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FACULTY SENATE

February 2, 2015

3:00 – 4:30 p.m.

Merrill-Cazier Library Room 154

Agenda

- 3:00 Call to Order**.....Doug Jackson-Smith
- Approval of Minutes January 12, 2015
- 3:05 Announcements**.....Doug Jackson-Smith
- Be sure to sign the roll
 - FS Presidential Elections Heads Up
 - PTR code change process update
 - Faculty Gun Issues Survey
- 3:10 University Business**.....Stan Albrecht, President
Noelle Cockett, Provost
- 3:20 Information Items**
1. Electronic P&T Binders.....Larry Smith
 2. Allen E. Hall Innovation Award.....Noelle Cockett
- 3:45 Reports**
1. EPC Items for January.....Larry Smith
 2. Honorary Degrees and Awards Report.....Sydney Peterson
- 3:55 Unfinished Business**
1. AFT code change proposals (First Reading).....Stephan Bialkowski
 2. Provost/AFT 405 Section code changes (First Reading).....Stephen Bialkowski
- 4:15 New Business**
1. 405.2.2 (etc.) Code Change: Teaching Role Description for P&T
(First Reading).....Stephen Bialkowski
- 4:30 Adjournment**



**USU FACULTY SENATE
MINUTES
JANUARY 12, 2015
Merrill-Cazier Library, Room 154**

Call to Order

Doug Jackson-Smith called the meeting to order at 3:01 pm. The minutes of December 1, 2014 were adopted.

Announcements – Doug Jackson-Smith

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

Extra Service Compensation Policy and Procedure Update. This is being finalized with the President's Executive Committee on January 28th, and will then move on to the Board of Trustees.

Electronic P&T Binders. A formal presentation to the Faculty Senate will be made at the February meeting.

University Business – President Stan Albrecht

President Albrecht gave a brief update on the progress of the two capital facility projects. The Science Building and Clinical Services Building will go to the legislature this session. The Business Building is coming along close to schedule, the Student Recreation and Wellness Center is on schedule to finish August 2015. The Price and Tooele classroom buildings are about 50% completed and the Brigham City building is making progress. There are two non-state funded projects that we will be hearing more about in the coming weeks. First, a major renovation and expansion of the Fine Arts facility which will be covered in large part by private donations, upgrades to the sound systems and HVAC systems will be covered by capital improvement funds. The Morgan Theater and Kent Concert Hall will receive major upgrades, expansion to the museum area, and changes to the main entrance and expansion on the west side. The second major project is the demolition to the west part of Romney stadium. The renovations will include many upgrades to enhance fan experience. The new section of the stadium will include premium seats. The project is funded by donor funds and revenue bonds. The bonds are funded by the sale of the premium seats. Demolition will begin about the first of April. 2016 will be the next comprehensive review for the Northwest Commission on Colleges and Universities (NWCCU). You will be hearing much more about this as we prepare for the visit. US News and World Report recently ranked USU's online program 13th in the nation.

Information Items

Discontinuance of Common Hour Fall 2015 – Noelle Cockett, Provost. Provost Cockett was unable to attend. Doug Jackson-Smith presented the information item. The Common Hour has been assessed and it is largely not being used for the purposes it was intended. The decision has been made to discontinue it beginning Fall semester and return to the regular class schedule.

Reports

December EPC Items – Larry Smith. No 401 proposals were presented in December. Academic Standards subcommittee submitted several items bringing policy up to current practice and language clarification. They also discussed a revision to the grading policy that would allow faculty more time to submit final grades. Currently faculty must submit grades 96 hours after the

final exam. The new recommendation is 120 hours from the time of the last final on Friday. EPC passed a change to the recommendation, proposing that faculty be allowed until 5:00 on Thursday the week after final exams.

Council on Teacher Education – Francine Johnson. Francine was unable to get to our meeting in time for the report due to another meeting. Doug asked if there were questions regarding the report from senate members. There were no questions.

Scholarship Advisory Board – Taya Flores. The report covers the 2013-14 year and only covers what goes through the scholarship office.

A motion to approve the three reports as a consent agenda was made by Lesley Brott and seconded by J P Spicer-Escalante. The motion passed unanimously.

Unfinished Business

Code Change 402.12.3 Committee on Committee Term Extension (Second Reading) – Stephan Bialkowski. The change extends the term of members to three years, and makes them a supernumerary member of the Senate if their committee term extends beyond their senate term.

A motion to pass the second reading of section 402.12.3 was made by Stephan Bialkowski and seconded by Robert Schmidt. The motion passed unanimously.

PTR Working Group Recommendations – Doug Jackson-Smith. At the last senate meeting a working group was formed to clarify decision points so the process can move forward. Doug reviewed the working group's recommendations which are included in the agenda packet. The group agreed on several key points; that the system should be fair, rigorous, and credible, it should be grounded in the judgment of peers and be an efficient process that protects faculty from abusive administrators. The implications of the proposal would require PRPC to re-write code language using guidance from the discussion today and write a version of code that will be brought back to the senate for discussion and a vote later this spring. Doug suggests the process be to review the proposal, then offer the opportunity for amendments to it, culminating in an up or down vote to decide whether or not to send it to PRPC.

A faculty member questioned the consistency of the working group's recommendations with Regents Policy in that Department Heads would not necessarily be an expert in the faculty member's field and therefore the review would not be collegial or qualified to give an extensive review. Doug replied that all indications are that the policy is in fact in line with the Regents code. Comments from senators indicated the proposed process is much more collegial than current practice. Stephan Bialkowski suggested we break the proposal into three separate components: who does the PDP (the department head or the PTR committee); whether to form the PTR committee by "mutual agreement"; and whether to link or trigger the PTR process to the annual review process. A working group member assured the senate that these three components were discussed and the group agreed unanimously to ask the senate to consider this as a combined package. Doug decided to proceed with the full proposal, but encouraged people to propose changes to any of these components.

Doug presented a graphic outlining and comparing the current process and the proposed changes. (Please see attached documentation.) Doug asked for a motion to send the proposal to PRPC. The motion was made by Matt Omasta and seconded by Kathleen Mohr.

Charles Waugh, a member of the working group, stated that the group discussed at length the possibility of a bad department head using the system in inappropriate ways. Current code allows the department head to initiate a PDP and begin the censure process unchecked. This proposal allows departments to set the annual review process, and in the event of a negative departmental annual review, would require a comprehensive review by peers in part selected by the affected faculty member before a PDP can be put into place. In this way it protects faculty from potentially abusive administrators better than the status quo.

Matt offered an amendment to the motion requiring that a “warning letter” be issued one year before a negative review could trigger the formation of a PTR committee. A second to this amendment was made by Caroline Lavoie. Members of the working group responded that protection from a ‘surprise’ decision to invoke the PTR process should be enhanced by using a five year window, and if a department suddenly made a formally negative annual review recommendation, that decision would be reviewed by the peer review committee, which would have to agree with the department head. A senate member commented that the five year window is not a guarantee of protection if one year you publish less than prior years; you could be reprimanded for decreased productivity. Alan Stephens stated that most department heads currently do not evaluate annual reviews based on the code standard of whether faculty member conscientiously and with professional competence discharges their duties. He believes that it would be surrendering faculty responsibilities to administration to allow departments to decide if a PTR peer review committee is warranted. Kathleen asked for clarification that the amendment would require a warning letter to precede a negative annual review by one year. Doug affirmed that was correct and it was clarified that the letter would contain language similar to “I am concerned that you are approaching the level at which you may not be performing up to standards”. Another faculty commented his feeling that this proposal strengthens protections to faculty rather than taking protections away.

Voting on the amendment was 33 in favor, 14 opposed. The amendment passes.

There was discussion about the differences in the annual review process between departments. A Senator asked for clarification on the multiyear review window history. Doug explained that departments currently get to decide what on the window for annual reviews and there is currently little guidance in code for the reviews. A year and a half ago the senate voted to allow departments to choose their own windows. Later that was changed with a vote on a 5 year window, which was amended on the floor to a three year window. The working group discussed this point again and decided to start the discussion here with a 5 year window, which they felt more fairly assesses the changes in publications and research etc. Doug asked if anyone wanted to propose an alternative to the 5-year window.

A motion was made to limit the discussion on this topic to 60 seconds, and a second was received. The voting was unanimous in the affirmative.

The discussion moved to item H in the Process Suggestion document, merit pay. John Stevens clarified that for pre-tenure faculty the provost has presented a separate code change proposal that would separate the promotion and tenure letter from the annual review. He asked if this might conflict with the PTR proposal goals? Doug clarified that the provost’s proposal would be compatible with the working group PTR proposal. For some faculty, apparently, the P&T evaluation letter is currently used as their annual review letter. The intent of Provost’s change is to not allow departments to use the promotion and tenure letter for the annual review process and vice versa. Whatever we do with the annual reviews or PTR process, the provost’s change (which will be debated in the senate next month) would not be affected.

A question was asked if the proposal includes the scenario that if the peer review committee disagrees with the department head’s negative review that will override the department heads decision, and could not initiate one for another 5 years. Doug noted that the proposal distributed in the agenda packet states that “most of us recommend that a Peer Review Process could only be initiated once every 5 years (e.g., if the PRC does not concur with the negative departmental evaluation, there must be a waiting period before another formal negative MYAR could trigger the PTR process).” He also noted that the committee was not unanimous about this detail and encouraged the senators to offer suggestions about whether they wanted a ‘waiting period’ in the proposal that goes to PRPC. A working group member commented that the waiting period idea was included to provide an extra level of caution so that a department head would have to have solid evidence of misconduct to proceed with the process, knowing that if it was repealed he or

she could not invoke it again the next year. Another senator commented that if there were valid, objective examples of the person not fulfilling their role statement, and the review committee did not disagree with all of it, but the next year the person clearly did not fulfill their duties, the department head's hands would be tied. It seems that waiting 5 years is too long.

A motion to amend the proposal to reduce from a 5-year to a 2-year waiting period before being able to trigger formation of the committee again after a positive PRC review was made and seconded. The discussion continued and a senator made a friendly amendment to change to a 3 year period which would provide a full two years of time elapsed to be reviewed. The friendly amendment was accepted.

A senator questioned, if a warning letter is required is a three year waiting period really necessary?

A vote was called on the proposal to reduce from a five to a three year waiting period. 26 votes in favor and 14 votes opposed. The amendment to the proposal passed.

More discussion ensued and a motion was made to remove the waiting period after the PRC has reversed the department head recommendation for a PDP completely by Mark McLellan and seconded by Jeanette Norton. The vote was 27 in favor and 15 opposed. The motion passed.

There was no further discussion, so Doug called for a vote on the motion to submit the working group proposal (as amended) to PRPC with instructions to present to the faculty senate later this semester draft code language to implement the amended proposal.

A motion was made to send the proposal with the amendments to PRPC to draft code language and a second was received. The motion passed 42-3.

New Business

AFT Code Change Proposals – John Stevens. The committee is proposing three changes. Two of them very minor, and deal with editorial corrections and typographical corrections. The other is to clarify which reason is invoked for non-renewal of faculty, but allows the president to elaborate if he so desires.

A motion was made by Michael Lyons and seconded by Ronda Callister to send this proposed change to PRPC for consideration. The motion passed unanimously.

Adjournment

The meeting adjourned at 4:34 pm.

USU Electronic Tenure and Promotion Dossiers
Presentation to Faculty Senate Executive Committee
December 8, 2014

A. Theory/Ground rules

- No change in policy or procedural steps (only converting ink to electrons).
- Process must be simple, user-friendly, and supportable.
- Information necessary for decision-making must be directly accessible in dossier sections; not in links.
- Supplemental or appendix-like information available in links optionally.

B. Actions to Date

- Adopted and adapted University of Utah Equella T & P platform.
- System test-driven by USU faculty July 2014
(Scott Bates, Kelly Koop, Nathan Straight, Matt Sanders)
- Demonstrated to department heads and deans
- Demonstrated to BFW

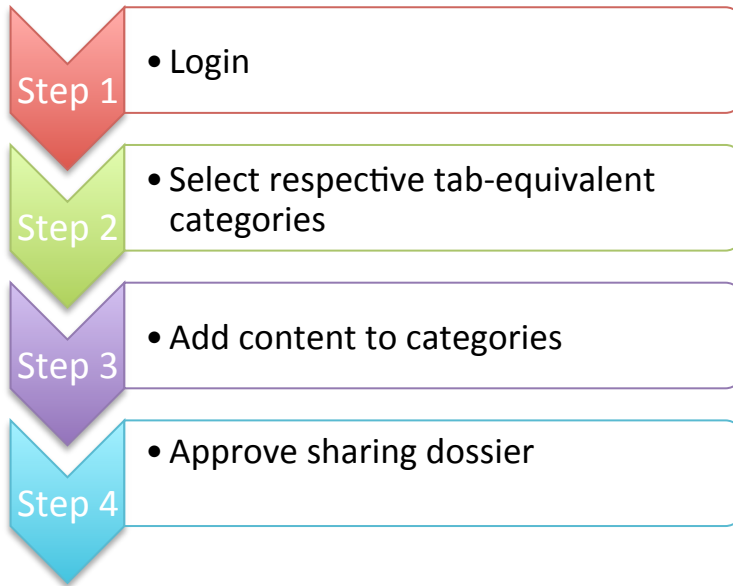
C. Procedure

- College establishes CIDI-trained e-dossier “administrator”.
- College creates Equella site for their T & P candidates.
- Faculty upload all documentation in pdf format into template; access remains, editing ability lost.
- College administrator adds all other documents, e.g., advisory committee letter, head and dean letters, external peer reviewer (EPR) letters.
- Faculty member does not have access to EPR letters or transmittal form.
- College administrators will move e-dossier to each subsequent level of review when notified.

D. Issues

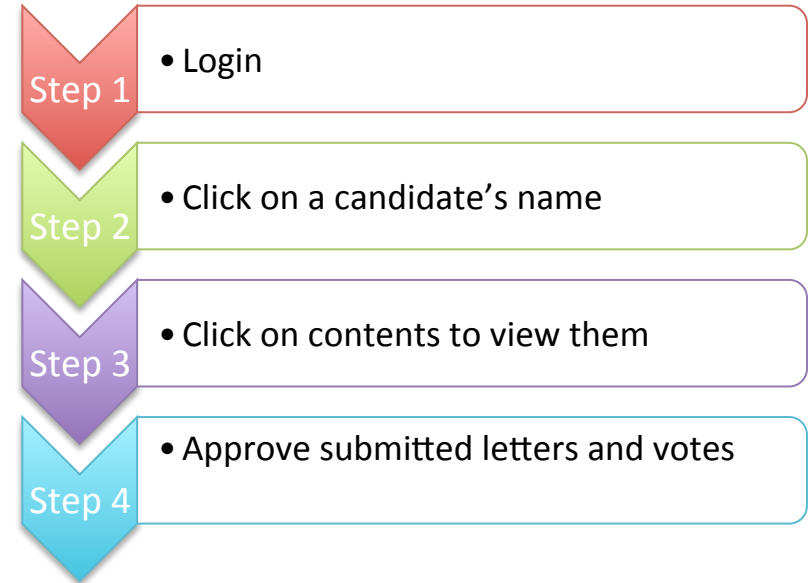
- Need deadline for completion of faculty upload (per department, November?)
- Recommend that external peer review proceed as in the past, next year
- Exclude third year review from e-dossier next year.
- In the future, use e-dossiers for third year review and external reviews.
- In the future, all faculty could use Equella for reviews

Candidate

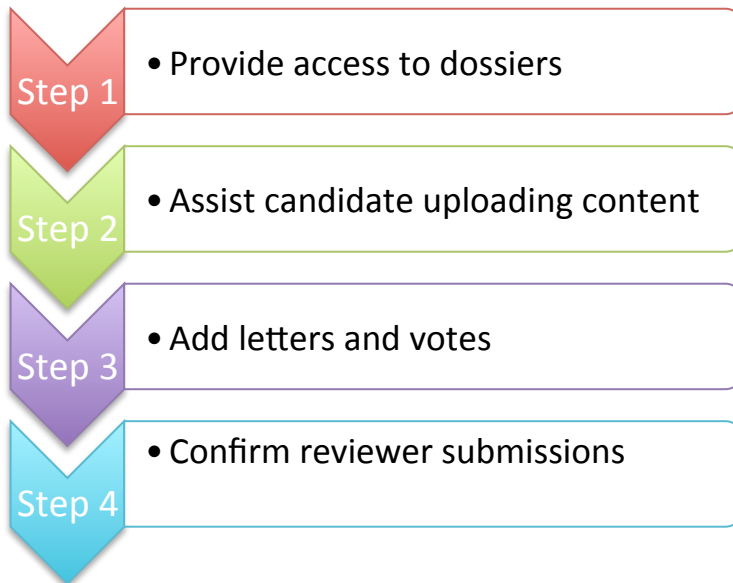


Reviewers

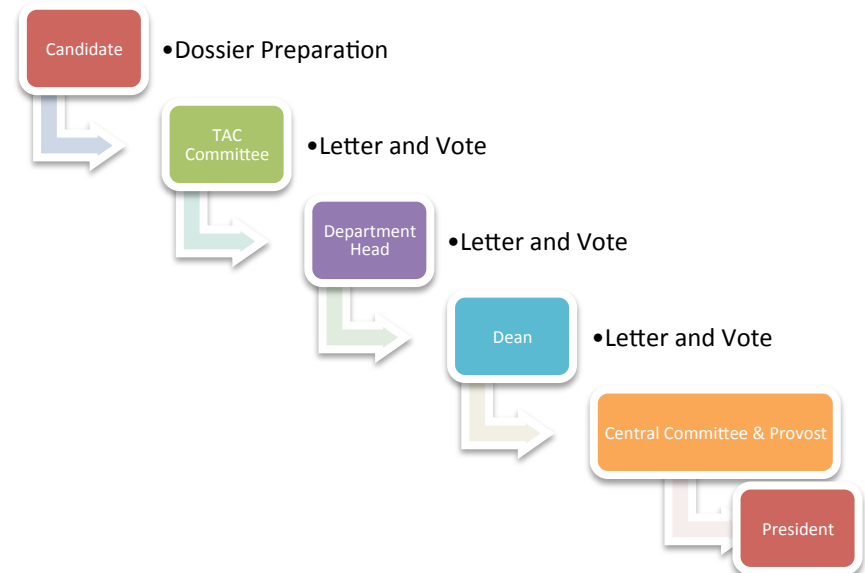
TAC Members - Department Head – Dean(s) - Central Committee - President



College Dossier Admin



Dossier Workflow



Report from the Educational Policies Committee January 15, 2015

The Educational Policies Committee met on January 8, 2015. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page¹ and are available for review by the members of the Faculty Senate and other interested parties.

During the January meeting of the Educational Policies Committee, the following discussions were held and actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of January 8, 2015 which included the following notable actions:
 - The Curriculum Subcommittee approved 49 requests for course actions.
 - A request from the School of Applied Sciences, Technology and Education to restructure the Agricultural Systems Technology MS degree was approved.
 - A request from the Department of Engineering Education to discontinue the Associates of Pre-Engineering (APE) degree at the Regional and USU Eastern campuses.
2. Approval of the report from Academics Standards Subcommittee meeting of December 11, 2014. The action item from that meeting was:
 - International Baccalaureate Organization (IBO) Awarding of Credit Policy. A motion to change policy language with respect to the IBO was approved. The new policy language is:

International Baccalaureate Organization (IBO) Awarding of Credit Policy:

USU recognizes the International Baccalaureate program. Students who enter USU with International Baccalaureate credits are encouraged to apply to the Honors Program. Students who present an International Baccalaureate diploma will be awarded no more than the number of credits earned with a maximum of 30 credits. These credits will waive the appropriate Breadth and Communications Literacy requirements, but students will still be required to complete the Quantitative Literacy requirement, unless individual scores on IB exams waive those requirements. Each student's transcript will be evaluated individually, based on the courses completed. Students who have not completed the International Baccalaureate diploma may receive up to 8 credits for scores of 5 to 7 on higher-level exams (as shown below), up to a maximum of 30 credits. Individual departments and/or colleges may specify the exact courses necessary to fulfill program requirements. Please note that more than the minimum General Education requirements may be necessary. For instance, some departments and colleges require specific coursework for General Education, and the IBO exams may not satisfy these requirements, in which case additional courses may be required. If, prior to (or after) taking an IBO examination, a student receives credit (including AP credit) for any coursework equivalent to the subject matter of an IBO examination, the IBO credits equivalent to the

course will be deducted. USU recognizes that other institutions have policies differing from those of USU and that those institutions may evaluate the IBO transcript differently than USU. For this reason, please note that transfer students with IBO credits posted to another institution's transcript, but who have less than an associate degree, will have their IBO credits reevaluated based on USU's standards.

3. Approval of the report from the General Education Subcommittee meeting of November 18, 2014.
Of note:

- The following General Education courses and syllabi were approved:
 - MATH 2010 (QI)
 - MATH 2020 (QI)
 - PHIL 4300 (DHA, Charlie Huenemann)
 - RELS/HIST 3020 (DHA, Ravi Gupta)
- Fifteen Year Old General Education Course Policy Change. A motion to revise policy language regarding General Education courses older than 15 years was approved. The new language is:

*Courses taken to satisfy specific General Education (or University Studies) requirements will be deemed as acceptable for satisfying that requirement without review for a maximum of 15 years from the time the course was completed. Students who have not completed the baccalaureate requirements within 15 years after taking General Education (or University Studies) courses must have their courses evaluated and approved by their department head or dean and **the Provost's Office or a designee** in order for the courses to satisfy current General Education (or University Studies) requirements.*

4. Other Business

- A motion to approve a proposal from the Honors Program to create a "Global Engagement Scholar" transcript designation was approved. The proposal is:

PROPOSAL from the University Honors Program (Kristine Miller, director): *to create a new "Global Engagement Scholar" transcript designation*

DESCRIPTION: The University Honors Program proposes to offer its students the opportunity to ground their Honors work in topics of global concern. Focusing on both academic understanding and practical application, Global Engagement Scholars would be students who have learned to think deeply and to engage thoughtfully with the international issues that shape their disciplines. The resulting transcript designation of "Global Engagement Scholar" will communicate to future employers and/or graduate programs the student's commitment to international communication and understanding.

PROPOSED REQUIREMENTS (and alignment with existing requirements for Honors):

Foreign language competence: Students will need to complete two years of course work (or equivalent competency testing) in a second language.

Not a current Honors requirement, but many Honors students choose to complete this work.

9 credits/points of Study Abroad and other Practical Application Work: All

Global Engagement Scholars will complete six credits (or two contracts for six Honors points) of course and/or internship work during at least one term abroad (fall, spring, or summer). Students earn the additional three credits/points in Honors Practical Application work by completing a contract that explores and produces work on a specific topic of global concern.

Honors students are required to complete 9 credits of "practical application" work, which may include various types of academic work beyond the classroom; this requirement focuses that work on topics of global concern and study abroad.

Returning Traveler Presentation: The semester of their return from study- abroad, Global Engagement Scholars will present to the Honors community a 30-minute PowerPoint presentation outlining a specific international issue that informed their study abroad and articulating how that issue has extended and shaped their academic study here at USU.

Honors students must have a final product for any practical application work; this requirement advertises the program and creates a venue for their final products.

Honors Capstone/Thesis: The final capstone or thesis project will need to demonstrate substantial engagement with global issues in the student's discipline. Like other Honors students, Global Engagement Scholars will enroll in a one-credit thesis proposal course before completing the thesis. The faculty mentor, any committee members, departmental Honors advisor, and Honors program director must approve not only the thesis proposal itself but also its Global Engagement emphasis.

Honors students must all complete a thesis or capstone project; once again, this transcript designation would focus that work on global issues

Proposed change #1 to the USU Policy (stemming from AFT committee jurisdiction):

State that a non-renewal notice must disclose the reason for non-renewal, but elaboration is at the president's discretion.

Reason for change:

There are only three allowable reasons for the non-renewal of tenure-eligible or term appointment faculty (Policy 407.6.2): unsatisfactory performance of assigned role, failure to meet tenure requirements (only applicable in final tenure decision year), and cessation of extramural funding required for salary support. The same Policy section also states that these faculty members may not be non-renewed for reasons that violate their academic freedom. A recent grievant to the AFT committee pointed out that no reason was included in their notice of non-renewal (although previous reviews of the faculty member had indicated concerns). Policy 407.6.4 says that the notice of non-renewal may state the reasons for non-renewal, at the president's discretion. It seems only fair to disclose to a non-renewed faculty member the reason(s) for non-renewal (of the three allowed by code) in the formal written notice. Such disclosure would also strengthen the protection of academic freedom, and non-renewed faculty members would not be left to wonder whether their academic freedom was an issue. This can be achieved without any additional burden on the president (who writes or approves the formal notice of non-renewal), as the proposed change would only require the written notice to identify one (or more) of the three allowable reasons, with the president retaining the option to elaborate. The AFT committee opposes requiring such elaboration, however, as that could be an unnecessary duplication of previous reports or reviews of the faculty member. Stating the reason (of the three allowed) for non-renewal in the written notice is not redundant since that is where the final *decision* (as opposed to *recommendations* from the tenure advisory committee, department head, or dean) is communicated to the faculty member (Policy 407.6.3).

Current USU Policy 407.6.4(1):

"Reasons for non-renewal may be stated in the notice of non-renewal, at the president's discretion."

Proposed USU Policy 407.6.4(1):

"**The reason(s) for non-renewal (of the three specified in 407.6.2) ~~may~~ shall be stated in the notice of non-renewal. At the president's discretion, the notice may elaborate on the reason(s) by referencing previous reports or reviews of the faculty member (405.7, 405.12.1).**"

Proposed change #2 to the USU Policy (stemming from AFT committee jurisdiction):

Fix a typographical error.

Reason for change:

Unnecessary word should be removed.

Current USU Policy 407.6.2:

“... Tenure-eligible and term appointment faculty members may not have their appointments non-renewed for reasons which that violate their academic freedom or legal rights.”

Proposed USU Policy 407.6.2:

“... Tenure-eligible and term appointment faculty members may not have their appointments non-renewed for reasons ~~which~~ that violate their academic freedom or legal rights.”

Proposed change #3 to the USU Policy (stemming from AFT committee jurisdiction):

Fix a typographical error.

Reason for change:

Policy 407.6.6(8) does not exist, but Policy 407.5.6(8) refers to the scope of the recommendation of the AFT hearing panel.

Current USU Policy 402.12.3(1)(b):

“Hearing panels of the Academic Freedom and Tenure Committee shall, when hearing grievances, determine whether procedural due process was granted the petitioner as provided in this policy and determine whether the grievance is valid or not valid (see policy 407.6.6(8)) The recommendation of the hearing panel shall be binding on the general membership of the Academic Freedom and Tenure Committee.”

Proposed USU Policy 402.12.3(1)(b):

“Hearing panels of the Academic Freedom and Tenure Committee shall, when hearing grievances, determine whether procedural due process was granted the petitioner as provided in this policy and determine whether the grievance is valid or not valid (see policy 407.~~65~~.6(8)). The recommendation of the hearing panel shall be binding on the general membership of the Academic Freedom and Tenure Committee.”

Proposed changes to 405 policy (initiated by Provost Cockett; reviewed & amended by AFT committee)

CHANGE 1

- Clarify that the role statement should be approved by the Provost but the Provost's signature is not needed.

Reason for change:

Currently, the draft role statement is approved by the Provost before an offer is extended to a new faculty member and the Provost's signature is obtained after the faculty member, department head and dean(s), Vice President for Extension and/or chancellor have signed. However, the routing of the role statement back to the Provost can delay processing the hiring EPAF and seems unnecessary because the Provost has already approved the document.

Current USU Policy (405.6.1):

A role statement will be prepared by the department head or supervisor, agreed upon between the department head or supervisor and the faculty member at the time he or she accepts an appointment, and approved by the academic dean and the provost and where applicable, the chancellor, vice president for extension or regional campus dean. The role statement shall include percentages for each area of professional domains (404.1.2). These percentages will define the relative evaluation weight to be given to performance in each of the different areas of professional domains.

Proposed USU Policy:

A role statement will be prepared by the department head or supervisor, and agreed upon between the department head or supervisor and the faculty member at the time he or she accepts an appointment, as indicated by their signatures. The role statement should also be, ~~and~~ approved by the academic dean and the provost and where applicable, the chancellor, vice president for extension or regional campus dean, prior to the faculty member's signature, and then signed by the academic dean, and the chancellor, vice president for extension or regional campus dean where applicable. The role statement shall include percentages for each area of professional domains (404.1.2). These percentages will define the relative evaluation weight to be given to performance in each of the different areas of professional domains.

CHANGE 2

- Allow for an annual work plan for faculty located on the RC and Eastern campuses.

Reason for change:

Faculty at the regional campuses and USU-Eastern teach classes in a variety of delivery methods including face-to-face, broadcast, online and blended. Significant planning is required to appropriately schedule and deliver classes across the regional and Eastern campuses. A signed annual work plan would facilitate class scheduling and also keep the department head at the Logan campus “in the loop” on course assignments and planned research activities for each RC and Eastern faculty member. The annual work plan would be initiated by the department head in consultation with the RC dean, and approved by the department head and RC dean.

Current USU Policy (405.6.1):

Some academic units may find it useful to employ an annual work plan or “role assignment”. The faculty member's role assignment provides for the detailed implementation of the professional domains of the faculty member described in the role statement. During the annual review, the role assignment may be adjusted within the parameters of the role statement. Major changes in the role assignment may prompt review and revision of the role statement.

Proposed USU Policy:

Some academic units, [such as Extension and the Regional and Eastern campuses](#), may find it useful to employ an annual work plan or “role assignment”. The faculty member's role assignment provides for the detailed implementation of the professional domains of the faculty member described in the role statement. During the annual review, the role assignment may be adjusted within the parameters of the role statement. Major changes in the role assignment may prompt review and revision of the role statement.

CHANGE 3: The annual P&T letter generated by the department head should not be used as the annual review letter for tenure-eligible faculty.

Reason for the change: The standards for promotion and tenure are different than the standards for the annual review.

Current USU Policy (405.12.1):

Each department shall establish procedures by which all faculty shall be reviewed annually. Such reviews shall, at a minimum, incorporate an analysis of the fulfillment of the role statement. The basic standard for appraisal shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with his or her position. The department head or supervisor shall meet with the faculty member annually to review this analysis of the fulfillment of the role statement and, subsequently, provide a written report of this review to the faculty member. A copy of this report shall be sent to the academic dean or vice president for extension, and, where appropriate, chancellor or regional campus dean.

The annual evaluation and recommendation by the department head or supervisor for tenure-eligible faculty (405.7.1 (3)) may constitute this review for salary adjustment. For faculty with term appointments, the annual review shall also include a recommendation regarding renewal of the term appointment.

Original Proposed USU Policy:

The annual evaluation and recommendation letter by the department head or supervisor developed for tenure-eligible faculty as part of the promotion and tenure process (405.7.1 (3)) may not serve as a substitute for this annual review letter for salary adjustment.

CHANGE 4

- Joint letter from the academic and regional campus (RC) deans or chancellor should be allowed during the evaluation and recommendation in the promotion and tenure process.

Reason for the change: The USU Policy currently requires separate letters from the regional campus dean or chancellor. However, a single letter from the academic dean and the RC dean or chancellor can effectively convey the recommendation and needed information during the tenure and/or promotion process.

Current USU Policy [405.7.2(4); 405.8.3(4); 405.11.4(4)]:

405.7.2(4): Tenure

The academic dean or vice president for extension will send his or her own recommendation, the department head's recommendation, and the tenure advisory committee's recommendation to the provost on or before January 11, except that for third-year appointees the date is November 20. The regional campus dean will also submit a separate recommendation for each regional campus candidate, and likewise, the chancellor of USU-~~CEUEastern~~ will submit a separate recommendation for each USU-~~CEUEastern~~ candidate. Copies of letters from the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean shall be sent to the tenure advisory committee and the candidate, department head or supervisor, and placed in his or her file at the time that these recommendations are transmitted to the next level of review.

405.8.3(4): Promotion

The academic dean or vice president for extension will send his or her own recommendation, the department head's or supervisor's recommendation, and the promotion advisory committee's recommendation to the provost on or before January 11. The regional campus dean will also submit a separate recommendation for each regional campus candidate, and likewise, the chancellor of USU-~~CEUEastern~~ will submit a separate recommendation for each USU-~~CEUEastern~~ candidate. Copies of letters from the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean shall be sent to the promotion advisory committee and the candidate, department head or supervisor, and placed in his or her file at the time that these recommendations are transmitted to the next level of review.

405.11.4(4): Term appointments

The academic dean or vice president for extension will send his or her own recommendation, the department head's or supervisor's recommendation, and the promotion advisory committee's recommendation to the provost on or before January 11. The regional campus dean will also submit a separate recommendation for each regional campus candidate, and likewise, the chancellor of USU-~~CEUEastern~~ will submit a separate recommendation for each USU-~~CEUEastern~~ candidate. Copies of letters from the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean shall be sent to the promotion advisory committee and the candidate, department head or supervisor, and placed in his or her file at the time that these recommendations are transmitted to the next level of review.

Proposed USU Policy:

405.7.2(4): Tenure

The academic dean or vice president for extension will send his or her own recommendation, the department head's recommendation, and the tenure advisory committee's recommendation to the provost on or before January 11, except that for third-year appointees the date is November 20. The regional campus dean will also submit a ~~separate~~ recommendation for each regional campus candidate, and likewise, the chancellor of USU-~~CEUEastern~~ will submit a ~~separate~~ recommendation for each USU-~~CEUEastern~~ candidate. or These recommendations may be submitted jointly with the academic dean's recommendation. Copies of letters from the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean shall be sent to the tenure advisory committee and the candidate, department head or supervisor, and placed in his or her file at the time that these recommendations are transmitted to the next level of review.

405.8.3(4): Promotion

The academic dean or vice president for extension will send his or her own recommendation, the department head's or supervisor's recommendation, and the promotion advisory committee's recommendation to the provost on or before January 11. The regional campus dean will also submit a ~~separate~~ recommendation for each regional campus candidate, and likewise, the chancellor of USU-~~CEUEastern~~ will submit a ~~separate~~ recommendation for each USU-~~CEUEastern~~ candidate. T or these recommendations may be submitted jointly with the academic dean's recommendation. Copies of letters from the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean shall be sent to the promotion advisory committee and the candidate, department head or supervisor, and placed in his or her file at the time that these recommendations are transmitted to the next level of review.

405.11.4(4): Term appointments

The academic dean or vice president for extension will send his or her own recommendation, the department head's or supervisor's recommendation, and the promotion advisory committee's recommendation to the provost on or before January 11. The regional campus dean will also submit a ~~separate~~ recommendation for each regional campus candidate, and likewise, the chancellor of USU-~~CEUEastern~~ will submit a ~~separate~~ recommendation for each USU-~~CEUEastern~~ candidate. T or these recommendations may be submitted jointly with the academic dean's recommendation. Copies of letters from the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean shall be sent to the promotion advisory committee and the candidate, department head or supervisor, and placed in his or her file at the time that these recommendations are transmitted to the next level of review.

405.2 TENURE AND PROMOTION: CRITERIA FOR CORE FACULTY RANKS

2.2 Criteria for the Award of Tenure and for Promotion from Assistant to Associate Professor

Tenure and promotion from assistant to associate professor are awarded on the basis by which a faculty member performs his or her responsibilities as defined by the role statement. Although tenured and tenure-eligible faculty members are expected to carry out the major university functions of teaching, research or creative endeavors, extension, and service, individual emphasis will vary within and among academic departments as described in each faculty member's role statement. Each candidate must present evidence of effectiveness in all of the professional domains in which he or she performs, and must present evidence of excellence in the major emphasis of his or her role statement. The criteria for the award of tenure and the criteria for the award of promotion from assistant to associate professor are the same. These criteria include, but are not limited to: an established reputation based upon a balance of teaching, research or creative endeavors, extension, and service; broad recognition of professional success in the field of appointment; evidence of effectiveness in all of the professional domains in which the faculty member performs; and evidence of excellence in the major emphasis of his or her role statement (policies 401.3.2(3) and 405.2.1). Excellence is measured by standards for associate professors within the national professional peer group.

The foregoing criteria are to be applied to the following areas:

(1) Teaching.

Teaching includes but is not limited to all forms of instructional activities: classroom performance, broadcast and online instruction, mentoring students inside and outside the classroom, student advising and supervision, thesis and dissertation direction, and curriculum development. Documentation supporting teaching performance must include student and peer evaluations, and may include, but is not restricted to: proficiency in curriculum development as demonstrated through imaginative or creative use of instructional materials such as syllabi, instructional manuals, edited readings, case studies, media packages and computer programs; authorship of textbooks; teaching and/or advising awards; authorship of refereed articles on teaching; success of students in post-graduate endeavors; evidence of mentoring inside and outside the classroom, including work with graduate or undergraduate researchers, graduate instructors or undergraduate teaching fellows, applicants for major scholarships or grants, and Honors or other independent study work; recognition by peers of substantive contributions on graduate committees; service on professional committees, panels, and task forces; and invited lectures or panel participation.

405.5 TENURE AND PROMOTION: CRITERIA FOR PROFESSIONAL CAREER AND TECHNICAL EDUCATION FACULTY RANKS

5.2 Criteria for the Award of Tenure and for Promotion from Professional Career and Technical Education Assistant Professor to Professional Career and Technical Education Associate Professor

Tenure and promotion from professional career and technical education assistant professor to professional career and technical education associate professor are awarded on the basis by which a faculty member performs his or her assignment. Although professional career and technical education faculty are expected to carry out the major university functions of teaching, research or creative endeavors, and service responsibilities assigned to them, individual emphasis will vary as described in the faculty member's role statement. Each candidate must present evidence of effectiveness in all of the professional domains in which he or she performs and must present evidence of excellence in the major emphasis of his or her role statement.

The criteria for the award of tenure and for promotion from professional career and technical education assistant professor to professional career and technical education associate professor are the same. These criteria include, but are not limited to: all of the qualifications prescribed for an professional career and technical education assistant professor; a bachelor's degree from an accredited university; a minimum of seven years of full-time teaching at an accredited college; an established reputation based upon a balance of teaching, research or creative endeavors, and service; broad recognition for professional success in the field of appointment; evidence of effectiveness in all of the professional domains in which the faculty member performs; and evidence of excellence in the major emphasis of his or her role statement. Excellence is measured by national standards within the professional peer group.

The foregoing criteria are to be applied to the following areas:

(1) Teaching.

Teaching includes, but is not limited to, all forms of career and technical education instructional activities: classroom performance, student advising and supervision, ~~oversight of independent learning~~ mentoring students inside and outside the classroom, and curriculum development. Documentation supporting teaching performance must include student and peer evaluations, and may include, but is not restricted to: proficiency in identifying the needs of the identified audience; curriculum development as demonstrated through imaginative or creative use of up-to-date instructional methods materials such as workshops, conferences, classes, lectures, newsletters, syllabi, instructional manuals, assigned readings, case studies, media presentations, packages and computer-assisted instruction, programs; authorship of extension bulletins, self-instruction textbooks or other instructional materials; program development teaching and/or advising awards; authorship of refereed articles on teaching; evidence of mentoring inside and outside the classroom, including work with graduate or undergraduate researchers, graduate instructors or undergraduate teaching fellows.

applicants for major scholarships or grants, and Honors or other independent study work; success of students in post-instructional licensing procedures or employment placements; service on professional committees; panels and task forces; and invited presentations or panel participation and professional lectures or consultations.

405.10 TERM APPOINTMENTS AND PROMOTION: CRITERIA

10.1 Criteria for Promotion to the Penultimate Ranks:

Clinical or Research Assistant Professor, Assistant Professor (Federal Cooperator), Assistant Professor (Federal Research), Lecturer, Professional Practice Instructor to Clinical or Research Associate Professor, Associate Professor (Federal Cooperator), Associate Professor (Federal Research), Senior Lecturer, and Professional Practice Associate Professor

Promotion to the penultimate ranks is awarded on the basis by which a faculty member performs his or her role statement. Each candidate must present evidence of effectiveness in all of the professional domains in which he or she performs and must present evidence of excellence in the major emphasis of his or her role statement.

For promotion to the penultimate ranks, faculty members must demonstrate their ability to fulfill the following criteria, appropriate to their appointment:

(1) Teaching.

Teaching includes all forms of instructional activities: classroom performance, mentoring students inside and outside the classroom, student advising, clinical supervision, thesis and dissertation direction, and curriculum development. Evidence supporting teaching performance must include student and peer evaluations where appropriate, and may include, but is not restricted to: proficiency in curriculum development as demonstrated through imaginative or creative use of up-to-date instructional materials such as syllabi, instructional manuals, edited readings, case studies, media packages, and computer programs; authorship of textbooks; teaching and/or advising awards; authorship of refereed articles on teaching; success of students in post-graduate endeavors; evidence of mentoring inside and outside the classroom, including work with graduate or undergraduate researchers, graduate instructors or undergraduate teaching fellows, applicants for major scholarships or grants, and Honors or other independent study work; recognition by peers of substantive contributions on graduate committees; service on professional committees, panels, and task forces; invited lectures or panel participation.