210H	9
MATH 1220H	22	BIOL 1620H Lab	15
BIOL 1610H Lab	29		
MUSC 1010H	22		
PE 1520H	14+11 (25)		

## Appendix C

### 2009-2010 Departmental Honors Advisors

#### College of Agriculture

Animal, Dairy Science

Lyle McNeal

Agricultural Education

Bruce Miller

Biotechnology

Daren Cornforth

Bioveterinary Science	Lee Rickords
Dietetics	Megan Bunch
Nutrition Science	Daren Cornforth
Food Science & Food Techn. Management	Daren Cornforth
Interdisciplinary Studies	Lisa Allen
Plants, Soils, and Climate	Jeanette Norton
Nutrition and Food Sciences	Megan Bunch

### **College of Business**

College-wide Plan	Chris Fawson
-------------------	--------------

### **Emma Eccles Jones College of Education and Human Services**

Communicative Disorders	Sonia Manuel-Dupont
Early Childhood Education and ELED	Deborah Byrnes
Family, Consumer, & Human Development	Kaelin Olsen
Health Education Specialist & HPER	Eadric Bressel
Interdisciplinary Studies	Terri Gass
Parks and Recreation	Eadric Bressel
Psychology	Scott Bates
Special Education & Rehabilitation	Barbara Fiechtl

### **College of Engineering**

College-wide Plan & Aviation Technology	Associate Dean Wynn Walker
---	----------------------------

### **College of Humanities, Arts and Social Sciences**

American Studies	Paul Crumbley
Anthropology	David Lancy
Art	Alexa Sand
Creative Writing	Christie Fox
English	Joyce Kinhead
History	Susan Shapiro
Interdisciplinary Studies	Mary Leavitt
Interior Design	Mary Leavitt
International Studies	Veronica Ward
Journalism & Communication	Penny Byrne



LAEP

Languages

Law & Constitutional Studies

Liberal Arts and Sciences

Music

Philosophy

Political Science

Religious Studies

Sociology

Social Work

Theatre Arts

Women and Gender Studies

Bo Yang

Sarah Gordon

Veronica Ward

Susie Parkinson

Nicholas Morrison

Charles Huenemann

Veronica Ward

Charles Prebish

Christy Glass

Terry Peak

Kevin Doyle

Brenda Cooper

### **College of Natural Resources**

Watershed Sciences

Wildland Resources

Environment and Society

Wayne Wurtsbaugh & Helga Van Miegroet

Gene Schupp & Helga Van Miegroet

Mark Brunson

### **College of Science**

Biochemistry

Biology

Chemistry

Computer Science

Geology

Interdisciplinary Studies

Liberal Arts and Sciences

Mathematics and Statistics

Physics

Public Health

Alvan Hengge

Kim Sullivan

Alvan Hengge

Myra Cook

Joel Peterson

Richard Mueller

Mary Leavitt

David Brown

David Peak

Kim Sullivan

**Faculty teaching Honors classes or serving as contract or thesis advisors:**

171 total faculty participated with Honors this year.

Brett	Adams	Barbara	DeBoer
Carol	Albrecht	JR	Dennison
Chad	Albrecht	Brock	Dethier
Karin	Allen	Daryll	DeWald
John	Allen	Cindy	Dewey
Anne	Anderson	Michael	Dietz
Janet	Anderson	Jeffrey	Doyle
Davis	Anderson	Nick	Eastmond
Anita	Armstrong	Brodie	Edmund
Ann	Austin	John	Engler
Doran	Baker	Scott	Ensign
Reyhan	Baktur	James	Evans
Shanan	Ballam	David	Farrelly
John	Barrett	Chris	Fawson
Scott	Bates	Clint	Field
Chad	Bingham	Susannah	French
Basudeb	Biswas	Thomas	Fronk
Bryan	Bornholdt	Rees	Fullmer
Tyler	Bowles	Evelyn	Funda
Jennifer	Bowman	William	Furlong
Eadric	Bressel	Jason	Gamer
Janet	Bringhurst	Patricia	Gantt
David	Brown	David	Geller
Renee	Bryce	Keith	Gibson
Megan	Bunch	John	Gilbert
Ronda	Callister	Christy	Glass
Jim	Cangelosi	Bonnie	Glass-Coffin
Damon	Cann	Shane	Graham
Larry	Cannon	Lillieth	Grand
John	Carman	Robert	Heal
YangQuan	Chen	Deborah	Heckert
Randall	Chesley	David	Herrmann
Dee	Child	Roberta	Herzberg
Nedra	Christensen	Joan	Hewel
Nolan	Clifford	Stacey	Hills
Robert	Cole	Nancy	Hills
Roger	Coulombe	Lawrence	Hipps
Richley	Crapo	Wendy	Holliday
Dustin	Crawford	Charles	Huenemann
Donald	Cripps	Chilali	Hugo
Lawrence	Culver	Sean	Johnson
Drew	Dahl	Norman	Jones
Brad	Davidson	Kerry	Jordan
		Sharon	Kahin

Vijay	Kannan	Richard	Sherlock
Eric	Kimball	Anne	Shifrer
Joyce	Kinthead	Steven	Shively
David	Koons	Ron	Shook
Blair	Larsen	Flora	Shrode
Carlos	Licon	Randy	Simmons
John	Lowry	Ron	Sims
Michael	Lyons	Matt	Sinfield
Sonia	Manuel-Dupont	Jennifer	Sinor
Dean	Mathias	Steve	Siporin
Brian	McCuskey	Christopher	Skousen
Peter	McNamara	Eric	Snyder
Gary	Merkley	Anne	Stark
Frank	Messina	David	Stein
Ryan	Moeller	Nathaniel	Stephens
Gayle	Morse	James	Strickler
Ron	Munger	Timothy	Taylor
Ilka	Nemere	James	Thomas
Stephen	Niedzwiecki	Michael	Timmons
Susan	Nyikos	Leslie	Timmons
Luella	Oaks	Brian	Tschanz
Kaelin	Olsen	Felix	Tweraser
David	Olsen	Zsolt	Ugray
Kirsten	Olsen	Tamra	Vitale
Aaron	Olsen	Dale	Wagner
Robin	Parent	Brian	Warnick
Jacob	Parnell	Charles	Waugh
Anthony	Peacock	Dennis	Welker
Joel L.	Pederson	Heidi	Wengreen
Shannon	Peterson	Roger	West
Peggy	Petrzelka	Martha	Whitaker
Kathleen	Piercy	Ralph	Whitesides
James	Pitts	Stephen	Whitmore
Gregory	Podgorski	Rolayne	Wilson
Clint	Pumphrey	Robert	Winward
Tami	Pyfer	Paul	Wolf
Claudia	Radel		
Megen	Ralphs		
Sylvia	Read		
Lee	Rickords		
Tony	Roegiers		
Larry	Rupp		
Cinthya	Saavedra		
Alexa	Sand		
Noreen	Schvaneveld		
Susan	Shapiro		

## **Library Advisory Council**

### **FY 09/10 Annual Report**

The Merrill-Cazier Library Advisory Council advises the Dean of Libraries in (1) meeting the learning, instruction, and research needs of students, faculty and staff; (2) formulating library policies in relation to circulation, services, and the collection development of resources for instruction and research; and (3) interpreting the needs and policies of the Library to the University. The Council membership will consist of nine faculty members, one from each College and RCDE with one undergraduate and graduate student appointed by the Provost. Faculty members will serve three-year terms and are renewable once. The Dean of Libraries serves as an ex-officio, non-voting member. The chair will be elected from the Council membership on an annual basis.

#### **Members:**

Bill Rahmeyer, Engineering (10)  
Lance Seefeldt, Science (13)  
Sandi Gillam, Education (12)  
RCDE - vacant  
Rick Kelly, ASUSU GSS  
Todd Redmon, ASUSU

Chris Skousen, Business (11)  
Daren Cornforth, Agriculture (13)  
Jeffery Smitten, HASS (12)  
Ronald Ryel - Natural Resources (10)  
Richard Clement, ExOfficio

#### **Overview:**

The Council met four times during the academic year (October, December 2009, February, April 2010). Much of the discussion focused on the impact of budget reductions and pending copyright issues. The Council was also given updates on: (1) Digital Commons, (2) CEU merger, (3) copyright/scholarly communication issues, and (4) the integration of the USU Press within the Library.

#### **2009/10 Action Items:**

1. Discussed copyright/scholarly communication issues in relationship to electronic resources and how the Library can inform faculty of the changes and their rights as authors.
2. Reviewed budget reductions/implications for 2009/10.
3. Worked with the Library in resolving student issues about Library hours during Finals Week.

#### **2010/11 Agenda Items:**

1. Identify new representatives for the LAC from the College of Engineering, Caine College of the Arts, Natural Resources, and RCDE.
2. Continue discussions on copyright/scholarly communication issues.
3. Work with the Library in the continued growth of the Institutional Repository/Digital Commons.
4. Review the Library's transition to more electronic content and patron usage.

## **Parking and Transportation Advisory Committee Faculty Senate Committee Summary Report**

### **Section 1. Introduction:**

The role of the Parking and Transportation Advisory Committee is to formulate recommendations regarding parking policies. All recommendations are subject to adoption by the Administration. The committee membership represents faculty, staff and students. Membership consisted of the following individuals for the 2009-2010 academic year:

#### **CONSTITUENCY REPRESENTED**

#### **MEMBER**

##### ***Faculty/Staff Members***

Chair	Whitney Pugh
Faculty Senate	Ralph Whitesides
Faculty Senate	Dale Barnard
Faculty-at-Large	Rosemary Fullerton
Professional Employees Association	Stephanie Pettingill
Classified Employees Association	Deb Megill

##### ***Student Members***

Executive Vice President	Spencer Lee
Student Advocate	Tyler Haws
Natural Resources Senator	John Rentschler
Agricultural Science Senator	Amy Petersen
RHSA (Housing)	Daniel Ainsworth

##### ***Ex-Officio, Non-Voting Members***

Assistant	Tiffany Allison
USU Police	Steve Mecham
Facilities	Stanley Kane
Disability Resource Center	Diane Baum
Parking and Transportation Services	Alden Erickson
Parking and Transportation Services	Teresa Johnson
Parking and Transportation Services	Lisa Leishman
Parking and Transportation Services	James Nye

### **Section 2. Outline of Meeting Facts and Discussions:**

The Parking and Transportation Advisory Committee met three times during the 2009-2010 academic year, and the following issues were discussed during the respective meetings.

February 8, 2010

- Lisa Leishman, Director of Parking and Transportation, presented a department report.
  - The department has received no complaints from faculty, staff or students concerning the change in enforcement hours in the Gold parking area.

- The parking lot owned by the Church of Jesus Christ of Latter Day Saints located adjacent to the church building located at 750 North 1200 East was re-designated as Blue parking.
- The Advisory Committee discussed three issues.
  - The Gold parking area will be displaced for two years while construction for the new College of Agriculture building commences.
  - In order to increase pedestrian safety near the Big Blue Terrace and the Blue-Premium parking area, Parking is considering proposing to the Committee to relocate the Blue-Premium to the Orange parking area east of Industrial Science. The existing Blue Premium area would then become a faculty/staff Orange area.
  - Currently parking permits are not required on campus after 5:00 p.m. for the most part. Because of this, the day permit holders are subsidizing those who park on campus in the evening for free. Discussion was held whether those who park on campus after 5:00 p.m. should be required to purchase a permit.

February 22, 2010

- Alden Erickson presented an Aggie Shuttle report. He discussed a student fee increase and a new Aggie Shuttle bus.
- The first reading of Resolution 10-01, proposed by USU Parking and Transportation, was held. This resolution designated the Blue Premium parking area as an Orange faculty/staff lot and the Orange North parking area located east of Industrial Science as a Blue parking area. The resolution further proposed to designate the first two rows of parking stalls to the south within the newly formed Orange parking area as parking for University Inn guests or service vehicles.
- The first reading of Resolution 10-02, proposed by USU Parking and Transportation, was held. This resolution extended the hours of operation in the Big Blue Terrace to 24 hours and modified the rate structure in the Big Blue Terrace as follows:

<b>Time</b>	<b>Rate</b>
7:30 a.m. – 9:00 p.m.	\$1.50 per hour/\$7.50 per day maximum
9:00 p.m. – 7:30 a.m.	\$1.00 per hour/\$7.50 per day maximum

March 8, 2010

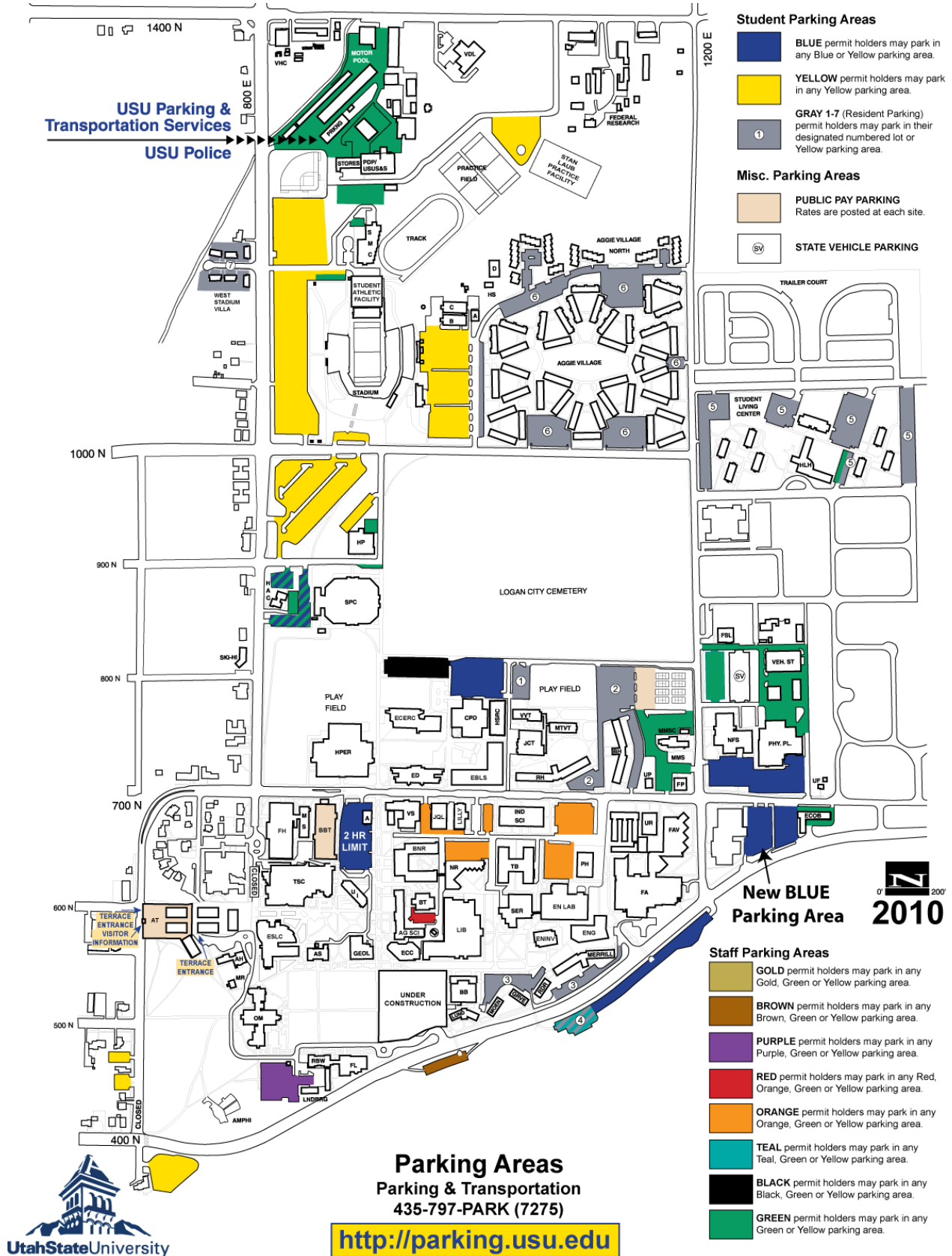
- The second reading of Resolution 10-01 was held. The resolution passed with a vote of 6 to 4. Upon approval of the resolution, further discussion took place with faculty, staff, students, and administration. It was decided to put the switch on hold, and Parking and Transportation will continue to look for ways to provide innovative solutions to the campus community.
- The second reading of Resolution 10-02 was held. The resolution failed with a vote of 6 to 4.

**Upcoming Plans for Committee**

The Parking and Transportation Advisory Committee is scheduled to discuss the following issues during the 2010-2011 academic year. Other pertinent issues may come forth as necessary.

- Restriction of Yellow permits in Blue parking areas after 2:00 p.m.
- Operating hours in the Big Blue Terrace

# Appendix A





## **Report from the Educational Policies Committee September 2, 2010**

The Educational Policies Committee met on September 2, 2010. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page<sup>1</sup> and are available for review by the members of the Faculty Senate and other interested parties.

During the September 2<sup>nd</sup> meeting of the Educational Policies Committee, the following discussions were held and key actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of September 2, 2010 which included the following notable actions:
  - The Curriculum Subcommittee approved 50 requests for course actions
2. Approval of the report from the Academics Standards Subcommittee meeting of April 8, 2010 was postponed until the October meeting.
3. Approval of the report of the General Education Subcommittee meeting of April 21, 2009. Of note:
  - The following General Education courses were approved:  
SOC 3330 (DSS)  
ECON 3200 (DSS)  
IELI 2470/2475(BSS)  
RELS 1010 (BHU)
  - The following General Education course syllabi were approved:  
HONR 1340 (BSS)  
USU 1320 (BHU)
  - Norm Jones was elected General Education Subcommittee Chair for 2010-2020.

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

Utah State University, Logan  
**Doctor of Veterinary Medicine**  
**Executive Summary**

Washington-Utah Cooperative Veterinary Educational Program  
10 September 2010

**Program Description**

Utah State University (USU), College of Agriculture, Department of Animal, Dairy, and Veterinary Sciences (ADVS) in cooperation with the College of Veterinary Medicine (CVM), Washington State University (WSU), Pullman, WA will offer a veterinary medical education program leading to the degree of Doctor of Veterinary Medicine (DVM). Years 1 and 2 will be taught at USU, Logan and years 3 and 4 will be completed at WSU. The program will be officially referred to as the "Washington-Utah Cooperative Veterinary Educational Program" (WU 2+2 Program). The proposed WU 2+2 Program will create the first professional veterinary medicine education program in Utah.

**Role and Mission Fit**

As the Land-Grant institution in Utah, and building on the strengths of a strong faculty in the Department of Animal, Dairy, and Veterinary Sciences, USU is uniquely positioned to house a veterinary medical education program within its College of Agriculture, and can do so in a cost effective manner. Existing faculty members stand ready to further USU's mission in teaching, research and extension and to provide the education necessary to ensure quality veterinary medical services are available to Utah's citizenry.

**Faculty Members**

USU has 10 faculty already in place to teach the veterinary medical curriculum (see table). Four new faculty will have to be hired in specialty areas.

Degree type	Tenure #	Contract #	Adjunct #
Doctoral degrees (PhD)	1	2	
Doctor of Vet Medicine (DVM)		1	
DVM+MS	1		
DVM+PhD	3	2	

**Market Demand**

Nationwide, and particularly in rural areas common to Utah and the Intermountain West, there is a shortage of veterinarians, especially those in food animal medicine or involved in animal agriculture. In the past this was not the case as most veterinarians worked in food animal production, but today less than 17% of graduate veterinarians choose a career in animal production; most opting for a small animal emphasis. This trend is predicted to continue for the foreseeable future; there will be a shortfall of 4 to 5% food animal practitioners per year. There is also a tremendous demand nationwide for diagnostic and specialty practitioners. Moreover, Utah's population has witnessed tremendous growth, with doubling predicted by 2050. This increased population will require more pet animal practitioners, particularly along the Wasatch Front. Under programs currently in place, the number of Utah graduates in veterinary medicine will fail to meet

the future demand. The proposed WU 2+2 Program will provide a reasonable, long-term, and highly cost-effective solution for this critical need facing the residents of Utah.

### Student Demand

Across the 10 public colleges and universities that compose the Utah System of Higher Education (USHE), approximately 200 students declare veterinary medicine as their educational goal each year, of which only about 4% realize their aspiration. One reason for this unacceptable outcome is the low number of slots Utah students can occupy in veterinary schools in other states. The table below provides data on access per 100,000 individuals (population) for six western and mid-western states comparable to Utah.

State	DVM seats	Population (millions)*	Seats/100,000 population	Population growth (%/year)*
Colorado	75	5.024	1.49	1.8
Idaho	11	1.527	0.72	1.2
Kansas	45	2.818	1.60	0.8
Nebraska	25	1.796	1.39	0.8
Oregon	36	3.825	0.94	1.1
<b>Utah</b>	<b>7.5+</b>	<b>2.784</b>	<b>0.27</b>	<b>2.1</b>
Washington	60	6.664	0.90	1.5

\* US Census Bureau, accessed at: <http://www.census.gov/>

+ Average number of Utah students admitted over past 4 years

### Statement of Financial Support

Legislative Appropriation	Annually	<b>\$1,700,000</b>
	One-time	450,000
Tuition dedicated to the program	First year	812,000
	Second year	1,737,680
	Continuous	<b>1,737,680</b>

### Similar Programs Already Offered in the USHE

All USHE institutions offer pre-veterinary advising for students pursuing a bachelor's degree in anticipation of application to professional veterinary school. Utah State University is the only USHE University with the infrastructure, facilities, faculty, and obligation and commitment to the land grant mission to undertake the proposed professional veterinary medical program. All USHE institutions (and private colleges and universities in Utah) will benefit from increased student access to a school of veterinary medicine. This is because the number of available seats will increase to a minimum of twenty. Each applicant, regardless of USHE institution attended, will be considered for admission using the defined criteria, and will be evaluated by a Utah-based admission committee working under the direction of the Director of Admission of the College of Veterinary Medicine at Washington State University.

Utah State University  
**Doctor of Veterinary Medicine**  
**Program Proposal**  
Washington-Utah Cooperative Veterinary Educational Program  
10 September 2010

**Section I: The Request**

Utah State University requests approval to offer, in partnership with Washington State University College of Veterinary Medicine, a Doctor of Veterinary Medicine degree effective Summer 2012.

**Section II: Program Description**

**Complete Program Description**

Utah State University (USU), College of Agriculture, Department of Animal, Dairy, and Veterinary Sciences (ADVS) in cooperation with the College of Veterinary Medicine (CVM), Washington State University (WSU), Pullman will offer a veterinary medical education program leading to the degree of Doctor of Veterinary Medicine (DVM). Years 1 and 2 will be taught at USU, Logan and years 3 and 4 will be completed at WSU (see appendix E for draft memorandum of understanding with CVM-WSU). The program is officially referred to as the "Washington Utah Cooperative Veterinary Education Program" (WU 2+2 Program). This will be similar to the recently started Nebraska-Iowa cooperative veterinary program, and the program that WSU had with Oregon State University from 1979 to 2005. The proposed WU 2+2 Program will create the first professional veterinary medicine educational program in Utah.

**Purpose of Degree**

Nationwide, and particularly in rural areas common to Utah and the Intermountain West, there is a shortage of veterinarians that practice food animal medicine or are involved in animal agriculture. In the past this was not the case as most veterinarians worked in food animal production. Today less than 17% of graduating veterinarians choose a career in animal production; most are instead opting for small animal emphases. The situation will become even more acute with a predicted ongoing shortfall of 4 to 5% food animal practitioners per year.. A significant factor of concern is that Utah's population has witnessed tremendous growth with a doubling predicted by 2050. Current and predicted population growth will generate a greater demand for pet animal practitioners, particularly along the Wasatch Front. At the present time, Utah participates in the Western Interstate Commission for Higher Education (WICHE) for veterinary medical education. Although WICHE is providing financial support for approximately 20 veterinary students (on average 5 students each for years 1 - 4 of veterinary school), and 10 students at-large over 4 years, the WHICHE program will fail to provide the number of veterinarians required to meet Utah's future demand for veterinary services. The proposed WU 2+2 Program will provide a reasonable, long-term, and highly cost-effective solution for a critical need facing the residents of Utah (See appendix D – Support Letters).

**Institutional Readiness**

Much of what is needed to administer and operate the WU 2+2 Program is already in place in ADVS and at USU. In 2009, a steering committee composed of 7 USU-ADVS and 5 WSU faculty members was created and charged to determine whether a joint veterinary program was feasible, and was in the best interests of USU, the state of Utah and WSU. If so, committee members were to determine what infrastructure (e.g. faculty and facilities) would be required to deliver the joint program. The committee determined that 14 on-campus faculty members would be needed at USU to teach courses required for years 1 and 2, and that 10

of these faculty members are employed already in ADVS. All 10 ADVS faculty members have the requisite degrees (DVM, DVM/PhD, and PhD degrees) and board specialty certifications to teach the required courses; each of these 10 would have a significant portion of their effort re-directed toward this new program, and their present efforts would be replaced by other new faculty hired with the funds freed up by the faculty effort realignment. Four new faculty members will be hired to teach classes in areas where current expertise is lacking. The committee determined, with few exceptions, that required teaching facilities are in place already. A critical deficiency is an anatomy laboratory with a capacity to maintain sheep, goat, and pony cadavers for dissection. Plans are in place to remodel an existing anatomy laboratory at USU to correct this deficiency. With this exception, adequate teaching stations/class rooms are available at the Veterinary Science Building and at the Matthew Hillyard Teaching and Research Center. A current ADVS faculty member will be appointed as a coordinator to oversee administration of the USU component of the program and serve on an oversight committee at WSU. This position will require a 50% time allotment to manage and coordinate the USU part of the 4-year veterinary program. Time allocations of ADVS faculty will be adjusted to meet the demands for teaching WU 2+2 Program courses. The Committee does not foresee the WU 2+2 Program having a significant impact on the ADVS undergraduate BS degree program. If anything, the WU 2+2 Program will provide additional hands-on and research opportunities for undergraduate students. All courses taught in the WU 2+2 Program are at the graduate level and will enrich course opportunities for graduate students pursuing MS and PhD degrees, particularly in the biological sciences. The Utah Veterinary Medical Association, the Rural Utah Caucus, the Utah Farm Bureau, the Utah Cattleman's Association, and the Utah Department of Agriculture and Food have endorsed the WU 2+2 Program.

### **Faculty**

Fourteen courses will be taught in year one and 13 in year two. The teaching load will require 14 on-campus ADVS faculty members (10 in place already; 4 new hires). Three of the ten ADVS faculty members in place have major research assignments and are non-tenured. The other 7 are tenured or on tenure-track. The four new faculty members will be on tenure-track once hired. Two courses will be distance-learning classes originating from WSU and taught by WSU faculty members. Part-time faculty members with adjunct appointments will teach anesthesiology and dermatology, and radiology. Whenever possible, adjunct appointments will come from veterinarians practicing in Utah. The number of faculty members required for years 1 and 2 of the curriculum is not expected to change in the next five years. The joint faculty of WSU and USU will continually examine and assess curriculum, and minor changes are likely – but major curricular revision is not.

### **Staff**

A full-time administrative assistant will be hired to assist the program coordinator and WU 2+2 Program faculty. The administrative assistant will help with admissions, student registration, answering telephone and written enquiries, scheduling classes and other activities, recording student grades, and preparing faculty committee reports. Laboratory support staff will be hired to help prepare samples for the anatomy, physiology, bacteriology, surgery and anesthesiology laboratories. Graduate student teaching assistants will be assigned to help with microscopic anatomy, bacteriology and other courses. A resident hired by the Utah Veterinary Diagnostic Laboratory will assist with the pathology courses.

### **Library and Information Resources**

USU has Science Direct Agricultural and Biological back-files and the Elsevier Freedom Collection, which is actually more complete than the WSU/UW package. USU does not have the Veterinary Clinics of North America (VCNA). USU has a fairly good electronic version of recent holdings (post-1995), but the print collection is spotty in the clinical journals (See Appendix F for the basic list of Veterinary Journals for Academic Libraries). The VCNA's, the Compendium, and equine journals are lacking in both print and

electronic formats. However, interlibrary loan (RAPID and Illiad) could provide a fast and efficient method to acquire scanned copies of articles from print and e-journals. E-books are just now coming online and will need to be a consideration at future time. If the Greater Western Library Alliance (GWLA) gets involved in e-books, then this would help to rectify possible deficiencies at USU. USU will have an agreement with WSU that USU students will have online access to any library deficiencies that would place them at handicap with WSU veterinary students. Furthermore, a resource collection of current veterinary textbooks will be purchased and placed on reserve in the Merrill-Cazier Library.

### **Admission Requirements**

Typically, a minimum of three years of undergraduate education is completed prior to entry into a professional DVM education program, and most students complete a bachelor degree. Applicants will need to complete the prerequisite courses required for admission to the College of Veterinary Medicine at WSU. Prerequisite requirements currently include: biology with laboratory (8 credits); inorganic chemistry (8 credits); organic chemistry (4 credits); genetics (4 credits); biochemistry (3 credits); physics with laboratory (4 credits); statistics (3 credits); math (pre-calculus or higher; 3 credits); English composition (3 credits); arts, humanities and social science electives (9 credits); communication (written and verbal; 3 credits); and world civilization or intercultural studies (12 credits). Applicants are also encouraged to take additional upper division science courses such as anatomy, physiology, embryology, microbiology, immunology, cell biology, animal reproduction, or nutrition.

### **Student Advisement**

Veterinary education is extremely demanding and can be very stressful. Students will be assigned to support groups consisting of six students and one faculty member. Support groups will meet 2-3 times per semester over lunch to discuss matters of mutual concern. In addition, the faculty member will serve as the faculty advisor for the students in his or her support group. It is fairly common for veterinary students to need professional counseling to help them deal with academic or personal problems. Professional counseling on the USU campus will be provided by the center for Counseling and Psychological Services. The WSU College of Veterinary Medicine has its own Counseling and Wellness Services, which will be available to students while they are at WSU. The WU 2+2 Program Director will consult with the WSU Counseling and Wellness Services staff and the Associate Dean for Academic and Student Affairs when situations arise where their input would be helpful. In special situations, it may be possible for USU Veterinary Students to consult with a WSU Counseling and Wellness Services psychologist using video conferencing. The WSU College of Veterinary Medicine has established a Student Progress Committee that reviews academic deficiencies and recommends a remediation plan or dismissal from the program. Academic deficiencies of students in the WU 2+2 Program will be reviewed by this Student Progress Committee, which will include members from the USU faculty, to determine an appropriate course of action.

### **Justification for Gradation Standards and Number of Credits**

The WU 2+2 Program will be a joint program between the ADVS Department at USU and the College of Veterinary Medicine at WSU. Consequently, graduation standards and course requirements for students that attend USU for the first two years of their veterinary medical education will be identical to the requirements for students who spend all four years at WSU. Standards for veterinary medical education programs are evaluated and approved by the American Veterinary Medical Association (AVMA) Council on Education (COE), which establishes the accreditation standards for veterinary colleges and schools and reviews their accreditation status through self study and a site visit every 7 years (for more information see [http://www.avma.org/education/cvea/coe\\_devel\\_standards.asp](http://www.avma.org/education/cvea/coe_devel_standards.asp)).

### External Review and Accreditation

The plan for the WU 2+2 Program was developed by a joint USU-ADVS/WSU-CVM steering committee. This committee did a comprehensive feasibility study and developed recommendations for what would be needed to implement the program. The AVMA Council on Education accredits colleges and schools of veterinary medicine. The CVM at WSU is fully accredited by the AVMA and accreditation of the WU 2+2 Program will be part of WSU's AVMA accreditation. Accreditation of the WU 2+2 Program will be sought as soon as the Utah State Legislature approves funding for the program. It is expected that accreditation will be in place before students start in the program.

### Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	30	9	3.33.1	None required
2	60	9	6.67.1	
3	60	9	6.67.1	
4	60	9	6.67.1	
5	60	9	6.67.1	

### Expansion of Existing Program

The USU part of the WU 2+2 Program is a totally new program on the USU Logan campus.

## Section III: Program Need

### Program Need

Utah, the Intermountain West and the nation currently have, and are predicted to continue to have, a shortage of veterinarians, especially veterinarians that emphasize food animal medicine (Brown and Silverman, 1999). In Utah, several counties lack veterinarians that practice food animal medicine (Rood 2008). In these counties, livestock owners ineffectively attempt to manage health-related challenges long-distance. Moreover, absence of veterinary services increases the probability that a serious contagious disease will go unrecognized and spread, threatening Utah's and the region's food supply.

Utah's citizenry are unable currently to respond effectively to the increased demand for veterinarians because the rising generation has limited access to veterinary medical education. As noted in detail below, Utah students have 2.5 times less access to seats in colleges of veterinary medicine than Idaho students, and 6 times less than those in Kansas. Simply put: Utah students cannot acquire the education necessary to fill the demand – and this in a state with a large animal agricultural base.

The above needs are very real and can be met by the creation of the Washington – Utah Cooperative Veterinary Education Program. The proposed professional educational program will provide the needed veterinary medical educational opportunities for Utah's pre-veterinary students and will provide its citizens quality veterinary professional services.

### Labor Market Demand

#### National

In 1998, the American Veterinary Medical Association (AVMA), American Animal Hospital Association (AAHA) and the Association of American Veterinary Medical Colleges (AAVMC) commissioned KPMG LLP,

a global consulting firm, to analyze and prepare a comprehensive study of the veterinary profession in the United States. Issues such as supply, demand, income, gender and market forces were carefully examined, and observations and conclusions were included in the more than 700 page final report (summarized in Brown and Silverman, 1999). Important conclusions from this report are:

1. There will be a 'fairly robust annual real growth rate of 5.1% for expenditures on veterinary services...through the year 2015'.
2. Such growth will translate into the need for more veterinarians and 'is primarily driven by demand for services for companion animals'; a need expected to increase by '24% when measured by the number of full-time equivalent veterinarians (FTEs)'.
3. Additional veterinarians will be needed in industry as growth in this area is expected to be '17% when measured in FTEs'.
4. The demand for veterinarians in the 'small but important areas of public health, environment, and food safety' is likewise predicted to rise.
5. The model predicts that there will be a '1.7% decline in FTE veterinarians required to provide services to the large animal practice segment.'

Other studies (Prince et al. 2006; Marshak 2005; Lloyd and Smith, 2000) support KPMG findings, except for predictions regarding demand for veterinarians in large animal practice. In regards to large animal practice, a study performed by Prince et al. (2006) conflicted with the forecast reported in the KPMG LLP study, and predicted that demand will increase in the future. Moreover, these authors add that there eventually will be an outbreak of an important disease and that such events have the strong potential to increase demand well beyond that projected. They warn that without "strategic and substantive changes... the profession will fail to meet societal needs and demands... and that 'actual labor shortages will probably be worse than predicted.'" They end by saying, "There are too many historical examples to reach any other conclusion."

Marshak (2005) commented that "as many as nine new veterinary schools may be needed by midcentury to keep pace with population" (as quoted from Osborne 2004). He continues by saying, "although it may fall short in meeting the national demand for graduates, the expansion of existing schools through long-term compacts with have-not states is a reasonable option." Marshak warns that as the number of veterinarians in food animal medicine declines, nonprofessional personnel, inadequately but of necessity, will perform veterinary procedures. As a consequence, "there is the grave risk that dangerous infectious diseases will go unrecognized when they develop" (Marshak 2005).

Finally, in a veterinary workforce study, Lloyd and Smith (2000) indicate that '56% of practicing veterinarians would like to work fewer hours, fully 30% plan to hire a new veterinarian within the next 12 months, and open veterinary positions go unfilled for an average of 6.5 months.' They conclude that their study "projects a rate of growth in the demand for veterinarians and veterinary services that exceeds the projected growth in the supply of veterinarians."

### State

Although the above studies focus on the national perspective, similar findings are evident at the state level (Kass and Hansen 2000; Rood 2008). In California, Kass and Hansen (2000) predict "the per-capita number of veterinarians will continue to decrease," and "that an additional 50 veterinarians above the currently predicted increase will be required annually." In Utah, 57% of veterinarians surveyed believe there is a shortage of veterinarians in the state, whereas only 15% argue numbers are sufficient (Rood 2008). In regards to veterinary access in rural areas, 61% of Utah veterinarians indicate there is a shortage, whereas 5% believe numbers of rural practitioners are adequate (Rood 2008). Interestingly, 34%



of Utah practitioners indicate they have unfilled openings for an associate veterinarian, and 50% of all respondents indicate they would hire an associate if one were available.

#### Placement potential

Current and projected shortages of veterinarians suggest that placement percentages of new graduate veterinarians will be high. According to the US Department of Labor:

"Employment of veterinarians is expected to increase 33% over the 2008-18 decade, much faster than the average for all occupations. Employment opportunities are very good in cities and suburbs but even better in rural areas because fewer veterinarians compete to work there. The number of jobs for farm-animal veterinarians is likely to grow more slowly than the number of jobs for companion-animal veterinarians. Nevertheless, job prospects should be excellent for farm-animal veterinarians because of their lower earnings and because many veterinarians do not want to work outside or in rural or isolated areas.

Veterinarians with training in food safety and security, animal health and welfare, and public health and epidemiology should have the best opportunities for a career in the Federal Government."

#### Job types

Veterinarians qualify for jobs both within and outside of classical practice. Types of practices include food animal exclusive or predominant, mixed animal, companion animal exclusive or predominant, equine, and specialty practices such as avian, reptilian or zoological. As expected, practices that focus on companion animals employ the most veterinary practitioners (77%), while equine-only practices employ the least (6%) (US veterinarians 2009). Non-practice jobs include college or university, federal or state government, armed services and private industry. According to employment figures provided by the AVMA, approximately one-quarter of veterinarians work in non-practice areas. Most of these veterinarians are in colleges or universities (43%), private industry (21%), and federal or state governments (19%) (US Veterinarians 2009).

#### Market demand changes

All studies reviewed and cited indicate an increased market demand for veterinarians in the foreseeable future. Increased demand is not surprising considering the projected population growth in the Intermountain West. The Utah Governor's Office of Budget and Planning released information suggesting Utah's population will more than double between 2000 and 2050 (GOPB 2008). If these projections hold true, the demand for veterinarians will most likely double within that same period of time.

#### **Student Demand**

In total across the 8 public colleges and universities that compose the Utah System of Higher Education (USHE), approximately 200 students declare veterinary medicine as their educational goal each year (personal communication, preveterinary advisors). Additional students from Utah's private schools (primarily Westminster College and Brigham Young University) share this goal and add to the above number. However, due to the academic rigor of the preveterinary curriculum plus the limited number of seats for Utah students in colleges of veterinary medicine, in 2009 only 26 Utah students applied to veterinary school, while in 2010 only 31 applied (Greenhill 2010). For each of the past four years, seven to eight Utah students have been admitted to a college or school of veterinary medicine. This means that of the more than 200 students that express interest in veterinary medical education annually, only about 4% realize their dream.

In terms of access to veterinary medical colleges or schools, how do Utah students compare to students from other western states? The table below provides data on access per 100,000 individuals (population) for six western and mid-western states that are comparable to Utah.

State	DVM seats	Population (millions)*	Seats/100,000 population	Population growth (%/year)*
Colorado	75	5.024	1.49	1.8
Idaho	11	1.527	0.72	1.2
Kansas	45	2.818	1.60	0.8
Nebraska	25	1.796	1.39	0.8
Oregon	36	3.825	0.94	1.1
<b>Utah</b>	<b>7.5+</b>	<b>2.784</b>	<b>0.27</b>	<b>2.1</b>
Washington	60	6.664	0.90	1.5

\* US Census Bureau, accessed at: <http://www.census.gov/>

+ Average number of Utah students admitted over past 4 years

As is evident, Utah students have almost three times less access to a veterinary school per 100,000 individuals than the next lowest access state, Idaho. Utah students have five times less access than students in Colorado and six times less than Kansas, a state with a comparable population. Yet, Utah's population growth is 1.75 times that of Idaho's and 2.6 times that of Kansas's. No wonder 50% of Utah's veterinarians would hire an associate veterinarian if one were available (Rood 2008).

### Similar Programs

No colleges of veterinary medicine exist in the Intermountain area. The closest veterinary schools to Utah are Colorado State University (Fort Collins, CO), Oregon State University (Corvallis, OR), Washington State University (Pullman, WA) and the University of California at Davis (Davis, CA). The WU 2+2 Program will differ from traditional colleges of veterinary medicine in that the first two years of the curriculum will be taught at Utah State University in Logan, UT, while the remaining two years will be taught at CVM-WSU.

### Collaboration with and Impact on Other USHE Institutions

All USHE institutions offer pre-veterinary advising for students pursuing a bachelor's degree in anticipation of application to professional veterinary school. Therefore, all USHE institutions (and private colleges and universities in Utah) will benefit from increased student access to a school of veterinary medicine. This is because the number of available seats will increase to a minimum of twenty. Each applicant, regardless of USHE institution attended, will be considered for admission using the defined criteria, and will be evaluated by a Utah-based admission committee working under the direction of the Director of Admission of the College of Veterinary Medicine at WSU (similar to the way Idaho residents are admitted to WSU's program). Thus, there won't be an advantage for students to do their undergraduate work at any one institution of higher education within the state. WSU's College of Veterinary Medicine already has a strong network of communication with pre-veterinary advisors in Utah and this will only be enhanced by the WU 2+2 Program. Requirements for admission to the veterinary medical program will be distributed to all USHE and private higher educational institutions in Utah, and WU 2+2 Program faculty will work with pre-vet advisors, so that students at each institution can successfully complete undergraduate requirements and compete for admission.

The Chair of the USU Admissions Committee will make at least an annual visit to each of the USHE and private campuses that offer pre-veterinary programs prior to the application cycle and will interact with pre-veterinary students to answer questions and provide information regarding admission. These visits will also

provide an opportunity for face-to-face interaction with the campus pre-veterinary advisor to receive feedback regarding concerns or emerging problems regarding admission, recruitment of local students, or other concerns/suggestions regarding access to the veterinary program.

The USU Veterinary School program coordinator will work closely with pre-veterinary advisors to articulate first year Veterinary School coursework which will provide an opportunity for undergraduate students to fulfill fourth-year requirements for completion of the Baccalaureate degree. This would allow students from Utah system campuses, if admitted to Veterinary School after their third year, but prior to Baccalaureate degree completion, an opportunity to enter Veterinary School at USU and apply their first year of veterinary coursework toward Baccalaureate degree completion at the original undergraduate degree institution. This would allow students to reduce the amount of time that it would take from being awarded a Baccalaureate to Doctor of Veterinary Medicine degree by one year.

### **Benefits**

Colleges of veterinary medicine are often a strength of their Land Grant universities (as is true for UC Davis, Colorado State, and Washington State). This is because of the necessary training of their faculty members in the biomedical and agricultural animal sciences combined with the high degree of commitment demonstrated by the students. Teaching, research and extension programs are strengthened by the influx of faculty members, many of which hold dual degrees (DVM, PhD) and are board certified in their areas of specialty. In addition to the professional program, graduate education is enhanced, as veterinary college faculty members are expected to have active research programs and be at the forefront of scientific discovery.

### **Consistency with Institutional Mission**

As the Land-Grant institution in Utah, and building on a strong ADVS Department, USU is uniquely positioned to house a veterinary medical education program with its existing College of Agriculture. Modifications to infrastructure are minimal and existing faculty members stand ready to further USU's contributions to the state in teaching, research and extension. USU looks forward to providing increased access for Utah residents to the veterinary profession in a very cost-effective manner.

### **References for this section:**

- Brown, JP and Silverman, JD. The current and Future are Market for Veterinarians and Veterinary Medical Services in the United States, Executive Summary. *JAVMA*, 215:161-183, 1999.
- Lloyd, J and Smith, DM. Is there an oversupply of veterinarians? *JAVMA*, 216:1726-1728, 2000.
- Marshak, RR. Veterinary schools and the profession: a search for bearings in the new century *JAVMA*, 227:1234 – 1238, 2005.
- Governor's Office of Planning and Budget. Population Area and Component of Change, 2008. Available at <http://governor.utah.gov/dea/projections.html>
- Prince, JB, Andrus, DM, Gwinner, KP. Future demand, probable shortages, and strategies for creating a better future in food supply veterinary medicine. *JAVMA*, 229:57-69, 2006.
- Kass, PH and Hansen, RJ. Current and future trends in demographics of veterinary medicine in California. *JAVMA*, 216:1753-1757, 2000.
- Osborne B. The future of veterinary medicine. *AAVMC Newsletter* 2004;10:1-3.
- Rood, K. Utah Veterinary Profession Survey, *Report to the Utah Veterinary Medical Association Board*. November 2008.
- Veterinarians, Occupational Outlook Handbook, 2010-11 Edition, Bureau of Labor Statistics, United States Department of Labor. Available at: <http://www.bls.gov/oco/ocos076.htm#outlook>

US veterinarians – 2009, Market research statistics, Available at:

<http://www.avma.org/reference/marketstats/usvets.asp>

Greenhill, L. Associate Executive Director for Institutional Research and Diversity, Association of American Veterinary Medical Colleges, Washington DC; Personal communication.

## Section IV: Program and Student Assessment

### Program Assessment

The goal of the WU 2+2 Program is to train knowledgeable, proficient and effective Doctors of Veterinary Medicine. Assessment of the WU 2+2 Program will include: evaluation of student performance on the WSU clinical competency exam, tracking of student performance on the National Board Examination, tracking of internship offers to WU 2+2 Program students, exit interviews with students completing the program, and practitioner questionnaires that enquire about the competence of recent graduates.

### Expected Standards of Performance

Acceptable levels of knowledge and proficiency will be determined by faculty members and demonstrated by students via satisfactory completion of a variety of evaluative tools, including required exercises, examinations and proficiency assessments. Students will be graded using a satisfactory, marginal pass, fail grading system. A student who earns a failing grade in a core or supplemental core course will be dismissed from the WU 2+2 Program. Students who have been dismissed from the program must petition the student progress committee if they wish to be considered for reinstatement. Students who, during the first three years of the veterinary curriculum, accumulate more than 5 semester credits with a grade of "marginal pass" must petition the student progress committee to progress in the curriculum. Students must pass a clinical proficiency examination to graduate from the program. Students who fail the clinical proficiency exam three times will be considered academically deficient and must petition the student progress committee to progress in the curriculum.

## Section V: Finance

### Budget

Tuition UT Res*					
Student	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition/Year	18,100	19,367	20,722	22,173	23,725
20	362,000				
40		774,680	828,908	886,931	949,016
Tuition Non-Res*					
Student	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition/Year	45,000	48,150	51,521	55,127	58,986
10	450,000				
20		963,000	1,030,420	1,102,540	1,179,720
Total Tuition**					
Student	Year 1	Year 2	Year 3	Year 4	Year 5
30	812,000				
60		1,737,680	1,859,328	1,989,471	2,128,736

\* For planning purposes a tuition inflation rate of 7.0% per year was used. This is consistent with the tuition increases experienced at WSU for the past several years and will allow us to keep tuition costs equal at the two campuses (WSU & USU).

\* Not included in this revenue information is the additional request to the legislature to provide sufficient funding (\$1.3 million) to cover a differential fee in years 3 & 4 for Utah students attending WSU. The projected FY15 (2014-15) differential fee will be \$31,499 per Utah resident student and will have an inflation rate of 2.0%. The differential fee is designed to allow Utah resident students to continue to pay resident tuition while attending WSU for years 3 & 4 of their veterinary education.

### **Personnel Costs (Salary & Wages/Benefits):**

Requested funds in this category reflect the need to provide a total of 9 faculty FTE to teach a total of 25 veterinary professional courses and a single practicum course. The Animal, Dairy, and Veterinary Sciences (ADVS) department has ten existing faculty with appropriate expertise to teach in this new curriculum and part of their effort will be reallocated to the new Veterinary School curriculum. Any available funds resulting from these reallocations will be used to fund new faculty to cover existing ADVS curriculum. In some limited cases where similar graduate student level courses in the current curriculum are consistently low enrollment, the courses will be restructured to fit the new veterinary course curriculum. To establish salary needs for this new curriculum, an average salary of \$100,000 per FTE and the appropriate associated USU benefits rate was used. In addition to faculty, also included is an appropriate number of Graduate Teaching Assistantships (10 @ \$20,000 per year), and teaching Technical Assistants (10 @ \$35,000). Additional costs of approximately \$110,000 per year for course budgets will also be required on an annual basis. The course cost estimates are based on actual expenditures recorded over the past several years in these courses at WSU.

### **FTE Calculation:**

An average annual student FTE for professional courses of 10 credit hours was used. This is consistent with our colleagues at Washington State University School of Veterinary Medicine (WSU). Therefore, one headcount veterinary student enrolls in an average of 22 credit hours per semester, or 2.2 (22/10) semester student FTE. There are two semesters ( $2.2 \times 2 = 4.4$ ), however to average divide by two, which results in 2.2 average annual FTE per headcount veterinary student. The FTE calculation for the program in the first year is then 30 total students, multiplied by the average veterinary student FTE 2.2 results in a total FTE enrollment of 66. Using the total requested state Appropriation of \$1.7 million ongoing funding and considering this amount based on the FTE enrollment (66 for the first year;  $\$1.7 \text{ million}/66$ ) results in a cost per FTE of \$25,758, or \$12,879 once fully (60) populated with students. If considered only with respect to Utah students (20) then the cost is ( $\$1.7 \text{ million}/44$ ) \$38,636, or \$19,318 once fully populated with 40 students.

### **Travel:**

Travel expenditures will be used to support faculty travel to WSU for curriculum coordination as a mechanism to ensure consistency between curricula at each geographical location. These funds will also support student travel from the Logan Campus to attend the COLE (Cougar Orientation and Leadership Experience) Camp for new first-year veterinary students each year. This will facilitate the experience for Logan Campus students and allow them to receive the same training as students on the Pullman Campus.

### **Capital Costs:**

These funds are required to modify existing anatomy classroom space to allow proper ventilation and storage space for an increased number of animal cadavers. The ADVS department has already invested in the design phase and has based the funding amount on these projections.

### Library Costs:

This is the projected amount necessary to pay for increased licensing fees to allow for a modest expansion of electronic journal availability at USU and to pay for expansion of student numbers through existing electronic journal licensing at WSU. Through this arrangement USU veterinary students and faculty will have appropriate access to meet accreditation requirements. Funds will also be used to establish and maintain a resource collection of current veterinary textbooks at the Merrill-Cazier Library.

Financial Analysis					
Students	Year 1	Year 2	Year 3	Year 4	Year 5
Projected FTE Enrollment	66	132	132	132	132
Cost Per FTE	\$25,758	\$12,879	\$12,879	\$12,879	\$12,879
Student/Fac Ratio	3.33	6.67	6.67	6.67	6.67
Projected Headcount	30	60	60	60	60
Projected Tuition	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Tuition	812,000	1,737,680	1,859,318	1,989,470	2,128,733
Tuition to Program	812,000	1,737,680	1,859,318	1,989,470	2,128,733
5 Year Budget Projection					
Expense	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages	1,605,500	1,667,720	1,732,369	1,799,542	1,869,338
Benefits	661,448	694,854	729,878	766,596	796,867
Total Personnel	2,266,948	2,362,574	2,462,247	2,566,138	2,666,205
Current Expense					
Travel	50,000	52,000	54,080	56,243	58,493
Capital	450,000				
Library Expense	50,000	52,000	54,080	56,243	58,493
Total Expense	2,816,948	2,466,574	2,570,407	2,678,624	2,783,191
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation	2,150,000	1,700,000	1,700,000	1,700,000	1,700,000

Grants & Contracts					
Donations					
Reallocation					
Tuition to Program	812,000	1,737,680	1,859,318	1,989,470	2,128,733
Fees					
<b>Total Revenue</b>	<b>2,962,000</b>	<b>3,437,680</b>	<b>3,559,318</b>	<b>3,689,470</b>	<b>3,828,733</b>
<b>Difference</b>					
Revenue-Expense	145,052	971,106	988,911	1,010,846	1,045,542

The excess revenues in the “Difference” subsection of the budget will be used to offset other program expenses such as providing contingency money for additional faculty release time, costs associated with student summer internships, student travel to Pullman for freshman class orientation, and activities associated with student recruitment, future classroom upgrades, expand, maintain and upgrade laboratory teaching equipment.

### Funding Sources

The WU 2+2 Program will be funded through a new ongoing state appropriation to implement years 1 and 2 at Utah State University (\$1.7 million), and student tuition dollars paid to the program. A modest annual tuition increases was included, 7% to in-state and non-resident. This increase in in-state tuition matches in-state tuition increases for the Washington State University College of Veterinary Medicine for the past several years. The combination of these two revenue sources will provide sufficient funding to operate the USU component of the WU 2+2 Program Veterinary Program. Additional funds, similar to the WICHE support fee that currently support veterinary medical education for a few Utah residents, will be appropriated to allow WSU to educate these students in years 3 and 4 of the curriculum.

### Reallocation

Currently, the department of Animal, Dairy, and Veterinary Sciences has 10 faculty with expertise and training appropriate to be assigned to the curriculum of the new WU 2+2 Program at USU. The new funding will allow purchase of their time to allow them to be assigned to courses within the WU 2+2 Program curriculum. The salary dollars that become available when this faculty is re-assigned will then be used to hire other faculty to cover existing coursework in the ADVS degree program.

### Impact on Existing Budgets

The program is structured so that there will be no impact on existing USU budgets.

## Appendices

### Appendix A: Program Curriculum that includes all program courses for years 1 and 2.

Course Prefix & Number	Title	Credit Hours
<b>Core Courses</b>		
<b>Fall Semester Year 1</b>		
ADVS 7500 (*VM 500)	Animals, Society & Vets (Leadership/Ethics/Public Service)	1
ADVS 7509 (VM 510)	Vet Microscopic Anatomy	5
ADVS 7511 (VM 511)	Vet Anatomy I	5
ADVS 7513 (VM 513)	Vet Cell Physiology	4
ADSV 7568 (VM 568)	An. Handling & Agr. An. Orient	2
ADVS 7598 (*VM 598)	Intro to Clinics	1
ADVS 7549 (*VM 499)	Practicum <i>*credit received in Year 3</i>	1
<b>Spring Semester Year 1</b>		
ADVS 7512 (VM 512)	Vet Anatomy II (combine w/Vet An I) Physiology Lab/2wks	3
ADVS 7520 (VM 520)	Neuroscience (possible Web-based course)	5
ADVS 7521 (VM 521)	Immunology	3
ADVS 7534 (VM 534)	General Pathology	3
ADVS 7545 (VM 545)	Basic Nutrition	3
ADVS 7530 (VM 580)		1
<b>Fall Semester Year 2</b>		
ADVS 7522 (VM 522)	Fund. of Pharmacology (4 wks anesthesia) Virology	2
ADVS 7535 (VM 535)	Bacteriology, 5 labs others DC	3
ADVS 7536 (VM 536)	Systemic Pathology	4
ADVS 7546 (VM 546)	Clinical Pathology	6
ADVS 7589 (VM 589)	Diagnostic Challenge-integrated with other courses	3
<b>Spring Semester Year 2</b>		
ADVS 7502 (VM 502)	Communication Skills (2nd half in Y3) Vet Toxicology, USDA Toxicology	0.5
ADVS 7523 (VM 523)	Parasitology	3
ADVS 7537 (VM 537)	Public Health	4
ADVS 7543 (VM 543)	Clinical Specialty Practice -	2
ADVS 7561 (VM 561)	Dermatology/Ophthalmology	2
ADVS 7561 (VM 585)	Epidemiology	2
ADVS 7587 (VM 587)	Anesthesiology- 16 lec,7 labs, Principles of Surgery - 12 lec, 6 labs	3
ADVS 7588 (VM 588)	Radiology	3
<b>Subtotal</b>		<b>74.5</b>
<b>Elective</b>		<b>00.0</b>
<b>Track /Options (N/A)</b>		<b>N/A</b>
<b>Total Number of Credits</b>		<b>74.5</b>



New Courses to be Added in the Next Five Years **NONE ANTICIPATED AT THIS TIME.**

## Appendix B: Program Schedule

The information requested in Appendix B is presented in Appendix A. The program schedule for years 1 and 2 are dictated by the structure of the curriculum at the WSU College of Veterinary Medicine. The WSU Veterinary program meets the accreditation requirements as set forth by the American Veterinary Medical Association Council on Education<sup>1</sup>. Any deviation from the proposed course sequence in years 1 and 2 must align with the accredited program standards and goals.

## Appendix C: Faculty

COURSE DESCRIPTION	COURSE #	USU FACULTY	DEGREE
<b>Fall Semester Y1</b>			
Animals, Society & Vets (Leadership/Ethics/Public Service)	VM 500	*Coordinator	DVM/MS or PhD
Vet Microscopic Anatomy	VM 510	Aaron Olsen	DVM/PhD
Vet Anatomy I	VM 511	New Hire	DVM or PhD
Vet Cell Physiology	VM 513	New Hire	DVM or PhD
An. Handling & Agr. An. Orient	VM 568	Rusty Stott	DVM
Intro to Clinics	VM 598	Rusty Stott	DVM
Principles of Surgery - 12 lec, 6 labs	VM 586	Rusty Stott	DVM
Practicum	VM 499	Coordinator	DVM/MS or PhD
<i>*credit received in Year 3</i>			
<b>Spring Semester Y1</b>			
Vet Anatomy II (combine w/Vet An I)	VM 512	New Hire	DVM/PhD
Physiology Lab/2wks	VM 520	New Hire	PhD
Neuroscience (possible Web-based course)	VM 521	Distance	DVM or PhD
Immunology	VM 534	Chris Davies	DVM/PhD
General Pathology	VM 545	Tom Baldwin	DVM/PhD
Basic Nutrition	VM 580	Jong-Su Eun	PhD
<b>Fall Semester Y2</b>			
Fund. of Pharmacology (4 wks anesthesia)	VM 522	Jeff Hall	DVM/PhD
Virology	VM 535	Brian Gowen	PhD
Bacteriology, 5 labs others DC	VM 536	Bart Tarbert	PhD
Systemic Pathology	VM 546	New Hire	DVM
Clinical Pathology	VM 589	New Hire	DVM
Diagnostic Challenge-integrated with other courses		Coordinator	
<b>Spring Semester Y2</b>			
Communication Skills (2nd half in Y3)	VM 502	Coordinator	PhD
Vet Toxicology, USDA Toxicology	VM 523	Jeff Hall	DVM /PhD
Parasitology	VM 537	Rusty Stott	DVM

<sup>1</sup> WSU's accreditation, last fully renewed in 2003, is under review in the 2010-2011 academic year.

Public Health	VM 543	Kerry Rood	DVM/MS
Clinical Specialty Practice - Derm/Ophthal	VM 561	**Nicole MacLaren	DVM/DACVO
Epidemiology	VM 585	Dave Wilson	DVM/PhD
Anesthesiology - 16 lec, 7 labs	VM 587	**Hillagas/Isrealso	DVM
Radiology	VM 588	WSU-Distance	DVM

\* USU RDVEP Coordinator for will be appointed from the ADVS faculty

\*\*Utah Veterinarian with adjunct appointment

#### **Appendix D: Support Letters (attached)**

#### **Appendix E: Draft MOU (attached)**

(final document will be finalized at a later time by WSU and USU attorneys)

#### **Appendix F: Basic List of Veterinary Journals for Academic Libraries**

Acta Veterinaria Hungarica  
Acta veterinaria scandinavica with supplements  
American journal of veterinary research  
Anatomia, histologia, embryologia  
Animal  
Animal Biotechnology  
Animal genetics  
Animal Law  
Animal reproduction science  
Animal Research  
Animal science journal (Nihon Chikusan Gakkaiko)  
Animal welfare  
Anthrozoos  
Applied animal behaviour science  
Archives of animal nutrition  
ATLA Alternatives to laboratory animals  
Australasian Veterinary Practitioner  
Australian Veterinary Journal  
Avian diseases  
Avian pathology  
Berliner und Munchener Tierarzliche Wochenschrift  
Biology of reproduction  
BMC Veterinary Research  
British Poultry science  
Canadian Journal of Animal science  
Canadian Journal of veterinary research  
Canadian veterinary journal  
Comparative immunology, microbiology, and infectious disease  
Comparative medicine  
Compendium: Continuing education for veterinarians  
Diseases of aquatic organisms  
Domestic animal endocrinology  
DTW: Deutsche Tierarztliche Wochenschrift  
Equine veterinary education

Equine veterinary journal with supplement  
Experimental animals  
Fish and shellfish immunology  
Fish pathology (Formerly Gyobyo Kenkyu)  
Historia medicinae veterinariae  
ILAR journal  
In practice  
Japanese Journal of veterinary research  
Journal of American animal hospital association  
Journal of animal physiology and animal nutrition  
Journal of Animal Science  
Journal of Applied animal welfare science: JAAWS  
Journal of Aquatic animal health  
Journal of Avian medicine and surgery  
Journal of comparative pathology  
Journal of Dairy research  
Journal of Dairy Science  
Journal of equine veterinary science  
Journal of exotic pet medicine (Formerly Seminars in Avian and exotic pet medicine)  
Journal of Feline medicine and surgery  
Journal of fish diseases  
Journal of medical entomology  
Journal of medical primatology  
Journal of Small Animal practice  
Journal of swine health and production  
Journal of the American association for laboratory animal science: JAALAS  
(formerly, contemporary topics in laboratory animal science)  
Journal of the American Holistic Veterinary Medical Association  
Journal of the American Veterinary Medical Association  
Journal of the South African Veterinary association  
Journal of veterinary cardiology  
Journal of veterinary dentistry  
Journal of veterinary diagnostic investigation: official publication of the American  
Association of Veterinary Laboratory Diagnosticians, Inc  
Journal of veterinary emergency and critical care  
Journal of veterinary internal medicine  
Journal of veterinary medical education  
Journal of Veterinary medical science (the Japanese Society of veterinary science)  
Journal of veterinary pharmacology and therapeutics  
Journal of wildlife diseases  
Journal of zoo and wildlife medicine  
Lab animal  
Laboratory animals  
Medical and veterinary entomology  
Medical mycology  
New Zealand Veterinary Journal  
Onderstepoort journal of veterinary research  
Polish Journal of Veterinary Sciences

Poultry Science  
 Preventative veterinary medicine  
 Reproduction  
 Reproduction in domestic animals = zuchthygiene  
 Research in veterinary science  
 Revue de Medecine Veterinaire  
 Revue scientifique et technique  
 Scandanavian journal of laboratory animal science  
 Schweizer archiv fur tierheilkunde  
 Small ruminant research  
 The Veterinary clinics of North America. Small animal practice  
 The Veterinary record: Journal of the British Veterinary Association  
 Theriogenology  
 Topics in Companion animal medicine (Formerly Clinical techniques in small animal practice)  
 Transboundary and emerging diseases (formerly Journal of veterinary medicine series A)  
 Tropical animal health and production  
 Vaccine  
 Veterinary anaesthesia and analgesia  
 Veterinary and Comparative oncology  
 Veterinary and comparative orthopaedics and traumatology: VDOT  
 Veterinary Clinical Pathology  
 Veterinary clinics of North America: equine practice  
 Veterinary Clinics of North America: Exotic animal practice  
 Veterinary clinics of North America: food animal practice  
 Veterinary dermatology  
 Veterinary Economics  
 Veterinary heritage  
 Veterinary immunology and immunopathology  
 Veterinary Journal (Formerly British veterinary journal)  
 Veterinary Medicine  
 Veterinary microbiology  
 Veterinary Ophthalmology  
 Veterinary parasitology  
 Veterinary pathology  
 Veterinary Quarterly  
 Veterinary radiology and ultrasound  
 Veterinary Research  
 Veterinary research communications  
 Veterinary surgery  
 Veterinary technician  
 Veterinary therapeutics  
 Zoo biology  
 Zoonoses and public health (Formerly Journal of veterinary medicine B)



September 24, 2010

Dr. Kerry Rood,

I am writing in regard to the proposed cooperative arrangement between Utah State University and the Washington State University College of Veterinary Medicine. I'm not familiar with the details of the proposal, but I am supportive of this type of opportunity for our students. I recently became aware of the concern among some individuals that such a move would impact enrollment of pre-veterinary students at other undergraduate institutions. Though I can't predict the real impact, I don't currently share this same concern. I feel our students would still recognize that Southern Utah University is well-positioned to prepare students for any veterinary school. In fact, an opportunity that increases our capacity for training veterinary students within the state of Utah may actually strengthen our enrollment at the undergraduate level. I expect there could be some drawbacks of such an arrangement with only one of the current WICHE schools. Considering the limited and variable nature of our past WICHE funding, however, the potential benefits outweigh the concerns in my view.

Thank you for the information you have provided and your consideration of our students and program at Southern Utah University. I would appreciate any further information and updates as they become available on the progress of this proposal so I can keep our students informed.

Sincerely,

A handwritten signature in blue ink that reads "Chad L. Gasser".

Chad L. Gasser, Ph.D.  
Assistant Professor of Agriculture / Pre-vet Advisor  
Southern Utah University, AGNS Dept.  
351 West Center Street  
Cedar City, UT 84720  
(435) 586-7923  
[gasser@suu.edu](mailto:gasser@suu.edu)



September 24, 2010

Dear Members of the Board of Regents and Legislators,

As the professional organization representing Utah veterinarians, the Utah Veterinary Medical Association (UVMA) would like to voice our unequivocal support for the proposed Washington Utah Veterinary Program (WUVP) between Utah State and Washington State Universities. After an extensive study of the proposal; taking into consideration factors such as quality of education, educational opportunities for Utah students and estimated future needs for new Utah veterinarians, our Board of Directors voted unanimously to support the proposal.

We believe the WUVP will be beneficial to our profession in the following important ways:

- 1. Increased number of Utah veterinary graduates.** Over the past 15 years, the number of Utah students attending veterinary school with tuition assistance from the WICHE program has decreased dramatically, despite a very significant population growth and demand for veterinary services in Utah. Not only are the total numbers of animals increasing, but pet owners are demanding more specialized diagnostic and treatment options.
- 2. Direct voice in the selection of Utah veterinary students.** Representatives of the UVMA will have the opportunity to play an active role in the admissions process. This allows a voice in the selection of students whose skills and interests are in line with the needs of the Utah veterinary profession.
- 3. Increased educational opportunities for veterinarians.** The increased faculty at USU and partnership with WSU will enable additional continuing education opportunities for licensed veterinarians practicing in Utah, and surrounding areas. Having access to this expertise will help us increase our professional skills and client service.

We also feel that the program will enhance animal science and pre-veterinary programs at all the major colleges in Utah as more of their students will have the opportunity to apply for and likely attend a high-quality College of Veterinary Medicine.

It is our request that the Board of Regents and members of the State Legislature give their full support to Utah State University and the proposed Washington Utah Veterinary Program. If there are questions or if our association could be of further assistance please contact us at (801) 487-4741 or [uvma@qwestoffice.net](mailto:uvma@qwestoffice.net). For more information on the UVMA please follow the link [www.uvma.net](http://www.uvma.net).

Respectfully,

A handwritten signature in black ink that reads "Neil Moss DVM". The signature is written in a cursive, flowing style. The word "Neil" is written first, followed by "Moss", and then "DVM" in a slightly more formal, blocky script. A large, loopy flourish underlines the signature.

Dr. Neil Moss  
President, Utah Veterinary Medical Association



## **Utah Farm Bureau Federation**

9865 South State Street, Sandy • Utah 84070-3205 • Fax: (801) 233-3030  
utfb.fb.org

**LELAND J. HOGAN**  
PRESIDENT

(801) 233-3040

September 24, 2010

Mr. David J. Jordan, Chair  
Utah Board of Regents  
Board of Regents Building  
The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Mr. Jordan:

RE: Utah State University/Washington State University Veterinarian School Proposal

For many years, Utah agriculture has been looking for ways to meet our veterinary medicine needs. Without an in-state program, the state has provided assistance like the WICHE system, to allow Utah high school and pre-vet college students to identify this as a career opportunity. The USU/WSU proposal will substantially increase access and opportunity for Utah's best and brightest students to help meet the growing demand for veterinary professionals in Utah.

Livestock production is the backbone of Utah's agriculture industry, contributing more than 65 percent of our state's more than \$1.5 billion in farm gate sales. This contribution and its economic ripple effect are significant to the state of Utah and of critical importance to rural communities. Utah State University recently released an economic study related to the overall contribution of the food and agriculture industry. Farming and ranching is the foundation for nearly \$15 billion in economic activity, making up as much as 14-percent of the Gross State Product.

As an advocate for Utah's farmers, ranchers and rural communities, Utah Farm Bureau views this as an opportunity to meet these significant and growing needs. It will provide Utah students, including farm and ranch youth, with a more affordable opportunity for a veterinary education. Our hope is that this will ultimately bring these young people back into communities that today are under served.

An instate veterinary program like the one being proposed will allow Utah to better control and address our future professional needs, both urban and rural. Across the country, there are more and more veterinary students graduating and moving into small animal practices. This is leaving a hole for large animal and agriculture needs like horse owners, dairy operations and cattle feedlots.

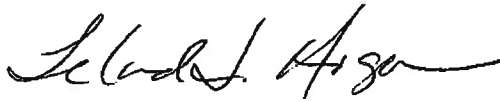
USU/WSU Proposal  
Page 2

Currently, there are areas of the state where livestock producers are required to ask a practicing veterinarian to travel considerable miles to meet animal health or regulatory needs. This is both costly and time consuming.

The additional opportunities and expanded numbers available in the USU/WSU proposal creates greater potential for young people from agriculture backgrounds to enter an affordable home-state based veterinary medicine program. Certainly, from an agriculture perspective, returning to serve the state's farmers, rancher and rural communities is important to Utah Farm Bureau.

If you have any questions, please contact me at 801.386.1986 or you can call Utah Farm Bureau Federation CEO Randy Parker at 801.233.3040.

Best Regards,

A handwritten signature in black ink, appearing to read "Leland J. Hogan". The signature is fluid and cursive, with a long horizontal stroke at the end.

Leland J. Hogan





September 23, 2010

Dr. Byron Burnham  
Vice Provost and Dean for Graduate Studies  
Utah State University  
Logan, UT 84322

Dear Dr. Burnham:

After reviewing our collections, I believe the Merrill-Cazier Library will need to make substantial enhancements to our current collection in order to support the doctoral program in veterinary medicine (DVM) jointly with Washington State University. The Library does provide research and teaching materials for the Department of Animal, Dairy, and Veterinary Sciences; however, these resources are insufficient to support students seeking the DVM. In order to bring our collection up to the level required for a doctoral program, the Utah State University Library would need to both instate several new ongoing subscriptions as well as dramatically improve our book collection. We are pleased to see that the program requirement document addresses the need to enhance our collections through the request for an increase to our base budget. The successful appropriation of these funds would be essential to supporting this program without having to make cuts to other areas of our collection. A brief assessment of the relevant segments of our collections follows.

Our list of journal subscriptions in support of the College of Agriculture is reasonably strong. We currently have complete electronic journal frontlist packages from Elsevier, Wiley, Springer, and Taylor and Francis, the larger, premier STM publishers. We also have purchased the Elsevier *ScienceDirect Agricultural and Biological Science* backfile. These package collections put us at a relative advantage when it comes to journal holdings for biology and agriculture. However, we are missing access to many core titles needed for a DVM program. Vicki Croft, the Animal Health Librarian at Washington State University, compiled a list of core titles that she considers essential to support the DVM program. Of the 122 journals included in her report, the Utah State University Library has current year access to 74 titles (60%). A further analysis of our collection reveals that of the top 50 veterinary science journals, ranked by 2009 impact factor, Utah State maintains current subscriptions to 34 (or 68%). Finally, we have current subscriptions to 18

of the 34 (52%) core veterinary science titles recommended by *Magazines for College Libraries*. The projected cost to acquire new subscriptions including those recommended by Ms. Croft, included in the Journal Citation Report's top 50 list, and listed in *Magazines for College Libraries* is \$21,000 for the upcoming year. It is critical to remember that journal subscription costs are ongoing and typically experience inflation rates of up to 7-10% per year. A complete list of the recommended titles is attached to this letter for your review. We would also like to reserve an additional \$8,000 in journals funds in order to acquire specific titles requested by the new faculty hires (\$2,000 per faculty member).

We already provide access to several of the possible indexing and abstracting services for veterinary science. The premier resource in the field is the *Index Veterinarius*, a subset of the *CAB Abstracts* database, to which we already subscribe. Other key research resources to which we currently maintain subscriptions are *Biological Abstracts*, *Wildlife & Ecology Studies Worldwide*, and the *Science Citation Index*. And, we also have freely available access to the Medline database. One title that we will need to add is the *VetMed Resource* (the online iteration of the *Veterinary Bulletin*). Fortunately, this resource is a free add-on for existing *CAB Abstracts* subscribers. Therefore, we will certainly be able to provide excellent bibliographic access to the literature of the field.

While we have extensive monographic holdings in the area of animal biology, our print book collections relating specifically to veterinary medicine (classification SF600-1100) are quite limited, with just over 1,100 titles in total. Only 174 of these were published within the last 10 years. We have not purchased many electronic books in the vet science field, however there are many excellent e-book collections available from the major scientific publishers (such as Elsevier and CRC Press). Acquiring e-book sets might be a reasonable way in which to quickly upgrade our collection with the most current books. We would probably need approximately \$25,000 in one time money to begin to bring the book collection up to the appropriate level. Of course we would also need additional funds annually to purchase new materials as they become available, as we do not have a current budget for books relating to veterinary science.


In summary, the Library would anticipate needing the following resources to support the proposed doctoral program in veterinary science:

- \$29,000 ongoing, to fund new journal subscriptions
- \$10,000 ongoing, to fund a new books budget
- \$11,000 ongoing, to support retrospective purchases, shifting over time to cover inflation

- \$25,000 onetime to fund the initial purchase of a base-level reference collection and core titles for the circulating book collections

We in the Merrill-Cazier Library appreciate the opportunity to respond to the proposal for the proposed DVM degree. Anytime there is a change in an academic program, the collections in the Library should be examined to address the support needed for the success of the program. We advise all departments to actively involve the Library in their development of proposals and would encourage their support for additional funding for Library materials and services.

Sincerely,

A handwritten signature in black ink, appearing to read "Jennifer Duncan", followed by a horizontal line.

Jennifer Duncan  
Head of Library Collection Development  
Merrill-Cazier Library

CC: Thomas Bunch  
Larry Smith  
Michelle Larson  
Richard Clement

**AN AGREEMENT BETWEEN**

**WASHINGTON STATE UNIVERSITY**

**AND**

**UTAH STATE UNIVERSITY**

**TO ESTABLISH A**

**COOPERATIVE PROGRAM IN VETERINARY MEDICAL EDUCATION**

**DRAFT (9-22-10)**

This AGREEMENT is made and entered into by and between WASHINGTON STATE UNIVERSITY, an institution of higher education and an agency of the state of Washington, hereinafter referred to as "WSU," and UTAH STATE UNIVERSITY, an institution of higher education and an agency of the state of Utah, hereinafter referred to as "USU". The Washington and Utah Cooperative Program in Veterinary Medical Education, herein established, is hereinafter referred to as the "WU" or "WU Program."

Recital

WHEREAS, this agreement is entered into pursuant to the Washington Interlocal Cooperation Act, Chapter 39.34, Revised Code of Washington), and in Utah pursuant to

---

WHEREAS, there presently exists a great demand for educational opportunities in the field of veterinary medicine in the states of Washington, Idaho, Utah, and the remaining WICHE states, at a time when a demand in society for these professional services is high.

WHEREAS, the participants desire to share facilities, faculty, and operating support in order to equitably share in the cost of educating veterinary students and to provide a high quality educational program leading to the D.V.M. degree.

WHEREAS, WSU and USU wish to cooperate by combining resources in order to provide a diverse and higher quality educational experience that will result from the additional facilities, instructional program, animal resources, and other attributes present in their respective states. This cooperation will also minimize duplication in costs of new facilities that would be required to develop a separate four-year D.V.M. instructional program in Utah by utilizing the

teaching facilities and professional personnel in Utah at USU for the first two years of the “U” program and then utilize the teaching facilities and professional personnel and resources in at WSU and its existing network of educational partners for the final two years of the WU program.

WHEREAS, the following benefits to each cooperating state are anticipated as a result of the regional WU program:

- a) Assurance that the curriculum leading to the D.V.M. degree prepares veterinarians with the educational background required to meet the specific demands for veterinary services in each state.
- b) Assurance of predictable and increased access to education in veterinary medicine for students in Utah.
- c) Increased services for animal industries and public health that result from a program, school, or college of veterinary medicine.
- d) Expenditure within Utah of a significant portion of the funds allocated for the WU Program by that state.
- e) Promotion of economic, educational, research, and service objectives of each state through the WU program.

WHEREAS, WSU and USU seek to combine resources to establish a regional distributed program in veterinary medical education designed to improve the ability of each to meet the needs outlined to above by providing for joint use of facilities of each party in order to eliminate duplicate course offerings where possible, and to promote the most efficient use of the resources available to each institution.

WHEREAS, the parties recognize that the activities pursuant to this agreement represent, in many respects, pioneering efforts in interstate and inter-institutional cooperation and that modifications or amendments to this agreement may be necessary as the WU Program evolves.

WHEREAS, the parties recognize that other states may desire to participate in a regionally distributed program in veterinary medicine, and WSU and USU agree to make reasonable adjustments to accommodate entry of institutions from other states in the regional program.

WHEREAS, the Board of Regents of WSU by resolution adopted at its meeting held \_\_\_\_\_, have approved and authorized the terms of this agreement, and

The Regents of USU, by resolution adopted at their meeting held \_\_\_\_\_, have approved and authorized the terms of this agreement

NOW, THEREFORE, it is agreed as follows:

I. Establishment of Washington Utah Cooperative Program in Program in Veterinary Medical Education ("WU Program")

WSU and USU hereby agree to establish the Washington and Utah Veterinary Medical Education Program (WU) in accordance with terms of this agreement.

II. Purpose

This agreement provides the ways and means by which WSU and USU will develop and operate the WU program. USU will develop and operate, in concert with WSU, the first two years of the DVM program in Utah, mirroring the WSU DVM Program. Subsequently WSU and USU will cooperate to provide 20 USU WU Utah resident students with access to enrollment in each of

the 3<sup>rd</sup> and 4<sup>th</sup> years of WSU's DVM program. In the event that USU wishes to enroll up to 10 additional USU WU non-Utah resident students in the first two years of the WU program and to have these students come to WSU in years 3 and 4 of the CVM curriculum as do the USU WU program Utah residents do per this agreement, USU and WSU will develop a separate amendment to this agreement.

This agreement provides an affiliation between WSU and USU to achieve a more efficient use of educational, research and service resources available in the two states for veterinary medical-education.

The principal benefits to be derived by each party are:

- A. An increased supply of better trained veterinarians.
- B. Continued and enhanced opportunities for education in veterinary medicine for residents of Washington, Idaho, Utah, and residents of the other WICHE states.
- C. Greater clinical exposure for students to the various aspects of veterinary medicine because of the availability of diverse and increased clinical resources.
- D. A broader base of support for a program of veterinary medical education, making possible greater regional cooperation in research and service and facilitating regional and federal support.
- E. Increased efficiency through the joint use of facilities and faculty in each state locations.
- F. Promotion and improvement of cooperative research, extension, and continuing education programs



### III. Obligations of the Parties – Availability of Funds

The parties recognize that the obligations of each pursuant to this agreement are subject to the availability of funds provided therefore by legislative and funding allocation authorities of each state. In the event USU fails to provide adequate funds to maintain the agreed financial support level in accordance with the terms of Article VII, the agreed-upon number of admitted USU WU program students to WSU DVM program from will be reduced proportionately or this agreement may be terminated pursuant to Article XII of this agreement. In the event of termination by either party, those students already admitted to WU Program from USU will be able to continue pursuant to terms of this agreement until their expected graduation, provided USU continues to provide the agreed upon financial support level to WSU for those students so that an orderly phased completion may occur.

### IV. Administration

The WSU Board of Regents is the governing body of the WSU College of Veterinary Medicine and has delegated responsibility to the WSU President or designated appointee for administrative matters pertaining to the WU Program.

Administration of the WU Program at USU will be in accord with USU local administration through the College of Agriculture and the Department of Animal, Dairy, and Veterinary Sciences, in cooperation with the administration of the WSU CVM's Dean's Office.

The WU Program at USU will be accredited as part of WSU's accreditation. WSU will continue as an officially recognized free standing College of Veterinary Medicine by the American Veterinary Medical Association's Council on Education hereinafter referred to as the accrediting agency. The WSU CVM, in cooperation with the WU Program at USU, will work

with the accrediting agency to secure appropriate modifications to its existing accreditation.

Successful modification of accreditation depends on USU developing the WU program at USU in concert with WSU CVM and USU WU sponsored students receiving the 3<sup>rd</sup> and 4<sup>th</sup> years of the DVM educational program at WSU.

#### Committees:

A separate USU WU program Admissions Committee will work with the WSU CVM Director of Admissions and the WSU CVM Admissions Committee to establish the most efficient staffing mechanism for processing Utah student applications. Admission of the students into the USU portion of the WU Program will be in accord with the procedures outlined in Article VIII.

The program will have a joint Curriculum Committee with USU representation. The curriculum committee, working with the WSU CVM Dean's office and the joint WU Program faculty will have general oversight of the course content across the USU and WSU sites.

USU faculty will have representation on the WSU CVM Student Progress Committee. USU students will be subject to the same academic standards as WSU students. USU representatives on the Student Progress Committee will participate in discussions of all students, whether the students spend all 4 years at WSU or attend both USU and WSU in the WU Program.

The DVM Course Committees for 1<sup>st</sup> and 2<sup>nd</sup> year courses will be chaired by the Course Director of the WSU course. Membership on the Course Committees will consist of all faculty who teach in the course, whether at USU or WSU.

All courses in the WU program must be approved by joint WU Program faculty upon

recommendation of the joint curriculum committee. Consideration for approval will include a review of the course content, course objectives, and qualifications of the proposed instructor by the curriculum committee, and the usual approvals by established academic review procedures on the respective campuses. It is recognized that the WSU CVM dean and the USU WU program administrator in the performance of his or her function, is subject to the requirements established by each respective institution.

#### V. Facilities

WSU will provide office, classroom, laboratory, diagnostic, and clinic facilities, and self-learning resource space on WSU Pullman campus and other sites that support the WU DVM program.

USU will provide office, classroom, laboratory, diagnostic, and clinic facilities, and self-learning resource space on the USU campus and other sites that support the WU DVM program.

It is understood and agreed that WSU and USU shall not be required to provide physical facilities in another state as part of its obligation under this agreement.

#### VI. Faculty

The WSU and USU WU Program administration will be responsible for hiring faculty, evaluating their teaching performance and taking action as required with regard to all personnel matters relating to those under that dean's supervision who participate in the WU program. Such responsibilities include termination, tenure decisions, promotions, salary adjustments and similar matters. Employment, evaluations, and other personnel matters relating to faculty or other employees shall be conducted under the supervision and rules of the respective governing boards

of WSU and USU. WSU and USU WU Program leaders agree that the appropriate leadership at WSU and will be advised, consulted and involved as appropriate as faculty search processes are conducted and a hire is made. The WSU Dean and WSU Department Chairs and School Directors will be consulted by USU program administration on how job descriptions are written, how the search is progressing, and who is hired. Where possible, a WSU faculty member from the appropriate department or school will be appointed to serve on the USU WU faculty search committees. Where possible and with mutual interest, USU WU faculty can be appointed to serve on WSU CVM faculty search committees. A review of any teaching faculty member's performance will be provided upon the request of the WSU CVM Dean and the USU WU program administrator.

WSU and USU WU program administrators agree on commonality and consistency in student evaluations of USU and WSU teaching faculty. USU WU Program faculty will be part of the WSU CVM peer review of teaching process, student evaluation, and other faculty and course assessment processes as they exist and evolve.

## VII. Financial Responsibilities

### A. Basis Financial Support for WU Program in Veterinary Medical Education.

WSU and USU are responsible for their own facility, capital, and maintenance and operating costs of facilities. In order to accommodate the additional USUWU program students in the 3<sup>rd</sup> year of the WSU DVM Clinical Medicine and Surgery Curriculum, WSU will need to renovate the small animal surgery teaching laboratory facilities in McCoy Hall to support the increased 3<sup>rd</sup> year class size. WSU requests that in the fiscal year prior to arrival of the first class of WU program students at WSU (anticipated to be FY14) USU as part of this agreement

provide WSU CVM with \$75,000 in one-time minor capital renovation and equipment funds to partially support the necessary renovation of this Junior Surgery Teaching laboratory. This renovation work will need to be completed and operational in advance of the first USU WU students to enroll at WSU in the 3<sup>rd</sup> year of the WSU DVM curriculum.

The basis of the USU WU program support for years 1 and 2 of the DVM program at USU will be at such a level determined by USU and Utah funding authorities that will support a fully accredited component of the WSU DVM program and be consistent with and comparable in content, scope, and quality with the WSU DVM curriculum in years 1 and 2. This support level is not otherwise addressed in this agreement.

This agreement will set forth basis for Utah's USU WU program annual per student support levels to be paid to WSU in consideration of WSU CVM's agreement to provide access to and enrollment of USU WU program sponsored Utah resident students in the 3<sup>rd</sup> and 4<sup>th</sup> years of the WSU DVM program.

The WSU DVM academic year non-resident tuition and fee amount for FY2011 is \$48,480. The WSU DVM academic year resident tuition and fee amount for FY 2011 is \$19,578. Thus, the non-resident DVM tuition and fee differential from the resident DVM rate in FY11 is \$28,902. For comparison, the WICHE DVM per student support fee for FY11 is \$29,100.

Per this agreement, the USU WU program Utah resident per student support fee to be paid by USU to WSU for students enrolled at WSU in years 3 and 4 of the DVM curriculum will be based on the \$29,100 FY11 amount, equivalent to the FY11 WICHE per student support fee. The base support fee amount will be inflated to the year that the first group of 20 USU Utah resident students will enroll at WSU CVM. Assuming that the USU WU program begins and the

first class of 20 USU WU Utah resident students are enrolled in Utah in FY13, and the 2<sup>nd</sup> class of 20 enroll in Utah in FY14, WSU will enroll 20 USU WU residents in the 3<sup>rd</sup> year of the WSU DVM program in FY15, and will enroll a total of 40 USU WU residents (20 in the 3<sup>rd</sup> year and 20 in the 4<sup>th</sup> year) in FY16. USU will continue to provide annual per student support fees as noted above for a total of 40 Utah Resident WU program students per year that are provided enrollment access at WSU in the DVM program (20 in year 3 and 20 in year 4) for each subsequent year of this agreement.

The USU WU program Utah Resident per student support fee base in FY11 is \$29,100 and will be inflated at 2% per year results in the following:

FY15 \$31,499 per student support fee x 20 USU WU students = \$ 629,980

FY16 \$32,129 per student support fee x 40 USU WU students = \$1,285,160

For future years beginning in FY17 and beyond, the USU WU program Utah resident per student annual support fee will be increased each year by the percentage equal to the State of Washington inflation rate for goods and services used by the WA Office of Financial Management (OFM) for state budget planning purposes.

USU WU program Utah-sponsored resident students will enroll at WSU for their 3<sup>rd</sup> and 4<sup>th</sup> years of the WSU DVM program and be responsible for payment to WSU of the equivalent of the WSU DVM Resident DVM tuition and fees plus the mandatory WSU student fees that exist at the time of their enrollment at WSU. Utah Resident students sponsored by USU under the WU program and this agreement will not be permitted to establish Washington State residency during their enrollment in the WU program for WSU tuition and fee purposes. This also applies

to any future USU WU program Utah non-residents that may be addressed in a future amendment to this agreement.

WSU CVM will invoice USU prior the beginning of each academic year for the WU program annual per student support fees for USU WU Utah Resident students enrolled at WSU in the 3<sup>rd</sup> and 4<sup>th</sup> years of the DVM program. For the 3<sup>rd</sup> year students, WSU will invoice USU following the WSU 10<sup>th</sup> day enrollment date to confirm actual enrollment counts. For the 4<sup>th</sup> year students who begin the 4<sup>th</sup> year in early May following the 3<sup>rd</sup> year, WSU will invoice USU at the beginning of the 4<sup>th</sup> year clinical rotations based on the enrollment count. USU payment to WSU for invoices will be made in full by October 1 for the 3<sup>rd</sup> year enrolled students and by the June 1 for the 4<sup>th</sup> year enrolled students. USU WU program Utah-sponsored resident students are responsible for the payment of the WSU DVM tuition and fees and mandatory student fees per their WSU student registration fees that will be billed by WSU Student Accounts as part of enrollment and registration.

The per student support level will include operating costs of the DVM instructional program including direct instruction, college level instructional administration, Animal Health Library, teaching related activities including scholarly activity, faculty effort on university and college committees, DVM student advising, the selection process involving admissions, and employee benefits.

It is understood and agreed that the payments by USU are subject to the appropriation of funds by the Utah Legislature to USU. If the required support level per student is not provided, student numbers will be proportionately reduced, or the agreement may be terminated as provided in Article XII.

### VIII. Admissions and Students

Admission policies for the WU Program will be those of the WSU CVM when this agreement goes into effect. Subsequent modification of admissions policies will be proposed by the joint WSU and USU WU Program admissions committees in accordance with WSU CVM policies and procedures, and adopted by joint approval of the WSU USU WU Program faculty. Operating under these policies and under the direction of the WSU Director of Admissions, a separate USU WU program Admissions Committee will screen applications and make recommendations to the Dean of the WSU CVM regarding admission of Utah-sponsored WU Program students.

Academic standards and essential requirements for all students in the WU Program will be those of the WSU College of Veterinary Medicine at the time this agreement becomes effective. Subsequent modification of academic standards and essential requirements will be proposed through the office of the WSU CVM Associate Dean for Student and Academic Affairs in accordance with WSU CVM policies and procedures, and adopted by joint approval of the WSU USU WU Program faculty. All WU Program students will be subject to the procedures of the joint WU Program Student Progress Committee in coordination with the WSU CVM Associate Dean for Student and Academic Affairs and the USU local program administrator.

### IX. Curriculum

#### A. Courses

All courses of the WU curriculum must be approved by the joint Curriculum Committee, the WSU and USU program leaders, and other appropriate committees and administrators. WSU will offer the entire four-year D.V.M. curriculum to Washington residents, Idaho-sponsored



students, WICHE students, and other non-resident students. USU will offer the first 2 years of the DVM curriculum to USU WU Program-sponsored Utah residents, and any USU WU Program non-resident students, if any, admitted through a separately executed amendment to this agreement. WSU will provide the third and fourth years of the D.V.M. curriculum to the USU WU sponsored Utah residents who will enroll at WSU for the third and fourth years of the D.V.M. program following their successful completion of the first two years of the WU program at USU. USU may request that WSU faculty provide portions of year 1 and 2 course material to USU WU students via distance education or web based education. WSU and USU will reach separate written agreement on the amount of reimbursement for such effort. The same applies if USU faculty are requested to provide portions of WSU's 1<sup>st</sup> and 2<sup>nd</sup> year curriculum.

B. Graduate and Other Cooperative Programs

Programs leading to graduate degrees will not be considered a part of this agreement. However, regional cooperation in graduate programs will be encouraged and members of the WSU and USU faculties may be appointed to the graduate faculty of the other institution according to existing policies and regulations of each institution.

Details concerning cooperative programs of research and service, education of non-DVM students and graduate students, and continuing education may be covered in separate arrangements between WSU and USU.

X. Awarding of Degrees

The degree of Doctor of Veterinary Medicine will be conferred on graduates by the Board of Regents of WSU as the accredited College of Veterinary Medicine.

XI. Review of Curriculum

Curriculum development and assessment is the responsibility of the collective WSU and USU faculty under the guidance of the WSU Associate Dean for Student and Academic Affairs, the WSU Associate Dean for Teaching and Learning, and the joint WU Program Curriculum Committee. As needed and directed, ad hoc faculty committees of the joint faculty and administration of the WSU CVM and USU WU Program may also be responsible for curriculum planning and assessment in the WU Program.

XII. Termination

WSU and USU agree to provide each other with at least a one year advance notice in writing of intent to terminate the agreement. It is agreed that students in the program will be allowed to complete their programs of instruction if the agreed upon level of financial support is continued to allow program phase out.

XIII. Non-Discrimination

Each party certifies that it will not discriminate in the performance of this agreement on the basis of race, color, creed, national origin, religion, gender, sexual orientation (to include perceived gender identity), honorably discharged veteran or military status, physical, mental or sensory disability, or use of a trained dog guide or other service animal, in compliance with (a) Presidential Executive Order 11246, as amended, including the Equal Opportunity Clause contained therein; (b) Section 503 of the Rehabilitation Act of 1973, as amended, and the Vietnam Era Veterans Readjustment Act of 1974, as amended, and the Affirmative Action Clauses contained therein; (c) the Americans with Disabilities Act of 1990, as amended; and (d)

applicable non-discrimination laws of the state of Washington. The parties further agree they will not maintain facilities which are segregated on the basis of race, color, religion or national origin in compliance with Presidential Executive Order 11246, as amended, and will comply with the Americans with Disabilities Act of 1990, as amended, regarding programs, services, activities and employment practices.

#### XIV. Effective Date, Duration, and Filing Requirements

Copies of this agreement shall be filed with the Whitman County Auditor, the Secretary of State of Washington, and in Utah \_\_\_\_\_ prior to its entry into force. The agreement shall be effective \_\_\_\_\_ and shall continue indefinitely by execution of the parties, accomplishment of all filing requirements, and approval required by law. The agreement may be terminated by any of the parties upon due notice in accordance with the terms of Article XII.

#### XV. Notices

All notices, payments, requests, consents, approvals, or other communications which may be required under this contract shall be given as follows:

- A. Notice or payments to Washington State University
- B. Notice to Utah State University.
- C. Amendments

This agreement may be amended by mutual consent executed in writing by the officials executing this agreement, or their successors, and appended herewith.

**WASHINGTON STATE UNIVERSITY**

Approved by:

---

Recommended by:

---

Bryan K. Slinker, Dean

College of Veterinary Medicine

Date:

Approved as to Form:

**UTAH STATE UNIVERSITY**

Approved by:

---

Recommended by:

---

DRAFT

## USU Summer Schedule

In 1998, Utah State University shifted its academic calendar from quarters to semesters. This move resulted in a summer calendar for the Logan campus in which a variety of sessions were offered, including three four-week sessions and one eight-week session. For students who desire to take summer classes, there are two major factors that have made it difficult for them to register for multiple classes: 1) the smaller amount of course offerings in the summer are split up among multiple summer sessions and 2) the lack of common bell times makes it harder for students to find classes that do not overlap. The four-week courses typically meet for 120 minutes M-F, with the eight-week courses coming in a variety of configurations, including 60 minutes M-F, and 150 minutes either MW or TTh. As a result, four-week meeting times commonly conflict with eight-week meeting times and eight-week meeting times sometimes conflict with each other as well. Further conflicts arise when one-week workshops are added to the mix.

### Issue(s):

- A shift in the academic calendar from quarters to semesters.
- Summer schedules no longer meet the needs/expectations of students.

### Recommendation(s):

- Revise the summer term schedule to include two sessions. Proposed calendars for Summer 2011 are listed below:
  - A 4-Week Workshop Session that begins in May and will be similar to the current four-week sessions. This session will be primarily used for workshops. This session will begin the Monday immediately following spring commencement.

#### 4-Week Workshop Session (MTWRF schedule)

Monday, May 9 First Day of Classes

Monday, May 30 Memorial Day Holiday

Thursday, June 2 Last Day of Classes

Friday, June 3 Final Examinations

- A 7-Week Main Session that begins in June and will be over before the Pioneer Day Holiday. In order to accomplish this, a typical 3-credit class will meet four days per week (MTWR) for 90 minutes. This schedule will be attractive to students and faculty, because it allows for three-day weekends and also leaves a full month open between the end of classes and the start of fall semester.

#### 7-Week Main Session (MTWR schedule)

Monday, June 6 First Day of Classes

Monday, July 4 Independence Day Holiday

Tuesday, July 19 Last Day of Classes

Wednesday, July 20 Final Examinations

- Standardize bell times. For the 7-Week Main Session, standard bell times would be 7:30, 9:15, 11:00, 12:45, and 2:30. Classes will meet for 90 minutes, with 15 minutes between classes.
- The schedule will be carefully planned around a collection of summer opportunities and demand rather than being built around faculty availability.



## **POLICY MANUAL**

### **FACULTY**

---

#### **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.**

**Date of Last Revision: August 13, 2010**

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

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

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

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

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

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

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

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

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

## **2.3 Senator's Handbook**

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

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

### **3.1 Membership**

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

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

### **3.2 Alternates for Elected Members**

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

**Comment [L1]:** According to the web version of the Code, reference should be to 401.5.3(2) (d)

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

### **3.3 Term**

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

### **3.4 Vacancies**

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

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

### **4.1 Records**

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

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

### **4.2 Agenda and Minutes**

(1) Senate agenda.



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

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

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

(3) Distribution of agenda and minutes.

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

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

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

#### **4.3 Order of Business**

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

#### **402.5 PARLIAMENTARY PROCEDURE**

All actions of the Senate shall be in accordance with the most recent edition of Robert's Rules of Order.

#### **402.6 MEETINGS; QUORUM**

##### **6.1 Scheduled Meetings**

Regularly scheduled meetings of the Senate shall be held on the first Monday of the month at 3:00 PM from September through May unless otherwise specified by the Senate.

##### **6.2 Special Meetings**

Special meetings shall be held at the call of the President of the Faculty Senate or upon petition of any 10 senators. The petition must be written, must state the purpose of the special meeting, and must be submitted to the President of the Faculty Senate. Upon receipt of the petition, the President of the Faculty Senate must call a special meeting within 12 working days. Senators shall receive at least five days notice of the special meeting and its agenda unless a majority of them waives that notice prior to or at the meeting. . Senators shall be notified ~~receive~~ at least five days in advance ~~notice~~ of the special meeting and its agenda ~~at least five days in advance~~ unless a majority of ~~the full senate membership votes to waive~~ of them waives that notice prior to or at the meeting.

**Comment [L2]:** PRPC proposes a change to the language, but recommends retaining this clause, regardless of its unlikelihood of occurring. Special meetings could be called to address an emergency situation, in which advance notice might be difficult or impossible.

**Comment [J3]:** This could happen but it is highly unlikely.

### 6.3 Quorum and Voting

A majority of the members of the Senate shall constitute a quorum for the conduct of Senate business. All actions or recommendations of the Senate shall be by majority vote of the members and alternates present. Voting shall be by secret ballot upon passage of a motion to that effect.

### 6.4 Meetings with Constituencies

The elected senators should hold a meeting each semester with their constituencies to answer questions and discuss Senate business. A senior senator in each college, in Extension, Regional Campuses, and the Library will call and chair the meeting.

**Comment [L4]:** PRPC recommends this be an informational item placed within the Faculty Senate Handbook. Delete from here. PRPC likes the wording contained in this section, but feels it would be more appropriate in the FS Handbook.

## 402.7 ~~SENATE~~ PRESIDENT, PRESIDENT-ELECT, AND PAST PRESIDENT OF THE FACULTY SENATE

### 7.1 Duties of the President of the Faculty Senate

The President of the Faculty Senate shall preside over and conduct meetings of the Senate and its Executive Committee and the Faculty Forum and its Executive Committee. The President of the Faculty Senate shall see that Senate actions are accurately recorded and that all actions approved are implemented or forwarded as appropriate.

### 7.2 Duties of the ~~Senate~~ President-Elect of the Faculty Senate

The President-Elect of Faculty Senate shall perform the functions and duties of the President of the Faculty Senate when the latter is unable to exercise them or when the President-Elect of the Faculty Senate is designated by the President of the Faculty Senate to perform in the President of the Faculty Senate's stead.

### 7.3 Duties of the Immediate Past President of the Faculty Senate

The immediate ~~p~~Past ~~p~~President of the Faculty Senate shall serve as a voting member of the Faculty Senate Executive Committee and Faculty Senate for a period of one year immediately following his/her term as President of the Faculty Senate. The immediate ~~p~~Past President of the

Faculty Senate shall also serve as a member of the Senate Handbook Committee (see policy 402.12.10).

#### 7.4 Eligibility and Term

The President-Elect /President shall be elected annually from and by elected Senate members, as provided in policy 402.10.3, to serve for a three-year, non-renewable term. During the first year he/she shall serve as the President-Elect, during the second year shall be the President of the Faculty Senate, and during the third year shall serve as Past President.

Any elected senator who is completing or has completed one year of a faculty Senate term is eligible to serve as President-Elect/President of the Faculty Senate, subject to the following exceptions: Senators who are completing their terms are not eligible, unless they have been re-elected to the Senate for an additional term. The election of the President-Elect/President of the Faculty Senate is understood to be an extension of that individual's term in the Senate for the number of years necessary to fulfill a term as President of the Faculty Senate. If an extended term is necessary for the new President of the Faculty Senate, then the individual so chosen will become a supernumerary member of the Senate and the regular schedule of elections to the Senate from that individual's college will be unaffected.

#### 402.8 SENATE EXECUTIVE SECRETARY

An Executive Secretary of the Senate shall be appointed by the President of the University. See policy 401.10. The duties of the Executive Secretary are: (1) Under the direction of the President of the Faculty Senate, to prepare agenda for all meetings of the Senate, the Faculty Forum, and the Executive Committees of each. (2) Under the direction of the President of the Faculty Senate, to keep minutes of the meetings of the Senate, the Faculty Forum, and the Executive Committees of each. (3) To distribute copies of both agenda and minutes. (4) To forward actions, policies, and reports of the Senate to the President of the University. (5) To gather items and data that the Executive Committee may present at Senate meetings. (6) To prepare and present, at the September and March Senate meetings, an accounting of the implementation or non-implementation of motions passed by the Senate. (7) To apprise Senate committees of items which the Senate has requested that they study. (8) To maintain an archive of the minutes of each meeting of the Senate and its Executive Committee, the Faculty Forum and its Executive Committee, and the Senate committees. (9) To keep university faculty informed of the action of the proposed business of the Senate by publicizing the Senate agenda, Senate actions, and the results of Senate elections as provided in policy 402.4.2(3). (10) To provide yearly each senator with a copy of the Senator's Handbook (policy 402.2.3).

#### 402.9. FACULTY FORUM

##### 9.1 Membership of the Faculty Forum; Description

Faculty Forum consists of all elected Senate members, and the four chairs of the Academic Freedom and Tenure Committee, the Budget and Faculty Welfare Committee, the Professional Responsibilities and Procedures Committee, and Faculty Diversity, Development and Equity

**Comment [L5]:** Comment j19 stated that "For the last two year this information has appeared on the Faculty Senate webpage in the form of agendas, minutes, members rosters, code change status reports, and motion tracking documents. The Senate Handbook is posted on the Faculty Senate webpage." PRPC concurs that this requirement is being met.

**Comment [L6]:** Comment TF20 asked if this was not changed to include "all" faculty members. PRPC reads this as referring only to the body of the Faculty Forum. The issue was discussed at Faculty Senate on 30 April 2007 (See minutes). While all faculty are invited to participate in the Faculty Forum (402.9.2), the body of the Faculty Forum is composed of the members as described in this section. PRPC recommends letting the language stand as is.

Committee. The Faculty Forum meetings are a means of open discussion for elected Senate members and the committee chairs without participation by or from the President of the University, the Provost, the presidential appointees, deans and department heads, or the student members of the Senate, unless specifically requested by the Executive Committee of the Faculty Forum. During meetings of the Faculty Forum, participants may discuss subjects of current interest, question and debate any policies and procedures, and formulate recommendations for consideration by the Faculty Senate. The Faculty Forum does not exercise the legislative authority of the Faculty Senate.

## 9.2 Meetings; Agenda; Notice

The Faculty Forum shall convene at and in lieu of the regularly scheduled November meeting of the Senate. This annual scheduled meeting of the Faculty Forum will be open to all faculty members to attend and speak, with the exception of those excluded by policy 402.9.1.

Additional special meetings may be held by the call of the Faculty Forum President, or upon the written request of a majority of the Faculty Forum Executive Committee, or upon the written petition of 10 members of the Faculty Forum, or upon the written petition of 25 ~~resident~~ faculty members. Special meetings of the Faculty Forum will be scheduled, whenever possible, within two weeks after receipt of the petition(s) by the Faculty Forum President. Business at special meetings of the Faculty Forum will be conducted by Faculty Forum members. The Faculty Forum Executive Committee will set the agenda for the November meeting and other Faculty Forum meetings. The agenda will include all items raised by the petition(s), together with items deemed pertinent by the Executive Committee. The minutes and agenda for all Faculty Forum meetings shall be distributed in accordance with policy 402.4.2(3). Notice of the November Faculty Forum meeting will be given in the October Senate meeting and in ~~appropriate campus news media.~~

**Comment [L7]:** The differentiation between resident and non-resident faculty was eliminated by PRPC last year.

**Comment [L8]:** PRPC recommends letting this language stand.

## 9.3 Officers and Executive Committee of the Faculty Forum

### (1) Officers.

The President of the Faculty Senate shall preside over and conduct meetings of the Faculty Forum and its Executive Committee. The President-Elect of the Faculty Senate shall serve as the President-Elect of both, and shall perform the duties of the President of the Faculty Senate when the latter is unable to exercise them or when the President-Elect is designated by the President of the Faculty Senate to perform in the President of the Faculty Senate's stead.

### (2) Executive Committee of the Faculty Forum.

The Faculty Forum Executive Committee shall consist of the ~~11~~ elected faculty members on the Senate Executive Committee (policy 402.12.2).

**Comment [L9]:** PRPC concurs, in part, with comment JF24, and recommends deleting the number in this section. Other numbers, however, such as those found in 402.3.1; 402.4.2(2); 402.6.2; and 402.9.2; as well as the references to representation outlined in 402.12.1(2)(d) add continuity to the Code and reflect changes made over time to the Senate and its committees.