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## Faculty Senate Executive Committee Agenda, April 11, 2011

Utah State University

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## **FACULTY SENATE EXECUTIVE COMMITTEE**

Monday April 11, 2011  
3:00 - 4:30 p.m.  
Champ Hall

### **Agenda**

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- 3:00 Call to Order**.....Vince Wickwar  
Approval of Minutes March 21, 2011
- 3:05 Announcements**.....Vince Wickwar  
• Next Brown Bag Lunch with the President Monday April 18, 2011
- 3:10 University Business**.....Stan Albrecht, President  
Raymond Coward, Provost
- 3:30 Information Items**  
1. AAEO Code Change in Policy 300.....David Ottley  
2. Commons Hour Implementation.....Jo Olsen  
3. FDDE Annual Report.....Jennifer Duncan  
4. Committee on Committees Annual Report.....Glenn McEvoy  
5. Calendar Committee Report from Faculty Senate Meeting.....Scott Bates  
6. Status of Faculty Senate Motion Tracking.....Joan Kleinke  
7. Final Report of Ad Hoc USU-CEU Code Committee.....Vince Wickwar
- 4:15 New Business**  
1. EPC Items.....Larry Smith  
2. USU-CEU Code Changes (for Second Reading).....Vince Wickwar
- 4:30 Adjournment**.....Vince Wickwar



## **FACULTY SENATE EXECUTIVE COMMITTEE MINUTES**

**MARCH 21, 2011 3:00 P.M.**

**Champ Hall Conference Room**

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**Present:** Vincent Wickwar (Chair), Scott Bates (for Renee Galliher), Steve Burr, Byron Burnham, Doug Jackson-Smith, Glenn McEvoy (President Elect), Pam Miller, Mike Parent, Flora Shrode, Nathan Straight, Dave Wallace, Ralph Whitesides, President Stan Albrecht (Ex-Officio), Provost Ray Coward (Ex-Officio), Ed Heath (Past President), Joan Kleinke (Exec. Sec.), Marilyn Bloxham (Assistant) **Guests:** Susanne Janecke, Christopher Neale, Yolanda Flores Niemann, Robert Parson, Sydney Peterson.

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Vincent Wickwar called the meeting to order at 3:00 p.m.

### **Approval of Minutes**

Ed Heath made a motion to approve the minutes of February 22, 2011. Motion was seconded by Glenn McEvoy and the motion passed unanimously.

### **University Business - President Albrecht and Provost Coward.**

President Albrecht updated the Executive Committee on the budget reduction. There will be a 2% cut, of approximately \$3,100,000, to the overall budget. About \$2,100,000 of that cut is in E&G funds, with the remainder being cut from various budget lines. The cut produced by Senate Bill 6, which increased state employee health premiums, will be covered centrally with funds that were saved and set aside a few years ago. More details will be provided at a later date. The search for the Vice President of Research/Dean of the School of Graduate Studies is moving forward well. The committee has completed video conference interviews and will bring a narrowed selection of candidates to campus in April. Preparations for the President and Provost to have meetings at each college have been completed. They will make detailed presentations on the legislative session as well as Tier 1 and Tier 2 tuition. Faculty will have opportunities to ask questions.

Provost Coward informed the Executive Committee that on Monday March 28, the president of the IDEA Center, Dr. Bill Pallett, will be on campus to give an overview of the new teacher evaluation instrument and to answer questions from faculty about its use and data results. The meeting will be from 4:00 – 5:15 pm in Library 154 and will be broadcast to distance sites. Information on this meeting has been emailed to all faculty.

### **Announcements**

The next Brown Bag Lunch with the President will be Wednesday March 23, 2011 in Champ Hall.

### **Information Items**

**PRPC Annual Report – Bob Parson.** The PRPC Annual Report reviewed the creation, history, organization and purpose of the committee. The purpose of PRPC is to advise the Faculty Senate on section 400 of the University Policy, often called the Faculty Code, and to ensure that all issues relevant to faculty were being given proper consideration. While this can be carried out fairly quickly for small changes, when it comes to major changes, as has occurred in the past, it has taken several years to revise and implement code changes.

**Honorary Degrees and Awards Report – Sydney Peterson.** There will be five recipients of honorary degrees this year. Mike Dmitrich, Karen Haight Huntsman, Syng-il Hyun, C.Hardy Redd, and John Wilkerson. John Wilkerson will also be the Commencement Speaker for Spring 2011.

Mike Parent made a motion to place both reports on the Faculty Senate Consent Agenda and Ed Heath seconded. The motion passed unanimously.

### **New Business**

**EPC Items – Larry Smith.** No report this month.

**Calendar Committee Annual Report and Proposal – Yolanda Flores Niemann.** The Calendar Committee brought forward several recommendations in an attempt to seek input on some scheduling concerns brought forward by faculty. Several problems have arisen when MWF class schedules have been followed on Tuesdays or Thursdays because of holidays on Monday or Friday. Other issues concern the different number of instruction days in the Fall and Spring semesters and the difference between spring break schedules for USU and local school districts. Some people have expressed the desire to have these spring breaks at the same time. There are several options for dealing with these and other issues outlined in the Committee's full report. Recommendations include eliminating the Fall Break and having a week-long Thanksgiving Break instead; eliminating the Monday class schedules on Tuesdays after holidays, and coordinating with the local school districts to overlap Spring Breaks.

Mike Parent made a motion to place this report and proposal on the Senate agenda as an information item for discussion by the Senate. The motion was seconded by Ed Heath and passed unanimously.

**FDDE Proposal to Develop a Comprehensive Strategic Visionary Diversity Office at USU – Susanne Janecke.** FDDE asserts that USU does not statistically represent the faculty and student population of women and ethnic minorities. To address this issue FDDE is proposing the creation of a USU Office of Diversity that would be staffed with an administrator, modeled after a similar office at the University of Utah. They believe that USU needs to be more aggressive in the recruiting of women and minority faculty and students. There was lengthy discussion about the validity and interpretation of the data used and comparisons made by the committee in preparing their presentation and proposal. Vince Wickwar suggested to the committee members that they go back to the full FDDE committee and reconsider their proposal in light of the discussions. Then, at the next FSEC meeting, present an annual report indicating what the committee has done throughout the year. It might be good to emphasize the current situation with respect to faculty diversity, what is being done on campus to improve it, and how these efforts might be strengthened..

Mike Parent moved to table the issue at this time and bring it back at the next FSEC meeting in April. Steve Burr seconded and the motion passed.

**Ad Hoc Committee for USU-CEU Code Changes – Vince Wickwar.** The two special meetings of the Faculty Senate on the 17<sup>th</sup> and 18<sup>th</sup> occurred as approved at the previous FSEC and FS meetings, and they were very constructive. About half the senators attended. There were no questions or discussions on roughly 90% of the suggested code changes. Good questions and discussions occurred on the rest. They will be considered in the Ad Hoc Committee meetings on March 24<sup>th</sup> and 25<sup>th</sup>. The resulting Version 3 of the suggested changes to Sections 401 through 407 will be sent as PDF files to Faculty Senators on the 28<sup>th</sup> as part of the FS agenda for the April 4<sup>th</sup> meeting. This version will also be posted on the Faculty Senate Website at <http://usu.edu/fsenate/Code.html>.

Ed Heath made a motion to place Version 3 of the code changes on the Senate agenda as an action item for a first reading and vote. Seconded by Byron Burnham and the motion passed unanimously. (As previously approved, because of its length, the distribution will count as the reading.)

## **Adjournment**

Vincent Wickwar asked for a motion to adjourn the meeting. The meeting adjourned at 4:45 p.m.

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

## **ISSUES/RECOMMENDATION**

### **Purpose:**

To update Policy 303 "Affirmative Action/Equal Opportunity" in accordance with federal and state rules and regulations.

### **Issues:**

- A list of references was added to reflect the growing number of federal regulations that relate to the policy.
- Coverage for any person participating in any official USU function was clarified. This clarifies the non-discrimination/harassment protection to faculty, staff, students, applicants and participants in programs/activities sponsored by USU. This has always been a requirement under the various laws and should have been in previous versions of the policy.
- Expanded protection against discrimination based on sexual orientation by including "sexual orientation or gender identity/expression." This brings the verbiage in line with local, state and national trends.
- Updated definitions and coverage necessitated by modifications of existing regulations particularly as it relates to military service and veterans.
- Other changes are primarily administrative in nature in order to further explain a particular point or better define coverage.

### **Recommendation:**

The Affirmative Action/Equal Opportunity Office recommends approval of the changes to this policy to bring it in line with federal regulations.

# **POLICY MANUAL**

## **GENERAL**

**Number 303**

**Subject: Affirmative Action/Equal Opportunity**

**Date of Origin: January 24, 1997**

**Effective Date of Last Revision:**

### **303.1 REFERENCES**

- 1.1 The Equal Pay Act of 1963, as amended
- 1.2 The Civil Rights Act of 1964 (Title VI & Title VII) as amended
- 1.3 The Age Discrimination in Employment Act (ADEA) of 1967
- 1.4 Title IX of the Educational Amendments of 1972
- 1.5 The Rehabilitation Act of 1973 (Sections 503 and 504)
- 1.6 The Age Discrimination Act of 1974
- 1.7 Section 402 of the Vietnam Era Veterans' Readjustment Act (VEVRAA) of 1974 as amended by the Jobs for Veterans Act (JVA) of 2002
- 1.8 The Americans with Disabilities Act (ADA) of 1990 as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008
- 1.9 The Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994
- 1.10 Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008
- 1.11 U.S. Presidential Executive Order 11246, as amended
- 1.12 Utah Antidiscrimination Act (Utah Code - Title 34A - Chapter 05)
- 1.13 Governor's Executive Order 206-0012: Prohibiting Unlawful Harassment, Issued December 13, 2006

### **303.2 POLICY**

#### **2.1 Equal Opportunity**

Equal Opportunity in employment and education is an essential priority for Utah State University (USU) and one to which the University is deeply committed. Utah State University is dedicated to providing an

equal opportunity climate and an environment free from discrimination and harassment for faculty, staff, students, applicants and participants in all programs/activities sponsored by USU. In accordance with established laws and University policies, the University prohibits discrimination based on race; color; religion; sex (including sexual harassment, pregnancy, childbirth, or pregnancy-related conditions); national origin; age; genetic information; sexual orientation or gender identity/expression; disability; ~~or~~ status as a protected veteran; or any other status protected by University policy or local, state, or federal law. ~~veteran's status. In addition, discrimination on the basis of sexual orientation for employees in all aspects of employment and for students in academic programs and activities is prohibited.~~

## **2.2 Affirmative Action**

Affirmative Action is designed to redress imbalances of minorities and women in the workforce. U.S. Presidential Executive Order 11246 (as amended) requires federal contractors to take "affirmative" steps to recruit, hire, and advance minorities and women when incumbency is significantly less than estimated availability ~~they are underrepresented in the University and are qualified and available~~ in the labor force. Utah State University proactively undertakes good faith efforts to reach affirmative action goals.

While affirmative action goals are not established for protected veterans or people with disabilities, the University undertakes affirmative steps to recruit, hire, and advance people with disabilities and certain protected veterans (disabled veterans, other protected veterans, recently separated veterans, and Armed Forces Service Medal veterans), as required by the Rehabilitation Act of 1973 and the Vietnam Era Veteran's Readjustment Assistance Act of 1974 (VEVRAA) as amended by the Jobs for Veterans Act(JVA) of 2002.

The University's Affirmative Action ~~Plan~~ Programs, including goals, ~~and timetables, is~~ are available for review at the Merrill-Cazier Library's ~~reference~~ reserve desk or the USU Affirmative Action/Equal Opportunity (AA/EO) Office.

## **303.3 RESPONSIBILITIES**

### **3.1 Affirmative Action/Equal Opportunity Office (AA/EO)**

Responsible for developing annual Affirmative Action Programs (AAPs), monitoring affirmative action efforts and for providing equal opportunity counseling and training, as well as investigating complaints of illegal discrimination and/or harassment under this policy.

### **3.2 Office of Human Resources**

Responsible for collecting data to assist in the affirmative action/equal opportunity effort. This office is also responsible for ensuring that all personnel policies and actions are in accordance with AA/EO laws and guidelines.

### **3.3 Department Heads, Supervisors, Deans, and Vice Presidents**

Responsible for ensuring that ~~their~~ employment decisions and treatment of students and participants in programs/activities sponsored by USU comply with principles outlined in this policy.

### **3.4 Employees, Students, Applicants and Participants in Programs/Activities Sponsored by USU**

Responsible for bringing to the attention of the AA/EO Office any decisions, actions or behaviors felt to conflict with this policy.



# **Annual Report for Faculty Development, Diversity and Equity Committee (FDDE) 2011 Annual Report**

## **Report Table of Contents**

<b>Introduction</b>	<b>2</b>
<b>Activities 2010-2011</b>	<b>3</b>
<b>Diversity Data Graphs and Tables (Appendices 1-7)</b>	<b>4-21</b>
<b>Minutes of Meetings 9/10-2/11 (Appendix 8)</b>	<b>22-28</b>
<b>HERI Proposal (Appendix 8a)</b>	<b>29-30</b>
<b>Diversity Initiative Proposal (Appendix 8b)</b>	<b>31-41</b>
<b>Draft Lactation Room Proposal (Appendix 8c)</b>	<b>42-44</b>

**Prepared by Jennifer Duncan, Chair**

**Faculty Development, Diversity and Equity Committee  
Annual Report, April 2011**

## **INTRODUCTION**

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

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

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

#### **Committee Members 2010-2011**

#### **Term Ends**

Jennifer Duncan, Library, Chair

2011

Maria Cordero, HASS

2011

Sherry Mark, Education

2011

Christopher Neale, Engineering

2011

Alison Cook, Business

2012

Donna Carter, Extension

2012

Nick Morrison, Faculty Senate Rep.

2012

Reza Oladi, Agriculture

2012

Karen Mock, Natural Resources

2012

Lucy Degadillo, Faculty Senate

2013

Virginia Exton, RCDE (English)

2013

Lyle Holmgren, Faculty Senate

2013

Susanne Janecke, Science

2013

Alexa Sand, Arts

2013

**Meeting Dates 2009-2010**

September 1, 2010

October 6, 2010

December 1, 2010

January 12, 2011

February 2, 2011

March 17, 2010 (minutes to be approved in April)

April 13, 2010 (scheduled)

Minutes attached at the conclusion of the report detail work of the committee

**ISSUES COVERED DURING 2010-2011:**

As charged, FDDE attaches data on the status of women and ethnic minority faculty members at USU as Appendices 1-7.

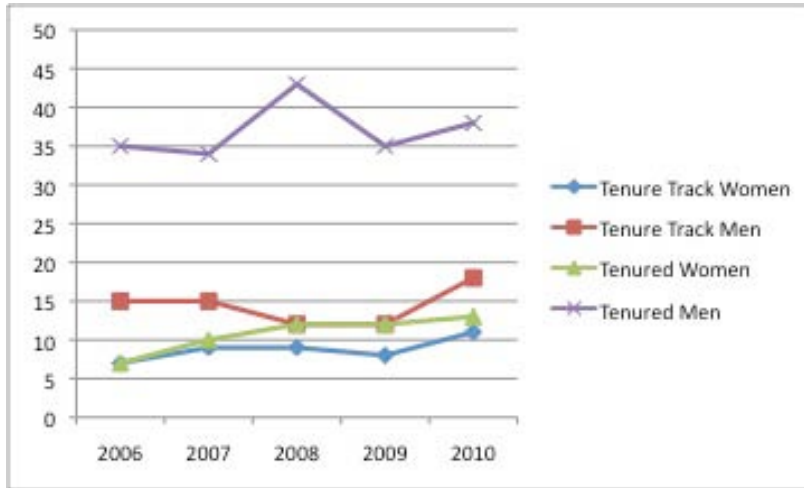
Following up on what we learned in 2009-2010 about the limits of AA/EO when it comes to serving as an advocacy office, this year the committee decided to explore other options for promoting issues related to diversity on the USU campus. Initially FDDE explored the possible creation of or participation a survey to determine what diversity issues were of greatest concern to our faculty. In January, we put forward a proposal to Faculty Senate Executive Committee asking for Senate support in seeking funding for participation in the national HERI survey to help us understand faculty priorities related to diversity and other campus climate issues (see attached Appendix 9a). Due to concerns raised in Faculty Senate Executive Committee and in further discussions with Provost Coward (specifically, relating to the length of the instrument and previous response rates both at USU and other institutions), this proposal did not move forward.

In March we also put forward a proposal to Faculty Senate Executive Committee suggesting the development of an administrative unit responsible for all diversity initiatives at Utah State (see attached Appendix 9b). That initiative is still under discussion and we are continuing to make revisions to the proposal. We are scheduled to meet with James Morales of the Diversity Council and have also requested a meeting with President Albrecht to gain insight into his vision for diversity initiatives on campus.

Finally, we also spent some time early in the year discussing the matter of lactation rooms on the USU campus. This issue did not move forward to Faculty Senate Executive Committee, but future members of FDDE may want to revisit this matter and a letter endorsed by all members of the 2010-2011 committee (attached as Appendix 9c). The committee became increasingly involved in the diversity initiative discussed above and we did not the obtain endorsement of Exec or Senate to move forward with this matter.

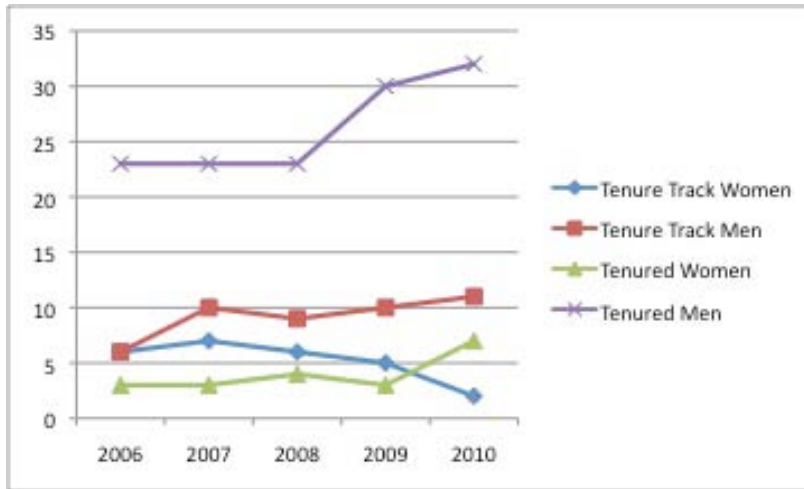
**Appendix 1: Faculty Gender by Tenure Status by College, 2006-2010 (data derived from AAA raw numbers in Appendix 2)**

**College of Agriculture**



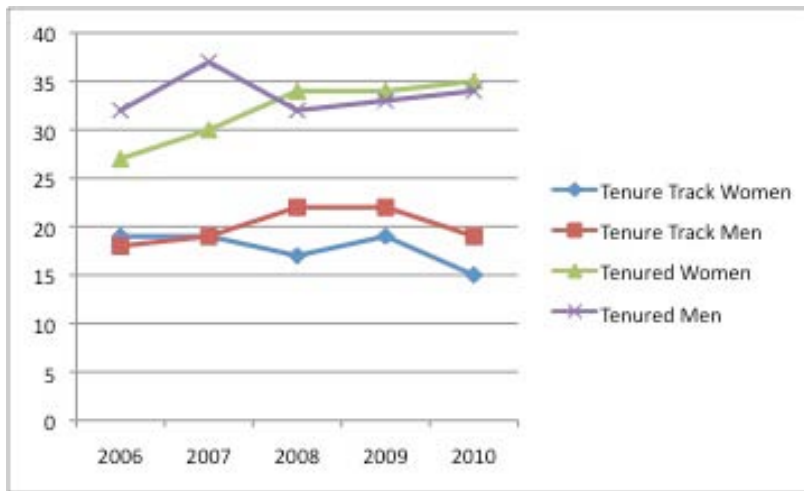
2006		2007		2008		2009		2010	
F	M	F	M	F	M	F	M	F	M
14	50	19	49	21	55	20	47	24	56
21.88%	78.13%	27.94%	72.06%	27.63%	72.37%	29.85%	70.15%	30.00%	70.00%

**Jon M. Huntsman College of Business**



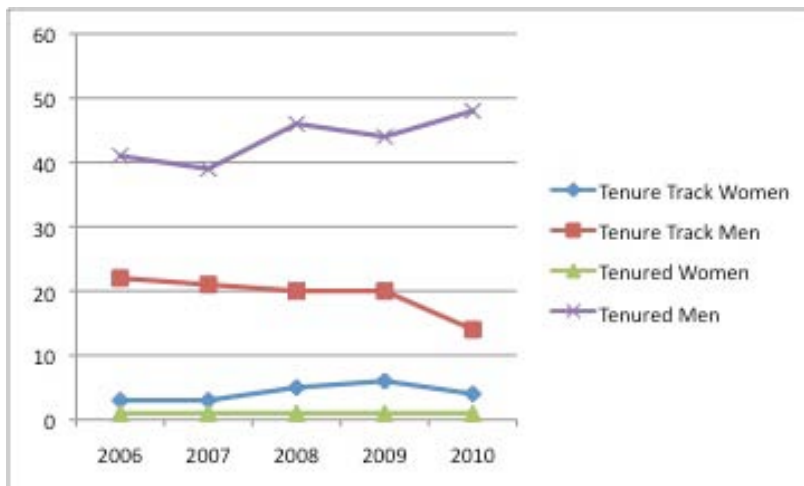
2006		2007		2008		2009		2010	
F	M	F	M	F	M	F	M	F	M
9	29	11	33	9	39	9	42	9	43
23.68%	76.32%	25.00%	75.00%	18.75%	81.25%	17.65%	82.35%	17.31%	82.69%

### Emma Eccles Jones College of Education



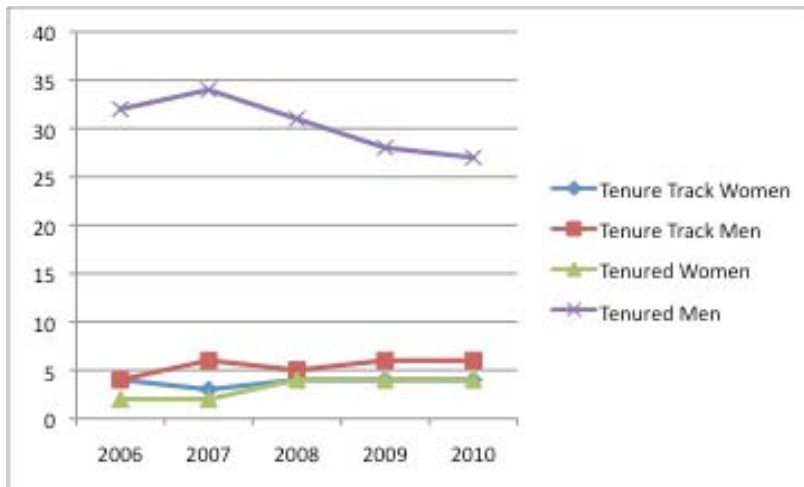
2006		2007		2008		2009		2010	
F	M	F	M	F	M	F	M	F	M
46	50	49	56	51	54	53	55	50	53
47.92%	52.08%	46.67%	53.33%	48.57%	51.43%	49.07%	50.93%	48.54%	51.46%

### College of Engineering



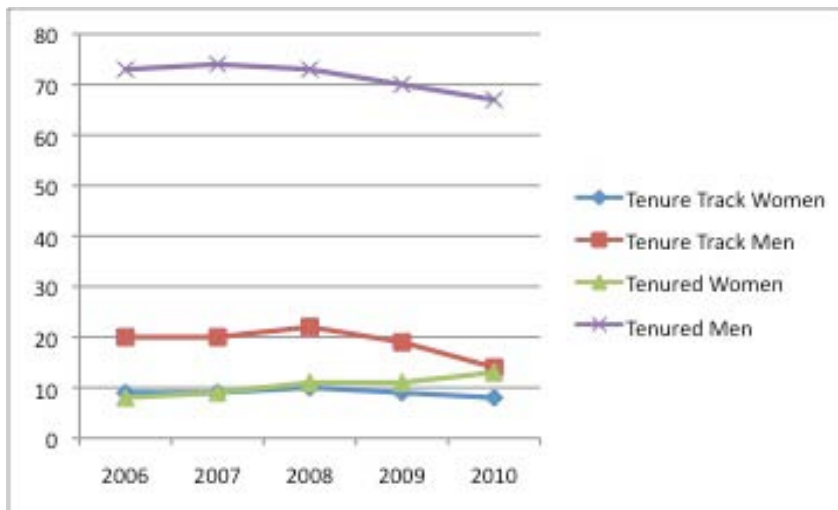
2006		2007		2008		2009		2010	
F	M	F	M	F	M	F	M	F	M
4	63	4	60	6	66	7	64	5	62
5.97%	94.03%	6.25%	93.75%	8.33%	91.67%	9.86%	90.14%	7.46%	92.54%

### College of Natural Resources—AAA Data from 2010



2006		2007		2008		2009		2010	
F	M	F	M	F	M	F	M	F	M
6	36	5	40	8	36	8	34	8	33
14.29%	85.71%	11.11%	88.89%	18.18%	81.82%	19.05%	80.95%	19.51%	80.49%

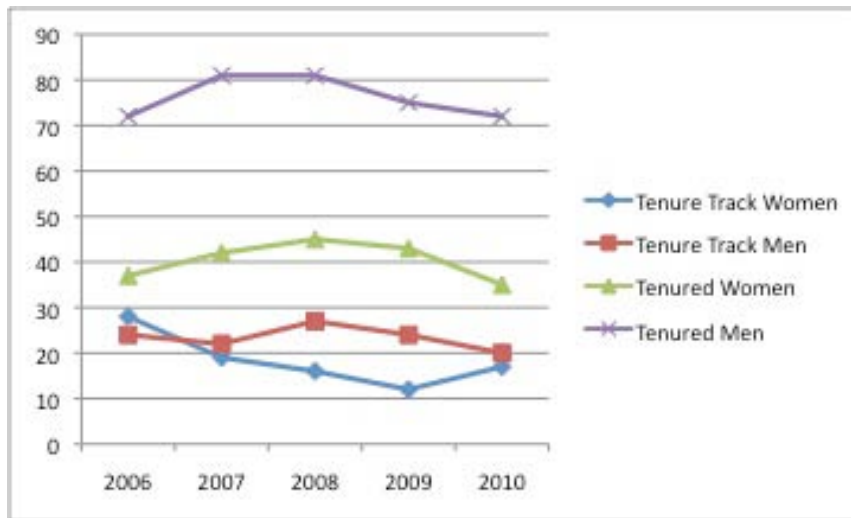
### College of Science



2006		2007		2008		2009		2010	
F	M	F	M	F	M	F	M	F	M
17	93	18	94	21	95	20	89	21	81
15.45%	84.55%	16.07%	83.93%	18.10%	81.90%	18.35%	81.65%	20.59%	79.41%

### College of Humanities and Social Sciences combined with Caine College of the Arts

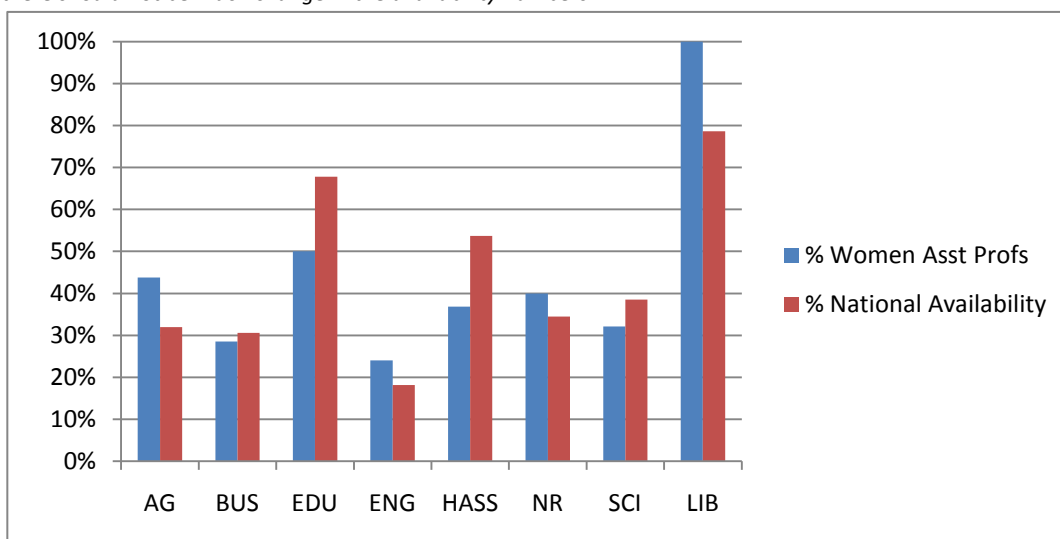
Note: The Caine College formed at the beginning of FY201; however with only one year of data, it seems to make sense to merge the totals for another year or two so that trend lines can develop.



2006		2007		2008		2009		2010	
F	M	F	M	F	M	F	M	F	M
65	96	61	103	61	108	55	99	52	92
40.37%	59.63%	37.20%	62.80%	36.09%	63.91%	35.71%	64.29%	36.11%	63.89%

### Tenure Track Asst. Prof. Compared to National Availability for all Colleges during 2009

Note: These data represent the percentage of assistant professors within departments included in the colleges (from AAA) as compared to newly minted Ph.D.s in those same disciplines (obtained from AA/EO). AA/EO obtains their numbers from the Survey of Earned Doctorates and compiles it with U.S. Census data. This year the delivery of the data has been delayed. Unfortunately, these updated data are not available to report from the AA/EO office for 2010 as of the deadline for submitting the annual report, however Stacy Sturgeon in the AA/EO office has indicated that there should not be much change in the availability numbers.



Percentage of Women Faculty by College (all ranks), 2006-2010

COLLEGE (group)	2006 %F	2007 %F	2008 %F	2009 %F	2010 %F	average by college
College Of Agriculture	21.9	27.9	27.6	29.9	30.0	27.46
Jon M Huntsman School of Business	23.7	25.0	18.8	17.6	17.3	20.48
E Eccles Jones Coll of Ed & Hum Svs	47.9	46.7	48.6	49.1	48.5	48.15
College Of Engineering	6.0	6.3	8.3	9.9	7.5	7.58
College Of Humanities, Arts & Social Sciences	40.4	37.2	36.1	35.7	N/A	37.34
College Of Natural Resources	14.3	11.1	18.2	19.0	19.5	16.43
College Of Science	15.5	16.1	18.1	18.3	20.6	17.71
Cooperative Extension	41.1	39.0	42.3	41.4	43.5	41.45
Regional Campuses & Distance Educ	50.0	31.3	40.0	43.5	42.1	41.37
<b>Grand Total</b>	<b>664</b>	<b>694</b>	<b>727</b>	<b>684</b>	<b>672</b>	<b>688.20</b>
University wide percent female faculty in tenure-track roles	29.1	28.4	29.8	30.1	30.4	



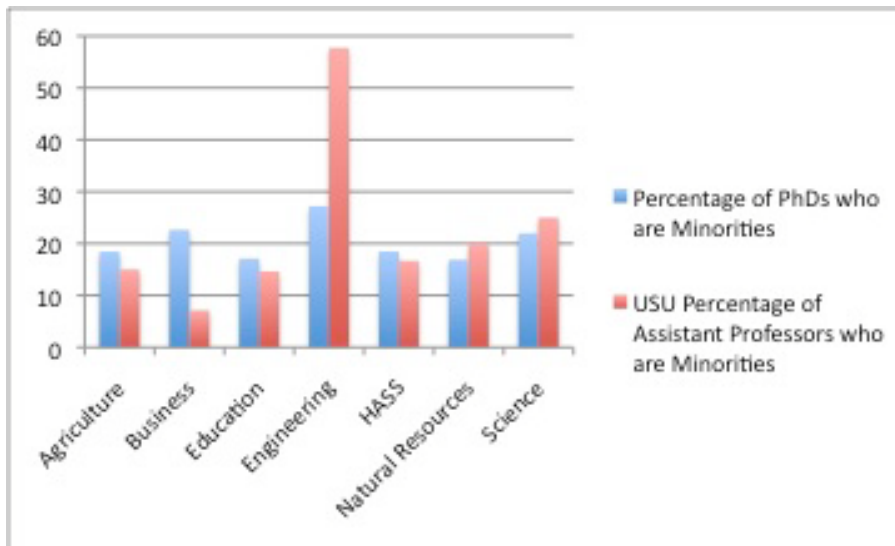
**Appendix 2: Raw Data from AAA Office detailing Faculty Rank and Gender by College, 2006-2010**

	2006				2007				2008				2009				2010			
COLLEGE (group)	F		M		F		M		F		M		F		M		F		M	
	T-Track	Ten.	T-Track	Ten.	T-Track	Ten.	T-Track	Ten.	T-Track	Ten.	T-Track	Ten.	T-Track	Ten.	T-Track	Ten.	T-Track	Ten.	T-Track	Ten.
<b>College Of Agriculture Jointly Administered</b>	7	7	15	35	9	10	15	34	9	12	12	43	8	12	12	35	11	13	18	38
<b>Business</b>	1	1	2	12	1	1	1	13												
<b>Education</b>	6	3	6	23	7	4	10	23	6	3	9	30	5	4	10	32	2	7	11	32
<b>College Of Engineering</b>	19	27	18	32	19	30	19	37	17	34	22	32	19	34	22	33	15	35	19	34
<b>HASS</b>	3	1	22	41	3	1	21	39	5	1	20	46	6	1	20	44	4	1	14	48
<b>CHASS</b>	28	37	24	72	19	42	22	81	16	45	27	81	12	43	24	75				
<b>Caine College of the Arts</b>																	12	26	13	50
<b>Natural Resources</b>																	5	9	7	22
<b>College Of Science</b>	4	2	4	32	3	2	6	34	4	4	5	31	4	4	6	28	4	4	6	27
<b>Cooperative Extension</b>	9	8	20	73	9	9	20	74	10	11	22	73	9	11	19	70	8	13	14	67
<b>RCDE</b>	7	16	9	24	10	13	6	30	16	14	10	31	12	12	8	26	14	13	8	27
<b>Strategic Ventures</b>	7		4	3	3	2	4	7	8	2	8	7	7	3	8	5	5	3	6	5
<b>Grand Total</b>								1				1				1				2
	91	102	124	347	83	114	124	373	91	126	135	375	82	124	129	349	80	124	116	352
	664				694				727				684				672			

### Appendix 3: Raw Data from the USU AAA Office, Faculty Gender by College (all ranks), 2006-2010

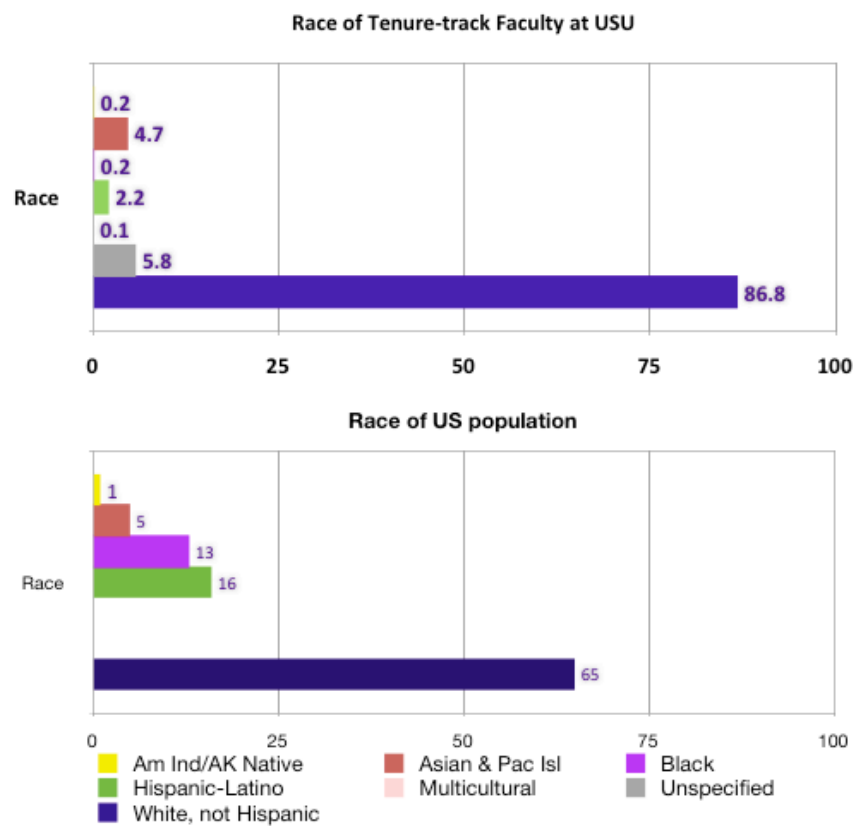
YRR / GENDER										
COLLEGE (group)	2006		2007		2008		2009		2010	
	F	M	F	M	F	M	F	M	F	M
<b>College Of Agriculture</b>	14	50	19	49	21	55	20	47	24	56
<b>Jointly Administed</b>	2	14	2	14						
<b>Jon M Huntsman School of Business</b>	9	29	11	33	9	39	9	42	9	43
<b>E Eccles Jones Coll of Ed &amp; Hum Svs</b>	46	50	49	56	51	54	53	55	50	53
<b>College Of Engineering</b>	4	63	4	60	6	66	7	64	5	62
<b>College Of Humanities, Arts &amp; Social Sciences</b>	65	96	61	103	61	108	55	99		
<b>College of Humanities and Social Sc</b>									38	63
<b>Caine College of the Arts</b>									14	29
<b>College Of Natural Resources</b>	6	36	5	40	8	36	8	34	8	33
<b>College Of Science</b>	17	93	18	94	21	95	20	89	21	81
<b>Cooperative Extension</b>	23	33	23	36	30	41	24	34	27	35
<b>Regional Campuses &amp; Distance Educ</b>	7	7	5	11	10	15	10	13	8	11
<b>Strategic Ventures &amp; Economic Devel</b>				1		1		1		2
<b>Grand Total</b>	193	471	197	497	217	510	206	478	204	468
	664		694		727		684		672	

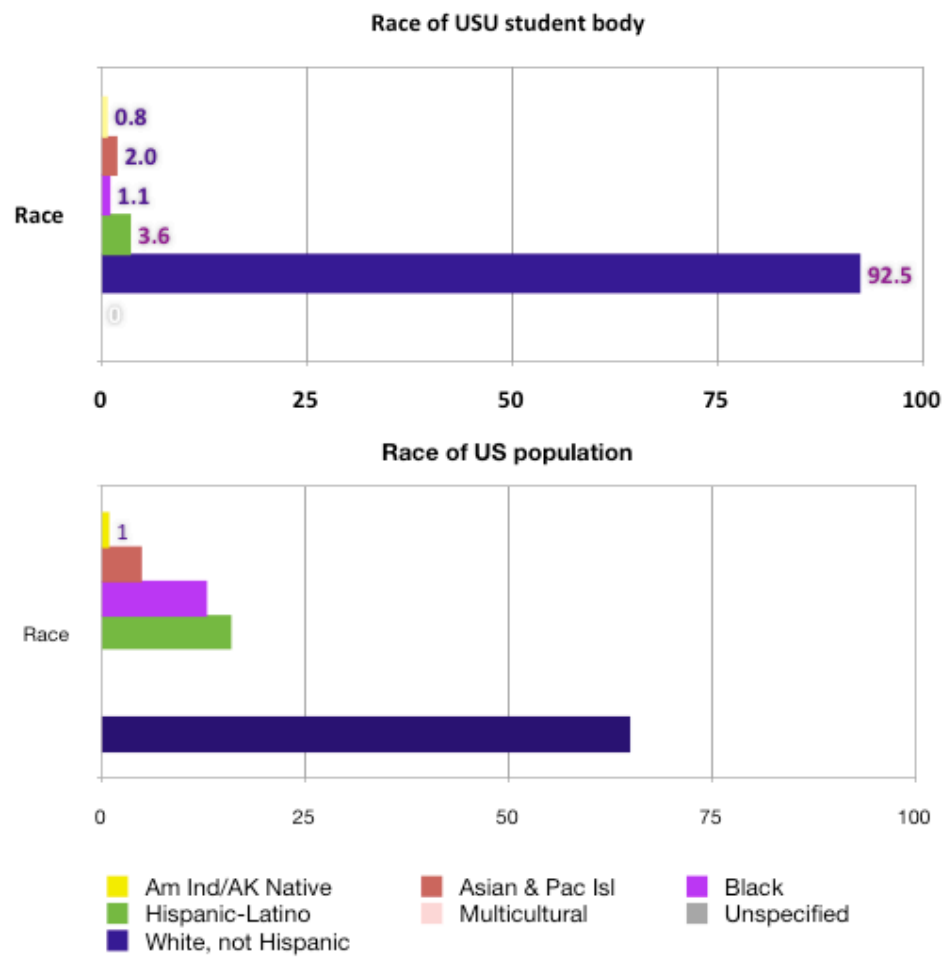
#### Appendix 4: Faculty Race by Tenure Status Compared with National Availability, 2006-2010

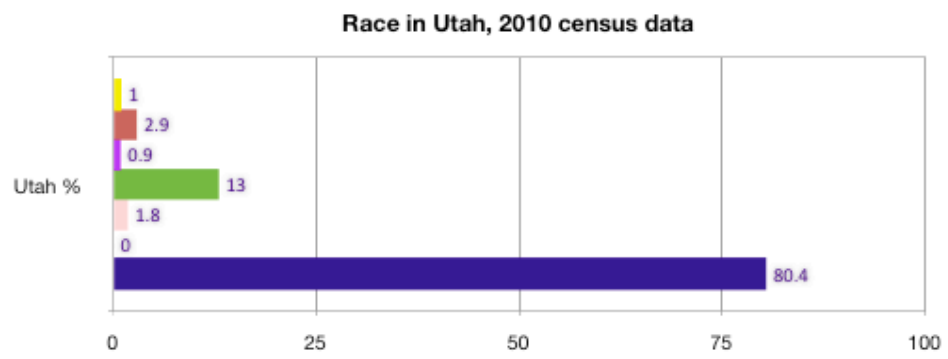


*Note: These data represent the percentage of assistant professors within departments included in the colleges (from AAA) as compared to newly minted Ph.D.s in those same disciplines (obtained from AA/EO). AA/EO obtains their numbers from the Survey of Earned Doctorates and compiles it with U.S. Census data. This year the delivery of the data has been delayed. Unfortunately, these updated data are not available to report from the AA/EO office as of the deadline for submitting the annual report, however Stacy Sturgeon in the AA/EO office has indicated that there should not be much change in the availability numbers.*

## Appendix 5: Comparison of USU Faculty Racial Background to Other Demographic Groups







Appendix 6: USU AAA Office Raw Data Detailing USU Faculty Race and Rank by College, 2006-2010 (pp. 16-18)

Appendix 7: USU AAA Office Raw Data Detailing USU Faculty Race by College (all ranks), 2006-2010 (pp. 19-21)

		Am Ind/AK Native	Asian/ Pac Isl		Black	Hispanic		Multic ultural		Unspe cified		White		Total
YRR	COLLEGE (group)	Tenure- Track	Tenure -Track	Tenured	Tenured	Tenure- Track	Tenured	Tenure -Track	Tenured	Tenure -Track	Tenured	Tenure -Track	Tenured	
2006	College Of Agriculture		1	1		2	1			2	2	17	38	64
	Jointly Administed									2	2	1	11	16
	Jon M Huntsman School of Business			1						6	1	6	24	38
	E Eccles Jones Coll of Ed & Hum Svs			1		3	1			8	1	26	56	96
	College Of Engineering		2	3			2			10	1	13	36	67
	College Of Humanities, Arts & Social Sciences		2	1			3			3	4	47	101	161
	College Of Natural Resources									1	2	7	32	42
	College Of Science	1	2	4		1				8	8	17	69	110
	Cooperative Extension				1							16	39	56
	Regional Campuses & Distance Educ		1							1		9	3	14
	Total	1	8	11	1	6	7			41	21	159	409	664
2007	College Of Agriculture		2	1		3	1			4	2	15	40	68
	Jointly Administed									2	2		12	16
	Jon M Huntsman School of Business			1						6	1	11	25	44
	E Eccles Jones Coll of Ed & Hum Svs			1		1	3			7	2	30	61	105
	College Of Engineering		3	1			2			10	2	11	35	64
	College Of Humanities, Arts & Social Sciences		2	1			2			3	5	36	115	164
	College Of Natural Resources									1	2	8	34	45
	College Of Science	1	2	4		1				7	8	18	71	112
	Cooperative Extension		1		1							15	42	59
	Regional Campuses & Distance Educ									1		6	9	16
	Strategic Ventures & Economic Devel												1	1
	Total	1	10	9	1	5	8			41	24	150	445	694
2008	College Of Agriculture		2		1	2	1			3	3	14	50	76
	Jon M Huntsman School of Business			1						4	5	11	27	48



		Am Ind/AK Native	Asian/ Pac Isl		Black	Hispanic		Multic ultural		Unspe cified		White		Total
YRR	COLLEGE (group)	Tenure- Track	Tenure -Track	Tenured	Tenured	Tenure- Track	Tenured	Tenure -Track	Tenured	Tenure -Track	Tenured	Tenure -Track	Tenured	
	E Eccles Jones Coll of Ed & Hum Svs			1		2	3			6	3	31	59	105
	College Of Engineering		6	1			2			7	5	12	39	72
	College Of Humanities, Arts & Social Sciences		2	2		1	2			3	6	37	116	169
	College Of Natural Resources		1							1	2	7	33	44
	College Of Science	1	3	4		1				6	9	21	71	116
	Cooperative Extension		1									25	45	71
	Regional Campuses & Distance Educ											16	9	25
	Strategic Ventures & Economic Devel												1	1
	Total	1	15	9	1	6	8			30	33	174	450	727
<b>2009</b>	College Of Agriculture		2	1	1	1						17	45	67
	Jon M Huntsman School of Business		1	3						1	1	13	32	51
	E Eccles Jones Coll of Ed & Hum Svs	1	3	2		2	4				1	35	60	108
	College Of Engineering		14	5	1		3	1				11	36	71
	College Of Humanities, Arts & Social Sciences		4	2		2	4					30	112	154
	College Of Natural Resources		2									8	32	42
	College Of Science	1	5	7		1						21	74	109
	Cooperative Extension		1									19	38	58
	Regional Campuses & Distance Educ							1				14	8	23
	Strategic Ventures & Economic Devel												1	1
	Total	2	32	20	2	6	11	2		1	2	168	438	684
<b>2010</b>	College Of Agriculture		5	1	1	1						23	49	80
	Jon M Huntsman School of Business		1	3						1	1	11	35	52
	E Eccles Jones Coll of Ed & Hum Svs	1	2	3		2	4				2	29	60	103
	College Of Engineering		10	7	1		3		1			8	37	67
	College of Humanities and Social Sc		4			2	3					19	73	101

		Am Ind/AK Native	Asian/ Pac Isl		Black	Hispanic		Multic ultural		Unspe cified		White		Total
YRR	COLLEGE (group)	Tenure- Track	Tenure -Track	Tenured	Tenured	Tenure- Track	Tenured	Tenure -Track	Tenured	Tenure -Track	Tenured	Tenure -Track	Tenured	
	Caine College of the Arts			2			1			1		11	28	43
	College Of Natural Resources		2									8	31	41
	College Of Science	1	2	7		1						18	73	102
	Cooperative Extension									1		21	40	62
	Regional Campuses & Distance Educ							1				10	8	19
	Strategic Ventures & Economic Devel												2	2
	Total	2	26	23	2	6	11	1	1	3	3	158	436	672

YRR	COLLEGE (group)	Am Ind/AK Native	Asian/Pac Isl	Black	Hispanic	Multicultural	Unspecified	White	Grand Total
2006	College Of Agriculture		2		3		4	55	64
	Jointly Administed						4	12	16
	Jon M Huntsman School of Business		1				7	30	38
	E Eccles Jones Coll of Ed & Hum Svs		1		4		9	82	96
	College Of Engineering		5		2		11	49	67
	College Of Humanities, Arts & Social Sciences		3		3		7	148	161
	College Of Natural Resources						3	39	42
	College Of Science	1	6		1		16	86	110
	Cooperative Extension			1				55	56
	Regional Campuses & Distance Educ		1				1	12	14
	Total	1	19	1	13		62	568	664
2007	College Of Agriculture		3		4		6	55	68
	Jointly Administed						4	12	16
	Jon M Huntsman School of Business		1				7	36	44
	E Eccles Jones Coll of Ed & Hum Svs		1		4		9	91	105
	College Of Engineering		4		2		12	46	64
	College Of Humanities, Arts & Social Sciences		3		2		8	151	164
	College Of Natural Resources						3	42	45
	College Of Science	1	6		1		15	89	112
	Cooperative Extension		1	1				57	59
	Regional Campuses & Distance Educ						1	15	16
	Strategic Ventures & Economic Devel							1	1
	Total	1	19	1	13		65	595	694
2008	College Of Agriculture		2	1	3		6	64	76
	Jon M Huntsman School of Business		1				9	38	48
	E Eccles Jones Coll of Ed & Hum Svs		1		5		9	90	105

YRR	COLLEGE (group)	Am Ind/AK Native	Asian/Pac Isl	Black	Hispanic	Multicultural	Unspecified	White	Grand Total
	College Of Engineering		7		2		12	51	72
	College Of Humanities, Arts & Social Sciences		4		3		9	153	169
	College Of Natural Resources		1				3	40	44
	College Of Science	1	7		1		15	92	116
	Cooperative Extension		1					70	71
	Regional Campuses & Distance Educ							25	25
	Strategic Ventures & Economic Devel							1	1
	Total	1	24	1	14		63	624	727
2009	College Of Agriculture		3	1	1			62	67
	Jon M Huntsman School of Business		4				2	45	51
	E Eccles Jones Coll of Ed & Hum Svs	1	5		6		1	95	108
	College Of Engineering		19	1	3	1		47	71
	College Of Humanities, Arts & Social Sciences		6		6			142	154
	College Of Natural Resources		2					40	42
	College Of Science	1	12		1			95	109
	Cooperative Extension		1					57	58
	Regional Campuses & Distance Educ					1		22	23
	Strategic Ventures & Economic Devel							1	1
	Total	2	52	2	17	2	3	606	684
2010	College Of Agriculture		6	1	1			72	80
	Jon M Huntsman School of Business		4				2	46	52
	E Eccles Jones Coll of Ed & Hum Svs	1	5		6		2	89	103
	College Of Engineering		17	1	3	1		45	67
	College of Humanities and Social Sc		4		5			92	101
	Caine College of the Arts		2		1		1	39	43
	College Of Natural Resources		2					39	41
	College Of Science	1	9		1			91	102

YRR	COLLEGE (group)	Am Ind/AK Native	Asian/Pac Isl	Black	Hispanic	Multicultural	Unspecified	White	Grand Total
	Cooperative Extension						1	61	62
	Regional Campuses & Distance Educ					1		18	19
	Strategic Ventures & Economic Devel							2	2
	Total	2	49	2	17	2	6	594	672

## Appendix 8: Annual Meeting Minutes for FDDE

### FDDE Meeting Minutes

September 1, 2010

*Attendance in person:* Susanne Janecke, Sherry Marx, Jennifer Duncan, Reza Oladi, Maria Cordero, Chris Neale, Nick Morrison, Lucy Degadillo

*Attendance via Wimba:* Vini Exton and Donna Carter

*Guest:* Yolanda Flores-Nieman

*Excused:* Alison Cook and Karen Mock

**1. ) Welcome & Introductions:** Jennifer welcomed the 2010-2011 Faculty Diversity, Development, and Equity committee members and each participant introduced him/herself.

**2.) Visit with Vice-Provost Yolanda Flores-Nieman:** Dr. Flores-Nieman visited with our committee about how she might be able to advance FDDE causes through her connection with the Provost and upper level administration. The Provost has indicated that advocating for the FDDE is officially part of her charge and she asked to be kept informed about our priorities.

Dr. Flores-Nieman also let us know that the FDDE committee's membership would be invited to breakfast on September 16<sup>th</sup> with Brenda Allen (communications specialist at the University of Colorado at Denver). Breakfast will be in Champ Hall and will be a time for informal conversation. Dr. Allen will be giving a public talk about inclusive pedagogy later in the day as a part of the Provost's lecture series.

She also wanted to talk to us about last year's FDDE report on the AA/EO office. (Jennifer had provided her with this document over the summer.) She commended the committee on our research into this matter, but recommended that we change our approach. President Albrecht sees the AA/EO office as strictly a compliance office. The President is also concerned that if a complaint were filed, the accused might be unhappy that the complaint is going through the advocacy office. There is a concern that advocacy and compliance need to be separated. Dr. Flores-Nieman suggested that we should simply propose what we really want—a separate advocacy office. She suggested that we convert our letter into a proposal to fully separate the advocacy function from the role of the AA/EO office. This letter should be directed to the President. She believes that if we sell the president on this, he'll find the resources.

The group began a discussion of what our other priorities might be for the upcoming year:

Maria Cordero mentioned sensitivity training on Issues that are important to faculty of color.

Do we want to look at required or voluntary training opportunities? How would this fit in with a proposed Advocacy Office?

Jennifer Duncan said that she was interested in making sure that women on campus had adequate access to breastfeeding rooms (per Section 7 of the recently amended Fair Labor Standards Act (FLSA)). See Fact Sheet #73: Break Time for Nursing Mothers Under the FLSA from the U.S. Department of Labor Wage and Hour Division. Jennifer asked each committee member to do a bit of research to see if there were adequate nursing and pumping facilities for the people in their units.

Sherry Marx mentioned that she wanted to see an improvement in the way that the university conducts sexual harassment prevention training (and that this training should likely be moved out of AA/EO.) Nick wondered if there might be a way to do this online?

Nick Morrison brought up that we had wanted to talk about how to improve the process of moving from Associate to Full. We also discussed that he had worked on this with Dr. Flores-Nieman in the College of HASS. We also discussed that we were concerned that women and people of color had appropriate mentoring for leadership opportunities. Maria Cordero is particularly interested in this matter as well.

Susanne Janecke questioned why we were not discussing improved infant care on campus. Jennifer indicated that this had been a matter of serious concern during the first year of the committee's existence and that this fall the first infant care facility had opened in the new Emma Eccles Jones building. However, the number of spaces (particularly those guaranteed for faculty) is extremely limited and the cost is very high. Jennifer said that she would be willing to advance this issue again in the coming year.

Maria mentioned that we had once thought of addressing eldercare. (Note: When we worked on the parental care giving leave policy we initially attempted to include an eldercare option as well. In the interest of successfully amending the code to include the parental policy, we dropped the eldercare.) Perhaps we should revisit this as an issue now.

**3.) Initial discussion on data gathering:** The first charge to the FDDE Committee is “to collect data and identify and promote best practices for faculty development, mentoring, and work environment to facilitate the success of diverse faculty at all career levels.” The data initially produced by this committee originated with the Advance Grant; however, we are not limited to producing reports tied only to those data elements. As soon as possible, Jennifer would like us to determine what data elements we would like to gather going forward. She asked each person to come up with a list of these data elements that we could discuss at the next meeting. By the end of the year, Jennifer would like to produce some sort of documentation that will detail data sources, data storage, data reporting formats, etc. so that the committee will be able to produce useful time series data going forward.

**4.) Update on the President's Diversity Committee** (Sherry Marx had to leave early but will fill us in at October meeting.)

Other announcements and concerns:

1. Nick Morrison informed us that we would soon have a new member from the Caine College. It will likely be Alexa Sand from the Art Department.
2. Chris Neale discussed the fact that we would soon lose all of the founding members of the committee and it would be a good idea to document our institutional memory—perhaps create an archive of issues that we have addressed in any way. (This suggestion goes along with Jennifer's priority of having a data gathering and management plan above.)

## FDDE Meeting Minutes

### October 6, 2010

*Attendance in Person:* Susanne Jaecke, Jennifer Duncan, Reza Oladi, Maria Cordero, Chris Neale, Nick Morrison, Alexa Sand, Lyle Holmgren, Karen Mock

*Attendance via Wimba:* Vini Exton

*Excused:* Lucy Degadillo, Sherry Marx, Donna Carter

- 1.) Nick Morrison voted to approve the minutes, Alexa Sand seconded. Minutes unanimously accepted.
- 2.) Discussion about the priority issues for the committee this year

Susanne suggested that we poll our college constituents about what issues they feel are the most important. Jennifer said that the Library had SurveyMonkey and that she would be able to put together a survey for each of us to send out. We will use the issues identified from the prior meeting as well as a few others identified during the course of the October 6<sup>th</sup> meeting (see Appendix A) and ask for a ranked list. **Jennifer will send the suggested topics out to the group for feedback in the next week and then have the survey built.** Hopefully we can have results by the next meeting.

With regard to priorities at the previous meeting:

Susanne mentioned that she had the opportunity to visit the new “Children’s House.” She has heard through the grapevine that some parents are not satisfied and that the infant room is not full. The committee was very surprised to learn that faculty were not taking advantage of the infant room because a lack of infant childcare has consistently been identified as a problem. Jennifer and Alexa suggested that cost might be an issue. We discussed whether or not this problem was a matter for this committee and decided that it might be helpful to have the center director visit with the committee and perhaps have the committee take a fieldtrip to the center. **Jennifer said that she would identify the director and approach him/her about potential dates for this visit.** We would like to be able to help the center in any way we can.

**Jennifer will contact Ann Austin to see if she can help identify nursing rooms on campus.** Nick Morrison said that the Caine College Dean’s office might have a small space to renovate for such a purpose if necessary.

Nick Morrison is going to be the point person for our discussions on moving from Associate to Full. We had a brief discussion about whether we wanted to focus on building a mentoring program or look at a code change. If the former, Nick suggests that we work with Yolanda Flores-Nieman to implement a program. Regarding the latter, **Nick is going to review the code and summarize what he understands the current policy/procedure to be. Maria said that she will talk to Yolanda Flores-Nieman about how the administration sees the recently codified separation of mentoring and evaluation roles in the P&T committees.**

Chris identified another issue of concern for our committee: salary compression and inversion. We will include this on our survey and, if there is a high level of interest, Chris will assume the point role for this issue.

Alexa also suggested that we investigate how to create a more GLBT friendly workplace environment. She reported that GLBT students have expressed to her that it is certainly not encouraging when faculty don’t feel comfortable being out themselves.



3.) Discussion of data-gathering

Jennifer put potential data points up on the whiteboard and asked for feedback. We compiled an initial list (attached as Appendix B). **Jennifer will send the list out to the committee to see what else we might want to gather.** We will need to start putting together the plan by December.

4.) Meeting adjourned at 3:30

## **Appendix A: Items to Rank for Survey**

Faculty sensitivity training for diversity

Improving the sexual harassment prevention training program currently offered by the AA/EO office

Improving campus climate for GLBT faculty by creating a better workplace environment

Addressing salary compression/inversion

Improving childcare options for faculty parents

Improving the process of moving from associate to full

Eldercare support for faculty

**FDDE Minutes****December 1, 2010****2:30-3:30 in Library Faculty Seminar Room****Proposal for a Diversity Office**

Sherry, Ali, and Alexa will continue to revise this proposal and hopefully meet with Vice Provost Flores Niemann about the viability of establishing a center.

Promotion from Associate to Full—Current Policies & Procedures

**Children's House Pricing**

We have tabled further discussion about this topic after having ascertained that we are probably in alignment with our peers both in terms of cost and availability of care.

**Nursing Rooms Update**

Jennifer will draft a letter for the Provost

**Policies and Procedures for electing to take care giving leave**

We should probably review policies and procedures for this process going forward.

**Visit from Yolanda Flores-Niemann**

There is the opportunity to participate in the HERI Faculty Survey through UCLA. Jennifer will draft a letter requesting funds from VP Morales and circulate among the committee.

## **FDDE Agenda: January 12, 2011, 2:30, Library 208**

**Present: Lucy Degadillo, Reza Oladi, Karen Mock, Alison Cook, Jennifer Duncan, Nick Morrison, Sherry Marx**

### *Approve Minutes*

Sherry Marx motioned to approve, Karen Mock seconded, unanimously accepted

### *HERI Survey Update*

Jennifer Reported that at the last meeting of James Morales' Diversity Committee meeting there was some objection to considering our suggestion that his committee use funds from their small grants to fund the HERI survey (see attached) had not been validated by the full Faculty Senate. Jennifer Spoke to Vince Wickwar, President of the Faculty Senate, who put this matter on an expedited track for reporting at the February Faculty Senate meeting. This means that Jennifer will report at the January meeting of Faculty Senate Executive Committee to try to get support from that group first.

### *Lactation Room Update*

There has been some interest in this matter across campus even though the letter has never been circulated. Chris Hailey in Engineering called Jennifer to say that they were planning to ask the Women's Center to remove the nursing room designation from the Engineering, which is actually designed as an ADA Accessible restroom rather than a lactation room. Jordy Gurth is also interested in incorporating these types of designs into new buildings. Where to go from here? Perhaps contact Beth Foley to see if something can be added into the new Education building?

### *Diversity Center Update*

Yolanda suggests that Sherry and Jennifer meet directly with Stan and Ray to consider what the best strategy for promoting a diversity center might be. Jennifer will see if it is possible to meet with administration regarding this matter. Nick also suggests talking with Vince Wickwar first, perhaps having him at one of our meetings. Jennifer will also try to talk to Vince and see what his initial impressions are.

### *Strategy Going Forward???*

All activity coming out of FDDE must be approved by Faculty Senate. Any of the initiatives we have been working on will require a standard-bearer going forward. Jennifer will not be on the committee next year, nor will Sherry or Chris Neale. Alison Cook will also probably be away. We need to identify people who will be interested in leading on these issues going forward.

### *Parental Caregiving Leave*

No time to discuss this matter

Adjourned at 3:30

## Appendix 9a: FDDE Proposal to Participate in HERI (did not move forward)

January 3, 2011

Dear Vice President Morales:

I write to you as the current chair of the Faculty Diversity, Development, and Equity (FDDE) Committee of the Faculty Senate. Our committee has been very interested in conducting a survey to assess and prioritize the concerns of the USU faculty in the areas of diversity, equity, and campus climate. From the FDDE Committee's perspective, this survey would help us fulfill our charge "to collect data and identify and promote best practices for faculty development, mentoring, and work environment to facilitate the success of diverse faculty at all career levels." Even more significantly, these data could help us determine priority areas that we should address as the greatest areas of concern and preventable sources of workplace stress for the USU faculty.

Last Wednesday our group learned from Vice Provost Yolanda Flores Niemann that the university might be able to participate in an external survey to gather this type of information. The Higher Education Research Institute (HERI) Faculty Survey, which is conducted by the University of California at Los Angeles, measures demographic characteristics, activities, accomplishments and attitudes of faculty and administrators. Because the survey is administered nationwide, we are able to compare our faculty with that at other similar institutions. Additionally, Utah State has participated in this survey during the previous three cycles, so we would be able to assess changes in attitudes and responses longitudinally. We understand that USU would be able to append up to 20 of our own questions to the survey. Such a survey provides an exciting opportunity to better identify current areas of faculty concern, to determine faculty attitudes toward diversity, to pinpoint sources of workplace stress and potential inequalities, and to solicit suggestions for improving campus climate.

The main barrier to participating in this study for a fourth consecutive cycle is a lack of funds. Provost Coward has indicated that his office does not have the money to support the study this year, which would be a real disappointment as we have been building a record of these data. Vice Provost Flores Niemann indicated that the President's Diversity Committee has been allocated funds, and that you will be putting forward a call for proposals during the spring semester. We suggest that your committee use a portion of your diversity funds to support administration of this survey, which is available for administration between August 2010 and March 2011. The associated costs would be:

Cost	
Participation Fee	\$775
Processing Fee	\$3 per survey processed
Integrated Additional Questions	\$325
Integrated Open-Ended Questions	\$300
Email Distribution to Faculty	\$350

Michael Torrens, Director of the AAA Office, estimates that the total cost of the survey would be around \$3500-\$4500, depending on the number of faculty surveyed and other contingencies. Normally, we would put forward our proposal to use these funds for the HERI survey during your regular call. However, the deadline for committing to the HERI survey is in early spring, 2011. This conundrum brings me to my request: would the Diversity Committee consider funding the HERI survey for 2011, and, if so, would we be able to work together to append the additional questions to the survey instrument? Having access to these data would facilitate our understanding of how FDDE and the President's Diversity Committee might best direct our efforts in a coordinated manner. Additional information about the survey is available here:  
<http://www.heri.ucla.edu/facoverview.php>.

Finally, we recognize that the cost of this survey may represent a significant percentage of your committee's budget. If you support this initiative and are willing to fund a portion of the 2010 HERI survey, we would be willing to approach Ann Austin in the Women's Center to see if that unit might also be able to contribute to the costs. Unfortunately, FDDE does not have a budget and we are unable to contribute to funding HERI.

We are looking forward to your response.

Best regards,

Faculty Development, Diversity and Equity  
Committee of the USU Faculty Senate

Jennifer Duncan, Merrill-Cazier  
Library and Committee Chair

Virginia Exton, RCDE

Christopher Neale, College of  
Engineering

Donna Carter, Extension

Karen Mock, College of Natural  
Resources

Maria Cordero, College of Humanities  
& Social Sciences

Nicholas Morrison, Caine College of  
the Arts

Reza Oladi, College of Agriculture

Sherry Marx, Emma Eccles Jones

College of Education & Human  
Services

Lucy Degadillo, Emma Eccles Jones

College of Education & Human  
Services

Lyle Holmgren, Extension

Susanne Janecke, College of Science

Alison Cook, Jon M. Huntsman College  
of Business

Alexa Sand, Caine College of the Arts

March 11, 2011

**Proposal To Develop a Comprehensive, Strategic, Visionary Diversity Office at USU, led by a full-time administrator.**

In our charge as the Faculty Senate committee on Faculty Diversity, Development, and Equity, (FDDE) we are responsible for collecting data, promoting best practices, and making recommendations for enhancing faculty diversity.<sup>1</sup> Through our efforts, we have come to realize that a myriad of diversity initiatives and committees exist across USU but no single office promotes, oversees, enables or encourages their efforts. The Provost's web page, for example lists 38 resources in diversity matters (<http://www.usu.edu/provost/faculty/diversity/>) yet many of the most effective programs, like the ADVANCE program, Science and Engineering Recruitment Team (SERT), Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Allied (LGBTQA) Center, Women and Gender Research Institute, The Presidents' Diversity Committee, Women's Center, Center for Women and Gender either no longer exist, were not listed, or have been reorganized into different organizational units. The Affirmative Action/ Equal Opportunity office lists even fewer resources (12) and similarly has fallen behind in updating the names and organizations of diversity-related resources on their web page. In a report from our committee in 2011, FDDE showed that the Affirmative Action/ Equal Opportunity office is not qualified to oversee diversity efforts, its staff lacks the needed training, and the main role of that office--compliance with State and Federal regulations--is in direct conflict with advocacy for diversity<sup>2</sup>. Because diversity efforts are not integrated, groups are often unaware of, repeating, one another's efforts and may not be making the best use of limited resources. Real improvement in faculty and student diversity is inhibited by the scattered and eclectic nature of these wide-ranging efforts. A diverse campus climate could grow through a more coordinated effort.

Diversity has many forms. We visualize a campus that celebrates the many differences within our community and encourages further diversification. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, regional background and more. In this letter we focus mostly on the underrepresentation of different racial groups at USU because comparative data are most available and reliable for the racial composition of our faculty and students and because the ADVANCE grant recently helped to move our campus forward in gender equity. Faculty surveys show that USU does not appear to value racial diversity as much as it appears to value gender diversity.<sup>3</sup>

Examination of tenure and tenure track faculty demographics reveals the limited racial diversity at USU. As Figure 1 and Table 1 (at end) indicate, the vast majority of tenure-track faculty members at Utah State

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<sup>1</sup> The actual language of our charge: "The duties of the Faculty Diversity, Development, and Equity Committee are to collect data and identify and promote best practices for faculty development, mentoring, and work environment to facilitate the success of diverse faculty at all career levels; provide feedback and advocate processes for faculty recruitment, promotion, and retention that promote diversity, fair pay standards, and work/life balance for the faculty; report on the status of faculty development, mentoring, diversity and equity; and make recommendations for implementation.

<sup>2</sup> See the letter from the FDDE committee concerning the shortcomings of the AA/EO office in our 2010 report to the Faculty Senate.

<sup>3</sup> HERI Surveys in 2004 and 2008.

University are white. Gender diversity lags the general population and the student body by 20%. In summary, during 2010-2011:

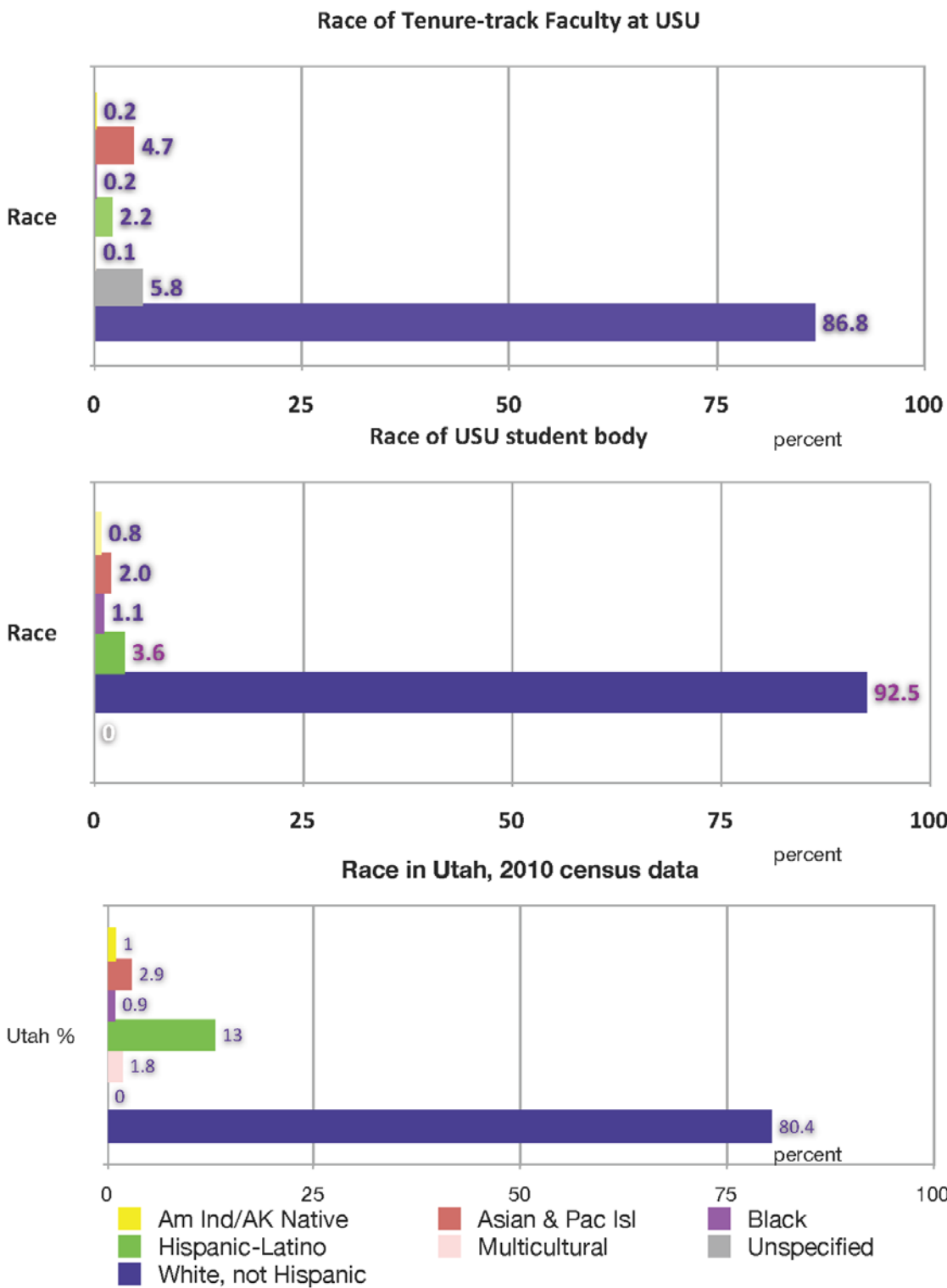
- 436 of 476 tenured faculty members were white (91.5%) and only 40 (8.5%) were other races.
- Of the 40 tenured faculty members of other races, 26 were Asian/Pacific Islander.<sup>4</sup>
- 82.5% of the untenured faculty members (157) were white and only 33 (17.5%) were other races.
- Of those 33 untenured faculty members, 26 are Asian/Pacific Islander.
- There were only two tenured faculty members classified as Black and there were no untenured Blacks.
- There were only 11 tenured (2%) and 6 untenured (3%) faculty members classified as Hispanic or Latino.
- There were just two untenured faculty members of American Indian/Alaska Native origin and no tenured American Indian/Alaska Natives.
- As Fig. 2 indicates, for all subject areas but engineering, USU is hiring many fewer faculty of other races than are available nationally.
- Female faculty members represent about 30% of the workforce yet women comprise half the population (Fig. 3).

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<sup>4</sup> Asian/Pacific Islander” and other terms denoting ethnicity and race used in this proposal are prescribed by AA06 Affirmative Action language. USU uses this language when asking employees to identify their own ethnic/racial group.





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Fig. 1. Diversity among USU tenure-track faculty, students and the population of Utah State University

Percentage of Minority Faculty at USU Compared to National Availability by College

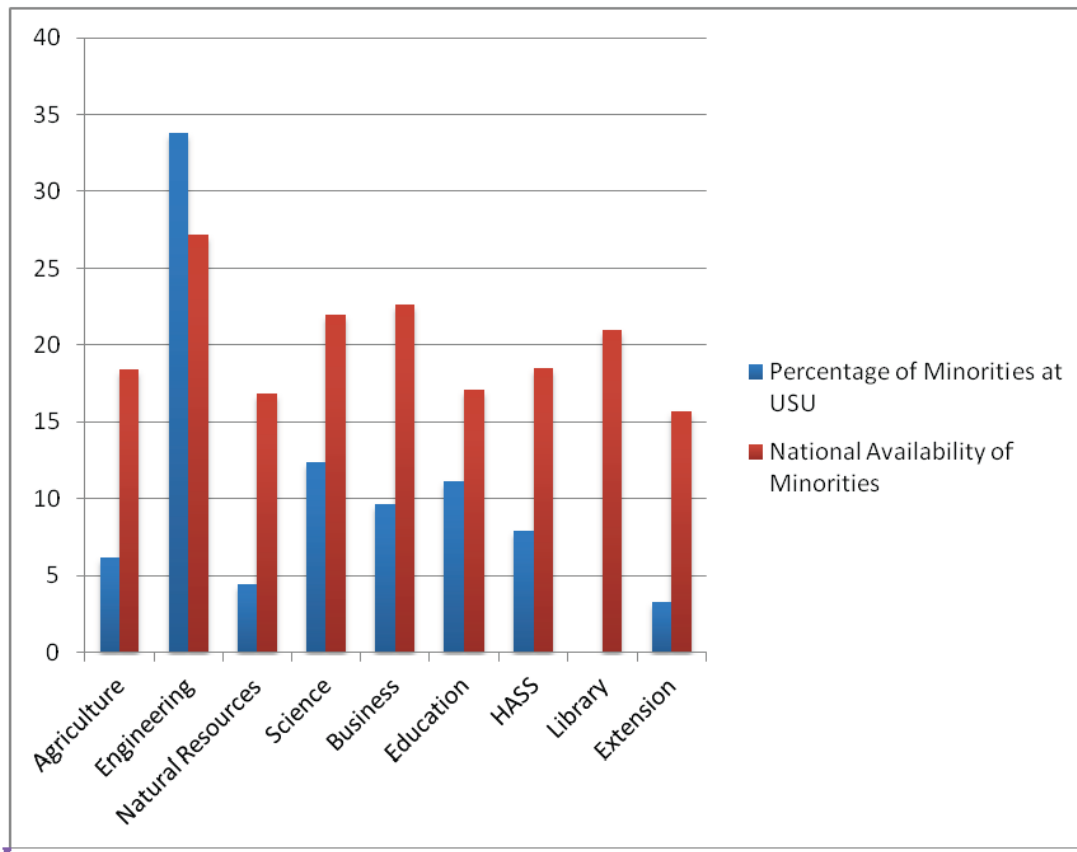


Fig 2. Percentage of minority faculty at USU compared to availability by college

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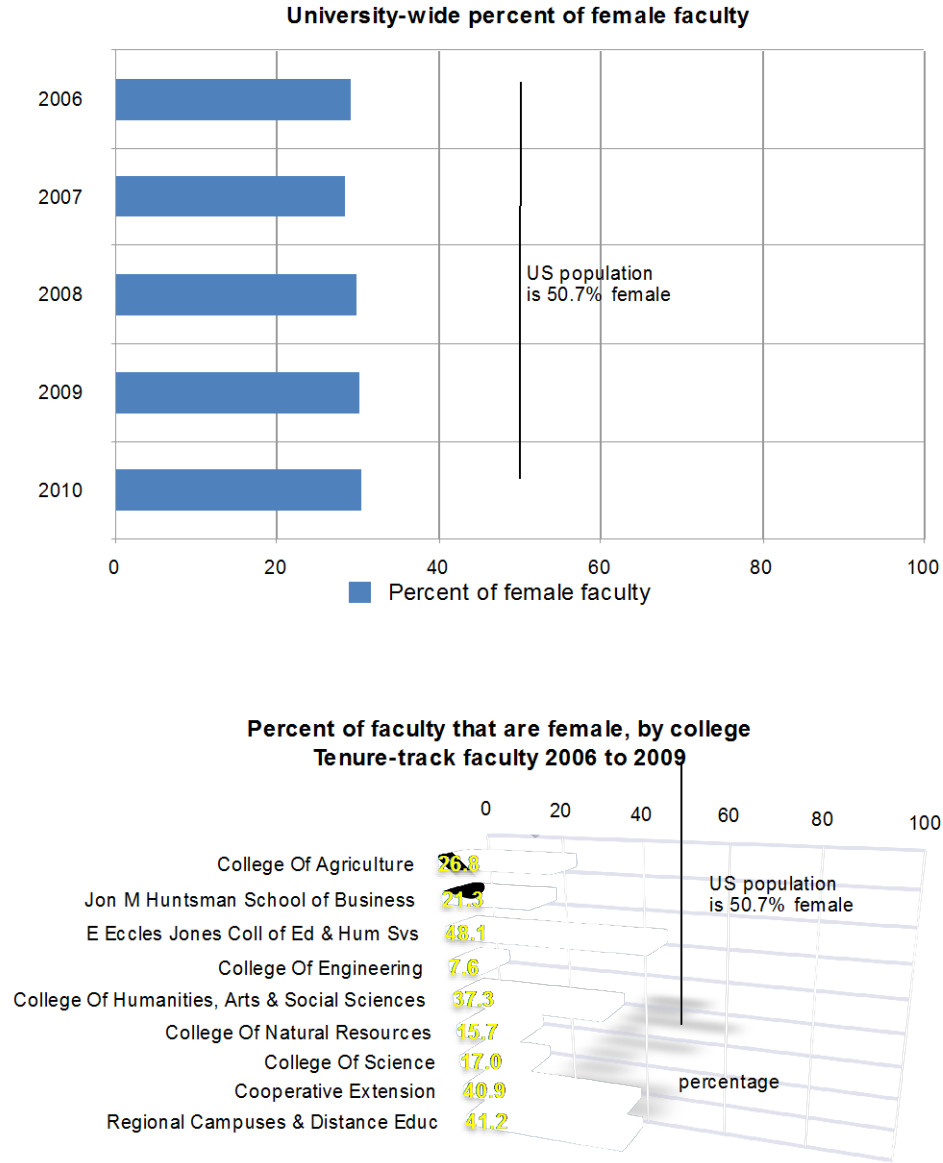


Fig. 3. Percentages of female tenure track faculty by year (top) and by college (bottom).

Limited faculty diversity is mirrored in the limited diversity of the USU student population. While diversity has improved in the past several years, Whites still account for the vast majority of students (92%)(Fig. 1). In summary, in 2010 across all campuses for students who declared ethnicity:

- 800 USU students were Hispanics (<4%)
- 248 were Black (approximately 1%)
- 438 were Asian/Pacific Islander (<2%)
- 177 (<1%) were American Indian/Alaskan Native
- 20,409 (approximately 92%) were White

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While Black, American Indian/Alaska Native, and Asian/Pacific Islander numbers are lower, but similar to statewide proportions,<sup>5</sup> Hispanics are very underrepresented at USU, where they account for <4% of the student body, despite comprising 13% of the state population in the 2010 census, and 9% of the population in Cache Valley (Fig. 1). Locally, Hispanics comprise almost 25% of the Logan City School District student population<sup>6</sup>. Nationwide numbers are much more diverse than Utah's, with Whites who are not Hispanic accounting for just 65% of the US population, Blacks accounting for 13%, American Indian/Alaska Native accounting for 1%, Asian/Pacific Islanders for 5%, and Hispanics for 16%<sup>7</sup>.

Furthermore, in the home counties of two of our Regional Campuses, the numbers of Native American students far outstrip national and statewide averages. In Uintah County, almost 8% of the K-12 population is of Native American descent and this number rises to a stunning 53% in San Juan County.<sup>8</sup> Because the representation of Native Americans on the faculty at those campuses is negligible, it is even more important to have a system in place to address issues of diversity on our regional campuses.

It is well known that faculty and student diversity are related. Students very often rely on faculty mentors who are from their own racial backgrounds for guidance, and solidarity, especially in a predominantly white school environment where some students may not feel entirely welcome. Increasing the racial diversity of faculty correlates with increasing the enrollment and retention of diverse students.

The value of a diverse campus community has been identified as a positive social good. Research conducted by the American Association of University Professors has demonstrated that both faculty and students find that diversity provides positive educational benefits:

Now we know that education is a two-way exchange that benefits all who participate in the multicultural marketplace of ideas and perspectives. This new vision has supplanted an idea of education in which disciplinary and cultural experts transmit their privileged views to others—a perspective far more likely to have been held by people outside the academy than by those within colleges and universities themselves.... Attention to multicultural learning extends the meaning of personal, social, and moral growth and improves the capacity of colleges and universities to achieve their missions.<sup>10</sup>

<sup>5</sup> Nationwide numbers are much more diverse with Whites who are not Hispanic accounting for just 65% of the US population, Blacks accounting for 13%, American Indian/Alaska Native accounting for 1%, Asian/Pacific Islanders for 5%, and Hispanics for 16%. Population estimates for Utah and the US come from Census.gov.

<sup>6</sup> See Utah State Office of Education October 2010 Fall Enrollment Report by School, Grade, Gender, Race/Ethnicity at <http://www.schools.utah.gov/data/Educational-Data/Student-Enrollment-and-Membership.aspx>.

<sup>7</sup> Population estimates for Utah and the US come from Census.gov.

<sup>8</sup> See Utah State Office of Education October 2010 Fall Enrollment Report by School, Grade, Gender, Race/Ethnicity at <http://www.schools.utah.gov/data/Educational-Data/Student-Enrollment-and-Membership.aspx>.

<sup>9</sup> Tatum, B. D. (2003). "Why are all the Black kids sitting together in the cafeteria?" And other conversations about race (2nd edition). New York: Basic Books.

<sup>10</sup> See *Does Diversity Make a Difference: Three Research Studies on Diversity in College Classrooms*, sponsored by the American Association of University Professors and the American Council on Education, 2000. Available at <http://www.aaup.org/NR/rdonlyres/97003B7B-055F-4318-B14A-5336321FB742/0/DIVREP.PDF>.

Moreover, granting agencies have identified the value of diversity and may now be taking into account plans to recruit and retain diverse students and faculty as demonstrated in the reader reports from a 2005 USU proposal for the Integrative Graduate Education and Research Traineeship (IGERT) grant: “The track record for minority recruitment is lacking. The institution will need to implement specific efforts to recruit underrepresented minorities.” Furthermore, even the United States Supreme Court (in Grutter vs. Bollinger (University of Michigan) as well as The University of California vs. Bakke ) has found that increasing the diversity at state universities offers compelling educational benefits.

Believing that an integrated campus vision, as well as outreach, training, leadership, and advocacy, regarding diversity are fundamental components of an equitable and affirmative campus climate as well as a positive educational experience, FDDE examined the ways that several other universities across the United States address diversity issues. We examined fifteen universities, several of which are peer institutions of USU. Of the fifteen, the efforts of five institutions - Texas A&M University, University of Utah, North Carolina State University, University of California Berkeley, and Arizona State University - seemed most successful. What we learned from these institutions is the importance of the following:

- A centralized office that improves integration and focus of diversity efforts on campus;
- The leadership of a Vice President, Vice Provost, or similar high-ranking executive with background and expertise in diversity issues. This individual must direct the office on a full time basis, shaping and responding to diversity efforts across campus;
- A direct reporting line to the President and/or Provost of the university;
- A steering committee that regularly informs and responds to this executive;
- Prominence of a diversity goal in the university’s mission statement;
- A centralized website that details diversity efforts of faculty, student, and community;
- A link to this web site on the president’s website and the university’s home page;
- A focus on integrating diversity efforts throughout the university so that diversity issues are not marginalized in one office or with one leader or group of people.

The successful universities we studied have diverse faculty and students, as well as clear dedication to continually developing and improving campus climates that strongly value diversity. Diversity is a theme that permeates and integrates each university’s web presence.

We talked with administrators leading diversity efforts at Texas A&M University, the University of Utah, and Arizona State University about the impact their offices have had on campus diversity efforts. All agreed that their offices send clear institutional messages about the importance of diversity on campus, at all levels. They emphasized that support and endorsement of the university presidents and provosts are key to the success of this effort. With this input, these institutions developed strategic visions regarding diversity and wove this vision into the mission statements and programmatic planning of the universities. All the offices of the people we spoke with have high visibility and strong impact on campus. The leaders we spoke with agreed that students, faculty, staff, and leadership all appreciate the positive impact of diversity on their campuses. This understanding gives these diversity offices and administrators authority and increased opportunities to discuss and advocate for diversity. From our discussions with various administrators, we would like to highlight the following:

- Dr. Delia Saenz, Vice Provost of Undergraduate Education and Director of the Intergroup Relations Center at Arizona State University, agreed that the diversity efforts she spearheads only became effective with the full support of the provost and president of ASU, as well as the collaboration of the

committees with which she works. She emphasized that the values of the university must be clear in its mission statement and goal of a more diverse campus that mirrors our society.

- The Associate Vice President for Diversity at the University of Utah, Dr. Octavio Villalpando, emphasized that the person leading the university's diversity effort must have high rank in the form of Full Professor, Vice President, or higher so that he/she can successfully advocate for faculty and students. Dr. Villalpando also emphasized that a strategic diversity plan and resulting efforts benefit all students and faculty by growing the diversity of the student body and faculty. He reported that his office has had a strong impact on increasing student diversity, doubling their population of student ethnic minorities since 2005. In tracking students who work with his center, Dr. Villalpando has documented an 85% retention rate, higher even than that of University of Utah honors students.

Without the leadership of a dedicated administrator, as well as presidential and provost support, diversity efforts remain unfocused, small scale, and restricted by the limited powers of the committee or individuals that lead them. We believe USU presently addresses issues of diversity in these limited, unfocused, and therefore less successful ways.

As a result of our investigative findings, FDDE recommends that USU create a comprehensive, strategic visionary plan regarding diversity with clear goals of:

- Increasing the diversity of faculty, staff, and students on our campuses in all areas: race, gender, sexual orientation, disabilities and other underrepresented groups;
- Increasing the retention and inclusion of underrepresented faculty, staff, and students;
- Increasing the diversity of our administrative and executive leaders;
- Developing a campus climate that strongly values diversity;
- Providing expert training in the areas of enhancing diversity; dealing with discrimination; and improving the overall campus climate for diversity;
- Integrating and improving diversity efforts across campus.
- Promoting the recommendations of single-focus diversity efforts on our campus and helping to implement change after a Diversity-related grant expires. Many key changes and structures begun by the ADVANCE grant and SEED committee have been dropped, in part because no central office is charged with carrying on.
- Being vigilant for problems on campus and always questioning whether new initiatives and programs embrace diversity as much as possible.

We recommend leadership of this initiative by a Vice President, Vice Provost, or similar-rank executive who has:

- Substantial scholarly background and expertise in diversity-related issues;
- Proven leadership abilities;
- Sensitivity to the challenges faced by faculty, students and scholars of different races or other underrepresented groups;
- Ability to lead the diversity effort in a full time, or nearly full time, manner so that his/her energies and priorities can remain focused.

We envision an advocacy office as an “umbrella” organization-with a strong executive-level leader enhancing, promoting, and guiding the many excellent offices, initiatives, grants, centers, and committees across our campuses, as well as providing the unifying push for coordinated progress in diversity. The efforts of the Center for Women and Gender (<http://www.usu.edu/womenandgender/htm/about>);

USU Access & Diversity Center (<http://www.usu.edu/accesscenter/>), LGBTQA Programs (<http://www.usu.edu/lgbtqa/>); and President's Diversity committee, to name a few, would all be enhanced by this coordinated emphasis or office. While an office or center devoted to Diversity might be a powerful way to promote this effort, other administrative structures may work equally well.

Finally, we also recommend that the university create a steering committee that is charged with collaborating with the diversity leader to shape a strategic vision and action plan. We suggest that the chair/leader of each of the diversity organizations, committees, or initiatives on campus be represented on this steering committee. The confluence of organizations and ideas should eliminate redundancy, streamline efforts, and increase the impact of the stand-alone initiatives, resulting in a more effective use of existing scarce resources of the university.

It is important that this strategic vision evolve into an actionable plan that results in enhanced campus wide appreciation for and promotion of diversity. The result may be an office devoted to these issues, however, we want to caution USU that an office with limited focus on diversity may be easily marginalized. A substantial, integrated, and actionable vision for a diverse campus environment requires that the vision be integrated across campus and that the efforts not be compartmentalized. Realizing this vision will require full time leadership, fiscal resources, and support staff that includes a skilled web designer. We believe such an effort can help USU reach its goal of "build[ing] a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students" (<http://www.usu.edu/president/missionstatement/>). It may also become a model for other universities seeking to do so.

Thank you very much for your attention to this important matter.

Sincerely,

Faculty Development, Diversity and Equity Committee, 2010-2011

Jennifer Duncan, Libraries, Chair  
Sherry Marx, Education and Human Services  
Alison Cook, Business  
Suzanne Janecke, Science  
Christopher Neale, Engineering  
Reza Oladi, Agriculture  
Alexa Sand, Caine College of Arts  
Maria Cordero, CHAS  
Karen Mock, Natural Resources  
Virginia Exton, Regional Campus & Distance Education  
Donna Carter, Extension  
Nick Morrison, Senate  
Lucy Delgadillo, Senate  
Lyle Holmgren, Senate



SSA,

Table 1

Tenure Status of EEO6 Ethnic Groups

		ETHNIC CODE TRANSLATION (group) / TENURE STATUS (group)														
		Am Ind/AK Nat		Asian/Pacific Is		Black		Hispanic		Multicultural		Unspecified		White		
		Track	Tenured	Track	Tenured	Track	Tenured	Track	Tenured	Track	Tenured	Track	Tenured	Track	Tenured	Total
2008	COLLEGE (group)															
	College Of Agriculture		2		1		1					3	3	14	50	76
	Jon M Huntsman School of Business											4	5	11	27	48
	Eccles Jones College of Education & Human Svcs				1			2		3		6	3	31	59	105
	College Of Engineering		6		1					2		7	5	12	39	72
	College Of Humanities, Arts & Social Sciences				2			1		2		3	6	37	116	169
	College Of Natural Resources		1									1	2	7	33	44
	College Of Science	1	3		4			1				6	9	21	71	116
	Cooperative Extension		1										25	45	71	
	Regional Campuses & Distance Education														16	9
Strategic Ventures & Economic Development															1	
Total		1	15		9		1	6		8		30	33	174	450	727
2009	College Of Agriculture		2		1									17	45	67
	Jon M Huntsman School of Business				1			1				1	1	13	32	51
	Eccles Jones College of Education & Human Svcs	1	3		2			2		4			1	35	60	108
	College Of Engineering		14		5		1			1				11	36	71
	College Of Humanities, Arts & Social Sciences		4		2			2		4				30	112	154
	College Of Natural Resources		2											8	32	42
	College Of Science	1	5		7			1						21	74	109
	Cooperative Extension		1											19	38	58
	Regional Campuses & Distance Education									1				14	8	23
	Strategic Ventures & Economic Development															1
Total		2	32		20		2	6		11		1	2	168	438	684
2010	College Of Agriculture		5		1			1						23	49	80
	Jon M Huntsman School of Business		1		3							1	1	11	35	52
	Eccles Jones College of Education & Human Svcs	1	2		3			2		4			2	29	60	103
	College Of Engineering		10		7		1			3		1		8	37	67
	College of Humanities and Social Sciences		4					2		3				19	73	101
	Caine College of the Arts				2					1				11	28	43
	College Of Natural Resources		2									1		8	31	41
	College Of Science	1	2		7			1						18	73	102
	Cooperative Extension													21	40	62
	Regional Campuses & Distance Education									1				10	8	
Strategic Ventures & Economic Development														2		
Total		2	26		23		2	6		11		1	3	158	436	672

## Appendix 9c: Lactation Room Letter—In progress

Dear Vice Provost Flores Niemann,

The Faculty Diversity, Development, and Equity (FDDE) Committee of the Faculty Senate would like to call the university administration's attention to a recent change in federal law with which we believe the university has failed to comply. According to the Patient Protection and Affordable Care Act (Public Law 111-148, Section 4207), signed into law by President Obama on March 23, 2010, the Fair Labor Standards Act (FLSA) of 1938 (29 U.S.C 207) has been amended to require that employers provide "a place, **other than a bathroom**, [emphasis added] that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk."

After an inspection of the seven nursing rooms promoted by Campus Wellness and the Women's Center, the FDDE committee has determined that at least four of them do not meet the minimum federal requirements. [Note: we are unaware of designated facilities on any of the regional campuses.] Specifically, the following designated nursing rooms all have exposed toilets and are thus clearly in violation of the new federal law: Merrill-Cazier Library Rooms 134 and 276; Biology and Natural Resources Room 116; and Engineering Room 111. Family Life Room 316 has a dedicated stall for nursing and pumping, but it is still inside a public restroom, which some might argue technically meets the letter of the law, but which the committee feels probably violates the letter and certainly the spirit of the law.

Two of the rooms probably meet the requirements of the law; however these facilities are, at best, only adequate. Fine Arts Room 129 is in an improvised stall in the foyer of a restroom. The facility in Taggart Student Center is certainly the best of the options, located in a clearly partitioned part of a lounge area within a public restroom. While these spaces are far from pleasant and private, they probably are in compliance. But they pale in comparison to the facilities offered by many of our peers:

### **Oregon State University:**

Ten lactation rooms: "All rooms are private with lockable doors and have a comfortable glider for nursing or pumping. [Two rooms] are equipped with dimmable lighting as well as lockers for you to store your supplies in."

<http://oregonstate.edu/childcare/breastfeeding>.

### **UC Davis:**

Thirty lactation rooms: "The Breastfeeding Support Program provides university affiliates and their partners with lactation consultations, support group meetings, and the use of hospital grade breastpumps located in 30 lactation sites across the campus in Davis."

<http://ffhi.ucdavis.edu/gi/bsp>

### **Virginia Tech:**

Fifteen lactation rooms: Rooms include hospital grade pumps, breastfeeding literature, and some include sinks. The rooms are reservable.

<http://www.hokiewellness.hr.vt.edu/worklife/lactation/>

**Washington State University:**

"The room offers a private, secure, clean space with a convenient location across the hall from the ground floor restroom. The room has electrical outlets, sitting chairs, a table and the locking system will ensure no one except the key holder can access the room."

<http://women.wsu.edu/Default.asp>

**Penn State University:**

Eight lactation rooms. "We aim to create a secure, private and restful room for you to breastfeed or pump your breast milk. All stations provide will provide a chair, desk and a hospital-grade, multiuser pump." In addition, some stations also provide a sink, toys, a refrigerator for milk storage, and a campus telephone line.

<http://www.hhdev.psu.edu/breastfeeding/support.html>

While in the current budget climate any new costs may seem prohibitive; however, there are actually significant productivity gains to be gained by providing adequate support for nursing mothers. According to *The CDC Guide to Breastfeeding Interventions*, mothers are the fastest growing segment of the U.S. labor force, with approximately 70% of employed mothers with children younger than 3 years working full time and one-third of these mothers returning to work within 3 months after birth. Working full time makes it very difficult for a mother to follow the American Academy of Pediatrics recommendation that mothers nurse their babies for the first year of life, yet many women are committed to achieving this goal. Supporting mothers in this endeavor can be a good business decision, as evidenced by research studies that have shown improved productivity, increased employee loyalty, an enhanced public image of the employer, decreased absenteeism, lower health care costs, and reduced employee turnover. See *The Business Case for Breastfeeding*, published by the U.S. Department of Health and Human Services, Office on Women's Health (see <http://www.womenshealth.gov/breastfeeding/government-programs/business-case-for-breastfeeding/>).

Of course, the FLSA applies only to hourly workers. And, while most faculty members do have their own offices in which to nurse or express breast milk, some do not. In the library, for example, faculty members work in cubicles, which are sometimes shared with co-workers. Moreover, women faculty members often teach in buildings distant from those in which they have office space and need a place to express milk on the opposite side of campus. Thus, while this is a question of federal law for non-exempt employees, it is also a matter of concern to many female employees, regardless of employment classification.

The FDDE Committee is encouraged to learn that talks are underway to incorporate the design of a dedicated nursing room in the new Agriculture building. Certainly, going forward, proactive design for lactation space is ideal. The American Institute of Architects has suggested Best Practices for the design of lactation rooms, the use of which we strongly support as new buildings are constructed ([http://www.aia.org/aiaucmp/groups/ek\\_public/documents/pdf/aiap037226.pdf](http://www.aia.org/aiaucmp/groups/ek_public/documents/pdf/aiap037226.pdf)). However, in the short term, we urge you to re-evaluate the spaces currently designated as nursing rooms and, at minimum, bring those that you intend to continue to promote into compliance with federal requirements.

Best regards,

Faculty Development, Diversity and Equity  
Committee of the USU Faculty Senate

Jennifer Duncan, Merrill-Cazier Library and Committee Chair

Virginia Exton, Regional Campuses and Distance Education

Christopher Neale, College of Engineering

Donna Carter, Extension

Karen Mock, College of Natural Resources

Maria Cordero, College of Humanities & Social Sciences

Nicholas Morrison, Caine College of the Arts

Reza Oladi, College of Agriculture

Sherry Marx, Emma Eccles Jones College of Education & Human Services

Lucy Degadillo, Emma Eccles Jones College of Education & Human Services

Lyle Holmgren, Extension

Susanne Janecke, College of Science

Alison Cook, Jon M. Huntsman College of Business

Alexa Sand, Caine College of the Arts

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4/2/11

## **Annual Report to the Faculty Senate from the Committee on Committees**

### **Introduction**

Charge (from the Faculty Code 402.12.2)

The responsibility of the Committee on Committees is to: (1) apportion Senate elective positions annually; (2) coordinate and supervise the election of members of the Senate; (3) prepare eligibility slates and supervise nominations and elections within the Senate; and (4) recommend to the Senate the appointed members of all Senate committees and the members of university committees that include Senate representatives.

The Committee on Committees shall consist of three (3) elected faculty senators. They are elected according to the same procedures, at the same time, and with the same eligibility restrictions that govern election of the Senate President Elect. See policy 402.10.3 and 7.3. Members of the Committee on Committees serve two-year terms. They elect a chair from within their membership.

### **Members**

Glenn McEvoy, Chair (term expires 2011); Flora Shrode (term expires 2012); Eric Worthen (term expires 2011)

### **Actions and Results**

The committee met informally when necessary and conducted business primarily through email. No minutes of informal meetings were maintained. The C on C notified senators when their absences exceeded the maximum limit as specified in the Code, and reminded them to be sure to sign the role sheet when they were in attendance to avoid misunderstandings. We also worked with colleges to fill vacant committee assignments as necessary at the beginning of the school year. Changes in university faculty numbers necessitated a re-apportionment of senators with Education and Engineering each losing a seat and Caine College of the Arts and the Library each gaining one.

Under the able leadership of Betty Rozum last year, the C on C implemented a Survey Monkey approach to determining which elected senators were interested in assignments on which Faculty Senate committees (AFT, BFW, etc.). The method worked well last Spring, and we will use it again this Spring once all senators are identified.

3/28/11, Rev 3 (Results of senate elections to date)

<b>College (reapportionment)</b>	<b>Faculty Senators</b>	<b>FS Committees</b>	<b>Notes</b>
Agriculture (no change)	Dale Barnard Keith Christensen Dillon Feuz (replacing Dale Barnard, Dillon Feuz, Eric Worthen)  And alternate Daren Cornforth	BFW: Ronda Miller	Contact: Tammy Firth  Elections complete

CCA (+1 senator)	Cindy Dewey Steven Mansfield Daniel Murphy (replacing Shawn Fisher and Nick Morrison plus one gained in re- apportionment)	None needed	Contact: Nick Morrison  Elections complete
HSB (no change)	Dwight Israelson Shannon Peterson (replacing Glenn McEvoy, David Paper)	PRPC: Randy Simmons	Contact: Mary Price  Elections complete
EEJCEHS (-1 senator)	Dorothy Dobson (replacing Dorothy Dobson, Tami Pyfer)	AFT: FDDE: FEC: Yanghee Kimm PRPC: Susan Turner	Contact: Shannon Johnson  No nominations for AFT or FDDE.
Engineering (-1 senator)		FDDE: Christopher Neale PRPC: Richard Peralta	Elections complete
CHaSS (no change)	Colleen O'Neill as alternate (replacing Lawrence Culver)	EPC: Eddy Berry FEC: FDDE: Phoebe Jensen	Contact: Pat Lambert  No nominations for FEC
CNR (no change)	Karen Beard Robert Schmidt (replacing Steve Burr and Terry Messmer)	BFW: Karin Kettenring FEC: PRPC:	Contact: Layne Coppock No nominations for FEC or PRPC
Science (no change)	Curtis Dyreson Ted Evans Tony Lowry Dave Wallace (replacing Tom Chang, Ted Evans, Nick Flann, Dave Wallace)	AFT: Mark Riffe FEC: Tom Lachmar	Could not get any candidates for FS alternate, so will have only one next year to cover for 8 senators
Extension (no change)	Lyle Holmgren Margie Memmott Ron Patterson (replacing Jerry Goodspeed, Lyle Holmgren, Mark Nelson)  And alternates James Barnhill, Debbie Proctor	FEC: Jeff Banks PRPC: Jerry Goodspeed	Elections complete
Library (+1 senator)	Jennifer Duncan (seat gained in reapportionment)  And alternate Dan Davis	BFW: Carol Kochan FDDE: Kevin Brewer PRPC: John Elsweiler	Contact: John Elsweiler  Elections complete Wins award for first in with results

RCDE (no change)	Need one senator to replace Nathan Straight		Have emailed Ronda Menlove
USU-CEU (no change)		AFT: BFW: EPC: FDDE: FEC: PRPC:	Have emailed Greg Benson



**REPORT OF THE  
UTAH STATE UNIVERSITY  
CALENDAR COMMITTEE  
to the  
Faculty Senate Executive Committee  
April 11, 2011**

**Committee Members**

Yolanda Flores Niemann, Provost's Office - Chair  
Camilla Lyman, Associated Students of USU  
Dillon Feuz, Faculty Senate  
Stephanie Hamblin, University Advising  
Bill Jensen, Registrar's Office  
Deb Megill, Classified Employee's Association  
Matt Lovell, Professional Employee's Association  
Trevor Nelson, Graduate Student Senate  
John Mortensen, Registrar's Office  
Sydney M. Peterson, President's Office  
Scott Bates, Faculty Senate  
Blake Tullis, Faculty Senate  
Taun Beddes, Faculty Senate  
Robert Wagner, Regional Campuses and Distance Education

**Purpose**

The Calendar Committee is charged with the responsibility of reviewing, evaluating, and recommending the University's academic calendar and employee holidays. The actions of this committee are ratified by the Executive Committee upon the advice of the Faculty Senate.

**Spring 2011 Calendar Committee Actions**

1. The Calendar Committee discussed concerns from brought forth by faculty and student representatives, including the following:
  - a) Classes are often being cancelled when they're off the regular schedule, e.g., a "virtual" Thursday schedule on Friday;
  - b) Some faculty members seem to not be aware of these different schedules;
  - c) Students' work schedules are interrupted by the "virtual" Friday class schedule; complaints about different class schedules came from Logan and CEU campuses;
  - d) The RCDE broadcast schedule must be changed to accommodate virtual Friday and/or Monday schedules;
  - e) The number of instruction days for fall and spring is unbalanced (70 vs. 73); faculty members have to make significant adjustments to cover the same material;
  - f) Some faculty members, especially those with children in the K-12 system, would like for the USU spring break to overlap with that of Logan and Cache School Districts.
  - g) The RCDE academic calendar is not reflected in the USU calendar website;

- h) Other contextual considerations for these proposed options include: the lack of a fall-term commencement ceremony; pending changes to the summer terms; and alignment with other research universities in the state with respect to summer work and internships.
- 2. On March 21, 2011, The Calendar Committee asked that the Faculty Senate Executive Committee consider several options for the 2014 calendar. After discussion, the Executive Committee asked that the Calendar Committee present the options to the Faculty Senate for discussion on April 4, focusing on the pros and cons of each option. The Calendar Committee met with various constituents who would be impacted by changing the calendar and reported these impacts to the Faculty Senate on April 4. The main outcome of Faculty Senate discussion was an expressed desire to maintain the status quo, though several differing opinions were offered about significantly changing various aspects of the calendar.
- 3. After full consideration of the foregoing discussions, The Calendar Committee proposes:
  - a. acceptance of the attached 2014-2015 Academic Year, Employee Holiday, and Summer Calendars;
  - b. that the RCDE academic schedule be added to the USU academic calendar;
  - c. that a student, faculty, and staff survey be conducted next fall to determine if any significant changes to the calendar should be considered next year.

# Utah State University

## 2014-2015

### Academic Year Calendar

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### Notes

#### Fall 2014

August 25, First Class Day  
 September 1, Labor Day Holiday  
 October 16, Friday Class Schedule  
 October 17, Fall Break  
 November 26, 27, 28, Thanksgiving Break  
 December 5, Last Class Day  
 December 8-12, Finals

#### Spring 2015

January 5, First Day of Classes  
 January 19, Martin Luther King Holiday  
 February 16, Presidents' Day Holiday  
 February 17, Monday Class Schedule  
 March 9-13, Spring Break  
 April 24, Last Class Day  
 April 27-May 1, Finals Week  
 May 1-2, Commencement

# Utah State University

# 2014

## EMPLOYEE HOLIDAY CALENDAR

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## Notes

### 2014 Employee Holidays

January 1, New Year's Day  
 January 20, Martin Luther King, Jr.  
 February 17, Presidents' Day  
 May 26, Memorial Day  
 July 4, Independence Day  
 July 24, Pioneer Day  
 September 1, Labor Day  
 November 27, 28, Thanksgiving Day  
 December 25, 26, Holiday

### Options for flexible day

\* 24 December - Approved

# Utah State University

## 2014-2015

### Academic Year Calendar

#### 2014 SUMMER CALENDAR

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August 14						
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September 14						
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October 14						
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February 15						
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March 15						
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### Notes

#### Graduation, May 1-2

#### 1st 4-Week Session

18 Instructional Days, 1 Test Day  
May 12 - June 5  
June 6 - Test Day

#### 2nd 4-Week Session

18 Instructional Days, 1 Test Day  
June 9 - July 2  
July 3 - Test Day

#### 3rd 4-Week Session

18 Instructional Days, 1 Test Day  
July 7 - July 31  
August 1 - Test Day

#### 8-Week Session

37 Instructional Days, 1 Test Day  
June 9 - July 31  
August 1 Test Day

#### Summer Holidays:

May 26, Memorial Day  
July 4, Independence Day  
July 24, Pioneer Day

**Report from the Educational Policies Committee**  
**Meetings on**  
**March 3, 2011**  
**April 7, 2011**

**Submitted by L. Smith, EPC Chair, on April 8, 2011**

**March 3, 2011 Meeting**

The Educational Policies Committee met on March 3, 2011. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page<sup>1</sup>.

During the March 3 meeting of the Educational Policies Committee, the following actions were taken:

1. Approval of the report from the Curriculum Subcommittee meeting of March 3, 2011 which included the following notable actions:
  - The Curriculum Subcommittee approved 52 requests for course actions and a change in the prefix for all courses with INST to ITLS.
  - A request from the Nutrition, Dietetics and Food Sciences Department to suspend the Biotechnology Emphasis of the Nutrition, Dietetics and Food Sciences, BS Degree was approved.
  - A request from the Department of Languages, Philosophy and Speech Communication to offer a Bachelor of Arts in Global Communication was approved.
  - A request from the Department of Health, Physical Education and Recreation to create a Health Science emphasis in Health Education and Promotion, BS Degree was approved.
2. Approval of the report from the Academic Standards Subcommittee meeting of February 17, 2011. Actions of note:
  - Exceptions to the no test week policy at CEU and USU were approved as follows (changes in red):

**No-Test Days**

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

- Minor changes to the academic standing policy were approved (proposed changes are indicated below; only segments of catalog language with recommended changes are included).

### **Notifications, Transcript Notations, and Registration Holds**

An undergraduate student placed on academic warning or academic probation shall be notified in writing of that action by his or her college dean, advisor, or other college or departmental representative. An undergraduate student placed on academic suspension shall be notified in writing of that action by the Office of Retention and Student Success (or by the Academic Advising and Orientation Office at USU-CEU). Since these notifications will typically be sent by e-mail, it is the student's responsibility to check his or her preferred e-mail account as designated in Access (see Email Communication Policy). A notation *Academic Warning*, *Academic Probation*, or *Academic Suspension* is placed on the student's transcript. Students on academic warning or academic probation will have a hold placed on their registration and must meet with their academic advisor.

### **Academic Standing for Student Athletics Eligibility**

Student athletes are considered, for purposes of athletics eligibility and NCAA or NJCAA intercollegiate competition, to be in good standing if they meet the applicable NCAA or NJCAA grade point average rule and are able to register for classes and attend during the next subsequent regular academic semester.

### **Suspension Appeal Process**

Any suspended student wishing to appeal his or her academic suspension must meet with the matriculation advisor, located in the Office of Retention and Student Success (or the Academic Advising and Orientation Office at USU-CEU), and express a desire to make an appeal. ***Students should understand that, while they are entitled to appeal their suspension, very few appeals will be approved.***

The student must write an appeal letter and complete an appeal form. The appeal letter must include:

- (1) a clear explanation as to why the student believes the suspension penalties should be lifted,
- (2) an account of reasons why the student feels he or she didn't perform well, and (3) a description of the student's plan for improvement.

~~The matriculation advisor, who serves as~~ The chair of the Suspension Appeals Committee will submit the appeal letter (attached to the student's transcript) to the committee. The ~~matriculation advisor chair~~ will contact the student's academic advisor to solicit additional information that might be relevant to the committee's decision. Additionally, the matriculation advisor will find out if the student's department supports a suspension reversal or not.

### **Readmission Following Academic Suspension**

Students *who have been suspended once* may apply for readmission after a one-semester layout at USU-CEU, or a two-semester layout at USU. Students *who have been suspended two times* may apply for readmission following a layout of one full calendar year.

3. Approval of the report of the General Education Subcommittee meeting of January 18, 2011.  
Actions of note:

- The following General Education course was approved:

HONR 3020 (DHA)

- The committee rescinded its action of November, 2010 to waive ACT/SAT score of 25 or higher or an SAT Math score of 580 or higher.
- The committee approved a motion that USU-CEU adopt USU general education requirements for Fall 2011 and university study requirements by Fall 2012.

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

### **April 7, 2011 Meeting**

The Educational Policies Committee met on April 7, 2011. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page<sup>1</sup>.

During the April 7 meeting of the Educational Policies Committee, the following actions were taken:

1. Approval of the report from the Curriculum Subcommittee meeting of April 7, 2011 which included the following notable actions:
  - The Curriculum Subcommittee approved 84 requests for course actions.
  - A request from School of Teacher Education and Leadership to create a Master of Education Degree in Instructional Leadership was approved.
  - A request from the Department of Sociology, Social Work and Anthropology to modify the specialization areas in the Sociology Doctoral Program was approved.
  - A request from the Department of Languages, Philosophy and Speech Communication to offer a Chinese Teaching Minor was approved.
  - A request from the College of Agriculture to create the School of Applied Sciences, Technology and Education was approved.
  - A request from the Department of Music to offer a Harp performance emphasis was approved.
  - A request to amend the previously approved R401 that renamed the Bachelor of Science (BS) "Health Education Specialist" degree offered in the Department of Health, Physical



Education and Recreation (HPER) Department at Utah State University to include the terms, "major and minor" when referring to the BS degree was approved.

- Ed Reeve was elected the 2011-2012 Curriculum Subcommittee Chair.
- EPC and Curriculum Subcommittee Meetings dates and the due dates for agenda items for those meetings next year will be:

<u>Meeting Dates</u>	<u>Agenda Item Due Dates</u>
September 1, 2011	August 18, 2011
October 6, 2011	September 22, 2011
November 3, 2011	October 20, 2011
December 1, 2011	November 17, 2011
January 12, 2012	December 15, 2011
February 2, 2012	January 19, 2012
March 1, 2012	February 16, 2012
April 5, 2012	March 22, 2012

2. Approval of the report from the Academic Standards Subcommittee meeting of March 17, 2011.  
Actions of note:
  - Changes to the policy for academic renewal were approved. This changes USU policy regarding the amount of time that a student must not have been enrolled at USU prior to requesting academic renewal.

### Academic Renewal

Undergraduate students who have been admitted to Utah State University after an interruption in their collegiate education of ~~five or more years at least one year~~ may petition to have certain 3 credits ~~that are older than five years~~ removed from the calculation of the GPA ~~needed for credit and credits earned~~. The renewal procedure allows the student's academic records to be reviewed for the purpose of eliminating from grade point average computation all grades of D+ or below that were entered on the academic transcript five or more calendar years prior to ~~admission the request~~, including transfer credit ~~on the USU transcript~~. However, upon request, selected grades of D+ or ~~D~~ below may remain on the student's record. Petition forms are available in the Office of the Registrar and online. A \$25 processing fee will be assessed.

#### **Guidelines:**

1. Academic renewal *does not* apply to graduate students nor to students pursuing a second undergraduate degree.
2. Academic renewal may be applied *only once* and is *irreversible*.
3. An absence of ~~five one~~ or more years must have elapsed between admission and the last enrollment at an institution of higher education. (**Note:** Students must be currently enrolled at USU to apply for academic renewal.) ~~Only credits that are older than five years may be considered for academic renewal.~~
4. After admission, but before application for renewal, the student must have completed ~~at least one of the following at Utah State University: (a) 10 semester credits with at least a 3.00 GPA; (b) 20 semester credits with at least a 2.75 GPA; or (c) a minimum of 30 12 semester credits~~

with at least a 2.50 GPA **at Utah State University**.

5. Academic renewal applies *only* to courses having grades of ~~D+, D, or F~~ **or below** and taken prior to readmission. All such courses will remain unaltered on the transcript with the appropriate notation added to the transcript to indicate academic renewal. Courses designated in the petition will not count for computation of GPA, for earned credits, nor for satisfying any graduation requirements. Courses with a grade of C- (or P) or better will be carried forward.

6. Students may apply for this renewal after they have met the guidelines listed above. They are strongly encouraged to meet with their academic advisor prior to submitting their request.

7. Academic renewal will be effective as of the data of admission following the minimum five year absence.

- Changes to the Associate of Applied Science degree were approved. Minimum credits were adjusted for Associate of Applied Science degree from a 60 to 63. The proposed language is attached.

### **Associate of Applied Science Degree**

A minimum of ~~60~~ **63** credits is required for an Associate of Applied Science (AAS) degree.

Requirements include coursework in the following areas: primary area of study, related area, general education, and electives. Candidates for an AAS degree must complete at least 20 ~~USU~~ credits **in residency** at USU's Logan Campus ~~or designated centers~~, **USU-CEU**, or through courses offered by ~~USU~~ Regional Campuses and Distance Education ~~through USU~~.

3. Approval of the report of the General Education Subcommittee meeting of January 18, 2011.  
Actions of note:

- The following General Education syllabus was approved:

**USU 1320 (BHU)** – Aaron L. Crawford